



The New Normal...

(Final farewell ... again!)

I am not sure about you, but just when I thought it couldn't get

any crazier, it just did. I think that is the motto for 2020. Never in my wildest imagination could I have thought life could change so much. I, for one, am wondering if getting back to "normal" will ever be a reality anytime this year. I won't predict it for the future, either! I am not a fan of the term "new normal" but there it is. At MPA, we have had to adjust our normal to extended terms in office, online video meetings, CE changes, and the list goes on. One thing, though, that will be getting back to normal, will be the moving on in our MPA positions. We have many transitions coming up in the fall. I hope many of you will consider being on the board. We would love your interest and participation.

We hope to have a membership meeting by ZOOM. Won't that be fun! Another new normal. I am sure many of you have become used to this new form of communication, both in your personal lives as well

President's Perspective

our professional lives. We are adapting this for our members. Our zoom board meeting was very successful, last Spring. I have equally high hopes for a successful membership meeting.

Personally, we are planning a 90th birthday for my mom. With COVID, that has had some interesting challenges. Some of those same challenges face us as MPA moves forward. Meeting together, at least for this year, is not going to happen! But the business of MPA needs to move forward, COVID or not!! I will be transitioning out of office and Mary Kay Bogumill will ably take on the mantle of president. I don't envy the challenges that she faces.

As this is at least the third time I have written a farewell article, I will refrain from repeating my wishes for the future of you and MPA. I will, however, encourage you to read this newsletter and find the information for the future membership meetings as well as future CE offerings.

Blessings to all of you, again!

Karen J. Kietzman, Psy.D.

President (and hopefully, soon to be past-president!)

Inside This Issue

President's Perspective	1
Antiracism reading group promotes thoughtful connection	2-3
APA Council of Representatives Update – Summer 2020	3-5
Basic Pathobiology of the Coronavirus (COVID-19) disease	6-7
Update from the Legislative Committee	7-8
Respecializing as a School Psychologist in Montana	8-10
CE Test	11
Trust Ad	12
Member Meeting Notice	13
2021 Open Board Position	13
Board of Directors	13

Antiracism reading group promotes thoughtful connection

Leslie Trumble, Psy.D., Board Member-at-Large

In June, around the time of our last newsletter, the Montana Psychological Association (MPA) issued a statement on Antiracism, challenging the association and individual members to reflect on the ways our lives and work are impacted by racist ideas and to take an unequivocal stance against racism and inequity (MPA, 2020). In order to initiate conversation among members regarding racism, I suggested a reading group for interested psychologists. Members from around the state are currently reading *How to Be an Antiracist* by Ibram X. Kendi (2019). Despite the self-help sound of the title, Kendi's book is part memoir, part history, and part challenge to see our world (and racism) differently and take action internally and externally to promote racial equality.

Kendi suggests that the term "racist" should not be considered a derogatory attack, but merely descriptive. He defines racism, essentially, as believing that there are hierarchies of value between different racial groups and acting in ways that promote or preserve disparities between the groups. Antiracism, on the other hand, Kendi defines as believing all groups are equal and supporting policy that reduces inequity between groups without asking any group to assimilate to the dominant group's values. Any one of us can hold a racist idea. According to Kendi, any policy can be racist if it does not actively promote equality among groups. Because we live in a society that has racism woven into the fabric of its existence, it comes quite naturally for all of us (and not just those of us who are white) to hold racist beliefs, consciously or subconsciously. The silver lining of this way of thinking about racism is that we can change, and we can make constant, conscious effort to think and act in antiracist ways.

At the time of this writing, about a dozen MPA members have met twice to discuss parts of the book and how we can think about these ideas in the context of our work as psychologists. The conversations have been so rich that I send out what is essentially a foot-

note email after each meeting collating all of the resources brought up during the discussion. We discuss ways to handle racist ideas in the clinical setting, trauma sustained from the experience of racism, our ethical obligations to address racist ideas and policies. We discuss our experiences, our mistakes, our aims to grow. We are newly licensed and semi-retired. We work in public, private, and educational settings. We are connecting over a shared desire to have uncomfortable conversations about the subtle (and not-so-subtle) inequitable practices of our profession, and to do better by those who are marginalized, silenced, misunderstood, or excluded when we maintain the status quo.

