

Calendar of Events

info@indianapsychology.org

October 16, 2019

IPA Webinar - Cultural Awareness and Disaster Relief

IPA Live Webinar - Registration not yet live

12:00-1:00 p.m.

Wednesday, October 16, 2019 or Friday, October 18, 2019, 12:00-1:00 p.m. EST

IPA Webinar - Cultural Awareness and Disaster Relief

Dr. Pam Reed

November 8, 2019

2019 IPA Fall Conference and Annual Meeting

Hine Hall, IUPUI

11650 Olio Road

Fishers, In 46037

7:30 AM - 7:00 PM

Connie Vore, 3172577449

admin@indianapsychology.org

2019 IPA Fall Conference & Annual Meeting

Friday, November 8th, 2019

Hine Hall, IUPUI Campus

875 W. North Street, Indianapolis, IN 46202

Quick Links:

Friday - November 8

Speaker Biographies

Hotel Options/Reservations

Registration Details/Cost-- Register button at very bottom of this page

FRIDAY, NOVEMBER 8th

REGISTRATION, CONTINENTAL BREAKFAST, POSTER SETUP, VISIT EXHIBITORS, SILENT AUCTION: 7:30 - 8:15 AM, Auditorium Foyer

WELCOME & SESSION #1, KEYNOTE ADDRESS: 8:15 -10:00 AM, Auditorium "Grahams vs. Nillas? Acknowledging Diversity in Cookies (and in Practice)" Sharon L. Bowman, Ph.D., HSPP, ABPP, LMHC, Professor and Chair, Dept. of Counseling Psychology, Social Psychology and Counseling, Ball State University

1.5 Category I CE

Presentation Description

Grocers' shelves are full of cookies; one is not better or tastier than the other, but they each hold a special purpose in our hearts and stomachs. Some days call for vanilla wafers, while others beg for graham crackers. In our current social and political climate, diversity is on the tip of everyone's tongue. Yet, even here in 2019, we are afraid to discuss "differences" lest someone be offended. However, the world around us is diverse, seen through a variety of lenses, and engendering all manner of reactions. As practitioners and educators we encourage our clients and students to embrace their uniqueness, yet we also have moments in which we fall silent, unsure what to say or how to say it. This presentation will use some of APA's most recent diversity guidelines, and a diversity-focused "intake" developed by the ABPP diversity committee, as a jumping off point for discussion and consideration. Case examples will be presented for reflection. In other words, the presentation is designed to encourage us to ask more questions, listen with a less judgmental ear, admit when we are wrong, and celebrate our humanness.

Learning Objectives

By attending this presentation, participants will be able to:

summarize the APA Race and Ethnicity Guidelines in Psychology: Promoting Responsiveness and Equity.

apply the APA Multicultural Guidelines to their professional practice.

describe ways to expand the clinical intake to assess clients' diverse backgrounds.

VISIT POSTERS, EXHIBITORS, SILENT AUCTION: 10:00 - 10:30 AM, Auditorium Foyer

MORNING CONCURRENT SESSIONS (#2-4): 10:30 AM - 12:00 PM

SESSION #2 , Auditorium

"Digital Assessments: How the Q-Interactive System Enhances Clinician and Client Experience"

Alexander 'Dr. Q' Quiros, Ph.D., MBA, Pearson

1.5 Category I CE

Presentation Description

Despite our rapidly changing digital world, the process of standardized ability assessment has remained largely unchanged, dating back to first tests developed in the early 1900's. Given the increasing diversification and digitization of our culture, clinicians need enhanced capabilities to personalize test batteries and use methodology familiar to those we serve. Our ability to comprehensively assess intelligence, achievement, neuropsychological disabilities, and memory will depend on us meeting our clients where they are, in the digital future. During this session we will discuss the future of psychological assessment using an interactive and individually-administered digital test. We will demonstrate this process using the Q-interactive system developed by Pearson.

