

# The International Neuropsychological Society

## 51<sup>st</sup> Annual Meeting

San Diego, California USA - February 1-4, 2023



### *Serendipity and Science*

International Neuropsychological Society  
San Diego | February 1-4, 2023

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Wi-Fi Password: towncountry23

[www.the-ins.org](http://www.the-ins.org)

# Program Welcome

## Dear Colleagues,

On behalf of the 2023 INS Program Committee, we are excited to welcome you to the 51st Annual Meeting of the International Cognition and Cancer Task Force/International Neuropsychological Society in San Diego, January 30-February 4.

Our conference theme is Serendipity and Science and our program content will reflect our field's continued evolution by showcasing efforts toward the advancement of global and cross-cultural neuropsychology. The topics for this year's meeting were chosen to reflect the breadth of neuropsychology, with respect to age, diagnostic group, technology, and the impact on global health.

The invited speakers are internationally-recognized experts who represent differing disciplines and intriguing areas of study that speak to the importance of reflection and innovation through their dynamic presentations. Collectively, the invited speakers will address cognitive processes, cognitive neuroscience, neurobehavioral syndromes, novel technological applications, and global collaboration in a program that promises to be as informative as it is engaging.

Other events to look out for include two Student Liaison Committee panel discussions, and a student mentoring session.

Contributions from the INS membership and attendees further enhance the program. We received over 1,000 submissions this year and the posters, papers, and symposia will serve to showcase the continuing growth of our field, and important intersections with other disciplines.

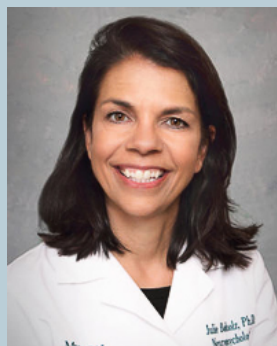
The San Diego meeting is full of choices. The conference program will begin Wednesday with an early poster session featuring the work of researchers from all around the globe. In the afternoon will be the Program Welcome, then the Presidential Address, followed by our awards session which recognizes members who have made extraordinary clinical, research and service contributions to the field, ending with a welcome reception.

A conference as large as this one would not be possible without the immense effort of many individuals. Benjamin M. Hampstead, CE Chair, and the CE Committee are to be commended for putting together a terrifically balanced and stimulating workshop series this year. We would also like to express our gratitude to the 2023 Program Committee, the Student Liaison Committee, the Student and Early Career Volunteers, and INS Executive Director, Marc Norman. Last, but certainly not least, we are indebted to the team at the INS office. They are as dedicated and organized as they are patient and helpful. Please thank Chantal Marcks, Marta Robinet, Davis Schoenfeld and Jamie Wilson, for their countless hours of work to bring the meeting to fruition.

We look forward to seeing you at the conference. Our hope is that you catch up with old friends, make a few new ones, enjoy San Diego and its myriad offerings, and take away with you some new ideas from what has shaped up to be a fantastic scientific program that you can bring to life in your work over the coming year.



INS President:  
Ida Sue Baron



2023 Program Co-Chair:  
Julie Bobholz



2023 Program Co-Chair:  
Sakina Butt



INS CE Chair:  
Benjamin Hampstead



# Serendipity and Science

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1st Feb 2023

	Session 1	Session 2	Session 3	Session 4	Session 5	Session 6
9:00am - 12:00pm	<b>CE Workshop 01: Mindfulness Meditation Induced Analgesia Engages Multiple Unique Brain Mechanisms -- Presenter: Fadel Zeidan</b> Town & Country Ballroom B	<b>CE Workshop 02: Bi/Multilingualism and its Impact on Stroke/Neurodegenerative Disease -- Presenter: Suvarna Alladi</b> Town & Country Ballroom C	<b>CE Workshop 03: Stroke in the Developing Brain: Mechanisms, Outcomes, and Intervention -- Presenter: Robyn Westmacott</b> Town & Country Ballroom D			
12:00 - 12:55pm	<b>INS Business Meeting</b> Town & Country Ballroom B					
12:55 - 1:00pm						
1:00 - 2:45pm	<b>CE Workshop 04: Cancer Survivorship Across the Lifespan: Mechanisms and Modifiable Factors -- Presenter: Kevin Krull</b> Town & Country Ballroom B	<b>CE Workshop 05: Technology and Cognition: Examining new trends and opportunities for neuropsychology -- Presenter: Maria T. Schultheis</b> Town & Country Ballroom C	<b>CE Workshop 06: The Cumulative Burden of Congenital Heart Disease Across the Lifespan: Implications for Neuropsychologists in Pediatrics Through Geriatrics -- Presenters: Adam R. Cassidy, Jacqueline H. Sanz, Kelly R. Wolfe</b> Town & Country Ballroom D			
2:45 - 4:00pm				<b>Poster Session 01: Medical   Neurological Disorders   Neuropsychiatry   Psychopharmacology</b> Town & Country Foyer		
4:00 - 4:15pm						
4:15 - 4:30pm	<b>Program Welcome by Co-Chairs: Julie Bobholz and Sakina Butt</b> Pacific Ballroom A					
4:30 - 5:25pm	<b>Plenary A: Presidential Address: Anesthesia: A Wake-Up Call. Part 2. Developmental Risk or Resilience? --- Presenter: Ida Sue Baron</b> Pacific Ballroom A					
5:25 - 5:30pm						
5:30 - 6:30pm	<b>INS Awards Ceremony</b> Pacific Ballroom A					
6:30 - 7:30pm	<b>Reception</b> Flamingo Lawn					



# Serendipity and Science

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2nd Feb 2023

	Session 1	Session 2	Session 3	Session 4	Session 5	Session 6
7:20 - 7:30am	<b>CE Workshop 07: Cognitive Effects of Cancer and Treatment: "Chemobrain" and Beyond --</b> <b>Presenter: Brenna C. McDonald</b> Town & Country Ballroom B	<b>CE Workshop 08: Theory and Practice in the Design and Evaluation of Cognition-Oriented Treatments in Aging and Dementia --</b> <b>Presenter: Alex Bahar-Fuchs</b> Pacific Ballroom A				
7:30 - 8:30am			<b>Student Liaison Committee (SLC) Student Welcome</b> Pacific Ballroom C			
8:30 - 8:45am						
8:45 - 8:50am			<b>Paper Session 01: Multi-cultural and diversity topics in adult populations</b> Town & Country Ballroom C			
8:50 - 9:00am						
9:00 - 9:30am	<b>Symposium 01: Neuropsychological Outcomes Following Pediatric Stroke: Research Trends and Advances</b> Pacific Ballroom A	<b>Symposium 02: Current Directions in Women's Neuropsychology Research</b> Town & Country Ballroom B		<b>Paper Session 02: Aging topics: section 1</b> Town & Country Ballroom D	<b>Paper Session 03: Parkinson's disease related topics</b> Pacific Ballroom E	<b>Poster Session 02: Acute &amp; Acquired Brain Injury</b> Town & Country Foyer
9:30 - 10:30am						
10:30 - 10:40am	<b>Coffee Break</b> Exhibit Hall - Town & Country Ballroom A					
10:40 - 10:45am						
10:45 - 11:40am	<b>Plenary C: Developing Tools for Global Neuropsychological Assessment --- Presenter: David J. Schretlen</b> Pacific Ballroom A					
11:40 - 11:45am	<b>5 min. break</b>					
11:45am - 12:00pm	<b>INS Student Liaison Committee Panel 01: Careers in Neuropsychology: Identifying and Pursuing Your Dream Job --</b> <b>Presenters: Robert M. Bilder, Bernice Marcopolus, Michelle Miranda and Shifali Singh</b> Pacific Ballroom A	<b>Tribute to Michael Corballis and David Garron</b> Town & Country Ballroom B	<b>Symposium 03: Neural Correlates of Spontaneous Cognition and Implications for Adaptive and Maladaptive Cognition</b> Town & Country Ballroom C	<b>Symposium 04: Innovative Ways of Applying Digital Technology in Neuropsychology - A Sneak Peak into the Future</b> Town & Country Ballroom D	<b>Paper Session 04: Multi-cultural and diversity topics in pediatric populations</b> Pacific Ballroom E	<b>Poster Session 03: Dementia   Amnesia   Memory   Language   Executive Functions</b> Town & Country Foyer
12:00 - 1:15pm						
1:15 - 2:15pm	<b>Lunch (on own)</b>					



2:15 - 2:30pm	<b>Symposium 05: Out of the Box: Various Careers and Experiences in Neuropsychology</b> Pacific Ballroom A	<b>Symposium 06: Perioperative Neurocognitive Disorders With Considerations for Alzheimer's Disease and Related Dementias</b> Town & Country Ballroom B	<b>Paper Session 05: Head trauma and stroke related topics</b> Town & Country Ballroom C	<b>Paper Session 06: Epilepsy related topics</b> Town & Country Ballroom D	<b>Paper Session 07: Cancer in pediatric populations</b> Pacific Ballroom E	
2:30 - 3:45pm						<b>Poster Session 04: Aging   MCI</b> Town & Country Foyer
3:45 - 4:00pm	<b>Coffee Break</b> Exhibit Hall - Town & Country Ballroom A					
4:00 - 4:15pm	<b>Invited Symposium 1: Traumatic Brain Injury: Highlighting the Contributions of Dr. Harvey S. Levin Ph.D., ABPP-CN, FACS 1946 - 2022 -- Chair: Maya Troyanskaya</b> <b>Presenters: Randall Scott Scheibel, Felicia C. Goldstein, Linda Ewing-Cobbs, Erin D. Bigler, Elisabeth A. Wilde</b> Pacific Ballroom A	<b>Symposium 07: Early Development in Infants and Toddlers with Agenesis of the Corpus Callosum</b> Town & Country Ballroom B	<b>Paper Session 08: Alzheimer's disease related topics</b> Town & Country Ballroom C	<b>Paper Session 09: Parkinson's disease and Multiple Sclerosis topics</b> Town & Country Ballroom D	<b>Early Career Award Presentation -- Yakeel Quiroz -- Taking it to the extreme: The search for determinants of cognitive vulnerability and resilience in children with autosomal dominant Alzheimer’s disease</b> Pacific Ballroom E	
4:15 - 4:30pm						<b>Poster Session 05: Neuroimaging   Neurophysiology   Neurostimulation   Technology   Cross Cultural   Multiculturalism   Career Development</b> Town & Country Foyer
4:30 - 5:25pm					<b>Lifetime Achievement Award in Research Presentation -- Vicki Anderson -- Is research only about the science? A career studying early brain insult</b> Pacific Ballroom E	
5:25 - 5:30pm	<b>5 min. break</b>					
5:30 - 6:30pm	<b>Plenary B: The Pons is a Significant Neural Correlate of Affective Processing --- Presenter: Tatia M.C. Lee</b> Pacific Ballroom A					
6:30 - 8:00pm						
8:00 - 9:30pm	<b>Student Liaison Committee (SLC) Student Social Event</b> Palm Rooms 1-5 and Palm Lawn					



# Serendipity and Science

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3rd Feb 2023

	Session 1	Session 2	Session 3	Session 4	Session 5	Session 6
7:20 - 8:50am	<b>CE Workshop 09: Cast Aside Traditional Notions of Statistical Significance, and Focus Instead on Characterizing the Magnitude of Effects that are Clinically or Scientifically Relevant -- Presenter: Robert Ploutz-Snyder</b> Town & Country Ballroom B	<b>CE Workshop 10: Advances in Event-Related Potential Methods for Assessing Clinical Populations -- Presenter: Steven J. Luck</b> Pacific Ballroom A				
8:50 - 8:55am						
8:55 - 9:00am	5 min. break					
9:00 - 10:00am	<b>Plenary D: (Birch Memorial Lecture) Networking towards a Global Neuropsychology: An Invitation to Action --- Presenter: Deborah Koltai</b> Pacific Ballroom A					
10:00 - 10:15am	<b>Coffee Break</b> Exhibit Hall - Town & Country Ballroom A					
10:15 - 11:15am	<b>Invited Symposium 2: The Need for a Highly Individualized Approach to Brain Mapping: Neuroanatomical, Lifespan and Cultural-Language Considerations -- Chair: David S. Sabsevitz</b> <b>Presenters: Madison Berl, Monika Połczyńska</b> Pacific Ballroom A	<b>Symposium 08: Neuropsychological Considerations for Alzheimer's Disease Clinical Trials</b> Town & Country Ballroom B	<b>Paper Session 10: Pediatric topics</b> Town & Country Ballroom C	<b>Paper Session 11: Psychiatric issues in Neuropsychology</b> Town & Country Ballroom D	<b>Mid Career Award Presentation -- Sharon Naismith -- Optimising cognition in at-risk older people: A journey of discovery, clinical research and health translation.</b> Pacific Ballroom E	<b>Poster Session 06: Memory   Movement Disorders   Neurodegenerative Disorders   Demyelinating Disorders   Sleep Disorders</b> Town & Country Foyer
11:15 - 11:30am						
11:30 - 11:40am						
11:40 - 11:45am	5 min. break					
11:45am - 12:45pm	<b>Plenary E: Learning from patients: people who have changed my way of thinking --- Presenter: Barbara Wilson</b> Pacific Ballroom A					

12:45 - 1:45pm	Lunch (on own)					
1:45 - 3:00pm	INS Student Liaison Committee Panel 02: Navigating Professional Transitions in Neuropsychology: The Journey from Student to Professional -- Presenters: Cady Block, Christine DiBlasio, Neil Pliskin and Talia Robinson Pacific Ballroom A	Symposium 09: Neuropsychological Test Translation, Adaptation, and Development Part 2: Lessons learned from Vietnam, India, Australia, and the INS Cultural SIG Town & Country Ballroom B	Symposium 10: Information Processing Speed: Applications to Cognitive Rehabilitation after Multiple Sclerosis, Stroke, and Long COVID Town & Country Ballroom C	Paper Session 12: Assessment related topics Town & Country Ballroom D	Paper Session 13: Neuroanatomy   Neuroimaging topics Pacific Ballroom E	Poster Session 07: Developmental   Pediatrics Town & Country Foyer
3:00 - 3:15pm						
3:15 - 3:30pm	Coffee Break Exhibit Hall - Town & Country Ballroom A					
3:30 - 4:45pm	Invited Symposium 3: Pediatric Neuropsychology Medical Advances and Life Span Outcomes -- Co-Chairs: Celiane Rey-Casserly and Lana Harder Presenters: Adam R. Cassidy, Andrew Heitzer, Jennifer Longoria Pacific Ballroom A	Symposium 11: Military TBI: Neural and Clinical Correlates of Cognitive Function Town & Country Ballroom B	Paper Session 14: Aging topics: section 2 Town & Country Ballroom C	Paper Session 15: Memory topics Town & Country Ballroom D	Paper Session 16: Neurology   Neuroanatomy   HIV Pacific Ballroom E	Poster Session 08: Assessment   Psychometrics   Noncredible Presentations   Forensic Town & Country Foyer
4:45 - 4:55pm						
4:55 - 5:00pm	5 min. break					
5:00 - 6:00pm	Plenary F: Timing of Influences on Brain and Cognition: a Lifespan Perspective --- Presenter: Kristine Beate Walhovd Pacific Ballroom A					



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4th Feb 2023

	Session 1	Session 2	Session 3	Session 4	Session 5	Session 6
7:20 - 8:50am	<b>CE Workshop 11: The Cognitive Contraindications, Complications and Costs of Epilepsy Surgery -- Presenter: Sallie Baxendale</b> Town & Country Ballroom B	<b>CE Workshop 12: Magnetic Resonance Spectroscopy for in vivo Assessment of Neurochemistry in Neuropsychology Research -- Presenter: Jamie Near</b> Pacific Ballroom A				
8:50 - 9:00am						
9:00 - 10:15am	<b>Invited Symposium 4: Innovations in Infant, Toddler, and Young Child Neuropsychological Models of Care -- Chair: Natasha N. Ludwig Presenters: Peter Anderson, Gwendolyn Gerner, H. Gerry Taylor, Tricia Williams</b> Pacific Ballroom A	<b>Symposium 12: Ebbinghaus' Legacy: Neuropsychological Studies of Long-Term Forgetting</b> Town & Country Ballroom B	<b>Symposium 13: Addressing Challenges in the Digital Assessment of Cognition: The Mobile Toolbox for Monitoring Cognitive Change</b> Town & Country Ballroom C	<b>Paper Session 17: Aging topics: section 3</b> Town & Country Ballroom D	<b>Paper Session 18: Lifestyle and interventions in Neuropsychology</b> Pacific Ballroom E	<b>Poster Session 09: Psychiatric Disorders   Mood &amp; Anxiety Disorders   Addiction   Social Cognition   Cognitive Neuroscience   Emotional and Social Processing</b> Town & Country Foyer
10:15 - 10:30am						
10:30 - 10:45am	<b>Coffee Break</b> Exhibit Hall - Town & Country Ballroom A					
10:45am - 12:00pm	<b>Symposium 14: Patterns of Learning Performance on List Learning Tasks: Do They Mitigate Gender Differences in Memory?</b> Pacific Ballroom A	<b>Symposium 15: Impact of Environmental Contaminants on Child Neurodevelopment</b> Town & Country Ballroom B	<b>Paper Session 19: Aging topics: section 4</b> Town & Country Ballroom C	<b>Paper Session 20: COVID related topics</b> Town & Country Ballroom D		<b>Poster Session 10: Late Breaking Science</b> Town & Country Foyer
12:00 - 12:10pm						
12:10 - 12:15pm	<b>5 min. break</b>					
12:15 - 1:15pm	<b>Plenary G: The Faithful Brain --- Presenter: Jordan Grafman</b> Pacific Ballroom A					
1:15 - 1:30pm	<b>Closing Remarks</b> Pacific Ballroom A					





## INS 2023 ANNUAL MEETING STUDENT/TRAINEE EVENTS

### Thursday, February 2

- Student Liaison Committee (SLC) Welcome
  - 7:30 am - 8:30 am, Pacific Ballroom C
- Panel: Careers In Neuropsychology
  - 11:45 am - 1:15 pm, Pacific Ballroom A
- SLC Trainee Social (Co-Hosted with ANA and ANST)
  - 8:00 pm - 9:30 pm, Palm Room 1 & Palm Lawn
    - Doorbuster and Raffle Prizes!

