

**Proceedings of the 30th Annual
Meeting of the Northeast Conference
for Teachers of Psychology**



at



**WILLIAM JAMES
COLLEGE**

**Friday
October 24, 2025**

NECTOP 2025 Schedule at a Glance

Time	Topic	Location
8:00 AM - 9:00 AM	Continental breakfast, coffee, and registration <i>*Sign up for Graduate Student Mentoring Lunch</i>	Lobby (Ground Floor)
9:00 AM - 10:00 AM	Morning Keynote Address <i>Embracing Neurodiversity: Creating Inclusive Learning Environments Through UDL and Behavior Analysis</i> <i>Sally M Izquierdo, Ph.D., BCBA-D</i>	Rooms 334, 335, 336 (Third Floor)
10:10 AM - 11:10 AM	Curriculum Sessions Panel 1 Topics in Graduate Education and Curriculum 1) <i>Teaching Psychology Outside of a Silo: Lessons and Challenges Learned from Integrating Clinical, Counseling, and Organizational Psychology Concepts to Teach “The Psychology of Leadership and Followership” in a Doctoral Program</i> 2) <i>Building Resilience and Accountability in Graduate Education: A Practical Framework for Supporting Students Through Academic and Personal Challenges</i>	Rooms 332, 333 (Third Floor)
	Concurrent Session 1 <i>Transforming Children and Families: The Critical Role of Undergraduate Psychology Instructors in Teaching About Careers in School-Based Mental Health</i>	Rooms 334, 335, 336 (Third Floor)
	Panel 2 Creative Strategies for Writing, Reflecting, and Storytelling Assignments 1) <i>The One-Pager: A Creative Alternative to Traditional Paper Assignments</i> 2) <i>From “Trauma-Dumping” to Thoughtful Reflection: Transforming Student Writing in Psychology</i>	Room 226 (Second Floor)
11:20 AM - 12:20 PM	Participant Idea Exchanges 1) <i>Building Community in the Digital Age: An Ecological Approach to Supporting Anxious Emerging Adults in Higher Education</i>	Room 311 (Third Floor)
	2) <i>De-Mystifying the Black Box: Connecting Classic Psychology Research to Common Instructor (and Student) Uses of AI in the College Classroom</i>	Room 312 (Third Floor)
	3) <i>Ethical Use of AI: Implications for the Classroom</i>	Room 313 (Third Floor)
	4) <i>Student Perspectives of Service-learning: Challenges and Transformative Rewards</i>	Room 404 (Fourth Floor)
12:30 PM - 1:30 PM	Graduate Student Mentoring Lunch	Room 226 (Second Floor)
	Lunch	Big Table (First Floor)
1:30 PM - 2:30 PM	Demo Session 1) <i>Keeping It Close: Applying Mayer’s Spatial Contiguity Principle To Reduce Extraneous Load</i> 2) <i>Teaching Person-Centered Counseling Methods To Pre-service And In-service Healthcare Providers: A Demonstration Activity</i> 3) <i>Teaching Resilience Through a Trauma-Informed, Mindfulness-Based Classroom Activity</i> 4) <i>Using a Narrative Game to Teach Neuron Communication</i>	Rooms 332, 333 (Third Floor)