Learning Objectives

By attending this presentation, participants will be able to:

*identify tools for assessing psychological function using an interactive digital system.
become proficient in the use of Q-interactive. This will include, amongst other things, setting up clients, administration of batteries, and generating results.
discuss the importance of proper security in regards to all digital testing materials regardless of the publisher of the test.*

SESSION #3, Room 132

"Advanced Training: Managing the Evaluation and Treatment of Injured Workers in the Indiana Worker's Compensation System"

Greg Hale, Ph.D, Gregory T. Hale, Ph.D., HSPP

Fred Unverzagt, Ph.D., Indiana University School of Medicine

1.5 Category I CE

Presentation Description

Evaluation and treatment following a work-related injury requires understanding, navigating and interacting with the worker's compensation insurance industry. Psychologists practicing in this area are required to understand the legal consequences of their assessments and opinions on patients as well as the other stakeholders involved in providing treatment for the injured worker. Dr. Unverzagt and Dr. Hale will focus on the specifics of evaluation and treatment in the worker's compensation context. The participant is expected to learn the structure of the Indiana Worker's Compensation

Board. This will include instruction on designing assessment, report writing, addressing return to work, treatment issues, and evaluation of MMI/PPI.

Learning Objectives

By attending this presentation, participants will be able to:

*describe the structure of the Workers' Compensation Board of Indiana.
develop a strategy for assessing and treating injured workers.
discuss how to evaluate for MMI and assign a PPI rating.*

SESSION #4, Room 137

*"A Flexible, Modular Approach to Evidence-based Psychosocial Treatment for Youth"
Gabriela M. Rodriguez, Ph.D, HSPP, Indiana University School of Medicine*

1.5 Category I CE

Presentation Description

The Modular Approach to Therapy for Children with Anxiety, Depression, Trauma, or Conduct Problems (MATCH-ADTC) is a collection of 33 independent therapeutic procedures, drawn from the most successful evidence-based treatments, which can be flexibly arranged to guide a course of individualized therapy for children, addressing the main concern, as well as any comorbid issues. Treatment procedures for anxiety, depression, and trauma were drawn from cognitive behavioral therapeutic techniques, and treatment procedures for conduct problems were drawn from behavioral parent training techniques. The program has been extensively tested in community mental health settings. Comprehensive flowcharts guide clinicians in selecting and arranging therapeutic procedures and emphasize the core evidence-based practices in each of the four problem areas. Additionally, each flowchart features a collection of recommended procedures that can be applied to manage interference that challenges the application of the core procedures. Each therapeutic procedure, or module, includes step-by-step instructions, activities, caregiver handouts, and worksheets. This presentation will provide: (1) an overview of the research evidence demonstrating the program's effectiveness in community mental health settings, (2) an introduction to the four problem areas and effective treatment strategies, (3) a discussion of program essentials, including how to use the flowcharts to guide module selection, and (4) an overview of the 33 modules. While this presentation is not a substitute for the complete, six-day MATCH-ADTC training, participants will gain an understanding of what the program consists of, which youth can benefit from the program, and how the program can be implemented in routine practice.

Learning Objectives

By attending this presentation, participants will be able to:

*identify evidence-based therapy for youth with anxiety, depression, trauma, and/or conduct problems.
describe a flexible approach to psychotherapy for youth with comorbid disorders.
discuss how the MATCH-ADTC treatment approach can be implemented in routine practice.*

LUNCHEON & IPA AWARDS: 12:00 - 1:00 PM, Ballroom

BREAK - VISIT POSTERS, EXHIBITORS, SILENT AUCTION: 1:00 - 1:15 PM

EARLY AFTERNOON CONCURRENT SESSIONS (#5-8): 1:15 - 2:45 PM

SESSION #5, Auditorium

"Feminist Psychology and the Meaning of Gender Abuse"

Vera Sonja Maass, Ph.D., HSSP, Living Skills Initiatives, LLC

1.5 Category I CE

Presentation Description

Early psychology paid little attention to the psychology of women and research was based mainly on the male perspective, regarding males as the norm of human society. Feminist psychology, developing in response to the ideas of early psychology, maintained its focus on gender and gender equality, social structure, and the values and principles of feminism, indicating a social-political approach. Women's rights and women's safety constitute main issues within the values of feminism, making gender abuse a vital focus. Gender abuse is as old as the history of mankind. It is not restricted to the domestic scene, an issue addressed (but not resolved) in most legal systems around the world since the 1990s. Gender abuse occurs in public, in the workplace, and in the world of entertainment. Within the legal system, the meaning of gender abuse has changed from constituting a male entitlement to being a crime, with Maryland in 1882 passing the first law that makes wife-beating a crime. But it took until 1994 for Congress to pass the Violence Against Women Act. While past cultural and societal views might have considered such abuse to be just an expression of a family conflict, society's more current reaction to gender violence is the creation of movements, such as the #MeToo, #YouOkSis, #SurvivorPrivilege, and others. But, as might have been predicted, society's reactions are already part of the "backlash" against #MeToo, leaving us to wonder about feminist psychology's future.