### Friday, February 3

- Student/Trainee Mentoring Event
  - 7:30 am - 8:50 am, Palm Rooms 1-5
- Panel: Navigating Professional Transitions
  - 1:45 pm - 3:15 pm, Pacific Ballroom A



# Program Committee

## San Diego 2023 Program Committee

**INS President:** Ida Sue Baron

**Program Committee Chairs:** Julie Bobholz, Sakina Butt

**Continuing Education Committee Chair:** Benjamin M. Hampstead

### Program Committee Members

Omar Alhassoon	Lucette Cysique (past Program Chair)	Michael Kirkwood (past Program Chair)	Dalin Pulsipher
Michael Alosco	Sergio Dansilio	Jennifer Koop	Wei Qi
Kendra Anderson	Lena Dobson	Christine Koterba	Danielle Ransom
Peter Anderson	Karen Dorsman	Lenka Kramska	Courtney Ray
Vicki Anderson	Vonetta Dotson	Fiona Kumfor	Katherine Reiter
Nara Cortes Andrade	Alysa Doyle	Sagar Lad	Johanna Rengifo
Patrick Armistead-Jehle	Anna Egbert	Tatia Lee	Miguel Arce Renteria
Breton Asken	Jonathan Evans	Sari-Anne Levänen	Ramona Rostami
Sarah Banks	Rosemary Fama	Emilia Łojek	Nicholas Ryan
Sallie Baxendale	Thomas Farrer	Cathy Longa	Patricia Rzezak
Miriam Beauchamp (past Program Chair)	Alberto Fernandez	Natasha Ludwig	David Sabsevitz
John Bellone	R Brock Frost	Michelle Madore	Jeff Schaffert
Victor Del Bene	Anselm Fuermaier	Ewa Malinowska	Sanne Schagen
Alex Birdsill	Daryl Fujii	Donel Martin	Yesenia Serrano
Karen Blackmon	Katherine Gifford	Esmeralda Matute	Andrea Sherwood
Cady Block (future Program Chair)	Raul Gonzalez	Shawn McClintock (past Program Chair)	Ana Rita Silva
Eva Bonda	John Gunstad	Skye McDonald	Sharon Simon
Maria Bracho	Jody Hagen	Dawn Mechanic-Hamilton	Glenn Smith
Emily Briceno	Anita Hamilton	Kalliopi Megari	Scott Sorg
Desiree Byrd	Laura Hancock	Holly Miskey (past Program Chair)	Marisa Spann
Adam Cassidy	Bruce Hermann	Daniel Mograbi	Mary Beth Spitznagel
Cathy Catroppa	Colleen Hess	Erin Morgan	Kyle Srnka
Charles Cederberg	Frank Hillary	Rowena Ng	Paola Suarez
Raymond Chan	Robin Hilsabeck	Anna Ord	Megan Sy
Kimberly Chapman	Laura Hokkanen	Kate Papp	Angela Troyer
Jimmy Choi	Mervi Jehkonen	Agnieszka Pawelczyk	Fred Unverzagt
Sakshi Chopra	Velisa Johnson	Otto Pedraza	Ryan Van Patten
Linda Ewing Cobbs	Maria Jonsdottir	Christine Petranovich	Kayci Vickers
Derin Cobia	Matthews Katjene	Olivier Piguet	Leticia Vivas
Ana Sofia Costa	Jennifer Katzenstein	Ruchika Prakash	Amanda Winter-Greenberg
Nora Coultis	Roy Kessels		Molly Zimmerman (past Program Chair)
	Stephanie Kielb		

# INS Officers

## President



**Ida Sue Baron**

*Presidential Term*  
*February 2020 – February 2024*

Private Practice - Potomac, MD  
The George Washington University School of Medicine and  
Health Sciences

## President Elect



**Jon Evans**

*Presidential Term*  
*February 2021 – February 2025*

Professor of Applied Neuropsychology  
Honorary Consultant Clinical Neuropsychologist  
University of Glasgow, Scotland

## Past President



**Skye McDonald**

*Presidential Term*  
*February 2019 – February 2023*

Private Practice - Potomac, MD  
The George Washington University School of Medicine and  
Health Sciences

## Secretary



**Alberto Fernandez**

*Term*  
*February 2021 – February 2024*

Universidad Católica de Córdoba  
Departamento de Neuropsicología

## Treasurer



**Ozioma Okonkwo**

*Term*  
*February 2020 – February 2025*

University of Wisconsin-Madison  
Department of Medicine



# INS Members-at-Large



**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



**Sallie Baxendale**

*Term*  
February 2021 – February 2024

Department of Clinical & Experimental Epilepsy  
UCL, Queen Square, Institute of Neurology  
London, UK



**Fiona Kumfor**

*Term*  
February 2021 – February 2024

Associate Professor  
National Health and Medical Research Council Career Development  
Fellow



**Shawn McClintock**

*Term*  
February 2021 – February 2024

Division of Psychology, Department of Psychiatry  
UT Southwestern Medical Center



**Nara Andrade**

*Term*  
February 2020 – February 2023

Associate Professor and  
Chair for Developmental Neuropsychology  
Catholic University of Salvador



**Karen Blackmon**

*Term*  
February 2020 – February 2023

Clinical Neuropsychologist  
Department of Psychiatry and Psychology  
Mayo Clinic Florida



**Tatia Lee**

*Term*  
February 2020 – February 2023

Professor in Neuropsychology and  
Chair Professor of Psychological Science  
and Clinical Psychology



**Executive Director**



**Marc A. Norman**

**Director of Office Operations**



**Chantal Marcks**

**Scientific & CE Program Manager**



**Marta Robinet**

**Webmaster**



**Davis Schoenfeld**

**Administrative Coordinator  
& Bookkeeper**



**Jamie Wilson**

# INS Committees



Chair: Christian  
Salas

## Awards

The INS Awards Committee was created to recommend current and past INS members to the Board of Governors for the purpose of recognizing outstanding achievement in areas related to neuropsychology and recognizing significant contributions made to the INS.

Committee Members: Robin Morris, Preeti Sunderaraman, Ann Watts, Laura Zahodne



Chair: Cynthia  
Honan

## Conflict of Interest



Chair: Benjamin  
Hampstead

## Continuing Education

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.

Committee Members: Kendra Anderson, Gregory Brown, Rebecca Charlton, Stephen Correia, Duke Han, Kevin Manning, Luis Medina, Suzanne Penna, Reem Tarazi, Ericka Wodka



Chair: Sarah  
MacPherson

## Education

The role of the Education Committee is to develop and promote innovative and comprehensive educational programming for neuropsychological science. The resources include the Video Archive, which is a means of providing an oral history of the Society and the profession, including interviews with some of the most influential leaders in the field.

Committee Members: Pamela Dean, Aparna Dutt, Natalie Grima, Ashok Jansari, Eliane Correa Miotto, Holly Miskey, Travis Wearne  
Trainee Committee Member: Erica Howard, Leslie Castellano Quiñones



Chair: Ozioma  
Okonkwo

## Finance

The INS Finance Committee serves as an advisory team to the INS Treasurer. The primary responsibility of the Finance Committee is to review and provide advice regarding revenue, investment, spending, and other INS fiscal matters as they arise.

Committee Members: Bruce Hermann, Marc Norman (Ex Officio) Olivier Piguet, Debora Scheffel

# INS Committees Continued



Chair: Natalia Ojeda del Pozo

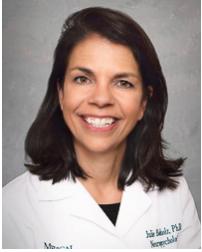


Co-Chair: Melissa Lamar

## Global Engagement

Subcommittee Members: Omar Alhassoon, Skye McDonald, William Seidel, Mary Beth Spitznagel, Anthony Stringer

Regional Representatives: Omar Alhassoon, Alia Ammar, Lucia Braga, Raymond Chan, Ramiro Coello Cortés, Aparna Dutt, Jon Evans, Alberto Fernández, Rhalf Jayson F Guanco, Jean Ikanga, Seta Kazandjian, Elizabeth Kera, Miriam Levav, Emilia Łojek, Alexandre Machado, Leandro Malloy-Diniz, Lingani Mbakile-Mahlanza, Skye McDonald, Taina Nybo, Natalia Ojeda del Pozo, Leigh Schrieffer, Hooi See Gan, Mary Beth Spitznagel, Parisuth Sumransub, Nai Wen Guo



Chair: Julie Bobholz

## Membership Engagement

The INS Membership Committee oversees newsletters of the society, the INSNET (published by the GEC), and member outreach.

Committee Members: Bruce Hermann, Marc Norman (Ex Officio) Olivier Piguet, Debora Scheffel



Chair: Edward de Haan

## Publications

The INS Publications Committee oversees the Journal of the International Neuropsychological Society: JINS.



Chair: Lena Dobson

## Science Committee

The Science Committee was founded in 2015 and oversee multiple areas, including the Special Interest Groups, INS Travel Awards, and global advocacy. The Committee work to prioritize and advance knowledge regarding appropriateness, validity, and generalizability of neuropsychology methods across international settings, especially in developing countries.

Committee Members: Anya Benitez, Naomi Chaytor, Breda Cullen, Nathan Hantke, Lisanne Jenkins, Mariana Kapsetaki, Lenka Kramaska, Rochele Paz Fonseca, Ruchika Prakash, Leigh Schrieffer, Elizabeth Twamley, Dahyun Yi



Liaison: Ruchika Prakash

## SIGs (Special Interest Groups)

INS special interest groups (SIGs) provide a forum for INS members with common interests to come together during INS meetings, for the purpose of sharing recent research, discussing professional issues, and interacting informally. SIG members also engage in various activities between meetings (e.g., list serves, newsletters).

Committee Members: William Barr, Sallie Baxendale, Cady Block, Adam Brickman, Donna Broshek, Lucia Crivelli, Lucette Cysique, Unai Diaz-Orueta, Lena Dobson, Lisa Jacobson, Christine Koterba, Yen Ying Lim, Emilia Łojek, Bernice Marcopulos, Skye McDonald, Luis Medina, Gerhard Müller, Michael W. Parsons, Yakeel Quiroz, Nicholas Ryan, Michele Sadeh, Matthew Staio, Lyn Turkstra



# INS Committees Continued



Co-Chair: Anna  
Egbert



Co-Chair: Emma  
Rhodes

## Social Media

The Social Media Committee works to promote and amplify INS and its global membership via social media applications such as Twitter and Facebook. Our mission is to showcase the activities and scholarship of INS and its members, disseminate up to date INS news and announcements, and promote engagement with INS members and social media followers around the world.

Committee Members: Natalia Gawron, Ewa Malinowska



Co-Chair: Taylor  
Jenkin



Co-Chair: Josh Fox-  
Fuller

## Student Liaison Committee

The Social Media Committee works to promote and amplify INS and its global membership via social media applications such as Twitter and Facebook. Our mission is to showcase the activities and scholarship of INS and its members, disseminate up to date INS news and announcements, and promote engagement with INS members and social media followers around the world.

Committee Members: Stacey Brothers, Aishani Desai, Fareshte Erani, Maxi Folmer, Claudia Pulcini, Altay Yüce Turan

# INS Volunteers



Coordinator:  
Chantal Müller-Cohn

The International Neuropsychological Society owes a debt of gratitude to all participating student volunteers for lending their support at INS Denver 2020.

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!



Coordinator:  
Max Obolsky



Coordinator:  
Julia Vehar

## Volunteers

Kirolos Boulous  
Marina Boulous  
Karysa Britton  
Kaitlyn Carbone  
Victor Di Rita  
Bradley Dixon  
Benjamin Eschler  
Jaqueline Flores  
Allison Gregg  
Ashley Harrie  
Phoebe Ka Yin Tse  
Humza Khan  
Ezra Mauer  
Stephanie Neaves

Sydney Park  
Ashni Persad  
Caroline Rafizadeh  
Estefany Saez-Clarke  
Lauren Schuck  
Mitchell Spezzaferri  
Erin Timperlake  
Lillian Vang  
Victoria Violo  
Autumn Wild  
Saleena Wilson  
Molly Winston  
Miranda Zuniga-Kennedy

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



# Hotel Information

## Welcome to INS San Diego 2023!

### INS Registration Desk

Upon your arrival, please visit the INS Registration Desk to check-in and obtain your badge and other materials.

The INS & ICCTF desk is located in the Town & Country Foyer.

Registration Desk Hours:					
Monday, January 30	ICCTF	7:00 AM–9:00 AM	10:00 AM – 10:30 AM	12:30 PM – 2:00 PM	4:00 PM – 4:30 PM
Tuesday, January 31	ICCTF	8:00 AM–9:00 AM	10:00 AM – 10:20 AM		
Tuesday, January 31	INS	3:00 PM–6:00 PM			
Wednesday, February 1	INS	8:00 AM–11:30 AM	12:00 PM – 6:00 PM		
Thursday, February 2	INS	7:00 AM–12:30 PM	1:00 PM – 6:00 PM		
Friday, February 3	INS	7:00 AM–12:00 PM	12:30 PM – 5:30 PM		
Saturday, February 4	INS	7:00 AM–12:30 PM			

### Badge Policy

The INS & ICCTF name badge must be worn at all times during the Annual Meeting, during both INS & ICCTF-sponsored and privately-hosted events and activities (including during affiliated meetings and candidate interviews that occur on-site). Lost badges may be replaced at the INS & ICCTF Registration Desk. If you enrolled in optional CE workshops, your badge is required for entry into those sessions (you must have your badge scanned by the volunteer proctor to gain entry). Only pre-registered participants are permitted in workshops.

### Official Venue & Headquarter Hotel

The official meeting venue and headquarter hotel is the Town and Country Resort in San Diego. All events occur at the hotel, making it the preferred lodging choice for most attendees. Experience the culture of downtown from Town and Country Resort. Just a trolley ride away, San Diego's Gaslamp Quarter and East Village boasts 100+ restaurants, bars and nightclubs. San Diego International Airport services the San Diego Area: Located 8 miles from the hotel. Approximately 10-15-minute drive in low traffic. Attendees who are staying in the INS/ICCTF room block will receive COMPLIMENTARY basic Internet access in their guest room.



[Visit the Town and Country Resort Website](#)

Address: 500 Hotel Circle North San Diego, California, United States, 92108

Contact Information: Phone: +1.619.291.7131 Fax: +1.619.291.3584

# Registration Information

## What is Included in Registration?

The general meeting registration fee includes all General Sessions—described below—and allows attendees to utilize INS meeting space for candidate interviews and ancillary events.

The only items not included in the general registration fee are CE Workshops and Optional CE Credit for Plenary and select Invited Symposia Attendance, 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, invited symposia, and INS social events.

#### Plenary Sessions

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

Please Note: Volunteer proctors will be posted at the door of each plenary to scan attendee badges for those who wish to seek optional CE credit for their attendance. Attendees DO NOT need to be scanned unless they plan to seek CE credit for their participation in the session, either now or at a later date.

#### Ancillary Events

Registered meeting attendees may also participate in the various ancillary meetings that are scheduled to occur throughout the four day meeting. For a complete list of ancillary events, please see the ancillary event schedule within this book.

Please note that many ancillary events are invitation-only. All ancillary events must be arranged in advance through INS.

#### Exhibit Hall & Social Events

Your INS badge allows entry to all official social events at the Annual Meeting, including:

Daily networking with colleagues old and new in the Centennial Ballroom Foyer, where all poster sessions, coffee breaks, and Exhibitors are located.

The welcome reception on Wednesday evening located in Centennial F-G-H

Mineral Hall Foyer is the attendee lounge area.

### Not Included (Optional Items):

#### CE Workshops

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

Generally, CE workshops may be added up to 24 hours prior to the start of each workshop. To add CE options, please inquire at the on-site registration desk during open hours.

Volunteer proctors will scan attendee badges at the door to verify registration; only pre-registered participants will be admitted.

For continuing education accreditation and program requirements, please refer to CE Program details on page 35, or visit the Denver meeting page [www.the-ins.org/meetings/sandiego2023](http://www.the-ins.org/meetings/sandiego2023)

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

If you register on-site for CE options, you will receive the link to relevant handouts at that time. Please remember no paper copies are distributed on-site, and we highly recommend that you download and/or print handouts in advance of the session as we are expecting high bandwidth usage.

#### Optional CE Credit for Plenary or Invited Symposium Attendance

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

1.5 hours of optional CE credit is available for Invited Symposium 1 and 4.

In order to receive optional CE credit, attendees must document their attendance, complete all CE requirements listed on page 35 and submit a separate registration fee (the fee may be paid before the session or after the meeting is over; contact the INS office for assistance at: [ins@the-ins.org](mailto:ins@the-ins.org)

# General Meeting Information

## INS Meeting Schedule

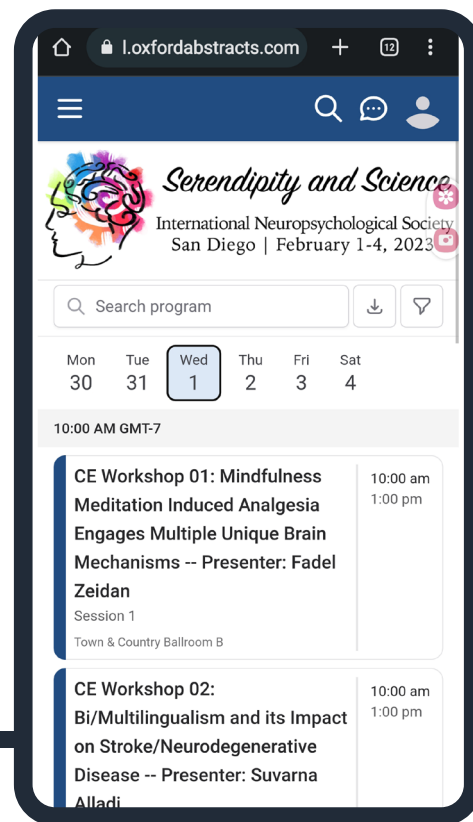
To access the full INS Program Schedule scan the QR code or use the link below.

Under the menu, you have the option to search for the title of the presentation, participant name or category. If you have an Oxford Abstracts sign-in, you can bookmark sessions or add them to a calendar.

You can create your own badge and direct message others and form a group chat.



<https://virtual.oxfordabstracts.com/#/e/INSSanDiego2023/program>



## Alerts & Flash Photography

Please mute or switch all cell phones, pagers, and other mobile devices to vibrate mode when entering sessions.

Flash photography is always strictly prohibited. Photos and/ or other recordings may not be taken in the Exhibit Hall, or of any presentation without the express, written permission of the presenter(s).

## Attendee Code of Conduct

All participants (including registered attendees and their guests, speakers, exhibitors, volunteers, staff, and all others) are anticipated to conduct themselves in an appropriate, professional, and respectful manner at all times during the INS 51<sup>st</sup> Annual Meeting. If an individual is unable to meet these expectations, INS reserves the right to ask them to leave the meeting without reimbursement.

## Certificates of Attendance

If you require a certificate documenting your attendance, please inquire at the INS Registration Desk. You may also obtain a certificate after the meeting is over by emailing [ins@the-ins.org](mailto:ins@the-ins.org).

## Continuing Education

For CE registration requirements and information, please see the previous page. For CE course and program requirements, including post-course evaluations and certificates, please see the CE section of this book.

## Internet Access

Wireless Internet access is available in all INS meeting spaces. Please see the program book cover for the SSID and PASSWORD.

## Interview Rooms

Hours vary by day.

Please utilize the on-site message boards to post or check for interviewing opportunities. Interviews are arranged independently between interviewers and candidates; INS does not coordinate interviews.

# General Meeting Information - Continued

## Published Proceedings

The complete scientific program and abstracts listing for the INS 51st 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.

## Nursing Mothers

A private, locking room is available for nursing mothers on the first floor. Please see concierge or the INS Check-In desk to obtain the key.

## Daycare – Camp INS

Most of the Daycare costs are happily subsidized by INS.

Preferred Sitters. Childcare will be provided during the hours listed to the right:

Drop-off possible if space is available. Please inquire at the Check-In Desk

## Meditation or Quiet Room

Unhook, unwind, get grounded and reconnect in the meditation room. Located in California 3 during the hours listed to the right

## Scheduled Wellness Activities

Presented by The Sattva Yoga Center Thursday & Friday.

Drop in from 7:00-7:55 AM– Guided Stretching and light yoga

Thursday & Friday: 10 minute massages available in the Exhibit Hall

### Daycare Hours

Wednesday February 1, 2023	4:00 PM to 8:00 PM
Thursday February 2, 2023	7:00 AM to 8:00 PM
Friday February 3, 2020	7:00 AM to 8:00 PM
Saturday February 4, 2020	7:00 AM to 2:00 PM

### Meditation Room - California Room 3 (back of T&C Foyer)

Tuesday January 31, 2023	7:00 AM to 7:00 PM
Wednesday February 1, 2023	7:00 AM to 7:00 PM
Thursday February 2, 2023	7:00 AM to 7:00 PM
Friday February 3, 2020	7:00 AM to 7:00 PM
Saturday February 4, 2020	7:00 AM to 12:00 PM

### Yoga - Flamingo Lawn (weather permitting) or T&C Foyer

Thursday February 2, 2023	7:00 AM to 8:00 AM
Friday February 3, 2020	7:00 AM to 8:00 AM

### 10-Minute Massage - Exhibit Hall

Thursday February 2, 2023	Afternoon
Friday February 3, 2020	Afternoon

## Special Events

### INS Awards Ceremony & Welcome Reception

Don't miss the INS Awards Ceremony on Wednesday, February 1st from 5:30–6:30 PM in the Pacific Ballroom A. Then, stick around for the Welcome Reception from 6:30–7:30 PM in the Town & Country Ballroom A and Lawn.

### Student Social, Hosted by the INS Student Liaison Committee (SLC)

Trainees of all levels are welcome to join the INS SLC at their bi-annual Student Social for mingling and light refreshments. The Social will be held on Thursday, February 2nd from 8:00–9:30 PM. For details, see Check-In Desk Poster, Online Program Book, or the INS website for updates.

### INS Business Meeting:

Learn about the INS organization and upcoming initiatives at the annual business meeting on Wednesday, February 1st from 12:00- 1:00 PM in the Town & Country Ballroom B



# Presenter Instructions

All speakers (including Plenary and CE Speakers and all presenters in Paper and Symposia Sessions) are required to check-in at the Speaker Ready Room NO LATER than 24 hrs prior to their assigned session to whatever extent possible.

## Speaker Ready Room

The Speaker Ready Room is located in Sunset Room #4.

### Speaker Ready Room Hours

Wednesday, February 1	8–10 AM, 11:30-1 PM and 3–6 PM
Thursday, February 2	6:45–12:15 PM and 1:15–6 PM
Friday, February 3	6:45–12:00 PM and 1:00–5:30 PM
Saturday, February 4	6:45-12:30 PM

## General Guidelines:

Presenters are not permitted to use their own computers or devices. In each lecture hall, presenters will have access to a laptop, mouse, laser pointer, and microphone.

