

The International Neuropsychological Society
49th Annual Virtual Meeting

San Diego, California USA - February 2-5, 2021



SINCE 1967
.....

SAN DIEGO

FROM AUTISM TO ALZHEIMER'S:
NEW PERSPECTIVES IN NEUROPSYCHOLOGY

FEBRUARY 2-5, 2021

www.the-ins.org
registration@the-ins.org

PROGRAM WELCOME

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



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CE Committee Chair: Melissa Lamar



Margaret O'Connor



Amy Jak



Molly Zimmerman



Melissa Lamar

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)

8:00–11:00	CE Workshop 1. Before the Cure: Cognitive Rehabilitation for Mild Cognitive Impairment Presenters: Anthony Stringer, Benjamin Hampstead and Margo Adams Larsen	CE Workshop 2. Update on Vascular Contributions to Cognitive Impairment and Dementia Presenters: Daniel Nation	
12:00–13:30	CE Workshop 3. At the Intersection of Poverty, Dialect, and Literacy: Assessment of Language and Reading of Low-Income African American Children Presenter: Julie Washington	CE Workshop 4. A Model for Extending Neuropsychological Assessment and Research into other Disciplines: Examples from the Perioperative Cognitive Anesthesia Network (PeCAN) for Neurodegenerative Disorders Presenter: Catherine Price	CE Workshop 5. Introduction to the Neuropsychology of COVID-19 Presenters: Lucette Cysique, Emilia Lojek

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

08:00–09:00	A Tribute to Dr. Alfredo Ardila		
08:00–09:00	Paper Session 01: Parkinson's Disease and Other Dementias		
8:00–9:30	CE Workshop 6. Cognitive and Behavioral Phenotypes Associated with Neurogenetic Syndromes Presenter: Nancy Raitano Lee	CE Workshop 7. Poverty and the Developing Brain Presenter: Pilyoung Kim	CE Workshop 8. Cognitive Assessment among Diverse Latinos in SOL-INCA (Study of Latinos-Investigation of Cognition Aging) Presenters: Hector M. González and Wassim Tarraf
8:30–9:30	Poster Session 1: Medical and Other Neurological Disorders		

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

9:00–10:00	Paper Session 2: Aging, Physical Activity and Lifestyle Factors
9:45–10:00 - LIVE	Live Program Day Welcome: Program Committee Chairs: Amy Jak and Molly Zimmerman
10:00–10:55 - LIVE	Plenary A - Presidential Address. Memory for News Events: What Will We Remember from 2020? Presenter: Margaret O'Connor
11:00–11:55 - LIVE	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 - LIVE	Plenary B. The Neuropsychological Syndrome of Primary Progressive Aphasia (PPA) as a Dementia Syndrome Presenter: Sandra Weintraub
13:00–13:55 - LIVE	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	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



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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	
8:00-9:00	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	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	
9:00-10:00	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	
11:00-12:00	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 Pigué, Sarah E MacPherson	
11:00-12:00	Symposium 7. Diversity Factors in Clinical Neuropsychology: Pre- and Post-Coronavirus 2019 (COVID-19) Challenges Chair: Lynette Abrams-Silva Presenters: Rebecca Avila-Rieger, Aikisha Harley, Cynthia Funes, Michelle Miranda	
12:00-12:55 - LIVE	Plenary D. Adaptive Constructive Processes in Memory, Imagination, and Creativity Presenter: Daniel L. Schacter	



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13:00–13:55 - LIVE	Invited Symposia 3. Advancements in Tele-Neuropsychology Practice and Training During COVID-19 Presenters: Julija Stelmokas, David Marra, Dawn Bowers, Amber Rochette, Franchesca Arias, Cristina A. F. Román, Diomaris E. Safi, Anna L. Diaz Santos, Munro Cullum, and Lana Harder	
13:00–14:00	Paper Session 12: Aging & Assessment	
13:00–14:00	Poster Session 6: Concussion/TBI	
13:00–14:00	Symposium 8. Cognitive Stimulation Therapy (CST) for dementia: Adaptation, validation and implementation challenges in developing regions Chair: Elodie Bertrand Presenters: Aimee Spector, Renata Naylor	
13:00–14:00	Symposium 9. Neuropsychological Evaluation of Epilepsy Presurgical Candidates: From the Clinic to the Operating Room Chair: Cady Block Presenters: Kelsy C Hewitt, David Sabzevitz, Amanda Gooding, David Loring, Daniel L Drane	
13:55–14:00 - LIVE	Live Program Day Close: Program Committee Chairs: Amy Jak and Molly Zimmerman	
14:00–15:00	Paper Session 13: Training/Drug and Other Related Disorders/Tumor	
14:00–15:00	Paper Session 14: Aging: Multicultural Factors	
14:00–15:00	Symposium 10. Beyond Social and Emotional Phenotypes: Perspectives for Neuropsychological Intervention Models Chair: Nara Cortes Andrade Presenters: Miriam Beauchamp, Vicki Anderson, Evelyn Vera-Estay, Claudia B Mello, Emma Otta	
14:00–15:00	Symposium 11. Current and Future Directions of Cognitive Assessment: The (Overdue) Turn Toward Consideration of Culture and Linguistic Background in Cognitive Measurement Chair: Theone S.E. Paterson Presenters: Melanie Cohn, Khush-Bakht Zaidi, Angela Gutches, John A.E. Anderson	
16:00–18:00 - LIVE	Student Social and Trivia Event	