Learning Objectives

By attending this presentation, participants will be able to:

identify feminist psychology's basic goals for women (and men).

identify and explain assaults on liberalism coming from sources proclaiming to defend victim's rights but below the surface are advocating for the status quo.

create one's own perception about the concepts and values of feminist psychology and its application to modern life and psychology in general.

utilize theoretical approaches in helping clients understand their own position and their goals within their social/cultural environment.

SESSION #6, Ballroom

"Turning Distress into Joy: Time-Honored, Research-Supported Methods for Improving Mood & Resiliency"

James F. Schroeder, Ph.D, Vice President of the Department of Psychology & Wellness, Easterseals Rehabilitation Center

1.5 Category I CE

Presentation Description

Since the beginning of humanity, people have struggled with difficult circumstances and experiences. Long before the advent of modern medicine and formal psychological practice, individuals used various techniques, both as part of faith and secular traditions, to overcome traumatic events, improve mood, decrease anxiety, and develop a greater sense of resiliency for whatever challenges they encountered. Over the past few decades, research has increasingly indicated that these strategies, which are freely available to all, have specific health benefits for an individual's physical, social, and psychological well-being. Studies have indicated that when used strategically and intelligently, they can unlock healing processes that are both understood and mysterious in nature. The purpose of this presentation is to provide not only information about what these strategies are, but to also use real-life examples and scientific information to further elucidate specific ways in which they can be used to increase effectiveness and sustainability in professional and personal endeavors. As science continues to strive to merge daily life with empirical pursuits, the hope is that this presentation will help synthesize these ideas in a way that is not only beneficial for clinical practice and education, but also for personal well-being, especially given the high rates of burnout that those in the mental health field experience.

Learning Objectives

By attending this presentation, participants will be able to:

discuss time-honored, research-driven strategies for improving mood, decreasing anxiety, and improving resiliency.

explain specific keys important in using these strategies well.

describe practical ways psychologists can apply these techniques to clinical practice and to education and use in their own lives.

SESSION #7, Room 132

"Diagnosis and Treatment of Pediatric Headaches"

Hillary Blake, Psy.D HSPP, IU Health Riley Hospital for Children

1.5 Category I CE

Presentation Description

Fifty-eight percent of children and adolescents report headaches. Within this population, five to 11 percent of adolescents have migraines, 5.1 to 18 percent have tension headaches, and three percent have chronic daily headaches (Moschiana, Amico, Ramusino, & Micieli, 2013). This presentation will review the prevalence of headaches in children, along with the ICD criteria for meeting each diagnosis.

Although the frequency of headaches varies, chronic migraines (defined as having 15 headache days a month) and chronic daily headaches are the most disruptive to a child's life. Children and adolescents with chronic headaches often have decreased daily functioning, as they miss a significant amount of school, have decreased family and social interactions, and no longer participate in extra-curricular activities. With the most severe cases, the patient will need inpatient rehab due to deconditioning from failure to get out of bed on headache days. In order to treat headaches, children and adolescents benefit from cognitive behavioral therapy (CBT) for pain and biofeedback. When completing CBT for pain, the therapist provides psychoeducation regarding pain and teaches the patient lifestyle changes to reduce headache pain. Additionally, the therapist integrates pacing to gradually integrate the patient back into school and other

activities that he/she previously participated in prior to headache pain. Furthermore, the therapist will challenge the patient's thoughts to reduce negative emotions and pain. In CBT for pain and biofeedback, the child learns relaxation skill such as diaphragmatic breathing, progressive muscle relaxation, and visualization. The child completes biofeedback using these skills to reinforce the mind-body connection.

