The International Neuropsychological Society

49th Annual Virtual Meeting

San Diego, California USA - February 2–5, 2021
Dear Colleagues,

Welcome to the 49th Annual Meeting of the International Neuropsychological Society! We are gathering virtually for the San Diego meeting February 2-5, 2021.

We are excited to share with you the conference programming that reflects our theme: “From Autism to Alzheimer’s: New Perspectives in Neuropsychology.” Our goal for this conference was to celebrate our field’s rich history of exploring brain-behavior relationships while highlighting novel and emerging contributions across every stage of development. The invited speakers are internationally recognized experts who exemplify this year’s theme and will present during live programming blocks February 3-5. While we are eager to have you join us for the live sessions, we understand that this may not be possible for everyone and so the lectures will also be recorded for asynchronous viewing. Contributions from the INS membership and attendees further enhance the program. We received over 800 submissions - during a pandemic! We were inspired by the robust number of posters, papers, and symposia, which highlight the talent, knowledge, and collegiality of our INS community.

Other events to look out for include the phenomenal CE programming spanning every day of the conference, the Presidential Address kicking off the live programming on February 3, the Student Liaison Committee Sponsored Panel on February 4, and the Symposium Honoring the Legacy of Nelson Butters that will close the live programming on February 5. Please also be sure to check out the Awards Session which showcases some of the best in our field.

A conference as large as this requires the dedication and hard work of many, perhaps even more so this year. CE Chair Melissa Lamar and the CE Committee went above and beyond again putting together this engaging and informative CE lineup. We would also like to thank the 2021 Program Committee who remained unwaveringly dedicated and ready to give of their time and expertise when 2020 had already put so much on their plates. A heartfelt thanks to INS Awards Committee Chair Roy Kessels for his many years of service to INS, shining a bright light on exceptional colleagues and their contributions to neuropsychology. Margaret O’Connor, INS President, and Marc Norman, INS Executive Director, steadfastly steered the ship in this unprecedented year and we are thankful for their leadership. Finally, please be sure to thank the team at the INS office: Chantal Marcks, Marta Robinet, Stephanie Card, Davis Schoenfeld, Jamie Wilson, and Katie Coffman. There is no meeting without them and their countless hours of work; we are indebted to them for all they do.

This past year has seen many challenges related to COVID-19 and a reckoning with social inequities, but we are hopeful that the virtual format of this year’s conference provides an opportunity to become truly immersed in the wealth of innovative and cutting-edge work that is being carried out by our colleagues both because of and in spite of these challenges. We are eager to ‘see’ you all at the conference and invite you to engage with new ideas and new colleagues, as well as connect across the miles with old friends. Until we can all safely gather together again, we will welcome you virtually to San Diego and INS 2021.

Margaret O’Connor - INS President
Amy Jak and Molly Zimmerman - San Diego 2021 Program Co-Chairs
**Meeting Program**

**Important Note:** All CE Workshops are pre-recorded and will be available for viewing on-demand upon release.

All Live content will be recorded and available for viewing on-demand approximately 48 hours after the live session. The entire program will be available for 3 months following the conference to enjoy at your leisure.

Please check the INS website for scientific program changes and additions.

### Tuesday February 2, 2021 (all times PST | GMT: -8)

<table>
<thead>
<tr>
<th>Time</th>
<th>CE Workshop 1</th>
<th>CE Workshop 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00–11:00</td>
<td>Before the Cure: Cognitive Rehabilitation for Mild Cognitive Impairment</td>
<td>Update on Vascular Contributions to Cognitive Impairment and Dementia</td>
</tr>
<tr>
<td></td>
<td>Presenters: Anthony Stringer, Benjamin Hampstead and Margo Adams Larsen</td>
<td>Presenters: Daniel Nation</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Time</th>
<th>CE Workshop 3</th>
<th>CE Workshop 4</th>
<th>CE Workshop 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>12:00–13:30</td>
<td>At the Intersection of Poverty, Dialect, and Literacy: Assessment of Language and Reading of Low-Income African American Children</td>
<td>A Model for Extending Neuropsychological Assessment and Research into other Disciplines: Examples from the Perioperative Cognitive Anesthesia Network (PeCAN) for Neurodegenerative Disorders</td>
<td>Introduction to the Neuropsychology of COVID-19</td>
</tr>
<tr>
<td></td>
<td>Presenter: Julie Washington</td>
<td>Presenter: Catherine Price</td>
<td>Presenters: Lucette Cysique, Emilia Łojek</td>
</tr>
</tbody>
</table>

### Wednesday February 3, 2021 (all times PST | GMT: -8)

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>08:00–09:00</td>
<td>A Tribute to Dr. Alfredo Ardila</td>
</tr>
<tr>
<td>08:00–09:00</td>
<td>Paper Session 01: Parkinson’s Disease and Other Dementias</td>
</tr>
<tr>
<td>8:00–9:30</td>
<td>CE Workshop 6. Cognitive and Behavioral Phenotypes Associated with Neurogenetic Syndromes</td>
</tr>
<tr>
<td></td>
<td>CE Workshop 7. Poverty and the Developing Brain</td>
</tr>
<tr>
<td></td>
<td>CE Workshop 8. Cognitive Assessment among Diverse Latinos in SOL-INCA (Study of Latinos-Investigation of Cognition Aging)</td>
</tr>
<tr>
<td></td>
<td>Presenter: Nancy Raitano Lee</td>
</tr>
<tr>
<td></td>
<td>Presenter: Pilyoung Kim</td>
</tr>
<tr>
<td></td>
<td>Presenters: Hector M. González and Wassim Tarraf</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30–9:30</td>
<td>Poster Session 1: Medical and Other Neurological Disorders</td>
</tr>
<tr>
<td>Time</td>
<td>Event</td>
</tr>
<tr>
<td>---------------</td>
<td>----------------------------------------------------------------------</td>
</tr>
<tr>
<td>9:00–10:00</td>
<td><strong>Paper Session 2:</strong> Aging, Physical Activity and Lifestyle Factors</td>
</tr>
<tr>
<td>9:45–10:00</td>
<td><strong>Live Program Day Welcome:</strong> Program Committee Chairs: Amy Jak and Molly Zimmerman</td>
</tr>
</tbody>
</table>
| 10:00–10:55   | **Plenary A - Presidential Address:** Memory for News Events: What Will We Remember from 2020?  
|               | Presenter: Margaret O’Connor                                           |
| 11:00–11:55   | **Invited Symposia 1:** Strategies for Staving off Dementia - A Dynamic Conversation  
|               | Presenters: Vonetta Dotson, Sarah Garcia and Glenn Smith              |
| 11:00–12:00   | **Paper Session 3:** Pediatric Traumatic Brain Injury                 |
| 11:00–12:00   | **Poster Session 2:** Aging & MCI                                    |
| 11:00–12:00   | **Symposium 1:** The Wisdom Workgroup in Indigenous Neuropsychology Global Strategies (Wisdom WINGS) Initiative: An International Collaboration to Advance the Understanding of Neurocognitive Health in Indigenous Peoples  
|               | Authors: Micah J Savin, Maral Aghvinian, Cara Crook, Richard F. Armenta, Donald R Franklin, Thomas D Marcotte, Steven P. Verney, Desiree Byrd, Kylie Radford, Sean B Rourke, Lucette Adeline Cysique, Monica Rivera Mindt |
| 11:00–12:00   | **Symposium 2:** Beyond Brain-Behavior Correlations: Using Connectome-Based Approaches to Derive Markers of Cognition  
|               | Chair: Ruchika S Prakash  
|               | Presenters: Monica Rosenberg, Oyetunde Gbadeyan, Amy Kuceyeski, Lucina Uddin |
| 12:00–12:55   | **Plenary B.** The Neuropsychological Syndrome of Primary Progressive Aphasia (PPA) as a Dementia Syndrome  
|               | Presenter: Sandra Weintraub                                          |
| 13:00–13:55   | **Invited Symposia 2:** Decolonizing Neuropsychology  
|               | Presenters: Xavier Cagigas, Paola Suarez, Mirella Diaz-Santos, Jean Ikanga, Lily Kamalyan and Janet J. Yáñez |
| 13:00–14:00   | **Paper Session 4:** Multiple Sclerosis                               |
| 13:00–14:00   | **Paper Session 5:** Sports-Related Concussion                         |
| 13:00–14:00   | **Poster Session 3:** Drug/Toxin Related Disorders/Infectious Disorders/Mood, Emotion, Psychiatric/Intervention/Other |
| 13:00–14:00   | **Symposium 3:** Novel neuropsychological approaches for assessing cognitive decline in the early stages of the Alzheimer’s disease continuum  
|               | Chair: Louisa Thompson  
|               | Presenters: Roos J Jutten, Karra D Harrington, David Libon, Deirdre O’Shea, Jet MJ Vonk |
| 13:55–14:00   | **Live Program Day Close:** Program Committee Chairs: Amy Jak and Molly Zimmerman |
| 14:00–15:00   | **Paper Session 6:** Aging & Dementia: Neuroimaging                  |
| 14:00–15:00   | **Symposium 4:** Ethical Considerations in the Field of Neuropsychology: Addressing Increasing Needs for Competence in Multicultural Neuropsychology and Advances in Technology  
|               | Chair: Michelle R Madore  
|               | Presenters: Rachel Hughes, Travis M Scott, Rebecca Avila-Rieger, Jasmine S. Dixon |
San Diego | California | USA

Presiding President: Margaret O’Connor  
Program Committee Chairs: Amy Jak and Molly Zimmerman  
CE Committee Chair: Melissa Lamar

**Wednesday February 3, 2021 (all times PST | GMT: -8)**

14:00–15:00  
**Symposium 5.**  
Competing Models of Cognitive Decline and Dementia in Epilepsy  
Chair: Carrie R McDonald  
Presenters: Robyn M Busch, Hyunmi Choi, Evan Thacker, Albert P Aldenkamp, Anny Reyes, Alice Lam

14:00–15:30  
**INS Awards Ceremony**

14:00–15:30  
**INS Early Career Presentation**

14:00–15:30  
**INS Mid-Career Ceremony**

15:30–16:30 - **LIVE**  
**Brain Injury Special Interest Group (SIG) Social**

**Thursday February 4, 2021 (all times PST | GMT: -8)**

8:00–9:00  
**Paper Session 7:** HIV & Infectious Diseases  
**Paper Session 8:** Pediatric Cancer

8:00–9:30  
**CE Workshop 9.**  
Practice Effects in Clinical Trials for Alzheimer’s Disease: What We Know, What We Don’t Know, and What We Better Figure Out Really Quick  
Presenter: Kevin Duff

8:30–9:00  
**CE Workshop 10.**  
Neuropsychological Assessment of American Indian and Alaska Native Populations: Cultural Implications for Research and Practice  
Presenters: Lynette Abrams-Silva and Steven P. Verney

8:30–9:30  
**Poster Session 4:** Assessment/Diversity and Inclusion

9:00–10:00  
**Paper Session 9:** Neuroimaging Methods  
**Paper Session 10:** Dementia: Risk & Prediction

9:45–10:00 - **LIVE**  
**Live Program Day Open:** Program Committee Chairs: Amy Jak and Molly Zimmerman

10:00–10:55 - **LIVE**  
**Plenary C.**  
Early Detection of Autism Spectrum Disorder  
Presenter: Diana L. Robins

11:00–11:55 - **LIVE**  
**Panel Discussion hosted by the INS Student Liaison Committee 1:** Neuroimaging and Biomarkers: Our Scope of Practice as Neuropsychologists  
Presenters: INS SLC

11:00–12:00  
**Paper Session 11:** Epilepsy  
**Poster Session 5:** Parkinson’s Disease and Other Dementias

11:00–12:00  
**Symposium 6.**  
Social Cognition across the Lifespan  
Chair: Skye McDonald  
Presenters: Vicki Anderson, Miriam Beauchamp, Christine Padgett, Olivier Piguett, Sarah E MacPherson

11:00–12:00  
**Symposium 7.**  
Chair: Lynette Abrams-Silva  
Presenters: Rebecca Avila-Rieger, Alkisha Harley, Cynthia Funes, Michelle Miranda

12:00–12:55 - **LIVE**  
**Plenary D.**  
Adaptive Constructive Processes in Memory, Imagination, and Creativity  
Presenter: Daniel L. Schacter
### Thursday February 4, 2021 (all times PST | GMT: -8)

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>13:00–14:00</td>
<td><strong>Paper Session 12:</strong> Aging &amp; Assessment</td>
</tr>
<tr>
<td>13:00–14:00</td>
<td><strong>Poster Session 6:</strong> Concussion/TBI</td>
</tr>
<tr>
<td>13:00–14:00</td>
<td><strong>Symposium 8.</strong> Cognitive Stimulation Therapy (CST) for dementia: Adaptation, validation and implementation challenges in developing regions&lt;br&gt;Chair: Elodie Bertrand&lt;br&gt;Presenters: Aimee Spector, Renata Naylor</td>
</tr>
<tr>
<td>13:00–14:00</td>
<td><strong>Symposium 9.</strong> Neuropsychological Evaluation of Epilepsy Presurgical Candidates: From the Clinic to the Operating Room&lt;br&gt;Chair: Cady Block&lt;br&gt;Presenters: Kelsy C Hewitt, David Sabzevitz, Amanda Gooding, David Loring, Daniel L Drane</td>
</tr>
<tr>
<td>13:55–14:00</td>
<td><strong>Live Program Day Close:</strong> Program Committee Chairs: Amy Jak and Molly Zimmerman</td>
</tr>
<tr>
<td>14:00–15:00</td>
<td><strong>Paper Session 13:</strong> Training/Drug and Other Related Disorders/Tumor</td>
</tr>
<tr>
<td>14:00–15:00</td>
<td><strong>Paper Session 14:</strong> Aging: Multicultural Factors</td>
</tr>
<tr>
<td>14:00–15:00</td>
<td><strong>Symposium 10.</strong> Beyond Social and Emotional Phenotypes: Perspectives for Neuropsychological Intervention Models&lt;br&gt;Chair: Nara Cortes Andrade&lt;br&gt;Presenters: Miriam Beauchamp, Vicki Anderson, Evelyn Vera-Estay, Claudia B Mello, Emma Otta</td>
</tr>
<tr>
<td>14:00–15:00</td>
<td><strong>Symposium 11.</strong> Current and Future Directions of Cognitive Assessment: The (Overdue) Turn Toward Consideration of Culture and Linguistic Background in Cognitive Measurement&lt;br&gt;Chair: Theone S.E. Paterson&lt;br&gt;Presenters: Melanie Cohn, Khush-Bakht Zaidi, Angela Gutchess, John A.E. Anderson</td>
</tr>
<tr>
<td>16:00–18:00</td>
<td><strong>Student Social and Trivia Event</strong></td>
</tr>
</tbody>
</table>