There is an energy to the reading group that I can't quite describe and did not expect. Perhaps this is influenced by the pandemic and my own social distancing practices, but these are hours spent on Zoom that I truly find myself looking forward to. I am getting to know fellow psychologists from across the state whose names I may have seen on the listserv, but whom I had not yet met. Psychology can be a lonely profession if we are not careful to nurture relationships. I suspect this feels especially true for many of us who have been practicing from our homes over the past several months, missing colleagues and the interstitial support we provide one another by simply working in close proximity.

In part, MPA functions to connect Montana psychologists – as a group, we can advocate in the interest of our profession, our ethical standards, and the people we serve. We can learn together, and we can lean on one another. The experience of this group – something I might not have thought to start pre-pandemic when meeting in person was still an option – has inspired me to consider the many ways MPA members can connect with one another outside our conferences. I am hopeful that as an organization we can

Antiracism reading group promotes thoughtful connection (cont.)

Leslie Trumble, Psy.D.

broaden our ideas on how and when we connect, with the dual aim of including more voices in our association and responding thoughtfully to important issues facing our field and the communities we serve.

References

Kendi, I. X. (2019). *How to be an antiracist*. New York: One World.

Montana Psychological Association (2020, August 17). Montana psychological association anti-racism statement and call to action. Retrieved from <https://mpa14.wildapricot.org/resources/Documents/MPA%20Anti-Racism%20Statement%202020.pdf>

APA Council of Representatives Update – Summer 2020

Michele McKinnie, Psy.D., MPA Council Representative



First, I would like to thank you for electing me to be your APA Council Representative for the 3-year term beginning January 2021. I am honored to represent MPA and will strive to do my best during my tenure.

Your APA Council of Representatives had a productive meeting in early August 2020 despite the interesting circumstances of meeting virtually for less time than usually allotted. I would not be surprised if this change endures beyond COVID-19 restrictions, but we shall see – it saved APA a significant amount of money. There were some other benefits associated with meeting virtually however the informal networking and collaborating was more difficult in a virtual setting. In part I mention the possibility of virtual meetings becoming more common because of the overtones of fiscal responsibility that have pervaded the Council listserve as APA has attempted to navigate the realities of operating during a pandemic. In addition, the APA strategic plan (approved by Council in August 2018) and the charge from the APA Board of Directors for Dr. Arthur Evans (APA CEO) to get the

association to a balanced budget by 2021 have guided a number of decisions made prior to, and during, the recent Council Meeting. In particular, APA went through a downsizing process earlier in the spring, eliminating 50 filled and 50 unfilled positions; these more obvious changes, along with many less disruptive changes, have essentially moved APA to anticipate achieving the goal of a balanced budget for 2021 – the first time in multiple years.

APA's commitment to equity, diversity, and inclusion ranked high during many of the discussions over the course of the meeting and there are some decisions I will outline that are a direct reflection of those aspects of the new strategic plan. For those of you who are APA members, two of the changes we voted in favor of are Bylaws changes – as such you should expect to see them come to you as APA members for a vote this fall. Please note, APA Bylaws changes require a 2/3 vote in favor from the membership to make a change to the bylaws. This is relevant because both issues have come before membership for a vote in the past and almost achieved the 2/3 threshold but not quite. I will speak more specifically about these votes below.

APA Council of Representatives Update – Summer 2020 (cont.)

Michele McKinnie, Psy.D., MPA Council Representative

Here are some highlights; I will indicate the overall result – with percentage voting where I have a record of it – and how I voted as your Council Representative. As a reminder, currently APA Council Representative votes are not reported, and this has been an issue at Council meetings for a few years. I have chosen to let MPA members know how I vote on the issues to give you clarity about how I am balancing my duty to APA while also representing a MT voice. Where needed I make it a practice to consult with the MPA Board on certain issues.

