

Maryland Psychological
Association/Foundation Presents

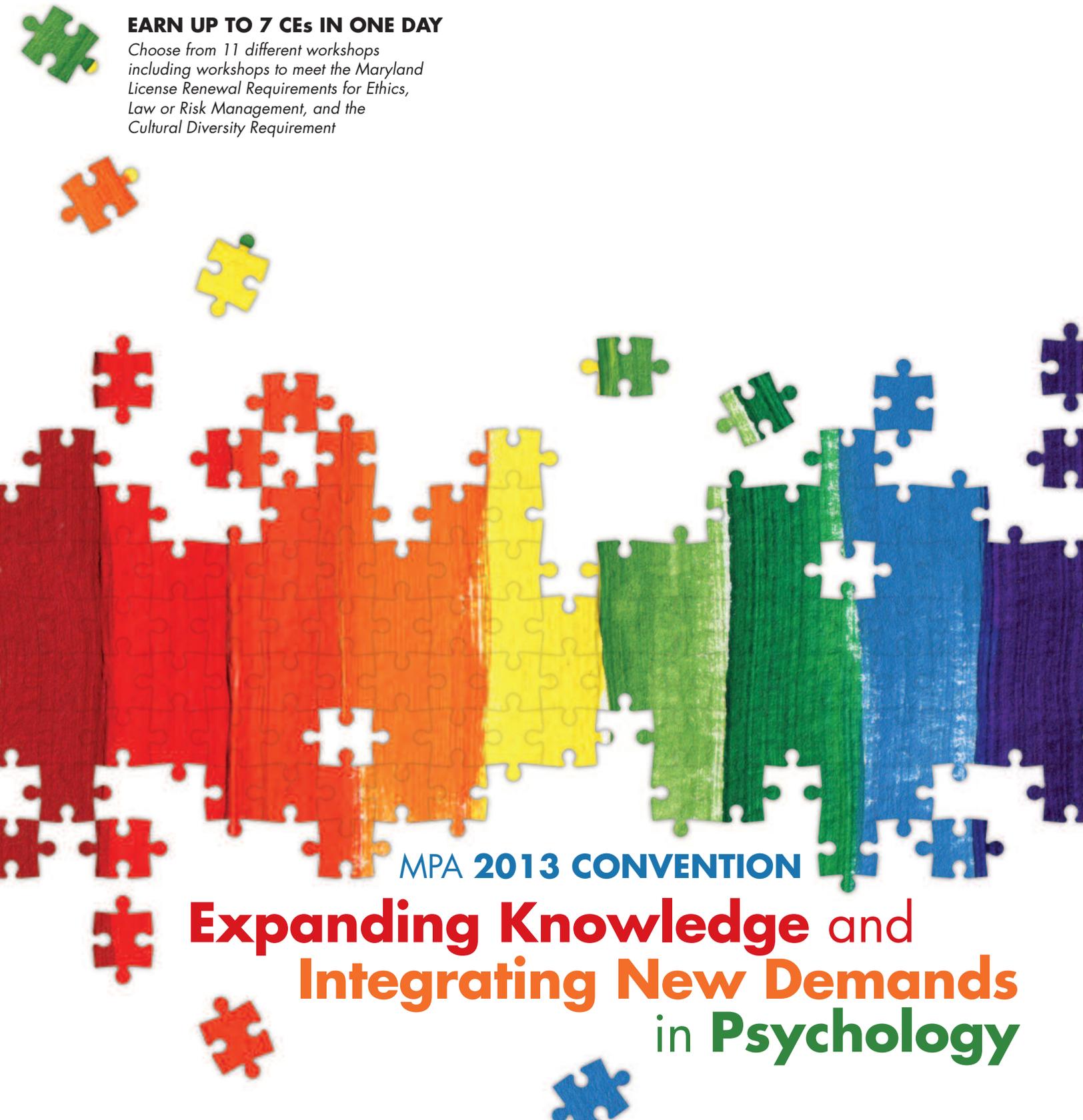
THE MPA ANNUAL CONVENTION 2013

FRIDAY, NOVEMBER 1, 2013

DOUBLETREE HOTEL
ANNAPOLIS, MD

Maryland Psychological Association/Foundation
10025 Governor Warfield Pky, #102
Columbia, MD 21044

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EARN UP TO 7 CE_s IN ONE DAY

*Choose from 11 different workshops
including workshops to meet the Maryland
License Renewal Requirements for Ethics,
Law or Risk Management, and the
Cultural Diversity Requirement*

MPA 2013 CONVENTION

**Expanding Knowledge and
Integrating New Demands
in Psychology**

WELCOME

The Maryland Psychological Association (MPA) Educational Affairs Committee under the leadership of incoming MPA President, Dr. R. Patrick Savage, and President-elect Dr. Laura Estupiñan-Kane, would like to extend a personal invitation to each of you to attend the MPA's Annual Convention on November 1st.