Time	Topic	Location
	<i>Bernard C. Beins Teaching Poster Session</i> 1) <i>From Topics to Themes: Reimagining Introductory Psychology Curriculum</i> 2) <i>How Mental Health is Conceptualized in Adolescent Classroom Education: A Mixed Methods Study of Educators and Students</i> 3) <i>Ai-mee, the Artificially Intelligent "Peer" Reviewer</i> 4) <i>Classroom to Career: Student Ratings of Their Career Readiness</i> 5) <i>Representation matters: Exposing students to diverse psychologists in Introductory Psychology</i> 6) <i>Relationship Between Social Media and Pressure To Change One's Body, Relating To Gender Identity</i> 7) <i>Students Operationally Define "Student Engagement" for the Psychology Classroom</i> 8) <i>Enhancing University Students' Feelings of Belonging and Social Well-Being Through Classroom Activities</i>	Lounge (Ground Floor)
2:40 PM - 3:40 PM	<i>Afternoon Keynote Address</i> <i>Office Hours for Professors: A Keynote Conversation with Students at the Margins of Higher Education</i> <i>Facilitated by Hannah Johnson, Ph.D.</i>	Rooms 334, 335, 336 (Third Floor)
3:50 PM - 4:50 PM	<i>Panel 3</i> <i>Mental Health in the Psychology Classroom</i> 1) <i>Can you leave it at the door? Learning about psychological disorders without being triggered</i> 2) <i>Navigating the Mental Health Crisis in Higher Education: Innovative Psychological Approaches and Effective Institutional Strategies</i> 3) <i>Navigating Uncertainty: Addressing The Needs Of Immigrant Students</i>	Rooms 332, 333 (Third Floor)
	<i>Concurrent Session 2</i> <i>Teaching Culturally Responsive Psychotherapy in 2025</i>	Rooms 334, 335, 336 (Third Floor)
5:00 PM - 5:30 PM	<i>Reception</i>	Outside Rooms 334, 335, 336 (Third Floor)
5:30 PM - 6:30 PM	<i>Ted Bosack Address</i> <i>Neuropsychology in the Era of Biomarkers: New Insights into the Diagnosis of Chronic Traumatic Encephalopathy</i> <i>Michael L. Alosco, Ph.D.</i>	Rooms 334, 335, 336 (Third Floor)

We thank William James College for hosting the 2025 Annual Meeting and recognize the following organizations, grants, and individuals for contributing to the success of the 2025 Annual Meeting:

- APA Board of Educational Affairs (BEA)
- Society for the Teaching of Psychology
- A special thank you to Ted Bosack and Barney Beins for their all their hard work in making NECTOP what it is today!
- Melissa Lovitz, Ph.D. (Queens College and NECTOP Coordinator)
- Hannah Johnson, Ph.D. (University of Massachusetts Lowell)
- Jamie Kleinman, Ph.D. (University of Connecticut)
- Kristen Begosh, Ph.D. (University of Delaware)
- Rachelle Smith, Ph.D. (Husson University)
- Jessica Hacker, Ph.D. (Husson University)
- APA's Education Directorate
- Nicholas Covino, PsyD, President, William James College
- Dan Brent, MSA, Vice President of Finance and Operations
- Kevin Costello, Director of Facilities and the Facilities Team
- Jeff Choo, MS, Director of Information Technology and the IT Team
- Beth Rogan, Director of Educational Partnerships
- Carolyn Cross, Associate Director of Recruitment, Employer Partnerships
- Katie O'Hare, Senior Director of Marketing and the Marketing Team
- Marice Nichols, Office Manager

Friday 8:00 AM - 9:00 AM

Continental breakfast, coffee, and registration

*Sign up for Graduate Student Mentoring Lunch¹

Lobby
(Ground Floor)

¹*Current graduate students will have the opportunity to have one-on-one conversations with experienced instructors who can share career guidance, teaching insights, and professional advice. This session will happen in Room 226 (Second Floor) during lunch.

Friday 9:00 AM - 10:00 AM

Morning Keynote Address

334, 335, 336

(Third Floor)

***Embracing Neurodiversity: Creating Inclusive Learning
Environments Through UDL and Behavior Analysis***



Sally M Izquierdo, PhD, BCBA-D

NYS Licensed Behavior Analyst

NYS Licensed Psychologist

The student population in higher education is becoming more diverse. This trend includes a growing number of individuals who identify as neurodivergent and may have a disability or mental health diagnosis. With this growth comes the need for an increasing commitment to a culture of inclusivity with classroom and campus environments intentionally designed with student supports, so that individuals, no matter their background or disability status, may learn and grow to their potential.