Learning Objectives

By attending this presentation, participants will be able to:

*identify common headaches in children and adolescents.
describe what forms of biofeedback are empirically supported for treatment.
identify the main components of CBT for pain.
recognize lifestyle modifications to reduce headaches.*

SESSION #8, Room 137

"Gold-Standard Assessment and Treatment of Posttraumatic Stress Disorder"

Jenelle N. Boo, Ph.D., H.S.P.P., Richard L. Roudebush VA Medical Center

Nichole Rose-Freeman, Psy.D., Richard L. Roudebush VA Medical Center

1.5 Category I CE

Presentation Description

This presentation will cover gold-standard assessment and treatment of Posttraumatic Stress Disorder (PTSD) with a specific focus on evidence-based practices. After outlining DSM-5 criteria for PTSD, presenters will discuss assessment of PTSD with a focus on the Clinician Administered PTSD Scale for DSM-5 (CAPS-5) and the PTSD Checklist for DSM-5 (PCL-5). Common diagnostic differentials and co-occurring conditions will be reviewed. Explanations and metaphors for understanding how PTSD develops and is maintained by avoidance will be offered to support treatment intervention. Several PTSD evidence-based treatments will be covered including Prolonged Exposure Therapy (PE) and Cognitive Processing Therapy (CPT). Important considerations for special populations (e.g. Veterans, patients with personality disorders, couples) will also be noted. Lastly, through de-identified case examples and resources, presenters will outline the factors that can help identify the most beneficial treatment options for specific patients.

Learning Objectives

By attending this presentation, participants will be able to:

*identify the gold-standard assessments for PTSD.
describe evidence-based treatments for PTSD.
explain best practice for treatment planning with special populations with PTSD diagnoses.*

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BREAK - VISIT POSTERS, EXHIBITORS, SILENT AUCTION: 2:45 - 3:00 PM

LATE AFTERNOON CONCURRENT SESSIONS (#9-12): 3:00 - 4:30 PM

SESSION #9, Auditorium

"Mild Cognitive Impairment and Subjective Cognitive Decline: New Insights from Neuroimaging, Biomarkers and Genetics"

Andrew J. Saykin, Psy.D., ABPP, Indiana School of Medicine

1.5 Category I CE

Presentation Description

Alzheimer's disease (AD) is the most common form of dementia and affects an estimated 5.8 million individuals in the U.S. Despite the absence of a disease-modifying medication much has been learned about AD and related disorders (ARD) including the preclinical and prodromal stages of disease. Fluid and neuroimaging biomarker evidence indicates that AD related processes begin at least twenty years prior to dementia and may precede any currently detectable cognitive changes. It is now recognized that effective interventions will need to be implemented during these preclinical or early prodromal stages of disease. In part because of their importance in early detection, the field has shifted toward a biomarker driven classification placing clinical syndromes within a biological context. Research on therapeutic development and prevention of ARD is accelerating but in the meantime clinicians face the issue of how to assess older adults and what steps are appropriate when individuals present with memory related issues. This presentation will discuss the concepts of mild cognitive impairment (MCI) and the recent category of subjective cognitive decline (SCD) and how these conditions can be distinguished from cognitively normal aging. Current research is laying the groundwork for a multidisciplinary precision health approach including an understanding of genetic risk. An overview of ongoing regional longitudinal studies, such as the Indiana Memory and Aging Study (IMAS), affiliated with the NIH-designated Indiana Alzheimer Disease Center, will be provided along with an update on lifestyle intervention studies (e.g., diet, exercise, cognition, sleep), medication development strategies and current clinical trials. The presentation will close with a discussion of ethical, legal and social issues that arise such as return of results of genetic and biomarker tests to research participants.

Learning Objectives

By attending this presentation, participants will be able to:

discuss biomarker driven classification of Alzheimer's disease (National Institute of Aging-Alzheimer's Association research framework) and its implications for the diagnosis of Alzheimer's disease for clinicians.

describe how mild cognitive impairment (MCI) and subjective cognitive decline (SCD) can be distinguished from cognitively normal aging using cognitive assessment, fluid and neuroimaging biomarkers.

discuss how ongoing research on genetic risk will be important for the development of a multidisciplinary precision health approach of AD.

