

# JESSICA MARJORIE BLACK

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Academic Title: Associate Professor

Updated: May 2024

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## EDUCATION

- 2008 Ph.D. Stanford University, Stanford, CA  
Program: Education; Field of Study: Educational Psychology; Minor: Psychology
- 2006 M.A. Stanford University, Stanford, CA  
Program: Education; Field of Study: Social Sciences in Education
- 1998 B.A. University of California, Berkeley, CA  
Major: Psychology  
Summa Cum Laude with Highest Distinction in General Scholarship, Phi Beta Kappa
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## POSTDOCTORAL TRAINING

- 2008 – 2010 T32 Postdoctoral Fellow, Center for Interdisciplinary Brain Sciences Research,  
Stanford University School of Medicine, Stanford, CA
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## ACADEMIC AND ADMINISTRATIVE APPOINTMENTS

- 2018 – Chair, Teaching Excellence, School of Social Work, Boston College, MA  
2017 – Chair, Children, Youth & Families Department, School of Social Work, Boston  
College, MA  
2017 – Director, The Cell to Society Laboratory, School of Social Work, Boston  
College, MA  
2016 – Associate Professor (with tenure), School of Social Work, Boston College, MA  
2010 – 2016 Assistant Professor, School of Social Work, Boston College, MA  
2009 Lecturer, School of Education, Stanford University, CA  
2006 Lecturer, College of Education, San José State University, CA
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## RESEARCH EXPERIENCE

- 2008 – 2010 Project Manager, Reading Brain Study, Dr. Fumiko Hoefft, Center for  
Interdisciplinary Brain Sciences Research, Stanford University, CA  
2008 – 2010 Project Manager, The Humor Study in Children, Dr. Allan Reiss, Center for  
Interdisciplinary Brain Sciences Research, Stanford University, CA  
2007 – 2008 Research Assistant, Developmental Dyslexia Project, Center for  
Interdisciplinary Brain Sciences Research, Stanford University, CA

- 2007 Research Associate, Thrive Foundation for Youth, Menlo Park, CA
- 2006 – 2007 Graduate Research Assistant, Achievement Motivation, Dr. Deborah Stipek, Stanford University School of Education, CA
- 2002 – 2004 Graduate Research Assistant, Teacher Credentialing, Dr. Connie Juel, Stanford University School of Education, CA
- 2004 – 2005 Graduate Research Assistant, Reading Intervention, Gabrieli Lab, Stanford University Psychology Department, CA
- 2001 – 2003 Teacher and Academic Tutor, Lafayette Academy, Lafayette, CA
- 2001 – 2002 Senior Research Associate, Kensington Research Group, Kensington, CA  
Project Director, Career Ladder in West Contra Costa School District  
Project Coordinator, Even Start Family Literacy Program
- 1998 – 2001 Research Assistant, Physiology of Marital Stress, Levenson Lab, U.C. Berkeley Department of Psychology, CA
- 1999 Research Assistant, Power of Expectations in Schooling, Dr. Rhona Weinstein, U.C. Berkeley Department of Psychology, CA
- 1997 – 1998 Research Assistant, Infant Numeracy and Word Comprehension, Dr. Susan Rivera, Institute of Human Development, U.C. Berkeley Department of Psychology, CA

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## RESEARCH INTERESTS

Child and Adolescent Development, Cognitive Neuroscience, Specific Learning Disorders, Positive Emotion, Motivation, Play, Sleep, Trauma, Behavioral Health

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## PEER-REVIEWED PUBLICATIONS (\*student co-author; \*\*co-first authorship)

- Pierce, Z. P., & **Black, J. M.** (accepted). The hierarchical predictive coding framework of post-traumatic stress disorder. *Medical Hypotheses*.
- Pierce, Z. P., & **Black, J. M.** (2024). Whole-brain correlates of post-traumatic stress disorder in military-related mild traumatic brain injury: A voxel-wise meta-analysis. *Journal of Affective Disorders Reports*, 16, 100770. <https://doi.org/10.1016/j.jadr.2024.100770>
- Pierce, Z. P., & **Black, J. M.** (2024). Introducing the Neurosocial Interdependence Theory: Moving beyond the Person-In-Environment Perspective in social work. *Advances in Social Work*, 23(2), 425- 453. <https://doi.org/10.18060/26331>
- Pierce, Z. P.\*, & **Black, J. M.** (2023). Default mode intranetwork resting-state functional connectivity is correlated with increased symptom severity in common anxiety disorders: A systematic review and meta-analysis. *Journal of Affective Disorders Reports*, 14, 100674. <https://doi.org/10.1016/j.jadr.2023.100674>
- Pierce, Z. P.\*, Johnson, E.\*, Kim, I. A., Lear, B. E., Mast, A. M.\*, & **Black, J. M.** (2023). Therapeutic interventions impact brain function and promote post-traumatic growth in adults living with post-traumatic stress disorder: A systematic review and meta-analysis of functional magnetic resonance imaging studies. *Frontiers in Psychology*, 14. <https://doi.org/10.3389/fpsyg.2023.1074972>

- Pierce, Z. P.\*, & **Black, J. M.** (2023). Stress and susceptibility: A Systematic review of prenatal epigenetic risks for developing Post-Traumatic Stress Disorder. *Trauma, Violence, & Abuse*, 24(4), 2648–2660. <https://doi.org/10.1177/15248380221109792>
- Pierce, Z. P.\*, & **Black, J. M.** (2021). The neurophysiology behind trauma-focused therapy modalities used to treat Post-Traumatic Stress Disorder across the life course: A systematic review. *Trauma, Violence, & Abuse*, 24(2), 1106–1123. <https://doi.org/10.1177/15248380211048446>
- King, C. D., Joyce, V. W., Nash, C. C., Buonopane, R., **Black, J. M.**, Zuromski, K. L., & Millner, A. J. (2021). Fear of sleep and sleep quality mediate the relationship between trauma exposure and suicide attempt in adolescents. *Journal of Psychiatric Research*, 135, 243–247. <https://doi.org/10.1016/j.jpsychires.2021.01.026>
- Hendren, R. L., Haft, S. L., **Black, J. M.**, White, N. C., & Hoeft, F. (2018). Recognizing psychiatric comorbidity with reading disorders. *Frontiers in Psychiatry*, 9. <https://doi.org/10.3389/fpsy.2018.00101>
- Black, J. M., & Conway, A. (2018). The utility of neuroscience for social work research and practice with children and adolescents. *Journal of the Society for Social Work and Research*, 9(2), 261–284. <https://doi.org/10.1086/698166>
- Eack, S. M., Black, J. M., & Hunter, R. G. (2018). Introduction to the special section on Social Work and Neuroscience. *Journal of the Society for Social Work and Research*, 9(2), 217–221. <https://doi.org/10.1086/697565>
- Patael, S., Farris, E. A., **Black, J. M.**, Hancock, R., Gabrieli, J. D. E., Cutting, L. E., & Hoeft, F. (2018). Brain basis of cognitive resilience: Prefrontal cortex predicts better reading comprehension in relation to decoding. *PLOS ONE*, 13(6), e0198791. <https://doi.org/10.1371/journal.pone.0198791>
- Black, J. M.**, Xia, Z., & Hoeft, F. (2017). Neurobiological bases of reading disorder part II: The importance of developmental considerations in typical and atypical reading. *Language and Linguistics Compass*, 11(10). <https://doi.org/10.1111/lnc3.12252>
- Black, J. M.** (2017). Positive emotion. *Encyclopedia of Social Work*: Oxford University Press. April, <https://doi.org/10.1093/acrefore/9780199975839.013.1241>
- Black, J. M.** (2017). Adolescent brain development. *Encyclopedia of Social Work*: Oxford University Press. February, <https://doi.org/10.1093/acrefore/9780199975839.013.1239>
- Black, J. M.** (2017). Sleep. *Encyclopedia of Social Work*: Oxford University Press. February, <https://doi.org/10.1093/acrefore/9780199975839.013.1240>
- Yamagata, B., Murayama, K., **Black, J. M.**, Hancock, R., Mimura, M., Yang, T. T., Reiss, A. L., & Hoeft, F. (2016). Female-Specific intergenerational transmission patterns of the human corticolimbic circuitry. *The Journal of Neuroscience*, 36(4), 1254–1260. <https://doi.org/10.1523/jneurosci.4974-14.2016>