As faculty, staff, and administrators come together to respond to the needs of a diverse student body, we draw on the principles of Universal Design for Learning (UDL) and behavior analysis including environmental redesign, shaping, and self-management. This discussion will include concrete UDL strategies that you can implement immediately, and a framework for goalsetting and self-management that will help you to gradually improve your learning environment and your contribution to the larger campus culture.

Friday 10:10 AM- 11:10 AM

Curriculum Sessions

Panel 1

Topics in Graduate Education and Curriculum

Rooms 332, 333
(Third Floor)

- 1) ***Teaching Psychology Outside of a Silo: Lessons and Challenges Learned from Integrating Clinical, Counseling, and Organizational Psychology Concepts to Teach “The Psychology of Leadership and Followership” in a Doctoral Program***

Daniel B., Jacobs, Ed.M., M.B.A., Psy.D.
(William James College)

Being able to practice and teach psychology is a privilege. Being able to draw from multiple areas of psychology from across disciplines to teach organizational psychology graduate students learn about areas of the field they have minimal or no experience with to expand their future efficacy in leadership and consultation roles is a privilege, a challenge, and has also yielded useful implications for teaching psychology in other programs and areas. “The Psychology of Leadership and Followership” (LP 762) is a foundational course in the Organizational Leadership Psychology doctoral program at William James College, developed by the presenter over 10 years ago, taught to adult learners who come to the program with a wide range of different experiences from a variety of fields (e.g., counseling, clinical, education, healthcare, military service, human resources, business consultation). Goals of the course include focusing on important foundational leadership and followership theories and practices to help train the next generation of consultants and leaders regarding development and implementation of pragmatic interventions based on psychological concepts taken from clinical, counseling, and organizational theorists and practitioners. In this session we will examine lessons and challenges learned about teaching a psychology course that is designed to integrate and incorporate disparate ideas and values taken from multiple psychological disciplines, sources, and theories (e.g., Cognitive Behavioral Therapy, Psychodynamic Therapy, Narrative Therapy, Organizational and Systems Theory, Trait Theories of Leadership, Trauma Recovery and Resiliency Theories), and related leadership and organizational concepts (e.g., Leader Member Exchange/LMX, Individual and Systemic Behavioral Assessments, Impostor Syndrome, Diffusion of Responsibility, Self-Expansion Theory, Gender and Leadership, Individual and Systemic Impact of Substance Use Disorders, Indigenous Leadership Values and Concepts, Best Practices for Supporting Employees with Sensory Disabilities, Level 5 Leadership, Toxic Leadership). Specific teaching case examples and consideration of written and interactive exercises utilized both in asynchronous work and during the course’s synchronous in person In Residence experience will be discussed, as will ways to avoid “silo thinking” and foster connections across psychological areas to maximize the learning experience. Hope you can join us!

2) *Building Resilience and Accountability in Graduate Education: A Practical Framework for Supporting Students Through Academic and Personal Challenges*

Dr. Brandi Derr & Dr. Suzanne Devlin
(William James College)

Graduate students today face complex challenges both inside and outside the classroom — from academic pressures to personal hardships. Resilience and accountability are critical skills for navigating these challenges and achieving long-term success in graduate education and professional life. This discussion presents a comprehensive, practical framework developed at William James College (WJC) for fostering student resilience and accountability in the face of adversity. Through structured advising, supportive faculty practices, transparent academic and behavioral policies, and reflective leadership principles, this model empowers students to take ownership of their learning while promoting a culture of care and mutual responsibility.