### Friday February 5, 2021 (all times PST | GMT: -8)

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00–9:00</td>
<td><strong>Paper Session 15:</strong> Aging, Neuroimaging and Hormones</td>
</tr>
<tr>
<td>8:00–9:00</td>
<td><strong>Paper Session 16:</strong> Mood and Other Psychiatric Disorders</td>
</tr>
<tr>
<td>8:00–9:30</td>
<td><strong>CE Workshop 11.</strong> Social Cognitive and Affective Neuroscience: From the Clinic and into the Wild&lt;br&gt;Presenter: Agustín Ibáñez</td>
</tr>
<tr>
<td>8:30–9:30</td>
<td><strong>Poster Session 7:</strong> ADHD, Autism Spectrum and Other Pediatric Conditions</td>
</tr>
<tr>
<td>9:00–10:00</td>
<td><strong>Paper Session 17:</strong> Lifespan Trajectories &amp; Predictors</td>
</tr>
<tr>
<td>9:00–10:00</td>
<td><strong>Paper Session 18:</strong> Concussion/Traumatic Brain Injury</td>
</tr>
<tr>
<td>9:45–10:00</td>
<td><strong>Live Program Day Open:</strong> Program Committee Chairs: Amy Jak and Molly Zimmerman</td>
</tr>
<tr>
<td>10:00–10:55</td>
<td><strong>Plenary E.</strong> Centering Social Justice and Public Health in Neuropsychology&lt;br&gt;Presenter: Jennifer Manly</td>
</tr>
</tbody>
</table>
### Friday February 5, 2021 (all times PST | GMT: -8)

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
</table>
| 11:00–11:55   | **Plenary F.**  
The Impossibility of Monolingualism in the Mind of the Bilingual  
Presenter: Monika S. Schmid                                         |
| 12:00–12:55   | **Plenary G.**  
Age-related Trajectory of Brain Changes and Cognitive Decline in Autosomal Dominant Alzheimer’s Disease  
Presenter: Yakeel T. Quiroz                                          |
| 13:00–14:00   | **Panel Discussion hosted by the INS Student Liaison Committee 2:** Navigating Racial/Ethnic and Cultural Differences between the Neuropsychologist and the Client: Implications for Assessment |
| 13:00–14:00   | **Paper Session 19:** Assessment                                       |
| 13:00–14:00   | **Symposium 12.**  
Good Trouble: Population Management Solutions For Diverse Pediatric Populations  
Chair: Christine M Salinas  
Presenters: Beatriz MacDonald, Bordes Edgar Veronica, Gretchen Berrios-Siervo, Heidi A Bender |
| 13:00–14:25   | **Invited Symposia 4.**  
Symposium Honoring the Legacy of Nelson Butters  
Presenters: Meryl Butters, Mieke Verfaellie, Margaret O’Connor, Edith V. Sullivan, Marlene Oscar Berman, Mark Bondi, David Salmon and James Becker |
| 14:25–14:30   | **Live Program Day Close:** Program Committee Chairs: Amy Jak and Molly Zimmerman |
| 14:30–15:00   | **INS Business Meeting:** President and Board of Governors             |
| 14:30–15:30   | **Paper Session 20:** Neurodevelopmental Disorders/Pediatric          |
| 14:30–15:30   | **Poster Symposium 1:** Ethical Issues in Clinical Supervision       |
| 14:30–15:30   | **Symposium 13.**  
Comparing Approaches to Gauging Practice Effects in Aging and Alzheimer’s Disease: Highlighting an Often Neglected Issue  
Chair: William S. Kremen  
Presenters: Daniel A Nation, Kevin Duff, Mark Sanderson-Cimino |
| 14:30–15:30   | **Symposium 14.**  
Characterizing Cognition Across Movement and Neuromuscular Disorders  
Chair: Silvia Chapman  
Presenters: Corey T McMillan, Caroline Ann McHutchison, Megan Barker, Marjana Tafader, Stephanie Cosentino |
| 15:30–17:30   | **Symposium 15.**  
Cultural Leadership in Neuropsychology: A Guide for Inter-Organizational Governance  
Chair: Christine M Salinas  
Presenters: David M Lechuga, Karen Postal, Courtney Ray, Arny Reyes, Octavio A. Santos, Nicholas S Thaler, Marc Norman, Antonio E Puente |
|               | **INS Annual Meeting of the Asian Neuropsychological Association (ANA)** |
San Diego | California | USA

Presiding President: Margaret O’Connor
Program Committee Chairs: Amy Jak and Molly Zimmerman
CE Committee Chair: Melissa Lamar

Student Liaison Committee Hosted Events

Panel Discussion hosted by the INS Student Liaison Committee 1: Neuroimaging and Biomarkers: Our Scope of Practice as Neuropsychologists
Thursday Feb 4
11:00-11:55 AM PST
2:00-2:55 PM EST
With: Gaël Chételat, Elisha Josev

Student Social & Trivia Event
Thursday Feb 4
4:00-6:00 PM PST
7:00-9:00 PM EST
Co-Hosted by the INS Student Liaison Committee (INS SLC), the APA Division 40 Association of Neuropsychology Students & Trainees (ANST), the Asian Neuropsychological Association (ANA), the Hispanic Neuropsychological Society (HNS), & the Society for Black Neuropsychology (SBN)!
https://umich.zoom.us/j/95760204881

Panel Discussion hosted by the INS Student Liaison Committee 2: Navigating Racial/Ethnic and Cultural Differences between the Neuropsychologist and the Client: Implications for Assessment
Friday Feb 5
1-2 PM PST
With: Xavier E. Cagigas, Lucette Adeline Cysique, Lauren Mai, Jennifer J. Manly

facebook.com/studentsINS
San Diego 2021 Program Committee

INS President Margaret O’Connor
Program Committee Chairs Amy Jak and Molly Zimmerman
Continuing Education Committee Chair Melissa Lamar

Program Committee Members
*Designates member of the Program Executive Committee

Stephen Aita
Omar Alhassoon
Michael Alosco
Peter Anderson
Miguel Arce Rentería
Pat Armisted-Jehle
Breton Asken
Sarah Banks
Sallie Baxendale
Madison Berl
Alex Birdsill
Cady Block
Eva Bonda
Elizabeth Boots
Emily Briceno
Adam Brickman
Robyn Busch
Cathy Catroppa
Kimberly Chapman
Jimmy Choi
Sakshi Chopra
Lindsay Clark
Derin Cobia
Elaine de Guise
Pamela Dean
Fanny Degeilh
Victor Del Bene
Nyaz Didehbani
Jacobus Donders
Vonetta Dotson
Jonathan Evans
Rosemary Fama
Thomas Farrer
Robert Frost
Anselm Fuermaier
Katherine Gifford
Mary Meredith Gillis
Raul Gonzalez
Amanda Gooding
John Gunstad
Roy Hamilton
Benjamin Hampstead
Duke Han
Laura Hancock
Frank Hillary
Robin Hilsabeck
Mervi Jehkonen
Lisanne Jenkins
Maria Jónsdóttir
Justin Karr
Stephanie Kielb
Michael Kirkwood
Lenka Kramska
Scott Langenecker
Christian LoBue
Donel Martin
Shawn McClintock
Mark McCurdy
Dawn Mechanic-Hamilton
Chris Mizelle
Erin Morgan
Christopher Nguyen
Tanya Nguyen
Kyle Noll
Kate Papp
Carolyn Parsey
Otto Pedraza
Christine Petranovich
Erin Plumley
Katherine Reiter
Kelly Ryan
Nicholas Ryan
Patricia Rzezak
Keshia Sanders
Sharon Sanz Simon
Jeff Schaffert
Ryan Schroeder
Marisa Spann
Mary Beth Spitznagel
John Stratton
Louisa Thompson
Emily Tritschuh
Angela Troyer
Kayla Tureson
Frederick Unverzagt
Mieke Verfaellie
Kayci Vickers
Guy Vingerhoets
Karin Walsh
Jeff Wefel
Sara Weisenbach
Steven Woods
Martin Woon
Laura Zahodne
**Board of Governors**

**Presiding President**
- Margaret O’Connor
  - Presidential Term
  - February 2018 - February 2021
  - Brigham and Women’s Hospital
  - Harvard Medical School
  - Department of Neurology

**Incoming President**
- Skye McDonald
  - Presidential Term
  - February 2019 – February 2022
  - University of New South Wales
  - School of Psychology,
  - University of New South Wales

**President Elect**
- Ida Sue Baron
  - Presidential Term
  - February 2020 – February 2023
  - Private Practice - Potomac, MD
  - The George Washington University School of Medicine and Health Sciences

**Secretary**
- Celiane Rey-Casserly
  - Term
  - February 2018 – February 2021
  - Boston Children’s Hospital
  - Center for Neuropsychology

**Treasurer**
- Ozioma Okonkwo
  - Term
  - February 2020 – February 2025
  - University of Wisconsin-Madison
  - Department of Medicine
MEMBERS AT LARGE

Miriam Beauchamp
Term
February 2018 – February 2021
University of Montreal
Department of Psychology

Ashok Jansari
Term
February 2018 – February 2021
Goldsmiths, University of London
Department of Psychology

Mieke Verfaellie
Term
February 2018 – February 2021
VA Boston Healthcare System
Research Career Scientist (151A)

Juan Carlos Arango-Lasprilla
Term
February 2019 – February 2022
University of Montreal
Department of Psychology

Robin Green
Term
February 2019 – February 2022
Goldsmiths, University of London
Department of Psychology

Sarah MacPherson
Term
February 2019 – February 2022
VA Boston Healthcare System
Research Career Scientist (151A)

Desiree Byrd
Term
February 2020 – February 2023

Sanne Schagen
Term
February 2020 – February 2023
Division of Psychosocial Research & Epidemiology
The Netherlands Cancer Institute

Glenn Smith
Term
February 2020 – February 2023
Marc A. Norman
Executive Director

Director Of Office Operations
Chantal Marcks

Webmaster
Davis Schoenfeld

Administrative Coordinator & Bookkeeper
Jamie Wilson

Registration Coordinator
Katie Coffman

Scientific & CE Program Manager
Marta Robinet
What is Included in Registration?

The general meeting registration fee includes all General Sessions—described below.

The only items not included in the general registration fee are CE Workshops and Optional CE Credit for Plenary, which are described below and in the Continuing Education section of this book.

Included in General Meeting Registration

General Sessions

General sessions are the heartbeat of the Annual Meeting’s scientific program, and are open to everyone who has paid the general fee.

General sessions include all paper sessions, symposia, poster sessions, live invited symposia, and INS social events.

Plenary Sessions

All registered attendees are welcome and encouraged to attend the seven live plenary addresses in this year’s program.

Not Included (Optional Items):

CE Workshops

In order to attend CE workshops, attendees must pre-register and pay an additional credit-based course fee.

On Demand CE workshops may be added at any time though it may take up to 48 hours to gain access. Viewing will be available for up to 3 months. To add CE options, please inquire at registration@the-ins.org during open hours.

For continuing education accreditation and program requirements, please refer to CE Program details on page 34, or visit the San Diego meeting page www.the-ins.org/meetings/sandiego2021/

If you registered for CE workshops or plenary CE credit(s) you can access the links to the handouts for your CE session by logging into your INS account.

Handouts for CE Workshops will be available when you access the session and handouts for any Plenary CE will be available on the INS website at the time of your evaluation and certificate download.

Optional CE Credit for Plenary Attendance

1.0 hour of optional CE credit is available for each plenary session.

In order to receive optional CE credit, you must view the entire session as the platform will document, complete all CE requirements listed on page 34 and submit a separate registration fee (the fee may be paid after the meeting is over; contact the INS office for assistance at: registration@the-ins.org

Published Proceedings

The complete scientific program and abstracts listing for the INS 49th Annual Meeting will be published in an online, supplemental issue of the Journal of the International Neuropsychological Society: JINS.

All supplemental issues of JINS are freely available online, without a subscription.

Registration Support Hours

Monday – Friday
February 1 – 5, 2021
9:00 – 17:00 PST (UTC-8)
The International Neuropsychological Society wishes to thank its generous sponsors for their support of the INS 49th Annual Meeting and of the society’s educational mission.

Through their sponsorship, these organizations make a valuable contribution to the success of the INS Annual Meeting and towards achieving the INS goals of further enhancing global-scale communication and collaboration between disciplines.

---

**Kessler Foundation**

---

**Foundation of Clinical and Applied Neuropsychology in Netherlands**

*Special Thank You*

*The Foundation of Clinical and Applied Neuropsychology in the Netherlands*

*For Their Generous Support of the Charles G. Matthew International Neuropsychological Development Fund.*

Set up to support educational and training activities such as workshops, meetings and webinars in countries where neuropsychology is less well developed and resourced.

---

**JINS**

*The Journal Reaches Over 9,000 Subscribers Worldwide*

*In proud partnership with Cambridge University Press*
**EXHIBIT HALL**

Feel free to swing by anytime between the 2nd and the 5th to check out their booths though they may have chat and video zoom staff available during these hours.

**Exhibit Hall Hours (all times PST | GMT: -8)**

<table>
<thead>
<tr>
<th>Date</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wednesday, February 3, 2021</td>
<td>8:00 AM – 9:30AM, 11:00 AM – 12:00, 1:00 PM – 3:00 PM</td>
</tr>
<tr>
<td>Thursday, February 4, 2021</td>
<td>8:00 AM – 9:30AM, 11:00 AM – 12:00 PM, 1:00 PM – 3:00 PM</td>
</tr>
<tr>
<td>Friday, February 5, 2021</td>
<td>8:00 AM – 9:30AM, 1:00 PM – 3:00 PM</td>
</tr>
</tbody>
</table>

**49TH ANNUAL MEETING EXHIBITORS**

<table>
<thead>
<tr>
<th>Exhibitor</th>
<th>Website</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pearson Assessments</td>
<td><a href="http://www.pearsonassessments.com">www.pearsonassessments.com</a></td>
</tr>
<tr>
<td>Cambridge University Press</td>
<td><a href="http://www.cambridge.org">www.cambridge.org</a></td>
</tr>
<tr>
<td>Oxford University Press</td>
<td><a href="http://www.global.oup.com">www.global.oup.com</a></td>
</tr>
<tr>
<td>The Trust</td>
<td><a href="http://www.trustinsurance.com">www.trustinsurance.com</a></td>
</tr>
<tr>
<td>Kessler Foundation</td>
<td><a href="http://www.kesslerfoundation.org">www.kesslerfoundation.org</a></td>
</tr>
</tbody>
</table>
ACKNOWLEDGMENTS

THANK YOU - FOUNDATION OF CLINICAL AND APPLIED NEUROPSYCHOLOGY:
A Big Thank You to the Foundation of Clinical and Applied Neuropsychology for their generous support of the Charles G. Matthews International Neuropsychological Development Fund.

Chuck Matthews, the 1992 President of INS, was a strong advocate for making INS instrumental in developing neuropsychology throughout the world, especially in low-resource countries. As a result of this passion, the INS instituted the Charles G. Matthews International Neuropsychological Development Fund in his name in 2003. The purpose of this fund is to support educational and training activities such as workshops, meetings and webinars in countries where neuropsychology is less well developed/resourced. Funds can be used to sponsor travel expenses for speakers, other meeting expenses or costs associated with running webinars, videoconferences etc.