As those who look forward to the Convention every year know, it is both educational and social. We hope that in addition to having a wonderful educational experience, we all will enjoy a break from work to catch up with old friends and make new ones. The convention is not only a time for learning, but for celebrating what a joy it can be to be part of such a dynamic and diverse community of professionals. Whether this is your first or your 22nd convention, your questions, insights, and conversation enrich the experience for everyone.

MPA's goal is to bring the best and the brightest presenters to our continuing education programs.

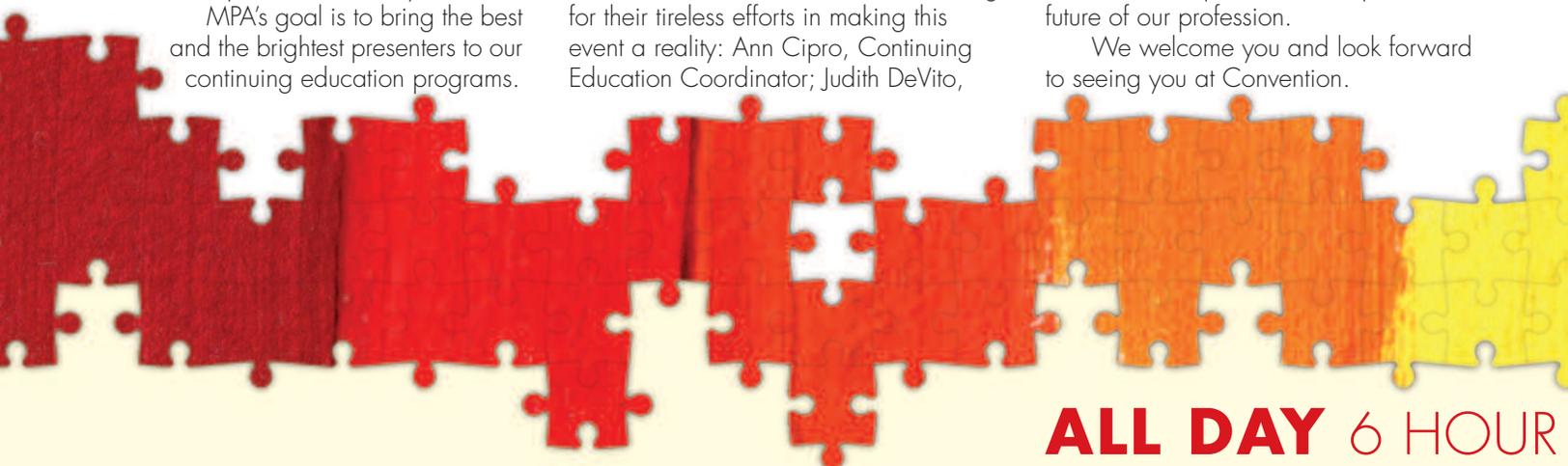
Once again, our committee is delighted to have prepared a broad array of topical presentations taught by well-respected instructors. This year's convention focuses on ways in which we can enrich and expand our treatment repertoire. Once again, our presenters will address the mental health needs of children, adolescents, and adults. We have selected presenters with expertise in the 'hot' topics for each patient population. We hope these stimulating topics will help you expand what you now know, and integrate and refine new techniques and therapeutic methods. We also hope that our Ethics and Multicultural offerings will serve to bring clarity around up-to-the-minute issues in treating women, in dealing with the media, and in legal issues with same sex couples. We hope each of you will leave invigorated with new ideas to use in your practice.

We would like to thank the following for their tireless efforts in making this event a reality: Ann Cipro, Continuing Education Coordinator; Judith DeVito,

Executive Director; Linda Dunn, Office Manager; and Bethany Wetherill, Public Relations Coordinator. We would also like to thank all the members of the Education Affairs Committee whose creativity and hard work have kept us mindful of our commitment to excellence in continuing education.

In closing, we would like those of you who are not members to consider joining the Maryland Psychological Association - the only organization working to promote and defend the practice of psychology in the state of Maryland. Our strength is in numbers and each and every one of you is important to helping psychology continue to thrive as a profession during these challenging and changing times. To those of you are members, thank you for your continuing support of MPA. Your membership allows us to continue to be heard in places that shape the future of our profession.

We welcome you and look forward to seeing you at Convention.



ALL DAY 6 HOUR



Supercharging Your CBT: Integrating Techniques for Relationship, Affect, and Personality Problems into Your Treatments

EDWARD SHEARIN, PH.D.

WORKSHOP LEVEL: *Intermediate.* Familiarity with standard CBT interventions for Axis I depressive and anxiety disorders and interest in going beyond these problems with some technical integration. Awareness of Third-Wave interventions would be helpful but not essential.