Amendments to Association Rules:

Organization of the APA – APA Policy Statement on COVID-19. This statement was compiled and presented to the Council for review and adoption as APA policy. This document is interesting and was developed through a collaborative process in a short period of time. If you are interested, I recommend you find it and give it a read. **Vote passed at 99%/ I voted Yes.**

Organization of the APA – That council receive the report of the Work Group on Enhancing Council's Effectiveness as a Policy-Making Body. This report was compiled analyzing feedback of Council Members during our February 2020 meeting and is a follow-up from the Good Governance Project that re-distributed duties in order to facilitate Council's role and involvement in the generation of 'outward facing' APA policies. Receiving the report means that Council members agree with the content and acknowledge the completion of the report. Numerous short and medium range goals were included in the report and Council is committed to moving forward with a number of these recommendations. **Vote passed at 100%/ I voted Yes.**

The following two issues will be on your APA elections ballot in Fall 2020:

Organization of the APA – APA Bylaws Change to Allow one (1) Representative from each affiliated Ethnic Minority Psychological Association (EMPA) to be included as a voting member of the APA Council of Representatives. *As this vote is to change the Bylaws of APA, it requires a 2/3 vote of the full membership of APA to make this Bylaws change to ultimately give representatives from each affiliated EMPA the privilege of voting in APA Council meetings.* This issue has been presented to the APA membership 3 times in the past 15 years or so, none of them garnering the 2/3 support of membership in order to make this Bylaws change and, in my opinion, remedy a significant inequity in the ranks of APA Governance. This change will add up to 5 seats (for each affiliated EMPA) and will not remove seats from other Divisions or SPTAs. The representatives, if they choose to become voting members, must also be members of APA (as with all other Council Representatives). For context, 4 of the 5 EMPAs currently send representatives – they sit at the tables with their colleagues, hear discussions about policy and bylaws changes, may share their opinions, but currently THEY ARE NOT ALLOWED TO VOTE. There is no reason for this, and no down-side to bringing equity to this situation. It is consistent with the APA strategic plan and it is a racist wrong that needs to be righted. **Council members voted to pass this motion with 98% in favor/ I voted Yes.** Please watch for this item on your APA ballot this fall and vote Yes to finally resolve this issue.

Elections, Awards, Membership, and Human Resources – Amend APA Bylaws and Association Rules Regarding Voting Privileges and New Membership Category for Graduate Students. A two-

APA Council of Representatives Update – Summer 2020 (Cont.)

Michele McKinnie, Psy.D. , MPA Council Representative

part motion to 1) Forward to the Membership a vote for the amendments to the APA Bylaws to create a new membership category for Graduate Students and 2) Make appropriate language changes to the APA Rules that reflect the Bylaws changes (in part 1). This change will give Graduate Student Members the privilege to vote in APA elections after 1 year of membership as 'Graduate Student Members'. **Vote #1 passed at 73%; Vote #2 passed at 86%/** **I voted Yes on both.** [As this vote is to change the Bylaws of APA, it requires a 2/3 vote of the full membership of APA to make this Bylaws change to ultimately give Graduate Students to privilege of voting in APA elections.](#) Please watch for this vote in the Fall of 2020. There was significant support for this motion as it is seen as very consistent with the strategic plan. The item will be sent to APA members with a pro/con statement; please read this item carefully and recall that almost ¾ of all SPTAs and APA Divisions at the meeting voted in favor of this motion. *If you have questions about this issue before casting your vote, I would be happy to speak with you in greater detail about the discussions that took place during the meeting.*

Items approved by consent (no discussion or vote needed):

Election of Initial Fellows

New Journal Proposal: Journal of Chinese Career and Work Psychology

Amendments to Association Rule 90-4: Commission for the Recognition of Specialties and Proficiencies in Professional Psychology

Revision to Commission for the Recognition of Specialties and Proficiencies in Professional Psychology Guidelines, Principles and Procedures

Recognition of Clinical Psychopharmacology as a

Specialty in Professional Psychology

Renewal of Recognition of Clinical Child and Adolescent Psychology as a Specialty in Professional Psychology

Renewal of Recognition of Police and Public Safety Psychology as a Specialty in Professional Psychology