A technician will be available during posted hours to help upload presentations to a central system. Speakers are strongly encouraged to check-in the day before their scheduled presentation. This will ease transitions between sessions where time is extremely tight. INS cannot guarantee the presentation will be available if not delivered the day before well in advance of the session.

## PRESENTATION FILES:

Please bring your presentation file with you on a USB memory stick/flash drive for easy export. If your presentation is in a format other than PowerPoint, or if it requires special programming, please inform the INS office as soon as possible. If you have video or audio clips embedded in your presentation, please bring a copy of those files along with your PowerPoint. Please note no handouts will be distributed.

## PAPER SESSION PRESENTERS

All paper presenters must report to the Speaker Ready Room at least 24 hours before to whatever extent possible to upload their presentation to a central computer. Each paper session is 85 minutes in length and consists of six (6) individual presentations. Each paper presenter will have approx. 12 minutes to present their paper (including time for their introduction by the session moderator). Then, immediately following each presentation, the moderator will guide a 2-minute question and answer period. Please help the moderator and be respectful of other authors by staying within your allotted time, as each session is under a strict time limitation.

## POSTER PRESENTERS

All poster sessions will take place in the Town & Country Foyer. Please arrive 10 minutes prior to the start of your session in order to mount your poster. Please refer to the “Schedule” icon on the INS San Diego 2023 Meeting Page located at: <https://www.the-ins.org/meetings/sandiego2023/schedule/> for final poster number. The presenting author must be present at the poster session and should remain with the poster to entertain questions for the duration of the session. A volunteer will be available 10 minutes prior to the start of each poster session to distribute push-pins and assist authors with finding their assigned poster board.

## PAPER SYMPOSIA PRESENTERS

Please follow the instructions above for Poster Presenters. All poster symposia will occur in the Town & Country Foyer. Poster symposia occur during regular poster sessions, but are grouped together to allow authors to provide a cohesive presentation on their selected topic.

## SYMPOSIA PRESENTERS

All symposium presenters must report to the Speaker Ready Room at least 24 hours before to whatever extent possible to upload their presentation to a central computer. All symposia sessions are 85 minutes in length. It is up to the Symposium Chair’s discretion to divide the time amongst the individual abstracts, the discussant, and to allow time for audience discussion and questions. Please stay within the time allotted by the Symposium Chair, as each session is under strict time limits.

## Exhibitors & Sponsors

The International Neuropsychological Society wishes to thank its generous sponsors for their support of the INS 51<sup>st</sup> 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.

### Alector



Alector is a clinical stage biopharmaceutical company pioneering immuno-neurology for the potential treatment of neurodegenerative diseases such as Alzheimer's disease and frontotemporal dementia.

URL: <https://www.alector.com/>

### American Psychological Association



**AMERICAN  
PSYCHOLOGICAL  
ASSOCIATION**

American Psychological Association's two volume APA Handbook of Neuropsychology provides foundational information on neuropsychology, identifies pressing research questions related to neuropsychological disorders and conditions, offers updates on methods to investigate these issues, and aims to shape the field's future development.

Volume 1, Neurobehavioral Disorders and Conditions

Volume 2, Neuroscience and Neuromethods

The chapters serve as an invaluable resource for the expanding field of neuropsychology. Clinicians, researchers, students, and scholars can use this handbook to gain a foundational understanding of neuropsychology and to further advance the field themselves.

URL: <https://www.apa.org/>

### Bethany Children's



**bethany children's**  
HEALTH CENTER

Oklahoma's only inpatient pediatric rehabilitation facility. Bethany Children's is an innovative leader in pediatric rehabilitation and 24-hour complex care.

URL: [www.bethanychildren.org](http://www.bethanychildren.org)

## Exhibitors & Sponsors Continued

### Cogstate



# Cogstate

At Cogstate, we believe brain health is profoundly important to quality of life and should be easier to measure. Cogstate coordinates a global network of experts in the areas of psychology, neuropsychology, psychiatry, and neurology who remotely support global biopharmaceutical research projects, ensuring quality clinical assessments of cognition, mood, behavior, neurodevelopment, and motor function. We invite you to learn about the varied flexible work arrangements and opportunities for professional diversification available within the network.

URL: <https://www.cogstate.com/local-expert-advisor-lead/>

### GBR Medical



We deliver innovative solutions that help improve the healthcare journey.

URL: <https://gbrmedical.com>

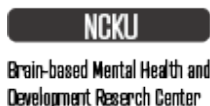
### Guilford Press



Founded in 1973, Guilford is a proudly independent company committed to high-quality books and journals, an inclusive culture where staff thrive, and lasting relationships with authors. Guilford is full of people passionate about the titles we publish—many of whom have been working at the company for decades. Our publications have made a difference in the lives of clinicians, researchers, students, educators, and general readers around the world. We pride ourselves on science-based works by respected experts who aim to advance knowledge and support individual and societal well-being.

URL: [www.guilford.com/conference/INS](http://www.guilford.com/conference/INS)

### National Cheng Kung University



URL: <https://web.ncku.edu.tw/>

## Exhibitors & Sponsors Continued

### National Organization for Disorders of the Corpus Callosum



The National Organization for Disorders of the Corpus Callosum is the leading resource for raising the profile, understanding and acceptance of disorders of the corpus callosum (DCC) through education, networking, advocacy, and research facilitation. Our mission is to enhance the quality of life and promote opportunities for individuals with disorders for the corpus callosum.

URL: <https://nodcc.org/>

### Neuropraxis



Unlock real life results. Thrive beyond care.

We help improve brain injury patients' independence through active rehabilitation in their own home and community. We service all of California, including the rural areas. Neuropraxis' programs have been proven to improve a participant's memory, attention and socialization, while decreasing anxiety, pain and fatigue, and it also promotes independence and healthy living through self-directed care.

URL: [www.neuropraxisrehab.com](http://www.neuropraxisrehab.com)

### NeuroPsychNorms



Instant access to the most comprehensive, ethnically diverse, and current neuropsychological normative database for clinical and research settings.

URL: <http://www.npnorms.com>

### PAR



Creating Connections.  
Changing Lives.

URL: <https://www.parinc.com/>

## Exhibitors & Sponsors Continued

### Pearson



# Pearson

Pearson Clinical Assessments are trusted globally to help professionals like you improve the lives of your clients. Each tool is developed based on the latest research and best practices, and represents the highest technical quality in clinical assessment. Q-interactive® and Q-global® digital solutions provide the advantage of streamlining your workflow and offer innovative ways to engage your clients. Our reliable, well-validated tools assess child and adult personality, behavior, neuropsychology, ability/intelligence, and biopsychosocial issues— leading to better insights and successful outcomes.

URL: <https://www.pearson.com/>

### Phoenix Children's



## Phoenix Children's®

Phoenix Children's provides care to the fourth largest pediatric market in the United States. The main hospital campus, located in the heart of Phoenix, is a full-service, freestanding, tertiary medical center, currently offering 433 licensed beds, 72 of which are dedicated to pediatric and cardiac intensive care and 33 of which are NICU. We expect over 650 beds in the PCH Healthcare system by end of 2024, following addition of 2 new community hospitals, expansion of the main campus facilities, and expansion of neonatal care. Our main campus features the state's only Level 1 Pediatric Trauma Center, treating about 2,650 patients annually, and a full-range of specialty services, including orthopedics, neurosciences, cardiovascular, and oncology/hematology. Phoenix Children's is a staff of over 4,500, with more than 500 employed physician/advanced practice providers. Additionally, Phoenix Children's is a teaching hospital, leading the way for the next generation of pediatric providers through residency programs and fellowships, and is actively involved in clinical research, dedicating \$10 million annually to support research activities. Phoenix Children's is Arizona's only children's hospital recognized by US News & World Report's Best Children's Hospitals. Phoenix Children's also consistently ranks on the Becker's Hospital Review list of the 150 Top Places to Work in Healthcare.

URL: <https://phoenixchildrens.org/>

### Symmetry



## SYMMETRY

Neuro-Pathway Training®

URL: <https://symmetryneuropt.com/>

## Exhibitors & Sponsors Continued

### TIRR Memorial Hermann



TIRR Memorial Hermann, a leader in rehabilitation medicine, does more than provide therapy. We provide rehabilitation beyond the healthcare setting for children and adults with a disabling injury or illness, and change lives by helping people regain the skills and confidence they need to reintegrate into the community and continue living full and meaningful lives. Our highly trained rehabilitation teams are committed to seeing the potential in every person they work with, and to developing that potential to the fullest through customized goal setting and treatment planning.

URL: <http://tirr.memorialhermann.org/>

Twitter: <https://twitter.com/memorialhermann/>

Facebook: <https://www.facebook.com/TIRRMemoialHermann>

Linked In: <https://www.linkedin.com/company/tirr-memorial-hermann/>

### University of Arkansas for Medical Sciences

URL: <https://www.uams.edu/>

### UHealth Neurosciences



URL: <https://healthcare.utah.edu/locations/neurosciences/>

NEUROSCIENCES



# INS Awards

## About the 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 1st at 5:30 PM in Pacific Ballroom A, where we will honor the recipients of this year's awards.

We wish to thank Christian Salas Riquelme and the Awards Committee, as well as Stacey Lynne Brothers and the Student Liaison Committee, for their invaluable contributions to this meeting.

## Major INS Awards

Major INS Awards are given in recognition of scientific achievement in Early Career, Mid-Career, or for a Lifetime of Achievement in research, education or service in the field of neuropsychology.

## Distinguished Career Award

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.

## Career Mentoring Award

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 award for the most outstanding submission by a postdoctoral fellow, the award for most outstanding submission by a graduate student, and the 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](http://the-ins.org/ins-awards), or email [ins@the-ins.org](mailto: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.

## 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](http://www.the-ins.org/ins-awards)

# INS Awards Continued



## Distinguished Career Award

### Jack Fletcher, PhD

Research Professor Emeritus in the Department of Psychology at the University of Houston

Jack is currently a Research Professor Emeritus in the Department of Psychology at the University of Houston. Prior to his recent move to emeritus status, Jack held the Hugh Roy and Lillie Cranz Cullen Distinguished University Chair. Jack is the quintessential academician and scholar whose research accomplishments are unparalleled. He has authored or coauthored 4 books and 125 book chapters and well as 427 articles in peer-reviewed psychology, education, and medical journals. To date, he has 12 articles that have been cited over 1,000 times. These articles largely address core issues in the identification of and intervention for children with reading difficulty. As a testament to his international scientific impact, his Web of Science h-index is 92 and his current Google Scholar h-index is 148 with over 78,000 citations. Across his career, he and colleagues have obtained over 135M in funding in to explore core neuropsychological issues in diverse populations from learning disability to spina bifida to acquired brain injuries. Major funding sources include NICHD, NINOS, Texas Education Agency, and the U.S. Department of Education. This level of funding is astounding and attests to the highest level of peer esteem. The research conducted by Jack and his multidisciplinary colleagues is cutting edge and often contains a translational element, integrating genomics, neuroimaging, and advanced statistical modeling with diverse neuropsychological outcomes. Integrating these fields requires the type of interdisciplinary collaboration that moves the field forward.

Jack's research on learning disabilities has fundamentally changed the diagnosis of and instruction for children with low achievement in reading. His findings have challenged virtually every aspect of assessment and intervention and have transformed special educational practice in America and will have far-reaching impact for decades to come. As a testament to the importance of his work, he served on President H.W. Bush's President's Commission on Excellence in Special Education and helped craft the 2004 Reauthorization of the Individuals with Disabilities Education Act.



## Lifetime Service Award

### Mary Beth Spitznagel, PhD

Director of the INS Global Engagement Committee Research and Editing Consultant

Dr Mary Beth Spitznagel has been the Director of the INS Global Engagement Committee Research and Editing Consultant program since 2008. The program provides research design and statistical advice to colleagues who are planning research projects or want to develop international collaborations. In addition, the program offers English language editing to colleagues for whom English may be a second language who wish to publish their work in international English-language journals. The program matches colleagues who need support with English or statistical advice with other colleagues with expertise in these areas to support writing papers of sufficient quality likely to be published in international journals.

# INS Awards Continued

This program has supported many colleagues around the world and Dr Spitznagel has played a key role in managing this program over the last 14 years. In that time assistance has been facilitated for more than 150 manuscripts. It reflects Dr Spitznagel's standing in the neuropsychology community that she has secured the voluntary help of so many Consultants for this program - there are currently 22 consultants who provide support/guidance/advice.

In addition to her role on the RECP, Dr. Spitznagel also contributes to INS in other important ways. For example, she provides additional editorial services as an ad hoc reviewer to the Journal of the International Neuropsychological Society. Dr. Spitznagel has also served 8 years on various INS Program Committees contributing to the science and educational experiences that our members enjoy at our annual conferences. Her role on the INS Program Committee is not just perfunctory, Dr. Spitznagel has served as an abstract reviewer for all those years as well.



## Lifetime Service Award

### Russel Bauer, PhD, ABPP-CN

Director of Clinical Training for the University of Florida Clinical and Health Psychology Program  
(Retired)

A leader and pioneer in the field of neuropsychology, Dr. Bauer recently retired after having served as Director of Clinical Training for the University of Florida Clinical and Health Psychology Program for over a decade, acted as primary mentor for over 40 doctoral students, served on over 80 master's thesis and 130 doctoral dissertation committees, mentored dozens of postdoctoral clinical fellows, clinically supervised countless graduate students, and lectured for hundreds of undergraduate and graduate students at the University of Florida. Dr. Bauer's impact on the international neuropsychological community is just as great, as for decades he has led highly sought-after original workshops at national and international neuropsychological conferences, teaching thousands of neuropsychologists and trainees the hallmarks of neuropsychological assessment and brain-behavior relationships. Throughout his career, Dr. Bauer has been recognized for his excellent training and mentorship (University of Florida Doctoral Dissertation Mentoring Award 2017-2018/2013-2014, CUDCP Beverly Thorn Award for Outstanding Service as a Director of Clinical Training 2015, University of Florida Audrey Schumacher Award for Teaching Excellence 1998/1995/2008).

Dr. Bauer has a long history of excellent mentorship of doctoral students. His students, many of whom have gone on to be leaders in the field of clinical neuropsychology, benefit from his early contribution to their understanding of brain-behavior relationships, philosophy of mind, and neuroepistemology. In addition to serving as a mentor for doctoral students, Dr. Bauer was a highly sought-after clinical supervisor. Dr. Bauer supervised several advanced, multidisciplinary clinical neuropsychology rotations during his time as a Professor at the University of Florida, including the Inpatient Epilepsy Service, the Concussion Surveillance and Management Program, and outpatient clinical assessment for the Department of Neurology.



## Lifetime Achievement Award in Research Presentation

### Speaker: Vicki Anderson, PhD

Director of Psychology Services at The Royal Children's Hospital, Melbourne, Australia

4:30-5:25pm Thursday, 2 February, 2023

Pacific Ballroom E

Professor Anderson is a paediatric neuropsychologist, working across clinical, research and academic sectors. She is the Director of Psychology Services at The Royal Children's Hospital, Melbourne, Australia. She holds executive roles at the Murdoch Children's Research Institute, including Director, Clinical Sciences Research and Clinical Lead of the Digital Health program. She is an Professorial Fellow at the University of Melbourne (Psychology & Pediatrics).

Is research only about the science? A career studying early brain insult

The research landscape has changed dramatically over recent decades with the ever-growing opportunities facilitated by increasingly sophisticated technologies and statistical approaches, and complexity of governance and funding requirements, coupled with a relatively recent acknowledgement of the need to consider the impact of what we study and whether it addresses concerns that are shared by patients and consumers.

Over the past 20 years, the Melbourne Children's Brain and Mind team has followed children from the time of their brain injury as they have moved from infancy and childhood, through adolescence and into adulthood. With a backdrop of the myriad of changes in research approaches, over the life of this study, this presentation will describe the challenges and findings generated from our work and consider how key research questions have changed, whether the work has been impactful at a scientific and if it has impacted the outcomes of brain injury survivors.

Finally, given the critical importance of researchers, at any stage of their career, in the successful conduct of programs such as ours, learnings regarding ingredients supporting successful research careers will also be explored.



## Mid-Career Award Presentation

### Sharon Naismith, PhD

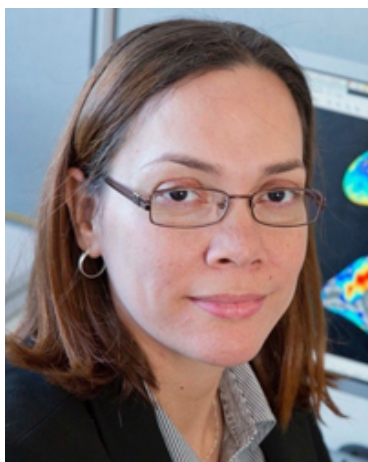
10:15-11:15am Friday, 3 February, 2023

Pacific Ballroom E

Professor Sharon Naismith is a Clinical Neuropsychologist, National Health and Medical Research Council (NHMRC) Dementia Leadership Fellow and holds the Leonard P Ullman Chair in Psychology at the University of Sydney, Australia. She leads the NHMRC 'Centre of Research Excellence to Optimise Sleep in Brain Ageing and Neurodegeneration (CogSleep)', and a new NHMRC 'SIESTA' Synergy Grant, focused on sleep and Alzheimer's disease. She also leads the Memory Clinics Initiative of the Australian Dementia Network (ADNeT), a national program focused on improving health services for people with Mild Cognitive Impairment and dementia.



# INS Awards Continued



## Early Career Award Presentation

### Yakeel T. Quiroz, PhD

Affiliations: Departments of Psychiatry and Neurology, Massachusetts General Hospital, Harvard Medical School, Boston, US; and Grupo de Neurociencias, Universidad de Antioquia, Medellin, Colombia

4:00-4:30pm Thursday, 2 February, 2023  
Pacific Ballroom E



## Best Postdoctoral Submission

### Lisa Mash, PhD

Baylor College of Medicine, Houston, TX, USA

2:15-3:45pm Thursday, 2 February, 2023, Pacific Ballroom D  
Paper Session 07: Cancer in pediatric populations  
Presentation Order: 02



## Best Graduate Submission

### Sarah Prieto, PhD

The Ohio State University, Columbus, OH, USA

3:30-4:55pm Friday, 3 February, 2023  
Pacific Ballroom D  
Paper Session 16: Neurology | Neuroanatomy | HIV  
Presentation Order: 06



## Best Submission in the Category of Memory

### Elizabeth Espinal, Graduate Student

Drexel University, Philadelphia, PA, USA

3:30-4:55pm Friday, 3 February, 2023  
Town & Country Ballroom D  
Paper Session 15: Memory topics  
Presentation Order: 05



## Sebleh Alfa, Graduate Student

University of Pennsylvania, Philadelphia, PA, USA

Accepted as: Paper

Category: Multiple Sclerosis/ALS/Demyelinating Disorders

1:45-3:15pm Friday, 3 February, 2023

Town & Country Ballroom D

Paper Session 12: Assessment related topics

Presentation Order: 05



## Stian Orm, Graduate Student

Innlandet Hospital Trust, Lillehammer, Norway

University of Oslo, Oslo, Norway

Accepted as: Paper

Category: ADHD/Attentional Functions

10:15-11:40am Friday, 3 February, 2023

Town & Country Ballroom D

Paper Session 11: Psychiatric issues in Neuropsychology

Presentation Order: 01



## Amber V Keller, Graduate Student

Research Service, VA San Diego Healthcare System, San Diego, California, USA

SDSU/UC San Diego Joint Doctoral Program in Clinical Psychology, San Diego, California, USA

Accepted as: Paper

Category: Cognitive Intervention/Rehabilitation

10:15-11:40am Friday, 3 February, 2023

Town & Country Ballroom D

Paper Session 11: Psychiatric issues in Neuropsychology

Presentation Order: 02



## Jennifer Lee, Post-Doctoral Fellow

Dartmouth-Hitchcock Medical Center, Lebanon, NH, USA

Accepted as: Poster

Category: Epilepsy/Seizures

2:45-4:00pm Wednesday, 1 February, 2023

Town & Country Foyer

Poster Session 01: Medical | Neurological Disorders | Neuropsychiatry | Psychopharmacology



## Angela Deotto, Post-Doctoral Fellow

Hospital for Sick Children, Toronto, Ontario, Canada

Accepted as: Symposium Abstract

Category: Acquired Brain Injury (TBI/Cerebrovascular Injury & Disease - Child)

Symposium 01: Neuropsychological Outcomes Following Pediatric Stroke: Research Trends and Advances

Town & Country Ballroom A

9:00-10:30am

Thursday, 2 February, 2023

# Travel Grant Award Winners



## Travel Grant Award Winner - Early Career

### María Agostina Carello, PhD Student

Fleni, Capital Federal, Buenos Aires, Argentina

3:30-4:45pm Friday, 3 February, 2023

Town & Country Foyer

Poster Session 08: Assessment | Psychometrics | Noncredible Presentations | Forensic



## Travel Grant Award Winner - Student

### Loubna El Ouardi, PhD Student

University of Maryland, College Park, MD, USA. Chouaib Doukkali University, El Jadida, Morocco

10:45am-12:00pm Saturday, 4 February, 2023

Town & Country Foyer

Poster Session 10: Late Breaking Science



## Travel Grant Award Winner - Early Career

### María Louisa García-Gomar, PhD, MSc

Facultad de Ciencias de la Salud, Universidad Autónoma de Baja California, Tijuana, Baja California, Mexico

3:30-4:45pm Friday, 3 February, 2023

Town & Country Foyer

Poster Session 08: Assessment | Psychometrics | Noncredible Presentations | Forensic



## Travel Grant Award Winner - Student

### Burcu Kaplan, PhD Student

University of Rhode Island, Kingston, RI, USA

2:30-3:45pm Thursday, 2 February, 2023

Town & Country Foyer

Poster Session 04: Aging | MCI



# Plenary A:



## Ida Sue Baron, Ph.D., ABPP

Clinical Professor Emerita

The George Washington University School of Medicine, Washington, DC

Course Date: Wednesday, February 1, 2023

Course Time: 16:30 - 17:25 (04:30 PM - 05:25 PM)

Course Location: Pacific Ballroom A

Timezone: America/Los\_Angeles

Credit Hours: 1

Instructor(s) Ida Sue Baron

Level of Instruction: Advanced

## Plenary A: Presidential Address: Anesthesia: A Wake-Up Call. Part 2. Developmental Risk or Resilience?

### Abstract & Learning Objectives:

This presentation is a clarion call to neuropsychologists to contribute their specialized knowledge to help answer a critical question: Is there a Fetal Anesthesia Syndrome that results in subtle and persistent adverse effects over an individual's lifespan? Neuropsychologists are uniquely positioned to make substantial contributions to conceptualization, methodology, and interpretation in studies of human exposure to general anesthesia (GA). Part 1, presented at the 2022 INS Barcelona meeting, reviewed preclinical data that documented effects on the central nervous system and long-term behavioral adversities of GA exposure during an animal's critical growth spurt developmental period. Studies of human adult exposure were also summarized, and attention directed to the absence of prospective studies from childhood to adulthood. Part 2 extends the conversation to GA exposure during the highly vulnerable in utero and early childhood developmental periods. Human retrospective study results began to be published in the early 2000s, and prospective studies only within the last decade. Reports of associations between GA and attentional problems, learning disorder, neuropsychological deficit, and neuropsychiatric disorder are emerging. Yet, due to methodological weaknesses and multiple confounders, clear evidence of causality remains lacking in this nascent literature. A 'developmentalistic' way forward for neuropsychologists will be suggested, one using neuropsychological expertise along with the application of innovative technologies that is informed by the extensive preclinical data showing cellular, synaptic, and neural circuitry disruption during critical growth periods and short- and long-term neuropsychological effects.

