

National Academy of Neuropsychology **34th Annual Conference**

New Horizons in Neuropsychology Research and Practice

**November 12 - 15, 2014
El Conquistador Resort
Fajardo, Puerto Rico**

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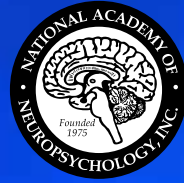
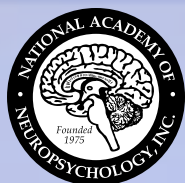


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NATIONAL
ACADEMY OF
NEUROPSYCHOLOGY

Gregory P. Strauss, Ph.D.
2014 NAN Program Chair
Assistant Professor
Department of Psychology
State University of New York at Binghamton

Welcome to the 34th Annual Conference of the National Academy of Neuropsychology. On behalf of the 2014 Program Committee and NAN Board of Directors, I welcome you to join us in Fajardo, Puerto Rico from November 12-15, 2014. We have prepared an exciting program filled with world-renowned neuropsychologists. The theme for the 2014 Conference is "*New Horizons in Neuropsychology Research and Practice*." Meeting workshops are organized into four tracks (Brain Health, Medical Disorders, Diversity, and Treatment and Practice), and the aim of the meeting is to provide clinicians and researchers with practical information that may inspire new areas of specialization and professional growth.

We are very excited to feature two keynote speakers. The Opening Keynote Address will be delivered by Dr. Robert Stern, Professor at Boston University School of Medicine, and a leading authority on Chronic Traumatic Encephalopathy (CTE). The Closing Keynote Address will be presented by Dr. Daniel Schacter, Harvard University's world-renowned expert in memory research. Dr. Schacter will present his groundbreaking research examining episodic memory and the ability to simulate future events.

In addition to these keynote presentations, we have an incredible line-up of experts who will present on topics falling within the four meeting tracks. In the *Treatment and Practice* track, there is a collaborative course sponsored by NAN and the American Bar Association (ABA) focusing on the assessment of the senior attorney, presented by NAN Past-President Dr. Daniel Marson and the ABA's Terry Harell and Tracy Kepler. Dr. Ron Ruff will be reviewing evidence-based methods for providing psychotherapy to individuals with neurological disorders. Dr. Bonny Forrest will discuss being an effective expert witness, and Drs. Tom Van Dillen, Simon Tan, and James Schear will lead NAN members on a journey through uncharted service delivery environments.

NAN will offer several excellent workshops related to Diversity. Dr. Ellen Bialystok will present her cutting-edge research on bilingualism and cognitive reserve in older age. Dr. Alfredo Ardila provides an update on cross-cultural neuropsychology, and Drs. Juan Carlos Arrango and Paul Perrin will lead a workshop on what every neuropsychologist should know about assessing Spanish-speaking adults. Finally, there will be a cultural neuropsychology round table lead by a panel of NAN experts that focuses on cross-cultural training issues and gaining competency in working with diverse individuals.

Brain Health is a rapidly developing area of research and clinical specialization for neuropsychologists, and there will be several workshops highlighting professional developments in this area. Dr. Robert Bilder will present his acclaimed work on individuals with exceptional cognitive abilities. Dr. Pauline Maki will discuss the role of menopause and sex hormones in cognitive functioning in aging women, and Dr. John Randolph will review practical methods for promoting cognitive health that clinicians can incorporate into their professional repertoire.

Medical Disorders represent another exciting area of growth in neuropsychology. Workshops by Drs. Elizabeth Kozora and Ola Selnes will highlight areas of practice related to autoimmunity and conducting neuropsychological evaluations in the context of cardiac surgical procedures. Dr. Celiane Rey-Casserly will review findings on adult neuropsychological outcomes of pediatric medical disorders.

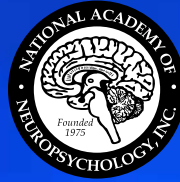
There are several topics that NAN members look forward to every year. Dr. Tony Puente will provide an update on developments in billing and coding. NAN's Professional Affairs and Information Committee (PAIC) is pairing up with Dr. Katherine Nordal of APA and the Interorganizational Practice Committee (IOPC) to provide a workshop on navigating complex practice issues. Pediatric neuropsychologists will be excited to hear talks from Dr. Jack Fletcher (learning disabilities), Dr. Michael Gordon (ADHD), and Dr. Phil Fastenau (pediatric epilepsy). The Women in Leadership Event and Distinguished Lifetime Contribution to Neuropsychology Award Address are always highly anticipated, and the NAN Foundation event will include an unforgettable first-person account of early onset Parkinson's Disease by Matthew Carey. Several unique offerings that can only be found in Puerto Rico are also offered, including workshops on the neuropsychology of schizophrenia (Dr. Jim Gold), violence and psychopathy (Dr. James Blair), and military concussion (Dr. Rodney Vanderploeg). This year's NAN conference will once again offer excellent workshops only for students/trainees covering Parkinson's disease, chronic pain, non-traditional jobs, the nuts and bolts of private practice, NIH grant writing, and work/life balance.

Our host for this year's Conference is the beautiful El Conquistador Resort, an unparalleled venue with pristine beaches, luxury pools, exquisite golf courses, a water park for kids, fine dining, scuba diving, water sports, and even a marina. Nearby are Puerto Rico's awe-inspiring natural attractions, including El Yunque rainforest, the bioluminescent bay, and underground cave park.

Conference registration, travel, and tourism details are provided online at www.nanonline.org.

This year's program would not be possible without the support and dedication of NAN President Daniel Allen, Executive Director William Perry, the Board of Directors, Poster Chair Russell Pella, the Student Volunteers (lead by Daniel Smith and Victoria Merritt), the 2014 Program Committee, and my loving wife and grad students. I would also like to extend my deepest appreciation to the NAN Office Staff--Heather Santos, Allison Mendrys, and Laura Olds. We look forward to seeing you in Puerto Rico!

Gregory P. Strauss, Ph.D.
2014 Program Chair



2014 NAN Board of Directors

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The National Academy of Neuropsychology would like to acknowledge and thank its partners and exhibitors for their support of the 2014 NAN Conference.


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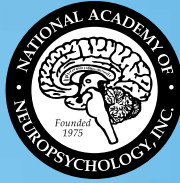
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(This is not a complete list of those who will be exhibiting, rather it is a list of those organizations who have signed up as of our print deadline.)



Conference Committees

Program Committee

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Andrea Zartman, Ph.D. (Past Poster Chair)

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SCHEDULE-AT-A-GLANCE

November 12 - 15, 2014 | El Conquistador Resort | Fajardo, Puerto Rico



Wednesday, November 12

Special Topic (No CE)

7:00 am – 9:00 am

1. Bieliauskas - ABCN Test Prep

Continental Breakfast

7:30 am – 9:00 am

CE Workshop (1.5 CE)

8:30 am – 10:00 am

2. Crowe - Sedatives and Hypnotics

CE Workshops (3 CE)

9:00 am – 12:00 pm

3. Randolph - Brain Health
4. Marson, et al. - Assessment of the Senior Attorney
5. Gold - Schizophrenia

Student/Trainee Track

9:00 am – 11:00 am

6. Ryan - NIH Grant Writing

CE Workshop (1.5 CE)

10:30 am – 12:00 pm

7. Conder & Conder - Sports Neuropsychology

Student Lunch

12:00 pm – 1:30 pm

8. Chandler, et al. - Work/Life Balance

Student/Trainee Track

1:30 pm – 3:30 pm

9. Troster - Parkinson's Disease

CE Workshops (3 CE)

1:30 pm – 4:30 pm

10. Bilder - Creativity & Giftedness
11. Van Dillen, et al. - Unchartered Service Environments
12. Blair - Psychopathy & Violence
13. Ruff - Psychotherapy for Neurological Disorders

Welcome

5:00 pm – 5:15 pm

Opening Keynote Address (1 CE)

5:15 pm – 6:15 pm

14. Stern - CTE

NAN Business Meeting

6:15 pm – 7:00 pm

Women in Leadership Networking Event

7:30 pm – 9:30 pm

Thursday, November 13

Continental Breakfast

Exhibit Hall Open

7:30 am – 9:00 am

CE Workshop (1.5 CE)

8:30 am – 10:00 am

15. Arango & Perrin - Culturally Sensitive Assessment

CE Workshops (3 CE)

9:00 am – 12:00 pm

16. Kozora - Autoimmunity
17. Selnes - Medical Procedure Outcomes
18. Gordon - ADHD

Student/Trainee Track

9:00 am – 11:00 am

19. Hillsabeck, et al. - Non-Traditional Jobs

CE Workshop (1.5 CE)

10:30 am – 12:00 pm

20. Forrest - Expert Witness

Exhibit Hall Open

11:30 am – 3:30 pm

Poster Session A

12:00 pm – 1:30 pm

Test Workshop (2 CE)

1:30 pm – 3:30 pm

21. Horton - Test of Verbal Conceptualization & Fluency

Special Topics (No CE)

1:30 pm – 3:30 pm

22. Meyers - ABN Test Prep
23. Fastenau - Pediatric Grand Rounds
24. Miller, et al. - Evidence Based Neuropsychology
25. Rivera-Mindt, et al. - Cultural Neuropsychology Training Issues

NAN Foundation Special Event

3:30 pm – 5:00 pm

President's Address

5:30 pm – 6:30 pm

President's Reception

Poster Session B

Exhibit Hall Open

6:30 pm – 8:00 pm

Friday, November 14

Continental Breakfast

Exhibit Hall Open

7:30 am – 9:00 am

CE Workshop (1.5 CE)

8:30 am – 10:00 am

26. Fastenau - Pediatric Epilepsy

CE Workshops (3 CE)

9:00 am – 12:00 pm

27. Vanderploeg - Military Concussion
28. Bialystok - Bilingualism & Aging
29. Postal, et al. - PAIC/IOPC

Student/Trainee Track

9:00 am – 11:00 am

30. Santa Maria - Private Practice

CE Workshop (1.5 CE)

10:30 am – 12:00 pm

31. Vance & Humphrey - HIV

Exhibit Hall Open

11:30 am – 3:30 pm

Poster Session C

12:00 pm – 1:30 pm

Test Workshop (2 CE)

1:30 pm – 3:30 pm

32. Holdnack & Raiford - WISC-V

Special Topics (No CE)

1:30 pm – 3:30 pm

33. Dodzik - ABPdN Test Prep
34. Peery - Diversity Grand Rounds
35. Kadushin & Kadushin - Physical Activity and Aging
36. Tremont, et al. - Clinical Research Grants

CE Workshop (1 CE)

4:15 pm – 5:15 pm

37. Puente - CPT Update

Awards Ceremony

5:30 pm – 6:00 pm

Naugle

Distinguished Lifetime Contribution to NP Award Address (1 CE)

6:00 pm – 7:00 pm

38. Wilson

Saturday, November 15

Continental Breakfast

Exhibit Hall Open

7:30 am – 9:00 am

CE Workshop (1.5 CE)

8:30 am – 10:00 am

39. Barr, et al. - Memory Enhancement

CE Workshops (3 CE)

9:00 am – 12:00 pm

40. Maki - Hormones & Cognition
41. Ardila - Cross-Cultural Neuropsychology
42. Fletcher - Pediatric Learning Disorders

Student/Trainee Track

9:00 am – 11:00 am

43. Pimental - Chronic Pain

CE Workshop (1.5 CE)

10:30 am – 12:00 pm

44. Rey-Casserly - Childhood Medical Disorders

Student Research Presentations

12:00 pm – 1:30 pm

45. Pella

Special Interest Group Meetings

12:00 pm – 1:30 pm

- * Aviation Psychology
- * Hispanic Neuropsychological Society
- * Pediatric Neuropsychology
- * Reitan Society
- * VA Neuropsychology Group

Closing Keynote Address (1.5 CE)

1:30 pm – 3:00 pm

46. Schacter - Memory

Exhibit Hall Hours

Thursday

7:30 am – 9:00 am

11:30 am – 3:30 pm

6:30 pm – 8:00 pm

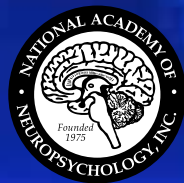
Friday

7:30 am – 9:00 am

11:30 am – 3:30 pm

Saturday

7:30 am – 9:00 am



General Information



Continuing Education (CE)

The National Academy of Neuropsychology is approved by the American Psychological Association to sponsor continuing education for psychologists. NAN maintains responsibility for the program and its content. Three hours of CE credit will be awarded for participation in each of the 3-hour CE workshops and 1.5 hours of CE credit will be awarded for participation in the 1.5-hour CE workshops. Two hours of CE credit will be offered to participants in publisher-sponsored test workshops. 1.0 free CE credit is available on Wednesday evening for Dr. Stern's keynote address. On Friday evening, 1.0 free CE credit is available for the Distinguished Lifetime Contribution to Neuropsychology Award Recipient Address and 1.0 free CE credit for Dr. Puente's CPT Update. On Saturday afternoon, 1.5 free CE credits are available for Dr. Schacter's closing keynote address. A maximum total of 23.5 CE credits may be earned. There will be no CE credits offered for participation in the special topic presentations, student/trainee track, or the special interest group meetings. NAN is committed to providing educational programs of the highest quality. Participants who are dissatisfied with a NAN educational program are encouraged to seek an appropriate resolution as outlined in NAN's Grievance Policy (available from the NAN Office). **CE letters will be available electronically after the conference.**

Ethics Content

The APA does not accredit CE sessions as ethics sessions per se, nor does NAN as an APA CE provider. Whether a CE session meets requirements for ethics training is a distinction made by state authorities regulating the practice of psychology who require on-going ethics training for license renewal. It is typical for such regulators to require that ethics training be received in a CE-accredited session (NAN is an APA CE provider) and then to examine the content of the specific CE session to make sure that it meets their requirements for ethics training. Consequently, NAN recommends that attendees consult with their individual regulatory authority in advance if ethics credit is desired.

Course Handouts

In an effort to be environmentally responsible, NAN is trying to reduce the amount of paper we use at our conferences. Again this year, course handouts will be distributed to attendees electronically prior to the conference. **No printed course handouts will be distributed at course sessions.**

Audio Recording

Audio recordings of many of the workshops will be available for purchase on-site, or they may be ordered at a later date from Convention CD's, Inc. by calling toll free 1-800-747-6334.

President's Reception

The President's Reception will be held on Thursday, November 13, at 6:30 p.m. after the President's Address. A variety of hot and cold appetizers will be provided. Soft drinks and cocktails will be offered at the cash bars.