Renewal of Recognition of School Psychology as a Specialty in Professional Psychology

[Extension \(of renewal application\) of Recognition of Counseling Psychology as a Specialty in Professional Psychology](#)

Extension (of renewal application) of Recognition of Sleep Psychology as a Specialty in Professional Psychology

Resolution on Ownership of Exotic Animals as Pets

Resolution on Ageism

I will work hard to represent Montana Psychologists and to keep you informed about the work that is happening on the national level. If you have any questions about any items listed above, or any other Council of Representatives related issues, please feel free to contact me at michelecatherine@hotmail.com

Basic Pathobiology of the Coronavirus (COVID-19) disease

Donna Zook, Ph.D., MPA Treasurer



Nearly all of us are affected by the COVID-19 virus either personally and/or professionally. Having an advanced degree in Botany/Biochemistry in which I researched how plants combat infections by bacteria, nematodes, and viruses, I thought that a review of the

pathophysiology of a virus might be useful. First of all, the COVID-19 is a relative of the SARS-Co-2 virus and since the COVID-19 is mutated and less understood by researchers, the pathobiology of the virus is postulated from past studies of the SARS-Co-2 virus. By definition a virus is a self-replicating, infectious nucleic acid protein that requires an intact living host cell for its replication. Its genetic information (genome) is encoded in the virus itself and is either DNA or RNA. COVID-19 is a single strand RNA virus and involves the respiratory tract. The infection pattern of COVID-19 is broken into three stages.

The first stage of infection is when an individual comes in contact with the virus primarily from the droplets of an infected person. The virus binds to glycoproteins on the epithelial cells in the nasal cavity. The virus starts replicating in the nasal cavity but in doing so the virus causes a particular enzyme, the Angiotensin Converting Enzyme II (ACE-2) to deactivate. The inactive form of ACE (ACE-I) is produced in the kidneys but when activated on multiple organs such as the nasal passage, heart, pancreas, and liver, it becomes a vasopressor which regulates body fluid to salt ratio, hypertension, and heart failure. In the presence of the virus, the ACE-2 is deactivated which then causes hypertension and other disorders. During the first stage, the individual is asymptomatic but infectious and maybe considered a 'super-spreader' due to contact with numerous other people. Nasal swabs may or may not detect

the virus at this stage and no immune responses are elicited.

However, in the second stage, the organism's immune response is triggered and clinical symptoms develop. By definition immunity is the production of antibodies and protein antigens that are specific to the virus. An antigen is a molecule or pathogen capable of eliciting the immune response and it can be a virus, bacteria or macromolecule. The antibody is a defense protein synthesized by the immune system after having been elicited by the antigen. This is the organisms defense system that identifies and destroys pathogen. There are two types of immune response systems. One system is the humoral system which is found in body fluids and directed at bacterial infections and extracellular viruses and other proteins introduced into the body. These proteins are antibodies or immunoglobulins and include B Lymphocytes or B cells. The second system is the lymphatic system that produce T-lymphocytes (produced by the thymus gland) and form the cytotoxic T-cells or cytokines (Tc Cells). These are the receptor cells that specifically recognize the foreign pathogens that elicit changes in the host cell that may or may not lead to lysis. Interferons are a protein/carbohydrate complex that are also produced and act as antiviral agents. Symptoms of stage 2 may include fever, cough, muscle pain, shortness of breath, headache diarrhea, abdominal pain, hepatic (liver) dysfunction, or stroke.

The third stage is the development of severe disease expression. The gas exchange units in the lung alveolus sacs disrupt the movement of oxygenated blood and elimination of carbon dioxide. At this point the cells in the alveoli undergo apoptosis because the cells are programed to bring about its own death caused by lysis or destruction of the cell membrane.

Basic Pathobiology of the Coronavirus (COVID-19) disease (cont.)

Donna Zook, PhD, MPA Treasurer

When the cell cannot regenerate in order to replace lysed cells, the individual usually succumbs to death.

Personally, I believe that understanding, even minimally, the science of this pandemic helps mediate as much confusion as possible, particularly

since there is all kinds of accurate and false information going around through electronic and print media. I ask that everyone of my colleagues and friends and their families take care and stay safe. We will eventually get through this and be better for it because we take care of each other with pride and joy.