- Black, J. M., & Hoeft, F.** (2015). Utilizing biopsychosocial and strengths-based approaches within the field of child health: what we know and where we can grow. *New Directions for Child and Adolescent Development*, 2015(147), 13–20. <https://doi.org/10.1002/cad.20089>
- Black, J. M., Myers, C. A., & Hoeft, F.** (2015). The utility of neuroimaging studies for informing educational practice and policy in reading disorders. *New Directions for Child and Adolescent Development*, 2015(147), 49–56. <https://doi.org/10.1002/cad.20086>
- Myers, C. A., Vandermosten, M., Farris, E. A., Hancock, R., Gimenez, P., **Black, J. M.**, Casto, B., Drahos, M., Tumber, M., Hendren, R. L., Hulme, C., & Hoeft, F. (2014). White matter morphometric changes uniquely predict children’s reading acquisition. *Psychological Science*, 25(10), 1870–1883. <https://doi.org/10.1177/0956797614544511>
- Norton, E. S., **Black, J. M.**, Stanley, L., Tanaka, H., Gabrieli, J. D. E., Sawyer, C., & Hoeft, F. (2014). Functional neuroanatomical evidence for the double-deficit hypothesis of developmental dyslexia. *Neuropsychologia*, 61, 235–246. <https://doi.org/10.1016/j.neuropsychologia.2014.06.015>
- Gimenez, P., Bugescu, N., Hancock, R., Pugh, K. R., Nagamine, M., Kutner, E. C., Mazaika, P. K., Hendren, R. L., McCandliss, B. D., & Hoeft, F. (2014). Neuroimaging correlates of handwriting quality as children learn to read and write. *Frontiers in Human Neuroscience*, 8. <https://doi.org/10.3389/fnhum.2014.00155>
- Vrtička, P.\*\*, **Black, J. M.\*\***, & Reiss, A. L. (2013). The neural basis of humour processing. *Nature Reviews Neuroscience*, 14(12), 860–868. <https://doi.org/10.1038/nrn3566>
- Vrtička, P., **Black, J. M.**, Neely, M., Shelly, E. W., & Reiss, A. L. (2013). Humor processing in children: Influence of temperament, age and IQ. *Neuropsychologia*, 51(13), 2799–2811. <https://doi.org/10.1016/j.neuropsychologia.2013.09.028>
- Vrtička, P., Neely, M., Shelly, E. W., **Black, J. M.**, & Reiss, A. L. (2013). Sex differences during humor appreciation in child-sibling pairs. *Social Neuroscience*, 8(4), 291–304. <https://doi.org/10.1080/17470919.2013.794751>
- Ashkenazi, S., **Black, J. M.**, Abrams, D. A., Hoeft, F., & Menon, V. (2013). Neurobiological underpinnings of math and reading learning disabilities. *Journal of Learning Disabilities*, 46(6), 549–569. <https://doi.org/10.1177/0022219413483174>
- Hosseini, S. M. H., **Black, J. M.**, Soriano, T. J., Bugescu, N., Martinez, R., Raman, M., Kesler, S. R., & Hoeft, F. (2013). Topological properties of large-scale structural brain networks in children with familial risk for reading difficulties. *NeuroImage*, 71, 260–274. <https://doi.org/10.1016/j.neuroimage.2013.01.013>
- Neely, M., Walter, E., **Black, J. M.**, & Reiss, A. L. (2012). Neural correlates of humor detection and appreciation in children. *The Journal of Neuroscience*, 32(5), 1784–1790. <https://doi.org/10.1523/jneurosci.4172-11.2012>

**Black, J. M.**, Tanaka, H., Stanley, L., Nagamine, M., Zakerani, N., Thurston, A., Kesler, S. R., Hulme, C., Lyytinen, H., Glover, G. H., Serrone, C., Raman, M., Reiss, A. L., & Hoeft, F. (2012). Maternal history of reading difficulty is associated with reduced language-related gray matter in beginning readers. *NeuroImage*, 59(3), 3021–3032. <https://doi.org/10.1016/j.neuroimage.2011.10.024>

Tanaka, H.\*\*, **Black, J. M.\*\***, Hulme, C., Stanley, L. M., Kesler, S. R., Whitfield-Gabrieli, S., Reiss, A. L., Gabrieli, J. D., & Hoeft, F. (2011). The brain basis of the phonological deficit in dyslexia is independent of IQ. *Psychological Science*, 22(11), 1442–1451. <https://doi.org/10.1177/0956797611419521>

Hoeft, F., McCandliss, B. D., **Black, J. M.**, Gantman, A., Zakerani, N., Hulme, C., Lyytinen, H., Whitfield-Gabrieli, S., Glover, G. H., Reiss, A. L., & Gabrieli, J. D. E. (2010). Neural systems predicting long-term outcome in dyslexia. *Proceedings of the National Academy of Sciences of the United States of America*, 108(1), 361–366. <https://doi.org/10.1073/pnas.1008950108>

Hoeft, F., Meyler, A., Hernandez, A., Juel, C., Taylor-Hill, H., Martindale, J. L., McMillon, G., Kolchugina, G., **Black, J. M.**, Faizi, A., Deutsch, G. K., Siok, W. T., Reiss, A. L., Whitfield-Gabrieli, S., & Gabrieli, J. D. E. (2007). Functional and morphometric brain dissociation between dyslexia and reading ability. *Proceedings of the National Academy of Sciences of the United States of America*, 104(10), 4234–4239. <https://doi.org/10.1073/pnas.0609399104>

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## BOOK CHAPTERS

**Black, J. M.**, & Hoeft, F. (2012). Prediction of children’s reading skills: Understanding the interplay among environment, brain, and behavior. In *Developmental Dyslexia: Early Precursors, Neurobehavioral Markers and Biological Substrates*, A. Benasich, & R. H. Fitch (Eds.) Baltimore: Brookes Publishing.

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## MANUSCRIPTS SUBMITTED TO REFEREED JOURNALS (\*denotes student co-author)

Pierce, Z. P., Horning, E. L., Hart, C. M.\*, & **Black, J. M.** (under review). The default mode network (DMN) exhibits increased intranetwork functional connectivity during COVID-19-related stress: A systematic review and meta-analysis. *Epidemiologic Reviews*.