Students and Trainees

NAN values its commitment to the professional development of students, interns, and post-doctoral fellows. Pre-doctoral student members with a letter verifying their student status will pay \$50 for general registration, rather than the member conference registration fee of \$185. Registration for verified non-member students is \$100. NAN post-doctoral members with a letter of verification from a supervisor pay a reduced rate of \$85. **Please note that individuals registered as students will not receive credit for CE courses.** NAN will offer its traditional Student Luncheon on Wednesday, November 12. Attendance is limited to student attendees and the early registration fee is \$10. Again in 2014, NAN will offer a specialized track geared towards our student and trainee members. Attendance is limited to students and trainees only. Be sure to take advantage of this customized programming!



Conference Registration

Conference registration can be completed by going online to: www.nanonline.org, or by printing off the registration form enclosed in this booklet and mailing or faxing to the address provided on the form. Payment in full is required in order to process registrations. We welcome payments in the form of check, Visa and MasterCard. We regret that we cannot accept purchase orders.

Code of Conduct

We value the participation of each member of the NAN community and want all attendees to have an enjoyable and fulfilling experience. Accordingly, all attendees, guests, speakers, exhibitors, and volunteers are expected to show respect and courtesy to others at all times. All communication and behavior, verbal or otherwise, should be appropriate for a professional environment. Those violating these rules may be asked to leave the conference with or without a refund at the sole discretion of the conference organizers.

Cancellation Policy

A 50% refund is possible for written cancellation requests postmarked and mailed by October 10, 2014 to NAN at

7555 East Hampden Avenue; Suite 525; Denver, CO 80231. Cancellations will not be accepted by phone. **Refunds will not be issued for cancellations requested after October 10, 2014.**

***No refunds are given for workshops cancelled on-site.**

Photo Release and Consent Statement:

Please note: Your registration for a National Academy of Neuropsychology program includes your acceptance and agreement to the following photo release and consent statement:

I give permission to the National Academy of Neuropsychology to take photographs of me while I am engaging in neuropsychology education workshops. I also grant the right to edit, use and re-use said products for any and all educational, public service, marketing and outreach purposes selected by the National Academy of Neuropsychology. I release any and all rights, titles and interest I may have in said photographs, movies, video tapes, web-site productions, finished pictures, reproductions, copies or negatives of the same in connection with such uses.



Hotel Information & Services

The El Conquistador Resort in Fajardo, Puerto Rico is the official location for the National Academy of Neuropsychology's 34th Annual Conference. Enjoy luxury resort recreation and relaxation at El Conquistador. Swim in sparkling water and lounge next to the pools. Take a short boat ride to private Palomino Island and enjoy a pristine beach, water sports and casual café. Set sail from the private resort marina. Tee off and be challenged by unique elevation changes on the golf course. Slide, swim, or float at the family-friendly water park. Puerto Rico's fascinating national and historical parks, unspoiled rain forest and unique modern sites are just a short distance from El Conquistador. Explore the nearby El Yunque Rain Forest, Bioluminescent Bay or Old San Juan forts. Go scuba diving and marvel at ocean life. Tour a rum distillery and museum.

Hotel Reservations

Call (787) 863-1000 or visit www.nanonline.org to find a link to the online reservation system.

When arranging hotel accommodations, please indicate that you are attending the NAN Annual Conference to receive the conference rate of \$199 plus tax per night for single/double occupancy.

Hotel reservations must be made by Saturday, October 11, 2014. The hotel will determine whether it can accept reservations based on a space-and rate-available basis at the NAN group rate after this date.

Booking a room in the room block at the El Conquistador Resort is an important way to support NAN and ultimately keep overall meeting costs and registration prices as low as possible. Staying "within the block" is also more convenient and helps you stay connected with the informal activities and networking opportunities that occur at the headquarters hotel during the conference.

Airport Transportation

The closest international airport to the El Conquistador Resort is Luis Muñoz Marín International Airport (SJU), which is approximately 31 miles from the hotel. A passport is not required to visit Puerto Rico.

Shuttle Service:

The resort provides a motorcoach service from the Luis Muñoz Marín

International Airport (SJU) in San Juan. The cost is \$74.00 roundtrip per adult and \$54.00 roundtrip per child 12 years old and under (note: PR tax of 7% is additional).

Taxi:

Rates vary between \$100 - \$125 each way depending on the number of passengers and time of arrival or departure.

Hotel Parking:

Self-parking is available at \$16.05 per day and valet is \$21.40 per day including in/out privileges.

Local Transportation


Rental Cars:

Enterprise Rent-A-Car rental desk is in the hotel lobby adjacent to the Concierge. Their hours of operation are Monday - Sunday from 8:00am to 5:00pm (12:00pm to 1:00pm closed for lunch). Please call 787.863.1000 x 7015 for additional information or for reservations.





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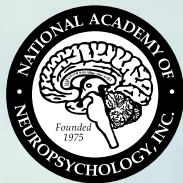
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Schedule & Courses



WEDNESDAY, NOVEMBER 12, 2014

7:00am – 9:00am

SPECIAL TOPIC PRESENTATION – NO CE

COURSE 1

**Preparing for Examination for ABPP Board Certification in Clinical Neuropsychology:
ABCN Policies and Procedures**

LINAS BIELIAUSKAS, PH.D.

Ann Arbor VA Healthcare System and University of Michigan Health System

Specialty board certification in Clinical Neuropsychology through the American Board of Clinical Neuropsychology (ABCN) for all practicing and teaching clinical neuropsychologists is a major goal of the American Academy of Clinical Neuropsychology (AACN). This includes Clinical Neuropsychologists work with children, as well as those who work with adults. This workshop is designed to familiarize the potential candidate with the policies and procedures of the ABCN examination and to provide advice on study and preparation. The history of the development of board certification is reviewed, current procedures are described, and the process of examination is explained. The extensive resources available for exam preparation through AACN will be described and access to them explained. At the end of this workshop, participants should be thoroughly familiar with the ABCN process and understand how to submit their credentials, prepare for the written examination, and become ready for submitting their work for peer review and examination.

8:30am – 10:00am**CE WORKSHOP – 1.5 CE****COURSE 2****The Neuropsychological Impact of Sedatives and Hypnotics****SIMON F. CROWE, PH.D.**

La Trobe University

The sedative and hypnotic drugs are a group of agents which act upon the GABAergic neurotransmitter system to depress the activity of the central nervous system inducing sleep and reducing anxiety and epileptic activity. This group includes the barbiturates, the benzodiazepines and the so-called “Z” drugs (i.e. Zaleplon, Zopiclone, Eszopiclone and Zolpidem). Inevitably when the level of consciousness is altered this has significant effects upon many neuropsychological functions. This workshop will review the mechanism of action of these agents and then meta-analytically address the effect of these agents on all levels of neuropsychological functioning. The level of their effect will be analyzed both acutely and following longer term administration. Analysis of the impact of their discontinuation on neuropsychological functioning will be provided, attempting to determine whether there is residual compromise following discontinuation and ascertaining for how long these effects might persist. The analysis will indicate that the effect of these agents does lead to the possibility of false positive diagnosis of brain impairment. The possibility of incorrect attribution of cognitive compromise to the drug effect may indeed occur. Parameters for clinical concern and decision rules for the impact of these agents upon the assessment process will be presented.

As a result of attending this presentation, the participant will be able to:

1. Characterize the mechanisms of effect of the sedative and hypnotic drugs and distinguish between the psychotropic effect on the underlying disease state and their effect on intrinsic neurobiological processing.
2. Identify the impact of these medications on neuropsychological functioning as determined meta-analytically, acutely, chronically and following withdrawal.
3. Discuss a set of decision rules for ensuring differential diagnoses of the sedative and hypnotic drugs in the attempt to avoid false positive diagnosis of neurocognitive impairment.

9:00am – 12:00pm**CE WORKSHOPS – 3 CE****COURSE 3****Positive Neuropsychology: Promoting Cognitive Health in Clinical and Non-clinical Settings****JOHN J. RANDOLPH, PH.D.**

Geisel School of Medicine at Dartmouth; Randolph Neuropsychology Associates, PLLC; J. Randolph Consulting, LLC

Despite positive psychology's considerable growth and empirical support over the past decade, related principles have not been adopted broadly by neuropsychologists. Reviews of publication trends in prominent neuropsychological journals indicate that the majority of published neuropsychological studies serve to document cognitive impairment in various neuropsychiatric populations; few studies aim to examine or promote cognitive health, and cognitive health research has generally not increased over time. The present seminar will consider the relevance of cognitive health across clinical and non-clinical settings and explore an orientation to neuropsychological practice focused on the study and promotion of cognitive health—positive neuropsychology—that incorporates perspectives from positive psychology. First, the concept of cognitive health will be examined in the context of the neuropsychological literature and developments in positive psychology. This will be followed by discussion of an evidence-based model that targets four key domains of cognitive health promotion: compensation (e.g., emotional and compensatory cognitive strategies), activity (e.g., physical and social activity), prevention of cognitive changes, and education (e.g., correcting public misconceptions about brain/cognitive functioning). The value of studying individuals with exceptional cognitive functioning and neurological patients with positive outcomes will also be discussed as a means to develop insights into cognitive health. Practical cognitive and lifestyle strategies that can promote executive and other cognitive abilities will be reviewed, including discussion of methods to incorporate cognition-promoting interventions into one's professional repertoire. Finally, cognitive health will be discussed vis-à-vis executive coaching and business consulting, drawing upon social and affective neuroscience research that provides lessons for neuropsychologists seeking to translate knowledge of brain-behavior relationships into non-clinical settings. The APA Psychologically Healthy Workplace Program will also be considered in this context.

As a result of attending this presentation, the participant will be able to:

1. Summarize the importance of cognitive health across settings and discuss the emerging field of positive neuropsychology.
2. Describe four key domains of cognitive health promotion throughout the lifespan.

3. Examine lifestyle factors and practical strategies designed to promote cognitive health, and identify ways to incorporate these strategies into clinical practice.

COURSE 4

Assessment of the Senior Attorney: Legal and Neuropsychological Perspectives

*Sponsored by the American Bar Association and NAN

DANIEL C. MARSON, J.D., PH.D.

University of Alabama at Birmingham

TERRY L. HARRELL, J.D.

Indiana Judges and Lawyers Assistance Program

TRACY L. KEPLER, J.D.

U.S. Patent and Trademark Office

This course represents an exciting initial collaboration between NAN and the American Bar Association's (ABA) Commission on Lawyers' Assistance Programs (Co-LAP), the ABA Commission on Law and Aging (COLA), and the National Organization of Bar Counsel (NOBC). The course addresses conceptual, legal, and clinical issues surrounding the growing national problem of the senior attorney with cognitive impairment and his/her declining capacity to practice law. Representatives of the ABA and NAN will present on topics including the senior attorney and the capacity to practice law, the experience of state Lawyers' Assistance Programs who increasingly are called upon to identify and assist senior attorneys with possible cognitive impairment, and the experience of state disciplinary commissions who are charged with investigating, potentially disciplining, and also supporting impaired senior attorneys. The course will then turn to the role of the neuropsychologist in the assessment of the senior attorney, and will present a method of assessment as well as instructive case studies. The course will conclude with the panel of presenters conducting a question/answer session with the audience.

As a result of attending this presentation, the participant will be able to:

1. Describe core skills of the practicing attorney, and how these skills in the senior attorney can be adversely affected by cognitive aging and cognitive and psychiatric disorders of aging.
2. Explain how lawyers' assistance programs seek to identify and assist impaired senior attorneys whose practice skills are declining.
3. Discuss how state bars and their disciplinary commissions are handling cases of impaired senior attorneys with declining practice skills.

4. Describe the valuable role of the neuropsychologist in the assessment of an impaired senior attorney and his/her capacity to practice law, and apply a method for conducting such an evaluation.

COURSE 5

Cognitive Impairment as a Core Feature of Schizophrenia: From Clinical Neuropsychology to Recent Developments in Cognitive Neuroscience

JAMES M. GOLD, PH.D.

University of Maryland School of Medicine

Schizophrenia is a remarkably heterogeneous disorder with widely varying symptoms and outcomes across people with the illness. However, one shared feature among all with the illness appears to be some degree of cognitive impairment. The goal of this workshop is to review findings from both the clinical neuropsychological and cognitive neuroscience literatures so that attendees will leave with a broad sense of the research literature as well as be better able to formulate practical approaches to common assessment issues. The first focus of the workshop will be to review basic issues including the course and pattern of impairment from childhood to adulthood, the role of symptoms, the impact of medication, and the importance of cognition for functional outcome. Literature related to these issues has had a major impact on the larger field, leading the FDA to be willing to consider labeling a drug as a treatment for the cognitive impairments associated with schizophrenia. The second focus of the workshop will be to address clinical assessment issues, such as whether patients with schizophrenia show adequate effort on cognitive testing, the utility of brief assessment approaches including the Repeatable Battery for the Assessment of Neuropsychological Status (RBANS) and the MATRICS Consensus Cognitive Battery (MCCB), and how to evaluate cognitive change upon retesting at the single subject level. The third part of the workshop will cover more contemporary cognitive neuroscience approaches to the nature of working memory and motivational impairments, as applied to individuals with schizophrenia.

As a result of attending this presentation, the participant will be able to:

1. Explain the pattern and trajectory of cognitive impairment over the developmental course of schizophrenia.
2. Discuss the utility of the MCCB to assess cognitive change at the single subject level.
3. Describe the role of very elementary working memory impairment in the generalized cognitive deficit that is characteristic of schizophrenia.

9:00am – 11:00am**STUDENT/TRAINEE TRACK**

*Attendance is limited to students, interns, & post-docs only

COURSE 6**Introduction to NIH Grant Writing: Demystifying the Process****LAURIE M. RYAN, PH.D.**

National Institutes of Health

This presentation will describe the basics of writing a grant application and the grant application process at the National Institutes of Health (NIH). Topics covered will include: an overview of the structure of the NIH (the different institutes and centers), the types of grant mechanisms available (e.g., training grants, research project grants), choosing a project, application essentials, peer review, and funding decisions. The presentation will also describe the types of funding opportunity announcements (e.g., Request for Applications – RFAs, Program Announcements – PAs), as well as highlight sources of guidance and web-based resources available for writing NIH grant applications.

10:30am – 12:00pm**CE WORKSHOP – 1.5 CE****COURSE 7****Sports Neuropsychology: Assessment and Intervention for Neurocognition and Health****ROBERT CONDER JR., PSY.D.**

Carolina Neuropsychological Service, Inc.

ALANNA CONDER, PSY.D.

Carolina Neuropsychological Service, Inc.