INS SAN DIEGO VOLUNTEERS/ASSOCIATES

The International Neuropsychological Society owes a debt of gratitude to all participating students/volunteers for lending their support at INS San Diego 2021.

Student volunteers play a critical role in the success of the INS Annual Meeting through their assistance in proctoring CE courses, monitoring poster sessions, and assisting at the Registration Desk—and in making the Annual Meeting a friendlier place for all attendees!

We sincerely thank our wonderful volunteers for their assistance and unbridled enthusiasm and commitment to INS.

Mirella Diaz-Santos
Amber Rochette
Anna Reyes

Beth Springate
Karen Torres
Alfredo Ardila was a Colombian neuropsychologist living in Miami, USA. He graduated as a psychologist from the National University of Colombia and received a doctoral degree in neuropsychology from the Moscow State University where he was working with Alexander R. Luria. He has published in cognitive and behavioral neurosciences, especially in neuropsychology.

Ardila was President of the Latin American Association of Neuropsychology (ALAN), Latin American Society of Neuropsychology, Hispanic Neuropsychological Society, and member of the Board of Governors of the International Neuropsychological Society.

He received several academic awards, including the National Prize of Psychology (Colombia, 1980), Alejandro Angel Escobar Award Category Science (Colombia, 1997), Prize CNC in Latin American Neuroscience (Spain, 2012) and Honor Vygotsky Prize (Portugal, 2016).

He was Full Professor at the Department of Communication Sciences and Disorders, Florida International University (Miami) and a Faculty Member at I.M. Sechenov First Moscow State Medical University and Albizu University. He was also Honorary Professor at the School of Medicine, University of Chile, Honorary Member of the School of Medicine, University of Antioquia, and Visiting Professor at the Department of Psychology of the Moscow State University.

Alfredo brought neuropsychology to Latin America and was instrumental in establishing recognition of Latin American contributions to the field. Among his most influential work in the science of cognition are original models of brain organization of executive functions, a novel classification of aphasias, and the development of cross-cultural neuropsychology.

Writing was his passion; he produced over 50 authored and edited books, seven neuropsychological assessment batteries, almost 500 published peer reviewed papers (with close to 25,000 citations), and hundreds of conference presentations. He was also a prolific educator. His legacy will be continued by the hundreds of students he mentored in the U.S., Latin America, Spain, and Russia.
INS AWARDS

INS AWARDS PROGRAM
The International Neuropsychological Society’s Awards Program is intended to recognize the many achievements of accomplished INS members.

AWARDS CEREMONY
Please join us in support of your deserving colleagues at the INS Awards Ceremony on Wednesday, February 3rd at 3:00 PM PST (UTC-8), where we will honor the recipients of this year’s awards.

We wish to thank Roy Kessels and the Awards Committee, as well as Taylor Greif and the Student Liaison Committee, for their invaluable contributions to this meeting.

ABOUT THE INS AWARDS PROGRAM

MAJOR INS AWARDS
Major INS Awards are given in recognition of scientific achievement in Early Career, Mid-Career (the Arthur Benton Award), or for a Lifetime of Achievement in research, education or service in the field of neuropsychology. The INS Distinguished Career Award may be given to recognize those individuals who have enjoyed extended careers and who have made major, sustained contributions to the field of neuropsychology and the Society.

The INS Career Mentoring Award is given to recognize mentoring and teaching activities that have profoundly impacted the careers of students in the field of neuropsychology.

INS PROGRAM AWARDS
INS Program Awards are selected by the Program Committee for each INS Meeting in recognition of the Meeting’s most outstanding scientific contributions. For the Annual Meeting, program awards include the INS Award for the most outstanding submission by a postdoctoral fellow, the INS Award for most outstanding submission by a graduate student, and the INS Award for the best submission in the field of memory or memory disorders. In conjunction with the INS Program and Awards Committees, the INS Student Liaison Committee recognizes an additional five students for their meritorious abstract submissions at each INS meeting through the selection of the SLC Student Research Awards.

NOMINATIONS & ELIGIBILITY FOR THE INS AWARDS PROGRAM
To inquire about award nominations, please visit the-ins.org/ins-awards, or email Ins@the-ins.org.

NOMINATIONS FOR MAJOR INS AWARDS
The INS Awards Committee accepts nominations annually from INS members for major INS Awards, including Career or Lifetime Awards, and the INS Career Mentoring Award. Nominations are welcome at any time, but must be submitted by certain dates in order to be considered for an award at specific upcoming meetings.

Winners are selected by the Awards Committee, according to posted criteria, with approval from the INS Governing Board.

ELIGIBILITY FOR INS PROGRAM AWARDS
All abstracts that are submitted to the Annual and Mid-Year Meetings are screened and considered for eligible Program Awards.

INS AWARDS COMMITTEE
The INS Awards Committee was created to recommend current and past members to the Board of Governors for the purpose of recognition of outstanding achievement in areas related to Neuropsychology.

Roy Kessels has served as the Chair of the INS Awards Committee since February 2016.

PREVIOUS INS AWARD WINNERS
Please visit the INS website for complete descriptions of each INS award and to view previous award winners:
www.the-ins.org/ins-awards
INS MENTORING AWARD

Mark W. Bondi, Ph.D., ABPP-CN is a Professor of Psychiatry at the University of California San Diego, Director of Neuropsychological Assessment Unit at the VA San Diego Healthcare System (VASDHS), and Training Director of the VASDHS Neuropsychology Postdoctoral Residency Program. He received his doctorate from the University of Arizona in 1991 and worked with Dr. Nelson Butters as a Psychology Intern in 1990-91 and as an NIH Postdoctoral Fellow at UCSD from 1991-93.

Dr. Bondi is Board Certified in Clinical Neuropsychology by the American Board of Professional Psychology and is a Fellow of the American Psychological Association (Division 40) and National Academy of Neuropsychology. He has served on the boards of the American Psychological Association’s Continuing Education Committee and Commission for the Recognition of Specialties and Proficiencies in Professional Psychology, Board of Directors of the American Board of Clinical Neuropsychology, Board of Governors of the International Neuropsychological Society, Elected Secretary and later as President of the Society for Clinical Neuropsychology (Division 40).

Dr. Bondi is a former recipient of the INS (Rennick) Student Award and Early Career Awards from NAN and Division 40 and has served as mentor to four prior recipients of the INS Postdoctoral Student (Nelson Butters) Award. He has received continuous funding from NIH, VA, and private foundation grants since 1991, and he is a sponsor or co-sponsor of 21 NIH, NSF, VA and private foundation career development awards of his current and former trainees. His research interests center on the cognitive and brain changes of individuals at risk for dementia. Dr. Bondi has published over 230 articles and book chapters, and he is co-author of the book Mild Cognitive Impairment and Dementia: Definitions, Diagnosis and Treatment. He has served on the editorial boards of several neuropsychology journals (e.g., JCEN, JINS, Neuropsychology, TCN), as an Associate Editor of JINS, and currently is a Senior Editor for the Journal of Alzheimer’s Disease. In addition to his research in aging and dementia, he is an active clinician, teacher and supervisor for his institution’s doctoral training, internship, and post-doctoral fellowship programs.

INS MENTORING AWARD

Professor Robin Morris is a UK clinical-academic neuropsychologist who has worked for most of his career at the King’s College Institute of Psychiatry, Psychology and Neuroscience (IoPPN) in London, UK.

He has conducted research mainly into memory and executive functioning in a range of neurological and psychiatric disorders. This encompasses dementia, cerebrovascular disorder, epilepsy, attention deficit hyperactivity disorder, psychosis and eating disorders.

Since 1990, he has been a prominent lead for clinical neuropsychology services in London, including as Head of Neuropsychology at the Maudsley and Bethlem Hospitals and Head of the Department of Clinical Neuropsychology in King’s College Hospital NHS Foundation Trust. He was lead for neuropsychology in the King’s Academic Health Science Centre, in London.

He completed a degree in Psychology and Physiology at the University of Oxford and trained in clinical psychology at the University of Newcastle-upon Tyne under Dr John Welch. He did his PhD at the University of Cambridge, supervised by Professor Alan Baddeley, and Post-doctoral work in Toronto under Fergus Craik and in Cambridge with Trevor Robbins. Since 1989, he has worked at the IoPPN, being appointed a full Professor of Neuropsychology in 2001 and Emeritus Professor in 2018.

He has been awarded numerous competitive research grants, authored or co-authored over 300 peer reviewed scientific papers, supervised many PhD students and trained around 80 clinical psychologists in neuropsychology. He is a recipient of the Barbara Wilson Neuropsychology Award and the British Psychological Society 2016 Lifetime Achievement Award for Applied Psychology.

He has served on the INS executive committee and been Chair of two INS conferences, in Dublin and in London.

As a teacher and communicator of neuropsychology, he has also promoted neuropsychology in the media, including on CNN, BBC Radio, the World Service, and TV World News.
LIFETIME ACHIEVEMENT & CAREER AWARDS

LIFETIME ACHIEVEMENT AWARD

Bruce Hermann, PhD, ABPP-CN is Professor Emeritus in the Department of Neurology at the University of Wisconsin School of Medicine and Public Health where he served as Director of the Charles G. Matthews Neuropsychology Section for 23 years. This position followed prior appointments at the Semmes-Murphey Clinic and Departments of Neurosurgery and Psychiatry at the University of Tennessee in Memphis, and the Department of Neurology at the University of Illinois Medical Center in Chicago. His primary work has characterized the cause and course of diverse neuropsychological and behavioral complications of the epilepsies as well as the impact of epilepsy on developmental and aging processes, with additional efforts in the areas of preclinical Alzheimer’s disease and cerebrovascular disease.

INS Early Career Award

BIOPSYCHOSOCIAL PATHWAYS IN DEMENTIA INEQUALITIES

The incidence of Alzheimer’s disease and related dementias (ADRD) differs across racial/ethnic groups, even after controlling for socioeconomic status and vascular diseases. My research program seeks to understand these persistent inequalities by examining whether: (1) known ADRD risk factors exhibit differential impact across race/ethnicity; and/or (2) unrecognized ADRD risk factors exist for racial/ethnic groups with a history of marginalization in the United States. To provide evidence for each of these explanations, I will present data from multiple racially/ethnically diverse, longitudinal studies of cognitive aging in the United States. Compared to non-Hispanic Whites, marginalized racial/ethnic groups face more social and economic constraints, are more likely to live in under-resourced neighborhoods, and more frequently encounter negative environmental messages that can corrode biopsychosocial resources. In the face of these inequities, many of these groups also demonstrate greater engagement in culturally-relevant protective factors. In this talk, I will focus on pathways by which racially-patterned psychosocial factors get under the skin and into the skull to shape ADRD inequalities.

The Arthur Benton Award for Mid-Career Research:

MINDING THE GAP IN EVIDENCE-BASED PERIOPERATIVE BRAIN BEHAVIORAL RESEARCH FOR OLDER ADULTS ELECTING SURGICAL PROCEDURES WITH ANESTHESIA

Since mid-20th century there has been increasing concern for older adults’ risk of cognitive complications after major elective surgery such as knee or cardiac surgery. Yet, there are still no accepted mechanisms for why some older adults experience post-operative cognitive complications. The topic is of increasing concern given: 1) at least 20% of older adults electing surgeries have signs of preoperative cognitive vulnerability; 2) individuals with neurodegenerative diseases will arrive at preoperative centers in exponentially larger numbers over the next 25 to 50 years; and 3) our healthcare systems extensive gap in evidence-based perioperative care for adults with Alzheimer’s disease and other progressive neurodegenerative disorders (e.g., PD). Catherine Price’s presentation will highlight NIH funded interdisciplinary clinical research addressing the complex and controversial topic of preoperative brain and cognitive profiles, pre to postoperative neuroimaging changes, and pre to postoperative cognitive-behavioral changes assessed with traditional and digital technologies. She will touch upon the gap in evidence based research addressing perioperative approaches for individuals with neurodegenerative disorders, and how neuropsychology is the ideal profession to spearhead interdisciplinary educational, research, and clinical training opportunities addressing this area of need.
Given that individuals are asked to describe personal events, which is sensitive to both normal and AD-risk related cognitive aging. More critical need for better cognitive tests for age- and AD-related cognitive decline. The late-life SES index was built using the participant’s occupational early-life and late-life SES and were evaluated regarding health status and outcomes. The built model included direct paths to cognition from early-life SES, education, and late-life SES on Brazilians middle-aged and older adults’ cognitive performance.

**Participants and Methods:** The sample consisted of 13,395 Brazilian participants from the ELSA-Brasil study (age range 34-75; education range: illiterate-college or more), who provided information about their birth and schooling decades, through better social conditions and education access, reducing the early-life effect. Our results highlight the importance of early-life and educational policies to improve cognitive aging quality in a low-/middle-income country.

**Results:** While there was not a significant main effect of overall VRF burden, there was a significant race by VRF interaction suggesting that greater VRF burden was associated with increased odds of naMCI in Black/AA participants (OR=1.459, p = .008), but not White participants (OR=0.998, p = .896). There were no significant effects of VRF on MCI. Across individual VRFs, high cholesterol (OR=2.061, p = .035) and obesity (OR=2.024, p =.048) conferred greater odds of naMCI (but not aMCI) within Black/AA participants, but not White. Across participants, having diabetes was associated with increased odds of aMCI, while hypertension was associated with increased odds of naMCI.

**Conclusions:** Findings from this study suggest that both individual (e.g., obesity, high cholesterol) and aggregate VRF burden increased odds of naMCI for Black/AA, but not White, older adults. These results may reflect a compound disadvantage related to racism/marginalization and support the continued efforts toward examining underlying mechanisms contributing to these observed discrepancies in how VRF’s confer risk of MCI (e.g., access to quality healthcare and education, neighborhood factors, chronic stress due to systemic racism). Future studies will begin to explore some of the social forces that likely impact cognition in ACTIVE as well as examine the associations between VRFs, race, and progression from CN to MCI over 10 years to better capture these long-term effects in late life.

**BEST SUBMISSION IN THE CATEGORY OF MEMORY**
**Poster Presentation: Dementia (Alzheimer’s Disease)**
**#82. Exploring Autobiographical Memory in Bilingual Hispanics**

**AUTHORS:** M. Acevedo-Molina

**Objective:** Hispanics in the United States (US) are expected to experience the greatest increase in Alzheimer’s disease (AD) diagnoses in the next four decades. Unfortunately, accumulating evidence suggests that currently available cognitive tests may be less accurate at detecting cognitive decline in Hispanics. As such, there is a critical need for better cognitive tests for age- and AD-related cognitive decline in Hispanics. Episodic autobiographical memory (EAM), which is our memory for personally relevant events, has the potential to be a culturally appropriate measure given that individuals are asked to describe personal events, which inherently come from their own cultural framework and background knowledge. However, studies that examine autobiographical memory in Hispanics in the US are lacking. Broadly, the focus of the present study is to examine EAM in Hispanics with the purpose of contributing to the development of more sensitive and culturally appropriate cognitive tests that can be used among this population. An important feature about the population of Hispanics in the US is they are commonly bilingual. Thus, as a first step we aimed to examine if bilingualism influenced EAM specificity in young bilingual Hispanics.