Pierce, Z. P. \*, Easton, S., & **Black, J. M.** (under revision). Neural correlates of symptom improvement following cognitive behavioral therapy for psychosis: A meta-analysis of randomized controlled trials.

Pierce, Z. P., Bogatz, A. S.\*, Johnson, E. R.\*, Lear, B. E., Nelson, C. C.\*, & **Black, J. M.** (under review). Biopsychosocial effects of cannabidiol (CBD) for the treatment of schizophrenia: A systematic review and meta-analysis. *Schizophrenia Research*.

Salisbury, B. D.\*, & **Black, J. M.** (submitted). The neurophysiology of sleep loss in connection with suicidality and negative mental health outcomes in adolescents: A systematic review. *Social Work in Mental Health*.

- Pierce, Z. P., Weinreb, R. E.\*, Mayeaux, M. R.\*, & **Black, J. M.** (submitted). The intersectional effects of sleep quality on depression, cognitive performance, and physical pain across the life course: A prospective cohort study. *Journal of Mood & Anxiety Disorders*.
- Pierce, Z. P., Betancourt, T. S., Landrigan, P., J., Witman, E. M., & **Black, J. M.** (revise and resubmit). Pediatric brain function, neurocognitive performance, and ambient air pollution associated with anthropogenic climate change: A systematic review and meta-analysis. *Journal of the American Academy of Child & Adolescent Psychiatry*.
- Pierce, Z. P., & **Black, J. M.** (submitted). Evidence of BDNF Val66Met polymorphism as a common endophenotype in chronic post-traumatic stress disorder: A systematic review and meta-analysis of genome-wide association studies. *Nature Mental Health*.
- Pierce, Z. P., & **Black, J. M.** (in revision). Epigenomic links between ambient air pollution and atopic asthma in children: A systematic review and meta-analysis. *Children*.

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## HONORS AND AWARDS

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| 2023        | Mentor Award, Doctoral Program, Boston College School of Social Work        |
| 2016        | Teaching Excellence Award, Boston College School of Social Work             |
| 2015        | Teaching Excellence Award, Boston College School of Social Work             |
| 2014        | Scholarship Excellence Award, Boston College Graduate School of Social Work |
| 2013        | Teaching Excellence Award, Boston College Graduate School of Social Work    |
| 2009        | Motivation SIG Travel Award, American Educational Research Association      |
| 2008        | Motivation SIG Travel Award, American Educational Research Association      |
| 2008        | Post Candidacy Travel Fellowship, Stanford University School of Education   |
| 2005        | Post Candidacy Travel Fellowship, Stanford University School of Education   |
| 2002 – 2007 | School of Education Fellowship and Research Award, Stanford University      |
| 1998        | Phi Beta Kappa, Alpha of California at the University of California         |
| 1998        | Summa Cum Laude, University of California, Berkeley                         |
| 1998        | Alumni Scholar, University of California, Berkeley                          |
| 1997        | Alumni Scholar, University of California, Berkeley                          |
| 1997        | Mortar Board National Senior Honor Society                                  |
| 1997        | Golden Key National Honor Society   |

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## GRANTS

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|----------------------------|--|
| 07/27/2022 –<br>09/30/2024 | New Hampshire Department of Education Grant, Bureau of Student Wellness<br>Titled: <i>A Scientific Investigation of Student Wellbeing and Play-Based Intervention Programming in New Hampshire Elementary Schools</i> (Role: PI) |
| 04/01/2021 –<br>10/30/2022 | Science for Seminaries Grant, American Association for the Advancement of Science<br>Titled: <i>Neuroscience Education in Theology Training Project</i> (Role: Co-I)   |
| 06/01/2020 –<br>05/31/2022 | Academic Technology Innovation Grant (ATIG), Boston College<br>Titled: <i>Online Classroom Enhancement Project</i> (Role: PI)  |

- 06/01/2020 – Teaching and Mentoring Award (TAM), Boston College  
05/31/2021 Titled: *Educational Neuroscience Toolbox for Higher Education* (Role: PI)
- 12/01/2019 – Teaching and Mentoring Expense Award (TAME), Boston College  
05/31/2020 Titled: *Neurobiological Correlates of Fragile X Syndrome in Girls* (Role: PI)
- 06/201/016 – Faculty Research Expense Grant (REG), Boston College  
05/31/2017 Titled: *Biomarkers in Adolescent Development and Resilience* (Role: PI)
- 06/01/2014 – Ignite Grant, Boston College  
05/31/2015 Titled: *Using a Biopsychosocial Lens to Examine Risk and Protective Processes in Students with Learning Disabilities* (Role: PI)
- 06/01/2012 – Teaching and Mentoring Award (TAM), Boston College  
05/31/2014 Titled: *Integrating Neurobiological Perspectives on Development into Social Work Teaching and Mentoring* (Role: PI)
- 06/01/2012 – Faculty Research Incentive Grant (RIG), Boston College  
05/31/2014 Titled: *Prediction of Reading Achievement in Young Children* (Role: PI)
- 06/01/2011 – Faculty Research Expense Grant (REG), Boston College  
05/31/2012 Titled: *Genetics Methodology Short Course, Jackson Laboratory* (Role: PI)
- 01/01/2010 – Children’s Health Research Program Pediatric Research Fund, Center for  
12/31/2011 Interdisciplinary Brain Sciences Research, Stanford University School of  
Medicine  
Titled: *Neural Correlates of Humor During Childhood* (Role: Co-I)
- 02/01/2007 – Spencer Research Training Grant, Stanford University  
02/01/2008 Titled: *Academic Self-Concept, Subjective Task Value, and Beliefs about Intelligence in Dual-Language and English-Only Elementary School Students* (Role: PI)

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## INVITED PRESENTATIONS

**Black, J. M., & Van Camp, M.** (June, 2024). *The adolescent brain goes to school: Myths, mysteries, and meaning*. Workshop to be presented at the New Hampshire Association of School Principals Leadership Academy, Portsmouth, NH.

**Black, J. M., & Van Camp, M.** (June, 2024). *Technology and the Developing Brain: Implications for School Success* Workshop to be presented at the New Hampshire Association of School Principals Leadership Academy, Portsmouth, NH.

**Black, J. M.** (April, 2024). *The special value of humor and play in child and adolescent development through the lens of neuroscience*. Talk presented at the Research in Action Seminar, Boston College School of Social Work, Chestnut Hill, MA.