Recent national and international efforts to promote concussion awareness and education have resulted in dramatically increased rates of identification of sport and non-sport concussions. In response, there is a compelling need by neuropsychology to establish best practice guidelines and to identify treatment interventions that are efficacious with this population. This presentation will be based on my NAN webinar on Sports Neuropsychology. This comprehensive talk will present an overview of the scope of the problem in sports concussion; relevant training for sports neuropsychology specialists; specific assessment measures for evaluating concussion in athletes and sports participants ages

four through adulthood; and concussion education, prevention and management/intervention guidelines. An overview of emergency medical plans for school-based intervention will be presented to address post-concussive academic challenges in student-athletes. Recommendations for safe play will be presented. Advocacy for sports participation throughout the lifespan will be reinforced by research studies documenting exercise as a potent behavioral health intervention. Specific exercise prescriptions for aerobic and cardiovascular training will be presented as interventions to improve neurocognitive processes including concentration, working memory, and executive functioning; as well as interventions for sleep disorders and mood disorders. At the end of this presentation, the attendee will have an excellent overview of the relevant issues in sports neuropsychology, as well as practical guidelines for concussion management using a Biopsychosocial perspective. Finally, participants will be exposed to physical and exercise interventions which increase cognition, cardiovascular health, and psychological functioning throughout the lifespan.

As a result of attending this presentation, the participant will be able to:

1. Explain the scope and epidemiology of sports concussions across the lifespan.
2. Describe a focused but sensitive and repeatable neurocognitive battery for sport concussion assessment and tracking.
3. Discuss behavioral, psychological, educational, and cognitive interventions for typical and refractory sport concussions.
4. Design physical and exercise interventions for injured and non-injured persons to improve cognition, cardiovascular health and psychological functioning throughout the lifespan.

12:00pm – 1:30pm**STUDENT LUNCH**

*Attendance is limited to students only

COURSE 8**Work-Life Balance and Staying Healthy**

*Sponsored by the Women in Leadership Committee and Cultural & Diversity Committee

MELANIE CHANDLER, PH.D.

Mayo Clinic

ILAINA WINGLER, LT. COL., PSY.D.

United States Air Force, BSC, 359th Medical Operations Squadron

MONICA RIVERA-MINDT, PH.D.

Fordham University

CHERYL H. SILVER, PH.D.

University of Texas Southwestern Medical Center

A career as a neuropsychologist involves dedication and industry. It requires time and effort. Can you be successful professionally and sustain the other aspects of your life? Yes, you can! This seminar will present real life experiences and perspective from professionals who have become successful leaders in their respective areas, while also balancing their personal lives and overcoming challenges and obstacles. Topics will include the importance of healthy sleep, nutrition, and exercise, as well as developing and fostering supportive relationships, with special focus on the distinct difference between quality and quantity time, as well as avoiding the blame game. The panelists will discuss some commonly asked questions from young women beginning families and still striving for a successful career. Time will be provided for seminar participants to ask questions and tell their own stories.

1:30pm – 3:30pm**STUDENT/TRAINEE TRACK**

*Attendance is limited to students, interns, & post-docs only

COURSE 9**Neuropsychology of Parkinson's Disease and Atypical Parkinsonism****ALEXANDER I. TRÖSTER, PH.D.**

Barrow Neurological Institute

Parkinson's disease (PD) was long considered purely a movement disorder. Although neurobehavioral research began in the 1950s and 60s, it is only in the last decade that there has been major growth in neurobehavioral research. Such research has revealed earlier and much more common changes in cognition and emotion than once believed. In the first part of the presentation some key issues in the neuropsychology of PD are presented. Consistent with recent research, emphasis is placed on mild cognitive impairment, specifically the 2012 diagnostic criteria for PD MCI, and preceding and subsequent neuropsychological research. The neuropsychological features associated with early dopaminergic deficits are described and differentiated from those probably related to other neurotransmitter abnormalities. Potential imaging and biomarkers (e.g., beta amyloid and phosphorylated tau) of dementia, and outcomes of treatments, including deep

brain stimulation, will be briefly reviewed. The second part of this workshop will deal with the rarer atypical parkinsonian syndromes such as progressive supranuclear palsy, corticobasal degeneration, and multiple system atrophy. For each atypical parkinsonian disorder recent advances in understanding the neural substrates of the disorder (including neuroimaging findings) and treatments are discussed. The neuropsychological differentiation of tauopathies from alpha synucleinopathies, and atypical from typical parkinsonian syndromes will be highlighted. Neuropsychological profiles of some clinical cases will be discussed, as are some important considerations and potential modifications to standardized test procedures when evaluating patients with movement disorders.

1:30pm – 4:30pm**CE WORKSHOPS – 3 CE****COURSE 10****Beyond Deficits: Dimensional Approaches to Neuropsychology from Dysfunction Through Exceptional Abilities****ROBERT M. BILDER, PH.D.**

UCLA

Neuropsychology has long focused on the effects of pathological conditions on brain and behavior, and interventions often attempt to ameliorate deficiencies associated with categorical disease entities. Recent attempts to model the biological bases of mental and cognitive disorders, however, have emphasized the lack of clear separation between "healthy" and "ill" individuals, leading to dimensional approaches to understand the basic brain mechanisms underlying these syndromes. Similar issues have arisen in the study of many complex diseases, including diverse neurological and neurodevelopmental conditions, which may reflect the interactions among hundreds or thousands of genes, mediated through myriad biological pathways. This workshop focuses on implications of these developments for clinical neuropsychology, and recent research initiatives that may lead to changes in the current diagnostic taxonomy of mental disorders, replacing this with more biologically validated dimensions. The workshop will describe the main themes of the NIMH Research Domains Criteria Initiative (RDoC). RDoC consensus meetings already have operationalized target dimensions for cognitive systems (attention, perception, working memory, declarative memory, language, and cognitive [effortful] control), positive and negative valence systems, systems for social processes, and arousal and regulatory systems. How do the traditional neuropsychological models of domains align with these NIMH RDoC dimensions, and how might

these developments affect future assessment strategies? The workshop will then consider another implication of dimensional approaches, and specifically what we may learn from individuals who possess exceptional abilities. Animal models already provide new insights – for example, transgenic “smart” mice that excel in working memory paradigms – that may lead to new treatment paradigms based on cognitive augmentation. What can studies of exceptional humans add to our understanding of brain-behavior relations, and how might these examples point the way towards more effective interventions in cognitive syndromes? Addressing these questions may provide novel insights into the cognitive disorders associated with traumatic brain injury, epilepsy, and a diversity of other neuropsychiatric syndromes.

As a result of attending this presentation, the participant will be able to:

1. List cognitive dimensions being targeted by the National Institute of Mental Health Research Domains Criteria (RDoC) initiative.
2. Summarize the “matrix” structure used in RDoC to link genetics, cellular mechanisms, neural circuits and higher level cognitive, behavioral and symptom measures.
3. Discuss examples of research on exceptional abilities in both humans and non-human species that point to new directions for intervention.

COURSE 11

A Value Adding Model to the Training Curriculum of Neuropsychologists in Response to New and Uncharted Service Delivery Environments

THOMAS A. VAN DILLEN, PH.D.

Department of Defense

SIMON TAN, PSY.D.

Stanford University Medical Center

JAMES M. SCHEAR, PH.D.

Clinical and Research Neuropsychologist, North Bethesda, MD

Work environments and even functional roles and responsibilities have changed across the past twenty-five years and even more changes can be expected in the ensuing decades. The specialty area of Neuropsychology has participated in the changing face of Psychology and now represents the single largest division in APA. In recent years, curricula have been developed to equip those seeking training to be prepared to offer a wide range of services as neuropsychologists. An increasing number of neuropsycholo-

gists have entered the arena of consulting as subject matter experts.

However, Neuropsychology training curricula have not specifically addressed this work. This workshop will present information that may be used to incorporate into existing curricula to equip the next generation of neuropsychologists with the broadest skill sets and prepare them to be creative and innovative about the myriad of roles they can engage in to maximally contribute to society's needs. Consideration will be given to role definition, work expectations and professional duties and responsibilities, response to changes in work environments and service delivery arenas, maximal utilization of the foundational skill sets incorporated in existing training, and challenging of students to consider creative and innovative approaches to the practice of their profession. Case examples will be used to illustrate how Neuropsychology can interface with business practices outside of the traditional independent practice. The special contributions Neuropsychology can make by adhering to ethical and value-driven practices will be highlighted and discussed.

As a result of attending this presentation, the participant will be able to:

1. Describe the current state of business instruction that most graduate psychologists receive and the potential gap that occurs as they enter practice.
2. Summarize arguments for the establishment of a “Psychology-Business” graduate curriculum that combines elements of both fields.
3. Describe potential obstacles to the formation of such a curriculum and possible remedies.
4. Explain how innovation and creativity are required in Psychology and Neuropsychology training programs to optimally prepare students to engage in future professional practice opportunities.

COURSE 12

Empathy and Reinforcement Learning Deficits in Conduct Disorder, Callous-unemotional Traits and Increasing the Risk for Violence

JAMES BLAIR, PH.D.

National Institute of Mental Health

A proportion of children with conduct disorder have psychopathic traits. Psychopathic traits consist of a callous-unemotional and an impulsive-antisocial component that are associated with two core impairments. The first is a reduced empathic response to the distress of other individuals, which reflects reduced amygdala and

ventromedial frontal cortex responsiveness to distress cues; the second is dysfunctional decision-making and deficits in reinforcement learning, which reflects dysfunction in the ventromedial frontal cortex and striatum. These deficits, their implications for an increased risk for violence, and their genetic and social antecedents will be discussed and treatment implications considered.

As a result of attending this presentation, the participant will be able to:

1. Discuss the diagnosis of conduct disorder and heterogeneity in pathophysiology in the individuals who receive this diagnosis.
2. Explain the role of the amygdala and ventromedial frontal cortex in empathy (specifically, emotional learning on the basis of other individual's emotional expressions and using that information to make decisions) and how this is dysfunctional in youth with conduct disorder and callous-unemotional traits.
3. Explain the role of ventromedial frontal cortex and striatum in reinforcement based decision making and how this is dysfunctional in youth with conduct disorder.
4. Describe the genetic and social determinants of the functional integrity of the above two neuro-cognitive processes.

COURSE 13

Effective Psychotherapy for Individuals with Acquired Brain Injuries

Ronald M. Ruff, Ph.D.

San Francisco Clinical Neurosciences; University of California, San Francisco

The discipline of neuropsychology needs to expand its focus beyond diagnostics, by advancing efficacious ways for treating the emotional deficits our patients. Dr. Ruff has been providing psychotherapy to brain-injured patients for over three decades, and this workshop will focus on identifying what diagnostic and therapeutic tools are beneficial for brain-injured patients and what tools are not. A treatment approach will be recommended that structures the psychotherapy to (1) facilitated the patients' grasp of the importance and power of their emotions, (2) understand how their emotions have been affected by their unique brain-injury, (3) learn ways to optimally reduce their level of depression, anxiety and/or anger, (4) manage their energy, (5) grieve the loss of the future that they had expected prior to the brain-injury, (6) develop realistic and new future expectations, and (7) create a meaningful life based on their own unique core values.

As a result of attending this presentation, the participant will be able to:

1. Explain why traditional psychotherapy for brain-injury survivors must be adapted in order to avoid only superficially treating brain-injured patients' emotional, social, and behavioral symptoms.
2. Design an assessment that not only contrast pre-morbid with post-morbid emotional functions, but also to explores the interactions among the symptoms (i.e., biopsychosocial symptoms).
3. Describe ways in which well know treatment modalities (i.e., CPT, mindfulness, positive psychology) can be modified and adapted in order to become more efficacious for managing the brain-injured patient's unique anxiety, depression, and/or anger.
4. Utilize techniques to facilitate the patients' acceptance of their post-morbid life and encourage patients to rebuild their lives in meaningful ways.

5:00pm – 5:15pm

OPENING WELCOME

5:15pm – 6:15pm

OPENING KEYNOTE ADDRESS – 1 CE

COURSE 14

Chronic Traumatic Encephalopathy (CTE) in 2014: What We Think We Know and What We Need To Know

ROBERT A. STERN, PH.D.

BU Alzheimer's Disease Center; Boston University School of Medicine

Chronic Traumatic Encephalopathy (CTE) is a neurodegenerative disease associated with repetitive brain trauma. Described in boxers as "Punch Drunk" or dementia pugilistica since the early 1900's, CTE has only received major research focus since the early 2000's when it was discovered in professional football players. In contrast to the extensive media hype surrounding CTE, the scientific understanding of this disease remains in its infancy. This lecture will address what is currently known about the long-term consequences of repetitive brain trauma and CTE as well as what critical questions remain unanswered.

As a result of attending this presentation, the participant will be able to:

1. Describe the neuropathological findings of CTE and distinguish these from Alzheimer's disease.
2. Explain the clinical presentation of CTE, including subtypes and diagnostic criteria for Traumatic Encephalopathy Syndrome (TES).
3. Summarize the recent research pertaining to in vivo diagnosis of CTE through the use of biomarkers.
4. Discuss what is known about possible risk factors for CTE.

6:15pm – 7:15pm

NAN BUSINESS MEETING
(all registrants welcome)

7:30pm – 9:30pm

WOMEN IN LEADERSHIP NETWORKING EVENT

This year's NAN Women in Leadership Committee's Annual Networking Event will feature speaker Dr. Estela S. Estape, Professor, School of Health Professions and Former Dean, School of Health Professions at the Medical Sciences Campus, University of Puerto Rico. Join us for "In Pursuit of Your Dreams: Regardless of Age, Gender and Race" held at the El Conquistador Resort. The event will feature networking opportunities and light refreshments. Purchase your tickets early as space is limited!

THURSDAY, NOVEMBER 13, 2014

8:30am – 10:00am

CE WORKSHOP – 1.5 CE

COURSE 15

Culturally-Sensitive Neuropsychological Evaluation of Spanish-Speaking Adults: What Every Neuropsychologist Should Know

JUAN CARLOS ARANGO, PH.D.

University of Deusto

PAUL PERRIN, PH.D.

Virginia Commonwealth University

Over 300 million people in 44 countries have Spanish as their native language. It is the second most common native language

in the world. In this course, participants will learn practical tips that are essential for the accurate neuropsychological evaluation and diagnosis of Spanish-speaking adults with or without neurological disorders. The influence of culture, beliefs, language, education, familism, gender roles, religion, and acculturation on neuropsychological assessment and performance will be discussed. Culturally and linguistically appropriate neuropsychological norms are often lacking for the most commonly used neuropsychological tests. Therefore, we will also divulge the results of a large, multinational norming study of 11 tests in over 5,000 healthy participants from 20 cities across 12 Latin American countries. This course will offer participants the necessary skills to appropriately and reliably choose and use normative data for a given Spanish-speaking patient. Furthermore, participants will gain insight into the accurate neuropsychological assessment of this growing population.