SCHEDULE

7:30 – 8:30 AM	Registration and Check-In Continental Breakfast in Mainsail Ballroom Exhibitor Visitation
8:30 – 11:30 AM	Morning Workshops
10:00 – 10:15 AM	Morning Break, Exhibitor Visitation
11:45 AM – 1:20 PM	Luncheon
1:30 – 4:30 PM	Afternoon Workshops
3:15 – 3:30 PM	Afternoon Break, Final Exhibitor Visitation, Door Prize Raffle Drawing (WILL START PROMPTLY AT 3:25 PM)
4:45 – 5:45 PM	Research Domain Criteria: An Update on NIMH's New Classification System (1 CE CREDIT)



FEATURED SPEAKER JACK A. NAGLIERI, PH.D.

CHOOSE ONE OR BOTH SESSIONS

MORNING WORKSHOP A

SLD Determination Under IDEA: Integrations of RTI and Neurocognitive Assessment

WORKSHOP LEVEL: *Intermediate.*

The field of psychology is experiencing an exciting time of growth regarding how children with Specific Learning Disabilities (SLD) should be identified (and differentiated from other disabilities). Federal law (IDEA) clearly states that a variety of evaluation methods are required for SLD eligibility determination—but there is a need for clearly articulated and workable methods. This workshop will present the Discrepancy/Consistency model for SLD determination. This approach is consistent with IDEA and integrates Response to Intervention (RTI) and assessment of basic psychological processes. Strengths and weaknesses of all the commonly used ability tests and RTI as they relate to SLD determination will be provided. Case studies and research evidence regarding RTI and evaluation of basic psychological processes will be presented. In addition, we will discuss how to use the discrepancy/consistency model for SLD eligibility determination and how to select research based cognitive interventions

based on a child's pattern of cognitive and academic strengths and weaknesses.

This workshop is designed to help you:

- Comprehend the impact of federal law (IDEA) on identification of children with SLD;
- Describe the strengths and weaknesses of using Response to Intervention (RTI) for SLD eligibility determination as well as the strengths and weaknesses of all the commonly used ability and processing tests of intelligence;
- Describe how to use a neurocognitive approach to SLD determination.

AFTERNOON WORKSHOP B

The Science of Executive Functioning: New Data, New Ideas and the Comprehensive Executive Functioning Inventory

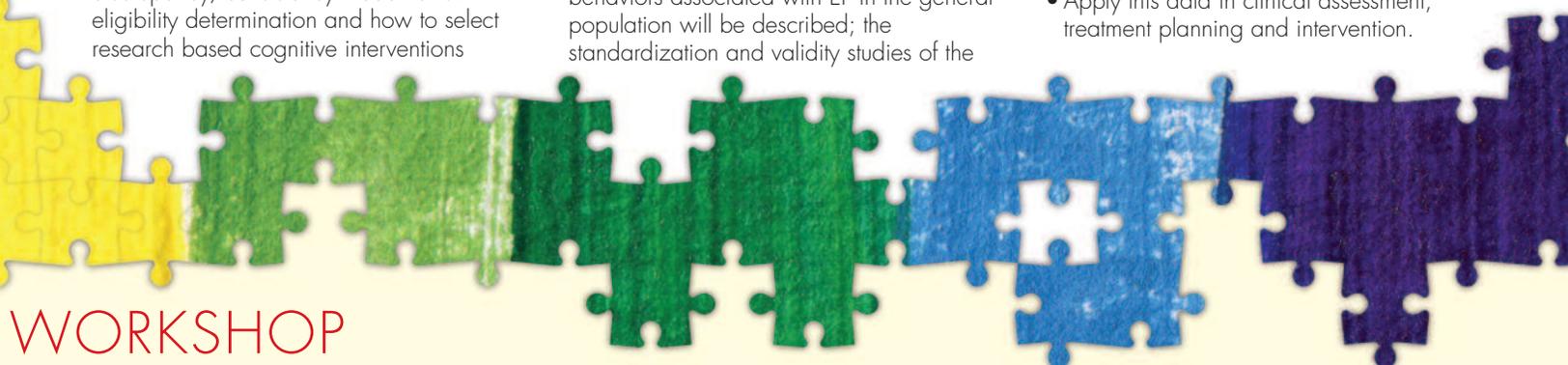
WORKSHOP LEVEL: *Intermediate.*

This presentation begins with a brief overview of historical and current theories and definitions of executive functioning (EF). Next data from a large national study of behaviors associated with EF in the general population will be described; the standardization and validity studies of the

Comprehensive Executive Functioning Inventory (CEFI; Naglieri & Goldstein, 2012). These data provide a science-based foundation for appreciating the components of executive functioning. The presentation will provide an examination of how the CEFI can be used to evaluate behaviors associated with EF and relate these results to other measures of ability and neuropsychological functioning. Emphasis will be placed on the CEFI, the first nationally standardized norm-referenced instrument designed to identify executive functioning in youth two through eighteen years of age. The presentation will include a discussion of intervention options and future challenges.