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

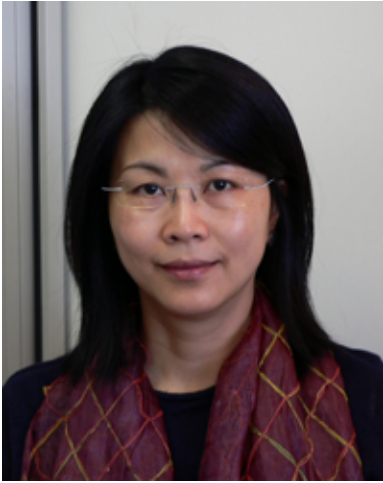
1. Describe types of central nervous system disruption that result in animals following exposure to general anesthesia
2. Identify neuropsychological domains at high potential risk following exposure to general anesthesia during the human critical growth spurt period
3. Explain what is meant by 'vertical transfer'

### Speaker Biography:

Ida Sue Baron, Ph.D., ABPP is President of the International Neuropsychological Society (INS) and Clinical Professor Emerita in Pediatrics at The George Washington University School of Medicine, Washington, DC. She founded and was Director of Neuropsychology at Children's National Medical Center (1971-1985) and Georgetown University School of Medicine (1985-1989) in Washington, DC. She evaluated children and adults for the Departments of Neurology, Neurosurgery, and Pediatrics before opening an independent private practice for the next 30 years. Her honors include the 2007 American Academy of Clinical Neuropsychology Distinguished Neuropsychologist Award, 2014 INS Distinguished Career Award, 2014 American Board of Professional Psychology Award for Service to the Specialty of Clinical Neuropsychology, President of the American Board of Clinical Neuropsychology (2001-2005), Chair of the ABCN Committee on Subspecialization in Neuropsychology and then the Pediatric Subspecialty Committee (2007-2022), and Fellow of the American Psychological Association. Dr. Baron has authored or edited seven books including Neuropsychological Evaluation of the Child, Second Edition (2018). Her editorial board service included terms as Associate Editor for The Clinical Neuropsychologist and Neuropsychology Review. Dr. Baron's research and clinical interests include application of neuropsychological methods to infants, toddlers, and preschoolers, especially the neuropsychological outcomes of children born extremely preterm or late preterm.



## Plenary B:



### **Tatia M.C. Lee, PhD., R Psych**

Chair Professor of Psychological Science and Clinical Neuropsychology; May Professor in Neuropsychology  
The University of Hong Kong

Course Date: Thursday, February 2, 2023

Course Time: 17:30 - 18:30 (05:30 PM - 06:30 PM)

Course Location: Pacific Ballroom A

Timezone: America/Los\_Angeles

Credit Hours: 1

Instructor(s) Tatia M.C. Lee

Level of Instruction: Intermediate

## **Plenary B: The Pons is a Significant Neural Correlate of Affective Processing**

### **Abstract & Learning Objectives:**

Research on the role of the Pons in affective processing has been scarce. Recent animal work has shown that the direct projection from the eyes to the dorsal raphe nucleus modulates affective behaviours. Our previous human work has confirmed a functionally analogous pathway between the optic chiasm and the Pons, which facilitates the processing of negative affective information. Our other studies have further identified that the Pons (1) works with the distributed corticolimbic system to shape an individual's affective states and reactivity and (2) responds to short-term meditation training to modulate affective processing. These findings offer significant insight into the role of the Pons in affective processing and regulatory mechanisms.

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

1. Discuss the functional roles of the pons in affective processing
2. Recognize that the pons is a significant neural correlate of affective processing
3. List major neural correlates of the affective processing network

### **Speaker Biography:**

Tatia Lee is the Chair Professor of Psychological Science and Clinical Psychology and May Endowed Professor in Neuropsychology of The University of Hong Kong. Her research focuses on the neuroplastic and neuropsychological underpinnings of brain and psychological health. She is an elected Fellow of learned societies, including the Academy of Social Sciences in the United Kingdom, the American Psychological Association (Society of Clinical Psychology and Society of Clinical Neuropsychology), and the Association for Psychological Science (Clinical Psychology).

## Plenary C:



### David J. Schretlen, PhD

Professor of Medical Psychology and Radiology  
The Johns Hopkins University School of Medicine

Course Date: Thursday, February 2, 2023

Course Time: 10:45 - 11:40 (10:45 AM - 11:40 AM)

Course Location: Pacific Ballroom A

Timezone: America/Los\_Angeles

Credit Hours: 1

Instructor(s) David J. Schretlen

Level of Instruction: Intermediate

## Plenary C: Developing Tools for Global Neuropsychological Assessment

### Abstract & Learning Objectives:

During the 20th century, neuropsychology emerged as a research and clinical specialty, predominantly—though not exclusively—in Western Europe and North America. Formation of the International Neuropsychological Society has done much to foster globalization of the discipline, though we have yet to develop neuropsychological assessment instruments that are suitable for worldwide use. Test publishers have few financial incentives to undertake the development, standardization, and normative data collection required to create cognitive tests for worldwide use. And health-related funding organizations typically prioritize disease-focused etiologic, mechanistic, and treatment research in their resource allocation. Thus, developing such tools will likely require clinical data and other contributions from the entire international community of neuropsychologists. In this address, I will focus on two approaches to developing tests and norms that are suitable to global use, along with ongoing efforts and progress to date in each. I will also appeal to every member of the international community of neuropsychologists to help turn this vision into a reality now.

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

1. Describe two fundamental approaches to developing neuropsychological tests that are appropriate for international use.
2. Explain at least one strength and limitation of each approach to global test and regression-based norms development.
3. Assess how to personally engage in a project that aims to provide contributors with free access to a global neuropsychological test battery that is suitable for use worldwide in multiple languages.

### Speaker Biography:

David Schretlen, PhD is a Professor and Director of the Division of Medical Psychology in the Department of Psychiatry and Behavioral Sciences of the Johns Hopkins University School of Medicine. He holds a joint appointment in the Department of Radiology. He is a board-certified neuropsychologist and Fellow of the APA and APS. Dr. Schretlen completed his doctorate in clinical psychology at the University of Arizona in 1986, an internship at McLean Hospital, Harvard Medical School, and a post-doctoral residency in neuropsychology at the UCLA Neuropsychiatric Institute. He has served as a grant reviewer for the National Institutes of Health and on the editorial boards of several scientific journals. He authored 400 articles, monographs, book chapters, and abstracts, along with three neuropsychological tests and software designed to increase the precision of neuropsychological measures for persons of diverse backgrounds. Dr. Schretlen founded and directs the International Neuropsychological Normative Database Initiative (INNDI; [www.inndi.org](http://www.inndi.org)), and Global Neuropsychology, Inc. (GNI; <https://gninc.org/>), both of which are developing global norms for neurocognitive tests.

# Plenary D:



## Deborah Koltai, PhD

Associate Professor  
Duke University School of Medicine

Course Date: Friday, February 3, 2023

Course Time: 09:00 - 09:55 (09:00 AM - 09:55 AM)

Course Location: Pacific Ballroom A

Timezone: America/Los\_Angeles

Credit Hours: 1

Instructor(s) Deborah Koltai

Level of Instruction: Intermediate

## Plenary D: Birch Lecture: Networking towards a Global Neuropsychology: An Invitation to Action

### Abstract & Learning Objectives:

This lecture will review the progress that we have made in becoming a global field of clinical practice and research and the challenges that await us to consider ourselves a field with worldwide reach and utility. We will inventory the spread of neuropsychology over the last decades, and highlight geographical areas where we are most under-represented. The challenges of supporting the training and subsequent work of neuropsychologists in developing countries will be discussed, as well as the complexity of instrumentation validation and normative standard development in settings with substantial linguistic and ethnic diversity. Importantly, we will explore avenues that each participant can consider leaning into to participate effectively in the development of a global neuropsychology.

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

1. Describe what we know of neuropsychology clinical practice, research, and teaching in Africa.
2. Assess the challenges of developing neuropsychology as a field that are unique to Africa.
3. Identify multiple ways that they can support the global development of neuropsychology, crossing topics that include cultural humility, instrument development and validation, shared resources, and mentoring.

### Speaker Biography:

Dr. Deborah Koltai is a board-certified neuropsychologist and Associate Professor at Duke University School of Medicine. She is the Director of Epilepsy and Neuropsychology for the Duke Division of Global Neurosurgery & Neurology. In this role, she directs a Duke-Makerere collaboration in epilepsy research (see *Epilepsy & Behavior* 2021: The Intersection of Culture, Resources, and Disease: Epilepsy Care in Uganda). Current active research in this area involves a national study in Uganda characterizing epilepsy and its co-morbidities, their relation to stigma among adolescents, and impact of a community-based engagement program, and a study of an updated and adapted World Health Organization Mental Health Gap epilepsy training program in Uganda. This collaborative group also recently secured an Epilepsy Foundation Community Engagement Sharktank award to develop a self-management and resilience application (app) for adolescents. She is leveraging connections to neuropsychology, neurology, and psychiatry leaders across the US and subSaharan Africa to conduct a survey of neuropsychological clinical, teaching, and research programs in Africa on behalf of the INS Justice & Equity Subcommittee. She is diligent and effective in bringing together experts to achieve goals with impact.

## Plenary E:



### Barbara Wilson OBE, Ph.D, D. Sc., CPsychol, FBPSS, FmedSC, AcSS

Founder of the Oliver Zangwill Centre for Neuropsychological Rehabilitation, Ely, Cambridgeshire, United Kingdom

Course Date: Saturday, February 4, 2023

Course Time: 11:00 - 12:00 (11:00 AM - 12:00 PM)

Course Location: Pacific Ballroom A

Timezone: America/Los\_Angeles

Credit Hours: 1

Instructor(s) Barbara Wilson

Level of Instruction: Advanced

## Plenary E: Learning from patients: people who have changed my way of thinking

### Abstract & Learning Objectives:

This presentation discusses six patients with different problems, referred for rehabilitation, who challenged my views on how to apply neuropsychological principles to their treatment. We begin with Derek, who had sustained a traumatic brain injury from a gunshot wound. I was asked to reduce his weight, but he could not read or write because of the brain injury so I had to find another way to achieve the weight loss. This made me realize that neuropsychologists have to “think on their feet” and be flexible. The second patient is Kate, who developed brain stem encephalitis. Expected to die, and unable to speak, she convinced me that, however severe the injury, we should not give up and recovery can continue for many years. Kate, managed to speak intelligibly fourteen years after her illness! The next patient, Claire, a school nurse, had herpes simplex encephalitis which left her with prosopagnosia and extreme anxiety. Her story made me realize the personal consequences of prosopagnosia that is typically overlooked by most neuropsychologists. The fourth patient, Gary, was attacked by a gang while saving his father. He remained in a state of unconsciousness for 19 months and, thus, had a very poor prognosis. Nevertheless, he defied the predictions of all medical staff, woke up and did very well. The penultimate patient is Natasha, who, as far as we know is the only person in the world to have two syndromes, “Sheehan’s Syndrome” which is very rare in developed countries and “Sickle cell disease” which is not rare. As a result of the Sheehan’s she developed Balint’s Syndrome. Her case made me learn about Sheehan’s Syndrome and accept that Natasha’s main goal in life, was not what I expected it to be. The final patient is Paul, an opera singer, who was diagnosed with “Locked-in Syndrome” following a brain stem stroke. Not only was he a good communicator once a good system was found, but he felt he had a good quality of life by “living within his head”. Although many of us feel that to be fully conscious but totally dependent on others, is a very cruel situation to be in, Paul did not feel this. All these patients taught me a great deal and I thank them for this.

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

1. Describe the main purposes of neuropsychological rehabilitation
2. Discuss about six patients who challenged typical concepts about neuropsychological rehabilitation
3. Gain some knowledge about Sheehan’s syndrome
4. Explain the three components of Balint’s syndrome
5. Summarize the difference between Locked-in syndrome and the minimally conscious state
6. Recognize some of the anatomy associated with these syndromes

### Speaker Biography:

Dr. Barbara Wilson is a clinical neuropsychologist who has worked in brain injury rehabilitation for 43 years. She has published 33 books (with another about to be submitted), 205 peer reviewed papers, 124 chapters and 8 neuropsychological tests. She has won many awards for her work including an OBE from the Queen in 1998, for services to rehabilitation; five lifetime achievement awards, one from the British Psychological Society, one from the International Neuropsychological Society, one from the National Academy of Neuropsychology, one from the Encephalitis Society and one from the NHS 70 year anniversary parliamentary awards where she was regional champion for the Midlands and East Region. In 2011 she received the Ramon Y Cahal award from the International Neuropsychiatric Association. In 2014 she received an honorary degree from The University of Cordoba, Argentina. Also in 2014 she received the M.B. Shapiro award from The Division of Clinical Psychology (affiliated to The British Psychological Society) for Distinguished Contributions to Clinical Psychology. In 2019 she received the annual award from the Spanish Clinical Neuropsychological Society. She is editor of the journal “Neuropsychological Rehabilitation” which she founded in 1991 and in 1996 she established the Oliver Zangwill Centre for Neuropsychological Rehabilitation. A rehabilitation centre in Quito, Ecuador is named after her. She is president emeritus of the UK Encephalitis Society and until recently was on the management committee of The World Federation of Neuro Rehabilitation. The UK Division of Neuropsychology has named a prize after her, the ‘Barbara A Wilson prize for distinguished contributions to neuropsychology’. She is a Fellow of The British Psychological Society, The Academy of Medical Sciences and The Academy of Social Sciences. She is honorary professor at the University of Hong Kong, the University of Sydney, the University of East Anglia and Fernando Pessoa University, Porto, Portugal. She has held 30 research grants. Her work has resulted in changes in clinical practice. For example, as a result of a randomised control trial evaluating a paging system to improve the everyday functioning of people with memory and planning problems, the local health authority set this up as a health care system for people throughout the United Kingdom. Barbara A Wilson has been involved in the training of clinical psychology trainees (interns) for many years. Some of her ex students have been high achievers. These include Jonathan Evans, Linda Clare, Nick Alderman, Jane Powell, Tatia Lee and Agnes Shiel, all of whom are full professors.



## Plenary F:



### Kristine Beate Walhovd, PhD, Professor

Center for Lifespan Changes in Brain and Cognition (LCBC), Department of Psychology,  
University of Oslo, Norway  
Computational Radiology and AI (CRAI), Division of Radiology and Nuclear Medicine, Oslo  
University Hospital, Norway

Course Date: Friday, February 3, 2023

Course Time: 17:00 - 18:00 (05:00 PM - 06:00 PM)

Course Location: Pacific Ballroom A

Timezone: America/Los\_Angeles

Credit Hours: 1

Instructor(s) Kristine Beate Walhovd

Level of Instruction: Intermediate

## Plenary F: Timing of Influences on Brain and Cognition: a Lifespan Perspective

### Abstract & Learning Objectives:

Brain and cognition vary and change markedly across the lifespan. I use magnetic resonance imaging and cognitive data to show that while general age trends can be identified in brain and cognition, there are great individual differences through life, and these are influenced by several factors, including at early life stages. Hence, in some respects, aging starts in the womb. Recognizing and understanding the impact of early relative to later stage factors on neurocognitive lifespan differences, changes and aging is a major challenge. Adequately meeting this challenge is crucial both to understand the mechanisms at work early in life, and to identify what and how residual variance may be affected by later life factors. Thus, knowledge of the timing of influences on brain and cognition along the lifespan is needed to develop realistic plans for prevention and intervention to optimize brain and cognition at different ages. I discuss how example factors such as prenatal drug exposure, birth weight, genetics, education, income, and "baseline" general cognitive ability, as well as cognitive training interventions relate to differences and/or changes in the human brain along the lifespan. Example findings are drawn from the studies of the Center for Lifespan Changes in Brain and Cognition (LCBC), where we follow individuals ranging in age from 0 to 100 years. Our studies are in part linked to Norwegian registry data, including the Mother, Father and Child Cohort study (Moba), the Norwegian Twin Registry and the Medical Birth Registry. Linkage to registry data on normal variation of pre-and perinatal characteristics, as well as studies of groups with known early biomedical risk, such as prenatal drug exposure, enable investigation of the possible impact of neurodevelopmental factors on brain and cognitive function through the entire life course. I also discuss how genetically informed studies of brain and cognition sampling broader age spans may contribute to our understanding of the timing of influences. Selectivity of samples constitute a challenge to generalizability in all human research. I discuss how research across international databases can, beyond boosting power and detect consistency of effects, help us appreciate there are diverse associations of possible factors of influence on different groups. This is crucial, as we need to understand to what extent various factors' association with brain and cognition are universal or cohort-specific, prior to mechanistic understanding. Thus, in this presentation, I will discuss how transdisciplinary, longitudinal, multi-method, and multi-cohort research can illuminate factors that may influence brain and cognition, and their potential timing, in a lifespan perspective.

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

1. Recognize that differences in brain and cognition even at advanced age may reflect early life factors, rather than, or in addition to, differences in brain and cognitive change with age
2. Describe consistency as well as diversity of factors' (such as SES) associations with brain and cognition across cohorts of different age and origin.
3. Evaluate differences in factors present early in life, including at birth ("different offset") before attributing variance in brain and cognitive function to changes with age ("different slope")

### Speaker Biography:

Dr. Kristine Beate Walhovd is Professor of Neuropsychology at the University of Oslo. For about 2.5 decades, since she was a student, she has been researching variance in human cognitive functioning and its neural underpinnings within and across individuals along the lifespan. While her research focuses much on the broad distribution of normal function and influences on this distribution, she emphasizes a dimensional perspective. In line with this, her studies also include at risk groups, such as persons who have been exposed to drugs in-utero, and persons with mild cognitive impairment, as well as patient groups suffering from dementia. In the studies at the Center for Lifespan Changes in Brain and Cognition (LCBC), her group currently follows about 3000 persons longitudinally, with both observational and interventional studies, with assessments of cognitive function and brain imaging, as well as genetic markers. During early phases of her research, she worked clinically with neuropsychological assessments and this experience has influenced her further focus and choice of methods. Dr. Walhovd has a multi-disciplinary approach, including neuropsychology, cognitive experiments and neuroimaging (MRI, ERP, PET), in addition to CSF biomarkers and genotyping. She believes we need to understand the impact of both early life and later factors in order to understand function at any life stage, including development and aging. Thus she values a dimensional lifespan perspective.