As a result of attending this presentation, the participant will be able to:

1. Explain the factors that influence neuropsychological evaluation and performance in Spanish-speaking population.
2. Formulate recommendations for effective neuropsychological assessment of Spanish-speaking individuals with or without neurological disorders.
3. Describe what to take into account when choosing and using normative data.
4. Utilize new norms that have resulted from a large, multinational study of healthy Latin Americans from 12 countries.

9:00am – 12:00pm

CE WORKSHOPS – 3 CE

COURSE 16

Cognitive Dysfunction in Autoimmune Disorders

ELIZABETH KOZORA, PH.D.

National Jewish Health

Autoimmune disorders represent a spectrum of conditions in which the immune system mistakenly attacks and destroys healthy body tissue. There are more than 80 different types of autoimmune disorders. The prevalence of autoimmune disease in the US is about 8%, or approximately 23.5 million people, and it is estimated that 75% of autoimmune patients are women. Cognitive dysfunction is one of many manifestations of central nervous system (CNS) abnormalities in autoimmune disorders,

and the individual prognosis and course of cognitive dysfunction is largely unknown. The most extensive investigations regarding the prevalence and biobehavioral correlates of cognitive dysfunction in autoimmune disorders have been with systemic lupus erythematosus (SLE). However, there is accumulating evidence that individuals diagnosed with other autoimmune disorders such as antiphospholipid syndrome (APS), rheumatoid arthritis (RA), and primary Sjögren's syndrome (PSS) have cognitive dysfunction as well. This workshop will include an overview of neuropsychological studies in these four autoimmune disorders (SLE, APS, RA and PSS). In addition, major biobehavioral mechanisms and neuroimaging abnormalities associated with cognitive dysfunction in autoimmune disorders (primarily SLE and APS) will be reviewed.

As a result of attending this presentation, the participant will be able to:

1. Define and characterize four major autoimmune disorders: SLE, APS, RA and PSS.
2. Describe the literature on cognitive dysfunction in SLE, APS, RA and PSS.
3. Identify major biobehavioral mechanisms associated with cognitive impairment in autoimmune disease.

COURSE 17

Cognitive Outcomes After Medical Procedures

OLA SELNES, PH.D.

Johns Hopkins University School of Medicine

Studies of cognitive decline following conventional coronary artery bypass grafting (CABG) were initiated several decades ago in response to many patients reporting that their memory and thinking abilities were "just not the same" after their bypass surgery. Since then, a large number of neuropsychological studies have examined postoperative cognitive changes, with estimates of decline ranging from 10 to 50 percent during the immediate postoperative period. However, several questions concerning the incidence, pathophysiology and specificity of these changes still remain controversial. This workshop will provide an overview of neuropsychological outcomes studies after cardiac surgery procedures, and discuss how advances in the methodology of these studies have resulted in a dramatic shift in our understanding of both the mechanisms and risk factors for postoperative cognitive decline. Although the etiology of adverse cognitive outcomes after CABG is most likely multifactorial, there is increasing evidence that patient-related risk factors, such as the degree of preexisting vascular disease of the brain, may have a greater impact on both short- and long-term cognitive outcomes than procedural variables,

such as on-pump versus off-pump surgery. Special topics include definitions of cognitive decline, the choice of cognitive outcomes measures and the use of control groups.

As a result of attending this presentation, the participant will be able to:

1. Describe the incidence of cognitive decline after cardiac surgery procedures with and without the use of cardiopulmonary bypass.
2. Discuss methodological factors relevant to studying postoperative cognitive change.
3. Identify the principal risk factors for postoperative cognitive decline.
4. Describe the natural history of recovery of postoperative cognitive decline.

COURSE 18

The Assessment of Impairment within the Diagnosis of ADHD: Clinical, Research, and Legal Implications

MICHAEL GORDON, PH.D.

State University of New York Upstate Medical University

The number and intensity of ADHD symptoms have forever driven the formulation of clinical diagnoses and research criteria. Whether those symptoms cause actual impairment has often taken a back seat in the diagnostic process, perhaps because most assume a close association between the number of psychiatric symptoms an individual manifests and the extent to which those symptoms harm functioning. This workshop will present data on the relationship between symptoms and impairment in populations of individuals with ADHD across the age span. We will also consider the implications of these findings for assessment, disability determinations, and research subject selection.

As a result of attending this presentation, the participant will be able to:

1. Establish a rationale for considering impairment as a critical element of the diagnostic process so that clinicians incorporate that knowledge into assessment practices.
2. Identify the implications of considering impairment on how clinicians approach disability determinations.
3. Apply research on symptom/impairment relationships to how participants select research subjects.

4. Identify methods for how participants select measures of impairment within the clinical process.

9:00am – 11:00am

STUDENT/TRAINEE TRACK

*Attendance is limited to students, interns, & post-docs only

COURSE 19

Non-Traditional Job Opportunities for Neuropsychologists

ROBIN C. HILSABECK, PH.D.

INC Research

JAMES A. HOLDNACK, PH.D.

Pearson

MICHAEL P. ROPACKI, PH.D.

Janssen Pharmaceutical Companies, Johnson and Johnson

LAURIE M. RYAN, PH.D.

National Institutes of Health

Students of neuropsychology traditionally seek jobs in medical, academic, and private practice settings. This is not surprising given that most training occurs within these settings, and professional practice surveys, such as the most recent salary survey for neuropsychologists, do not provide information about income earned by the 6% of neuropsychologists employed in other settings. The purpose of this workshop is to inform students of neuropsychology about job opportunities within non-traditional settings for which they are well qualified. A panel of neuropsychologists will describe job duties within four non-traditional settings: a contract research organization, test publishing company, pharmaceutical company, and National Institutes of Health. Following brief presentations on each of these work settings, there will be a question and answer session.

10:30am – 12:00pm

CE WORKSHOP – 1.5 CE

COURSE 20

Becoming an Effective Expert Witness

BONNY FORREST, J.D., PH.D.

Consultant and Independent Contractor

Given our expertise and specialty training, neuropsychologists are prime candidates to be expert witnesses. But even the most seasoned professionals need advance preparation to become optimally effective in court. Much of an expert's work starts even before an opinion is written, in the form of due diligence. And the preparation continues before the deposition and, if necessary, before and during the trial. Without experience testifying or defending their work, an expert can easily fall into a number of traps that can be avoided with good preparation. This workshop will provide an overview of: 1) methods used in preparing to write winning expert opinions, 2) best practices for writing expert opinions, 3) recommendations for preparing for direct examinations in depositions and on the stand, and 4) strategies for dealing with difficult issues on cross-examinations. Sample opinions from real cases will be reviewed and the session will be interactive, with a role-play using actual case vignettes. Ideas for handling the unexpected issues which invariably arise during trial will also be discussed and checklists will be provided.

As a result of attending this presentation, the participant will be able to:

1. Utilize techniques for conducting the necessary due diligence in a legal case before you start writing an opinion.
2. Apply best practices for writing high-quality expert reports (including use of examples from Federal Court proceedings).
3. Select direct examination techniques to present your work confidently in depositions or in court.
4. Apply techniques for dealing with tricky cross-examination questions or unexpected trial issues (e.g., questioning from the judge).

1:30pm – 3:30pm

TEST WORKSHOP – 2 CE

COURSE 21

Test of Verbal Conceptualization and Fluency

ARTHUR M. HORTON, JR., ED.D.

Psych Associates of Maryland LLC

This workshop provides an overview and introduction to the Test of Verbal Conceptualization and Fluency (TVCF; Reynolds and Horton, 2005) including the conceptualization, development, administration, scoring and interpretation. The Test of Verbal Conceptualization and Fluency (TVCF) presents a standardized set of 4 subtests with a total administration time of 25- 30 minutes for

most individuals. The test is designed to measure multiple aspects of executive functions, assumed to be related to the integrity of the frontal lobes of the brain among other brain areas, through the use of several different forms of what are primarily verbal and nonverbal tasks. The tasks of the TVCF emphasize multiple aspects of verbal fluency, set-shifting and concept identification, along with sequencing and visual search skills. The TVCF was designed and standardized for use with individuals ranging in age from 8 years through 89 years. The conceptualization and design of the TVCF will be described and the development of the TVCF reviewed including commentary on standardization, reliability studies, and validity evidence. Administration and scoring of the TVCF will be taught followed by presentation of guidelines for interpretation of the TVCF and presentation of multiple case studies where the TVCF is used with brain damaged patients.

As a result of attending this presentation, the participant will be able to:

1. Describe the development of the TVCF.
2. Demonstrate the administration of the TVCF.
3. Prepare the scoring of the TVCF.
4. Discuss the interpretation of the TVCF.

1:30pm – 3:30pm

SPECIAL TOPIC PRESENTATIONS – NO CE

COURSE 22

The American Board of Professional Neuropsychology: Preparation for Application, Work Sample Submission, and Examination

JOHN E. MEYERS, PSY.D.

Department of Defense (Army), Tripler Army Medical Center

The American Board of Professional Neuropsychology (ABN) is dedicated to the pursuit of excellence in the practice of applied neuropsychology. Incorporated in 1982, ABN has developed a background review and examination process that evaluates competency with the field of applied neuropsychology. This special topic presentation will focus on the application, work sample submissions, and the examination process for diplomate status in ABN. Recent changes to the application submission procedure, the examination process, and the development of examination in specialty practice areas will be discussed. The format for the special topic presentation will include formal presentations as well as the opportunity for questions and answers. A reading list and relevant preparation materials will be distributed to attendees.

Recent acceptance of ABN status listing by the National Register, recognition by APA CRSPPP for listing in their directory of Board Certifying agencies, and other organizational development enhancements will be described.

COURSE 23

Pediatric Grand Rounds

PHILIP FASTENAU, PH.D.

University Hospitals / Case Western Reserve University School of Medicine

CELIANE REY-CASSERLY, PH.D.

Boston Children's Hospital

Neuropsychological evaluation and intervention with children necessitates knowledge of the developing central nervous system as well as an understanding of potential sequelae of developmental disorders, brain disease, and traumatic injury. Another critical component is the choice of valid assessment instruments for children and adolescents. Pediatric Grand Rounds is an annual Special Topics Presentation designed to provide information about these components of assessment via the format of case studies. These cases were selected to represent varied neuropsychological issues, and presentations will be followed by an opportunity for questions and discussion.

COURSE 24

Evidence-Based Neuropsychology: Implications for Clinical Practice

JUSTIN B. MILLER, PH.D.

Cleveland Clinic

ROBERT BILDER, PH.D.

UCLA

STEPHEN BOWDEN, PH.D.

University of Melbourne

MIKE SCHOENBERG, PH.D.

University of South Florida

GORDON CHELUNE, PH.D.

University of Utah

DAVID LORING, PH.D.

Emory University



The American Board of Professional Neuropsychology (ABN) has been granting board certification in clinical neuropsychology since 1982. ABN encourages the pursuit of excellence in the practice of clinical neuropsychology by offering a credentialing process, and it also offers consumers and the healthcare community a means of identifying well-qualified professional neuropsychologists.

ABN's attainment of recognition by APA/CRSPPP allows ABN members to list the ABN credential in the APA directory after the doctoral degree. ABN is the only free-standing board to have accomplished this. ABN is recognized by the National Register of Health Service Psychologists (NRHSP) as a credential-granting organization.

ABN has recently developed a new Post-Doctoral Training Recognition Program:



The Academy of the American Board of Professional Neuropsychology (AABN)

AABN is designed to recognize programs that offer the equivalent of a 2 year post doctoral fellowship program, in a flexible manner, even in sites where there are as few as 2 supervisors, one board certified supervisor, and as few as 2 fellows.

AABN provides a consortium approach to training. Recognized programs have access to a large cache of didactic materials and information that augment the post doctoral training experience. Thus, even a fellowship in a private practice, or other small setting can meet the didactic training requirements needed to closely mirror the Houston Conference Guidelines.

In addition to access to AABN's archives of didactic materials, fellows in the program will be provided with support from AABN in the form of evaluation and monitoring of progress during training.

Upon exiting an AABN recognized fellowship, individuals will be immediately eligible to apply for neuropsychology board certification.

For more information, or to talk to a current AABN post doctoral fellow or faculty member please visit us at the American Board of Professional Neuropsychology booth, or visit us on the web at www.ABN-Board.com

"Evidence-based practice" has become a ubiquitous standard of care in medicine, and now impacts clinical neuropsychology. Evidence-based neuropsychology is a value-driven approach to clinical practice that utilizes "best research" findings in populations

to inform specific clinical decisions about patients in the context of patient values and preferences. While conceptually straightforward, identifying quality research, developing standards for clinical applications, and disseminating guidance to clinicians is challenging, requiring the acquisition of new clinical-thinking skills. This presentation provides multiple examples of clinically referenced evidence-based methods that exemplify translation of research to patient-oriented clinical practice. Drs. Miller and Bowden will provide an overview of critically appraised topics, using cognitive training as an example. Dr. Bilder will critically appraise evidence about performance and symptom validity testing in neuropsychology, and compare these methods to other diagnostic decision-making procedures. Dr. Chelune will discuss application of research information based on group studies to guide diagnostic decisions about individual patients and how to objectively determine the relative value of tests to reduce diagnostic uncertainty for their patients. Using pre-surgical epilepsy evaluations as an example, Dr. Schoenberg will exemplify the same principles, reviewing an empirical approach to test selection, with particular attention to incremental utility. Dr. Loring will facilitate an ongoing discussion throughout the presentation and integrate the individual presentations within the broader theme of evidence-based neuropsychology. A consistent theme, exemplified in all presentations, will be discussion of the importance of comprehensive, transparent reporting and the relevance of reporting guidelines in neuropsychology research, which directly facilitate evaluation of the quality and relevance of empirical evidence.

COURSE 25

Cultural Neuropsychology Round Table: Training Issues and Methods for Gaining Competence in Working with Diverse Individuals

MONICA RIVERA MINDT, PH.D.

Fordham University

CLEMENTE VEGA, PSY.D.

Children's Hospital Boston

HEIDI BENDER, PH.D.

Mount Sinai School of Medicine

ANTOLIN LLORENTE, PH.D.

Pennsylvania State Hershey College of Medicine

ANTONIO E. PUENTE, PH.D.