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

8:00–9:00	Paper Session 15: Aging, Neuroimaging and Hormones	
8:00–9:00	Paper Session 16: Mood and Other Psychiatric Disorders	
8:00–9:30	CE Workshop 11. Social Cognitive and Affective Neuroscience: From the Clinic and into the Wild Presenter: Agustín Ibáñez	CE Workshop 12. The Brain in Space: Implications for Human Explorations of Mars and Human Conditions on Earth Presenters: Vonetta Dotson and Ajitkumar Mulavara
8:30–9:30	Poster Session 7: ADHD, Autism Spectrum and Other Pediatric Conditions	
9:00–10:00	Paper Session 17: Lifespan Trajectories & Predictors	
9:00–10:00	Paper Session 18: Concussion/Traumatic Brain Injury	
9:45–10:00 - LIVE	Live Program Day Open: Program Committee Chairs: Amy Jak and Molly Zimmerman	
10:00–10:55 - LIVE	Plenary E. Centering Social Justice and Public Health in Neuropsychology Presenter: Jennifer Manly	



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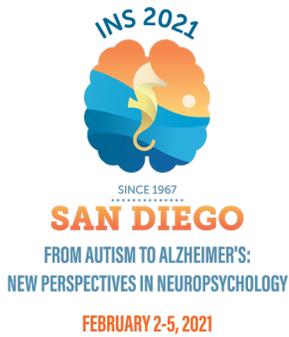
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Friday February 5, 2021 (all times PST | GMT: -8)

11:00–11:55 - LIVE	Plenary F. The Impossibility of Monolingualism in the Mind of the Bilingu Presenter: Monika S. Schmid
12:00–12:55 - LIVE	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 - LIVE	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	Live Program Day Close: Program Committee Chairs: Amy Jak and Molly Zimmerman
14:30–15:00 - LIVE	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
14:30–15:30	Symposium 15. Cultural Leadership in Neuropsychology: A Guide for Inter-Organizational Governance Chair: Christine M Salinas Presenters: David M Lechuga, Karen Postal, Courtney Ray, Anny Reyes, Octavio A. Santos, Nicholas S Thaler, Marc Norman, Antonio E Puente
15:30–17:30 - LIVE	INS Annual Meeting of the Asian Neuropsychological Association (ANA)



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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

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

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

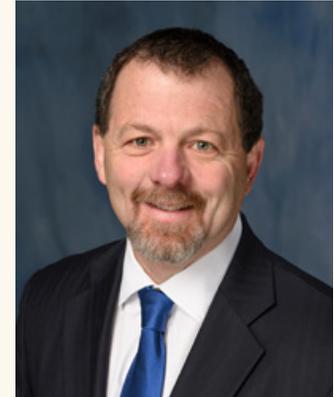
Term
February 2020 – February 2023



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

REGISTRATION INFORMATION

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)

OFFICIAL SPONSORS

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

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EXHIBITORS

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)	
Wednesday, February 3, 2021	8:00 AM – 9:30AM, 11:00 AM – 12:00, 1:00 PM – 3:00 PM
Thursday, February 4, 2021	8:00 AM – 9:30AM, 11:00 AM – 12:00 PM, 1:00 PM – 3:00 PM
Friday, February 5, 2021	8:00 AM – 9:30AM, 1:00 PM – 3:00 PM

49TH ANNUAL MEETING EXHIBITORS

Exhibitor	Website
Pearson Assessments	www.pearsonassessments.com
Cambridge University Press	www.cambridge.org
Oxford University Press	www.global.oup.com
The Trust	www.trustinsurance.com
Kessler Foundation	www.kesslerfoundation.org

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

Beth Springate

Amber Rochette

Karen Torres

Anna Reyes

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.

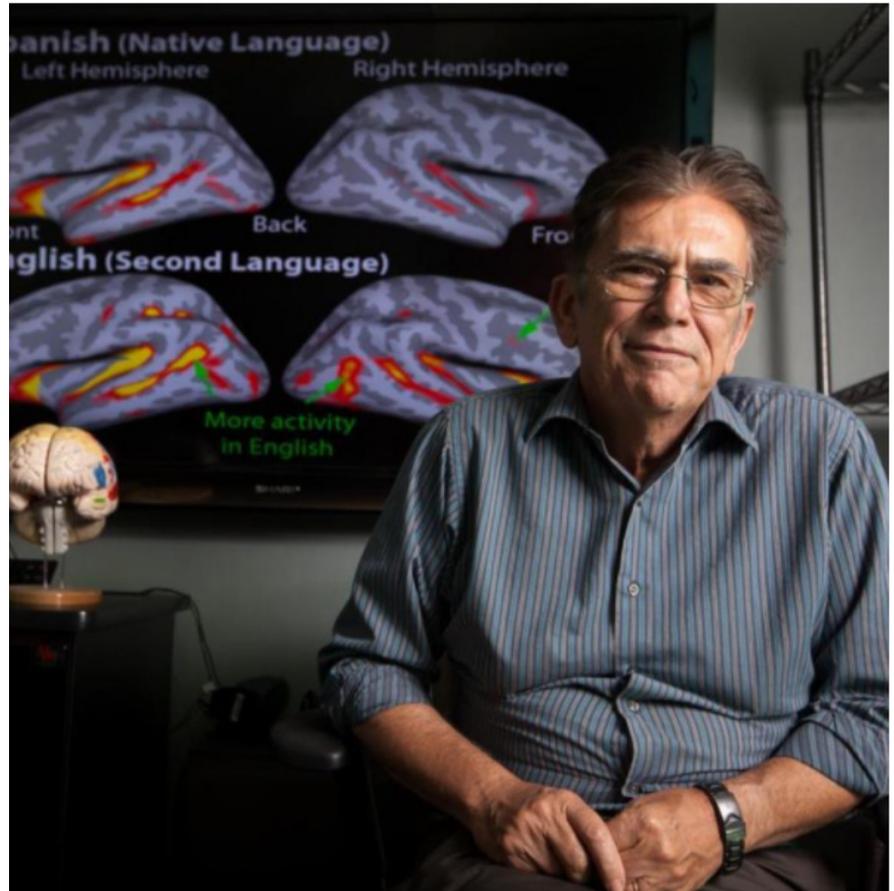
Ardila was President of the Latin American Association of Neuropsychology (ALAN), Latin American Society of Neuropsychology, Hispanic Neuropsychological Society, and member of the Board of Governors of the International Neuropsychological Society.