- Black, J. M.** (2024, March). *Building brains and blocking burnout: An essential toolkit for mental health providers*. Training to be presented as part of the Bradley Hospital Social Work Department Speaker Series, Bradley Hospital, Riverside, RI.
- Black, J. M.** (2024, February). *Spiritual and religious development in neurodivergent children and adolescents*. Talk presented for the Children, Youth, and Families Educational Series, Boston College School of Social Work, Chestnut Hill, MA.
- Black, J. M.** (2024, January). *How trauma impacts neurobiological and cognitive functioning: An educational toolkit for responders*. Training presented for the Women's Center, Boston College, Chestnut Hill, MA.
- Black, J. M., & Van Camp, M.** (October, 2023). *Play and social-emotional wellbeing*. Workshop presented at the Best Practices Conference on Social-Emotional Learning, New Hampshire School Administrators Association, Concord, NH.
- Black, J. M., & Van Camp, M.** (October, 2023). *The science of wellbeing and play*. Workshop presentation for the New Hampshire School Counselor Association Annual Conference, Saint Anselm College, Goffstown, NH.
- Black, J. M.** (2022, May). *The impact of social distancing on brain health of adolescents*. Workshop presentation for the Utah Promising Youth Annual Conference, Sandy, UT.
- Black, J. M.** (2022, May). *The neuroscience of COVID-19 social emotional skills in childhood and adolescence*. Workshop presentation for the Utah Promising Youth Annual Conference, Sandy, UT.
- Black, J. M.** (2021, March). *The science of play: Brain building in action*. Panel presentation for the 2020 Conference on the Value of Play: Play for ALL, US Play Coalition, Washington D.C.
- Black, J. M.** (2020, November). *Spiritual and Religious Development in Neurodivergent Children and Adolescents*. Keynote at the 28<sup>th</sup> Pyne Memorial Presentation, School of Theology and Ministry, Boston College, Chestnut Hill, MA.
- Black, J. M.** (2020, November). *Emotions and formative education*. Panel presentation for the Initiatives for Formative Education, Boston College, Chestnut Hill, MA.
- Black, J. M.** (2020, October). *Brain development and social-emotional learning*. Presentation for the National Association of School Social Work Conference, Holy Cross College, Worcester, MA.
- Black, J. M.** (2020, October). *The neuroscience of stress and resilience in childhood and adolescence*. Presentation for the National Association of School Social Work Conference, Holy Cross College, Worcester, MA.
- Black, J. M.** (2020, March). *The neuroscience of learning: How to build healthy and adaptive habits and practices in adulthood*. Presentation for Healthy You, Office of Employee Development, Boston College, Chestnut Hill, MA.



- Black, J. M.** (2020, March). *Brain building goes to college: Using neuroscience to support doctoral students who teach*. Panel presentation for the Center for Teaching Excellence, Boston College, Chestnut Hill, MA.
- Black, J. M., & Merritt, D.** (2020, January). *Neuroscience of trauma in childhood*. Presentation for the International Society for the Prevention of Child Abuse and Neglect, Denver, CO.
- Black, J. M.** (2019, November). *The impact of technology on the brain*. Presentation for Healthy You, Office of Employee Development, Boston College, Chestnut Hill, MA.
- Black, J. M.** (2019, September). *Applying neuroscience research to child and adolescent development*. Workshop for Wayside Youth and Family Support Network, Natick, MA.
- Black, J. M.** (2019, July). *Neuroscience of self and society*. Presentation for the Certificate Program, Clinical Advanced Course, Boston College School of Social Work, Chestnut Hill, MA.
- Black, J. M.** (2019, June). *Applying neuroscience research to social work practice with children and adolescents*. Workshop for the National Association of Social Workers Utah Chapter, Salt Lake City, UT.
- Black, J. M.** (2019, May). *Teaching the adolescent brain*. Presentation for Excellence in Teaching Day, Center for Teaching Excellence, Boston College, Chestnut Hill, MA.
- Black, J. M.** (2019, May). *The adolescent brain*. Presentation through webinar for Alumni Day, University Advancement, Boston College, Chestnut Hill, MA.
- Black, J. M.** (2019, March). *Applying neuroscience research to social work practice with children and adolescents*. Workshop for the National Association of Social Workers Rhode Island Chapter, Providence, RI.
- Black, J. M.** (2018, December). *Neural correlates of stress and trauma*. Training presented for The Women's Center, Boston College, Chestnut Hill, MA.
- Black, J. M.** (2018, December). *The adolescent brain*. Presentation for Healthy You, Office of Employee Development, Boston College, Chestnut Hill, MA.
- Black, J. M.** (2018, November). *The relevance of brain imaging research to learning and language development and disorders in childhood and adolescence*. Master Course presentation at the annual convention of the American Speech-Language-Hearing Association, Boston, MA.
- Black, J. M.** (2018, November). *The matter of sleep*. Presentation for Healthy You, Office of Employee Development, Boston College, Chestnut Hill, MA.
- Black, J. M.** (2018, August). *Applying neuroscience to social work practice with children and adolescents*. Full day workshop for the National Association of Social Workers New Hampshire Chapter, Manchester, NH.

- Black, J. M.** (2018, July). *Neuroscience of self and society*. Presentation for the Certificate Program, Clinical Advanced Course, Boston College School of Social Work, Chestnut Hill, MA.
- Black, J. M.** (2018, June). *Neurobiology of stress, trauma, and resilience in the life course*. Training workshop given for the Riverside Trauma Center, Belmont, MA.
- Black, J. M.** (2018, May). *Building buoyancy: Humor, brain development and resiliency*. Full day Training workshop at the Mental Health Conference, Massachusetts Department of Mental Health, Taunton, MA.
- Black, J. M.** (2018, May). *The neuroscience of social-emotional learning: Community perspectives*. Panel presentation at the Doc Wayne 2<sup>nd</sup> Annual Conference, Boston College, Chestnut Hill, MA.
- Black, J. M.** (2018, April). *Neuroscience of self and society*. Presentation for the Certificate Program, Clinical Advanced Course, Boston College School of Social Work, Chestnut Hill, MA.
- Black, J. M.** (2018, February). *Fusing fields or forging bridges: Neuroscience research in social work practice*. Presentation at the Department of Psychiatry Seminar Series, University of San Francisco (UCSF), San Francisco, CA.
- Black, J. M.** (2017, November). *Neuroscience: A critical component to the core of social work practice*. Keynote presentation at the Moving Toward Neuroscience-Based Social Work Conference, Skirball Cultural Center, Los Angeles, CA.
- Black, J. M.** (2017, November). *Neuroscience and the development of human relationships*. Training delivered at the Bradley Hospital Social Work Speakers Series, Bradley Hospital, East Providence, RI.
- Black, J. M.** (2017, July). *Neurobiological perspectives of stress and resilience throughout the life course*. Workshop presentation at the Boston College School of Social Work, Continuing Education Series, Chestnut Hill, MA.
- Black, J. M.** (2017, July). *Humor, brain development and resilience across the lifespan*. Full day training workshop at the Center for Professional Innovation, Chelmsford, MA.
- Black, J. M.** (2017, March). *Brain development among children, adolescents, and transition-aged youths*. Presentation at the Council on Social Work Education (CSWE) Minority Fellowship Program, Alexandria, VA.
- Black, J. M.** (2016, November). *The utility of neuroimaging research for children and adolescents with specific learning disorders: Implications for practice and policy*. Presentation at the annual convention of the American Speech-Language-Hearing Association, Philadelphia, PA.