Update from the Legislative Committee

Sarah Baxter, Ph.D., Co-Chair Legislative Committee



Hello, Everyone! My name is Sarah Baxter, and I am co-chair of the legislative committee along with Michele McKinnie, Psy.D. with committee members Anisa Goforth, Ph.D., and Ari Silverman. (Our numbers

are growing!) I have been licensed in Montana as a psychologist for 30 years (sigh), but look forward to working on this committee and having the opportunity to network with psychologists around the state.

It's getting to be that time of year when the legislature is gearing up for its next session. It does not seem clear exactly how the legislature will be run under conditions surrounding a pandemic, so that, in and of itself, should prove interesting. There's already no shortage of controversy around how they will manage. In the meantime, however, this is a good time to reach out to your legislators and form some relationships. If you are unsure who represents your district, [click here](#). Ideas for building relationships include financial donations, volunteering on campaigns, or inviting the legislator to a Zoom meeting with you and other psychologists

in the same district. Additionally, once you know, and when you have established relationships with legislators, be sure to let Marti know. She and the legislative committee keep their fingers on the pulse of various bills that are being crafted and presented that have relevance to our field. Because of the ambiguities in how the legislature will work this year (for example, will lobbyists and the public even be allowed in sessions?), it is more important than ever that we make our voices heard through this process. Furthermore, if you are interested in perusing the bills that are already have draft requests, [click here](#). Be aware that not all of the drafts requested turn into bills. However, there are a number of insurance-related drafts that may impact psychologists, as well as a number of drafts having to do with issues more related to larger social issues. It's pretty interesting to just peruse the list. You definitely get a feel for what's on various legislators' minds.

Speaking of which, the legislative committee has been working on a draft policy statement regarding social justice issues. Many other state psychological associations have drafted such policies, and we have looked at how these SPTAs handle this interesting issue for guidance and examples. It is the intention of the committee to have a draft out for review by

Update from the Legislative Committee (cont.)

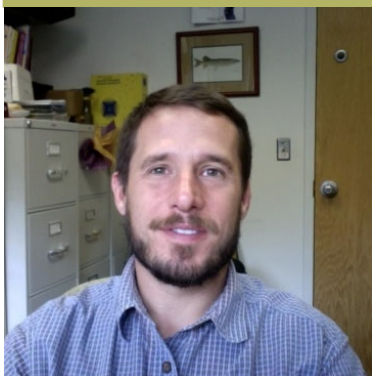
Sarah Baxter, Ph.D., Co-Chair Legislative Committee

the membership by the fall of this year. We've had great input from committee members and a few others, so thanks to everyone who has spent some time reading, reviewing, thinking and writing about this timely topic. Additionally, we welcome comments and input from other psychologists who

are interested in this issue. Please feel free to contact me at sarahbaxterphd@gmail.com if you have anything you would like to add to the process. In the meantime, I hope that everyone is staying as healthy and content as is possible under our current circumstances.

Respecializing as a School Psychologist in Montana

Greg R. Machek, Ph.D., Academic and Scientific Coordinator



The field of School Psychology, nationally, has endured a shortage of professionals for a number of years. These shortages are more common in certain areas, such as those that are more rural.

They have also been concerning enough to have been the impetus for policy initiatives from the national level (e.g. <https://www.nasponline.org/research-and-policy/policy-priorities/critical-policy-issues/shortage-of-school-psychologists>). Montana, specifically, has struggled with filling open school psychologist positions for many years. This is particularly the case in rural, eastern areas of the state but is generally an obstacle, from time to time, in all locales. Because of our shortage, for over two decades the Montana Office of Public Instruction has worked with the School Psychology Graduate Training Program at the University of Montana in developing a path that allows for credentialing in School Psychology based on a previous graduate degree in a “related” field. This document will outline the basics of respecialization and retraining as it has been recently recognized and defined by the National Association of School Psychologists (NASP). It will then will outline the process as it

exists in Montana. The option to respecialize or retrain as a School Psychologist may be of interest to professionals in Montana with graduate degrees in related mental health and/or educational disciplines.