SESSION #10, Ballroom

"Healing the Mind and the Body in Psychotherapy: Using Emotional Awareness and Exposure Therapy to Address Chronic Pain Disorders"

Shannon E. Woller, Psy.D., ABPP, Veterans Health Indiana

Lauren Mehok, M.S., IUPUI

1.5 Category I CE

Presentation Description

The connection between the mind and the body continues to be an area of intense research focus; however, there are many things left yet undiscovered about the way that

social and psychological phenomena impact the body. Physicians and psychologists have known for over a century that social and psychological circumstances can create physical symptoms without an identifiable injury or pathological process. But, how these processes occur and, more importantly, how to treat them have been ongoing challenges. During the first portion of this presentation, attendees will learn what constitutes a Centralized Pain Disorder, what common diagnoses fall under this umbrella category, and why these problems can be so challenging for traditional medical approaches. The presenters will then discuss the need for innovative treatments for chronic pain by reviewing the significant suffering, functional impairment, and lost productivity associated with chronic pain as well as the increased risk for suicide associated with chronic pain, small effect sizes of other treatments, and risks associated with some types of pain medication. Then, during the second portion of the presentation, attendees will learn about the theoretical foundations of Emotional Awareness and Exposure Therapy which was created by Drs. Mark Lumley and Howard Schubiner and how the theory is used to inform treatment. The presenters will provide a review of the empirical support for this intervention for diagnoses such as fibromyalgia, irritable bowel syndrome, and headaches and will argue that psychologists should be considered first-line providers for these disorders. The presenters will describe the 8-session EAET group protocol using deidentified case examples to illustrate progress seen in veterans undertaking this treatment. Lastly, the presenters will address how the MindBody program was implemented for the first time within the VA system at the Indianapolis VA and barriers that have been encountered in establishing this program.

Learning Objectives

By attending this presentation, participants will be able to:

define Centralized Pain Disorders.

describe background information about the neuroscience supporting the concept of Centralized Pain.

describe EAET.

identify what populations could be helped by EAET.

locate additional resources to learn more about EAET.

SESSION #11, Room 132

"Forgiveness in Clinical Practice"

Mary J. Schwendener, Ph.D., HSPP, ABPP, MDiv, InterConnections Counseling

1.5 Category I CE

Presentation Description

Because of its basis in religious traditions, forgiveness is a practice that has long been ignored by clinicians. At the same time, secular research is beginning to show the physical and mental health benefits of forgiving. Most practitioners have not had experience with these concepts. This presentation will address the ways in which forgiveness of self and others can be used as a clinical tool. Forgiveness, unforgiveness, and resentment will be discussed as they affect physical and mental health. Research on the effects of forgiving and not forgiving will be presented.

Participants will be able to define forgiveness, resentment, and give reasons why forgiveness helps physical and mental health. The costs of non-forgiveness will be addressed. Attendees will be able to define the benefits of forgiveness from psychological and physical perspectives. What forgiveness is not, will also be discussed.

The timing of forgiveness (looking at the process of grief, anger, ptsd) will be discussed as it applies to clients. Knowing when clients are ready to forgive and helping them move to this point will be addressed. Applying Stages of Change and Motivational Interviewing as ways to help ready clients for the forgiveness process will be mentioned. Research on the process of forgiveness will be presented. Models of forgiveness (REACH, the Enright Model, the Zinn/Zinn/Zinn model) will be taught. Handouts will enable participants to use these models with their clients. Dr. Schwendener will be prepared to talk about spiritual attitudes toward forgiveness but this presentation will primarily focus upon the ways that clinicians can use forgiveness in a secular way with their clients.