- Black, J. M.** (2016, October). *The brain in a social context: Current connections and future directions in social work practice and neuroscience research*. Keynote address presented at the Annual Dr. Helen Rehr Social Work Grand Rounds, Mount Sinai Hospital, New York, NY.
- Black, J. M.** (2016, October). *Current directions in child development: Themes bridging social work and neuroscience*. Presentation to Pediatric Social Work, Mount Sinai Hospital, New York, NY.
- Black, J. M.** (2016, March). *Neuroanatomy of humor*. Harvard Medical School and Veterans Affairs (VA) Boston Healthcare System Mental Health Grand Rounds, VA Boston Healthcare System, Brockton, MA.
- Black, J. M.** (2015, May). *Humor development and resilience across the lifespan*. SuperBrains Neuroscientific Perspectives on Happiness, Creativity, Expertise and the Brain at its Best, Cleveland Clinic, Lou Ruvo Center for Brain Health, Las Vegas, NV.
- Black, J. M.** (2015, April). *Strengths and humor in child development research and practice: What we know and where we can grow*. Grand Rounds, Franciscan Hospital for Children, Brighton, MA.
- Black, J. M.** (2015, February). *How neuroimaging studies can inform educational practice and policy: The case of Reading Disorder*. Collaborative Research Forum, Boston College, Chestnut Hill, MA.
- Black, J. M.** (2014, April). *Social work and neuroscience*. Boston College Graduate School of Social Work Advisory Board, Boston College, Chestnut Hill, MA.
- Black, J. M.** (2012, March). *Brain, behavior, and environment: An emerging framework for Educational Psychology*. Lynch School of Education, Boston College, Chestnut Hill, MA.
- Black, J. M.** (2011, February). *Brain basis of developmental dyslexia and implications for educational neuroscience*. McLean Hospital Research Forum, Belmont, MA.
- Black, J. M.** (2007, October). *Indicators of thriving among students with learning differences*. Forum on Thriving, Search Institute, Minneapolis, MN.

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**PROFESSIONAL/REFEREED PRESENTATIONS** (\*denotes student co-author)

- Black, J. M., & Van Camp, M.** (September, 2024). *The neuroscience of play: How loose parts build brains*. Workshop to be presented at the International Play Association USA Conference, Greenville, SC.
- Black, J. M., Van Camp, M., & Tanzem, S.** (July, 2024). *Building brains through loose parts: The anatomy of playful learning*. Workshop to be presented at the Play Make Learn Conference, Madison, WI.

- Black, J. M.**, Van Camp, M., & Seevak, M. (July 2024). *Play matters: Keep it on the schedule with the Beautiful Stuff Project Treasure Box Curriculum*. Play Make Learn Conference, Madison, WI.
- Pierce, Z. P., & **Black, J. M.** (2024, April). *Common and distinct patterns of intrinsic whole-brain functional connectivity in unipolar and bipolar depression: A voxel-based meta-analysis*. Poster presentation at the Cognitive Neuroscience Society Annual Meeting, Toronto, Canada.
- Black, J. M.**, & Pierce, Z. P. (2024, April). *Examining the neural correlates of mTBI-related PTSD and symptom severity*. Poster presentation at the Cognitive Neuroscience Society Annual Meeting, Toronto, Canada.
- Black, J. M.**, & Pierce, Z. P. (2024, April). *The negative effects of ambient air pollution on pediatric cognitive function and neurodevelopment*. Poster to be presented at the Sixteenth International Conference on Climate Change: Impacts & Responses, Pau, France. [virtual]
- Black, J. M.**, Rojas, R. D. S.\*, & Okunoren, O.\* (2023, January). *Social work and the integration of sciences and arts for historical healing* [Workshop]. Annual meeting of the Society for Social Work and Research, Phoenix, AZ, United States.
- Black, J. M.**, Mast, A.\*, Johnson, E. R.\*, Lawler, S., Kim, I.\*, Pierce, Z. P. \*, Valencia, M. T. \*, Say, J.\*, & Lozoraitis, E.\* (2022, November). *Integrating neuroscience into social work graduate curriculum, education, and training*. Poster presented at the Society for Neuroscience Annual Meeting, San Diego, CA.
- Lawler, S., Lozoraitis, E.\*, Nelson, K.\*, & **Black, J. M.** (November, 2022). *The transdiagnostic perspective: A scoping review of child maltreatment and neurobiology*. Poster presented at the Society for Neuroscience Annual Meeting, San Diego, CA.
- Pierce, Z. P., Easton, S., D. & **Black, J. M.** (November, 2022). *The neural impacts and treatment strength of CBTp and cognitive remediation for adults living with thought disorders*. Poster presented at the Society for Neuroscience Annual Meeting, San Diego, CA.
- Rojas, R. D. S.\*, Okunoren, O.\*, & **Black, J. M.** (November, 2022). *The stories we embody: Neurobiology of imagination for a healing and critical education*. Workshop presented at the Annual Program Meeting of the Council for Social Work Education, Anaheim, CA.
- Pierce, Z., P. \*, & **Black, J. M.** (November, 2022). *Survival as intelligence: How trauma therapies unlock adaptability in children with PTSD*. Workshop presented at the Annual Program Meeting of the Council for Social Work Education, Anaheim, CA.
- Rojas, R. D. S.\*, **Black, J. M.**, & Merritt, D. (January, 2022). *How to prepare social workers for emancipatory and meaningful research? Neuroscientific principles to unleash brain potential*. Workshop presented at the annual meeting of the Society for Social Work and Research, Washington D.C.

- Hedrick, E., Kim, I. A.\*, Valencia, M. T.\*, Say, J. C.\*, & **Black, J. M.** (June, 2021). *Cultivating families' resilience through positive Autism identity in religious communities.* Presentation at the Twenty-first International Conference on Diversity in Organizations, Communities & Nations, University of Curaçao, Willemstad, Curaçao. [virtual]
- Kim, I. A.\*, Valencia, M. T.\*, Hedrick, E., Say, J. C.\*, & **Black, J. M.** (June, 2021). *Dismantling the intersecting forms of exclusion in higher education.* Presentation at the Twenty-first International Conference on Diversity in Organizations, Communities & Nations, University of Curaçao, Willemstad, Curaçao. [virtual]
- Valencia, M. T.\*, Kim, I. A.\*, Hedrick, E., Say, J. C.\*, & **Black, J. M.** (June, 2021). *Enhancing Religious Education on neurodivergence: Fostering acceptance and inclusion of individuals with Autism and their families.* Presentation at the Twenty-first International Conference on Diversity in Organizations, Communities & Nations, University of Curaçao, Willemstad, Curaçao. [virtual]
- Black, J. M.** (2021, January). *Access to faith-based organizations: Through the lens of neurodivergent youth and their families.* Paper presented at the Twenty-first International Conference on Knowledge, Culture, and Change in Organizations, Auckland, New Zealand. [virtual]
- Merritt, D., & **Black, J. M.** (2020, February). *The neuroscience of trauma-informed schools: Building brains with science in mind.* Paper presented at the International Society for the Prevention of Child Abuse and Neglect International Congress, Doha, Qatar.
- Merritt, D., Ali, A., & **Black, J. M.** (2020, February). *Are parents who refuse to give psychiatric drugs to their kids neglectful? How science and justice can inform the meaning of medication compliance.* Workshop presentation at the International Society for the Prevention of Child Abuse and Neglect International Congress, Doha, Qatar.
- Black, J. M.** (2019, October). *Practical approaches to integrating neuroscience and genetics research into human behavior courses.* Paper presented at the Council for Social Work Education Annual Program Meeting, Denver, CO.
- Merritt, D., & **Black, J. M.** (2019, September). *Integration of neuroscience and genetics into social work: Implications for practice, policy, and research.* Workshop presentation at the International Society for the Prevention of Child Abuse and Neglect International Congress, Muscat, Oman.
- Merritt, D., & **Black, J. M.** (2019, June). *Integration of neuroscience and genetics into social work: Implications for practice, policy, and research.* Roundtable presentation at the American Professional Society on the Abuse of Children, Salt Lake City, UT.
- Black, J. M.** (2017, January). *Getting connected to neuroimaging technology and methodology in social work research.* Pre-conference research methods workshop presented at the annual meeting of the Society for Social Work and Research, New Orleans, LA.