**Participants and Methods:** Twenty cognitively healthy young bilingual Hispanics narrated EAMs in English and Spanish, describing events that happened while speaking one language or the other. Using the scoring protocol of the Autobiographical Interview (Levine et al., 2002), we evaluated the narratives for episodic and non-episodic detail. We also asked young bilinguals which language they were primarily using when the memories were encoded.

**Results:** We found that young bilingual Hispanics retrieve more episodic than non-episodic (semantic/other) detail while describing EAMs in English or Spanish. There was no difference in overall details for memories retrieved in English versus Spanish. Interestingly, language congruency did not influence EAM specificity either.

**Conclusions:** We replicated an important finding from the literature with non-Hispanic White young adults, namely that EAM tends to be described mostly with episodic details. From a feasibility standpoint, our findings suggest that we can conduct the Autobiographical Interview in bilingual Hispanics in both English and Spanish. Future directions include recruiting older monolingual and bilingual Hispanics to examine the relationship between age and EAM specificity among this population. Given the present findings, there is ample opportunity to observe age-related decline in EAM episodic specificity.
The INS Student Liaison Committee (SLC), in conjunction with the INS San Diego Program Committee, recognizes the following five students and trainees as well-deserving recipients of the SLC Student Research Award.

### Cristina Román
- **Affiliation:** Post-Doctoral Fellow, Warren Alpert Medical School of Brown University/Rhode Island Hospital
- **Presentation:** #669. **Examining Depression in Multiple Sclerosis Using Multi-Shell Diffusion Imaging and Structural Connectometry**
- **Authors:** C. Román
- **Session:** Paper Session. Neuroimaging

### Jessica Saurman
- **Affiliation:** Post-doctoral Fellow, Emory University School of Medicine
- **Presentation:** #832. **Sensitivity and Specificity of the Montreal Cognitive Assessment - Blind Conversion Score in the Alzheimer’s Disease Neuroimaging Initiative**
- **Authors:** J. Saurman
- **Session:** Poster Session. Aging

### Andrew Cwiek
- **Affiliation:** Graduate Student, Pennsylvania State University
- **Presentation:** #238. **Too Good to be True: Machine Learning and the Problem of Overfitting in Network Neuroscience**
- **Authors:** A. Cwiek
- **Session:** Paper Session. Neuroimaging

### Tyler Bell
- **Affiliation:** Post-doctoral Fellow, University of San Diego California
- **Presentation:** #703. **The Association between Locus Coeruleus and Subjective Cognitive Decline in Late Midlife**
- **Authors:** T. Bell
- **Session:** Paper Session. Neuroimaging

### Sadie Shin
- **Affiliation:** Graduate Student, Northwell Health, Staten Island University Hospital
- **Presentation:** #674. **Cognitive and Psychological Effects of COVID-19 in Hospitalized Patients**
- **Authors:** S. Shin
- **Session:** Poster Session. Infectious Disease/Encephalitis/Meningitis (including HIV/AIDS)
Brain Injury SIG

For this SIG, brain injury is defined broadly to include both traumatic and acquired forms of brain injury (e.g., stroke, anoxic injury) in both children and adults to allow a large number of clinicians and researchers, with an interest in brain injury, to connect and collaborate.

This Social Event is open to everyone!
You do not have to be an INS Member, click on Join Meeting to attend.

Student Social & Trivia Event

Co-Hosted by the INS Student Liaison Committee (INS SLC), the APA Division 40 Association of Neuropsychology Students & Trainees (ANST), the Asian Neuropsychological Association (ANA), the Hispanic Neuropsychological Society (HNS), & the Society for Black Neuropsychology (SBN)!
https://umich.zoom.us/j/95760204881

Students: Don’t Miss Out

INS Annual Meeting of the Asian Neuropsychological Association

The mission of the Asian Neuropsychological Association (ANA) is to ensure the accessibility and provision of excellent, culturally sensitive neuropsychological services for all individuals of Asian descent. ANA aims to achieve its mission through its dedication its goals.
**INS Awards Ceremony**

**Don’t miss the INS Awards Ceremony**

**Host:** Roy Kessels - Awards Committee Chair:

**Achievement Awards:** Early Career Award, Mid-career Award, Mentoring, Lifetime Achievement for Science

**Program Awards:** Graduate Student Award, Postdoctoral Award, Memory Award

**Student Liaison Committee (SLC) Awards:** Postdoctoral Award, Graduate Student Award

---

**INS Business Meeting**

**Wednesday, Feb 3rd**
15:00 PST / 18: EST (UTC-8)

**Learn about the INS organization and upcoming initiatives at the annual business meeting.**

---

**Friday Feb 5**
14:30 PST 17:30/EST (UTC-8)
ABOUT THE INS

ABOUT US

- The International Neuropsychological Society (INS) is a multidisciplinary, international organization dedicated to enhancing communication among the scientific disciplines that contribute to the understanding of brain-behavior relationships and to promoting the international and interdisciplinary study of these relationships throughout the lifespan. The Society’s emphasis is on science, education, and the applications of scientific knowledge.

- INS members include cognitive and clinical neuropsychologists and psychologists, neurologists, psychiatrists, speech-language pathologists, and specialists of related disciplines. They include esteemed scientists and clinicians from the world’s most prestigious universities and institutions, private practitioners, and trainees just embarking on their careers.

INS ANNUAL & MID-YEAR MEETINGS

- INS holds two meetings per year that provide a venue for cognitive and clinical neuroscientists from around the world to share their research and increase their understanding of the driving forces behind cognition and behavior.

- The INS Annual Meeting is held in North America every February and the INS Mid-Year Meeting is held internationally every July. Each meeting offers three to four days of scientific and continuing education programming. Both INS meetings are open to members and non-members, and to professionals and trainees of all levels. Attendees represent neuropsychology and a variety of other disciplines.

CONTACT THE INS AT:

The International Neuropsychological Society (INS)

2319 South Foothill Drive, Suite 260,
Salt Lake City, Utah 84109, USA

Phone: 801-487-0475 | Fax: 801-487-6270
Email: ins@the-ins.org | www.the-ins.org

NEW MEMBERS WELCOME!

- INS welcomes new members! Prospective members may learn more about the Society and complete an online membership application at www.the-ins.org.

BENEFITS OF MEMBERSHIP:

Discounted Registration & CE Rates: at both our yearly meetings

Expand Your Network: Meet and get to know fellow members from all over the globe by attending an INS meeting, or through the expanded INS website.

Discounted On-Demand CE Rates: Read JINS article, listen to NavNeuro Podcast, or watch a video webinar.

Free Electronic Access to JINS: Available ONLY to INS members! Electronic access to JINS includes all previous years of publication. And to discounted print copies directly through Cambridge.

INS Newsletter Subscription: Exclusively delivered to your inbox, and keeping you current with both INS news and Neuropsychology events from around the globe.

Video Interviews of Leaders in Neuropsychology: Access the INS Video Archive Project interviews, featuring major thought leaders in the field for FREE.

INS Member Directory: Exclusive online access for members only.

INS Student Google Group: INS Student Members network and communicate with exclusive access to the INS Student Community Group.

Get Involved: Become active with committees or board leadership, participate in Special Interest Groups (SIGs) and help guide the future of INS.

Be a Leader: Work with the INS SLC (Student Liaison Committee) or mentor a student associate member.

Matthews Fund & Book Depository: Give back to your community and help support neuropsychology and educational programs in developing countries.

Prestigious Awards: Nominate or be recognized for work in the field of neuropsychological science and education.

Discounts & Offers on Videos, Books and Journals: INS Members get access to promotional codes for great publisher, journal and INS video discounts. Click for discount offers access.

Discounted Registration or CE at Related Meetings: for other select meetings (e.g., International Brain Injury Association, Hispanic Neuropsychological Society).
Abstract & Learning Objectives:

As part of a cognitive evaluation, clinicians frequently probe recall of news items to determine extent of memory loss. People may be asked about noteworthy sports or political events. Critical factors influencing recall are rarely considered, and it is often not known whether a person has forgotten an event or whether they never learned it to begin with. The evaluation of memory for news events is a complicated enterprise as recall of remote events is influenced by both ‘person-centered’ and ‘item-centered’ factors. Person-centered factors include memory capacity, level of interest in popular culture, pattern of news consumption (including the platform for news delivery and frequency of exposure), and personal biases regarding the importance of specific events. Item-centered factors that influence event retention include the age of the event (i.e., how long ago it was prominent in the news), intensity and frequency of news coverage, event distinctiveness (both in terms of the content of an event and its temporal proximity to events of a similar nature), and emotional salience. In this talk Dr. O'Connor discusses how information for news events is forgotten over time in the context of normal age related forgetting as well as accelerated forgetting due to neurological dysfunction such as epilepsy and neurodegenerative disease. She considers the “staying power” of events that transpired in the year 2020.

Upon conclusion of this course, learners will be able to:
- Describe models of memory consolidation
- Analyze issues that affect memory for news events
- Compare assessment methods used in the evaluation of remote memory

Speaker Biography:

Dr. Margaret O’Connor is President of the International Neuropsychological Society. Dr. O’Connor is Associate Professor of Neurology at Harvard Medical School which entails clinical, teaching and research activities. Dr. O’Connor has mentored the clinical and research activities of over 100 graduate students and post-doctoral fellows. She has authored over 70 papers in peer reviewed journals and 30 book chapters. Her work has involved studies of amnesia and long term forgetting with a focus on understanding neural and physiological substrates of memory. She co-founded DriveWise, a driving assessment program that provided services for over 1000 individuals. In addition to research on the prediction of driving safety she developed educational videos to assist professionals and caregivers in making decisions about driving for people with dementia as well as those with developmental disabilities. Dr. O’Connor has had diplomatic status in the field of clinical neuropsychology since 1999 and she is a board examiner for the American Academy of Clinical Neuropsychology. Dr. O’Connor is actively involved in public education efforts to advance research and clinical support for people with cognitive impairments. She was Co-Chair of the Medical and Scientific Advisory Committee of the Alzheimer’s Association of Massachusetts and New Hampshire and remains on the board of this organization. Her committee work also includes the Clinical Advisory Committee of the Asperger Autism Network.
profiles, especially in early years of illness. Because aphasia is different from amnesia in its impact on daily life, we have also designed specialized care pathways for patients with PPA and their caregivers tailored to their distinct needs.

Upon conclusion of this course, learners will be able to:

• Describe the most up-to-date criteria for the clinical diagnosis of primary progressive aphasia (PPA) and how it is differentiated from other clinical dementia syndromes in the early stages
• List developmental risk factors that might underlie early cortical vulnerability to the PPA syndrome as opposed to other dementia syndromes that feature episodic memory loss
• Explain neuropsychological tests to clinically distinguish PPA from other dementia syndromes as well as interventions for treatment of patients with PPA and their caregivers

Speaker Biography:

Dr. Sandra Weintrab is Professor of Psychiatry and Behavioral Sciences (Psychology) and Neurology at Feinberg School of Medicine at Northwestern University. Her focus is Alzheimer's disease, Memory disorders, Neuropsychology, Early Onset Dementia, Primary Progressive Aphasia, Frontotemporal Dementia, and Superaging. The ability to use language can be progressively disrupted by neurodegenerative diseases of the brain that targetcircumscribed regions that normally mediate language in healthy individuals. Dr. Weintrab's clinical and research interests focus on Individuals with Primary Progressive Aphasia, Frontotemporal Dementia and Alzheimer’s Disease. Research projects address the neuropsychological, neuroimaging and neuropathological variables associated with these syndromes, in order to contribute to our understanding of risk and the genetic factors that determine regional brain vulnerability to these diseases and to identify biomarkers that can be used in diagnosis during the patient's lifetime. To date, there are no biomarkers that definitively predict the type of the neuropathology in these clinical syndromes in the individual patient. Additional interests in the area of brain aging and its effects on cognition lie in determining factors associated with “Superaging,” the maintenance of a high level of cognitive ability into the 9th decade of life and beyond.

Dr. Diana L. Robins is a Professor and the Director of the AJ Drexel Autism Institute at Drexel University, the first research center to focus on public health science of autism. The Institute aims to understand and address challenges of autism though population-level and community-based science, in order to reduce disability and maximize quality of life for autistic people and their families. The Institute’s research programs address risk and protective factors, early detection and intervention, and life course outcomes of individuals with autism, as well as policy affecting access to services. Dr. Robins also leads the Institute’s research program in Early Detection and Intervention for ASD. She holds secondary appointments in Community Health and Prevention in the Dornsife School of Public Health and Psychology in the College of Arts and Sciences at Drexel University.

Much of Dr. Robins' work has centered around developing, validating, and refining a widely-used parent-report screening tool for ASD, the Modified Checklist for Autism in Toddlers, or M-CHAT. The original M-CHAT paper has been cited more than 1900 times, and the validation of the tool's revision, M-CHAT-R with Follow-Up (M-CHAT-R/F), demonstrated that the 2-stage screening questionnaire detects many cases of autism, and children in the study were diagnosed about two years younger than the national median, which improves access to ASD-specific early intervention. Her recent studies examine the optimal ages for primary care screening to detect autism risk, opportunities to screen in community settings outside the medical home, and a randomized controlled trial to relate early detection in primary care to early intervention and positive outcomes by age 5.

Dr. Robins' research has been funded by the Eunice Kennedy Shriver National Institute of Child Health and Human Development, Autism Speaks, and the National Institute of Mental Health. Her work has been published in leading pediatric and autism journals. Her scholarly service has included serving on the editorial boards of the Journal of Autism and Developmental Disorders Autism: The International Journal of Science and Practice, and Disorders Autism. She holds secondary appointments in Community Health and Prevention in the Dornsife School of Public Health and Psychology in the College of Arts and Sciences at Drexel University.

Much of Dr. Robins' work has centered around developing, validating, and refining a widely-used parent-report screening tool for ASD, the Modified Checklist for Autism in Toddlers, or M-CHAT. The original M-CHAT paper has been cited more than 1900 times, and the validation of the tool’s revision, M-CHAT-R with Follow-Up (M-CHAT-R/F), demonstrated that the 2-stage screening questionnaire detects many cases of autism, and children in the study were diagnosed about two years younger than the national median, which improves access to ASD-specific early intervention. Her recent studies examine the optimal ages for primary care screening to detect autism risk, opportunities to screen in community settings outside the medical home, and a randomized controlled trial to relate early detection in primary care to early intervention and positive outcomes by age 5.

Dr. Robins' research has been funded by the Eunice Kennedy Shriver National Institute of Child Health and Human Development, Autism Speaks, and the National Institute of Mental Health. Her work has been published in leading pediatric and autism journals. Her scholarly service has included serving on the editorial boards of the Journal of Autism and Developmental Disorders Autism: The International Journal of Science and Practice, and Neuropsychology, as well as the NIH study section for Child Psychopathology and Developmental Disorders, and as an elected member of the Board of Directors for the International Society for Autism Research.