Concurrent Session 1

Transforming Children and Families: The Critical Role of Undergraduate Psychology Instructors in Teaching About Careers in School-Based Mental Health

Rooms 334, 335, 336
(Third Floor)

Jason P. Kaplan, Ph.D.
(William James College)

As mental health concerns among children and adolescents rise, the need for qualified school-based mental health professionals is more urgent than ever. Despite this demand, many undergraduate psychology students remain unaware of the rewarding and impactful career opportunities available in school settings. Undergraduate psychology instructors play a crucial role in bridging this gap by introducing students to the diverse and meaningful roles within school-based mental health. Schools have become the primary access point for mental health services, with over 60% of students who receive care doing so within their school environment. School psychologists, counselors, and other mental health professionals are essential in early identification, intervention, and prevention, helping students overcome barriers such as financial limitations, transportation, and stigma. Teaching about careers in school-based mental health expands career awareness, inspires students to pursue fulfilling roles, and addresses critical workforce shortages. It also promotes holistic education by emphasizing the connection between students' emotional well-being and academic success. Furthermore, it fosters early preparation by informing students about the training, skills, and graduate programs required for these careers. This symposium offers undergraduate psychology instructors' practical strategies for integrating school-based mental health career information into their courses.

Approaches include curriculum integration, guest speakers, case studies, service learning, internships, and career pathway guidance. Attendees will explore the dynamic roles of school mental health professionals and their profound impact on children, families, and schools. By equipping psychology undergraduates with knowledge about these careers, instructors help shape the future workforce and promote positive outcomes for students nationwide. Teaching about school-based mental health careers is not only a response to workforce needs but an opportunity to inspire and empower students to transform lives and communities.

Panel 2

Creative Strategies for Writing, Reflecting, and Storytelling Assignments

Room 226
(Second Floor)

1) The One-Pager: A Creative Alternative to Traditional Paper Assignments

Lyndsey K. Lanagan-Leitzel
(Eastern Connecticut State University)

Although traditional paper assignments are ubiquitous in college courses, students often dread writing them. They also increasingly rely on generative artificial intelligence to draft or write these papers, negating the intended purpose of assigning papers in the first place. The one-pager assignment allows your students to demonstrate their understanding of concepts in a creative and fun way, potentially promoting deeper learning of content for them and more enjoyable grading for you. The assignment can be introduced and completed in a way that disincentivizes the use of artificial intelligence. In this presentation, I will explain what the one-pager assignment is and demonstrate how I have implemented it across three upper-level psychology courses. I will also share the results of surveys I conducted of the students in my classes about their attitudes toward the one-pager and their perception of how the one-pager helped them acquire or practice six key in-demand professional skills. The one-pager assignment can be easily adapted to your unique course content and learning objectives and can be an engaging and fun alternative to traditional paper assignments.

2) From “Trauma-Dumping” to Thoughtful Reflection: Transforming Student Writing in Psychology

Kerri Augusto, Ph.D. & Lynn Cormier-Sayarath, LICSW
(William James College)

Reflective writing is a powerful pedagogical tool in psychology education, helping students integrate theory, self-awareness, and ethical insight. However, instructors often encounter challenges when reflective assignments elicit emotionally intense or highly personal narratives that lack connection to course concepts. Without clear guidance, students may over-disclose or struggle to distinguish between therapeutic expression and academic reflection. This presentation is designed for psychology instructors seeking to improve the clarity, structure, and learning impact of reflective writing across a range of courses. Participants will be introduced to a structured approach for

supporting student reflection, emphasizing critical engagement, cultural responsiveness, and professional relevance. The session includes practical tools for assignment design, feedback, and assessment. Real examples of student writing before and after structured support will be shared to illustrate the developmental potential of this approach. Outcomes include increased student confidence, improved integration of course content, and more appropriate boundaries in reflective submissions. Participants will leave with adaptable tools and strategies that can enhance reflective writing in both in-person and online psychology courses, especially for nontraditional adult student populations.