- Black, J. M.** (2016, January). Intergenerational transmission patterns in the human brain. In S. M. Eack (Chair), *Social work and neuroscience: Using neuroimaging to address social problems*. Symposium conducted at the annual meeting of the Society for Social Work and Research, Washington D.C.
- Myers, C. A., Bugescu, N., **Black, J. M.**, & Hoeft, F. (2015, March). *The neuroscience of character: Striatal resting-state connectivity of grit*. Poster presented at the biannual meeting of the Society for Research in Child Development, Philadelphia, PA.
- Black, J. M.**, & Eack, S. (2015, January). *Introduction to functional MRI research and applications to social work*. Workshop conducted at the annual meeting of the Society for Social Work and Research, New Orleans, LA.
- Hoeft, F. **Black, J. M.**, & Myers, C. A. (2014, October). *Socio-emotional aspects of reading disabilities*. Paper presented at the annual meeting of the American Academy of Child and Adolescent Psychiatry, San Diego, CA.
- Tanaka, H., **Black, J. M.**, & Hoeft, F. (2014, June). *A strong correlation between IQ-reading discrepancy and phonological decoding inefficiency for children with average and above-average IQs*. Poster presented at the annual meeting of the American Academy of Clinical Neuropsychology, New York City, NY.
- Black, J. M.**, Vrtička, P., & Reiss, A. L. (2014, April). *The neural basis of sense of humor in children*. Poster presented at the annual meeting of the Cognitive Neuroscience Society, Boston, MA.
- Casto, B., Bugescu, N., Kaminetskaya, M., **Black, J. M.**, Hendren, R., & Hoeft, F. (2014, February). *Brain mechanisms underlying typical reading despite poor phonological processing*. Poster presented at the annual meeting of the International Neuropsychological Society, Seattle, WA.
- Kutner, E., **Black, J. M.**, & Hoeft, F. (2013, August). *Predicting self-concept in young children with a behavioral risk of reading disorder*. Poster presented at the annual meeting of the American Psychological Association, Honolulu, HI.
- Myers, C. A., Farris, E., Drahos, M., **Black, J. M.**, & Hoeft, F. (2013, May). *Left temporo-parietal white matter development in beginning readers is predicted by maternal and not paternal reading history*. Poster session presented at the annual convention of the Association for Psychological Science, Washington, D.C.
- Vrtička, P., **Black, J. M.**, Neely, M., Walter, E., & Reiss, A. L. (2013, April). *Sex differences during humor appreciation in child sibling-pairs*. Poster presented at the annual meeting of the Cognitive Neuroscience Society, San Francisco, CA.
- Bugescu, N., Gimenez, P., **Black, J. M.**, Tanaka, H., Casto, B., Soriano, T., & Hoeft, F. (2013, February). *Neurobiological correlates of handwriting skill in readers with and without developmental dyslexia*. Poster presented at the annual meeting of the International Neuropsychological Society, Waikoloa, HI.

- Tanaka, H., Gimenez, P., **Black, J. M.**, Eide, B., Eide, F., Soriano, T., Tumber, M., Martinez, R., Thurston, A., & Hoeft, F. (2013, February). *Neurobiological signatures of IQ-reading discrepancy in average readers*. Poster presented at the annual meeting of the International Neuropsychological Society, Waikoloa, HI.
- Black, J. M.** (2012, November). *Advancing students' understanding of neurobiological perspectives in HBSE: Integration and course development*. Poster presented at the Annual Program Meeting for the Council on Social Work Education, Washington, D.C.
- Soriano, T. J., **Black, J. M.**, Serrone, C., Yates, E., Sawyer, C., & Hoeft, F. (2012, October). *Left temporo-parietal region and the default-mode network in dyslexia*. Poster presented at the annual meeting of the American Academy of Child and Adolescent Psychiatry, San Francisco, CA.
- Black, J. M.** (2012, February). *Through the lens of language: Examining achievement motivation and academic achievement in Latino children enrolled in dual language schools*. Paper presented at the Society for Research in Child Development Themed Meeting: Positive Development of Minority Children, Tampa, FL.
- Black, J. M.** (2012, January). *Adolescents' motivation-related self-perceptions and achievement in high school math and English classes*. Paper presented at the Hawaii International Conference on Education, Honolulu, HI.
- Hoeft, F., **Black, J. M.**, Thurston, A., Bugescu N., Martinez, R., Kesler, S., & Hosseini, H. (2011, November). *Brain morphometric patterns derived from graph analysis and support vector machine algorithms predict children at-risk for developing dyslexia*. Paper presented at the Society for Neuroscience Research, Washington D.C.
- Black, J. M.** (2011, October). *Practical techniques for integrating neuroscience and genetics research into social work education*. Electronic poster presented at the Annual Program Meeting for the Council on Social Work Education, Atlanta, GA.
- Black, J. M.**, & Hoeft, F. (2011, July). *Morphometric and functional neuroanatomy of rapid naming, phonological processing and word identification in children with a wide range of reading ability: Implications for the double-deficit hypothesis of developmental dyslexia*. Poster presented at the 52<sup>nd</sup> Annual Short Course on Mammalian and Experimental Genetics, The Jackson Laboratory, Bar Harbor, ME.
- Hoeft, F., & **Black, J. M.** (2011, June). *Will brain imaging replace behavioral and cognitive assessment in predicting academic achievement?* Paper presented at The International Mind, Brain and Education Conference, Los Angeles, CA.
- Gelbach, H., Nolen, S., Turner, J., & **Black, J. M.** (2010, May). *A new mix of methodological perspectives on studying motivation*. Discussant: Deborah Stipek. Symposium conducted at the annual meeting of the American Educational Research Association, Denver, CO.
- Black, J. M.** (2009, August). *Affect and competency separation within academic self-concept: Just age effects?* Poster presented at the annual meeting of the American Psychological Association, Toronto, Canada.