University of North Carolina at Wilmington

Cultural competence in neuropsychology is paramount due to an increasingly diverse patient base. However, a "broken pipeline" exists within the field, as individuals from diverse backgrounds are sharply underrepresented at all professional levels. This phenomenon constitutes just one of the many potential barriers to providing culturally competent care. As a result, neuropsychological organizations have recently made proactive efforts to increase awareness of cultural diversity issues and to create mentoring programs focusing on students and early-career professionals. This presentation will be organized as a round table discussion comprised of representatives from different stages of their neuropsychology career highlighting relevant cultural issues and providing practical and useful resources that are essential for clinical practice with diverse individuals, particularly Hispanics. To this end, the round table will include discussion of healthcare disparities and treatment barriers that exist for Hispanics in our field, clinical and didactic training useful in gaining cultural competence, methods to increase diversification in neuropsychology, as well as mentoring needs of individuals who frequently work with diverse populations. Collaborative problem solving, using the clinical vignettes, anecdotes and personal experiences from the speakers' clinical practice will be integrated into the discussion with a heavy emphasis on audience participation. A secondary, albeit related aim, is an examination of ethical issues related to both clinical and research practices in non-native-English speaking populations. Although the Hispanic population will be emphasized, other aspects of diversity will be broadly defined such as socioeconomic background, education, language, and racial/ethnic origin.

5:30pm – 6:30pm

PRESIDENTIAL ADDRESS

Daniel Allen, PH.D.

UNLV

FRIDAY, NOVEMBER 14, 2014

8:30am – 10:00am

CE WORKSHOP – 1.5 CE

COURSE 26

Pediatric Epilepsy: Evidence-Based Management Illustrated Through Case Studies

NAN FOUNDATION

2014 Award and Distinguished Lecture Series

A Patient's Perspective on Parkinson's Disease

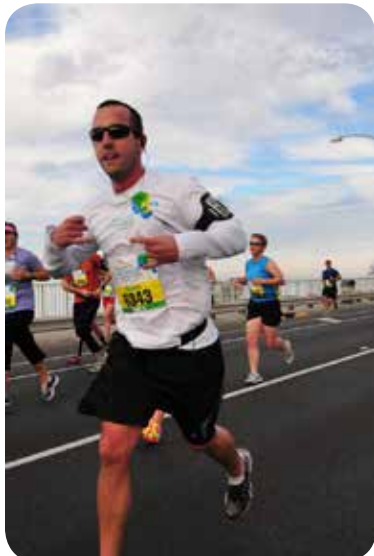
Thursday, November 13, 2014 | 3:30pm - 5:00pm | Tickets: \$40

The NAN Foundation Annual Award and Distinguished Lecture Series provides an opportunity for honoring and learning from those who have contributed to our mission of improving quality of life through public education, advocacy, research and collaboration on brain health. In 2013, the inaugural year of the NAN Foundation Award, the lecture was given by Dr. Alan Kaufman. The NAN Foundation proudly announces the 2014 Annual Award and Distinguished Lecture Series honoree, Mr. Matthew Carey.

Matt is not a neuropsychologist or neuroscientist, but rather offers a message of courage and strong spirit in the face of great challenge to his quality of life and brain health:



"Matt Carey will never forget the wave of devastation that swept over him in June when a doctor surprised him with the news that he had Parkinson's disease. The athletic, 32-year-old mortgage broker had been struggling for years with undiagnosed symptoms of anxiety and sleep apnea, but Parkinson's was a disease he associated with older people.



'When he told me, I was in shock. I didn't know what to do. I just started crying right there in the doctor's office,' Carey said. Ten months later, Carey is a new man. A regimen of drugs have him feeling much stronger and he's on track to run three half marathons this year. He's also a newly appointed board member for the Parkinson's Association of San Diego County." - *U-T San Diego News*

As the 2014 Award recipient, Matt will tell his inspiring story. Please take this opportunity to show your support for the NAN Foundation mission by signing up for this special event.

PHILIP FASTENAU, PH.D.

University Hospitals / Case Western Reserve University School of Medicine

Epilepsy affects approximately 1% of children and adolescents, and many adults with epilepsy had childhood-onset. Moreover, this condition is overrepresented in many populations evaluated and treated by neuropsychologists. It is a very complex and multifactorial disorder, which is associated with a number of comorbidities, including neuropsychological deficits, behavioral problems and psychiatric disorders, sleep disturbances, academic challenges, ADHD, learning disability, and social difficulties; these difficulties can persist into adulthood, combined with underemployment. This special topics presentation will provide an overview of epilepsy in childhood and its comorbidities and will organize a large and complex body of research into a useful heuristic model that summarizes risk factors, outcomes, and implications for treatment. The majority of time in the presentation will be devoted to case studies that illustrate evidence-based principles for managing epilepsy in childhood in an engaging manner with ample time for discussion.

As a result of attending this presentation, the participant will be able to:

1. Identify and describe the comorbidities associated with childhood-onset epilepsy.
2. Assess medical, neuropsychological, and psychosocial risk factors and incorporate these data into neuropsychological reports with regard to prognosis and treatment planning.
3. Explain the importance of neuropsychological assessment and consultation in the management of epilepsy in children to families, other health providers, and third-party payors.

9:00am – 12:00pm

CE WORKSHOPS – 3 CE

COURSE 27

Chronic Issues in Combat, Sports, and Civilian Mild TBI: More Similarities than Differences, Lessons Learned and a Treatment Model

RODNEY D. VANDERPLOEG, PH.D.

Tampa VA Medical Center; University of South Florida

Mild traumatic brain injury (mTBI) is an area fraught with controversy. The presence of chronic symptoms following a mTBI in a minority of individuals has led to mTBI being a controversial diagnosis not only in the medical-legal arena, but also in sports

and military/veteran settings. Attributing ongoing symptoms to mTBI, particularly in the absence of objective findings such as neuroimaging abnormalities or clear cognitive impairments on formal neuropsychological testing, is problematic. Individuals who are likely to sustain a mTBI are different in important ways from the population at large. Thus, post-injury differences may reflect pre-injury functioning. Furthermore, there are significant overlap in symptoms and problems between mTBI and multiple commonly comorbid medical and psychiatric conditions. This workshop critically reviews civilian, sports, and military/veteran literature on mTBI outcomes and points out how different types of studies (prospective/longitudinal versus cohort/associational) often result in contradictory findings, fueling the continuing controversies. The workshop (1) presents data on risk factors for mTBI (i.e., pre-injury differences), (2) discusses the “postconcussion syndrome” and its common symptom picture among different populations, (3) reviews the neuropsychological literature on patterns of findings and recovery following mTBI, (4) briefly discusses the mTBI literature regarding medical tests of brain structure and function, and (5) presents recent findings from large population-based studies of long-term outcomes following mTBI in which the prevalence, coincidence, and predictors of various adverse outcomes will be discussed. Multiple “nocebo” effects on mTBI outcomes will also be discussed. Finally, a treatment model is presented together with outcome data.

As a result of attending this presentation, the participant will be able to:

1. Describe short and long-term neuropsychological and psychosocial findings associated with mild TBI.
2. Explain military deployment-related factors (i.e., mild TBI, blasts, psychological trauma, and combat exposure) associated with long-term outcomes.
3. Discuss “nocebo effects” that contribute to negative outcomes following mild TBI.
4. Utilize a treatment model for mild TBI and its treatment effectiveness (and generalization).

COURSE 28

Bilingualism as a Form of Cognitive Reserve

*Sponsored by the Culture & Diversity Committee

ELLEN BIALYSTOK, PH.D.

York University

There is increasing interest in the lifestyle activities that serve to maintain cognitive function with aging and protect against cogni-

tive decline, especially in the presence of cognitive or memory impairment. These activities, including such things as education and social engagement, are considered to contribute to cognitive reserve. Recent evidence indicates that lifelong experience as a bilingual is another such factor that protects cognitive function in older age. In this workshop I will review the evidence linking bilingualism to cognitive reserve, describe the behavioral and brain changes that have been found to accompany bilingualism, and propose a possible mechanism by which this form of cognitive reserve works to protect cognitive function in older age.

As a result of attending this presentation, the participant will be able to:

1. Describe the research supporting the notions of cognitive reserve and brain reserve.
2. Describe the methodology and results of research investigating the cognitive effects of bilingualism.
3. Describe the mechanism by which bilingualism confers this protection.

COURSE 29

Navigating Complex Practice Issues: Updates from the PAIC, IOPC, and Private Insurers

KAREN POSTAL, PH.D.

Inter Organizational Practice Committee

KATHERINE NORDAL, PH.D.

American Psychological Association Practice Organization; Inter Organizational Practice Committee

DEBRA ADLER, SENIOR VP

UBH

NAN Professional Affairs & Information Committee

In an era of rapid changes in the healthcare marketplace, the specialty of clinical neuropsychology faces substantial challenges maintaining both access to services and a favorable practice climate. This interactive workshop will provide strategies to assist neuropsychologists to better navigate complex practice issues within Medicare and private insurers with the goals of providing quality service to our patients and increasing access to care. In the first part of this workshop guest speakers from the Inter Organizational Practice Committee (IOPC) will discuss the IOPC 360 Degree Advocacy model. This model allows national neuropsychology organizations to identify and address practice threats and advocacy opportunities with maximal impact and efficiency by sharing best practices and activating the existing network of

state psychological associations and regional neuropsychological societies. Through this discussion speakers will explain Medicare Local Coverage Determinations and successes the IOPC has had in advocating for better coverage of neuropsychological services within Medicare. Next, Deb Adler, from Optum/United Behavioral Health, will provide updates on how healthcare reform and emphasis on performance based measurement is affecting the healthcare industry and how these changes will affect neuropsychologists. The session will conclude with panel discussion/Q&A. Where possible this panel will project ahead to implications of the recently enacted health care legislation as well as other timely issues in an attempt to identify and suggest solutions for specific challenges facing neuropsychologists. Participant questions and discussion will be encouraged throughout the workshop.

As a result of attending this presentation, the participant will be able to:

1. Describe the role and importance of Medicare Local Coverage Determinations and how they affect access to neuropsychological services.
2. Discuss importance of advocacy within the practice of neuropsychology and how advocacy efforts directly affect coverage of, access to, and reimbursement of neuropsychological services.
3. Explain the implications of health care reform and related health care changes on neuropsychology.

9:00am – 11:00am

STUDENT/TRAINEE TRACK

*Attendance is limited to students, interns, & post-docs only

COURSE 30

Private Practice: Knowledge Base, Quality, Expediency

MICHAEL P. SANTA MARIA, PH.D.

DeGraff Hospital

This lecture will take an interactive format with the audience, addressing issues that neuropsychologists and other professionals encounter in setting up, growing, and maintaining a private practice or other small business. The talk will work from an autobiographical perspective and progress to discuss how strategies that have been demonstrated to be effective might be modified to fit a much broad range of other practice situations and geographic locations. Specific areas to be covered include: office space rental versus purchase, office size, location, hiring and retaining office staff, insurance authorizations, billing, insurance versus private pay, forensic work, pro bono work, range of referrals that a

practice handles, inpatient versus outpatient work, typing versus dictating reports, turnaround time, handling phone calls and other communications, advertising, websites, other tactics to increase visibility, and tailoring work to the needs and requests of referral sources.

10:30am – 12:00pm

CE WORKSHOP – 1.5 CE

COURSE 31

Neuropsychology of HIV: Implications for an Aging Epidemic

DAVID E. VANCE, PH.D.

University of Alabama at Birmingham

SHAMEKA L. HUMPHREY, MSN, RN

University of Alabama at Birmingham

With combination Antiretroviral Therapy (cART), some statistical models suggest many adults with HIV can expect to live near normal lifespans; unfortunately, many adults aging with HIV are more at risk of developing multi-morbidities, including cognitive impairments which can interfere with medication adherence, self-care, and driving safety. In this workshop, the Frascati criteria for classifying HIV-cognitive impairments (Asymptomatic Neurocognitive Impairment (ANI), Mild Neurocognitive Disorder (MND); HIV-Associated Dementia (HAD)) will be discussed and compared to other neuropsychological taxonomies along with implications for how to consider cortical and subcortical aspects of such measures. But based on these criteria, approximately 52% of adults with HIV experience such HIV-cognitive impairments (33% with ANI, 12% with MND, and 2% with HAD). Such impairments are observed in memory, speed of processing, executive functioning, and fine psychomotor functioning with occasional extrapyramidal symptoms emerging in some much older adults. From this, a neurobiological overview of HIV and aging will be provided as it relates to cognitive reserve; this includes discussion of the neurotoxic effects of infected glial cells, alterations in HDL and cholesterol quality and quantity, cART toxicity, mitochondrial toxicity, and microglial phagocytosis among others. Contributing to such depletion in cognitive reserve, indirect biopsychosocial factors (e.g., mood disorders, alcohol and drug abuse, employment) will be presented. From this, numerous evidence-based practical recommendations for intervention, remediation, compensation, and research are posited including space-retrieval method, speed of processing training, methylphenidate, and treatment of comorbidities; likewise, recommendations that are not supported by the evidence are also provided such as donepezil and hormone replacement therapy.

As a result of attending this presentation, the participant will be able to:

1. Define how to classify various progressive stages of HIV cognitive impairment using the Frascati criteria.
2. Identify and explain at least three neurobiological mechanisms in which HIV compromises brain health and cognition.
3. Provide five strategies to prevent cognitive problems in adults with HIV.
4. Provide five strategies to promote cognitive health in adults with HIV.

1:30pm – 3:30pm

TEST WORKSHOP – 2 CE

COURSE 32

WISC-V: What's New and What's Coming

JAMES A. HOLDNACK, PH.D.

Pearson

SUSAN RAIFORD, PH.D.

Pearson

Recent revisions to the Wechsler intelligence scales (i.e., the WAIS-IV and WPPSI-IV) have made notable advances in the assessment of cognitive abilities, but the WISC-V is the first of these recent revisions to result from simultaneous test development in both the traditional and digital administration formats. This simultaneous development presented unique challenges, including the need to provide additional validity evidence related to the equivalence and equating of the two administration formats. This workshop will introduce the WISC-V to participants, including a review of subtest content, changes to test structure, and the availability of new, ancillary scores. The expanded interpretive approach available in the WISC-V will be described using case examples collected as part of the scale's standardization. A preview of the WISC-V Integrated content will be provided to highlight this upcoming revision of the scale, which was based on Edith Kaplan's pioneering work in the process approach to neuropsychological assessment.

As a result of attending this presentation, the participant will be able to:

1. Describe the WISC-V content and structure, including new subtests and scores.
2. List common administration and scoring errors in both the

traditional format and the digital format on Q interactive (Qi). Conduct the expanded WISC-V interpretive approach using the traditional Record Form.