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 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 3th 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



Mark Bondi
UCSD/VA San Diego

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., JLEN, 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.



Robin Morris
King's College London

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



Bruce Hermann
UCSD/VA San Diego

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.



Laura Zahodne
University of Michigan

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.



**Catherine Price,
Ph.D., ABPP/CN**

Associate Professor/ Paul
Satz Term Professor

Director, Perioperative
Cognitive Anesthesia
Network for ADRD

Clinical and Health Psy-
chology/ Anesthesiology
University of Florida

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.



Lindsay Rotblatt
Graduate Student
University of Florida

BEST SUBMISSION BY A GRADUATE STUDENT

Poster Presentation: MCI (Mild Cognitive Impairment)

#66. Do Associations Between Vascular Risk and Mild Cognitive Impairment Vary by Race?

AUTHORS: L. Rotblatt

Objective: There are reported differences in prevalence of mild cognitive impairment (MCI) and dementia by race with higher rates among older Black/African Americans (AA) than non-Hispanic Whites. A number of factors may account for these different rates, including some associated with dementia risk (education and literacy, access to healthcare, other social determinants of health) and others that may not confer a greater risk of dementia (uncertainty/distrust surrounding testing, test and normative biases). One area of particular interest is the contributions of vascular risk factors (VRFs) to cognitive impairment, given that they may be modifiable intervention targets and tend to affect Black/AA older adults at higher rates than White older adults. While VRFs have been found to be associated with increased risk for MCI, less is known about the aggregate effects of multiple VRFs on MCI subtypes and whether these effects may differ by race. As such, this study aimed to examine whether the relationship

between VRFs and MCI classification varies by race.

Participants and Methods: Participants were 2755 older adults without dementia, aged 65-97, 26.17% Black/AA, 75.82% female, from the Advanced Cognitive Training for Independent and Vital Elderly (ACTIVE) Trial. Participants were classified as cognitively normal (CN; n=2237), amnesic MCI (aMCI; n=332), or non-amnesic MCI (naMCI; n=186) at their baseline visit using comprehensive neuropsychological criteria. Individual VRFs were dichotomous (0=absent; 1=present) and defined based on subjective report and medication data and included: hypertension, diabetes, obesity, high cholesterol, and current smoking. Overall VRF burden was the sum of all individual VRFs. Data were analyzed using multinomial logistic regression models with MCI subtype as the dependent variable (CN as reference). Covariates include age, education, sex, and vocabulary.

Results: While there was not a significant main effect of overall VRF burden, there was a significant race by VRF interaction such that greater VRF burden was associated with increased odds of naMCI in Black/AA participants (OR=1.439, p = .008), but not White participants (OR=0.998,

p = .896). There were no significant effects of VRF on aMCI. 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 VRFs 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.



Laiss Bertola
Post-doctoral Fellow
University of Sao Paulo

BEST SUBMISSION BY A POSTDOCTORAL FELLOW

Paper Presentation: Aging

#208. Early-Life Socioeconomic Status Impact on Cognition is Higher for Older Than Middle-Aged Adults and Independent of Education Level and Late-Life Socioeconomic Status

AUTHORS: L. Bertola

Objective: Early-life socioeconomic status (SES) might continue to impact cognitive performance later on life, and even dementia risk. Early-life SES is also a relevant predictor of an individual's educational attainment and late-life SES, which also contributes

to cognitive performance. We aimed to investigate the effect of 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 early-life and late-life SES and were evaluated regarding health status and cognitive performance (episodic memory recall, verbal fluency, and cognitive flexibility). We built the early-life SES index using the participant's maternal education, if he/she started to work before 16 years old, and did not complete the formal education within the expected age limit. The late-life SES index was built using the participant's occupational

status, the per capita income, and the Brazilian Criteria for Economic Status that consider household material goods. Education was included as a separate variable once Brazil's educational system allows adults to take tests to prove they have the necessary knowledge to receive higher school degrees, even though they did not undergo the formal years' process. Path analysis was used to decompose associations between SES measures across the lifespan and cognition by quantifying the total direct and indirect standardized effects of the life course factors on cognitive outcomes. The built model included direct paths to cognition from early-life SES, education and late-life SES, and indirect paths from early-life SES passing through education and late-life-SES. Additionally, we performed a multiple group path analysis to verify if the effects of early-life SES are similar across middle-aged and older adults.