- Black, J. M.**, Nagamine, M., Mazaika, P. K., Tanaka, H., Stanley, L. M., Heitzmann, J., Zakerani, N., Red, S., Digby, N. P., Saleh, M., Glover, G. H., Reiss, A. L., & Hoeft, F. (2009, June). *Differential brain activation in 5- and 6-year-olds with and without family history of reading difficulty*. Poster presented at the annual meeting of the Organization for Human Brain Mapping, San Francisco, CA.
- Black, J. M.**, Digby, N. P., Reiss, A. L., & Hoeft, F. (2009, June). *Socioeconomic status and brain activation are differentially associated for dyslexic versus typically-reading adolescents*. Paper presented at the annual meeting of the Society for the Scientific Study of Reading, Boston, MA.
- Hoeft, F., **Black, J. M.**, Hulme, C., Tanaka, H., Reiss, A. L., & Hoeft, F. (2009, June). *Neural correlates of low achievement (LA), aptitude-achievement discrepancy (AAD) and response to intervention (RTI) models in poor reading children*. Paper presented at the annual meeting of the Society for the Scientific Study of Reading, Boston, MA.
- Nagamine, M., **Black, J. M.**, Mazaika, P. K., Tanaka, H., Stanley, L. M., Heitzmann, J., Zakerani, N., Red, S., Digby, N. P., Saleh, M., Glover, G. H., Reiss, A. L., & Hoeft, F. (2009, June). *Neural basis of phonological processing in kindergarten children at risk for dyslexia*. Poster presented at the annual meeting of the Organization for Human Brain Mapping, San Francisco, CA.
- Tanaka, H., **Black, J. M.**, Reiss, A. L., & Hoeft, F. (2009, May). *Neural correlates of phonological processing in children with low achievement, aptitude-achievement discrepancy, and no reading impairment*. Poster presented at the annual meeting of the Association for Psychological Science, San Francisco, CA.
- Black, J. M.** (2009, April). *Children's academic task value differentiation: The influence of grade level, native language and language of instruction*. Poster presented at the biannual meeting of the Society for Research in Child Development, Denver, CO.
- Black, J. M.** (2009, April). *Academic self-concepts of children in diverse language contexts: Measurement and dimension*. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.
- Black, J. M.**, Nagamine, M., Reiss, A. L., Gabrieli, J. D. E., & Hoeft, F. (2009, March). *Morphometric and functional neuroanatomy of rapid naming, phonological processing and word identification in children with a wide range of reading ability: Implications for the double-deficit hypothesis of developmental dyslexia*. Poster presented at the annual meeting of the Cognitive Neuroscience Society, San Francisco, CA.
- Black, J. M.** (2008, August). *Task value and perceived competency: Age, gender, and language effects*. Paper presented at the annual meeting of the American Psychological Association, Boston, MA.
- Black, J. M.**, Ho, C., Zakerani, N., Heitzmann, J., Reiss, A. L., & Hoeft, F. (2008, August). *Reading and gender: Outcomes of typical and dyslexic adolescent readers*. Poster session presented at the annual meeting of the American Psychological Association, Boston, MA.



Ho, C., **Black, J. M.**, Heitzmann, J., Zakerani, N., Reiss, A. L., & Hoeft, F. (2008, August). *Predictors of reading gains in adolescents with dyslexia*. Poster session presented at the annual meeting of the American Psychological Association, Boston, MA.

**Black, J. M.**, Ho, C. S., Heitzmann, J., Zakerani, N., Reiss, A. L., & Hoeft, F. (2008, June). *Differential associations with socioeconomic status and brain activation in dyslexic versus typical adolescent readers*. Poster session presented at the annual meeting of the Organization for Human Brain Mapping, Melbourne, Australia.

Ho, C. S., Gantman, A., **Black, J. M.**, Heitzmann, J., Zakerani, N., Reiss, A. L., & Hoeft, F. (2008, June). *Neuroanatomical correlates of reading development in adolescents with dyslexia: A longitudinal study*. Poster session presented at the annual meeting of the Organization for Human Brain Mapping, Melbourne, Australia.

Zakerani, N., McCandliss B., Ho, C., Heitzmann, J., **Black, J. M.**, Ojo, X. R., Reiss, A. L., & Hoeft, F. (2008, April). *Predicting gains in reading abilities using diffusion tensor imaging (DTI) in adolescents with dyslexia*. Poster session presented at the annual meeting of the Cognitive Neuroscience Society, San Francisco, CA.

**Black, J. M.** (2008, March). *Through the lens of language: Exploring intelligence beliefs among dual-language and English-only students*. Poster session presented at the annual meeting of the American Educational Research Association, New York City, NY.

**Black, J. M.** (2008, March). *Global or differentiated? Examining the factor structure of intelligence beliefs by academic subject and language*. Poster session presented at the annual meeting of the American Educational Research Association, New York City, NY.

**Black, J. M.**, Maeda Hoeft, F., Taylor, H., Kolchugina, G., Faizi, A., Martindale, J., McMillion, G., Hernandez, A., Meyler, A., & Gabrieli, J. D. E. (2005, April). *Combined neuroimaging (fMRI, VBM and DTI) and psychophysical evidence of dyslexia in an adolescent population*. Poster presented at the annual meeting of the Cognitive Neuroscience Society, New York City, NY.

**Black, J. M.** (2005, April). *Fit to belong: Self-esteem in context*. Poster session presented at the annual meeting of the American Educational Research Association, Montreal, Canada.

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## TEACHING EXPERIENCE

**Boston College, Chestnut Hill, MA**

\*developed and instructed course

PSYC3322 The Neuroscience of Spirituality: Exploring Religion and the Brain [Undergraduate]  
Summer, 2023

SCWK7721 Human Behavior and the Social Environment [MSW]

Fall, 2016 (2 sections); Fall, 2015 (2 sections); Fall, 2014 (2 sections); Fall, 2013 (4 sections); Fall, 2012 (2 sections); Fall, 2011 (2 sections); Fall, 2010 (2 sections)

SCWK7724 Neurobiology of Stress and Resilience in the Life Course [MSW]  
Spring, 2023; Spring, 2021; Spring, 2020; Spring, 2019; Summer, 2017; Summer, 2016;  
Summer, 2015; Summer, 2014

SCWK7726 Neuroscience of Human Relationships and Development [MSW]  
Fall, 2019 (2 sections); Fall, 2018; Summer, 2017; Fall, 2016; Fall, 2015; Fall 2014

SCWK9992 Theories and Methods of Teaching in Professional Social Work Education [Doctoral]  
Fall, 2023; Fall, 2022; Fall, 2021; Spring, 2020

UNAS1707 Modern Science and Ancient Faith: Neuroscientific Perspectives [Undergraduate]  
Spring, 2019

UNAS1711 Theology and Neuroscience: Conflict, Coexistence or Collaboration [Undergraduate]  
Spring, 2021

UNAS1718 Maternity and Science: Neuroscience & Genetics [Undergraduate]  
Fall, 2021; Spring, 2022; Fall, 2022, Fall, 2023

UNAS1730 Institutional Disparity: Equity and US Education [Undergraduate]  
Spring, 2023

### **Stanford University, School of Education, Stanford, CA**

EDUC144 Child Development in and Beyond Schools [MEd]  
Summer, 2009

EDUC240 Adolescent Development and Learning [MEd]  
Fall, 2009

### **San José State University, College of Education, San José, CA**

CHAD 168 Social and Emotional Development in Childhood and Adolescence [Undergraduate]  
Fall, 2006 (2 sections); Spring, 2006 (2 sections)

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### **OTHER TEACHING EXPERIENCE**