# Plenary G:



## Jordan Grafman, PhD

Director, Brain Injury Research, Shirley Ryan AbilityLab & Northwestern University

Course Date: Saturday, February 4, 2023

Course Time: 12:15 - 13:15 (12:15 PM - 01:15 PM)

Course Location: Pacific Ballroom A

Timezone: America/Los\_Angeles

Credit Hours: 1

Instructor(s) Jordan Grafman

Level of Instruction: Intermediate

## Plenary G: The Faithful Brain

### Abstract & Learning Objectives:

Religion's neural underpinnings have long been a topic of speculation and debate, but an emerging neuroscience of religion is beginning to clarify which regions of the brain integrate moral, ritual, and supernatural religious beliefs with functionally adaptive responses. In my presentation, I will review evidence indicating that religious cognition involves a complex interplay among the brain regions underpinning cognitive control, social reasoning, social motivations, emotion, reinforcement, and ideological beliefs. I will then conclude my presentation by summarizing current and future research efforts and why searching for God in the brain is critical to our understanding of human behavior.

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

1. Summarize the methods used to study the neural basis of religious belief.
2. Recognize which neural regions are key for mediating religious belief.
3. Describe why this knowledge is important when working with patients who have to make important decisions.

### Speaker Biography:

Since the latter part of 2012, Dr. Jordan Grafman has been the director of Brain Injury Research at the Shirley Ryan AbilityLab and is on faculty at Northwestern University's Feinberg School of Medicine in the Departments of Physical Medicine and Rehabilitation, Psychiatry and Behavioral Sciences, and the Cognitive Neurology and Alzheimer's Disease Center as well as the Department of Psychology in the Weinberg College of Arts and Sciences. Before joining Shirley Ryan AbilityLab, Dr. Grafman was briefly director of Traumatic Brain Injury Research at the Kessler Foundation in West Orange New Jersey. Prior to that appointment in 2011, Dr. Grafman was Chief of the Cognitive Neuroscience Section at the National Institute of Neurological Disorders and Stroke in Bethesda, Maryland for many years. His investigation of brain function and behavior contributes to advances in medicine, rehabilitation, and psychology, and informs ethics, law, philosophy, and health policy. His study of the human prefrontal cortex and cognitive neuroplasticity incorporates neuroimaging and genetics, an approach that is expanding our knowledge of the impact of traumatic brain injury, as well as other diseases that impair brain function. Dr. Grafman has recently turned his attention to the study of human beliefs and the brain basis of religious belief and practice.

# Invited Symposium 1:



Harvey Levin, PhD

## Invited Symposium 1: Traumatic Brain Injury: Highlighting the Contributions of Dr. Harvey S. Levin Ph.D., ABPP-CN, FACS M 1946 - 2022

Chair: Maya Troyanskaya Presenters: Randall Scott Scheibel, Felicia C. Goldstein, Linda Ewing-Cobbs, Erin D. Bigler, Elisabeth A. Wilde

4:00-5:25pm Thursday, 2 February, 2023, Pacific Ballroom A

Location: Pacific Ballroom A

Credit Hours: No CE credit will be assigned for this session

### Abstract:

Harvey S. Levin obtained his Bachelor's degree from City College of New York, in New York city, Ph.D. in Clinical Psychology from the University of Iowa, in Iowa City, completed his internships in Clinical Neuropsychology and Pediatric Psychology at the University of Iowa Hospitals in Iowa City and Clinical Psychology, Psychiatry and Pediatrics at the Illinois Masonic Medical Center in Chicago, and his fellowship in Neuropsychology at University of Iowa Hospitals in Iowa City.

Dr. Levin started his career in 1972 as Instructor with the Department of Psychology at the University of Iowa and transitioned to The University of Texas Medical Branch (UTMB) in Galveston, Texas, in 1974, where he began an internationally renowned career in clinical work, teaching, and, most of all, pioneering research on traumatic brain injury (TBI). He ultimately became the Chela and Jimmy Storm Distinguished Professor in Surgical Research, Division of Neurosurgery, Department of Surgery in 1987. After leaving Texas for two years to take a position with the University of Maryland Medical System and Shock Trauma Institute in Baltimore, he moved back to Houston Texas in 1995 and established the Cognitive Neuroscience Laboratory (CNL) within the Department of Physical Medicine & Rehabilitation at Baylor College of Medicine, which was supported by federal grants, including funding from the National Institutes of Health, Department of Defense, Department of Veterans Affairs, and Centers for Disease Control and Prevention, and numerous private foundations. The CNL integrated rehabilitation and neuroplasticity research with multimodality brain imaging, clinical and neuropsychological assessment, and fluid biomarkers. Dr. Levin was Professor with the Departments of Physical Medicine and Rehabilitation where he served as Director of Research (1995-2014), Pediatrics, and Neurosurgery at Baylor College of Medicine. He was also a Research Scientist and the Director of the Center of Excellence for Traumatic Brain Injury at the Michael E. DeBakey Veterans Affairs Medical Center (2008-2013), and Adjunct Professor with the Department of Psychology at Rice University in Houston, Texas.

Dr. Levin's research focused on investigating both acute and long-term outcomes of mild to severe TBI in civilian and military populations, including cognitive and behavioral sequelae in relation to neuropathology using advanced brain imaging modalities. He began prospective, longitudinal studies of adults and children who had sustained TBI associated with closed head trauma upon joining UTMB and developed, in collaboration with Drs O'Donnell and Grossman, the Galveston Orientation and Amnesia Test (GOAT). The GOAT was the first measure to assess post-traumatic amnesia and orientation following moderate to severe TBI, is still most widely used by the clinicians and researchers, and it has been translated to 16 languages. The original publication, "Levin HS, O'Donnell VM, Grossman RG. The Galveston Orientation and Amnesia Test. A practical scale to assess cognition after head injury. J Nerv Ment Dis. 1979 Nov;167(11):675-84. doi: 10.1097/00005053-197911000-00004. PMID: 501342", has over 1200 citations. This work continued with participation in the NINDS Traumatic Coma Data Bank and the organization of outcome assessments for NINDS-funded clinical trials of hypothermia to treat severe TBI. To monitor the quality of outcome data across performing sites, Dr. Levin and colleagues developed a code for the reliability of data collected and implemented the role of an outcome monitor who evaluated adherence to protocol across sites. Following establishment of the CNL, he pursued investigation of TBI outcomes across the lifespan using multimodality brain imaging and biomarkers, errorless learning, translational studies in collaboration with neuroscientists using animal models, and clinical trials of methylphenidate, progesterone, CDP-choline. Dr. Levin spent over 30 years researching neurobehavioral outcomes of head injury in children, starting with a small pilot study funded by the Shriners Hospital in 1991 and continuing with several cycles of a multicenter R01 grant funded by the National Institute of Health. In later years, he used his expertise as a member of several large consortiums, including the Long-term Impact of Military-Relevant Brain Injury Consortium \ Chronic Effects of Neurotrauma Consortium (LIMBIC-CENC) funded by the VA and DoD and the Transforming Research and Clinical Knowledge in Traumatic Brain Injury (TRACK-TBI) funded by the NINDS.

During his career, Dr. Levin authored and co-authored more than 400 articles in scientific journals and over 100 books, with one of them, "Levin, H. S., Benton, A. L., & Grossman, R. G. (1982). Neurobehavioral consequences of closed head injury. Oxford University Press, USA", having over 1100 citation, as well as book chapters that advanced knowledge of TBI, epilepsy, neurodegenerative diseases, and other illnesses that affect brain functioning. He was also very active as a reviewer on federal grant panels and as an editor and reviewer for the Journal of Neurotrauma, Journal of Clinical and Experimental Neuropsychology, Archives of Physical Medicine & Rehabilitation, Neuropsychology, Journal of the International Neuropsychological Society, Lancet, JAMA, Pediatrics, and other top-cited journals. He served as president of the International Neuropsychological Society in 1989-1990. Dr. Levin was a recipient of numerous prestigious awards, including the Javits Neuroscience Investigator Award, the Jennett-Plum Award for Research on Traumatic Brain Injury, the Distinguished Career Award by the International Neuropsychological Society, the American Congress of Rehabilitation Gold Key Award, the Distinguished Lifetime Contribution to Neuropsychology Award from the National Academy of Neuropsychology, as well as awards from other head injury and psychological organizations, including the International Brain Injury Association, the National Head Injury Foundation, the North American Brain Injury Society, Texas Psychological Association, and

# Invited Symposium 1: Continued

the Defense and Veterans Brain Injury Center.

In addition to his stellar scientific accomplishments, Dr. Levin trained, mentored, and provided supervision to interns, fellows, postdocs, residents, medical and psychology students. He was the Director of an NCMRR/NIH T32 Postdoctoral Research Program, and training supervisor in neuropsychology for Baylor College of Medicine and for the Memorial Hermann TIRR Neuropsychology Postdoctoral Fellowship Programs. A passionate educator, he taught classes at Baylor College of Medicine, the University of Houston, and the National and Kapodistrian University of Athens Medical School in Greece and served as an evaluator for the American Board of Clinical Neuropsychology/American Board of Professional Psychology. He was often invited as a lecturer at numerous scientific organizations.

The main objective of this symposium is to provide an overview of the current state of research in TBI while highlighting Dr. Levin's contributions to this field. The symposium will start with a brief overview of Dr. Levin's career (Dr. Randall S. Scheibel), followed by presentations focused on the assessment of adult TBI, including posttraumatic amnesia (Dr. Felicia C. Goldstein), the current state of pediatric TBI (Dr. L. Ewing-Cobbs), and novel imaging in TBI (Dr. Erin D. Bigler). There will be a brief discussion session at the end lead by Dr. Elisabeth A. Wilde.



Randall Scott Scheibel, PhD

## Speaker Biography:

Dr. Randall Scott Scheibel is a Professor with the Department of Physical Medicine and Rehabilitation at the Baylor College of Medicine and a Research Health Scientist at the Michael E. DeBakey VA Medical Center in Houston, Texas. He received his doctorate in Clinical Neuropsychology from the University of Houston and completed postdoctoral fellowships through the Henry Ford Medical Center in Detroit and the University of California, Los Angeles. Dr. Scheibel's research career has focused on the study of traumatic brain injury, posttraumatic stress disorder, and neural networks associated with attention and executive functions. This work has often involved the use of structural and functional neuroimaging techniques to study brain-behavior relationships and track alterations associated with neuropathology and treatment. Dr. Scheibel is currently the Houston site Principal Investigator for the Long-Term Impact of Military-Relevant Brain Injury/Chronic Effects of Neurotrauma Consortium (LIMBIC-CENC). He has been a Principal Investigator or Co-Investigator on research grants funded by the Department of Veterans Affairs, Department of Defense, National Institutes of Health, and private foundations.



Felicia C. Goldstein, PhD

## Speaker Biography:

Dr. Felicia C. Goldstein is a Professor of Neurology (Neuropsychology Program) at Emory University School of Medicine, Atlanta, Georgia, USA. She received her Ph.D. at Emory University and did postdoctoral fellowships at the Emory Center for Rehabilitation Medicine and the University of Texas Medical Branch in Galveston. Dr. Goldstein is Board Certified in neuropsychology by the American Board of Professional Psychology/American Board of Clinical Neuropsychology and is a Fellow of the American Psychological Association. Her research interests have focused on the neurobehavioral consequences of TBI in older adults, early detection of mild cognitive impairment and Alzheimer's disease, health disparities, and the contribution of vascular comorbidities to disease features and progression in both normal and pathological aging.



Linda Ewing-Cobbs, PhD

## Speaker Biography:

Dr. Linda Ewing-Cobbs is a Professor of Pediatrics and Harriet and Joe Foster Chair in Cognitive Neuroscience at the Children's Learning Institute and Department of Pediatrics at the McGovern Medical School at the University of Texas Health Science Center at Houston, USA. Dr. Ewing-Cobbs received her graduate degrees in Clinical Neuropsychology from the University of Houston. She oversees multidisciplinary clinics providing diagnostic assessment services to children and adults with acquired or developmental differences. She is currently the Principal Investigator or Co-investigator on several grants funded by the National Institutes of Health and industry-sponsored projects examining profiles of neuroimaging and behavioral outcomes as well as cellular and behavioral interventions for children and adults with TBI and other injuries.



# Invited Symposium 1: Continued



Erin D. Bigler, PhD, ABPP/CN

## Speaker Biography:

Dr. Erin D. Bigler is an Emeritus Professor of Psychology and Neuroscience from Brigham Young University (BYU), who served as Chair of the Psychology Department from 1996 through 2002. In 1990, he established the Brain Imaging and Behavior Laboratory at BYU, which studies the role of neuroimaging variables in cognitive and neurobehavioral disorders such as traumatic brain injuries, neurodevelopmental disorders including autism and learning disabilities, anoxic brain injuries and other acquired injuries of the brain as well as aging and Alzheimer's disease. He is an Adjunct Professor of Psychiatry at the University of Utah and a Volunteer Professor of Neurology at the University of California-Davis. In 2013, he was the Founding Director of BYU's Magnetic Resonance Imaging Research Facility. Dr. Bigler has been practicing since 1975 and is a Diplomate in clinical neuropsychology from the American Board of Professional Psychology. Past President of the International Neuropsychological Society (2014-2015). Past President of the National Academy of Neuropsychology (1989-1990). Written several neuropsychological tests, authored and/or edited 11 textbooks and published over 300 peer-reviewed articles. One of the founding associate editors for two journals in the field – the Journal of the International Neuropsychological Society (JINS) and Brain Imaging and Behavior. Awards: 1999, he received the Distinguished Clinical Neuropsychologist Award from the National Academy of Neuropsychology, where he was President of that organization from 1989-1990. In 1999, he was also the recipient of the Karl G. Maeser Distinguished Faculty Lecturer Award, BYU's top faculty honor.



Elisabeth Wilde, PhD

## Speaker Biography:

Dr. Elisabeth Wilde is a Professor in the Department of Neurology at the University of Utah. She also holds an appointment as a Health Research Scientist at the VA Salt Lake City Healthcare System. Her research interests include the use of advanced forms of neuroimaging to enhance diagnosis and prognosis, monitor recovery and neurodegeneration, evaluate the efficacy of therapeutic intervention, and elucidate aspects of neuroplasticity in traumatic brain injury. As a clinical neuropsychologist, she has an interest in brain-behavior relationships involving cognitive, neurological, and functional outcome and clinical trials in traumatic brain injury and associated comorbidities. For the last 20 years, she has worked with patients with traumatic brain injury and concussion across a spectrum of age, severity, and acuity, with particular interests in children and adolescents, athletes, and Veteran and Active Duty Service Members with concussion or traumatic brain injury. She has participated in over 40 federally-funded clinical projects in TBI, and has authored over 140 peer-reviewed publications. Dr. Wilde is currently the Director of the Neuroimaging Core for the Department of Defense and Veterans Affairs co-funded Long-term Impact of Military-relevant Brain Injury Consortium (LIMBIC)/Chronic Effects of Neurotrauma Consortium (CENC) Neuroimaging Core and has been actively involved in the International Common Data Elements (CDE) initiative and co-leads the Enhancing Neuroimaging Genetics Meta-analysis (ENIGMA) Working Group for TBI.



## Invited Symposium 2:



### Chair: David S. Sabsevitz, Ph.D., ABPP

Associate Professor, Mayo Clinic, Jacksonville FL

Course Date: Friday, February 3, 2023

Course Time: 10:15 - 11:40 (10:15 AM - 11:40 AM)

Course Location: Pacific Ballroom A

Timezone: America/Los\_Angeles

Credit Hours: 1.5

Instructor(s) David S. Sabsevitz, Madison Berl, Monika Połczyńska

Level of Instruction: Intermediate

## Invited Symposium 2: The Need for a Highly Individualized Approach to Brain Mapping: Neuroanatomical, Lifespan and Cultural-Language Considerations

### Abstract & Learning Objectives:

Brain mapping is critical in reducing risk for cognitive morbidity in epilepsy and brain tumor surgery. Mapping using functional MRI, and extra- and intraoperative electrical stimulation, requires a high level of expertise in functional neuroanatomy but also an understanding of individual patient characteristics that can impact mapping results and post-operative outcome. Patients can vary considerably with respect to their cognitive status going into surgery. The neuroanatomy of the disease, age and developmental level, and cultural and language differences can all influence patients' performance during brain mapping and impact surgical decision making. The purpose of this session is to discuss the importance of taking a highly individualized approach to brain mapping, focusing on anatomical considerations and individual patient differences in task selection and data interpretation. We will cover language mapping in patients who speak more than one language. Practical information will be provided to help guide informed task selection through illustrative case presentations that highlight the need for individualized brain mapping.

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

1. Discuss informed task selection based on cortical and subcortical functional neuroanatomy
2. Explain how functional maps change with normal development and factors that should be considered when interpreting results for presurgical planning
3. Assess differences between the bilingual and monolingual brain, factors that modulate the neuroanatomical representation of language in bilinguals and strategies in mapping multiple languages for surgical planning

### Speaker Biography:

Dr. David Sabsevitz is a practicing neuropsychologist and associate professor at Mayo Clinic in Jacksonville, Florida. He has a primary appointment in the Department of Psychiatry and Psychology and a joint appointment in the Department of Neurosurgery. He is board certified by the American Board of Professional Psychology in clinical neuropsychology and specializes in the evaluation and treatment of adults with neurological, behavioral and developmental disorders. His clinical interests focus on the pre-surgical evaluation of brain tumor and epilepsy patients, functional brain mapping, and extra- and intraoperative brain mapping to assist surgical planning in these patient populations. He leads the awake craniotomy neuropsychology mapping service line at Mayo Clinic. He has numerous publications in peer reviewed scientific journals and is widely recognized for developing innovative brain mapping techniques for awake brain tumor and epilepsy surgery. Dr. Sabsevitz is also very involved in teaching and education and lectures regularly at both the regional and national level.



### Speaker Biography:

Dr. Madison Berl is a licensed and board-certified pediatric neuropsychologist and faculty member of the Division of Pediatric Neuropsychology at Children's National Hospital and Associate Professor of Psychiatry and Behavioral Sciences at The George Washington University School of Medicine. She is the Director of Research for the Division of Pediatric Neuropsychology and neuropsychologist for the Comprehensive Pediatric Epilepsy Program (CPEP). She is also the Associate Director of T32 Fellowship Program and Co-Director of the Neurobehavioral Core of the Intellectual and Developmental Disabilities Research Center (IDDRC). She serves on scientific and organizing committees within the American Epilepsy Society and International League Against Epilepsy and is an associate editor of Neuropsychology Reviews. Her research interests include using neuroimaging and neuropsychological studies to investigate and address the neural reorganization and comorbidities of pediatric epilepsy.

Madison Berl, PhD, ABPP

## Invited Symposium 2: Continued



Monika Połczyńska, PhD,  
D.Litt.

### Speaker Biography:

Dr. Monika Połczyńska holds a junior faculty position at the UCLA Department of Psychiatry and Biobehavioral Sciences. She received her PhD in clinical linguistics in Poland, and obtained post-doc training in neuroimaging in the U.S. Her research focuses on language mapping in patients with brain tumors and epilepsy. She has used a range of brain mapping methods (fMRI, Wada testing, intraoperative language mapping) to advance our understanding of the impact of a brain lesion on the functional and structural organization of the language network. Dr. Polczynska has published a series of papers on the neuroanatomical representation of languages in healthy bilinguals, as well as patients with brain lesions. Based on this work, together with Dr. Susan Bookheimer, she created a model predicting the amount of neuroanatomical overlap in bilinguals. She has several ongoing national and international collaborations, all strongly focused on individualizing brain mapping.