3. Recommend appropriate WISC-V Integrated measures for follow-up testing using the process approach to interpretation.

1:30pm – 3:30pm

SPECIAL TOPIC PRESENTATIONS – NO CE

COURSE 33

American Board of Pediatric Neuropsychology – Examination Preparation

PETER DODZIK, PSY.D.

Fort Wayne Neurological Center

The American Board of Pediatric Neuropsychology (ABPdN) is the only board certifying body devoted exclusively to assessing competence to practice pediatric neuropsychology. In this workshop, current officers of the ABPdN will discuss details regarding the board certification process. This workshop is designed to familiarize the potential candidate with the policies and procedures of the ABPdN examination and to provide advice on study and preparation. The history of the development of board certification in pediatric neuropsychology is reviewed, current procedures are described, and the process of examination is explained. Attendees will be provided details regarding each stage of the process, including the application, threshold training requirements, the written examination, as well as the professional work sample. Suggestions regarding preparation for the written examination, including a recommended reading list, will be provided. Workshop attendees will be provided with details regarding oral examination, which is comprised of the professional work sample, fact-finding, and ethics vignettes. Presenters will also discuss strategies for selecting a case for the professional work sample. In order to aid prospective applicants in understanding the specific scoring criteria, the workshop presenters will discuss the scoring criteria for each segment of the ABPdN examination. The establishment of the American Academy of Pediatric Neuropsychology and the relationship to the board will be discussed. Audience members will be encouraged to provide comments and ask questions of the presenters.

COURSE 34

Diversity Grand Rounds

SHELLEY PEERY, PH.D.

San Francisco Neuropsychology

JUAN CARLOS ARANGO, PH.D.

University of Deusto

Due to rapidly changing demographics in our society, clinical neuropsychologists have been confronted with the increasing need to carefully consider ethno-cultural and other diversity-related factors in neuropsychological case formulation. Although there is a desire to coherently consider and integrate diversity factors into the neuropsychological evaluation process, some neuropsychologists may lack the practical know-how to incorporate a culturally-sensitive perspective in their day-to-day clinical practice. In this symposium, clinical neuropsychologists will present cases involving significant cultural/diversity issues. Franchesca Arias, M.S., will present a case series highlighting the importance of psychosocial and cultural considerations when interpreting neuropsychological findings in high-stakes assessments. Pedro Saez, Ph.D., will discuss the longitudinal evaluation and treatment of a Latino patient with right MCA hemisphere stroke following head injury. Both of these presentations will include patient/case histories, examination of neuropsychological test outcomes in appropriate cultural contexts, and clinical case formulations. The presentations will emphasize relevant and important cultural/diversity factors. Invited discussant, Juan Carlos Arango, Ph.D., will offer his expertise in cross-cultural neuropsychology, and Shelley Peery, PhD will moderate the discussion. Dr. Peery and Dr. Arango, who each have over ten years of clinical experience working with diverse populations, will elaborate upon the case presentations and offer their observations and opinions on the cases. Audience members will be invited to provide comments and ask questions of the case presenters and the discussants. The goal of the session is to encourage attendees, irrespective of their level of experience, to increase their cross-cultural competency in clinical neuropsychology.

COURSE 35

Physical Activity, the Brain, and Aging: Unlocking the Fountain of Youth

FREDERICK S. KADUSHIN, PH.D.

Massachusetts Neurobehavioral Institute

PETER KADUSHIN, PH.D.

Western State Colorado University

Over the next thirty years, the largest growing demographic in the United States will be the adults over the age of 65. The decline in cognitive function due to specific disease processes (e.g., normal aging, MCI, Alzheimer's, Multiple Sclerosis) will likely become more important as the U.S. population continues to evolve. There is a growing body of evidence, from human and animal studies, which suggests that physical activity (PA) can positively impact

brain function. Mechanisms have been suggested, such as changes in cerebral blood flow and neurochemical changes (e.g., Brain-derived Neurotrophic factor) to explain how PA improves cognition or prevents further decline. Research has suggested that the type and intensity of PA makes a difference in how exercise affects the brain. Further, the effects may impact certain areas of the brain (e.g., frontal and hippocampal) and specific cognitive abilities (e.g., executive and memory). Despite the support for PA as an effective treatment for aging, older adults are often sedentary and fail to receive the associated benefits. By applying principles of sport and exercise psychology, practitioners can begin to incorporate PA into their treatment plans in a way that engages their patients and sets the stage for adherence to PA programming. Through the use of theoretical frameworks (e.g., Self-Determination Theory, the Transtheoretical Model) practitioners can include their patients in the process of developing meaningful PA goals and programs, which in turn can lead to better clinical and functional outcomes.

COURSE 36

Clinical Research Grants Workshop

GEOFFREY TREMONT, PH.D.

Alpert Medical School of Brown University/Rhode Island Hospital

OREN BOXER, PH.D.

UCLA

BENJAMIN HILL, PH.D.

University of South Alabama

APRIL THAMES, PH.D.

UCLA

This workshop involves a hands-on session dedicated to learning about the NAN Clinical Research Grants Program and how to achieve success in applying for and obtaining extramural support for your research efforts in clinical neuropsychology. A brief presentation will address the purpose and goals of the NAN grants' program and insights about how to leverage pilot data to support future applications. A survey of funding targets for neuropsychologists will include private foundation and federal sources, and will review NIH awards and mechanisms of funding at different levels of career development. We will also discuss methods for conceptualization, writing, and organizing applications to optimize your funding potential. A panel of current members of the NAN Grants' Committee will address audience questions. The session will conclude with a presentation by a recent NAN grant recipient, Dr. Oren Boxer. He will discuss the development of a collaborative knowledge-base for the collection and mining of cognitive and

behavioral data related to the efficacy of various treatment modalities for children with ADHD. He will describe how a collaborative knowledge-base can provide the infrastructure necessary for promotion of evidence-based practice and support the medical necessity of neuropsychological services.

4:15pm – 5:15pm

CE WORKSHOP – 1 CE

COURSE 37

CPT as a Model for Professional Neuropsychological Practice

ANTONIO PUENTE, PH.D.

University of North Carolina Wilmington

The focus of this year's annual presentation will be to outline the major changes in the CPT coding system used for coding, documenting and billing for neuropsychological services. Primary attention will be placed on: interviewing, psychotherapy and testing feedback as well as code synchrony and integrated care. In addition, the latest RVU and reimbursement and audit changes will be presented. Emphasis will be placed on new subtleties in the interpretation of existing codes by Medicare, Medicaid as well as private carriers. Discussion of PQRS and EHR will be presented. Estimates of emerging changes will be considered. A model of professional neuropsychological practice will be described using the CPT system.

As a result of attending this presentation, the participant will be able to:

1. Explain current interpretation of the "new" psychotherapy codes including psychiatric interviewing and how to apply those codes to practice.
2. Describe different approaches to testing and providing testing feedback as well as using technicians (and students).
3. Create a foundation for neuropsychological practice using the CPT system of coding.
4. Discuss emerging changes and their impact of the practice of neuropsychology.

6:00pm – 7:00pm

DISTINGUISHED LIFETIME CONTRIBUTION TO NEUROPSYCHOLOGY AWARD ADDRESS – 1 CE

COURSE 38

Rehabilitation After Brain Injury: Clients' Perspectives

BARBARA A. WILSON, PH.D.

The Oliver Zangwill Centre for Neuropsychological Rehabilitation
The starting point for any rehabilitation program is the patient or client and his or her family. We engage in an interactive process between survivors of brain injury, their families and health care staff. Much has been written about the process of rehabilitation from the professional viewpoint but relatively little from the client or patient's perspective. One client noted: "I live in the ruins of my old self" and those of us working in rehabilitation can see ourselves as working with clients and families to rebuild, or – more realistically - partially rebuild, the ruins. Listening to the voices of those who have received rehabilitation can give us insight into their situations that can be missed during routine assessments. Clients' recollections can encourage greater empathy among therapists, which will in turn lead to more appropriate rehabilitation. In holistic rehabilitation programs, much of our work involves helping people to establish a clearer narrative of the events surrounding their injury or illness, and the subsequent better understanding of what has happened enables clients to adjust to and move on from the injury. This presentation uses the words of survivors to illustrate their experiences of rehabilitation and to indicate how a meaningful life is possible despite brain injury - even when, in some cases, the effects have been very severe. A few of the clients have been in low awareness states for long periods yet still feel they have a life worth living.

As a result of attending this presentation, the participant will be able to:

1. Recognize the need to listen to and respond to the views of clients attending rehabilitation.
2. Explain how a client's narrative has an important part to play in adapting to the post injury self.
3. Discuss rehabilitation can reduce discrepancy between pre and post injury self.
4. Utilize possible new ways in which therapists, clients and their families might interact together in a common aim to overcome everyday problems caused by brain injury.

SATURDAY, NOVEMBER 15, 2014

8:30am – 10:00am

CE WORKSHOP – 1.5 CE

COURSE 39

Enhancing Memory: An Evidence-Based Comparison of Pharmacological, Lifestyle, and Neuropsychological Approaches

WILLIAM BARR, PH.D.

NYU School of Medicine

STELLA KARANTZOULIS, PH.D.

NYU School of Medicine

LINNEA VAURIO, PH.D.

NYU Langone Medical Center

As the U.S. population increases in age, neuropsychologists will see an increased need to move beyond the role of evaluating memory in patient populations to one of providing effective strategies for memory enhancement in healthy aging adults. This presentation will provide a critical review of the latest research evidence used in support of the most commonly used neurobiological, lifestyle, and neuropsychological approaches to memory enhancement. It will begin with an introduction to some of the ethical issues associated with the concept of memory enhancement and move to a review of studies using pharmacological and neurostimulation strategies for improving memory in adults without signs of memory impairment. The discussion will then turn to the comparative efficacy, cost, and safety of employing more natural approaches to enhancing memory through long-term changes in diet, activity levels, and sleep. Finally, the topic will turn to a review of the scientific evidence often cited in support of many of the most actively marketed cognitive training programs, with a comparison of the relative efficacy of these programs to more established cognitive remediation techniques. Themes for discussion will include the public's desire for "quick fix" approaches, countering the effects of marketing and the media, and using the science to provide effective advice and support for long-term behavioral and lifestyle changes. Attendance at this presentation will enable neuropsychologists to make informed and effective recommendations to patients regarding preventative and therapeutic strategies regarding memory.

As a result of attending this presentation, the participant will be able to:

1. Discuss the ethical issues of using pharmacology to enhance memory and cognitive functioning in healthy individuals.
2. Describe the effect sizes observed in studies using pharmacological treatments with memory disordered individuals and healthy individuals for the purpose of memory enhancement.
3. List three types of long-term healthy lifestyle approaches that

can be recommended to patients as alternatives to “quick fix” approaches to memory enhancement.

4. Explain at least three of the methodological limitations that have been identified in research supporting the use of mass marketed cognitive training programs.

COURSE 40

Cognitive Aging and Dementia in Women: The Role of Menopause and Sex Steroid Hormones

PAULINE M. MAKI, PH.D.

University of Illinois-Chicago

Longitudinal studies show that an individual's health, lifestyle, and mental status at midlife - including cardiovascular health, history of depression, and engagement in aerobic exercise - are strongly associated with cognitive function later in life. At midlife, women transition through menopause, and the hormonal changes associated with menopause have widespread effects on multiple bodily systems including the central nervous system. For example, women show small but significant declines in memory function and other cognitive abilities as they transition through the menopause. Generally, these cognitive changes correspond to periods of hormonal flux, and there is evidence that memory function returns to premenopausal levels once levels of estradiol plateau. Vasomotor symptoms (i.e., hot flashes and night sweats) might contribute to memory declines, but this relationship is evident only when these symptoms are measured using ambulatory skin conductance monitors. Treatments for vasomotor symptoms, such as estrogen therapy, may improve verbal memory during the menopausal transition in women with frequent vasomotor symptoms. In general, however, clinical trial data suggest that combined estrogen plus progestogen hormone therapy has neutral cognitive effects at midlife but that certain combined formulations are harmful especially when initiated later in life. Endogenous and exogenous estradiol have widespread effects on the central nervous system, and help to maintain function of the hippocampus and prefrontal cortex. Neuroimaging studies demonstrate changes in the structure and function of these brain regions in women in relation to changes in estrogen. Abrupt declines in estrogen following removal of the ovaries are associated with memory declines and an increased risk for dementia later in life, but only when ovaries are removed before the typical age of onset of the menopause. The long-term effects of the natural menopausal transition on brain function in women are difficult to elucidate. Three longitudinal studies demonstrate a lower risk of Alzheimer's disease (AD) in women who take hormone therapy early in the menopausal transition. Such studies suggest that declines in estradiol during the menopausal

transition might be a risk factor for AD later in life. The prevalence of AD is higher in women than in men, largely due to women's greater longevity. There is debate about whether the incidence of AD is higher in women than in men. A meta-analysis of cognitive studies showed that the course of AD is worse in women than in men, and autopsy data indicate a closer coupling of the neuropathological hallmarks of AD and the clinical expression of AD in women compared to men. Women have higher prevalence of certain risk factors for AD including lower levels of exercise and higher prevalence of depression. The apolipoprotein e4 allele is a stronger risk factor for AD in women than in men. Understanding sex/gender differences AD is critical for identifying means of preventing the disease in women, the group most at risk for the incurable disease.

As a result of attending this presentation, the participant will be able to:

1. Describe the immediate and long-term effects of the menopausal transition on cognition and brain function in women.
2. Describe the role of endogenous sex steroid hormones in maintaining cognitive function in women.
3. Explain the influence of sex steroid hormones on brain function using structural and functional neuroimaging.
4. Discuss differences in the course of Alzheimer's disease and risk factors for Alzheimer's disease between men and women.

COURSE 41

Cross-Cultural Neuropsychology

ALFREDO ARDILA, PH.D.

Florida International University

This workshop will present the general foundations of cross-cultural neuropsychology. Three major topics will be analyzed: (1) initially an overview of cross-cultural neuropsychology will be presented that includes discussion of why cultural variables are important in neuropsychology as well as some specific research highlighting this issue. (2) The question of cognitive abilities in different culture contexts will be discussed in the second part of the workshop, in particular, perceptual abilities, spatial abilities, memory and language will be reviewed; some general conclusions will be presented; (3) in the last part of this workshop three questions will be approached: neuropsychological testing in different cultural contexts, the question of norms in different cultures, and finally, the new cultural conditions existing during the 21st century.