Dr. Robins received her doctorate in Clinical Psychology, with an emphasis in Clinical Neuropsychology from the University of Connecticut. Following her APA-approved internship at the University of Florida Health Sciences
Schacter and his many collaborators have published over 400 articles and use memory to imagine future events, and the effects of aging on memory. 

Explicit forms of memory, the nature of memory distortions, how individuals consider both cognitive and neural evidence from studies of episodic remembering, future imagining, and creative thinking that reveal the operation of adaptive constructive processes and provide clues concerning their nature and function.

Upon conclusion of this course, learners will be able to:

- Explain the concept of adaptive constructive processes
- Describe cognitive and fMRI studies of remembering the past and imagining the future, divergent creative thinking, and memory distortion
- Analyze approaches to manipulating the involvement of episodic retrieval processes in cognitive tasks that are not typically considered to be episodic memory tasks

Speaker Biography:

Dr. Daniel L. Schacter is William R. Kenan, Jr. Professor of Psychology at Harvard University. Schacter received his PhD from the University of Toronto in 1981, and then served as director of the Unit for Memory Disorders at Toronto for the next six years. He joined the psychology department at the University of Arizona in 1987 and was appointed Professor in the Department of Psychology at Harvard University in 1991, where he served as Chair from 1995-2005.

Dr. Schacter’s research has explored the relation between explicit and implicit forms of memory, the nature of memory distortions, how individuals use memory to imagine future events, and the effects of aging on memory. Schacter and his many collaborators have published over 400 articles and chapters on these and related topics.

Schacter has received various awards for his research, including most recently the, the Award for Distinguished Scientific Contributions from the American Psychological Association, the William James Fellow Award from the Association for Psychological Science, and the Distinguished Career Contribution Award from the Cognitive Neuroscience Society. He has been elected to the Society of Experimental Psychologists, American Academy of Arts and Sciences, and National Academy of Sciences.

Many of Schacter’s ideas and findings are summarized in his 1996 book, Searching for Memory, and his 2001 book, The Seven Sins of Memory, both named as New York Times Notable Books of the Year, and both winners of the American Psychological Association’s William James Book Award.

Plenary D: Adaptive Constructive Processes in Memory, Imagination, and Creativity

Thursday, 12:00–12:55 PM LIVE

Abstract & Learning Objectives:

Adaptive constructive processes play a functional role in cognition but can also produce distortions or errors as a consequence of doing so. According to the constructive episodic simulation hypothesis, simulation of future and other hypothetical experiences depends importantly on episodic retrieval processes that allow individuals to draw on the past in a manner that flexibly extracts and re-combines elements of previous experiences, but they may also be responsible for specific kinds of memory errors. This talk will consider both cognitive and neural evidence from studies of episodic remembering, future imagining, and creative thinking that reveal the operation of adaptive constructive processes and provide clues concerning their nature and function.

Upon conclusion of this course, learners will be able to:

- Explain the concept of adaptive constructive processes
- Describe cognitive and fMRI studies of remembering the past and imagining the future, divergent creative thinking, and memory distortion
- Analyze approaches to manipulating the involvement of episodic retrieval processes in cognitive tasks that are not typically considered to be episodic memory tasks

Plenary E: Centering Social Justice and Public Health in Neuropsychology

Friday, 10:00–10:55 AM LIVE

Abstract & Learning Objectives:

Neuropsychological science and practice have primarily operated in settings that have limited applicability to the world’s diverse population. This narrow focus is inconsistent with the fundamental principles of our field, which include understanding the brain’s flexible adaptation to different contexts, and the neural and environmental mechanisms underlying behavior among all people, not just a select, privileged few. I will discuss how using social justice as an organizing principle for neuropsychological research and clinical assessment can richly enhance and accelerate gain of scientific knowledge and improve public health. A social justice framework must first recognize barriers to entry into our field for trainees from underrepresented backgrounds. Centering scientific questions within a brain health justice framework creates opportunities for underrepresented trainees to develop innovative ideas that build on their own experiences. A social justice framework also reveals how neuropsychological data have been used to maintain racial and social inequalities. I will describe an alternate approach of forming equal partnerships with representative research participants that has produced rigorous study designs and outcomes that reveal the potential impact of neuropsychology on public health and policy. I will present lessons learned from interdisciplinary research that has linked cognitive aging trajectories to life course social exposures, such as structural racism, educational experiences, immigration, bilingualism, occupational opportunities, neighborhood investment, and residential segregation. Neuropsychology can provide the intellectual tools for building policies that address the fundamental determinants of brain health, promote fair distribution of resources, and eliminate disparities.

Upon conclusion of this course, learners will be able to:

- Describe how a social justice framework can benefit neuropsychological research and practice
Upon conclusion of this course, learners will be able to:

- Identify methods to determine causal relationships between social forces across the lifecourse and disparities in cognitive function in aging
- Describe approaches to address barriers to a diverse neuropsychology workforce and explain why this is fundamental to innovation in our field

Speaker Biography:

Dr. Jennifer Manly is a Professor of Neuropsychology in Neurology at the Taub Institute for Research in Alzheimer’s Disease and the Aging Brain at Columbia University. Her research focuses on mechanisms of disparities in cognitive aging and Alzheimer’s Disease. In order to do this research, her research team has partnered with the Black and Latinx communities around CUIMC and around the country to design and carry out investigations of social factors across the lifecourse, such as educational opportunities, racism and discrimination, and socioeconomic status, and how these factors relate to cognition and brain health later in life. Her service to INS includes Program Chair, Continuing Education Chair, Member-at-Large, and Publications and Communications Chair. She was the recipient of the Paul Satz INS Career Mentoring Award in 2020. She served on the US Department of Health and Human Services Advisory Council on Alzheimer’s Research, Care and Services from 2011 – 2015 and is a member of the National Advisory Council on Aging.

Monika S. Schmid, PhD
Head of Department of Language and Linguistics
University of Essex

Plenary F: The Impossibility of Monolingualism in the Mind of the Bilingual

Friday, 11:00–11:55 AM LIVE

Abstract & Learning Objectives:

Bilinguals are different from monolinguals in that they can never elect to speak, process and comprehend only one language at a time. Even when there are no obvious intrusions from another language, such as a foreign accent, code-switched words or grammatical structures, language use is always to some degree underpinned by all of the languages represented in the mind of the speaker. While this means that second language acquisition can never be entirely ‘targetlike’ – assuming that the hypothetical target is set to the ideal and idealized monolingual – it also means that speakers with more than one language will be similarly ‘non-targetlike’ in their native language: there is increasing evidence to show that both beginning classroom L2 learners and experienced and proficient immersed L2 users use and process their native language in ways that are distinct from how ‘true’ monolinguals do it. These differences are cumulatively referred to as ‘language attrition’. My talk will present some recent evidence on how native language processing can differ between monolinguals and multilinguals, and show both the scope and the limits of such crosslinguistic effects of language co-activation.

Upon conclusion of this course, learners will be able to:

- Recite the characteristics, scope and limitations of the phenomenon of language attrition
- Discuss recent developments in the field of bilingualism research
- Critique theoretical models used to account for language attrition

Speaker Biography:

Dr. Monika S. Schmid is Head of Department of Language and Linguistics at the University of Essex. She obtained her PhD in English Linguistics in 2000 from the Heinrich-Heine Universität Düsseldorf. The topic of her thesis was First Language Attrition, Use and Maintenance: the case of German Jews in Anglophone Countries. She has since held positions at the Vrije Universiteit Amsterdam and at the Rijksuniversiteit Groningen. Since September 2013 she has been a Professor of Linguistics at the University of Essex. Her work has focused on various aspects of first language attrition. She has published two monographs and edited several collected volumes and special issues of journals on this topic, most recently the Oxford Handbook of Language Attrition (2019). She has received funding from various sources, including the Deutsche Forschungsgemeinschaft, the Dutch National Science Foundation NWO and the Economics and Social Sciences Research Council (ESRC) for her work.

Yakeel T. Quiroz, PhD
Associate Professor, Harvard Medical School
MGH Research Scholar, Massachusetts General Hospital
Departments of Psychiatry and Neurology
Director, Familial Dementia Neuroimaging Lab
Director, Multicultural Alzheimer’s Prevention Program MAPP

Plenary G: Age-related Trajectory of Brain Changes and Cognitive Decline in Autosomal Dominant Alzheimer’s Disease

Friday, 12:00–12:55 PM LIVE

Abstract & Learning Objectives:

We work with an extraordinary extended family of approximately 6,000 individuals in Antioquia, Colombia, which contains roughly 1,200 carriers of an autosomal-dominant mutation (PSEN1 E280A). These carriers are expected to develop early onset Alzheimer’s Disease, with almost 100% certainty, and have a well-characterized disease course, with mild cognitive impairment (MCI) occurring at a median age of 44, and dementia at a median age of 49. For the past two decades, we have been studying these families to identify some of the earliest brain changes that are associated with their predisposition to develop Alzheimer’s dementia later in life. Our work with these families has provided evidence of abnormalities in brain structure and function, several years before clinical onset. We have also shown that young adults who carry this PSEN1 mutation have brain amyloidosis, as measured by PET imaging, at the age of 28, an average of 16 years before their estimated age of clinical onset and have elevated levels of tau pathology in their late 30s, an average of 6 years before symptom onset. Most recently, we started to study carriers from these Colombian families who remained cognitively unimpaired until older ages. We reported on the first case who developed MCI three decades after the estimated age of clinical onset. This patient was...
found to also have two copies of the APOE3 Christchurch mutation, suggesting for the first time that this genetic variant may be protective against AD dementia. This extraordinary case has offered a truly unique opportunity to understand resistance to Alzheimer’s disease, and is opening completely new avenues for Alzheimer’s research and treatment.

Upon conclusion of this course, learners will be able to:

- Describe the trajectory of Alzheimer’s disease (AD) biomarkers in preclinical autosomal dominant AD
- Explain the relationships between markers of brain pathology and cognitive decline in preclinical AD
- Discuss advantages and disadvantages of studying biomarkers in familial forms of AD

Speaker Biography:
Dr. Yakeel T. Quiroz is Associate Professor in the Departments of Psychiatry and Neurology at Harvard Medical School and Massachusetts General Hospital (MGH) in Boston, MA. She is the Director of the MGH Familial Dementia Neuroimaging Lab and the Multicultural Alzheimer’s Prevention Program-MAPP. She earned her master’s degree in cognitive neuroscience and PhD in clinical psychology from Boston University. She completed a postdoctoral fellowship in neuropsychology and brain imaging of Alzheimer’s disease (AD) at MGH. Her research interests include brain imaging, genomics, early detection and preclinical biomarkers of Alzheimer’s disease and other dementias.

She is the principal investigator of the Colombia-Boston (COLBOS) longitudinal biomarker study on autosomal-dominant Alzheimer’s disease, which follows individuals from the world’s largest extended family with a single, AD-causing mutation (E280A in Presenilin1). Dr. Quiroz’s research has focused on characterizing biological and physiological changes that may predispose individuals to develop memory loss or dementia later in life. Her work has already provided evidence of brain abnormalities in cognitively-intact individuals at high risk for AD, decades before their clinical onset. Her findings have helped the field to re-conceptualize Alzheimer as a sequence of changes that begins decades before cognitive decline, and which may be targeted by promising disease-slowing treatments at a time in which they might have their most profound effect. Her research work has resulted in several publications that have generated considerable discussion in the field and has achieved recognition by colleagues at the national and international level. Dr. Quiroz’s work has been recognized with several awards, including an NIH Director’s Early Independence Award, the FABBS Foundation Early Career Impact Award, the MGH Research Scholar Award, and the Alzheimer’s Association Grundke-Iqbal Award for Alzheimer’s Research.
Summary & Learning Objectives:

“How can I lower my risk for Alzheimer’s disease?” If you are a clinical neuropsychologist working with older adults, you likely hear some form of this question from many of your patients. Without a cure for Alzheimer’s disease or other types of dementia, neuropsychologists increasingly focus on behavioral strategies to prevent or delay the onset of dementia. A growing body of evidence supports the role of healthy lifestyle behaviors in dementia prevention, including exercise, cognitive and social engagement, nutrition, and sleep. In this symposium, three experts in dementia prevention will have a dynamic conversation centered around the question, “If you could only recommend one behavioral strategy to stave off cognitive decline or improve cognitive functioning, what would it be?” The session will include an overview by each presenter of their work in dementia prevention, a conversation among the presenters about their answer to the central question of the symposium, and a time for Q & A with the audience.

Chair’s Biography:

Dr. Vonetta Dotson is an Associate Professor of Psychology and Gerontology at Georgia State University, Senior Project Scientist at NASA (KBR), and Founder and President of CerebroFit Integrated Brain Health. She is a fellow of the American Psychological Association’s Society for Clinical Neuropsychology. She completed her doctoral training in clinical psychology at the University of Florida with a specialization in neuropsychology and a certificate in gerontology. She completed her postdoctoral training at the National Institute on Aging Intramural Research Program. Her research and clinical activities focus on positive and negative modifiers of brain health, including the intersection of depression with cognitive and brain aging, and the impact of health disparities on brain health.
services, training, and research questions can shift when historically underrepresented professionals and trainees come together with a more collectivist orientation to more closely align with the underserved communities from which they came. In their own way, each of these panelists moves toward decolonizing neuropsychology, and stems from having been born within communities that neuropsychology had left behind both as underrepresented (neuropsychologists and trainees) and underserved (patients and research participants). In the process of shedding light on this reality, a path forward is laid bare toward what potentially could be a more inclusive and generalizable neuropsychology that can hopefully yield a more complete and meaningful understanding of human brain and behavior relationships.

Co-Chair’s Biography:

Dr. Xavier E. Cagigas is the Associate Director of the Hispanic Neuropsychiatric Center of Excellence (HNCE), Co-Director of the Cultural Neuropsychology Program (CNP), Health Sciences Assistant Clinical Professor in the Department of Psychiatry and Biobehavioral Sciences at the UCLA Semel Institute for Neuroscience and Human Behavior, and a past president of the Hispanic Neuropsychological Society (HNS). He pursued his PhD at the SDSU/UCSD Joint Doctoral Program in Clinical Psychology before moving to UCLA where he completed clinical internship in Neuropsychology and Exceptional Abilities, a postdoctoral research fellowship in Neurobehavioral Genetics, and eventually received a faculty appointment within the David Geffen School of Medicine at UCLA when he co-founded the UCLA Cultural Neuropsychology Initiative (CNI).

The CNP consists of three components: a clinical service providing bilingual and bicultural neuropsychological and psychodiagnostic assessments for a variety of neurological and psychiatric patients and their families within the Los Angeles Latina/o Community; a training program designed to produce the next generation of culturally and linguistically competent clinical neuropsychologists; and an emerging research program seeking to engage historically underrepresented populations within a culturally inclusive neurocognitive research model. Current research interests focus on the interface of bilingualism and neurocognition, as well as, the emerging field of cultural neuropsychology.