NASP Introduces Respecialization and Professional Retraining (RPR) Option

Recently, the National Association of School Psychologists (NASP) released an update of their “Professional Standards,” which provides guidance for school psychology practice, credentialing, graduate preparation, and ethics (see: <https://www.nasponline.org/standards-and-certification>). One new and important addition is the inclusion of recommendations for respecialization and professional retraining for professionals (RPR) in fields related to School Psychology to become credentialed school psychologists in their state. Specifically, the new NASP standards state that RPR allows for professionals to continue graduate education in nondegree seeking programs that leads to state certification or licensure, as opposed to matriculating into- and finishing an actual degree conferring program of study. Technically, NASP makes a distinction between “respecialization” and “professional retraining”: the former refers to “candidates who hold a graduate degree in another

Respecializing as a School Psychologist in Montana (Cont.)

Greg R. Machek, Ph.D., Academic and Scientific Coordinator

area of applied psychology (e.g., clinical or counseling psychology)” whereas professional retraining “refers to candidates who hold graduate degrees in related fields (e.g., special education, school counseling, or school social work).” Despite these different definitions, the general process and recommendations for recredentialing as a school psychologist are the same.

It should be noted that NASP does not explicitly endorse the RPR route as their preferred one. Instead, the organization promotes the specialist-level *degree* in School Psychology as the entry level preparation criteria for school psychologists, and there are a number of benefits to getting the actual degree. First, the attainment of the actual degree ensures a seamless and comprehensive training experience that is in alignment with NASP graduate training standards. Second, getting an actual specialist-level degree in School Psychology allows for license eligibility in all states across the nation, whereas state Department of Education (DOE) credentialing based on an RPR route will likely be recognized only in that particular state. Additionally, a degree in School Psychology sets up the practitioner to get their NCSP (Nationally Certified School Psychologist) credential from NASP, which allows for licensing reciprocity across the majority of states in the US.

However, not all professionals are in a position to get an actual School Psychology degree. Most degree-granting training programs usually have at least some type of residency requirement that does not suit everyone’s life schedule. Or, a degree program may not offer part-time coursework in a manner that is flexible enough to be considered by many who may already be working a job and have

other time demands, such as family obligations. Because of such obstacles, RPR may be considered as an alternative path to certification or licensure if the candidate possesses a graduate degree in psychology or in a related field (e.g., special education, school counseling, or school social work). NASP recommends that any state’s RPR procedure possesses certain critical elements. For example, there should be collaboration between the state’s education agency (SEA) licensing office (OPI for Montana) and other stakeholders, such as that state’s NASP-approved or accredited graduate preparation program(s) in School Psychology. This should result in a set of graduation preparation standards and the establishment of a recognized committee that can review interested applicants and guide them through the RPR process. The process should begin with a review of candidate documents. This includes a review of the candidate’s previous coursework and experiences (transcripts and syllabi, supervised field experiences, professional experiences and professional development), which are evaluated in comparison to the state’s credentialing requirements. These requirements should align with the NASP Standards for the Credentialing of School Psychologists and (especially) the NASP Model for Comprehensive and Integrated School Psychological Services. Next, an RPR plan of study should be devised for the applicant based on the content areas that were identified for further training. These content deficiencies are best identified by a school psychologist or school psychologist trainer designated by the SEA. Finally, some process for monitoring completion of the RPR plan is needed.

Montana RPR process

The process that has been developed in Montana for respecialization or retraining is consistent with

Respecializing as a School Psychologist in Montana (Cont.)

Greg R. Machek, Ph.D., Academic and Scientific Coordinator

current NASP guidance as outlined above.

Specifically, if you have a Master's degree, or higher, in a related field you may be eligible to take advantage of this alternative path to school psychology licensure in our state. Related fields are generally those in another area of psychology (e.g. clinical or counseling psychology) or education (e.g. school counseling, special education, educational leadership, etc.). A first step is to contact the Chair of the Montana Association of School Psychologists Credentialing and Professional Standards Board (CPSB), who will arrange to have credentialing specialists review graduate transcripts relative to the content standards. Reviewers will identify courses previously taken at the graduate level that meet the criteria in the standards as well as any areas of deficiency that remain.