This workshop is designed to help you:

- Develop an understanding of the history and theory of executive function;
- Gain knowledge of the most current theories of executive function;
- Develop an understanding of the relationship of theories to current assessment;
- Gain knowledge of the largest epidemiological sample addressing the question of executive function and related abilities in children;
- Apply this data in clinical assessment, treatment planning and intervention.



WORKSHOP

Cognitive-behavioral treatments have proven to be highly effective interventions for a wide range of Axis I disorders including depressive and anxiety disorders. The more a client's problems have involved vague, undiagnosable problems or emotional and interpersonal issues beyond Axis I disorders, however, the more difficulty the CBT therapist may have in being helpful. Difficulties arise especially for clients for whom cognitive approaches seem a poor fit or not to offer resolution. In response, a variety of third wave CBT approaches have been developed to extend the reach of CBT. This workshop will integrate techniques from several approaches to help the CBT therapist target this problem spectrum that ranges from vague self or relationship issues to elements

of Axis II psychopathology. An essential skill that will be emphasized in this integration is mindfulness—if the therapist lacks clear awareness of particular behaviors in either self or client, then the chances of helping a client are lessened. The strength and impact of the therapeutic relationship are key to all treatment, but when the problem is interpersonal, developing the relationship can be more difficult. The use of validation techniques from DBT will be explored as one solution. Attention to interpersonal process and emotional experiencing will be addressed with the theory and techniques of Functional Analytic Psychotherapy (FAP)—a radical behavior approach to understanding and influencing client in-session behavior and achieving generalization to other

environments. Some experiential exercises will be woven into the presentation to illustrate particular techniques.

This workshop is designed to help you:

- Identify uses of mindfulness in treatment;
- Utilize validation techniques to strengthen relationship with client;
- Identify and respond behaviorally to client-therapist interactions that are dynamically conceptualized as transference or countertransference related;
- Identify in-session client behaviors to decrease or increase;
- Utilize techniques to decrease client affective avoidance and regulate affective expression;
- Increase awareness of impact on client.

MORNING WORKSHOPS

1 Effective and Ethical Telesychology

Mary K. Alvord, Ph.D.
and Jana N. Martin, Ph.D.

Meets the MD license renewal requirement for ethics/law/risk management

WORKSHOP LEVEL: *Beginner to Intermediate.*

The primary focus of this 3-hour workshop will be on the provision of telesychology to individual patients. Research on efficacy will be presented. Case examples, as well as demonstration using a HIPAA compliant video conferencing system will highlight pragmatic and ethical issues. Specifically, we will address client suitability, provider training and competence (technology and clinical), informed consent, regulatory issues, security measures to be considered, and risk/risk management issues.

This workshop is designed to help you:

- Describe two conditions under which telesychology might be appropriate and suitable;
- List at least three competence skills a provider must possess prior to using telesychology;
- Explain two potential ethical issues and strategies for effective risk management.

2 Therapeutic Intervention with Adults with High-functioning Autism Spectrum Disorders (ASDs): Addressing Issues of Intimacy, Education and Employment

Eve Band, Ph.D.

WORKSHOP LEVEL: *Beginner to Intermediate. Assume some basic knowledge of Autism Spectrum Disorders.*

Much has been made in recent years of the increased identification and diagnosis of Autism Spectrum Disorders (ASDs); a 78% increase in the past decade per the Centers for Disease Control. Despite advances in the field and the emphasis on early intervention, children with ASDs continue to reach adulthood in unprecedented numbers. They present complex issues and challenges for clinicians around ASD symptoms of socialization and communication.

In particular, persons with high-functioning ASDs, who are typically quite capable intellectually, experience difficulty attaining independence, major life goals, and meeting psychosocial demands due to symptom interference. This workshop will

examine the difficulties of adults with high-functioning ASDs as they seek higher education, employment, and attempt to establish close and intimate relationships. Specifically addressed will be the impact of ASD on dating, sexuality and marriage, including challenges posed by ASD characteristics such as deficits in empathy, perspective-taking, and communicating emotions. Factors will also be addressed that contribute to under- and unemployment, as well as challenges with initiating, prioritizing, and completing tasks.

The major emphasis of this workshop will be therapeutic interventions with extensive use of case presentation and discussion. Special attention will be given to confronting obstacles to effective therapeutic outcomes with this population.

This workshop is designed to help you:

- Describe how core features of ASDs in adults impact intimacy, higher education and employment;
- Utilize resources for individuals with ASDs who are transitioning from high school to college or employment settings;
- Apply pragmatic treatment approaches for adults with high-functioning ASDs;
- Predict obstacles common in therapy with high-functioning adults with ASDs.

3 The Clinician's Self-disclosure in Psychotherapy: Clinical Issues and Implications

John M. Hayes, Ph.D.