Dr. Paola Suarez is a bilingual/bicultural neuropsychologist who is a Clinical Assistant Professor of Psychiatry & Biobehavioral Sciences at the UCLA Semel Institute for Neuroscience and Human Behavior. She has been the Co-Director of the Cultural Neuropsychology Program within Hispanic Neuropsychiatric Center of Excellence for the past 2 years and previously served as the Associate Director of the Cultural Neuropsychology Initiative. Dr. Suarez completed both her internship and fellowship at UCLA where she focused her training in Cultural Neuropsychology serving the Latino population of the Greater Los Angeles Area. Dr. Suarez’s area of interest lies in the intersection of research and clinical work with bilingual patients. She completed her dissertation on this topic at SDSU/UCSD’s Joint Doctoral Program where she worked with Dr. Mariana Cherner at the HIV Neurobehavioral Research Program. She has served as the Chair of the Culture and Diversity Committee of the National Academy of Neuropsychology for the past 3-years.
Chair’s Biography:

Dr. Julija Stelmokas is a board-certified Clinical Neuropsychologist at the VA Ann Arbor Healthcare System providing inpatient and outpatient services. She is a Clinical Assistant Professor with the University of Michigan Department of Psychiatry, VISN 10 Geriatric Mental Health Champion, and a Research Scientist at the VA Ann Arbor Geriatric Research, Education and Clinical Center (GRECC). She earned her Psy.D. from Pacific University (neuropsychology track), and then completed internship and post-doctoral training in clinical neuropsychology at the VA Ann Arbor/University of Michigan Consortium, and an Advanced Geriatrics Fellowship through the VA Ann Arbor GRECC.

Her professional interests focus on program development, and specifically, the integration of neuropsychology within team-based settings and tele-neuropsychology. Clinical interests include geriatric neuropsychology and rehabilitation as well as the use of motivational interviewing in neuropsychological feedback. Areas of research include tele-neuropsychology, cognitive screening, rehabilitation engagement and outcomes, and various geriatric syndromes, e.g., falls, delirium, polypharmacy, dementia.

Chair’s Biography:

Dr. Meryl Butters is an internationally recognized expert in geriatric mental health. Through her exploration of the interface of depression and cognitive decline, she has contributed important new insights related to our understanding of dementia symptoms in the elderly. Dr. Butters is the principal investigator of a National Institute of Mental Health-funded R01 grant focused on using advanced neurocognitive, neuroimaging and molecular approaches to determine if people with treatment-resistant late-life depression experience accelerated cognitive decline that could increase risk for dementia. Dr. Butters is also an enthusiastic research collaborator, serving as co-Investigator on numerous federally funded projects both within the Department of Psychiatry and in other departments at the University of Pittsburgh.

Additionally, Dr. Butters is an outstanding educator. She developed the Neuropsychology Training Clinic at UPMC’s Benedum Geriatric Center, and she has served as its director since 2014. She has supervised many medical and doctoral students, as well as T32- or K23-funded researchers, several of whom are now Pitt Psychiatry faculty. In 2019, she received the Philip Troen, MD, Excellence in Medical Student Research Mentoring Award from the Pitt School of Medicine. Nationally and internationally, Dr. Butters is recognized as an expert in the field of neuropsychology. She was president of the International College of Geriatric Psychoneuropharmacology from 2017–2019 and has served as a grant reviewer at national and international organizations such as NIMH Special Emphasis Panels and the Department of Veterans Affairs (US), as well as the Medical Research Council (UK) and several foundations in the US and abroad.

Summary & Learning Objectives:

Nelson Butters, otherwise known as the Godfather of Neuropsychology, died 25 years ago at the age of 58, from ALS. This 90-minute symposium will honor his Legacy with presentations in three major areas of neuropsychological research, memory, alcohol use disorders, and dementia, making clear the connections between his ground-breaking work and modern cutting-edge studies that continue to expand our knowledge in these areas. In addition to his legacy evident in current day neuropsychological research, the influence of Nelson’s studies on evolving assumptions neuropsychologists make in everyday clinical practice will also be highlighted. Following these presentations, there will be a panel discussion and Q & A with the audience.

- Describe research evidence for exercise impacts on cognition
- Explain the vascular physiology associated with improved cognition
- Discuss the mechanisms for sex specific attenuation of exercise impacts on cognition
The International Neuropsychological Society continuing education sessions are designed to provide a practical review of current research as well as information on clinical and technological advances in specific areas of content relevant to neuropsychology and the cognitive neurosciences.

CE PROGRAM

CE Course Registration
Continuing Education (CE) options listed below are not included in the general registration fee. You must register and pay additional fee(s) in order to attend CE workshops, or to receive CE credit for attending plenary sessions.

How to Obtain CE Credits After Registering
You must watch the session in its entirety in order for credits to be granted.

An online evaluation form must also be completed in order for credits to be given. Once the evaluation is completed, a certificate of completion may be downloaded. Evaluations will be available online at the INS website by approximately 48 hours after each session has concluded.

CE Workshops
All CE workshops require advance registration and an additional fee in order to attend.

Plenary and Select Symposia
These sessions are offered for 1.0 to 1.5 hour of CE credit. A separate fee must be paid—either before or following completion of these sessions—and all CE requirements must be met in order for credit(s) to be granted.

Please Note: In order to receive continuing education credit(s) for participation in these sessions, either now or at a later time, attendees must watch the session in its entirety. No credits can be granted, at present or in the future, without proof of attendance.

INS CE Committee
Melissa Lamar has served as Director of INS Continuing Education since February 2018.

APA Continuing Education Credit
The International Neuropsychological Society is approved by the American Psychological Association to sponsor Continuing Education for psychologists. The International Neuropsychological Society maintains responsibility for this program and its content. Up to 27 credit hours are available for this program. All CE sessions are geared for advanced level instructional activity.
CE Workshop 1. Before the Cure: Cognitive Rehabilitation for Mild Cognitive Impairment
Tuesday, 8:00–11:00 AM

Abstract & Learning Objectives:
Dementia is the major cause of disability in older individuals. The worldwide prevalence of dementia is predicted to reach 115.4 million people by the year 2050. Alzheimer’s Disease (AD) is the etiology in 50-70% of dementia cases, and cerebrovascular disease accounts for another 20% of cases, with at least 22% of patients having a mixture of AD and cerebrovascular pathology. Over 400 clinical trials directed at AD are registered in the ClinicalTrials.gov database, with a third of them focused on alleviating cognitive symptoms through pharmacological intervention. Collectively, these studies have a stunning 99.6% failure rate. The overwhelming failure of these pharmacological clinical trials aimed at later stages of dementia has directed attention to the less severe, prodromal syndrome termed Mild Cognitive Impairment (MCI). Additionally, there is growing recognition that non-pharmacologic approaches may both improve cognition and delay conversion to a more severe clinical state. This workshop will focus on evidence supporting non-pharmacological, cognition-oriented treatments in patients with MCI. We will summarize critical methodological factors that may affect the nature and quality of evidence in this area. We will then review the available rehabilitation strategies for MCI and identify treatment resources for clinicians wishing to introduce these interventions into their practice. Data supporting/refuting the neuropsychological and neurophysiological effects (e.g., via functional neuroimaging) of MCI rehabilitation will be presented throughout. The session will close with a survey of the next generation of neuropsychological treatments, including concurrent neuromodulation, virtual reality interventions, and mobile phone applications, for this currently incurable neurological condition.

Upon conclusion of this course, learners will be able to:
- Analyze methodological factors that affect research on MCI cognitive rehabilitation
- Critique the efficacy of various approaches to MCI cognitive rehabilitation
- Describe next generation cognitive interventions for MCI patients

Speaker Biography:
Dr. Anthony Y. Stringer is Professor of Rehabilitation Medicine at Emory University and is the Director of the Emory Division of Rehabilitation Neuropsychology. Dr. Stringer earned his doctorate at Wayne State University, completed internship at Lafayette Clinic in Detroit, MI, and did his fellowship in clinical neuropsychology at the University of Florida. He has been board certified since 2004, and was the first African American neuropsychologist to gain certification. Dr. Stringer is a past president of the American Board of Clinical Neuropsychology and is a Fellow of the American Psychological Association (Division 40/Society for Clinical Neuropsychology) and of the National Academy of Neuropsychology. Dr. Stringer has authored or edited books on neuropsychological diagnosis and the history of neuropsychology, and has published a number of articles, abstracts, and book chapters from his research on neuropsychological syndromes and cognitive rehabilitation outcome. He is the author of the Ecologically-Oriented Neurorehabilitation of Memory and Executive Function programs.

Dr. Benjamin M. Hampstead is a board-certified Clinical Neuropsychologist who earned his PhD in Clinical Psychology (Neuropsychology emphasis) from Drexel University. He is a Professor of Psychiatry at the University of Michigan, Staff Neuropsychologist in the VA Ann Arbor Healthcare System, and Clinical Core Leader of the NIA funded Michigan Alzheimer’s Disease Research Center. Dr. Hampstead’s research focuses on non-pharmacologic approaches to maximize cognitive functioning in older adults across the dementia spectrum. Specifically, he uses cognition oriented treatments and non-invasive brain stimulation to enhance cognition, typically within the context of a randomized controlled trial format. Dr. Hampstead integrates these techniques with functional and structural neuroimaging in order to predict treatment response, identify the neuroplastic changes following treatment, and plan/develop new interventions. Ongoing work integrates amyloid and tau positron emission tomography (PET) in order to better characterize participant characteristics associated with treatment response. He has maintained continuous federal funding for his work since earning his doctorate (14+ years), with most support from the Department of Veterans Affairs and National Institute on Aging.

Dr. Margo Adams Larsen is a Research Director at Virtually Better. She received her master’s and doctorate degrees in clinical psychology from Western Michigan University and her undergraduate degrees from the University of North Dakota. She completed her pre-doctoral internship at Children’s Hospital, Inc., Columbus, now Nationwide Children’s Hospital. After graduate training, Dr. Adams Larsen completed post-doctoral psychology residency in full-time practice in Grand Forks, ND. She is licensed as a psychologist in North Dakota. She has since gone on to hold positions in the Department of Psychology and the University of North Dakota, and as a clinical research associate at the Center for Health Promotion & Prevention Research at the University of North Dakota School of Medicine and Health Affairs and National Institute on Aging.

Dr. Margo Adams Larsen
CE Workshops — continued

Daniel Nation, PhD
Associate Professor of Psychological Science
University of California Irvine

CE Workshop 2. Update on Vascular Contributions to Cognitive Impairment and Dementia
Tuesday, 8:00–11:00 AM

Abstract & Learning Objectives:

Vascular contributions to cognitive impairment and dementia are increasingly recognized in terms of the importance and scope of the problem facing older adults at risk for dementia. Rapid and recent developments in the field include new discoveries in the epidemiology, neuropathology, neuroimaging and neuropsychological aspects of vascular disease. These recent insights have triggered major shifts in the nosology of these disorders and their differential diagnosis with major implications for case conceptualization in clinical practice. This update will include recent developments in the clinical science of vascular cognitive disorders with implications for clinicians and scientists focused on assessment, diagnosis and therapeutic approaches to cognitive impairment and dementia in older adults.

Upon conclusion of this course, learners will be able to:

- Analyze epidemiology of vascular contributions to cognitive impairment and dementia
- Discuss neuropathology and neuroimaging of cerebrovascular disease
- Apply diagnostic principles and analyze neuropsychological profiles of vascular disease
- Assess status of therapeutic approaches and predict future research directions

Speaker Biography:

Dr. Daniel Nation is an Associate Professor of Psychological Science at the University of California Irvine (UCI), where he holds an appointment at the UCI Institute for Memory Impairments and Neurological Disorders (UCI MIND). Dr. Nation’s research focuses on vascular contributions to cognitive impairment and dementia, with particular emphasis on preclinical biomarkers of cerebrovascular dysfunction and microvascular pathology. He is currently leading multiple studies funded by the National Institutes of Health (NIH) to improve our understanding of the independent contribution of vascular factors to cognitive dysfunction in older adults. Studies include those focused on the role of increased blood-brain barrier permeability and increased cerebrovascular resistance, as well as the potentially protective role of circulating vascular stem cells.

Julie A. Washington, PhD
Professor and Chair
Department of Communication Sciences and Disorders
College of Education and Human Development
Georgia State University

CE Workshop 3. At the Intersection of Poverty, Dialect, and Literacy: Assessment of Language and Reading of Low-Income African American Children
Tuesday, 12:00–1:30 PM

Abstract & Learning Objectives:

The poor reading outcomes and academic achievement gaps among impoverished African American children has been well-documented and is widely referenced. Findings from large studies involving these students suggest that it likely is the intersection of these influential variables, poverty, dialectal variation and literacy attainment that contribute to the outcomes reported. What is not widely discussed is the impact on assessment outcomes when these variables collide. In particular, standardized tests of language and reading are presented in mainstream American English to children whose primary dialect may differ from this assessment standard. The cognitive load imposed by this mismatch between the language of the test and the child likely influence performance in ways that are not acknowledged. In these cases, what are we learning about children’s knowledge of the assessed constructs and concepts? It is more likely that their responses reflect their ability to perform on the instrument, than reflecting their true knowledge of the language or reading skills assessed, resulting in underestimation of their abilities. The outcomes of a longitudinal project focused on the growth of language and literacy skills in a large sample (N =896) of 1st through fifth grade, low income African American boys and girls are presented. Findings from this investigation have highlighted the difficulty in validly discriminating, dialect, language, and poverty in our assessments, and support the presence of an important relationship between dialect and language and dialect reading, and a challenge for assessment. Outcome are discussed relative to the variation that exists within this group of students and implications for assessment and identification of disabilities and, by implication, for educational placement.