Results: The direct path from early-life SES remained significant in the presence of mediation paths through education, late-life SES, or both. This result indicates that early-life SES still contributes to middle-aged and older adults' cognitive performance. Education and late-life SES direct paths were also significant, suggesting that both distinctly affect cognitive performance. All mediated paths were significant, indicating that the early-life SES can impact cognitive impairment through

education, late-life SES, and both. The percent mediation revealed that the education mediated path is the most explicative of the association between early-life SES and the cognitive outcomes, with percentages ranging from 36-56%. The indirect and total effect of early-life SES is smaller for middle-aged adults than older adults, except for semantic verbal fluency.

Conclusions: Early-life SES continues to impact cognitive performance later on life independently of the educational level achieved and late-life SES. The higher percent mediation for education mediated path suggests that education achievement might improve later life cognition in the face of lower early-life SES. Finally, middle-aged adults might have benefited from small, but essential, socioeconomic changes faced by Brazil during 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 politics to improve cognitive aging quality in a low-/middle-income country.



Mónica Acevedo-Molina
University of Arizona

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 sensitive measure of both normal and AD-risk related cognitive aging. More importantly, EAM 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 U.S. 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 detail 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

Post-Doctoral Fellow
Warren Alpert Medical School of Brown University/Rhode Island Hospital

#669. EXAMINING DEPRESSION IN MULTIPLE SCLEROSIS USING MULTI-SHELL DIFFUSION IMAGING AND STRUCTURAL CONNECTOMETRY

AUTHORS: C. Román

Paper Session. Neuroimaging



Jessica Saurman

Post-doctoral Fellow
Emory University School of Medicine

#832. SENSITIVITY AND SPECIFICITY OF THE MONTREAL COGNITIVE ASSESSMENT - BLIND CONVERSION SCORE IN THE ALZHEIMER'S DISEASE NEUROIMAGING INITIATIVE

AUTHORS: J. Saurman

Poster Session. Aging



Andrew Cwiek

Graduate Student
Pennsylvania State University

#238. TOO GOOD TO BE TRUE: MACHINE LEARNING AND THE PROBLEM OF OVERFITTING IN NETWORK NEUROSCIENCE

AUTHORS: A. Cwiek

Paper Session. Neuroimaging



Tyler Bell

Post-doctoral Fellow
University of San Diego California

#703. THE ASSOCIATION BETWEEN LOCUS COERULEUS AND SUBJECTIVE COGNITIVE DECLINE IN LATE MIDLIFE

AUTHORS: T. Bell

Paper Session. Neuroimaging



Sadie Shin

Graduate Student
Northwell Health, Staten Island University Hospital

#674. COGNITIVE AND PSYCHOLOGICAL EFFECTS OF COVID-19 IN HOSPITALIZED PATIENTS

AUTHORS: S. Shin

Poster Session. Infectious Disease/Encephalitis/Meningitis (including HIV/AIDS)

Brain Injury SIG

Wednesday, Feb 3rd
15:30 PST / 18:30 EST
(UTC-8)

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.

This Social Event is open to everyone!

Student Social & Trivia Event

Thursday Feb 4

4-6 PM PST
7-9 PM EST
(UTC-8)

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

Friday Feb 5

15:30 PST / 18:30 EST
(UTC-8)

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

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

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

Friday Feb 5

14:30 PST 17:30/EST
(UTC-8)

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

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).

PLENARY ADDRESSES



Margaret O'Connor, PhD
President of the International Neuropsychological Society
Associate Professor of Neurology
Harvard Medical School

PLENARY A: MEMORY FOR NEWS EVENTS: WHAT WILL WE REMEMBER FROM 2020? INS PRESIDENTIAL ADDRESS

Wednesday, 10:00–10:55 AM **LIVE**,

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 diplomate 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.



Sandra Weintraub, PhD
Professor of Psychiatry and Behavioral Sciences (Psychology) and Neurology
Feinberg School of Medicine
Northwestern University

PLENARY B: THE NEUROPSYCHOLOGICAL SYNDROME OF PRIMARY PROGRESSIVE APHASIA (PPA) AS A DEMENTIA SYNDROME

Wednesday, 12:00–12:55 PM **LIVE**,

Abstract & Learning Objectives:

Primary Progressive Aphasia (PPA) was first named "Slowly Progressive Aphasia" and described as an atypical clinical presentation of dementia in 1982. In the years that followed, there was controversy about its legitimacy as a distinct "disease" and some argued that it was a "variant" of Alzheimer's disease. This controversy blossomed into years of research that revealed PPA as a clinical dementia syndrome, characterized by early aphasia that can persist in isolation for many years and that can be caused by a variety of neurodegenerative brain diseases, including Alzheimer's disease (AD) and one of the several forms of frontotemporal lobar degeneration (e.g, tauopathies, TDP-43 proteinopathy), albeit in distinct probabilities. The single unifying theme in PPA, as would be predicted by neuropsychological principles, is that the patients with the syndrome have an neuroanatomical vulnerability of the left cerebral hemisphere language areas, to neurodegenerative disease. Successive post mortem studies of the brains of individuals with PPA revealed asymmetric left hemisphere distribution of neuropathologic change, regardless of the disease. Thus, Alzheimer's plaques and tangles, TDP-43 inclusions and Pick's disease tauopathy have all been observed in higher frequency in the left than in the right cerebral hemisphere at post mortem. Even when disease spreads to the right hemisphere, the asymmetry can persist for many years to death. Even when PPA is caused by AD neuropathology, the ApoE E4 allele, the best known genetic risk factor for AD, is not as highly represented in the clinical syndrome of PPA as in the clinical syndrome of amnesic dementia with AD, suggesting that AD itself is not a unitary disease. Recently, we have proposed that individual risk for PPA, regardless of the cause, might be linked to intrinsic left hemisphere vulnerability to disease. In some members of families we have studied, there is a strong history of developmental dyslexia while in others, PPA emerges in late life, both conditions reflecting left hemisphere biological vulnerability. The neuropsychological evaluation of an individual with PPA is challenging because many of our test instruments rely on normal verbal communication skills. We have developed some clinical tests to circumvent the aphasia in assessing retentive memory and reasoning. The nosology of dementia, previously considered a neuroanatomically diffuse and cognitively widespread condition, has been transformed by the study of PPA. We now recognize the principle of anatomical specificity of neurodegenerative diseases of the brain that cause dementia, that result in highly focal neuropsychological

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 Weintraub 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 target circumscribed regions that normally mediate language in healthy individuals. Dr. Weintraub'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.

review the common warning signs of ASD in toddlers, using video examples to illustrate key behaviors that differentiate toddlers with ASD from those with other developmental delays and typical development, such as joint attention and pretend play. I will describe strategies used to detect ASD risk in toddlers; conflicting guidelines for primary care providers, often the only experts to see very young children; and how utility of screening tools is evaluated, with emphasis on sensitivity, specificity, and positive predictive value. Using examples from the literature on the Modified Checklist for Autism in Toddlers, Revised, with Follow-Up (M-CHAT-R/F), I will discuss challenges and opportunities in early detection of ASD.

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

- List common warning signs for ASD in toddlers
- Describe strategies for detection of ASD before age 2, including conflicting guidelines for primary care providers
- Discuss utility of screening tools, including sensitivity and specificity, and review evidence for universal ASD-specific screening

Speaker Biography:

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 through 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 medial 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



Diana L. Robins, PhD
Professor and Director of the AJ Drexel Autism Institute
Drexel University

PLENARY C: EARLY DETECTION OF AUTISM SPECTRUM DISORDER

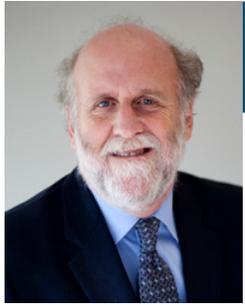
Thursday, 10:00–10:55 AM LIVE

Abstract & Learning Objectives:

Autism spectrum disorder (ASD) is a neurodevelopmental disorder that affects 1 in 54 children. Symptoms manifest during the first years of life, yet most children are not diagnosed until they are 3-5 years old. Subsequently, initiation of ASD-specific early intervention is delayed, which impacts outcomes across the lifespan. Although many labs have explored potential biomarkers in infants and toddlers, behavioral detection and diagnosis remain the current standard. This presentation will

PLENARY ADDRESSES — CONTINUED

Center, Dr. Robins completed a 2-year postdoctoral fellowship at the Yale University School of Medicine Child Study Center. She then spent 10 years on the faculty at Georgia State University, with a joint appointment in the Department of Psychology and the Neuroscience Institute, before moving to Drexel University in 2014. She is delighted that her program at the AJ Drexel Autism Institute draws students from public health, psychology, and medicine to work together on public health approaches to improving early detection and intervention for ASD.



Daniel L. Schacter, PhD
William R. Kenan, Jr. Professor
Department of Psychology
Harvard University

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

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.



Jennifer Manly, PhD
Professor of Neuropsychology in Neurology
Taub Institute for Research in Alzheimer's Disease & the
Aging Brain
Columbia University

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 lifecourse 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

PLENARY ADDRESSES — CONTINUED

- 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 work force 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.

INVITED SYMPOSIA



Chair: Vonetta Dotson, PhD

Presenters: Vonetta Dotson, PhD, Glenn Smith, PhD, Justin Miller, PhD

INVITED SYMPOSIUM 1. STRATEGIES FOR STAVING OFF DEMENTIA - A DYNAMIC CONVERSATION

Wednesday, 11:00–11:55 AM LIVE

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.