## Invited Symposium 3:



### Chair: Celiane Rey-Casserly, PhD

Director, Center for Neuropsychology, Boston Children's Hospital, Harvard Medical School

Course Date: Friday, February 3, 2023

Course Time: 15:30 - 16:55 (03:30 PM - 04:55 PM)

Course Location: Pacific Ballroom A

Timezone: America/Los\_Angeles

Credit Hours: 1.5

Instructor(s) Celiane Rey-Casserly, Adam R. Cassidy, Andrew Heitzer, Lana Harder, Jennifer Longoria

Level of Instruction: Intermediate

## Invited Symposium 3: Pediatric Neuropsychology Medical Advances and Life Span Outcomes

### Abstract & Learning Objectives:

Medical advances continue to improve the outlook for pediatric patients with a variety of acquired and congenital medical conditions. Such critical advances have an impact on lifespan outcomes for affected individuals. Neuropsychology plays a critical role in evaluating outcomes and informing clinical care for pediatric patients, with an increasing role in prevention. Neuropsychologists are essential members of interdisciplinary teams and ongoing medical management. Our symposium will present examples of the latest progress made over the last decade in the areas of sickle cell disease, demyelinating disorders, congenital heart disease, and cancer. Highlights include recent research on neurocognitive surveillance for pediatric patients with sickle cell disease including identification of risk and resilience factors and ways to reduce cognitive decline; discovery of the anti-MOG antibody in patients with demyelinating disorders and associated neuropsychological outcomes; advances in the understanding of congenital heart disease, the latest initiatives in the field, and discussion of neuropsychology's role in the care of these patients; and advances in targeted therapies for childhood cancer, risks associated with cancer and its treatment into adulthood, and an application of a developmental, lifespan approach in the care of childhood cancer survivors. Following each presentation, there will be an opportunity for discussion and questions.

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

1. Describe recent advances in medical care for pediatric sickle cell disease, demyelinating disorders, congenital heart disease, and cancer
2. Explain long-term neuropsychological outcomes in pediatric medical disorders
3. Assess the role of neuropsychology in advancing the field across pediatric medical disorders

### Speaker Biography:

Celiane Rey-Casserly, PhD, ABPP directs the Center for Neuropsychology and the Postdoctoral Fellowship Program in Clinical Neuropsychology at Boston Children's Hospital. She holds a faculty appointment at Harvard Medical School and is on staff at the Dana-Farber Cancer Institute. She is a fellow of the American Psychological Association and is board certified in clinical neuropsychology (subspecialty pediatric neuropsychology) through the American Board of Professional Psychology. Dr. Rey-Casserly holds a doctorate in clinical psychology from Boston University with internship at Children's National Medical Center and neuropsychology fellowship at Boston Children's Hospital. Her clinical work has focused on neuropsychological functioning in children with complex (medical, neurological) disorders, providing services in English and Spanish. Her scholarly work examines neurobehavioral outcomes in neurofibromatosis-1 and childhood cancer.



### Speaker Biography:

Adam R. Cassidy, PhD, LP, ABPP is a board-certified pediatric neuropsychologist, Senior Associate Consultant, and Assistant Professor of Psychology at the Mayo Clinic in Rochester, Minnesota, USA, where he has joint appointments in the Departments of Psychiatry & Psychology and Pediatric & Adolescent Medicine. He is also a member the scientific staff at Boston Children's Hospital and Harvard Medical School. Dr. Cassidy's research focuses on understanding and optimizing neurodevelopmental and psychosocial outcomes in at-risk populations, primarily individuals with congenital heart disease (CHD) and children exposed in utero to HIV. He is Co-Chair of the Cardiac Neurodevelopmental Outcome Collaborative (CNOC) and a member of the American Heart Association writing group currently working on revising the 2012 Scientific Statement on the evaluation and management of neurodevelopmental outcomes in CHD. In addition to research, Dr. Cassidy has an active clinical practice, is Consulting Editor for the journals *Child Neuropsychology* and *The Clinical Neuropsychologist*, is Co-Guest Editing (along with Jacquie Sanz, PhD, ABPP) a special issue of *Child Neuropsychology* dedicated to neuropsychological outcomes in CHD, and serves on the Board of Directors of the American Board of Clinical Neuropsychology.

Adam R. Cassidy, PhD, LP, ABPP

## Invited Symposium 3: Continued



Andrew Heitzer, PhD, ABPP

### Speaker Biography:

Dr. Andrew Heitzer is an instructor and pediatric neuropsychologist at St. Jude Children's Research Hospital in Memphis, TN. He completed his graduate training in clinical psychology at Wayne State University and his post-doctoral fellowship in neuropsychology at Texas Children's Hospital. Dr. Heitzer co-leads a clinical service dedicated to providing neuropsychological evaluations to sickle cell patients at St. Jude. He leads the Brain Working Group of the Sickle Cell Clinical Research Intervention Program, a longitudinal multi-site study assessing a wide range of clinical outcomes in sickle cell disease.



Lana Harder, PhD, ABPP

### Speaker Biography:

Dr. Lana Harder leads the Neuropsychology Service and Neuropsychology training program at Children's Health in Dallas, Texas. She holds dual faculty appointments and was recently promoted to Professor of Psychiatry and Neurology at the University of Texas Southwestern Medical Center. She is board certified in Clinical Neuropsychology and is a board-certified Subspecialist in Pediatric Neuropsychology. She is a Fellow of the National Academy of Neuropsychology. Nationally, Dr. Harder serves on the Board of Directors of the American Board of Clinical Neuropsychology (ABCN) and the Association of Postdoctoral Programs in Clinical Neuropsychology (APPCN) and serves on the Board of Directors and Medical and Scientific Council of the Seigel Rare Neuroimmune Association. Dr. Harder earned her doctorate from the University of Texas at Austin; completed her pre-doctoral internship at the Kennedy Krieger Institute and Johns Hopkins School of Medicine; and completed post-doctoral fellowship at Texas Children's Hospital and Baylor College of Medicine. Dr. Harder has served as a Pediatric Neuropsychologist at Children's since 2008. She was a founding member and is the current Co-Director of the Children's Pediatric Demyelinating Diseases Clinic. Her research interests include neuropsychological outcomes for pediatric multiple sclerosis, anti-MOG associated disease, transverse myelitis, acute disseminated encephalomyelitis, and neuromyelitis optica.



Jennifer Longoria, PhD, ABPP

### Speaker Biography:

Dr. Jennifer Longoria is an instructor and pediatric neuropsychologist at St. Jude Children's Research Hospital in Memphis, TN. She completed her graduate training in school psychology at Texas Woman's University and her post-doctoral fellowship in neuropsychology at Henry Ford Health System. Dr. Longoria co-leads the Sickle Cell Assessment of Neuropsychological Skills (SCANS) program, a clinical service dedicated to providing neuropsychological evaluations to sickle cell patients at St. Jude. Her scholarly work examines neurobehavioral outcomes in sickle cell disease and hemophilia.

## Invited Symposium 4:



### Chair: Natasha N. Ludwig, PhD

Assistant Professor of Psychiatry and Behavioral Sciences, Kennedy Krieger Institute/The Johns Hopkins School of Medicine

Course Date: Saturday, February 4, 2023

Course Time: 09:00 - 10:30 (09:00 AM - 10:30 AM)

Course Location: Pacific Ballroom A

Timezone: America/Los\_Angeles

Credit Hours: 1.5

Instructor(s) Natasha N. Ludwig, Peter Anderson, Gwendolyn Gerner, H. Gerry Taylor, Tricia Williams

Level of Instruction: Intermediate

## Invited Symposium 4: Innovations in Infant, Toddler, and Young Child Neuropsychological Models of Care

### Abstract & Learning Objectives:

The neuropsychology of babies, toddlers, and young children is a rapidly evolving frontier within our discipline. While there is an inaccurate perception among referral sources that neuropsychological services are not useful before school-age, pediatric neuropsychologists are especially well-suited to identify delay or dysfunction in the years before school entry (Baron and Anderson, 2012). Patterns of neurodevelopmental strengths and weaknesses can be detected very early on in development and used to make inferences about brain-behavior relationships integral for guiding treatment across a number of medical and neurodevelopmental diagnoses. As such, there is a need to foster ongoing clinical interest and expertise and promote the utility of neuropsychological services within this age range. The INS Babies, Toddlers, and Young children (BITSY) SIG was recently developed to bring together scientists and clinicians from across the world who conduct research and provide neuropsychological services within this age range to foster collaboration and learning. A priority of the BITSY SIG is not only to promote awareness of the novel needs of this age range, but to consider historical and ongoing disparities in service access, representation in research, and neuropsychological practice.

For this inaugural BITSY SIG symposium, four members of the SIG will discuss innovations in infant, toddler, and young child neuropsychological models of care. This topic was developed in direct response to survey results from the first BITSY SIG meeting held during INS 2022, indicating the need for the development and refinement of clinical approaches that incorporate diverse perspectives as well as training opportunities in models of care for very young children. As such, speakers will cover innovations in neuropsychological service models from the prenatal period to formative early years that are inclusive of diverse neurological and neurodevelopmental populations commonly served by neuropsychologists including spina bifida, prematurity, hypoxic-ischemic encephalopathy (HIE), congenital heart disease (CHD), autism (ASD) and attention-deficit/hyperactivity disorder (ADHD). The first talk will highlight the unique role of the neuropsychologist in prenatal and infant consultation, whereas the second talk will focus on the state of the field with regard to the utility of neuroimaging in neonatal populations and the integration of this tool in neuropsychological care. The third talk will discuss early screening and assessment models in a diverse range of conditions within an interdisciplinary setting. The final talk will illustrate a novel neuropsychological intervention designed with and for the empowerment of caregivers for young children impacted by neurological and neurodevelopmental conditions. The unifying theme across the talks is how unplanned discoveries and acute observations of children and families during the critical early years have led to these inclusive care models that prioritize family preferences, values, and culture.

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

1. Summarize several novel models of neuropsychological care for infants, toddlers, and young children.
2. Recognize ways in which neuropsychologists work within interdisciplinary teams to serve infants, toddlers, and young children and their families.
3. Apply these models of care to your conceptualization of the scope of neuropsychological services available for infants, toddlers, and young children.

### Speaker Biography:

Dr. Natasha Ludwig received her bachelor's degree in Neuroscience from Union College in New York and her master's and doctoral degree in Clinical Psychology with emphasis on Neuropsychology and Cognitive Neuroscience from Georgia State University. Dr. Ludwig completed an APA-accredited internship in neuropsychology rehabilitation/pediatric psychology and a postdoctoral fellowship in pediatric neuropsychology at Kennedy Krieger Institute/Johns Hopkins School of Medicine. Dr. Ludwig joined the Neuropsychology Department at Kennedy Krieger Institute in 2019 and is an Assistant Professor of Psychiatry and Behavioral Sciences at The Johns Hopkins University School of Medicine. Dr. Ludwig's clinical and research interests include serving young and/or severely affected children with congenital/neurogenetic conditions and epilepsy.



## Invited Symposium 4: Continued



Peter Anderson, PhD

### Speaker Biography:

Dr. Peter Anderson is Professor of Pediatric Neuropsychology at the Turner Institute for Brain and Mental Health, School of Psychological Sciences, Monash University, and Director of the Victorian Infant Brain Studies (VIBeS) team based at the Murdoch Children's Research Institute. He is a psychologist interested in the cognitive development of children, and for over 20 years has focused on understanding the mechanisms underlying cognitive and learning problems in children born very preterm. His research involves observational outcome studies, longitudinal neuroimaging studies, and numerous randomized controlled trials assessing the long-term benefits and consequences of obstetric, perinatal, and developmental interventions.



Gwendolyn Gerner, PsyD

### Speaker Biography:

Dr. Gerner is a developmental neuropsychologist at Kennedy Krieger Institute and an assistant professor at Johns Hopkins University School of Medicine. She is the Co-Director of the Infant Neurodevelopment Center at Kennedy Krieger Institute, an interdisciplinary clinical program for the neurodevelopmental care of children birth through preschool age who have histories of NICU admissions or other medical and developmental risk factors. Dr. Gerner's research is complimentary to her clinical work, focusing on the development and application of evidenced-based strategies for the early detection of cognitive, sensory, and motor outcomes following perinatal brain injury. She is a member of the Cerebral Palsy Early Detection Network.



H. Gerry Taylor, PhD

### Speaker Biography:

H. Gerry Taylor, Ph.D., ABPP-CN is a pediatric neuropsychologist in the Center for Biobehavioral Health at the Abigail Wexner Research Institute at Nationwide Children's Hospital and Professor of Pediatrics at The Ohio State University in Columbus, Ohio. He heads an initiative in his research center to further understanding of neurodevelopmental outcomes for children with brain-related disorders. He has contributed to research on several neurodevelopmental conditions, including preterm birth, traumatic brain injury (TBI), and speech-sound disorders, as well as to clinical trials for children with sleep disorders and young adults with Down syndrome. He is also collaborating on the development of a parent-based assessment of infant development. The goals of his research are to increase knowledge of child and family consequences of these disorders and of medical and environmental factors that predict children's development.



Tricia Williams, PhD

### Speaker Biography:

Dr. Tricia Williams is a board-certified Clinical Neuropsychologist and Pediatric Subspecialist through the American Board of Professional Psychology (ABPP). Dr. Williams is a Clinical Neuropsychologist and Associate Scientist at SickKids in the Divisions of Neurology and Neurosciences & Mental Health. In her clinical role, she leads the Neonatal Neuropsychological services for assessment and consultation for children and families following neonatal brain injury and associated medical conditions. As an Associate Scientist, Dr. Williams is the executive director of the NeuroOutcomes lab, and co-chair of the NeuroOutcomes Family Advisory Committee. Williams' research focuses on neuropsychological outcomes following early brain injury and the importance of supporting the family in optimizing resilience. She leads the I-InTERACT-North, Stepping-Up to COVID and the Parent Experiences projects. Together with a multi-disciplinary team, a strong group of students and research staff, Dr. Williams' research program aims to learn more about modifiable factors promoting resilience following early brain injury, and to identify modes of service delivery that will optimize neuropsychological outcomes.

# CE Program

**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.

Your name badge is required for admittance to CE Workshops, and will contain the session number of any CE sessions for which you are registered.

## How to Obtain CE Credits After Registering

Please have your badge scanned by a proctor as you enter, and as you exit (your full attendance must be documented 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 24 hours after each session has concluded.

## CE Workshops

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

All 1.5-hour CE workshops are scheduled from 7:20–8:50 AM and include a continental breakfast that is served from 7–7:15 AM (morning sessions will begin promptly at 7:20 AM).

## 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 have their badge scanned by a proctor upon their entry and exit of the session. No credits can be granted, at present or in the future, without scanned proof of attendance.

## INS CE Committee

Benjamin Hampstead has served as Director of INS Continuing Education since February 2021.



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.

All continuing education sessions are geared for advanced level instructional activity. Up to 38.5 credit hours are available for this program.

# CE Workshop 01:



## Fadel Zeidan, PhD

Associate Professor of Anesthesiology  
UC San Diego

Course Date: Wednesday, February 1, 2023

Course Time: 09:00 - 12:00 (09:00 AM - 12:00 PM)

Timezone: America/Los\_Angeles

Credit Hours: 3

Instructor(s) Fadel Zeidan

Level of Instruction: Advanced

## CE Workshop 01: Mindfulness Meditation Induced Analgesia Engages Multiple Unique Brain Mechanisms

### Abstract & Learning Objectives:

For millennia, mindfulness was believed to diminish pain by reducing the influence of self-appraisals of noxious sensations. Today, mindfulness meditation is a highly popular and effective pain therapy that is believed to engage multiple, nonplacebo-related mechanisms to attenuate pain. Recent evidence suggests that mindfulness meditation-induced pain relief is associated with the engagement of unique cortico-thalamo-cortical nociceptive filtering mechanisms. The proposed talk will provide a succinct, yet comprehensive delineation demonstrating that brief mindfulness-based mental training significantly reduces acutely evoked chronic low back pain through non-opioidergic mechanisms. Recent findings indicate that mindfulness-based pain relief, after brief mental training, can significantly uncouple self-referential from nociceptive neural mechanisms, an important finding for the millions of individuals seeking a fast-acting and non-pharmacologic pain treatment.

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

1. Recognize if mindfulness reduces pain
2. Describe brain mechanisms supporting mindfulness-based pain relief
3. List the physiological systems supporting mindfulness

### Speaker Biography:

Dr. Fadel Zeidan, is an Associate Professor of Anesthesiology at UC San Diego and Director of the Brain Mechanisms of Pain and Health Laboratory. He is also Co-Founder and Neuroscience Director of the newly formed UC San Diego Psychedelic Health and Research Initiative. His research is focused on determining the active mechanisms that mediate the relationship between self-regulatory practices and health.

## CE Workshop 02:



### Suvarna Alladi, PhD

Professor, Dept of Neurology, NIMHANS, Bangalore, India

Course Date: Wednesday, February 1, 2023

Course Time: 09:00 - 12:00 (09:00 AM - 12:00 PM)

Timezone: America/Los\_Angeles

Credit Hours: 3

Instructor(s) Suvarna Alladi

Level of Instruction: Intermediate

## CE Workshop 02: Bi/Multilingualism and its Impact on Stroke/Neurodegenerative Disease

### Abstract & Learning Objectives:

Modifying risk factors by using effective cognitive strategies across the life-course may prevent or delay up to 40% of dementias through enhancing reserve/resilience. Reserve/Resilience is an emerging concept and refers to the ability of the brain to cope with neuropathology and neurodegeneration. Emerging evidence suggests that bi/multilingualism is associated with cognitive advantages and improves resilience against dementia, stroke and other cognitive disorders. Seven thousand languages are spoken across the world and speaking a second/third or more languages is a natural phenomenon. Further, with globalization, societies are becoming increasingly linguistically diverse and half of the world's population is bi/multilingual. Exploring beneficial effects of bi/multilingualism will have an impact on dementia risk reduction and recovery from brain injury. Bi/Multilingualism has been demonstrated to delay age at onset of dementia and also improve cognitive and language recovery after stroke. Advantages to executive function are thought to underlie its beneficial effects. Cortical morphometric, white matter connectivity and functional brain changes in bilinguals represent the neural basis for its effect on cognitive reserve/resilience. In this presentation, insights from studies that have explored the role of bi/multilingualism in impacting cognitive resilience against dementia and stroke will be discussed in the context of global research.

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

1. Describe the impact of bilingualism on age at onset and cognitive manifestations of dementia and stroke
2. Discuss the mechanisms that underlie the potentially protective effects of bilingualism in dementia and stroke
3. Describe the role of bi/multilingualism on cognitive reserve/resilience in disorders of the brain

### Speaker Biography:

Dr. Suvarna Alladi is a Professor of Neurology at the National Institute of Mental Health and Neurosciences in Bangalore, India. Dr. Alladi's research focuses on studying dementia in the context of linguistic and educational diversity that characterizes India. Dr. Alladi coordinated a large multicentric national study that adapted cognitive tests for different Indian languages. Her research group investigates the complex influence of life-course experiences especially bilingualism and education on development of resilience against cognitive impairment due to neurodegeneration and stroke. Dr. Alladi also represents priorities of diverse societies in international platforms and is Chair and member of several national and international advisory groups for dementia and brain health.

## CE Workshop 03:



### Robyn Westmacott, PhD

The Hospital for Sick Children

Course Date: Wednesday, February 1, 2023

Course Time: 09:00 - 12:00 (09:00 AM - 12:00 PM)

Timezone: America/Los\_Angeles

Credit Hours: 3

Instructor(s) Robyn Westmacott

Level of Instruction: Intermediate

## CE Workshop 03: Stroke in the Developing Brain: Mechanisms, Outcomes, and Intervention

### Abstract & Learning Objectives:

Over the past 10-15 years, significant progress has been made in the diagnosis and treatment of pediatrics stroke. Accordingly, the focus of much research has turned to understanding factors that determine neurological and neuropsychological outcomes in this population. This Continuing Education (CE) course will start by defining key terms in the field of pediatric stroke and reviewing current understanding of epidemiology, pathophysiology, diagnosis, and medical treatment. Next, we will review recent neuropsychological literature on cognitive outcomes following pediatric stroke, highlighting the vulnerability of the developing brain, the long-term deficits that often result from early disruption of brain function and subsequent brain development, and the significant variability in outcomes seen across individuals. Heterogeneity in outcomes has been linked to a range of clinical and demographic factors, including those related to the brain (e.g., stroke type, lesion location and size, adaptive and maladaptive patterns of reorganization), the child (e.g., age at stroke, age at assessment, comorbid neurological conditions) and the environment (family stress, parent mental health, educational support). Multi-disciplinary approaches to intervention will also be discussed. Finally, directions for future research will also be outlined, as we are just starting to understand how these factors interact to impact neurocognitive outcome and resiliency following pediatric stroke.