11:20 AM – 12:20 PM

Participant Idea Exchanges

Room 311
(Third Floor)

- 1) ***Building Community in the Digital Age: An Ecological Approach to Supporting Anxious Emerging Adults in Higher Education***
Carol DiFalco, PhD, LMHC (Quincy College)
-

Room 312
(Third Floor)

- 2) ***De-Mystifying the Black Box: Connecting Classic Psychology Research to Common Instructor (and Student) Uses of AI in the College Classroom***
Nathan F. Gillespie (University at Albany, State University of New York) & Douglas A. Kowalewski (Lehigh University)
-

Room 313
(Third Floor)

- 3) ***Ethical Use of AI: Implications for the Classroom***
Renee N. Saris-Baglama, Ph.D. (Community College of Rhode Island), Justine N. Egan-Kunicki, Ph.D. (Community College of Rhode Island), & Amanda M. Vanner, M.A. (Community College of Rhode Island)
-

Room 404
(Fourth Floor)

- 4) ***Student Perspectives of Service-learning: Challenges and Transformative Rewards***
Ayslinn Ready (Southern New Hampshire University), Emma Le (Southern New Hampshire University), Silvonna Silvestre (Southern New Hampshire University), Justina M. Oliveira (Southern New Hampshire University)

Friday 12:30 PM - 1:30 PM

Graduate Student Mentoring Lunch

Room 226
(Second Floor)

Lunch

Big Table
(First Floor)

Friday 1:30 PM – 2:30 PM

Demo Session

Rooms 332, 333
(Third Floor)

- 1) *Keeping It Close: Applying Mayer's Spatial Contiguity Principle To Reduce Extraneous Load*
Crystal Wyatt
(University of Texas at Arlington)
 - 2) *Teaching Person-Centered Counseling Methods To Pre-service And In-service Healthcare Providers: A Demonstration Activity*
Helen Meldrum
(Bentley University)
 - 3) *Teaching Resilience Through a Trauma-Informed, Mindfulness-Based Classroom Activity*
Jesse Miller-Khodik, MA(Dual), LPC, PGSS-C
(Post University)
 - 4) *Using a Narrative Game to Teach Neuron Communication*
Nicole Calma-Roddin
(New York Institute of Technology)
-

Bernard C. Beins Teaching Poster Session

Lounge
(Ground Floor)

- 1) *From Topics To Themes: Reimagining Introductory Psychology Curriculum*
Alisha C. Holland, Ph.D., Amie K. Senland, Ph.D., Aisha Shams, & Marie Naka
(Trinity College)
- 2) *How Mental Health is Conceptualized in Adolescent Classroom Education: A Mixed Methods Study of Educators and Students*
Nathalie Robayo & Michael Wheaton
(Barnard College, Columbia University)

3) *Ai-mee, the Artificially Intelligent “Peer” Reviewer*

Jennifer McLeer & Reece Griffin
(University of Hartford)

4) *Classroom to Career: Student Ratings of Their Career Readiness*

Anne E. Stuart, Jenna M. Gray, & Debra Anderson
(American International College)

5) *Representation matters: Exposing students to diverse psychologists in Introductory Psychology*

Sandra A. Sego, Jenna Gray, Heidi O'Connor & Anne E. Stuart
(American International College)

6) *Relationship Between Social Media And Pressure To Change One’s Body, Relating To Gender Identity*

Jessica Wu (Boston University)

7) *Students Operationally Define “Student Engagement” for the Psychology Classroom*

Renee N. Saris-Baglama, Ph.D., Justine N. Egan-Kunicki, Ph.D., & Amanda M. Vanner, M.A.
(Community College of Rhode Island)

8) *Enhancing University Students’ Feelings of Belonging and Social Well-Being Through Classroom Activities*

Madeleine A. Fugère, Ph.D., Noelle C. Ciccarelli, & Ashley N. Kasacek
(Eastern Connecticut State University)

Friday 2:40 PM – 3:40 PM

Afternoon Keynote Address

334, 335, 336
(Third Floor)

**Office Hours for Professors: A Keynote Conversation with
Students at the Margins of Higher Education**

This panel is part of a keynote session designed to help psychology educators better understand and support today's diverse student population. Our goal is to spotlight students navigating complex educational journeys and amplify their insights. Four students and/or recent graduates will be featured. Please join us for this important and timely conversation facilitated by Hannah Johnson, Ph.D.