WORKSHOP LEVEL: *All Levels.*

Therapists of all theoretical orientations struggle with the demands of managing complicated treatment relationships. Indeed there is abundant evidence that the quality of the therapeutic relationship determines much of the variance in outcome of all psychological treatments. While the icon of the silent sphinx psychoanalyst has mercifully faded, therapists remain unclear about how self-disclosure can facilitate the work, how much of themselves to reveal and conceal and when. Ill-advised or excessive therapist self-disclosure compromises or even collapses the frame of the work, and exposes serious unexamined counter transference issues that can spoil a viable treatment. Too much caution about self-disclosure creates an arid atmosphere and unnecessary frustration and anger, while creative and timely self-disclosure can greatly facilitate emotional exploration and growth in our clients. In

this workshop we will focus on balancing discipline and spontaneity, the clinical problems and issues of self-disclosure, and the ethical implications.

This workshop is designed to help you:

- Develop an understanding of the nature of the therapeutic frame and the counter-transference problems associated with compromises to it;
- Recognize the problems associated with both undisciplined self-disclosure and excessive autonomy;
- Appreciate the ethical implications and potential problems of therapist self-disclosure;
- Utilize insights from contemporary relational psychoanalysis to creatively confront conflicts in treatment relationships.

4 Mental Health of Muslim Women: Providing Culturally Sensitive Psychological Counseling

Nahid Aziz, Psy.D.

Meets the MD license renewal requirement for cultural diversity

WORKSHOP LEVEL: *Intermediate.*

Assume knowledge of psychological theories, concepts and issues related to depression, PTSD, anxiety, and immigration, including immigrants mental health.

Although there is a recognized need for counseling Muslims, currently, there exists an underutilization of mental health services by Muslims due to lack of culturally sensitive mental health services and culturally competent mental health professionals for this population. This workshop will provide concrete strategies to help mental health professionals increase their cultural sensitivity and cultural competence in working with Muslims, particularly Muslim women. Specific guidelines will be offered for mental health professionals to incorporate into their clinical work when addressing the mental health needs of Muslim women.

This workshop is designed to help you:

- Increase your awareness and knowledge of the current mental health conditions of Muslim women;
- Develop sensitivity and understanding of psychological stressors that Muslim women face in the United States;
- Develop a familiarity with culturally specific and sensitive psychological intervention strategies to address the mental health needs of Muslim women.

AFTERNOON WORKSHOPS

5 Same Sex Legal Issues: How the Landscape has Changed in Just a Few Short Years and How Psychologists Can Protect Themselves from Legal Liability

Ferrier Stillman, Esq.

Meets the MD license renewal requirement for ethics/law/risk management

WORKSHOP LEVEL: *Beginner to Intermediate.*

This is a two part program. The first part will examine how the laws affecting people in same sex relationships have changed dramatically over the past few years. The second part will teach psychologists how to avoid legal liability.

The first section of the presentation will explain the recent Supreme Court decisions on same sex marriage and how those decisions, in conjunction with Maryland's new law allowing same sex marriage, affect Maryland residents in same sex relationships. The program will focus on federal and state marriage, divorce, custody, tax, and estate law as well as other areas of the law. The effect of legal same sex marriage on prior domestic partnership agreements, pre-nuptial agreements, and separation agreements will also be covered.

The second part of the program will help protect psychologists from legal liability before both the Board of Examiners of Psychology and in litigation. Frequently, psychologists come across issues pertaining to Maryland family law in their practices. Sometimes it is obvious such as when the process server knocks loudly on your office door; and sometimes it's not so obvious such as when a previously "normal" clinical encounter with a patient becomes a heated issue in a high conflict divorce case. This seminar will teach psychologists about Maryland law as it is typically and even atypically encountered by psychologists and what psychologists should and should not do.

The workshop will cover joint and sole, legal and physical custody; the three types of attorneys for children in divorce cases; who has the legal right to see adult and child patients' mental health records; how custody evaluations work in the legal system; the difference between a treating doctor and an expert witness; the interrelationship between custody and child support; the different types of visitation and access; what to do when served with a subpoena; what to do when an attorney seeks information about

your patient; obligations to report and when not to report abuse and neglect; and the different things it could mean when a patient says "I'm going to court."

This workshop is designed to help you:

- Describe the current federal and state laws applicable to same sex couples in Maryland;
- Describe the rights, and sometimes lack of rights, parents have to obtain psychological treatment for their children and to their children's psychological records prior to, during and after separation and divorce;
- Explain: when attorneys are appointed for children in custody cases, what the three different types of attorneys are for children in custody cases, what rights each of those three different types of those attorneys have, and what responsibilities you have to each of those three different types of attorneys;
- Develop a plan in order to know what to do when you receive subpoenas or other demands for mental health records or to appear in court or at a deposition.

6 Riding the Storm: Challenges in Assessing and Managing Violence

M. Kathryn Seifert, Ph.D.

WORKSHOP LEVEL: *Beginner to Intermediate.*

Violence assessment is a relatively new area of study. The standards and procedures in this arena area changing frequently.