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

1. Describe the epidemiology, pathophysiology, and neurological outcomes associated with stroke in infants and children
2. Illustrate the variability in neuropsychological outcomes after pediatric stroke and highlight important determining factors of these outcomes
3. Apply current research into outcomes and treatments to neuropsychological practice

### Speaker Biography:

Dr. Robyn Westmacott is a registered clinical neuropsychologist, specializing in the assessment of children and adolescents with a history of stroke. Dr. Westmacott completed her PhD in Psychology at the University of Toronto, followed by a two-year clinical fellowship in pediatric and adult neuropsychology. She is also certified in Clinical Neuropsychology with the American Board of Professional Psychology and she continues to be an active member of the American Academy of Clinical Neuropsychology and the American Board of Clinical Neuropsychology.

Since 2005, Dr. Westmacott has been a staff neuropsychologist at The Hospital for Sick Children in the Pediatric Stroke Program. In addition to clinical work, Dr. Westmacott is involved in teaching, supervision and mentorship of trainees, as well as clinical research. She is currently appointed as an associate professor (status only) in Pediatrics within the Faculty Medicine at The University of Toronto, and she is an adjunct faculty member in the Graduate Psychology Program at York University. Dr. Westmacott has also published many peer-reviewed journal articles and book chapters in the field of pediatric neuropsychology.



## CE Workshop 04:



### Kevin Krull, PhD, ABPP

Member; St. Jude Children's Research Hospital

Course Date: Wednesday, February 1, 2023

Course Time: 13:00 - 16:00 (01:00 PM - 04:00 PM)

Timezone: America/Los\_Angeles

Credit Hours: 3

Instructor(s) Kevin Krull

Level of Instruction: Intermediate

## CE Workshop 04: Cancer Survivorship Across the Lifespan: Mechanisms and Modifiable Factors

### Abstract & Learning Objectives:

Long-term survivors of pediatric cancer are at elevated risk for cognitive impairment, which manifests in different ways at different times throughout survivorship. Although some cognitive impairment may result from the cancer itself, as is the case with a brain tumor, impairment has been consistently associated with exposure to CNS-directed therapies like neurosurgery, cranial irradiation, intrathecal chemotherapy or high dose intravenous methotrexate or cytarabine. Additionally, survivors who do not receive CNS-directed therapies are also at elevated risk for cognitive impairment following cancer therapy that disrupts systemic organ function vital to brain health, e.g., cardiac, pulmonary or endocrine function. Risk for cognitive impairment is further exacerbated by adverse events during cancer therapy (e.g., severe infection, recurrent general anesthesia) and health behaviors following cancer therapy (e.g., physical activity, sleep). The type and severity of cognitive impairment in long-term survivors of pediatric cancer may evolve and grow over time, with emerging evidence suggesting some survivors are at risk for accelerated cognitive aging and early onset dementia. Over the course of the survivor's lifespan, the prevalence and impact of cognitive deficits will be determined by a complex interaction between premorbid development and environment, cancer therapy and clinical care, and post-treatment recovery and physical health. The timing and type of these events will dictate the approach to screening and monitoring for cognitive impairment, and will determine the best course for therapeutic intervention to facilitate future cognitive and emotional health.

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

1. Describe direct and indirect sources of cognitive impairment in long-term survivors of pediatric cancer
2. Discuss how cognitive impairment may change over the lifespan of survival following treatment for pediatric cancer
3. Identify modifiable targets for interventions to facilitate cognitive health in long-term survivors of pediatric cancer

### Speaker Biography:

Dr. Kevin Krull is a Full Member of the faculty in the Department of Epidemiology and Cancer Control and the Department of Psychology at St. Jude Children's Research Hospital, where he also holds the Endowed Chair in Cancer Survivorship. He is a Board Certified Clinical Neuropsychologist, with training in Clinical Psychology, Cognitive Neuroscience and Biological Psychology. His research includes lifespan and translational approaches to brain development, functional outcomes and interventions in cancer survivors. He has published over 275 peer-reviewed manuscripts and is the recipient of numerous research grants from the National Institutes of Health, including a T32 grant from the National Cancer Institute to train postdoctoral fellows in pediatric cancer survivorship research.

# CE Workshop 05:



## Maria T. Schultheis, PhD

Professor, Drexel University

Course Date: Wednesday, February 1, 2023

Course Time: 13:00 - 16:00 (01:00 PM - 04:00 PM)

Timezone: America/Los\_Angeles

Credit Hours: 3

Instructor(s) Maria T. Schultheis

Level of Instruction: Intermediate

## CE Workshop 05: Technology and Cognition: Examining new trends and opportunities for neuropsychology

### Abstract & Learning Objectives:

Advances in technologies continue to offer new opportunities for understanding brain functioning and brain-behavior interactions. The clinical application of these technologies continues to require the understanding of both the benefits and limitations of integrating these novel methodologies. This workshop will provide an overview of several emerging and established technologies in neuropsychological assessment and rehabilitation. This will include discussion of portable brain imaging technologies, neuromodulation technologies, virtual reality simulation and various brain-computer interface devices. In addition, we will discuss how clinical application of these novel devices offer opportunities for growing knowledge in new areas of analysis (i.e., machine learning analysis) and interdisciplinary collaborations.

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

1. Identify 3 technologies that are currently employed in neuropsychological research
2. Assess the strengths and weakness of novel technologies for brain-behavior interface
3. Examine current clinical applications of neuromodulation technologies and portable brain-imaging technologies

### Speaker Biography:

Maria T. Schultheis, PhD, is a professor in the Department of Psychological and Brain Sciences at Drexel University.

Dr. Schultheis' clinical and research experience have been focused on the rehabilitation of cognitively impaired populations, including traumatic brain injury, stroke and multiple sclerosis. Specifically, she has specialized in 1) the application of technologies to clinical, research and educational aspects of neuropsychology and 2) studying the demands (physical, cognitive and behavioral) of driving following neurological compromise. Recently, she has focused on the application of Virtual Reality (VR) technology as a tool for ecologically valid assessment and retraining of everyday activities in rehabilitation. Professor Schultheis' overall interest is in research related to the investigation and development of methodologies that have functional significance and can improve the quality of everyday life for persons with disabilities.

Dr. Schultheis' work has been funded by such organizations as the National Institutes of Health (NIH), the National Institute on Disability and Rehabilitation Research (NIDRR), and the National Multiple Sclerosis Society (NMSS) and National Science Foundation (NSF). Schultheis' approach is interdisciplinary and her work cuts across the fields of Clinical Psychology, Rehabilitation, Engineering and Transportation. She has published over 100+ manuscripts, chapters and other publications and has presented her work at various international and national forums.

## CE Workshop 06:



### Adam R. Cassidy, PhD, LP, ABPP

Senior Associate Consultant / Assistant Professor of Psychology, Mayo Clinic, Rochester

Course Date: Wednesday, February 1, 2023

Course Time: 13:00 - 16:00 (01:00 PM - 04:00 PM)

Timezone: America/Los\_Angeles

Credit Hours: 3

Instructor(s) Adam R. Cassidy

Level of Instruction: Intermediate

## CE Workshop 06: The Cumulative Burden of Congenital Heart Disease Across the Lifespan: Implications for Neuropsychologists in Pediatrics Through Geriatrics

### Abstract & Learning Objectives:

The heart and the brain are inextricably linked across development by overlapping genetic programs and transacting physiologies that exist long before birth and endure throughout the lifespan. Congenital heart disease (CHD) refers to a diverse array of conditions in which structural heart development is atypical. Of the roughly 1 million babies born with CHD each year, some 40,000 are born with a "critical" form of CHD that will require intensive surgical intervention within the first year of life. As recently as the 1980s, children born with some forms of critical CHD did not survive; palliation was their only option. This has changed dramatically over the past 30-40 years. Driven by momentous breakthroughs in medical science and technology, approximately 80-95% of children born with CHD today will reach adulthood.

But increased survival is only a part of the CHD story. Indeed, like extreme prematurity, leukemia, and many other previously fatal medical conditions with which neuropsychologists are familiar, increases in longevity among CHD survivors have come with increasing recognition of the many challenging transitions and cumulative medical, neurobehavioral, and psychosocial burdens inherent to "living with CHD."

CHD begins to alter expected brain development in utero with evidence of structural, volumetric, and metabolic differences documented as early as the second or third prenatal trimester. Brain dysmaturation, in turn, increases one's risk for further acquired brain injury and gives rise to a range of neurobehavioral deficits and psychosocial difficulties that consistently rank among the most salient threats to quality of life among children, adolescents, and adults with CHD.

More recently, as survival into adulthood has become increasingly common for individuals with CHD, we have also begun to more fully appreciate the cascading impact and cumulative neuropsychological burden of CHD across the lifespan, which impact a range of long-term outcomes such as educational and occupational attainment, living independently, and risk for dementia.

In short, CHD can no longer reasonably be considered a child or pediatric condition, but rather a lifespan condition with the potential to adversely impact neurobehavioral and psychosocial outcomes in different ways and at different times across infancy, childhood, adolescence, and adulthood.

Over a series of talks presented by a panel of recognized neuropsychologists and experts in CHD, this symposium aims to review the neuropsychology of CHD across the lifespan and to present an integrative lifespan developmental neuropsychological model of CHD that eschews prevailing "child" vs. "adult" distinctions. Each presentation will address a salient developmental epoch (prenatal-early childhood, school-age/adolescence, and adulthood/geriatric timeframes) and will include a comprehensive review of the extant literature pertaining to relevant neuroanatomical and neurodevelopmental/neuropsychological considerations for individuals with CHD during each epoch. Transitions, of which there are myriad for individuals living with CHD (e.g., from acute inpatient care to stepdown unit care; from inpatient to outpatient settings; from early intervention to the school system; from childhood to adolescence; from adolescence to young adulthood; from pediatric to adult CHD care), will feature prominently throughout the symposium, as will recommendations for competent, developmentally-informed clinical neuropsychological management and intervention planning throughout the lifespan.

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

1. Describe the mechanisms by which congenital heart disease (CHD) impacts brain development and functioning across the lifespan (from infancy to older adulthood).
2. Discuss neurodevelopmental/neuropsychological sequelae of CHD for children, adolescents, and adults.
3. Explain the role of clinical neuropsychologists in evaluating, supporting, and optimizing the neuropsychological trajectories of individuals with CHD across the lifespan.

### Speaker Biography:

Adam R. Cassidy, PhD, LP, ABPP is a board-certified pediatric neuropsychologist, Senior Associate Consultant, and Assistant Professor of Psychology at the Mayo Clinic in Rochester, Minnesota, USA, where he has joint appointments in the Departments of Psychiatry & Psychology and Pediatric & Adolescent Medicine. He is also a member the scientific staff at Boston Children's Hospital and Harvard Medical School. Dr. Cassidy's research focuses on understanding and optimizing neurodevelopmental and psychosocial outcomes in at-risk populations, primarily individuals with congenital heart disease (CHD) and children

## CE Workshop 06: Continued

exposed in utero to HIV. His peer-reviewed articles on CHD have appeared in the Journal of the International Neuropsychological Society, Neuropsychology, Child Neuropsychology, and Cardiology in the Young, among others; he is Co-Chair of the Cardiac Neurodevelopmental Outcome Collaborative (CNOC); and he is a member of the American Heart Association (AHA) writing group currently working on revising the 2012 AHA Scientific Statement on the evaluation and management of neurodevelopmental outcomes in CHD. In addition to research, Dr. Cassidy has an active clinical practice, is Consulting Editor for the journals Child Neuropsychology and The Clinical Neuropsychologist, is Co-Guest Editing (along with Jacquie Sanz, PhD, ABPP) a special issue of Child Neuropsychology dedicated to neuropsychological outcomes in CHD, and serves on the Board of Directors of the American Board of Clinical Neuropsychology.



Jacqueline H. Sanz, PhD,  
ABPP-CN

### Speaker Biography:

Dr. Jacqueline H. Sanz is a board certified neuropsychologist and a member of the Division of Neuropsychology at Children's National Hospital. She is an Assistant Professor in the departments of Psychiatry and Behavioral Sciences and Pediatrics at the George Washington University School of Medicine. Dr. Sanz also co-directs the Cardiac Neurodevelopmental Outcomes Program (or CANDO Program) at Children's National, which monitors the development of children with congenital heart disease. Dr. Sanz was the first elected co-chair of the Cardiac Neurodevelopmental Outcome Collaborative (CNOC, [www.cardiacneuro.org](http://www.cardiacneuro.org)), and is the Principal Investigator for the CNOC's Neurodevelopmental Core Lab. She is actively involved in research, with a particular interest in characterizing cognitive and behavioral problems in children with congenital heart disease, understanding how these problems develop, and how these influence quality of life.



Kelly R. Wolfe, PhD, ABPP-CN

### Speaker Biography:

Dr. Kelly Wolfe is a board-certified pediatric neuropsychologist and Associate Professor of Pediatrics at the University of Colorado School of Medicine, with joint appointments in Neurology and Cardiology. She serves as the Clinical Director of Neuropsychology within the Section of Neurology, and the Director of the Cardiac Neurodevelopmental Follow-up Program within the Section of Cardiology. Outside her institution, Dr. Wolfe serves as a Co-Vice Chair of the Cardiac Neurodevelopmental Outcome Collaborative (CNOC), a practice sample reviewer for the American Board of Clinical Neuropsychology for the Clinical Neuropsychology and Pediatric Subspecialty boards, and on the editorial board of the Journal of Pediatric Neuropsychology. Dr. Wolfe's clinical, research, and program development interests center around understanding the neuropsychological sequelae of critical congenital heart disease, and partnering with patients, families, and multidisciplinary care teams to optimize neurodevelopmental trajectories.



## CE Workshop 07:



### **Brenna C. McDonald, MBA, PsyD, ABPP-CN**

Professor of Radiology and Imaging Sciences, Neurology, and Clinical Psychology in Psychiatry  
Indiana University School of Medicine

Course Date: Thursday, February 2, 2023

Course Time: 07:20 - 08:50 (07:20 AM - 08:50 AM)

Timezone: America/Los\_Angeles

Credit Hours: 1.5

Instructor(s) Brenna C. McDonald

Level of Instruction: Intermediate

## **CE Workshop 07: Cognitive Effects of Cancer and Treatment: “Chemobrain” and Beyond**

### **Abstract & Learning Objectives:**

Improvements in treatment for non-CNS cancer have greatly improved survivorship, allowing increased attention to cancer- and treatment-related sequelae. Cognitive symptoms (cancer-related cognitive impairment, or CRCI) are reported by a large percentage of cancer survivors, and can have a clinically meaningful impact on educational, vocational, and social functioning, and thus overall quality of life. Better understanding of these concerns is therefore of critical importance, and is needed to guide treatment and potential prevention strategies. Neuropsychological studies over the past 40 years have demonstrated cognitive domains commonly affected in cancer patients treated with chemotherapy, but have also shown cognitive differences in patients not treated with systemic therapy and those receiving other types of treatment (e.g., hormonal therapies) relative to non-cancer control groups. More recently, structural and functional neuroimaging research has added to our understanding of the neural substrate of these cognitive symptoms. This course will describe various neuroimaging modalities used to investigate CRCI, including examination of grey and white matter volume and structural integrity, blood flow, brain activation during cognitive processing and at rest, and structural and functional connectivity. The presentation will also review how neuroimaging findings relate to objective and self-reported cognition and clinical and treatment factors, and discuss potential approaches currently being investigated to treat CRCI.

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

1. Explain commonly affected cognitive domains after non-CNS cancer and treatment
2. Discuss structural and functional brain changes related to cancer, chemotherapy, and other treatments
3. Describe treatment interventions being investigated to treat cancer- and treatment-related cognitive symptoms.

### **Speaker Biography:**

Dr. Brenna McDonald is Professor of Radiology and Imaging Sciences, Neurology, and Clinical Psychology in Psychiatry, Associate Director of the Center for Neuroimaging, and Director of Pediatric Neuropsychology at Indiana University School of Medicine. A neuropsychologist and neuroimaging researcher by training, her research focuses on cognitive function and structural and functional MRI changes in neuropsychiatric populations across the lifespan, with a focus on cognitive effects of cancer and its treatment, as well as funded research in the areas of epilepsy and traumatic brain injury. For over 20 years she has been involved in studies demonstrating cognitive changes, reductions in brain gray matter, and brain functional activation changes related to breast cancer and treatment, particularly chemotherapy. Currently she is MPI of a National Cancer Institute-funded multicenter randomized controlled trial evaluating efficacy of cognitive-behavioral therapy for cognitive symptoms after breast cancer chemotherapy, and is an investigator and site PI for the National Cancer Institute- and National Institute on Aging-funded multicenter Thinking and Living with Cancer (TLC) study of cognitive and behavioral outcomes in older breast cancer patients.

## CE Workshop 08:



### Alex Bahar-Fuchs, PhD

Associate Professor, Academic Unit for Psychiatry of Old Age, Department of Psychiatry  
The University of Melbourne

Course Date: Thursday, February 2, 2023

Course Time: 07:20 - 08:50 (07:20 AM - 08:50 AM)

Timezone: America/Los\_Angeles

Credit Hours: 1.5

Instructor(s) Alex Bahar-Fuchs

Level of Instruction: Intermediate

## CE Workshop 08: Theory and Practice in the Design and Evaluation of Cognition-Oriented Treatments in Aging and Dementia

### Abstract & Learning Objectives:

Cognition-Oriented Treatments (COTs) such as cognitive training and rehabilitation are increasingly recognized for their potential benefits for older people at risk of or with dementia, as well as for people with other conditions. An effective and well-informed use of such approaches depends on researchers and clinicians developing a careful understanding of key theoretical assumptions and of practical considerations. The workshop will provide participants with background theory and practical knowledge related to the application of COTs in research and practice, including review of the evidence, and demonstration of key principles in designing and delivering person-centered interventions likely to result in clinically meaningful outcomes. After attending this workshop, participants will be able to summarize the basic assumptions and techniques associated with different COTs, recognize important person and intervention-related factors likely to moderate treatment response, and able to apply those in designing COTs in research and clinical practice.

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

1. Summarize basic theoretical assumptions and key techniques underpinning cognition-oriented treatments
2. Recognize key person-related and intervention-related factors moderating response to cognition-oriented treatments
3. Design appropriate clinical trials to evaluate cognition-oriented treatments

### Speaker Biography:

Dr. Alex Bahar-Fuchs is a researcher and clinical neuropsychologist specializing in the field of cognitive ageing, and the co-leader of the CITE research group in the Department of Psychiatry, the University of Melbourne. He trained at Ben-Gurion University in Israel, as well as at the University of Melbourne, Monash University and the Australian National University. Alex's earlier research focused on early detection of cognitive decline and dementia, with a particular focus on the role of olfactory processes. Over the past decade however, his research has mainly focused on the development, evaluation and synthesis of non-pharmacological interventions aimed at primary and secondary prevention of cognitive decline and dementia. His work on cognition-oriented treatments for people with or at risk of dementia has had far reaching impact, including on clinical practice guidelines in Australia and in the UK. His work has been funded by the Australian NHMRC, Dementia Australia, the Alzheimer's Association, and the NIH. In January 2017, Alex Joined the Academic Unit for Psychiatry of Old Age at the University of Melbourne and he continues working as a clinician in private practice. He is the founder of the CIDER International Working Group on cognitive interventions in ageing and dementia, and between 2016 and 2019 he served as the Chair of the nonpharmacological interventions PIA of ISTAART.

## CE Workshop 09:



### Robert Ploutz-Snyder, PhD, PStat(r)

Research Professor, Interim Associate Dean of Research and Scholarship  
University of Michigan, School of Nursing

Course Date: Friday, February 3, 2023

Course Time: 07:20 - 08:50 (07:20 AM - 08:50 AM)

Timezone: America/Los\_Angeles

Credit Hours: 1.5

Instructor(s) Robert Ploutz-Snyder

Level of Instruction: Introductory

## CE Workshop 09: Cast Aside Traditional Notions of Statistical Significance, and Focus Instead on Characterizing the Magnitude of Effects that are Clinically or Scientifically Relevant

### Abstract & Learning Objectives:

There is an ongoing debate among statisticians and discipline scientists about the consequences of our persistent, dogmatic reliance on evaluating all statistical results as meaningful if and only if " $p < 0.05$ ," regardless of context. This was never the intended goal of Ronald Fisher, nevertheless scientists have adopted it as a convenience, and the decades long dependence on " $p < 0.05$ " has had important negative consequences. In this presentation, I review common misconceptions about interpreting p-values, why we should consider de-emphasizing p-values, and why scientists should rely more on practical, clinical, or scientifically meaningful differences over arbitrary cut-offs. I will present several different metrics for evaluating and reporting effect magnitude, and whether or not data support the null vs. alternative hypothesis, under the frequentist paradigm, how Bayesian methods can augment or replace frequentist analyses, and a few options that help to clarify how important a finding may be. Throughout this talk, I advocate that discipline scientists take charge of sharing scientific results that are not based merely on arbitrary p-value cutoffs and other default logic, but instead based on their content expertise, in light of all of the specific relevant aspects of experimental design and experimental data, balancing the consequences of Type I vs Type II errors appropriately, and focusing on characterizing effects, rather than dichotomizing research into only two categories of importance (significant vs. not).