Co-Chair: Xavier E. Cagigas, PhD
Co-Chair: Paola Suarez, PhD

Presenters: Mirella Díaz-Santos, PhD, Jean Ikanga, PhD, Lily Kamalyan, Janet J. Yáñez MA, LMFT

INVITED SYMPOSIUM 2. DECOLONIZING NEUROPSYCHOLOGY

Wednesday, 1:00–1:55 PM LIVE

Symposium Summary:

This invited symposium brings together diverse perspectives to highlight the emergence of a neuropsychology that stems from the experiences of underrepresented and underserved communities. By centering voices that have historically gone unheard, this symposium revisits the modern practice and social construction of neuropsychology through the lens of social justice to reveal the importance of various different aspects of the sociocultural world and their import for how we can more inclusively understand brain and behavior relationships. By way of introduction, the case of an 83-year-old, Spanish-speaking, Latina woman without formal education who acquired self-literacy is presented as a microcosm for the myriad of factors that coalesce in clinical decision-making involving a person who is not represented in either the empirical literature or even clinical acumen that currently makes up mainstream neuropsychological science. As an empirical response, the first panelist centers the sociocultural through the data-driven examination of educational practices, early socioeconomic environments, and other cultural factors surrounding language use by highlighting the relative importance of heretofore unexamined quantifiable variables in the measurement of neurocognitive abilities. Rather than simply adopting or adapting the existing White neuropsychological paradigm, the second panelist poses the question of whether, and how, a more meaningful neuropsychology can be built by focusing on the actual cultural experiences of the people on the African continent who were not included in the first iteration of neuropsychology. The third panelist expands the unit of analysis by relating how her own community was impacted by a neurotoxin, and highlights the need for a neuropsychology that matters by leveraging neuropsychological knowledge to advocate for policy change. The fourth panelist proposes a research model that aims to repair the broken trust of underserved communities, which currently bear the brunt of an imposed universalist science that leads to cultural erasure, by walking alongside the underserved to build trust and thereby increase scientific generalizability through scholarly integrity and accountability. Finally, the example of a training program centered in cultural neuropsychology, which in the process of its formation gave way to socially responsible neuropsychology, provides a proof of concept for how clinical

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: Julija Stelmokas, PsyD

Presenters: David Marra, PhD, Dawn Bowers, PhD, Amber Rochette, PhD, Franchesca Arias, PhD, Cristina A. F. Román, PhD, Diomaris E. Safi, PhD, Ana Linda Díaz Santos, PsyD, Munro Cullum, PhD, Lana Harder, PhD, ABPP

INVITED SYMPOSIUM 3. ADVANCEMENTS IN TELE-NEUROPSYCHOLOGY PRACTICE AND TRAINING DURING COVID-19

Thursday, 1:00–1:55 PM **LIVE**

Symposium Summary:

This symposium will describe advances, barriers, and opportunities for tele-neuropsychology (teleNP) practice and training in the United States. Since the start of the COVID-19 pandemic, neuropsychologists have rapidly adopted and expanded teleNP service delivery. Despite significant teleNP research advancements prior to COVID-19, including in-home teleNP services, there remained significant barriers to adoption of teleNP practice clinically. The five person dyads will present on changes and progress in teleNP clinical practice and training throughout the course of the COVID-19 pandemic, based on findings from their own and others' research. Dr. Munro Cullum and Dr. Lana Harder will initially present background and evidence-based history of teleNP and findings from in-home pediatric teleNP prior to COVID-19. Dr. Dawn Bowers will then describe with Dr. David Mara changes in teleNP practice in the initial stage of the COVID-19 pandemic, including results from a recent national survey of neuropsychology providers. Although several professional resources have been disseminated to support practitioners, the specific factors that influenced decision-making and satisfaction with tele-NP service delivery remained unknown. Drs. Stelmokas and Rochette will discuss results from a recent national survey describing practice adjustments several months into the pandemic and examining factors that influenced service delivery changes; they will additionally present specific recommendations and development needs to improve the continued development of teleNP within the United States. Finally, two additional dyads will focus on parallel changes to practice and training with a specific focus on linguistically diverse populations. Drs. Arias and Roman will present background and preliminary data on practice trends among cross-cultural clinicians and Drs. Safi and Diaz Santos will describe preliminary data on trainees' attitudes

INVITED SYMPOSIA — CONTINUED

regarding teleNP and COVID-19 repercussions and implications for training.

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.

in clinical populations

- Explain the vascular physiology associated with improved cognition
- Discuss the mechanisms for sex specific attenuation of exercise impacts on cognition

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.



Chair: Meryl Butters, PhD

Presenters: James Becker, PhD, Mark W. Bondi, PhD, ABPP-CN, Margaret O'Connor, PhD, Marlene Oscar Bertram, PhD, David Salmon, PhD, Edith V. Sullivan, PhD, Mieke Verfaellie, PhD

INVITED SYMPOSIUM 4. SYMPOSIUM HONORING THE LEGACY OF NELSON BUTTERS

Friday, 1:00–2:45 PM LIVE

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

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 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.

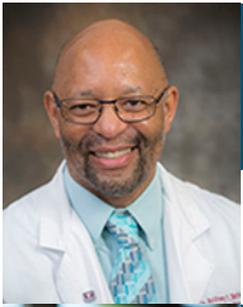
INS CE COMMITTEE

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.



Anthony Y. Stringer, PhD, ABPP/ABCN

Professor of Rehabilitation Medicine
Director of Rehabilitation Neuropsychology
Emory University



Benjamin M. Hampstead, PhD, ABPP/CN

Professor
Department of Psychiatry
University of Michigan
Mental Health Service of VA Ann Arbor Health-
care System



Margo Adams Larsen, PhD

Director of Research & Training at Virtually
Better, Inc.