There appear to be two groups of persons at risk for violence: 1) Those with chronic violence, multiple problems and life skill deficits, and anti-social traits; 2) Those with high levels of narcissism and psychosis or Autism spectrum disorders that have experienced recent significantly reduced supports and increased stressors that injure the ego. Research is not sufficiently advanced to differentiate these two groups. However, the characteristics of each group as presently know will be presented.

There are multiple violence risk assessment tools. None of the tools have a perfect correct classification rate (ROC = 1.00). However, clinical judgment of future risk of violence without the use of valid tools has been proven to be little better than chance (ROC = .51) and not professionally acceptable. Assessment for risk of violence using a valid tool has been proven to be

more accurate and effective and to reduce recidivism of clients because of the ability to more accurately manage risk. The difference between structured judgment, actuarial methods, and risk, needs, responsivity types of assessments will be discussed. Knowledge of the sample upon which the instrument was normed and psychometric properties of the instrument are needed to choose the correct assessment for your client population. These differences will be discussed for both youth and adult instruments.

It is no longer sufficient to measure risk of future violence. A treatment plan must be created to reduce and manage risk based on EBP for this high risk population. EBP and levels of services based on risk will be outlined for adults and youth.

SHRM recently released the American Standards for Workplace Violence Prevention. It requires the use of valid risk assessment tools and multidisciplinary risk assessment teams. This standard is likely to become an important standard for company HR policies and procedures. The standards will be outlined.

This workshop is designed to help you:

- Describe one advantage and one disadvantage of using a particular risk assessment tool for your client population;
- List Evidence Based Practice for treatment of youth and adults at risk for violence;
- State how the SHRM American Standard for the Prevention of workplace Violence applies to your workplace.

7 Recovering from an Affair: A Gottman Research Based Approach to Treating Infidelity

Scott Wolfe, Ph.D.

WORKSHOP LEVEL: *Intermediate to Advanced level clinicians who have had experience treating couples. Beginners who have an interest in developing a specialty in couples therapy are welcome.*

Studies indicate that 30% of couples seeking couples therapy do so to deal with an affair. In another 10 to 15% of cases an affair is revealed during the course of therapy. In the past, couples therapists have not had a reliable research-based approach to treat these couples and to a large extent, they have been guided by clinical insights alone. Building upon the clinical research and insights of Shirley Glass (Walls and

AFTERNOON WORKSHOPS

WORKSHOP #7 CONTINUED

Windows approach) in her 2003 book *Not Just Friends* and Caryl Rusbult's research on commitment in relationships, John Gottman uses his latest research on trust reported in his 2011 book *The Science of Trust* to develop a new research-based theory of how betrayal develops and how a couple can heal from it. This workshop will explain Gottman's Sound Relationship House theory of how relationships work and demonstrate how to use this theory with couples who present with infidelity. The dynamics of betrayal and distrust will also be discussed as well as Gottman's findings on the natural cascade of processes that reliably lead to betrayal. This cascade includes turning away from the partner, increased escalations and flooding, comparing the partner unfavorably, decreased investment, denigrating the partner, avoiding conflict and creating secrets, and finally, culminating in distrust and betrayals. It turns out that the reversal of these processes is the way a couple can heal from an affair. This workshop will delineate Gottman's

three-phase clinical approach for helping couples recover from betrayal: 1) To Atone, 2) To Attune, and 3) To Attach. During the Atonement Phase partners express remorse, establish transparency, create understanding and foster acceptance and the beginnings of forgiveness. During the Attunement Phase the couple reverses the betrayal processes that have been active in the relationship and begin to build a new relationship through turning towards, emotion coaching, emotional repair, and the expression of compassion and empathy. Finally in the Attachment Phase the couple begins building emotional trust and sexual intimacy. The workshop ends with a clinical case discussion illustrating how this method can be applied successfully to treat infidelity.

This workshop is designed to help you:

- Summarize Gottman's Sound Relationship House Theory which includes the new addition of trust and commitment and apply it to the treatment of infidelity;
- Describe the processes that lead to betrayal over time;
- Explain the three phases of treatment that lead to recovery and healing from an affair.

8 Developing Collaborative Relationships: Working Together to Meet the Needs of Students

William Flook, Ph.D.
and Pauline Prince, Ph.D.

WORKSHOP LEVEL: *All Levels. The workshop should be useful to all psychologists working with school-aged children; prior experience in consulting with schools should better enable participants to apply the material to their current practice.*

Collaboration among professionals providing supportive services to children in school can enhance the effectiveness of these services, and can help to prevent misunderstanding and conflict. This workshop is designed to provide skills, knowledge, and insights that can help psychologists working outside of the school setting, as well as school psychologists and other school-based personnel, to avoid falling into the traps of wasteful and unnecessary "turf" battles and "dueling expertise," and to make the most effective use of their unique contributions to solving problems of learning and of behavior encountered by students, schools, and families.