Upon conclusion of this course, learners will be able to:

- List cultural dialect forms used by African American preschool and elementary school-aged children
- Describe the impact of these differences on standardized assessment of language and reading skills
- Discuss the role of oral code-switching and dialectal variation on identification of reading and language impairments in impoverished African American learners

Speaker Biography:

Dr. Julie A. Washington, PhD is a Professor and Chair of the Department
Upon conclusion of this course, learners will be able to:

- Explain the value of a needs assessment in nontraditional settings for clinical and research growth involving neuropsychology
- List challenges and benefits of advancing neuropsychology in other disciplines
- Describe strategies to promote evidence based medical care for older adults with neurodegenerative disorders in non-traditional settings

Speaker Biography:

Dr. Catherine Price received her doctorate in psychology with a specialty in clinical neuropsychology from Drexel University. She completed external rotations with mentorship from David Libon, Ph.D., Murray Grossman, M.D, Ed, and Guila Glosser, Ph.D., and her internship at the University of Florida. With mentorship from Dawn Bowers, Ph.D., and two other female academics (Terri Monk, MD, in anesthesiology, and Christiana Leonard, Ph.D., in neuroscience) Dr. Price wrote and received funding for a NIA F32 fellowship to study neuroimaging predictors of postoperative cognitive change after total knee replacement surgery. Since that time Dr. Price has remained focused on understanding how preoperative cognitive vulnerabilities interact with anesthesia responses and result in postoperative cognitive changes and delirium. She completed additional NIH training on perioperative neuroimaging technologies as well as neurodegenerative disorders such as Parkinson’s and Alzheimer’s disease. Dr. Price used these experiences to build an integrative team focused on the development of evidence based medical care for individuals with neurodegenerative disorders needing or electing surgical procedures with anesthesia. Additionally, Dr. Price developed the first clinical-research-training program, the Perioperative Cognitive Anesthesia Network (PeCAN), integrating a two phase preoperative neurobehavioral assessment program for individuals with cognitive vulnerabilities electing surgery with anesthesia. PeCAN officially launched in 2017 and Dr. Price co-directs the program with her anesthesiology collaborator, Patrick Tighe, M.D., M.S. Since 2017, they have screened over 16k older adults and neurobehaviorally assessed >2500 older adults with signs of preoperative cognitive impairment. NIH recently awarded Dr. Price a leadership development grant to grow PeCAN into an integrated clinical research training program for neuropsychology, anesthesiology, and geriatric medicine based on perioperative evidence medical approaches for neurodegenerative disorders.
CE Workshop 5. Introduction to the Neuropsychology of COVID-19

Tuesday, 12:00–1:30 PM

Abstract & Learning Objectives:

The workshop will be organized around three critical areas as related to COVID-19. First, the presenters will review up-to-the-minute knowledge on COVID-19 as related to cognitive and brain functioning including definitions and concepts, epidemiology, neurological consequences of COVID-19, neuroinvasion and pathogenesis of SARS-COV-2 and associated comorbidities. Second, we will present the gained neuropsychological knowledge since the start of the pandemic. This will include pervious neuropsychological research on conditions associated with COVID-19 illness (e.g., acute respiratory distress syndrome, stroke, encephalitis, ICU cognitive sequelae) and closely related viruses (SARS, MERS). Neuropsychological research specifically on COVID-19 will include case presentation and preliminary results of ongoing studies. Third, the presenters will provide an overview of the NeuroCOVID INS SIG recommendations for the evaluation of patients with COVID-19. These recommendations take onto account the phases of the disease, including the patient’s infectious stage, the spectrum of possible neuropsychological disorders in COVID-19 and its severity levels (asymptomatic to very severe), the longitudinal dynamic of the illness and considerations regarding cross-cultural, demographics, mental health status, comorbidities, psychological and social factors.

Upon conclusion of this course, learners will be able to:

- Describe the current state of the knowledge on COVID-19 as related to cognitive and brain functioning
- Critique the level of gained neuropsychological knowledge since the beginning of the pandemic
- Discuss the recommendations for neuropsychological research and clinical practice for the assessment of COVID-19 patients

Speaker Biography:

Dr. Lucette Cysique is a neuropsychologist, who has led a research program in NeuroHIV, neuropsychology and neuroimaging at the University of New South Wales (UNSW), Sydney, Australia since 2009. She conducts cross-disciplinary research into the neurocognitive and brain changes associated with HIV and aging, HIV and cardiovascular diseases, and HIV and mental health. She has extensive experience in cross-cultural neuropsychology as applied to HIV infection and contributes to the development of normative neuropsychological data for cross-sectional and longitudinal studies. Dr. Cysique is currently employed as a Senior Lecturer at UNSW Psychology via a visiting scholar support from Li Ka Shing Knowledge Institute. St. Michael’s Hospital (University of Toronto affiliated Institute, Ontario, Canada) and support from the Sydney St. Vincent’s Hospital Applied Medical Research Centre in the Applied Neuroscience Unit, as well as support from the Melbourne Alfred Hospital Burnett Institute. She is also an Academic Consultant at the Missouri Institute of Mental Health (University of Missouri Saint Louis, MO, USA). She is co-chair of the NeuroCOVID-19 INS SIG, and she is currently involved in several studies in Sydney Australia, which aims are to assess the potential neurocognitive, perceptual (smell and taste) and mental health complications of COVID-19.

Dr. Emilia Łojeck is a Full Professor at the Faculty of Psychology, University of Warsaw (UW), Poland. She completed M.A., Ph.D. and further scientific degrees in psychology and neuropsychology at the UW. As a Fellow of the British Council, the Ginsberg’s, the EU TEMPUS and the Kosciuszko Foundations she also extended her studies in neuropsychology at University of Cambridge, UK, National Hospital’s College of Speech Sciences London, UK and Ohio State University, USA. She has served as Director of Warsaw International Studies in Psychology at UW and has a record of leadership in the Commissions of the Polish Neuropsychological Society and the Polish Academy of Sciences. She was honoured to be the INS Board of Governors Member (2014–2017), Chair of INS Social Media Committee (currently) and co-chair of the INS NeuroCovid SIG.

She has published 12 books, over 100 research articles and chapters on a wild range of topics ranging from communication disorders in brain damaged patients, neuropsychological changes in neurodegenerative and psychiatric diseases to the stability of neurocognitive patterns in HIV infection. She has been involved in the Neuropsychology Research Program: HIV Drug and Alcohol Studies at the OSU. Recently she conducted the international research program on the effect of aging on cognitive and chemosensory functions in HIV infected individuals. As an author or co-author she has adapted and standardized in Polish Neuropsychological tests (H-RNTB, RHLB, RFFT, CVLT, CTT, CTT-C, BDI-II_PL) and was the main author of the Depression Questionnaire (KPD) and the RHLB-PL for Children. She was a guest co-editor of the Clinical Neuropsychologist Special Issue (2019): Are modern neuropsychological assessment methods really “modern? She is currently co-chairing the INS NeuroCovid-19 SIG. She has received national awards for her scientific achievements (Copernicus Price 2011, 2017) and the INS Paul Satz Mentoring Award (2018).
The past 30 years have witnessed an increase in research on ‘behavioral phenotypes’ associated with different neurogenetic disorders. Rather than describe youth with intellectual and learning disabilities with regard to their degree of impairment, an etiology-driven approach has been increasingly used to characterize the cognitive and behavioral challenges associated with specific neurogenetic syndromes. This talk will provide an overview of the cognitive and behavioral phenotypes associated with neurogenetic syndromes (e.g., Williams, fragile X, and Smith-Magenis syndromes) that may be encountered in neuropsychological practice. Then an in depth review of Down syndrome and sex chromosome disorders (e.g., Klinefelter and Trisomy X syndromes) will be provided. In particular, research on their neuroanatomical and neuropsychological phenotypes will be reviewed, with an emphasis on language, social, and executive function and the use of measures to describe everyday behavior in these domains. A review of common psychiatric (e.g., autism and ADHD) and medical (e.g., sleep, heart abnormalities) comorbidities and their relations to cognition and behavior in these groups will also be provided in order to draw attention to the need to screen for these conditions when evaluating youth with these disorders.

Upon conclusion of this course, learners will be able to:

- Describe the major cognitive-behavioral features of Williams, fragile X, and Smith-Magenis syndromes
- List the major features of the Down syndrome neuroanatomical phenotype and its relevance to the syndrome’s cognitive profile
- Discuss the language and executive function profiles associated with Down syndrome and two sex chromosome disorders (Klinefelter and Trisomy X syndrome)
- Explain the importance of screening for different medical and psychiatric comorbidities when evaluating individuals with Down syndrome and sex chromosome disorders

Speaker Biography:

Dr. Nancy Raitano Lee is a licensed psychologist who specializes in developmental neuropsychology. She received her Bachelor of Science Degree with Honors and Distinction in Human Development and Family Studies from Cornell University and her doctorate in Child Clinical Psychology from the University of Denver. Her clinical training includes the completion of a pre-doctoral internship at the Children’s Hospital of Colorado and a post-doctoral fellowship at the University of Colorado School of Medicine’s Center for Excellence in Developmental Disabilities. Following her training in psychology, Lee completed a fellowship at the National Institute of Mental Health focused on the use of structural neuroimaging to study the developing brain in youth with neurogenetic disorders. As a child psychologist working within a developmental cognitive neuroscience framework, Lee’s research program aims to augment knowledge about the causes and correlates of developmental learning disorders through the use of innovative neuropsychological and neuroimaging technologies. Much of her research over the past several years has focused on two interrelated areas of investigation: (a) dissecting the cognitive underpinnings of neurodevelopmental disorders and (b) characterizing the biological correlates of chromosomal disorders, including Down syndrome and sex chromosome aneuploidies.

Dr. Lee’s research has been supported by both private foundations and federal agencies. She is very involved in the intellectual and developmental disabilities as well as neuropsychology scientific communities. She served for five years as an associate editor for the American Journal on Intellectual and Developmental Disabilities, is a member of the executive board of the Gatlinburg conference on Intellectual and Developmental Disabilities, and serves on the International Neuropsychological Society Continuing Education Committee.
Upon conclusion of this course, learners will be able to:

- Describe the gaps in normative data pertaining to Latino cognitive assessment
- List the challenges posed by evaluating diverse language variations of Latin American Spanish-speakers
- Explain the SOL-INCA sample characteristics and findings related to cognitive aging

Speaker Biography:

Dr. Hector M. González is an Associate Professor in the Department of Neurosciences and Shiley-Marcos Alzheimer’s Disease Research Center in the School of Medicine at the University of California, San Diego. He is a licensed clinical neuropsychologist with clinical research training and experiences in Alzheimer’s disease and related dementias. Dr. González was a clinical research fellow and later co-investigator of the Sacramento Area Latino Study on Aging (SALSA), which is a landmark dementia study among Mexican-origin Latinos. He served as Principle Investigator of the Hispanic Community Health Study/Study of Latinos (HCHS/SOL), Neurocognitive Reading Center. Dr. González is PI of the Study of Latinos-Investigation of neurocognitive aging (SOL-INCA), which is the largest study of Latino neurocognitive health and aging to-date examining sociocultural, cardiometabolic and genomic risks of Mild Cognitive Impairment (MCI) and ADRD among diverse middle-aged and older Latinos. Dr. González serves on numerous state and national advisory and editorial boards. His research efforts are primarily focused on population-based cardiovascular and neuroepidemiologic studies of midlife markers of brain aging, neurocognitive decline, and ethical/racial inequalities in Alzheimer’s disease and related dementias among diverse Latinos.

Dr. Wassim Tarraf is an Associate Professor in Gerontology and Healthcare Sciences at Wayne State University. His research evaluates disparities in health, health behavior, and healthcare access and use among race/ethnic minorities in the United States and investigates the social determinants of health and healthcare. His work relies primarily on analyses of large complex data sets. Dr. Tarraf is an investigator and director of analytics for the SOL-INCA Lab, which is a joint lab (WSU/UCSD) with members located at Wayne State’s Institute of Gerontology and the University of California, San Diego, Department of Neurosciences. He is lead biostatistician on three NIA-funded (R01) ancillary studies focused on cognitive aging and ADRD risk factors among Latinos, and two exploratory (R21) grants funded by NIA and NHLBI to examine sleep as a risk factor for unhealthy aging among Latinos. Dr. Tarraf is also the Analysis Core co-leader for the NIA-funded Michigan Center for Urban African American Aging Research (MCUAAR) and a faculty affiliate with the Michigan Center for Contextual Factors in Alzheimer’s Disease (MCCFAD). These two Resource Centers for Minority Aging Research are primarily focused on training the next generation of researchers in minority health and enhancing the diversity of the aging research community. Dr. Tarraf’s research career has been devoted to the analyses of population health data with a particular focus on minority populations, evaluating disparities in health, cognitive function, health behaviors, and use of healthcare among race/ethnic minorities in the US, and investigating the social determinants of health and healthcare use among minorities.
CE Workshop 9. Practice Effects in Clinical Trials for Alzheimer’s Disease: What We Know, What We Don’t Know, and What We Better Figure Out Really Quick

Thursday, 8:00–9:30 AM

Abstract & Learning Objectives:
Clinical trials in Alzheimer’s disease (AD) often require that participants are repeatedly cognitively tested across multiple years to track progression of symptoms. However, frequent repeat testing can lead to practice effects, even in patients with amnestic Mild Cognitive Impairment (MCI) and mild AD. These practice effects can have untoward consequences, including misinterpretation of trial results. This presentation will review existing literature on repeat testing and practice effects in trials of AD and MCI. It will also explain the ramifications of ignoring the current knowledge of practice effects, which can lead to inefficient, expensive, and inaccurate trials. Finally, some recommendations will be made for incorporating this information about practice effects into future clinical trials.

Upon conclusion of this course, learners will be able to:
- Describe the current state of our knowledge on practice effects in AD and MCI
- Explain the negative consequences of ignoring practice effects in these trials
- Compare methods for incorporating practice effects into future trials

Speaker Biography:
Dr. Kevin Duff is a Professor within the Department of Neurology at the University of Utah and a board certified Clinical Neuropsychologist in the Cognitive Disorders Clinic, a sub-specialty clinic of the University of Utah Center for Alzheimer’s Care, Imaging and Research (CACIR). Dr. Duff’s research expertise is within the area of practice effects associated with cognitive assessments, aging and dementia. His funding by the NIH focuses on the role of practice effects in predicting dementia. In tandem, Dr. Duff’s active clinical work focuses on a wide range of neurodegenerative disorders, from Mild Cognitive Impairment and Alzheimer’s disease to Huntington’s disease.

CE Workshop 10. Neuropsychological Assessment of American Indian and Alaska Native Populations: Cultural Implications for Research and Practice

Thursday, 8:00–9:30 AM

Abstract & Learning Objectives:
American Indian and Alaska Native (AI/AN) peoples experience disproportionately high physical, educational, and mental health disparities relative to the general U.S. population. While neuropsychological services are needed in Native communities, neuropsychological assessments have been developed for and normed on the White majority population, and with the assumption of mainstream U.S. education. Very few AI/AN studies exist and typically include only small sample sizes, one or a few select tribes, and limited measures. This workshop will first offer an overview of the vast cultural diversity of AI/ANs and the multiple sociocultural considerations of AI/ANs that may affect the appropriateness and usefulness of neuropsychological assessment including the quantity and quality of education, culture (including language and cultural adaptation), socioeconomic factors, and socialization factors. We will present recent research findings highlighting sociocultural factors in a large sample of older American Indians. We will offer case examples to illustrate how assessments may impact the lives of AI/AN individuals. We then offer guidelines for clinical practice and recommendations for research. We hope our workshop may be used to guide culturally appropriate research and clinical practice.