Friday 3:50 PM – 4:50 PM

Panel 3

Mental Health in the Psychology Classroom

Rooms 332, 333
(Third Floor)

1) *Can you leave it at the door? Learning about psychological disorders without being triggered*

Jennifer, L. Weiner, Hana Abdelaziz, Lina Bonilla, Sanyah Earl, Samantha Lopez, Trish Pham, Mariana Verkerk, Mia-Sky Rojas & Jack Schwarz
(Fisher College)

Many students choose to study psychology believing that it might help them understand themselves or their families. For this reason, classes in mental health (eg. Abnormal Psychology, Counseling Skills) tend to be popular among undergraduate students. Since they are not in training to be licensed mental health professionals, students can find these courses emotionally challenging, and can leave them potentially confused, and vulnerable if they are dealing with psychological struggles of any kind. This participant idea exchange will facilitate a shared dialogue, focusing of two aspects of the dynamics involved in teaching these emotionally charged courses to students who are dealing with their own personal struggles. The professor perspective will be presented, specifically how to retain a respectful classroom atmosphere while simultaneously teaching about assessment, diagnosis, etiology and treatment of various potentially triggering psychological disorders. Teaching methods that allow for sensitivity without compromising curriculum will be discussed. Along with the professor's perspective, students will be sharing their own experiences in undergraduate clinical psychology classes and how they have been able to avoid feeling triggered when topics arise that are difficult for them. Techniques will be introduced that allow students to explore potential topics of depression, self-harm, suicide, eating disorders, anxiety and learning disabilities. Specifically, students will discuss some of the ways that they use their own personal life experience to enhance their learning rather than treat it as a barrier.

2) *Navigating the Mental Health Crisis in Higher Education: Innovative Psychological Approaches and Effective Institutional Strategies*

Jesse Miller-Khodik, MA (Dual) LPC, PGSS-C
(Post University)

The escalating mental health crisis among college students has become a critical challenge for higher education institutions, significantly affecting academic performance, retention, and overall student well-being. This session explores innovative psychological approaches, including trauma-informed teaching methods, mindfulness and resilience training, and digital mental health interventions, all supported by robust empirical research. Attendees will gain actionable insights from detailed institutional case studies demonstrating the successful implementation of integrated mental health policies and early intervention strategies. Psychology educators,

administrators, and mental health professionals will leave equipped with evidence-based tools designed to enhance student resilience, academic outcomes, and institutional responsiveness to mental health challenges.

3) *Navigating Uncertainty: Addressing The Needs Of Immigrant Students*

Kevin Dacey, M.A./C.A.G.S. & Lisa King Chalukian, Psy.D., NCSP
(William James College)

In this presentation, we explore the unique challenges immigrant students face in U.S. public schools, particularly as strict immigration policies and cultural tensions create barriers to inclusion. There is significant uncertainty about how best to support this population, as traditional social-emotional learning (SEL) curricula often fail to meet their needs, requiring schools to adopt more culturally responsive teaching techniques. A survey study of 76 English Language Learner (ELL) teachers in Massachusetts evaluated strategies used to enhance SEL among immigrant students, revealing that they develop SEL skills differently due to their diverse experiences (King Chalukian, 2019). Findings suggest that a universal SEL curriculum alone may not be sufficient and that schools must refine their approaches to foster healthy identity development, social formation, and empower school communities to build awareness of the varying backgrounds, life experiences, and pressures impacting immigrant students. The study highlights the need for schools to modify SEL practices to ensure programming aligns with students' lived experiences, despite ongoing ambiguity about which interventions are most effective. To support this shift, we offer key implications for educators, emphasizing how culturally competent SEL interventions can be implemented. In doing so, we invite dialogue on refining SEL approaches to ensure immigrant students receive meaningful social-emotional support and encourage reflection on strategies that foster inclusive learning environments where all students can thrive. Through this discussion, attendees will gain practical strategies for integrating universal SEL into their own teaching, learning environments, or administrative frameworks, fostering more inclusive and effective support for immigrant students.