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:

- Analyse 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

Sciences, while continuing to practice part-time.

Prior to joining VBI, she had a full time pediatric psychology practice implementing evidence-based techniques to address anxiety, depression, and general behavioral concerns, as well as conducting neuropsychological and behavioral assessments. She has specialized training in behavior analysis and the early intervention for autism spectrum disorders. Dr. Adams Larsen has a growing interest in the use of technology in practice, and has served on several governmental and regulatory boards, including the Joint APA/ASPPB/APAIT Taskforce on Telepsychology. Dr. Adams Larsen presents nationally about telepractice and regulatory issues.



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 and reading, and a challenge for assessment. Outcomes 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

of Communication Sciences and Disorders in the College of Education and Human Development at Georgia State University (GSU) in Atlanta, GA (USA). She is also Co-Director of the Center for Research on the Challenges of Acquiring Language and Literacy, a unique Center focused on language and literacy research in high risk urban, and impaired populations. Currently, Dr. Washington's research is focused on the intersection of literacy, language variation, and poverty. In particular, her work focuses on understanding the role of cultural dialect in the identification of reading disabilities in school-aged African American children and on disentangling the relationship between language production and comprehension on development of reading and early language skills for children growing up in poverty. Dr. Washington directs the Georgia Learning Disabilities Research Innovation Hub funded by the National Institutes of Health, Eunice Kennedy Shriver National Institute on Child Health and Human Development.



Catherine Price, Ph.D., ABPP/CN
Departments of Clinical and Health Psychology/Anesthesiology
University of Florida

CE WORKSHOP 4. A MODEL FOR EXTENDING NEUROPSYCHOLOGICAL ASSESSMENT AND RESEARCH INTO OTHER DISCIPLINES: EXAMPLES FROM THE PERIOPERATIVE COGNITIVE ANESTHESIA NETWORK (PeCAN) FOR NEURODEGENERATIVE DISORDERS

Tuesday, 12:00–1:30 PM

Abstract & Learning Objectives:

Although there is increasing recognition regarding the value of neuropsychological assessments in nontraditional settings (e.g., primary care physicians, presurgical anesthesia clinics), it remains challenging to establish and sustain connections for a successful combined evidence based clinical care model. This workshop will provide insights from non-neuropsychological clinical disciplines as to how they benefit from the inclusion of neuropsychology and neuropsychological assessment and research. Then, using the model of the Perioperative Cognitive Anesthesia Network (PeCAN) at the University of Florida, our team, with representation from Departments of Clinical and Health Psychology, Anesthesiology, and Geriatric Medicine, will discuss key components that helped to establish the PeCAN program and maintain success in a large tertiary care hospital. Topics will touch on the role of neuropsychology for hospital wide clinical care prediction models, Latino/Spanish and sociodemographic considerations, integrated team responses to in-person versus virtual assessment modalities, and the value of integrating funded research into programmatic growth for clinical-research-training evidence based impact. The remaining time will be spent in general discussion regarding the challenges and the promise for this type of integrative clinical care and research model. Additionally, information will be shared on how to build a similar team and move towards collaborative networks internationally.

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 and 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 anesthesiology. Additionally, Dr. Price developed the first clinical-research-training program, the Perioperative Cognitive Anesthesia Network (PeCAN), integrating a two phase preoperative neuro-behavioral 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.



Lucette Cysique, PhD

Senior Research Fellow, UNSW Psychology
Faculty of Science, Sydney, Australia
Senior researcher
St. Vincent's Hospital Centre for Applied Medical Research,
Sydney, Australia
Visiting scholar
St. Michael's Hospital, Toronto, Canada
Senior researcher
The Alfred Hospital Melbourne, Australia



Emilia Łojek, PhD

Full Professor
Faculty of Psychology
University of Warsaw, Poland

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 previous 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 Łojek 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 Prize 2011, 2017) and the INS Paul Satz Mentoring Award (2018).



Nancy Raitano Lee, PhD
Assistant Professor
Department of Psychology
Drexel University

CE WORKSHOP 6. COGNITIVE AND BEHAVIORAL PHENOTYPES ASSOCIATED WITH NEUROGENETIC SYNDROMES

Wednesday, 8:00–9:30 AM

Abstract & Learning Objectives:

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 neurosci-

ence 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.



Pilyoung Kim, PhD
Associate Professor
Stress Early Experience & Development (SEED) Research Center
Department of Psychology
University of Denver

CE WORKSHOP 7. POVERTY AND THE DEVELOPING BRAIN

Wednesday, 8:00–9:30 AM

Abstract & Learning Objectives:

Poverty is a public health concern because individuals exposed to disadvantaged backgrounds are at a greater risk for morbidity and mortality across the lifespan as well as negative developmental outcomes in children. To unfold the neurobiological mechanisms underlying health inequalities, researchers have examined how poverty exposure negatively influences brain development. Now a substantial body of neuroimaging literature consistently suggests that poverty in childhood has adverse impacts on brain development. The negative outcomes in the brain structure, function, and connectivity have been further associated with increased risks for difficulties in emotional and cognitive controls and lower academic performance. First, I review how poverty influences brain structure and function in childhood. Second, I review how childhood poverty may have a long-lasting effect and be prospectively associated with brain outcomes across the lifespan. Third, I discuss the potential neurobiological and environmental factors that may mediate the associations between poverty and brain development.