BONUS WORKSHOP 1 CE CREDIT 4:45–5:45 PM

Research Domain Criteria: An Update on NIMH's New Classification System

SARAH E. MORRIS, PH.D.

WORKSHOP LEVEL: *All Levels.*

Whether you are in private practice or engaging in research, this workshop offers a stimulating look at the application of findings derived from behavioral neuroscience to the diagnostic process. Glimpse the future and learn how this groundbreaking research may affect your diagnostic decision-making in everyday clinical practice.

Although current symptom-based systems have contributed greatly to the reliability of mental disorder diagnoses made for research and clinical purposes, these system-based categories and criteria were formulated before the application of modern neuroscience. Therefore, the validity of the diagnoses derived from

those systems is questionable. Progress toward understanding and treating mental illness has been hindered by the scientific focus on diagnoses that do not reflect the organization of neural circuits and their associated behaviors.

The National Institute of Mental Health (NIMH) initiated the Research Domain Criteria (RDoC) project to encourage scientists to break free of heterogeneous diagnostic categories, and re-align mental illness research with the knowledge gained from modern behavioral neuroscience and genetics. Long-term goals are to identify new targets for treatment development, define meaningful clinical subgroups for treatment selection, and provide a pathway by which

research findings can be translated into changes in clinical decision making.

This presentation will include a discussion of current practices in diagnosis of mental disorders, an overview of the RDoC initiative and an update of progress made to date.

This workshop is designed to help you:

- Assess the strengths and weaknesses of current diagnostic practice with regard to advancing understanding of the neural and genetic underpinnings of mental disorders;
- Describe the new, dimensional approach that NIMH is using for classification of mental disorders for research purposes.

INCLUDED FOR
ALL DAY REGISTRANTS

WORKSHOP #8 CONTINUED

The workshop will describe how schools use a three-tiered model to develop prevention programs and supports for all students, and to make decisions about students who may require individualized academic and behavioral interventions, including data collection, team process, and the concept of "Response to Intervention." Conceptualizations of student disabilities as described in both federal special education law (IDEA) and the Americans with Disabilities Act (Section 504) will be reviewed, with emphasis on how these laws are currently implemented in Maryland public school systems.

The training, credentials, and role of the school psychologist will be covered as

well, again with a focus on Maryland laws and regulations, and on both commonalities and differences in practice across school systems. School psychologists provide consultation, assessment and intervention services to all Maryland students, and to their schools and families. These include instructional and behavioral problem-solving at all three tiers, working with school-based teams, providing counseling and crisis intervention, and engaging in developing and evaluating such programs as Positive Behavioral Interventions and Supports (PBIS).

Throughout the workshop, methods for effective collaboration will be highlighted, addressing challenges such as understanding key terminology, recognizing the potential contribution of the individual

professional, clarifying the role of the team, and developing mutual awareness and respect. Format will include lecture/discussion, interactive exercises, and illustrative case examples.

This workshop is designed to help you:

- Describe how schools make decisions about students;
- Recognize the role of the school psychologist in working with school-based teams;
- Discuss effective school consultation methods for the psychologist practicing outside of the school setting;
- Create an effective working relationship for collaborating with school-based personnel to identify and address the needs of all students.

REGISTRATION INFORMATION

REGISTRATION DEADLINE OCTOBER 18, 2013

FEES

	MEMBER	NONMEMBER
All Day	\$225	\$325
One 3-Hr Workshop (ONLY)	\$110	\$145
One 3-Hr Workshop + Luncheon	\$160	\$195
Research Domain Criteria Workshop (ONLY)	\$30	\$45

Late Registration: After October 18, 2013 registrations will be accepted based on space available and will be charged an additional \$25 late fee. Please call to verify available space before submitting late registrations.

MPA Vouchers: Vouchers are NOT valid for this Convention.

Students: Fees are half the member/nonmember prices as applicable. Proof of student status, (i.e., valid student ID) is required.

MPA's Americans with Disabilities Act Policy: MPA strives to ensure that no potential participant with a disability is excluded, denied services, segregated or otherwise treated differently from other individuals attending any MPA sponsored CE workshop. If you require special accommodations in order to fully participate in an MPA program please contact our office at 410-992-4258 at least 2 weeks before the scheduled program to discuss your needs.

CANCELLATIONS: Request for full refund must be in writing or by email no later than October 18, 2013. Cancellations made between October 19-25, 2013 will be refunded less a \$50 administrative fee. No refunds will be given after October 25, 2013, except in cases of personal or family illness.

HOTEL INFORMATION

DOUBLETREE HOTEL • 410-224-3150 • 210 Holiday Court, Annapolis, MD 21401

MPA has secured a small block of sleeping rooms for Thursday evening at a reduced rate of \$129 + tax a night. **The deadline for this block of rooms is October 17, 2013.** When you call to make your reservation be sure to mention that you are part of the Maryland Psychological Association group.