As a result of attending this presentation, the participant will be able to:

1. Describe the history of cross-cultural neuropsychology and explain its significance.
2. Discuss how cognitive abilities are manifested in different cultural contexts.
3. Analyze the question of norms and the use of neuropsychological clinical instruments in different cultural contexts.

COURSE 42

Neuropsychology of Learning Disabilities: Identification, Intervention, and Brain Function

JACK M. FLETCHER, PH.D.

University of Houston

This workshop addresses evidence-based approaches to the identification and treatment of learning disabilities (LD). The strengths and weaknesses of different approaches to identification will be presented, culminating in a framework emanating from an instructional conceptualization of the core construct of LD, unexpected underachievement. This framework focuses on identification using a triangle model (low achievement, inadequate instructional response, exclusion of other conditions that cause low achievement). In addition, the framework integrates research on academic and cognitive skill development with neurobiological and environmental sources of variability that underlie different types of LD. The essential components of assessment are presented, which leads to a focus on treatment-related domains, including sources of comorbidity that must be assessed in order to plan an effective intervention plan. Six academic types of LD are presented with guidelines for identification and a summary of evidence-based interventions, along with their cognitive and neurobiological correlates.

As a result of attending this presentation, the participant will be able to:

1. Identify and describe six major forms of LD.
2. Discuss the neural and cognitive correlates of LD.
3. Explain the strengths and weaknesses of different approaches to the identification of LD.
4. Select evidence-based interventions as they emerge from neuropsychological evaluations.

9:00am – 11:00am

STUDENT/TRAINEE TRACK

*Attendance is limited to students, interns, & post-docs only

COURSE 43

Primary Care Pain Management for Neuropsychologists: Cutting Edge Practice Tools

PATRICIA A. PIMENTAL, PSY.D.

Midwestern University, Neurobehavioral Medicine Consultants, Ltd.

Course participants will acquire an intermediate knowledge of central /peripheral nervous system networks involved in the perception of pain. Neuroimaging, the role of microglia, neuroinflammatory, neurodysregulatory, and neurodegenerative issues in chronic pain, and the Central Sensitization Syndrome (CSS) linking chronic pain, MDD, PTSD and GAD will be addressed. The gate control theory of pain, the neuromatrix theory and the limbically augmented pain syndrome (LAPS), will be highlighted. A new screening instrument, the Khan And Pimental Pain Assessment (KAPPA) (2014), a new mental status exam for use in pain diagnostics, the Quality of Mental Integrity (QMI) (Pimental, 2012) and the Neurobehavioral Medicine Consultants, Ltd. Pain Assessment (Pimental, NMC, Ltd.) will be provided. Diagnostic methods will include pain history and interview formats, behavioral observation techniques, and other tests. The 3 C's (Coping, Control and Compliance) in the psychological treatment of pain (Pimental, 1991) will be used to introduce a comprehensive group of treatment modalities. Pain management techniques will include pain logs, visual analog scales, anti-inflammatory diets/nutrition, mindfulness, acceptance and commitment therapy (ACT) for chronic pain, biofeedback, hypnosis/self-hypnosis, transcutaneous electrical nerve stimulation (TENS), breathing training, progressive relaxation, guided imagery, EMDR/Theraplayer technique, auditory visual entrainment (AVE), Mindfulness –Oriented Recovery Enhancement (MORE), and the Electronic Pain Assessment Tool (ePAT) (diagnosing pain in patients with dementia). Additional topics in pain management including identifying ocular signs in optimal pain control/ overdose, psychopharmacological issues such as adjuvant analgesics, risks of combining opioids, benzodiazepines and alcohol, and urinary drug testing in pain management will be addressed as time permits.

10:30am – 12:00pm

CE WORKSHOP – 1.5 CE

COURSE 44

Adult Neuropsychological Outcomes of Childhood Medical Disorders

CELIANE REY-CASSERLY, PH.D.

Boston Children's Hospital

This presentation will be a short workshop focusing on developmental trajectories and adult outcomes in children with medical disorders. Children with complex medical and neurological disorders are surviving in increasing numbers into adulthood. Advances in medical management and interventions have changed prognoses for children with systemic or central nervous system disorders. Late effects of disease and treatment emerge over time and in many instances unanticipated issues arise that affect neuropsychological functioning in adulthood. This workshop will review medical disorders of childhood (such as congenital heart disease, solid organ transplantation, chronic kidney disease, childhood cancer, and low birth weight) and recent advances in medical care, discuss specific neuropsychological outcomes, and address lifespan issues related to the transition to adult-oriented health care and adult trajectory. This workshop will be relevant to both pediatric and adult neuropsychologists.

As a result of attending this presentation, the participant will be able to:

1. Explain neuropsychological late effects of medical diseases of childhood.
2. Utilize a developmental approach to managing the transition to adulthood in patients with complex medical disorders.
3. Discuss the lifespan and societal impact of medical and neurological disorders of childhood.

12:00pm – 1:30pm

STUDENT RESEARCH PRESENTATIONS

COURSE 45

Each year NAN receives numerous poster abstract submissions from students at many levels of training in Neuropsychology. Frequently these students are engaged in cutting-edge research. This session will highlight six innovative and interesting research studies. The poster abstracts selected represent a variety of research topics in our field tackling issues in both the adult and pediatric populations alongside a variety of neurological disorders and testing concerns. Panel discussants include members of the NAN Poster Committee. Discussants will elaborate on speakers' comments and provide audience members an opportunity to ask questions of presenters.

12:00pm – 1:30pm

SPECIAL INTEREST GROUP MEETINGS (all registrants welcome)

- * Aviation Psychology
- * Hispanic Neuropsychological Society
- * Pediatric Neuropsychology
- * Reitan Society

* VA Neuropsychology Group

1:30pm – 3:00pm

CLOSING KEYNOTE ADDRESS – 1.5 CE

*Sponsored by:



COURSE 46

Constructive Memory and Imagining the Future

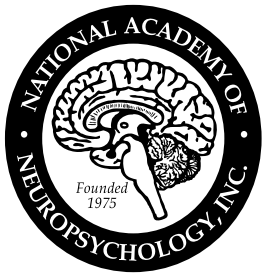
DANIEL L. SCHACTER, PH.D.

Harvard University

Studies of memory have mainly focused on remembering the past, but an important function of memory is to allow individuals to simulate or imagine future scenarios. A rapidly growing number of studies have shown that simulating future events depends on much of the same neural and cognitive machinery as does remembering past events. To account for these findings, we have suggested the constructive episodic simulation hypothesis, which holds that simulation of future events requires a system that can draw on the past in a manner that flexibly extracts and re-combines elements of previous experiences, sometimes producing memory distortions that reflect the operation of adaptive processes. In this talk I will consider both pitfalls and adaptive aspects of future event simulation in the context of research on planning, prediction, problem solving, mind wandering, and the interconnected set of brain regions known as the default network. I will also consider recent evidence from studies using an episodic specificity induction – brief training in recollecting details of recent experiences – that helps to clarify the role of episodic and non-episodic processes in remembering the past and imagining the future.

As a result of attending this presentation, the participant will be able to:

1. Discuss research on imagining future events that reveals cognitive and neural commonalities between remembering the past and imagining the future, and that provides evidence in support of the constructive episodic simulation hypothesis.
2. Describe how the default network contributes to goal-directed cognition and adaptive functions, including planning, problem solving, and prosocial intentions.
3. Apply research using an episodic specificity induction that can help to distinguish between episodic and non-episodic contributions to remembering and imagining.



NAN DISTANCE E-LEARNING OPPORTUNITIES



FALL ONLINE COURSE OFFERINGS:

Intensive, instructor-led courses completed over 8 to 15 weeks broken into manageable modules featuring lectures, case studies, discussion, and short exams.

- Clinical Neuroanatomy (30 CE Credits)
- Neuropsychology of Epilepsy and Epilepsy Surgery (16 CE Credits)

UPCOMING LIVE WEBINARS:

Convenient 1.5 CE credit presentations addressing current trends in neuropsychology with the opportunity for Q&A with the presenter.

- TBI in the Military
- Ethics
- Sluggish Cognitive Tempo/ADD
- Medically Unexplained Illnesses

RECORDED WEBINARS:

Miss one of the live webinars? The webinar recording will be available with the audio and PowerPoint presentation. Complete the short exam for 1.5 CE credits.

- DSM-5 and its Impact on Neuropsychological Assessment
- Psychopharmacology for Neurobehavioral Dysfunction after TBI
- Providing Effective Neuropsychological Supervision
- Neuroimaging for Neuropsychologists
- Neuropsychological Assessment of Hispanics Residing in the US: Ingles, Español o dos? (English, Spanish or both?)
- Sleep, Cognition and Affect: Sleep Disorders for the Neuropsychologist
- Memory Loss, Alzheimer's Disease, & Dementia
- Introduction to Sports Neuropsychology

BOOK SERIES:

You can earn 7 CE credits per book in the NAN Book Series by reading one of the designated books and completing an online quiz.

- *Civil Capacities in Clinical Neuropsychology: Research Findings and Practical Applications*, Edited by George Demakis
- *Secondary Influences on Neuropsychological Test Performance*, Edited by Peter Arnett

STATIC COURSE OFFERINGS:

Audio recordings from previous NAN course offerings. Listen at your own pace, complete the short exam, and earn 3 CE credits.

- Lifespan Issues in Moderate-Severe Traumatic Brain Injury
- Understanding Autism Spectrum Disorders from a Neuropsychological
- An MMPI-2-RF Update for Neuropsychologists Perspective

VISIT WWW.NANONLINE.ORG FOR MORE INFORMATION

The National Academy of Neuropsychology is approved by the American Psychological Association to sponsor continuing education for psychologists. The National Academy of Neuropsychology maintains responsibility for this program and its content.

NATIONAL ACADEMY OF NEUROPSYCHOLOGY

THE NATIONAL ACADEMY OF NEUROPSYCHOLOGY

Membership Information

The National Academy of Neuropsychology (NAN) seeks to advance neuropsychology as a science and health profession, to promote human welfare, and to generate and disseminate knowledge of brain-behavior relationships through:

- Professional Development
- Education & Training
- Diversity
- Student Support
- Research
- Legislative Action
- Ethical Standards

Benefits of Membership

- Subscription to the *Archives of Clinical Neuropsychology*
- Access to *Bulletin of the National Academy of Neuropsychology*
- Reduced rates for NAN APA-approved continuing education workshops and programs
- Discounts at annual meetings that include workshops, poster sessions, and symposia
- Networking with others interested in brain-behavior relationships
- 20% member-only discount on all Oxford University Press books
- 50% reduction on Psychology Press Journals
- Updates on CPT Codes, CMS requirements, HIPAA and relevant legislation efforts
- Insurance primers
- Sample letters and forms for use in private practice settings
- Handouts and brochures for patients and physicians

Fee Schedule

Application fee and annual dues for Professional, Associate, and Affiliate Membership.....	\$150
Application fee and annual dues for Post-doctoral Resident Membership.....	\$75
Application fee and annual dues for Student Membership.....	\$50

If accepted for membership, the non-refundable fee is applied to the first year membership dues.

Requirements for Membership

All applicants shall submit **ONE** completed and signed application form and **ONE** curriculum vitae. *Applicants for membership at the Professional, Associate or Post-Doctoral levels require sponsorship by two individuals with expertise in neuropsychology, one of whom must be a member in good standing with the National Academy of Neuropsychology, Division 40 of the American Psychological Association, or the International Neuropsychological Society.* Applicants for membership at the student level must obtain a signature from a training director, advisor, faculty member or university registrar who can attest to student status.

Professional Members shall have completed academic coursework and training in the assessment or remediation of neuropsychological conditions and hold a doctoral degree from an accredited university. While it is expected that the primary area of focus of training and experience falls in the general discipline of psychology, individuals with doctoral degrees in related disciplines with relevant experience and training in neuropsychology at the doctoral or postdoctoral level may also be considered for membership. Applicants shall have worked in settings where such knowledge is applied for a minimum of three years, two of which must be postdoctoral.

Associate Members are required to hold a master's degree in psychology or a related discipline, or hold a doctoral degree in psychology or a related discipline with less than three years of experience in Neuropsychology. Associate members do not have voting privileges, may not hold office; but they may be members of committees.

Affiliate Membership is open to those individuals who are interested in clinical neuropsychology and wish to maintain continuing contact with the field, but whose training may preclude them from membership at other levels. Affiliates do not have voting privileges, may not hold office or be members of committees.

Post-Doctoral Resident Membership is available for two years after completion of a doctoral degree in psychology for those who are completing post-doctoral supervision/studies leading to psychology licensure. Post-Doctoral Resident members do not have voting privileges, may not hold office; but may be members of committees.

Student Membership shall be limited to individuals attending full-time programs leading to a degree from a regionally accredited college or University. Individuals who have completed related doctoral programs and/or are currently completing post-doctoral training are not eligible for membership at this level. Student membership is not available to individuals who have previously completed doctoral programs associated with psychology and are obtaining additional course work or certification in neuropsychology. Students will not have voting privileges and may not hold office, but may be members of committees.

THE NATIONAL ACADEMY OF NEUROPSYCHOLOGY

Application for Membership

Name: _____ Degree: _____ Program: _____ Year Awarded: _____

Birthdate _____ Gender: M F Ethnicity (Optional) _____ Non-English Assessment (Specify): _____

Preferred Mailing Address _____

Telephone (Work): _____ FAX: _____ e-mail: _____

Academic Affiliation: Institution: _____ Dept.: _____ Rank: _____

Licensed in State(s): _____ Lic. Number(s) _____

Adult _____ Pediatric _____ Specialties: _____

Diplomate Status (specify) _____

Membership Category for which you are applying. (Membership applicants are required to apply for the highest level for which they qualify). Check one:

- ☐ **Professional Membership** requires that the applicant have completed academic coursework in the assessment and/or remediation of neuropsychological conditions and hold a doctoral degree in psychology or a related discipline from an accredited university. S/he shall have worked in a setting where such knowledge is applied for a minimum of three years, two of which must be postdoctoral.
- ☐ **Associate Membership** Associate Members are required to hold a master's degree in psychology or a related discipline, or hold a doctoral degree in psychology or a related discipline with less than three years of experience in Neuropsychology. Associate members do not have voting privileges, may not hold office; but they may be members of committees.
- ☐ **Affiliate Membership** is open to interested individuals whose training and experience preclude them from other levels of membership. Affiliates do not have voting privileges, may not hold office or be members of committees.
- ☐ **Post-Doctoral Resident Membership** is available for two years after completion of a doctoral degree in psychology for those who are completing post-doctoral supervision/studies leading to psychology licensure.
- ☐ **Student Membership** Student Members shall be limited to individuals attending full-time programs leading to a degree from a regionally accredited college or University. Individuals who have completed related doctoral programs and/or are currently completing post-doctoral training are not eligible for membership at this level. Student membership is not available to individuals who have previously completed doctoral programs associated with psychology and are obtaining additional course work or certification in neuropsychology. Students will not have voting privileges and may not hold office, but may be members of committees.