Learning Objectives

By attending this presentation, participants will be able to:

*discuss the positive effects of forgiveness on physical, mental, and spiritual health.
identify the differences between forgiving, forgetting, and reconciliation.
describe several models of forgiveness. The REACH, Enright, and Zinn/Zinn/Zinn models will be reviewed.
describe how forgiveness models can be applied in therapy.*

SESSION #12, Room 137

"Unlocking the Mystery of Nonverbal Learning Disorder"

Julie T. Steck, Ph.D., HSPP, CRG/Children's Resource Group

Jillian Wise, Ph.D., HSPP, CRG/Children's Resource Group

1.5 Category I CE

Presentation Description

In 1989 Dr. Byron Rourke published his groundbreaking book, Nonverbal Learning Disabilities: The Syndrome and the Model. Dr. Rourke's research was among the first at the time that focused on individuals who had difficulty with nonverbal (visual-spatial) learning in contrast to verbal learning. He proposed the term "Nonverbal Learning Disability"(NVLD) to describe the challenges faced by people who had statistically significant gaps between their verbal and nonverbal IQ scores, with the nonverbal (performance) scores being weaker. Since that time, the description of NVLD has expanded with common areas of strength in those with NVLD including: rote verbal learning and recall, single word reading/reading decoding skills, spelling, and early language skills. Conversely, those with NVLD present with weakness in visual perception, visual-spatial organization, visual-spatial learning and memory, higher order comprehension and reasoning, mathematics, as well as aspects of social, emotional, and behavioral functioning.

This presentation seeks to help attendees understand the presentation of NVLD beginning in early childhood, methods of assessment used to identify a pattern of strengths and challenges present in those with NVLD and describe clinical implications to help support children and their parents, teachers, therapists. Case studies will be used to provide examples of those who present with an NVLD learning profile. As mental health providers and psychologists, we strive to accurately diagnosis individuals to inform effective treatment plans. It is our hope that this presentation will provide insight into NVLD and the supports necessary for success.

Learning Objectives

By attending this presentation, participants will be able to:

*identify common strengths and challenge in individuals with NVLD.
describe the impact of NVLD during different developmental periods.
list conditions that commonly co-exist with NVLD.
identify forms of intervention that may be helpful for individuals with NVLD.*

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BREAK - VISIT POSTERS, EXHIBITORS, SILENT AUCTION: 4:30 - 4:45 PM

PLENARY CONCURRENT SESSIONS (#13-14): 4:45 - 5:45 PM

SESSION #13, Auditorium

"Demystifying the Process of Board Certification in Psychology"

*Sharon L. Bowman, Ph.D., HSPP, ABPP, LMHC, Professor and Chair in the
Department of Counseling Psychology, Social Psychology & Counseling at Ball State
University*

Summer Ibarra

Fred Unverzagt, Ph.D., Indiana University School of Medicine

Shannon E. Woller, Psy.D., ABPP, Veterans Health Indiana

1.0 Category I CE

Presentation Description

Board certification in a psychology specialty area (i.e., becoming an ABPP) has long been considered an elite status that very few psychologists are able or willing to obtain. However, it is becoming a requirement in some areas of employment (e.g., certain hospital settings), thus having an extrinsic value. For others, having board certification holds intrinsic value. In either case, many potential candidates are unaware of the steps needed to obtain certification. As specialists in different areas, we encourage others to apply for certification. The main presenter, a member of the ABPP Board of Trustees, will discuss the history of certification and advantages of getting certified, especially for students, training directors, and early career psychologists. All presenters will generally discuss the process of certification in such fields as counseling, clinical health, and rehabilitation. Ample time will be provided for questions.

Learning Objectives

By attending this presentation, participants will be able to:

*identify the steps involved in the ABBP application process.
describe reasons one would apply for board certification.
describe differences between the application process for different specialty areas.*

SESSION #14, Ballroom

"Pain Psychology in the Opioid Crisis: An Introduction to an Important Practice Area"

Amanda E. Wakefield, Psy.D., HSPP, Center for Pain Management

Brianna Todd, B.S.

1.0 Category I CE

Presentation Description

An overview of the issues currently facing patients with chronic pain and the providers who treat them, focusing on the work of mental health providers in this area of practice. Topics include: defining and explaining the biopsychosocial factors leading to the so-called opioid crisis, discussing risks associated with opioid use which prompted current legislation and recommendations, legal and professional ramifications of the opioid crisis, impact of the opioid crisis on medical and psychological pain care, introduction to theoretical and research based information on pain, role of psychologists in pain care, psychological assessment and treatment of chronic pain and comorbidities, role of psychologists in medical interventions for pain, health behavior change and education in pain management and opioid management, psychologists in multidisciplinary pain settings, diversity issues in pain and opioid management, and how the opioid crisis impacts the practice of pain psychology. Participants will also have the opportunity to consider ethical issues facing pain psychologists in the current climate and to consider ways to manage the current issues of patient care that have arisen since the discussions around opioids have increased. Additional resources for gaining knowledge about chronic pain management and the competencies needed to ethically care for patients with chronic pain in the current climate will be presented.