Areas of reported deficiencies can be made up by enrolling in, and successfully completing, a course that covers that standard(s). These courses need to be for full credit, at the graduate level, and from a regionally accredited college or university in the United States. A grade of B, or better, is required. Applicants will ultimately need to provide proof to the OPI via official transcripts from each institution from which courses were taken.

The OPI does not specify from which college or university graduate credits need to be obtained. Further, there is not a centralized program for respecializing or retraining at any one Montana college or university. Applicants can take courses in-person or online, as long as they meet the above standards. Any applicant that pursues this process will want to have courses vetted by a member of the CPSB, in advance, to ensure that a course will adequately cover an indicated deficiency area. This is most often done by Dr. Greg Machek (greg.machek@umontana.edu), a faculty member in the University of Montana's School Psychology Graduate Training Program.

Conclusion

NASP recommends that all states follow the NASP 2020 Professional Standards, which identify the specialist-level degree as the entry level of graduate preparation as a school psychologist. Nevertheless, the NASP 2020 Professional Standards provide new guidance on respecialization and professional retraining as some states, such as Montana, look for temporary alternatives to help fill gaps and address shortages. If you, or someone you know, has a graduate degree in psychology or one of the related fields described within this document, respecialization and professional retraining as a School Psychologist in Montana could be an option. If you would like more information, you can contact Shawna Rader Kelly (shawna.rader@gmail.com) and Greg Machek (greg.machek@gmail.com).

Please see the following resources for more information.

Portions adapted with permission from the National Association of School Psychologists from:

National Association of School Psychologists. (2020). *Guidance for respecialization and professional retraining*. Author.

Portions also taken from:

Machek, G. R., Rader Kelly, S., Mogan, A. (2020). *Licensure, Training, Retraining, and Respecialization in School Psychology in Montana: Frequently Asked Questions*. <https://masponline.us/credentialing-faq/>

CE Test September 2020

Earn 1 CE credit by reading this newsletter and correctly answering 80% of the following 5 questions.

To obtain your CE credit: mail, email, or fax a copy of your completed quiz to MPA. If you are not a current MPA member, please mail the quiz in with your check for \$25.00. Newsletter CE credits are provided free of charge only to current MPA members. Credits may be applied for up to three months following the newsletter's publication.

1. According to author Ibram X. Kendi (2019), a policy or perspective is at least partly characterized by 'antiracism' if it does which among the following?
 - a. Avoids explicit and active promotion of equity among racial groups.
 - b. Recognizes that the value of different racial groups is relative.
 - c. Asserts that racial groups are equal and actively promotes policy that reduces inequity.
 - d. Promotes equity through encouraging minority group members to assimilate into the dominant culture.
2. True or False: Under the current APA Bylaws, a representative of an Ethnic Minority Psychological Association is permitted to attend APA Council of Representatives (CoR) meetings, participate in CoR discussions, share opinions, and vote.
 - a. True
 - b. False
3. True or false: Under the current APA Bylaws, graduate student members of APA are entitled to vote in APA elections.
 - a. True
 - b. False
4. In the first stage of COVID-19 infection, the virus causes deactivation of which of the following?
 - a. Angiotensin Converting Enzyme II
 - b. Cyclic adenosine monophosphate
 - c. Adenosine triphosphatase
 - d. Monoamine oxidase
5. A(n) _____ is a molecule or pathogen that has the effect of activating the immune system.
 - a. enzyme
 - b. neuromodulator
 - c. antibody
 - d. antigen
 - e. prostaglandin
6. According to NASP, the National Association of School Psychologists, _____ would be an appropriate pathway to state certification or licensure in school psychology for someone with a graduate degree and training in Counseling Psychology, while _____ would be an appropriate pathway for someone with a graduate degree and training in Social Work.
 - a. respecialization; professional retraining
 - b. professional retraining; respecialization
 - c. self-management study; postdoctoral fellowship
 - d. postdoctoral fellowship; wikipedia

Return completed test to:

Montana Psychological Association

36 S. Last Chance Gulch, Ste. A, Helena, MT 59601

p. 406.443.1160; ext. 3 | f. 406.443.4614 | e. mtbigskypsych@gmail.com



Income Protection Insurance

Helps you pay the bills while you get back on your feet.