Upon conclusion of this course, learners will be able to:
- Describe the cultural diversity within the American Indian/Alaska Native population and the historical context rendering research and clinical work challenging
- List various cultural factors that may impact neuropsychological assessment with American Indian/Alaska Native populations
- Discuss steps to increase the cultural appropriateness of neuropsychological assessment in research and practice
Speaker Biography:

Dr. Lynette Abrams-Silva is a board-certified clinical neuropsychologist who provides comprehensive clinical and forensic neuropsychological evaluations for diverse conditions affecting adults. Dr. Abrams-Silva earned her doctorate in clinical psychology from the University of New Mexico and completed her pre-doctoral internship and 2-year post-doctoral fellowship in Chicago, at the University of Chicago and University of Illinois at Chicago, respectively. Prior to her current work in private practice, Dr. Abrams-Silva held the position of Assistant Professor of Psychiatry at The University of Texas Southwestern Medical Center in Dallas, serving concurrently as Director of Assessment for the Parkland Hospital Psychology Service. Her areas of particular interest include epilepsy, traumatic brain injury, complex medical conditions, and cultural issues in the field.

Dr. Steven P. Verney is an Alaska Native (Tsimshian) Associate Professor in the department of Psychology at the University of New Mexico (UNM). He is currently a co-Investigator on the newly NIMHD-funded Health Disparities Center of Excellence to UNM, the Transdisciplinary Research, Equity and Engagement (TREE) Center for Advancing Behavioral Health, a Senior Fellow with the Robert Wood Johnson Foundation Center for Health Policy at UNM and a past fellow in the American Indian Alaska Native Program at the University of Colorado. He strives to increase diversity awareness and training and has developed the department’s Diversity Organization (DO!), a student organization to increase diversity awareness and training within the department, and the Cultural Counseling Center, which provides clinical supervision and consulting services to students working with diverse populations. Dr. Verney’s overarching philosophy is that culture counts. His research has evolved into a mental health disparities focus, especially in the American Indian/Alaska Native populations. He is interested in the role of culture in cognition and assessment including education (i.e., quality of education), language (bilingualism), and acculturation/cultural adaptation processes.

Agustín Ibáñez, PhD
Director
Cognitive Neuroscience Center (CNC)
Universidad de San Andrés
Buenos Aires, Argentina
Independent Researcher
National Scientific and Technical Research Council (CONICET), Argentina
Full Professor
Center for Social and Cognitive Neuroscience (CSCN)
School of Psychology
Universidad Adolfo Ibáñez
Santiago de Chile, Chile
Senior Atlantic Fellow
Global Brain Health Institute (GBHI)-UCSF
San Francisco, California, US

CE WORKSHOPS — CONTINUED

Speaker Biography:

Dr. Agustín Ibáñez has a relevant track record on social cognitive and affective neuroscience, as well as dementia research, with >120 publications in the last 5 years, including works in top-ten journals (e.g. Nature Reviews Neurology, Nature Human Behavior, Brain, JAMA Neurology, World Psychiatry, Journal of Neuroscience). In Argentina, he is director of the Cognitive Neuroscience Center, and researcher at the National Scientific and Technical Research Council. In Chile he is full professor at the Universidad Adolfo Ibáñez. He also is Senior Atlantic Fellow of the Global Brain Health Institute (GBHI) at UCSF-US. He is Associate Editor of several journals, as well as President of the Latin-American section of the Society for Social Neuroscience. He directs the Multi-partner consortium to expand dementia research in Latin America (RedLat) aimed to identity the unique genetic and socio-economic/social determinants of health that drive Alzheimer’s disease and other dementias in Latin America (funded by NIH-Alzheimer’s Association-Tau Consortium, and GBHI). His work has been highlighted in media coverage, including the BBC, CNN, Nature, Nature News, Discovery Channel, Popular Science, Daily Mail, Newsweek, Le Monde, and Oxford University Press.

CE Workshop 11. Social Cognitive and Affective Neuroscience: From the Clinic and into the Wild
Friday, 8:00–9:30 AM

Abstract & Learning Objectives:

Having overcome several shortcomings of old-fashioned neuroscience, social cognitive affective neuroscience (SCAN) represents a promising new approach. Nevertheless, SCAN entails new challenges for a translation into everyday cognitive life. Most of SCAN still conceives human cognition as resulting from the operation of compartmentalized, reflexive, and context-free mechanisms. Our experimental paradigms have provided precise correlates for fragments of analytically decomposed units, such as bodiless faces, intention-blind interactions, language-free actions, and situation-independent words. We have accumulated massive knowledge about isolated phenomena that never manifest as such outside the laboratory. However, the mind is situated beyond experimental precautions in its daily workings. Social interactions in real life involve continuous and active negotiations with other people in profoundly changing conditions. From a theoretical viewpoint, classical theories supporting segregated models, the limits of multilevel and transdisciplinary co-construction, and the theoretical distance among disciplines represent essential barriers. I will propose a new research framework called Inter cognition. I will provide support for this view from neurocognitive naturalistic social cognitive process such as ecological tasks assessing social cognition, interoception, language and action; as well as their applications to different psychiatric (depression, anxiety, panic attack, OCD) and neurodegenerative diseases (Alzheimer’s disease, Parkinson’s disease, frontotemporal dementia, multiple sclerosis, ataxia). I will also introduce relevant translational applications of SCAN to everyday cognition in different domains such as violence, behavioral insights, and brain capital. I will propose experimental designs (tapping the social-linguistic-motoric triangle; second-person and two-person neuroscience, semiotic integration of multimodal process) and methodological implementations (dynamics of self-organizing networks; machine learning; hyperscanning; decoding) to foster a more naturalistic and ecological approach to intercognition. By moving towards this horizon, the SCAN will plunge from the laboratory into the core of social life.

Upon conclusion of this course, learners will be able to:

• Describe basic limits and possibilities of social cognitive affective neuroscience (SCAN)
• Compare SCAN applications to different domains (clinic, ecological cognition, policy makers)
• Utilize current state-of-the-art to anticipate future SCAN innovations working beyond the laboratory
CE Workshop 12. Traumatic Brain Injury in Criminal Justice: (Hard) Lessons from Colorado

Friday, 8:00–9:30 AM

Abstract & Learning Objectives:

This CE will provide an overview of our current understanding of the effect of spaceflight on brain structure and function from the perspective of NASA’s CNS/Behavioral Medicine/Sensorimotor (CBS) Integrated Research Plan. The CBS research approach was implemented to help accelerate the characterization and mitigation of risks to the central nervous system associated with spaceflight, from the combined exposure to space radiation, isolation & confinement, and altered gravity. We will also discuss how the CBS Integrated Research Plan both informs and is informed by interdisciplinary research on brain health and brain dysfunction in patient populations such as dementia.

Upon conclusion of this course, learners will be able to:

- Describe at least one risk to the brain associated with exposure to space radiation, isolation & confinement, and altered gravity
- Explain the potential synergistic interaction of spaceflight stressor impacts on the sensorimotor, adverse cognitive or behavioral conditions and psychiatric disorders associated with space flight
- Apply interdisciplinary research on the brain in space to neurodegenerative disorders and brain health promotion in patient populations

Speaker Biography:

Dr. Vonetta Dotson is an Associate Professor of Psychology and Gerontology at Georgia State University, Senior Project Scientist at NASA (KBR), and Founder and President of CerebroFit Integrated Brain Health. She is a fellow of the American Psychological Association’s Society for Clinical Neuropsychology. She completed her doctoral training in clinical psychology at the University of Florida with a specialization in neuropsychology and a certificate in gerontology. She completed her postdoctoral training at the National Institute on Aging Intramural Research Program. Her research and clinical activities focus on positive and negative modifiers of brain health, including the intersection of depression with cognitive and brain aging, and the impact of health disparities on brain health.

Dr. Ajitkumar Mulavara is the CBS Portfolio Scientist for Kellogg, Brown and Root (KBR), currently serving as the CBS Portfolio lead neuroscientist for the NASA Human Research Program Human Factors and Behavioral Performance (HFBP) Element at NASA Johnson Space Center. Dr. Mulavara is a neuroscientist with a background by training in Neuroscience and Biomedical Engineering. As part of the CBS Portfolio transdisciplinary leadership team, he works to characterize and mitigate risks associated with potentially synergistic interaction within the central nervous system resulting from the simultaneous exposure to spaceflight hazards including space radiation, isolation and confinement, and altered gravity.
CE PROGRAM DISCLOSURES

INS 49TH ANNUAL MEETING: SAN DIEGO 2021
CONTINUING EDUCATION PROGRAM
DISCLOSURE INFORMATION

AS OF JANUARY 11, 2021

The International Neuropsychological Society requires program planners and instructional personnel to disclose information regarding any relevant financial and non-financial relationships related to course content prior to and during course planning. The intent of this disclosure is not to prevent a speaker with a significant financial or other relationship from making a presentation, but rather to provide listeners with information on which they can make their own judgments. It remains for the audience to determine whether speaker interests or relationships unduly influence a presentation with regard to exposition or conclusion.

Please note relevant relationship definitions below:

Relevant financial relationships are those relationships in which the individual benefits by receiving a salary, royalty, intellectual property rights, gift, speaking fee, consulting fee, honoraria, ownership interest (e.g., stocks, stock options, or other ownership interest, excluding diversified mutual funds), or other financial benefit. Financial relationships can also include “contracted research” where the institution receives/manages the funds and the individual is the principal or named investigator on the grant.

Relevant non-financial relationships are those relationships that might bias an individual including any personal, professional, institutional, or other relationship. This may also include personal interest or cultural bias.

INS PROGRAM PLANNERS

<table>
<thead>
<tr>
<th>Name</th>
<th>Financial/Non-Financial Relationships</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lamar, Melissa (CE Director)</td>
<td>No relevant financial or nonfinancial relationships exist.</td>
</tr>
<tr>
<td>Jak, Amy (Co-Program Chair)</td>
<td>No relevant financial or nonfinancial relationships exist.</td>
</tr>
<tr>
<td>Zimmerman, Molly (Co-Program Chair)</td>
<td>No relevant financial or nonfinancial relationships exist.</td>
</tr>
</tbody>
</table>

INSTRUCTIONAL PERSONNEL

<table>
<thead>
<tr>
<th>Name</th>
<th>Financial/Non-Financial Relationships</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abrams-Silva, Lynette (CE 10):</td>
<td>No relevant financial or nonfinancial relationships exist.</td>
</tr>
</tbody>
</table>
| Adams Larsen, Margo (CE 01): | Relevant financial relationships: Dr. Adams Larsen receives grant support as an independent contractor for Virtually Better Inc. She is also a Multiple Principal Investigator on an NIA SBIR grant that supported the research and development of the software system for the Virtual Reality on the Right Steps project. Grant Project: NIA 1R43AG065022-01
Relevant non-financial relationships: None exist. |
| Arias, Franchesca (CE 04): | Relevant financial relationships: Dr. Arias is a woman from an underrepresented group and discloses a bias that health inequalities are a result of systemic oppressive and racist structures. |
| Cysique, Lucette (CE 05): | Relevant financial relationships: Dr. Cysique receives salary for her work with St. Michael’s Hospital, Toronto, Canada, St. Vincent’s Centre for Applied Medical Research, Sydney, Australia and The Alfred Hospital, Melbourne, Australia.
Relevant non-financial relationships: None exist. |
| Dotson, Vonetta (CE 12): | Relevant financial relationships: Dr. Dotson receives consulting fees and speaking fees for her ownership of CerebroFit, LLC.
Relevant non-financial relationships: None exist. |
<table>
<thead>
<tr>
<th>INSTRUCTIONAL PERSONNEL</th>
<th>Disclosures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Duff, Kevin (CE 09):</td>
<td>No relevant financial or nonfinancial relationships exist.</td>
</tr>
<tr>
<td>González, Hector M. (CE 08):</td>
<td>No relevant financial or nonfinancial relationships exist.</td>
</tr>
</tbody>
</table>
| Hamlet, Kristin (CE 04): | Relevant financial relationships: None exist.  
Relevant non-financial relationships: Dr. Hamlet performs clinical duties for the Perioperative Cognitive Anesthesia Network (PeCAN) at University of Florida. |
| Hampstead, Benjamin M. (CE 01): | No relevant financial or nonfinancial relationships exist. |
| Ibáñez, Agustin (CE 11): | No relevant financial or nonfinancial relationships exist. |
| Kim, Pilyoung (CE 07): | No relevant financial or nonfinancial relationships exist. |
| Łojek, Emilia (CE 05): | No relevant financial or nonfinancial relationships exist. |
| Manly, Jennifer (Plenary E): | No relevant financial or nonfinancial relationships exist. |
| Mufti, Mariam Ali (CE 04): | No relevant financial or nonfinancial relationships exist. |
| Mulavara, Ajitkumar (CE 12): | No relevant financial or nonfinancial relationships exist. |
| Nation, Daniel (CE 02): | No relevant financial or nonfinancial relationships exist. |
| O’Connor, Margaret (Plenary A) | No relevant financial or nonfinancial relationships exist. |
| Price, Catherine (CE 04): | Relevant financial relationships: None exist.  
Relevant non-financial relationships: Dr. Price is a board member as a Director and Primary Investigator of Perioperative Cognitive Anesthesia Network (PeCAN) at University of Florida. |
| Quiroz, Yakeel T. (Plenary G): | No relevant financial or nonfinancial relationships exist. |
| Raitano Lee, Nancy (CE 06): | No relevant financial or nonfinancial relationships exist. |
| Robins, Diana L. (Plenary C): | No relevant financial or nonfinancial relationships exist. |
| Schacter, Daniel L. (Plenary D): | No relevant financial or nonfinancial relationships exist. |
| Schmid, Monika S. (Plenary F): | No relevant financial or nonfinancial relationships exist. |
| Stringer, Anthony Y. (CE 01) | Relevant financial relationships: Dr. Stringer receives a royalty from Western Psychological Services, Inc. for publication and distribution of the Ecologically Oriented Neurorehabilitation (EON) Programs.  
Relevant non-financial relationships: Dr. Stringer assists in product development of virtual reality applications for Virtually Better Inc. |
| Tarraf, Wassim (CE 08): | No relevant financial or nonfinancial relationships exist. |
| Tighe, Patrick (CE 04): | No relevant financial or nonfinancial relationships exist. |
| Verney, Steven P. (CE 10): | No relevant financial or nonfinancial relationships exist. |
| Washington, Julie A. (CE 03) | No relevant financial or nonfinancial relationships exist. |
| Weintraub, Sandra (Plenary B): | No relevant financial or nonfinancial relationships exist. |
Please check the INS website (www.the-ins.org) for any changes to the Final Program.

**Final Addendum of Author Changes**

The online published meeting proceedings will include a final addendum with all author changes that occurred since finalization of the printed program, including author additions, author changes, and other minor adjustments.

**Submitting Abstract Author Disclosures**

The electronic program book, available on the INS website at www.the-ins.org, contains a complete listing of submitting abstract author disclosures.

The International Neuropsychological Society requires all presenters to disclose to the audience any significant financial interest or other relationship with the manufacturer(s) of any commercial product(s) and/or provider(s) of commercial services discussed in an educational presentation and with any commercial supporters of the activity. The intent of this disclosure is not to prevent a speaker with a significant financial or other relationship from making a presentation, but rather to provide listeners with information on which they can make their own judgments. It remains for the audience to determine whether speaker interests or relationships unduly influence a presentation with regard to exposition or conclusion.

Please visit the INS website to view the electronic program book and a complete listing of submitting abstract author disclosures.