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

- Discuss the science relevant to the negative impact of poverty on brain development
- List environment factors that influence brain development among children living in poverty
- Apply an evidence-based framework to describe the mechanisms by which poverty is associated with negative cognitive and health outcomes in childhood and beyond

Speaker Biography:

CE WORKSHOPS — CONTINUED

Dr. Pilyoung Kim is an Associate Professor at the Stress Early Experience & Development (SEED) Research Center in the Department of Psychology at the University of Denver. My research program aims to examine the early life origins of socioeconomic disparities in health from a neurobiological perspective. My current work focuses on the prospective effects of perinatal exposures to poverty-related chronic stress on the neural systems in new mothers and infants. In my lab, we also investigate how early exposure to poverty may continue to influence brain development in later childhood and young adulthood. In these research projects, my research team aims that the knowledge gained from research would advance understanding of specific neurobiological processes by which poverty is associated with magnified risks for negative parent-child relationships, and for psychopathology for both generations – parents, and children.



Hector M. González, PhD

Associate Professor
Dept. of Neurosciences & Shiley-Marcos Alzheimer's
Disease Research Center
School of Medicine
University of California, San Diego



Wassim Tarraf, PhD

Associate Professor
Gerontology and Healthcare Sciences
Wayne State University

CE WORKSHOP 8. COGNITIVE ASSESSMENT AMONG DIVERSE LATINOS IN SOL-INCA (STUDY OF LATINOS-INVESTIGATION OF COGNITION AGING)

Wednesday, 8:00–9:30 AM

Abstract & Learning Objectives:

The Study of Latinos-Investigation of Cognitive Aging (SOL-INCA) is an ancillary study of the Hispanic Community Health Study/Study of Latinos (HCHS/SOL). Cognitive assessment data of 9,637 diverse middle-aged and older Latinos were collected at 4 HCHS/SOL clinics in Bronx, NY, Chicago, IL, Miami, FL, and San Diego, CA between 2008 and 2011 (Visit 1). The same cognitive battery was repeated as part of SOL-INCA between 2015 and 2018 during HCHS/SOL Visit 2. The SOL-INCA is the largest study of cognitive aging among diverse Latinos. We will describe the challenges and decision making that went into mounting SOL-INCA in the diverse Latin American cohort of HCHS/SOL. Moreover, we will discuss the deep cardiometabolic phenotyping and genotyping leveraged from HCHS/SOL that make the SOL-INCA a new and valuable resource for filling major gaps in scientific knowledge of this important, but understudied population.

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.



Kevin Duff, PhD ABPP
Professor
Department of Neurology
University of Utah

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 amnesic 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.



Lynette Abrams-Silva, PhD, ABPP
Psychology Clinic Director (Sr. Clinical Psychologist)
Department of Psychology
University of New Mexico



Steven P. Verney, PhD
Associate Professor
Department of Psychology
University of New Mexico

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
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 Santiago de Chile, Chile
 Senior Atlantic Fellow
 Global Brain Health Institute (GBHI)-UCSF
 San Francisco, California, US

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 Intercognition. 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

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 identify 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 WORKSHOPS — CONTINUED



Vonetta Dotson, PhD

Associate Professor
Georgia State University
Senior Project Scientist
Behavioral Medicine
Kellogg, Brown and Root (KBR)/NASA
Founder and President
CerebroFit LLC



Ajitkumar Mulavara, PhD

CBS Portfolio Neuroscientist
Human Factors Behavioral
Performance Element
Kellogg, Brown and Root (KBR)/NASA

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 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.

CE PROGRAM DISCLOSURES

INS 49TH ANNUAL MEETING: SAN DIEGO 2021

CONTINUING EDUCATION PROGRAM

DISCLOSURE INFORMATION

AS OF JANUARY 11, 2021

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INS PROGRAM PLANNERS	
Lamar, Melissa (CE Director):	No relevant financial or nonfinancial relationships exist.
Jak, Amy (Co-Program Chair):	No relevant financial or nonfinancial relationships exist.
Zimmerman, Molly (Co-Program Chair):	No relevant financial or nonfinancial relationships exist.

INSTRUCTIONAL PERSONNEL	
Abrams-Silva, Lynette (CE 10):	No relevant financial or nonfinancial relationships exist.
Adams Larsen, Margo (CE 01):	<p>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</p> <p>Relevant non-financial relationships: None exist.</p>
Arias, Franchesca (CE 04):	<p>Relevant financial relationships: None exist.</p> <p>Relevant non-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.</p>
Cysique, Lucette (CE 05):	<p>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.</p> <p>Relevant non-financial relationships: None exist.</p>
Dotson, Vonetta (CE 12):	<p>Relevant financial relationships: Dr. Dotson receives consulting fees and speaking fees for her ownership of CerebroFit, LLC.</p> <p>Relevant non-financial relationships: None exist.</p>

CE PROGRAM DISCLOSURES – CONTINUED

INSTRUCTIONAL PERSONNEL	
Duff, Kevin (CE 09):	No relevant financial or nonfinancial relationships exist.
González, Hector M. (CE 08):	No relevant financial or nonfinancial relationships exist.
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, Agustín (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.

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FINAL ADDENDUM OF AUTHOR CHANGES

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