MPA Elected Officers

R. Patrick Savage, Jr., Ph.D., *President*
Laura Estupiñan-Kane, Ph.D., *President-elect*
Joshua Cohen, Ph.D., *Past President*
Grady Dale, Jr. Ed.D., *Rep. to APA Council*
Richard G. Wirtz, Psy.D., *Treasurer*
Alison Dunton, Ph.D., *Secretary*
Tara Simpson, Ph.D., *Rep.-at-large*
Katherine Killeen, Ph.D., *Rep.-at-large*

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Esther Finglass, Ph.D.
Aaron Gresson, Ph.D.
Scott Holzman, Ph.D.
S. John Jeffreys, Ed.D.
Gwen Martinsen, Ph.D.
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Elizabeth Williams-Plunkett, Ph.D.
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Julie Eastin, Ph.D., *Diversity Rep.*
Alicia Dodds, *MPAGS Rep.*

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Linda L. Dunn, *Office Manager*
Ann Cipro, *CE Coordinator*
Bethany Wetherill, *Managing Editor/Public Relations Coordinator*

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Governmental Affairs
Paul Berman, Ph.D., *Professional Affairs Officer*
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Shiling, Bloch and Hirsch, P.A.
Cathy Larabee, CPA, *Accountant—KBST&M*

MPA CONVENTION 2013 REGISTRATION FORM

REGISTRATION DEADLINE OCTOBER 18, 2013

Please TYPE or PRINT Clearly

NAME _____ DEGREE _____

BUSINESS ADDRESS _____

CITY _____ STATE _____ ZIP _____ - _____

HOME ADDRESS _____

CITY _____ STATE _____ ZIP _____ - _____

DAY PHONE # _____

HOME PHONE # _____

FAX _____

E-MAIL _____

MUST INCLUDE FOR RECEIPT/CONFIRMATION

MPA/MSPA Member Non-Member Student Member Student Non-Member

PLEASE REGISTER ME FOR:

MEMBER NONMEM.

All Day: # _____ # _____ \$225 \$325

(6 Hour • Morning: A, #1-4 • Afternoon: B, #5-8) Morning Afternoon

Research Domain Criteria Workshop (included with all day registration): Yes No

One 3-Hour Workshop ONLY: # _____ # _____ \$110 \$145

(Morning: A, #1-4 • Afternoon: B, #5-8) 1st Choice 2nd Choice

One 3-Hour Workshop + Luncheon: # _____ # _____ \$160 \$195

(Morning: A, #1-4 • Afternoon: B, #5-8) 1st Choice 2nd Choice

Research Domain Criteria Workshop ONLY: \$30 \$45

Please check the appropriate boxes if you:

- Require a vegetarian lunch.
- Require special accommodations. Please call the MPA Office at least 2 weeks in advance.
- DO NOT want business address printed in the convention directory.
- Would like to receive email updates about MPA CE Workshops.
- Will be a volunteer driver from _____

PAYMENT METHOD ONLY registration forms with payment will be processed.

CHECK enclosed (payable to MPAF) for \$ _____

Charge my VISA MC \$ _____

Card #: _____ - _____ - _____ - _____

Exp. Date: ____ / ____

Signature _____ Date _____

**QUESTIONS? CALL, ANN CIPRO, 410-992-4258 OR
EMAIL: CE@MARYLANDPSYCHOLOGY.ORG**

3 WAYS TO REGISTER

Online www.marylandpsychology.org

Mail MPAF Convention
10025 Governor Warfield Pkwy
Suite 102
Columbia, MD 21044

Fax 410.992.7732

JOIN MPA TODAY AND SAVE!

Persons applying to join MPA are eligible for the member rate if application is complete and on file in our office before October 18, 2013.

Other membership benefits:

- Receive The Maryland Psychologist
- Access to MPA listservs
- Member rates on all CE workshops
- Free consultation on ethics and practice issues
- Online Referral Service

Associate, graduate student, and teacher memberships are also available. Please visit the MPA website: www.marylandpsychology.org or contact the office 410-992-4258 for more information.

Continuing Education Credit

CE Credit is granted to participants with documented attendance at individual workshops and completed evaluation forms for those sessions. Attendance is monitored. Credit will not be granted to registrants who are more than 15 minutes late, are absent for more than 15 minutes, or depart more than 15 minutes early from a session. Credit will not be granted to registrants who do not submit a completed evaluation form at the end of the session. It is the responsibility of registrants to comply with these requirements.

Psychologists: The Maryland Psychological Association is approved by the American Psychological Association to sponsor continuing education for psychologists. The Maryland Psychological Association maintains responsibility for these programs and their content.

Social Workers: The Maryland Psychological Association is approved by the Maryland Board of Social Work Examiners as a sponsor of continuing education. The Maryland Psychological Association maintains responsibility for these programs and their content.

All Other Mental Health Disciplines: Check with your respective board to inquire if they will accept these workshops for CE credit.