Learning Objectives

By attending this presentation, participants will be able to:

identify at least three clinical issues that can arise when treating patients with chronic pain in the current climate of the opioid crisis.

competently discuss basic information with patients, medical providers, and other individuals regarding the role of psychology in chronic pain management and managing the opioid crisis.

identify the most commonly used psychological assessment measures and evidence-based interventions for use in treating individuals with chronic pain and opioid use disorders.

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SOCIAL GATHERING AND COMPLIMENTARY HEADSHOT OPPORTUNITY: 5:45 PM - 7:00 PM, Auditorium Foyer

SPECIAL NOTE TO CONFERENCE ATTENDEES

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

Indiana State Psychology Board and Indiana Behavioral Health Board: IPA is an approved provider of Category I continuing education for psychologists. IPA is an approved provider of Category I continuing education for LSW, LCSW, LMFT, LMHC, LMFTA, LCAC and LAC.

Licensees must judge the program's relevance to their professional practice.

Please note that APA rules require that credit be given only to those who attend the entire workshop(s). Those arriving more than 15 minutes after the scheduled start time or leaving early will not receive CE credits. Partial credit cannot be given.

All licensees requesting Category I CE credits will receive a certificate from IPA confirming the number of credits earned. These certificates will be delivered via email approximately 2-6 weeks after the conference.

Presenter Biographies (PDF)

CONFERENCE LOCATION

*Hine Hall, IUPUI Campus
875 W. North Street, Indianapolis, IN 46202*

Hotel Options (short Uber/taxi ride and/or shuttle service)

JW Marriott - (317) 860-5800

Courtyard by Marriott - (317) 822-9029

Residence on Canal - (317) 822-0840

Crown Plaza -(877) 270-1393

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REGISTRATION

Registration includes a light continental breakfast, lunch, social gathering hors d'Oeuvres, and parking passes. Please park in Hine Hall Tower Garage.

During the registration process, you will have the opportunity to let us know if you have special lunch requests and/or need a private room for breastfeeding.

You will also be asked to identify which sessions you plan or may plan to attend. This will ensure that you are e-mailed the required evaluation questionnaire for those sessions. Thank you in advance for completing this section!

Cancellation/Refund Policy: IPA will provide refunds for registration cancellations made at least 10 days before the event minus a \$30 cancellation fee. No refunds will be given for cancellations fewer than 10 days before an event.

MEMBERS: Members must login (through Registration link) to receive the Members discount.

\$225 IPA BASIC, EMERITUS - RETIRED Members

\$180 IPA PREMIER, NEW, EMERITUS - PRACTICING Members

\$40 IPA STUDENT Members

\$0 IPA PLATINUM Members

NON-MEMBERS

\$275 Psychologists & Other Professionals

\$80 Students

Non-Members: Non-Members may apply to join and, upon acceptance, we will credit your account for the difference in the Fall Conference rate, effectively reducing your 2020 membership cost. We will also begin your membership immediately so you will benefit from membership for the remainder of 2019!

Submit membership application online for membership in September or October. Contact the IPA office for details at (317)257-7449 or contact Connie Vore at admin@indianapsychology.org.

Presenters: Presenters will receive a discount code via e-mail that can be applied during registration. Contact the IPA office for details at (317)257-7449 or contact Connie Vore

at admin@indianapsychology.org.

Exhibitors: If you are interested in exhibiting at the Conference, contact info@indianapsychology.org.

Please contact info@indianapsychology.org or admin@indianapsychology.org if you have additional questions.

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December 18, 2019

IPA Webinar - Diagnosis and Treatment of Eating Disorders

IPA Live Webinar - Registration not yet live

12:00-1:00 p.m.

Wednesday, December 18, 2019, 12:00-1:00 p.m. EST

IPA Webinar - Diagnosis and Treatment of Eating Disorders

Dr. Cari Carter