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

1. Discuss what p-values mean and how they are commonly misinterpreted.
2. Explain the leading arguments promoted by the American Statistical Association with regard to why science should carefully reconsider if and how p-values should continue to dominate our decisions about what research should be published, and how scientists should be evaluating its worth.
3. Apply new practices in how to evaluate and publish their own research, as well as how to evaluate research appearing in peer-reviewed journals, whether as consumers, reviewers, or editors.

### Speaker Biography:

Dr. Robert Ploutz-Snyder is a Research Professor, Interim Associate Dean for Research and Accredited Professional Statistician through the American Statistical Association. He also directs an Applied Biostatistics Lab and Data Management Core within the School of Nursing at the University of Michigan. Prior to this appointment, he was a Senior Biostatistician supporting the NASA Human Research Program at the Johnson Space Center, and prior to that an Associate Professor of Medicine at SUNY Upstate Medical University. Dr. Ploutz-Snyder is a strong advocate of Team Science, where scientists from diverse fields work closely together to answer complex problems. His personal interests are in methods appropriate for getting the most information out of prospective small-n research, often involving longitudinal experimental designs, and typically with experimental constraints that contribute to missing data or other methodological issues.

# CE Workshop 10:



**Steven J. Luck, PhD**  
Distinguished Professor of Psychology  
University of California, Davis

Course Date: Friday, February 3, 2023  
Course Time: 07:20 - 08:50 (07:20 AM - 08:50 AM)  
Timezone: America/Los\_Angeles  
Credit Hours: 1.5  
Instructor(s) Steven J. Luck  
Level of Instruction: Intermediate

## CE Workshop 10: Advances in Event-Related Potential Methods for Assessing Clinical Populations

### Abstract & Learning Objectives:

Event-related potentials (ERPs) have been used to examine perceptual, cognitive, motor, and affective processes for over 50 years. Although newer techniques provide greater neuroanatomical specificity, the excellent temporal resolution and ease of acquisition of ERPs continue to be highly valuable. In addition, continued methodological refinements have made it possible to answer progressively more sophisticated questions using ERPs. In this presentation, I will describe several key methodological improvements that are now in widespread use or are on the verge of becoming widely used. This will include improved recording methods, such as innovations in electrodes that allow both fast and low-noise EEG acquisition. It will also include EEG preprocessing methods that minimize artifacts and increase the signal-to-noise ratio of the ERPs. Finally, it will include multivariate pattern analysis methods that can be used to "decode" what a participant perceives and stores in working memory. Together, these new methods have dramatically increased the information that can be obtained about dysfunctional brain activity in clinical populations.

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

1. Evaluate and critically assess ERP studies of clinical populations that were published over the last decade, making use of advanced recording and analysis methods that are now widely used
2. Evaluate and critically assess ERP studies of clinical populations that have been published recently or will be published in the near future that take advantage of state-of-the-art recording and analysis methods, such as dry electrodes and multivariate pattern analysis
3. Integrate recent and emerging research findings into your research or clinical practice

### Speaker Biography:

Dr. Steven J. Luck is a Distinguished Professor of Psychology at the University of California, Davis. His research focuses on the neural and cognitive mechanisms of attention and working memory, both in neurotypical individuals and in people with schizophrenia. Dr. Luck has used ERPs in this research for over 35 years.

Dr. Luck also devotes considerable time to the development and promotion of high-quality ERP methods in both basic and translational research. His monograph on ERP methods (*An Introduction to the Event-Related Potential Technique*) is the standard text in the field, and he has recently written a follow-up monograph (*Applied Event-Related Potential Data Analysis*) that shows how analysis methods are applied to real data. Dr. Luck also leads a yearly NIH-funded 10-day summer workshop on ERPs (The ERP Boot Camp) and has led more than 40 shorter Mini ERP Boot Camps at universities around the world. Together, he has provided ERP training to more than 5000 researchers. In addition, he oversees the development of an NIMH-funded ERP data analysis toolbox (ERPLAB Toolbox) that has been used in more than 2000 published papers.



# CE Workshop 11:



## Sallie Baxendale, PhD

Professor, UCL Queen Square Institute of Neurology  
UCLH NHS Hospital Trust

Course Date: Saturday, February 4, 2023

Course Time: 07:20 - 08:50 (07:20 AM - 08:50 AM)

Timezone: America/Los\_Angeles

Credit Hours: 1.5

Instructor(s) Sallie Baxendale

Level of Instruction: Intermediate

## CE Workshop 11: The Cognitive Contraindications, Complications and Costs of Epilepsy Surgery

### Abstract & Learning Objectives:

The role of the neuropsychologist in epilepsy surgery programs has evolved considerably over the past decade. In addition to gatekeeping against catastrophic outcomes, the preoperative neuropsychological assessment is also used to predict the nature and extent of likely postoperative cognitive change and to guide the preparation of prospective candidates accordingly. This workshop will introduce the concepts of contraindication, complication and cost with respect to cognitive outcomes following traditional and newer, less invasive forms of epilepsy surgery. We will explore how neuropsychological data can be integrated with the findings from the wider presurgical evaluation to assess the cognitive risk in each of these categories, with a particular focus on functional and structural imaging techniques. Finally we will look at ways in which information about risks to cognitive function can be shared with both fellow clinicians and patients at each stage along the surgical pathway.

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

1. Recognize the distinction between cognitive contraindications, complications and costs in cognitive outcomes following epilepsy surgery
2. Summarize the latest developments in non invasive epilepsy surgery investigations and techniques and their implications for neuropsychological function
3. Apply neuropsychological data to predict postoperative cognitive outcomes and use these predictions to prepare surgical candidates for any anticipated changes.

### Speaker Biography:

Professor Sallie Baxendale has over three decades of experience working in epilepsy and is currently Professor of Clinical Neuropsychology at UCL, Queen Square Institute of Neurology. She is the Lead Consultant Neuropsychologist on the epilepsy surgery program at the National Hospital for Neurology, Queen Square and has over 180 academic publications in epilepsy. Her research ranges from studies of the neural substrate of cognitive deficits in seizure disorders, to looking at ways in which the epilepsy is (mis) represented in the media and how the stigma associated with the condition can be reduced.

She chairs the ILAE Diagnostic Commission and is the Course Director for the Biannual ILAE Neuropsychology of Epilepsy Training Course. She is a longstanding faculty member of the European Project for the Development of Epilepsy Surgery Programs and coordinates the neuropsychological input for these courses. She regularly lectures in the UK and abroad and has been invited to speak in over 20 countries on neuropsychological aspects of epilepsy. In 2018 she was awarded the Arthur Benton Award by the International Neuropsychological Society in recognition of her outstanding contribution to the field of neuropsychology. In 2021 she received the BPS Neuropsychology Distinguished Contribution Award, in recognition of her contribution to the evidence base of neuropsychological practice in people with epilepsy. She was elected to the Board of Governors of the International Neuropsychological Society in 2021.

## CE Workshop 12:



### Jamie Near, PhD

Scientist, Sunnybrook Research Institute, Toronto, Canada

Course Date: Saturday, February 4, 2023

Course Time: 07:20 - 08:50 (07:20 AM - 08:50 AM)

Timezone: America/Los\_Angeles

Credit Hours: 1.5

Instructor(s) Jamie Near

Level of Instruction: Introductory

## CE Workshop 12: Magnetic Resonance Spectroscopy for in vivo Assessment of Neurochemistry in Neuropsychology Research

### Abstract & Learning Objectives:

Magnetic resonance spectroscopy (MRS) is an imaging technique closely related to magnetic resonance imaging (MRI) that allows non-invasive measurement of tissue chemistry and metabolism in vivo. One important application of MRS is in the human brain, where few alternative methods for neurochemical/metabolic measurement are available. MRS has demonstrated clinical value in several brain conditions, including the diagnosis and staging of cancers, neurodegenerative diseases, and creatine deficiency disorder. But beyond its clinical value, MRS has tremendous potential as a research tool. In the context of neuropsychological research, MRS provides an important tool to help understand how neurochemistry and metabolism are associated with everyday cognitive functions including sensory and motor function, perception, memory, decision making, and mood.

In this educational workshop, I will focus on magnetic resonance spectroscopy and its use in neuropsychology research. I will begin by introducing the basics of how MRS data are collected, processed, and analyzed. I will discuss the advantages of MRS as well as its limitations. Finally, I will provide a selected summary of current literature involving the use of MRS in neuropsychological research.

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

1. Describe how magnetic resonance spectroscopy experiments are conducted, including methods of data acquisition, processing, analysis and interpretation.
2. List examples from recent literature of how MRS has been used in neuropsychological research.
3. Apply and devise new experiments involving the use of MRS for neuropsychological research.

### Speaker Biography:

Dr. Jamie Near is a Scientist and researcher at the Sunnybrook Research Institute, in Toronto, Canada. With a background in Physics and Engineering, Dr. Near's research involves 1) the development and implementation of advanced MRS data acquisition, processing and analysis techniques for accurate measurement of metabolite concentrations in the brain; and 2) the application of these methods to study brain chemistry and metabolism in neuroscientific and mental health research. Dr. Near's research is translational, involving both human subjects and animal models in order to develop a deeper understanding of the biological processes underlying brain health and disease.

# Ancillary Meetings

INS is pleased to host ancillary meetings, organized by individuals and professional groups who are attending the 51<sup>st</sup> Annual Meeting.

Please note that INS name badges must be worn when using ancillary space, and only ancillary meetings that have been pre-authorized by the INS Executive Office are permitted.

The following schedule of ancillary meetings is provided for the convenience of our attendees and may not be complete. Additional meetings and changes will be posted on the Denver Meeting Page.

Event Name	Date	Time	Location
Interview Rooms	Tuesday, January 31	7:00 AM – 7:00 PM	Pacific F - I
INS Board of Directors Meeting	Tuesday, January 31	8:30 AM – 6 PM	Palm 7
APPCN Board of Directors Meeting	Tuesday, January 31	4:00 – 6:00 PM	Palm 6
Event Name	Date	Time	Location
Interview Rooms	Wednesday, February 1	7:00 AM – 7:00 PM	Pacific F - I
AACN Board of Directors Meeting	Wednesday, February 1	8:00 AM – 2:00 PM	Palm 5 & 6
SIG – Social Cognition	Wednesday, February 1	10:00 – 11:00 AM	Pacific Ballroom D/E
SIG - Intervention	Wednesday, February 1	11:00 AM – 12:00 PM	Pacific Ballroom D/E
SIG – NeuroCOVID	Wednesday, February 1	12:00 – 1:00 PM	Pacific Ballroom D/E
SIG – Cultural	Wednesday, February 1	12:00 – 1:00 PM	Town & Country Ballroom D
ABCN Board of Directors Meeting	Wednesday, February 1	1:00 – 4:00 PM	Palm 7
SIG – Brain Injury	Wednesday, February 1	1:00 – 2:00 PM	Pacific Ballroom D/E
SIG – Dementia	Wednesday, February 1	3:00 – 4:00 PM	Pacific Ballroom D/E
Event Name	Date	Time	Location
Interview Rooms	Thursday, February 2	7:00 AM – 7:00 PM	Pacific F - I
Student Liaison Committee (SLC) Welcome	Thursday, February 2	7:30 – 8:30 AM	
SIG – BITSY	Thursday, February 2	8:00 – 8:55 AM	Pacific Ballroom D/E
AITCN Annual Executive Committee Meeting	Thursday, February 2	10:00 - 11:00 AM	Palm 6
INS Past Presidents Lunch – by invitation	Thursday, February 2	1:15 – 2:45 PM	Pacific Ballroom C
SIG – WINDS - Methods to Overcome Institutional Barriers to Integrate Technology into Clinical Practice	Thursday, February 2	1:15 – 2:10 PM	Town & Country Ballroom D
SIG – Oncology	Thursday, February 2	1:15 – 2:10 PM	Pacific Ballroom A
SIG – Sports Neuropsychology	Thursday, February 2	1:15 – 2:10 PM	Town & Country Ballroom C
SIG – Teleneuropsychology	Thursday, February 2	6:30 – 7:30 PM	Pacific Ballroom D/E
Clinical Neuropsychology Specialty Council Annual Meeting	Thursday, February 2	6:30 - 7:30 PM	Palm 6
Brown University Clinical Psychology Training Program Alumni Reception	Thursday, February 2	6:30 – 8:00 PM	Palm 7

INS SLC Trainee Social Co Hosted with ANA and ANST	Thursday, February 2	8:00 – 9:30 PM	Palm 1 & Lawn
<b>Event Name</b>	<b>Date</b>	<b>Time</b>	<b>Location</b>
Interview Rooms	Friday, February 3	7:00 AM – 7:00 PM	Pacific F - I
INS Student/Trainee Mentoring Event			
Please sign up previous	Friday, February 3	7:30 - 8:50 AM	Palm 1 - 5
APPCN General Meeting for Training Directors	Friday, February 3	7:30 – 9:00 AM	Pacific Ballroom C
INS SIG Chairs Meeting – by invitation	Friday, February 3	12:45 – 2:15 PM	Pacific Ballroom C
AACN Student Affairs Committee Meeting	Friday, February 3	1:00 – 2:00 PM	Palm 6
QNS Annual Board Meeting	Friday, February 3	1:00 – 3:00 PM	Palm 8
AITCN Internship Training Directors Q&A Session	Friday, February 3	2:00 – 3:00 PM	Palm 6
Women in Neuropsychology (WIN) Social Event	Friday, February 3	6:00 – 7:30 PM	Palm 1 - 5
Mark Bondi Mentoring Award Celebration	Friday, February 3	6:00 – 8:00 PM	Moved Off-site
Asian Neuropsychological Association Annual Meeting	Friday, February 3	6:00 – 8:30 PM	Palm 8
Florida-UCLA Party	Friday, February 3	9:00 – 11:30 PM	Palm
<b>Event Name</b>	<b>Date</b>	<b>Time</b>	<b>Location</b>
Interview Rooms	Saturday, February 4	7:00 AM – 12:00 PM	Pacific F - I

# CE Program Disclosures

## INS 51st Annual Meeting: San Diego 2023

### Continuing Education Program Disclosure Information

As of September 29, 2022

The International Neuropsychological Society requires program planners and instructional personnel to disclose information regarding any relevant financial and non-financial relationships related to course content prior to and during course planning.

The intent of this disclosure is not to prevent a speaker with a significant financial or other relationship from making a presentation, but rather to provide listeners with information on which they can make their own judgments. It remains for the audience to determine whether speaker interests or relationships unduly influence a presentation with regard to exposition or conclusion.



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.

All continuing education sessions are geared for advanced level instructional activity. Up to 20.5 credit hours are available for this program.

#### Please note relevant relationship definitions below:

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

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

INS PROGRAM PLANNERS		
Hampstead, Benjamin M.	CE Director	No relevant financial or nonfinancial relationships exist.
Bobholz, Julie	Co-Program Chair	No relevant financial or nonfinancial relationships exist.
Butt, Sakina	Co-Program Chair	No relevant financial or nonfinancial relationships exist.

INSTRUCTIONAL PERSONNEL		
Alladi, Suvarna	CE 02	No relevant financial or nonfinancial relationships exist.
Anderson, Peter	IS 4	No relevant financial or nonfinancial relationships exist.
Bahar-Fuchs, Alex	CE 08	No relevant financial or nonfinancial relationships exist.
Baron, Ida Sue	Plenary A	Relevant financial relationships: Dr. Ida Sue Baron receives a royalty as an author from Oxford University Press. Relevant non-financial relationships: None exist.
Baxendale, Sallie	CE 11	Relevant financial relationships: None exist. Relevant non-financial relationships: Dr. Sallie Baxendale is an INS Member at Large, serves on the Board of Governors and is an ILAE Diagnostic Methods Commission Chair.
Berl, Madison	IS 2	No relevant financial or nonfinancial relationships exist.
Cassidy, Adam R.	IS 3	No relevant financial or nonfinancial relationships exist.
Cassidy, Adam R.	CE 06	No relevant financial or nonfinancial relationships exist.



# CE Program Disclosures - Continued

INSTRUCTIONAL PERSONNEL		
Gerner, Gwendolyn	IS 4	No relevant financial or nonfinancial relationships exist.
Grafman, Jordan	Plenary G	No relevant financial or nonfinancial relationships exist.
Harder, Lana	IS 3	No relevant financial or nonfinancial relationships exist.
Heitzer, Andrew	IS 3	Relevant financial relationships: Dr. Andrew Heitzer receives a consulting fee from Global Blood Therapeutics. Relevant non-financial relationships: None exist.
Koltai, Deborah	Plenary D	No relevant financial or nonfinancial relationships exist.
Krull, Kevin	CE 04	No relevant financial or nonfinancial relationships exist.
Lee, Tatia M.C.	Plenary B	Relevant financial relationships: Dr. Tatia M.C. Lee receives a salary as an employee of the University of Hong Kong. Relevant non-financial relationships: None exist.
Longoria, Jennifer	IS 3	No relevant financial or nonfinancial relationships exist.
Luck, Steven J.	CE 10	No relevant financial or nonfinancial relationships exist.
Ludwig, Natasha N.	IS 4	No relevant financial or nonfinancial relationships exist.
McDonald, Brenna C.	CE 07	No relevant financial or nonfinancial relationships exist.
Near, Jamie	CE 12	No relevant financial or nonfinancial relationships exist.
Ploutz-Snyder, Robert	CE 09	No relevant financial or nonfinancial relationships exist.
Półczyńska, Monika	IS 2	No relevant financial or nonfinancial relationships exist.
Rey-Casserly, Celiane	IS 3	No relevant financial or nonfinancial relationships exist.
Sabsevitz, David S.	IS 2	No relevant financial or nonfinancial relationships exist.
Sanz, Jacqueline H.	CE 06	No relevant financial or nonfinancial relationships exist.
Schretlen, David J.	Plenary C	No relevant financial or nonfinancial relationships exist.
Schultheis, Maria T.	CE 05	No relevant financial or nonfinancial relationships exist.
Taylor, H. Gerry	IS 4	No relevant financial or nonfinancial relationships exist.
Walhovd, Kristine Beate	Plenary F	No relevant financial or nonfinancial relationships exist.
Westmacott, Robyn	CE 03	No relevant financial or nonfinancial relationships exist.
Williams, Tricia	IS 4	No relevant financial or nonfinancial relationships exist.
Wilson, Barbara	Plenary E	No relevant financial or nonfinancial relationships exist.
Wolfe, Kelly R.	CE 06	No relevant financial or nonfinancial relationships exist.
Zeidan, Fadel	CE 01	No relevant financial or nonfinancial relationships exist.

# Program Changes & Author Disclosures

Please check on-site materials and signage in San Diego, the Oxford Meeting App, or the INS Website, for final room assignments and any changes to the Final Program.

## Final Addendum of Author Changes

A list of important author changes that have occurred since the time of printing will be available on-site. The online published meeting proceedings will include a final addendum with all author changes that occurred since finalization of the printed program, including author additions, author changes, and other minor adjustments.

## Submitting Abstract Author Disclosures

The electronic program book, available on the INS website at [www.the-ins.org/meetings/sandiego2023/program-book](http://www.the-ins.org/meetings/sandiego2023/program-book), contains a complete listing of submitting abstract author disclosures.

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

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



The graphic is a promotional poster for the INS 2023 Taiwan Meeting. On the left, there is a stylized brain icon with a building inside, representing the Taipei International Convention Center. To its right, the text reads: "The International Neuropsychological Society Meeting", "INS 2023", "Taiwan Meeting", "TAIPEI, TAIWAN". Below this, it specifies the "DATE July 6-9, 2023" and "VENUE Taipei International Convention Center". A green speech bubble on the bottom left says "SAVE THE DATE!". In the center, it says "Stay tuned for more details!" with the website "www.instaiwan2023.org". Below that is the INS logo, which includes a brain icon and the text "INS Founded in 1967 International Neuropsychological Society". On the right side, there is a large, stylized brain outline filled with various neuroscience-related terms: "Clinical Psychology", "Neuroradiology", "Traumatic Brain Injury (TBI)", "Family Medicine and Geriatrics", "Neurosurgery", "Forensic Psychology", "Neurology", "AI Applying in Neuropsychology", "Community Involvement", and "Sleeping Disorder".