2001 – 2003     Teacher and Academic Tutor, Lafayette Academy, Lafayette, CA  
2002 – 2007     Chair, Summer Enrichment Math Department, Crystal Springs Uplands School,  
                         Hillsborough, CA  
1994 – 2002     Lead Teacher, Summer Enrichment Math Department, Crystal Springs Uplands  
                         School, Hillsborough, CA  
1992 – 1993     Co-Teacher, Summer Enrichment Math Department, Crystal Springs Uplands  
                         School, Hillsborough, CA  
1991 – 1992     Teaching Assistant, Summer Enrichment Math Department, Crystal Springs  
                         Uplands School, Hillsborough, CA

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## **SPECIALIZED TRAINING AND PROFESSIONAL DEVELOPMENT**

- 2022 Science for Seminaries Award Retreat, American Association for the Advancement of Science (AAAS), Southport, ME
- 2021 Course Preparation Retreat, Center for Teaching Excellence, Boston College
- 2020 Faculty Roundtables on Science and Religion, Cambridge, MA\
- 2020 Traditions of Formation and Our Teaching, Center for Teaching Excellence, Boston College, Chestnut Hill, MA
- 2019 Applying Learning Sciences to Our Teaching, Center for Teaching Excellence, Boston College, Chestnut Hill, MA
- 2019 Teaching for Inclusion and Social Justice, Center for Teaching Excellence, Boston College, Chestnut Hill, MA
- 2017 Academic Technology Advisory Board Hybrid Course Development, Center for Teaching Excellence, Boston College, Chestnut Hill, MA
- 2015 Intersections Common Room Faculty Retreat, Boston College, Waterville Valley, New Hampshire
- 2015 Writing and Designing National Science Foundation Workshop Proposals, Grant Training Center, Harvard University School of Medicine, Cambridge, MA
- 2011 52<sup>nd</sup> Annual Short Course on Experimental and Mammalian Genetics, Jackson Laboratory, Bar Harbor, Maine
- 2010 National Institutes of Health Summer Institute on Transdisciplinary Research: Integrating Genetic and Social Work Research, Bethesda, Maryland

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## **PROFESSIONAL AFFILIATIONS**

Cognitive Neuroscience Society (CNS); Council on Social Work Education (CSWE); Society for Neuroscience (SFN); Society for Social Work and Research (SSWR)

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## **PROFESSIONAL SERVICE**

### **Editorial Roles**

#### Ad hoc Reviewer

Biological Psychiatry; Brain and Language; Brain Structure and Function; Developmental Cognitive Neuroscience; Frontiers in Behavioral Neuroscience; Human Brain Mapping; Journal of Mind, Brain and Education; NeuroImage; Neuropsychologia; Social Cognitive and Affective Neuroscience; The Open Medical Imaging Journal

#### Editorial Boards

- 2023 – Children
- 2020 – Social Sciences
- 2020 – Atlantis Press, Advances in Social Science, Education and Humanities Research
- 2020 – Education Sciences
- 2019 – PLOS ONE
- 2011 – Frontiers in Educational Psychology

#### Other Editorial Roles

- 2019 – 2022 Reviewer, Journal of Social Work Education

- 2017 – 2019 Co-Guest Editor, Brain Programming by Early Life Stress, *Frontiers in Behavioral Neuroscience*
- 2018 Reviewer, Language and Communication (LCOM), National Institute of Health (NIH) Study Section
- 2016 – 2018 Co-Guest Editor, Special Section: Neuroscience and Social Work, *Journal for the Society of Social Work and Research*
- 2014 – 2017 Abstract Reviewer, Neuroscience Topical Area, Society for Social Work and Research Annual Conference

### **Task Forces and Planning Committees**

- 2019 – 2022 Invited Member, Task Force on Infant and Early Childhood Mental Health and Developmental Neuroscience, Council on Social Work Education (CSWE) and the Erickson Institute
- 2019 – 2021 Planning Committee, The Health and Play Institute, Annual Play Conference at Clemson University
- 2015 – 2020 Developer and Lead, Neuroscience in Social Work, Special Interest Group (SIG), Society for Social Work and Research
- 2015 – 2016 Membership Committee, Interdisciplinary Association for Population Health Science

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## **UNIVERSITY SERVICE**

### **Committees**

- Member, Wellness Collaborative, Division of Student Affairs, 2022 – present
- University Representative, Strategic Alliance of Catholic Research Universities, 2021 – present
- Member, Mental Health Subcommittee University Council on Teaching, 2021 – present
- Member, Course Evaluation Committee, Office of the Provost, 2019 – 2020
- School Representative and Member, University Council on Teaching 2018 – present
- Member, Research Day Committee, Office of the Vice Provost for Research, 2015 – 2016

### **Other**

- Faculty Lead, Religion and Disability Collective Impact Working Group, School of Theology and Ministry, Boston College, 2020 – 2021
- Faculty, Undergraduate Core Renewal Course Development, 2017 – present
- Faculty Field Marshal, The Annual Commencement of Boston College, 2016 – present
- Member, The Resilience Project, Division of Student Affairs, Boston College, 2015
- Resident Member, BC Chapter, Phi Beta Kappa, Omicron of Massachusetts, 2010 – present

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## **SCHOOL OF SOCIAL WORK SERVICE**

### **Committees**

- Member, Executive Board, 2022 – present
- Member, Equity, Justice, and Inclusion Curricular Subcommittee, 2018 – present
- Member, Academic Planning Committee, 2017 – present
- Member, Diversity and Justice Committee, 2012 – 2013; 2014 – 2016
- Member, Faculty Search Committee, 2011 – 2014

### **Curriculum Development**

Neuroscience, Core Course in Clinical Practice Post Grad Certificate, 2017 – 2018  
HBSE Neuropsychology Online Learning Modules, 2014 – present  
Neuroscience and Social Work Certificate, 2014 – present

### **Advising and Supervision**

Faculty Co-Lead, Learning Communities Initiative, 2020 – present  
Faculty Co-Lead, Part-Time Student Advising and Mentoring Pods, 2020 – 2021  
Faculty Lead, Social Work and Neuroscience Learning Community, 2020 – 2021  
Faculty Lead, From MSW to PhD Learning Community, 2020 – 2021  
Field Supervisor, [5 MSW students], Field Education, 2020-2021  
Faculty Lead, Writing for Publication in Social Work Learning Community, 2020  
Faculty Advisor, School of Social Work Social Brain Book Club, 2014 – 2017  
Faculty Advisor, Part-Time MSW Program, 2010 – present

### **Other**

Keynote Speaker, MSW Student Orientation, 2022  
Faculty Reviewer, Doctoral Program Applications, 2012 – present  
Host and Moderator, Incoming Student Diversity Series Event, 2012  
Faculty Member, Health, and Mental Health Field-of-Practice, 2010 – 2018  
Developer and Chair, Social Work and Neuroscience Intersections Symposium, 2015  
Faculty Member, Children, Youth and Families Field-of-Practice, 2010 – present

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### **SERVICE TO COMMUNITY**

Trustee, Board of Trustees, Touchstone Community School, Grafton, MA, 2022  
Elementary School Vice President, Parent Teacher Organization, Holliston, MA, 2017 – 2019  
Member, Social-Emotional Working Group, Holliston, MA Wellness Council, 2017 – 2018  
Curriculum Development, Franciscan Hospital for Children, Brighton, MA, 2015