Becoming disabled during your working years happens more than you might imagine. If you are seriously injured or become ill and cannot work, can your loved ones continue to pay the bills and still live comfortably?

Trust Endorsed Income Protection (Disability Income) Insurance* is the key to providing you and your family with income and financial stability while you get well and get back to what you do best.

Apply for this coverage with rates often lower than similar insurance available to the general public. If you already have disability insurance, compare the rates of The Trust's Income Protection Plans against what you already own at trustinsurance.com. You may achieve substantial savings.

Choose the plan that fits your needs!

Sample rates: \$2,500 Monthly Benefit – LifeStyle 65 Plan, 90 Day Waiting Period	
Age	Quarterly Premium
35	\$55.25
40	\$70.50
45	\$103.00
50	\$121.25
55	\$141.00

THE TRUST
 INSURANCE PROGRAMS
For Psychologists, By Psychologists
 1-800-477-1200

 Watch the Q&A video *What You Need to Know About Income Protection Insurance* at trustinsurance.com.

* Coverage is individually underwritten. Policies issued by Liberty Life Assurance Company of Boston, a Lincoln Financial Group Company. Plans have limitations and exclusions. For costs and complete details, call The Trust or visit www.trustinsurance.com

Membership Meeting—October 16, 2020—12 Noon—Zoom

Montana Psychological Association will hold a virtual membership meeting on October 16, 2020 at 12 noon. There will be informational reports and elections. MPA's nominating committee will be submitting Dr. Greg Machek for the President-Elect position. Sign in instructions will be sent on the member listserv at a date closer to the meeting. We hope you can join us!!!

Notice of 2021 Open Board Position

The MPA Board is seeking nominations from members for the MPA Board Member at Large position. This term of this voting position on the MPA Board of Directors runs from the Spring meeting 2021 (usually April) for 2 consecutive years. The Member at Large is expected to attend all in-person and virtual meetings of the MPA board and to participate in policy and planning discussions for the association. Serving in this position will provide experience in leadership within the association and it opens the door for serving in other leadership positions in MPA in the future.

You may ask an MPA member to nominate you or you may nominate yourself. Elections for this position will be held at the Spring membership meeting around April 2021. If you are interested, or have additional questions, please ask any current board member. Any of us would be happy to share our experiences on the MPA board. Please submit a letter of interest/nomination and a current CV to our Executive Director Marti Wangen, CAE.

MONTANA PSYCHOLOGICAL ASSOCIATION

36 S Last Chance Gulch, Suite A
Helena, MT 59601

MPA BOARD OF DIRECTORS

President	Karen Kietzman, PsyD	Academic/Scientific	Greg Machek, PhD
President Elect	Mary Kay Bogumill, PhD	Diversity	WanmdiWi Rose, PhD
Past President	Duncan Campbell, PhD	Member at Large	Leslie Trumble, PsyD
Treasurer	Donna Zook, PhD	Student Member	Ari Silverman, MA

The Montana Psychologist is published quarterly in March, June, September and December. The Montana Psychologist is the official publication of Montana Psychological Association, 36 S. Last Chance Gulch, Suite A, Helena MT 59601. The subscription rate for libraries and nonmembers is \$40.00 per year. *The Montana Psychologist* accepts display and classified advertisements pertinent to psychology and the function of psychologists as space permits. The editor reserves the right to refuse, edit, or revise advertisements. Acceptance of advertisement does not imply endorsement by the Montana Psychological Association. Editor: Executive Director - Marti L Wangen, CAE

FIND US ON THE WEB

www.montanapsychologicalassociation.org

36 S Last Chance Gulch, Suite A ▪ Helena, MT 59601 ▪ (406) 443-1160, ext. 3 ▪ Fax (406) 443-4614 ▪
mtbigskypsych@gmail.com