All levels must submit a Curriculum Vitae with their application. Applications for **Affiliate** membership do not require sponsorship. However, **Student** applicants must submit the name and contact information (e-mail address and/or phone number) of a training director, advisor, faculty member or university registrar to attest to student status. If applying for membership at the **Professional, Associate** or **Post-Doctoral** level, please obtain the names and contact information (e-mail address and/or phone number) of two sponsors who have expertise in neuropsychology and can be contacted to attest to your training and experience in this specialty. At least one of your sponsors must be a member in good standing with the National Academy of Neuropsychology, Division 40 of the American Psychological Association, or the International Neuropsychological Society. **Post-Doctoral** applicants must provide documentation of post-doc status. **Please provide detailed information regarding your neuropsychology training and practice if applying for the professional level.**

FACULTY SIGNATURE/SPONSOR INFORMATION:

Print Name: _____

Telephone #: _____

E-Mail: _____

Affiliation: _____

Member of: ☐ NAN ☐ INS ☐ APA Div. 40

SPONSOR INFORMATION:

Member of: ☐ NAN ☐ INS ☐ APA Div. 40

I certify: 1) I have not committed any violations of The Ethical Principles of Psychologists and Code of Conduct (American Psychological Association, 2002); 2) My license to practice psychology has not been revoked in any state and, 3) I have not been convicted of a felony.

Applicant Signature _____ Date _____

Committee Interest – Please select the NAN Committee(s) you would be interested in joining, if applicable. This information will be forwarded on to the relevant Committee Chair(s) for follow up.

For committee descriptions, please visit: <http://www.nanonline.org/NAN/AboutNAN/BoardCommittees.aspx>

- | | | |
|---|---|---|
| <input type="checkbox"/> Awards Committee | <input type="checkbox"/> Clinical Research Grants Committee | <input type="checkbox"/> Conflict of Interest Committee |
| <input type="checkbox"/> Culture & Diversity Committee | <input type="checkbox"/> DistanCE E-Learning Committee | <input type="checkbox"/> Education Committee |
| <input type="checkbox"/> Legislative Action & Advocacy Committee | <input type="checkbox"/> Membership Committee | <input type="checkbox"/> Policy & Planning Committee |
| <input type="checkbox"/> Professional Affairs & Information Committee | <input type="checkbox"/> Program Committee | <input type="checkbox"/> Publications Committee |
| <input type="checkbox"/> Social Media Committee | <input type="checkbox"/> Student Committee | <input type="checkbox"/> Women in Leadership Committee |

Summary of Enclosed Payments

Application Fees (non-refundable)	
<input type="checkbox"/> Professional/Associate/Affiliate (\$150) <input type="checkbox"/> Post-Doctoral (\$75) <input type="checkbox"/> Student (\$50)	\$
Printed Journal Fees	
<input type="checkbox"/> Printed Journal, <i>The Archives of Clinical Neuropsychology</i> (\$30)	\$
Donation (voluntary)	
<input type="checkbox"/> Advocacy – to support the efforts of PAIC & LAAC	\$
<input type="checkbox"/> Research – to support the NAN Clinical Research Grants Fund	\$
<input type="checkbox"/> Women in Leadership Edith Kaplan Scholarship Fund (http://www.nanonline.org/NAN/AboutNAN/WIL.aspx)	\$
<input type="checkbox"/> Women in Leadership Educational Fund (http://www.nanonline.org/NAN/AboutNAN/WIL.aspx)	\$
<input type="checkbox"/> Tony Wong Student Diversity Fund (http://www.nanonline.org/NAN/AboutNAN/Diversity.aspx)	\$
<input type="checkbox"/> NAN Foundation (<i>tax deductible</i>) Please make separate check out to NAN Foundation	\$
General NAN Foundation Donation *	
TOTAL	\$

* Donations to the NAN Foundation are tax deductible.

☐ Check

☐ CC (*Visa and MasterCard only*)

Name on Card (Please Print) _____

Amount _____

Credit Card Number _____

Expiration Date _____

CSC _____

Authorization Signature _____

Mail/Fax this completed form, curriculum vitae, verification (if applicable), and application fee *in U.S. funds* to:

National Academy of Neuropsychology
7555 East Hampden Avenue, Ste. 525
Denver, Colorado 80231
TEL (303) 691-3694/ FAX (303) 691-5983

LOS PODEMOS DIRIGIR!

Save the Date!

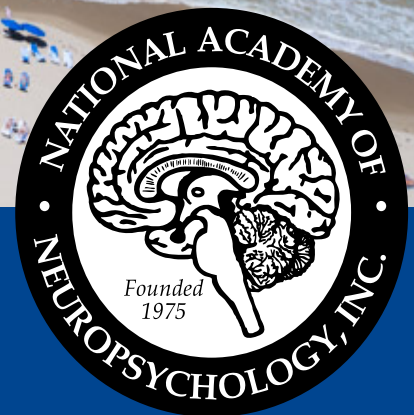
The NAN Women in Leadership Committee
invites you to

"We Can Lead!" in Puerto Rico

Wednesday, November 12, 2014

7:30 pm to 9:30 pm

Networking, Camaraderie, and Light Food



FEATURING

**In Pursuit of Your Dreams:
Regardless of Age, Gender and Race**

Estela S. Estape, Ph.D.

Professor and Former Dean
School of Health Professions
Medical Sciences Campus
University of Puerto Rico

NAN 2014 Annual Conference

November 12 - 15, 2014 | El Conquistador Resort | Fajardo, Puerto Rico



Personal Information: This information will appear on your name badge exactly as you provide it. Please print legibly or type.

Name: _____ ☐ M or ☐ F

Institution: _____

Address: _____

City, State, Zip: _____

Phone: _____ Fax: _____

E-mail: _____

Conference Category

- | | |
|--|---|
| <input type="checkbox"/> NAN Member | <input type="checkbox"/> Conference Exhibitor |
| <input type="checkbox"/> NAN Applicant | <input type="checkbox"/> Committee Chair |
| <input type="checkbox"/> Non-Member | <input type="checkbox"/> Board Member |

Are you a licensed psychologist?

APA requires this information.

- ☐ Yes
☐ No

General Registration Fee: Please select the appropriate option below. After November 5, you **must** register online.

- | | |
|--|---|
| NAN Member (Fellow, Professional, Associate, Affiliate, Applicant) | <input type="checkbox"/> \$235 |
| Post-Doctoral Member (enclose verification of status) | <input type="checkbox"/> \$115 |
| NAN Student Member or Student Applicant (enclose verification of status) | <input type="checkbox"/> \$80 |
| Non-Member | <input type="checkbox"/> \$385 |
| Non-Member Student (enclose verification of status) | <input type="checkbox"/> \$130 |
| Adult Companion Attending Continental Breakfast & Receptions | <input type="checkbox"/> \$55 |
| Child Attending Continental Breakfast & Receptions | <input type="checkbox"/> \$20 |
| Companions' Names: _____ | |
| Student Luncheon (STUDENTS ONLY) | <input type="checkbox"/> \$20 |
| Women in Leadership Networking Event | <input type="checkbox"/> Student \$40 <input type="checkbox"/> NAN Member \$75 <input type="checkbox"/> Non-Member \$95 |
| NAN Foundation Special Event | <input type="checkbox"/> \$40 |

Student / Trainee Track: Attendance at these sessions is limited to students, interns, and post-docs **ONLY**. Please note: While there is no charge for these programs, we do require those wishing to attend to register due to room capacities and fire code regulations.

Wednesday

6. Ryan - NIH Grant Writing ☐ \$0
9. Troster - Parkinson's Disease ☐ \$0

Thursday

19. Hillsabeck, et al. - Non-Traditional Jobs ☐ \$0

Friday

30. Santa Maria - Private Practice ☐ \$0

Saturday

43. Pimental - Chronic Pain ☐ \$0

Cancellation Policy:

A 50% refund is possible for written cancellation requests postmarked and mailed by **October 10, 2014** to NAN at 7555 East Hampden Avenue; Suite 525; Denver, CO 80231. Cancellations will not be accepted by phone. Refunds will not be issued for cancellations requested after October 10, 2014. **No refunds are given for workshops cancelled on-site.**

Name: _____

Please note: While there is no charge for some programs, we do require those wishing to attend to register, due to room capacities & fire code regulations.

Wednesday, November 12, 2014

Morning Special Topic Presentation (7:00am - 9:00am)

1. Bieliauskas - ABCN Test Prep ☐ \$0

Morning CE Workshop (8:30am - 10:00am) - 1.5 CE

2. Crowe - Sedatives and Hypnotics ☐ \$40

Morning CE Workshops (9:00am - 12:00pm) - 3 CE

3. Randolph - Brain Health ☐ \$80

4. Marson, et al. - Assessment of the Senior Attorney ☐ \$80

5. Gold - Schizophrenia ☐ \$80

Morning CE Workshop (10:30am - 12:00pm) - 1.5 CE

7. Conder & Conder - Sports Neuropsychology ☐ \$40

Afternoon CE Workshops (1:30pm - 4:30pm) - 3 CE

10. Bilder - Creativity & Giftedness ☐ \$80

11. Van Dillen, et al. - Unchartered Service Environments ☐ \$80

12. Blair - Psychopathy & Violence ☐ \$80

13. Ruff - Psychotherapy for Neurological Disorders ☐ \$80

Evening General Session (5:00pm - 7:00pm)

14. Stern - CTE (1 CE) ☐ \$0

NAN Business Meeting (No CE) ☐ \$0

Thursday, November 13, 2014

Morning CE Workshop (8:30am - 10:00am) - 1.5 CE

15. Arango & Perrin - Culturally Sensitive Assessment ☐ \$40

Morning CE Workshops (9:00am - 12:00pm) - 3 CE

16. Kozora - Autoimmunity ☐ \$80

17. Selnes - Medical Procedure Outcomes ☐ \$80

18. Gordon - ADHD ☐ \$80

Morning CE Workshop (10:30am - 12:00pm) - 1.5 CE

20. Forrest - Expert Witness ☐ \$40

Afternoon Test Workshop (1:30pm - 3:30pm) - 2 CE

21. Horton - Test of Verbal Conceptualization & Fluency ☐ \$60

Afternoon Special Topic Presentations (1:30pm - 3:30pm)

22. Meyers - ABN Test Prep ☐ \$0

23. Fastenau - Pediatric Grand Rounds ☐ \$0

24. Miller, et al. - Evidence-based Neuropsychology ☐ \$0

25. Rivera-Mindt, et al. - Cultural Neuropsychology ☐ \$0

Evening General Session (5:30pm - 8:00pm)

President's Address (No CE) ☐ \$0

President's Reception ☐ \$0

Payment Method:

☐ Check (Please make check payable to NAN)

☐ Visa ☐ Master Card

Credit Card #: _____

Exp. Date: _____ / _____ Card Security Code (on back of card): _____

Name of Cardholder: _____

Signature: _____

Friday, November 14, 2014

Morning CE Workshop (8:30am - 10:00am) - 1.5 CE

26. Fastenau - Pediatric Epilepsy ☐ \$40

Morning CE Workshops (9:00am - 12:00pm) - 3 CE

27. Vanderploeg - Military Concussion ☐ \$80

28. Bialystok - Bilingualism & Aging ☐ \$80

29. Postal, et al. - PAIC/IOPC ☐ \$80

Morning CE Workshop (10:30am - 12:00pm) - 1.5 CE

31. Vance & Humphrey - HIV ☐ \$40

Afternoon Test Workshop (1:30pm - 3:30pm) - 2 CE

32. Holdnack & Raiford - WISC-V ☐ \$60

Afternoon Special Topic Presentations (1:30pm - 3:30pm)

33. Dodzik - ABPdN Test Prep ☐ \$0

34. Peery - Diversity Grand Rounds ☐ \$0

35. Kadushin & Kadushin - Physical Activity and Aging ☐ \$0

36. Tremont, et al. - Clinical Research Grants ☐ \$0

Evening General Session (4:15pm - 7:00pm)

37. Puente - CPT Update (1 CE) ☐ \$0

Awards Ceremony (No CE) ☐ \$0

38. Wilson - Distinguished Lifetime Contribution to Neuropsychology Award Address (1 CE) ☐ \$0

Saturday, November 15, 2014

Saturday Morning CE Workshop (8:30am - 10:00am) - 1.5 CE

39. Barr, et al. - Memory Enhancement ☐ \$40

Saturday Morning CE Workshops (9:00am - 12:00pm) - 3 CE

40. Maki - Hormones & Cognition ☐ \$80

41. Ardila - Cross-Cultural Neuropsychology ☐ \$80

42. Fletcher - Pediatric Learning Disorders ☐ \$80

Saturday Morning CE Workshop (10:30am - 12:00pm) - 1.5 CE

44. Rey-Caserly - Childhood Medical Disorders ☐ \$40

Saturday Afternoon Presentation (12:00pm - 1:30pm)

45. Pella - Student Research Presentations ☐ \$0

Saturday Afternoon Closing Address (1:30pm - 3:00pm)

46. Schacter - Memory ☐ \$0

Fee Summary:

Registration & Workshop Fees \$_____

Student Luncheon (Students ONLY) \$_____

Women in Leadership Event \$_____

NAN Foundation Event \$_____

New Member Application Fee \$_____

(Student - \$50, Post-Doc - \$75, all others - \$150)

**Enclose Application*

Membership Dues ☐ 2014 ☐ 2015 \$_____

(Student - \$50, Post-Doc - \$75, all others - \$150)

TOTAL ENCLOSED \$_____

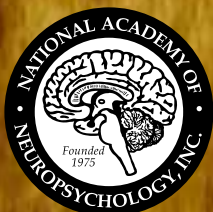
Send Completed Registration Form and Payment to:

National Academy of Neuropsychology | 7555 E Hampden Ave, Suite 525 | Denver, CO 80231

Phone: (303) 691-3694 | Fax: (303) 691-5983 | office@nanonline.org | www.nanonline.org



Austin
— LIVE MUSIC CAPITAL OF THE WORLD —



35TH ANNUAL

Conference

National Academy of Neuropsychology

save the date

November 4-7, 2015

JW Marriott

Austin, TX