Concurrent Session 2

Teaching Culturally Responsive Psychotherapy in 2025

Rooms 334, 335, 336
(Third Floor)

Bonnie Pepper, Psy.D., Jovanna Hillman*, M.A., Monica Salazar*, M.A., Tatiana K. Sealey*, B.S. *equal contribution
(Albertus Magnus College)

In this concurrent session we will discuss an experiential learning project conducted in my (first author's) graduate Counseling Techniques class. The project is designed to support first year clinical counseling students' understanding of culturally responsive psychotherapy through active learning and reflective practice. This is particularly relevant for psychology graduate education in which experiential learning can help students have a more realistic view of professional practice and their own burgeoning identity (Roland, 2017).

The project is scaffolded and involves both individual and collaborative learning. Students select a cultural group they would like to better understand, choosing between the BIPOC, LGBTQ+, and disability communities. The class then collectively creates a repository of literature on culturally responsive psychotherapy, with each class member posting one article on psychotherapy with their selected group in the class Padlet. Over the semester students annotate one article from each group, which provides an intersectional lens to their learning.

Students are then tasked with researching licensed therapists who specialize in working with their selected population for a prospective interview. This provides an opportunity for students to examine how psychotherapists advertise, as well as reflect on what constitutes expertise. Following, students write a cohesive paper that integrates their interview with the literature, and is also reflective of the process and content of the interview itself, their own positionality, and what it means to be culturally responsive.

Further, in this concurrent session three students from the class (second through fourth authors) will discuss how this project impacted their development as burgeoning clinicians, increased their cultural humility and their understanding of culturally informed psychotherapy, and met the learning objectives of the course. Implications for training programs within a divisive political climate will be discussed. Detailed instructions for replication will be provided. While this project is designed for an applied graduate psychology course, it can be adapted for a breadth of graduate and undergraduate psychology courses.

Friday 5:00 PM – 5:30 PM

Reception

Outside Rooms 334, 335, 336
(Third Floor)

Friday 5:45 PM – 6:45 PM

2025 Ted Bosack Address

Rooms 334, 335, 336
(Third Floor)

Introduction by Diane Mello-Goldner, Ph.D.
(Boston University)

***Neuropsychology in the Era of Biomarkers: New Insights into the
Diagnosis of Chronic Traumatic Encephalopathy***



Michael L. Alosco, Ph.D.

Co-Director of Clinical Research, BU CTE Center

**Research Vice Chair and Associate Professor of Neurology, Boston University
Chobanian & Avedisian School of Medicine**

Leader, Boston University Alzheimer's Disease Research Center Clinical Core

Chronic traumatic encephalopathy (CTE) is a neurodegenerative disease associated with repetitive head impacts from contact and collision sports, military service, and other sources. CTE is a neuropathological diagnosis characterized by abnormal tau around small blood vessels at the depths of the cerebral sulci. At this time, CTE cannot currently be diagnosed during life with accuracy. Accurate diagnoses of neurodegenerative diseases require characterization of its syndrome combined with the use of biomarkers to support the presence of the underlying neuropathology driving the syndrome – a framework we use to make accurate diagnoses of Alzheimer's disease. There have indeed been significant advancements in the characterization of the specific symptoms of CTE along with potential biomarkers that might have usefulness for the detection of CTE neuropathology during life. The goal(s) of this lecture is to provide an overview on how neuropsychology and biomarkers are used together to make accurate diagnoses of neurodegenerative diseases, particularly Alzheimer's disease, as well as provide updates on what we currently know about the clinical syndrome and biomarkers of CTE.

The conclusion of this session marks the end of the 2025
Annual NECTOP Meeting.

Please complete the participant survey.



Thank you for attending! We look forward to seeing you next
year!



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*Masters in Psychology and Counseling Accreditation Council (MPCAC)

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