Julie A. Alvarez, PhD

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PROFESSIONAL APPOINTMENTS

July 2014 – Present
Senior Professor of Practice, Department of Psychology, Tulane University (New Orleans, LA)

June 2013 – May 2015
Psychologist, Southeast Louisiana Veterans Health Care System (New Orleans, LA)

July 2012 – June 2013
Senior Professor of Practice, Department of Psychology, Tulane University

July 2006 – June 2012
Professor of Practice, Department of Psychology, Tulane University

September 2005 – March 2007
Clinical Neuropsychology Postdoctoral Fellow, Michael E. DeBakey VA Medical Center (Houston, TX)

July 2004 – July 2005
Clinical Psychology Predoctoral Intern, Southeast Louisiana Veterans Health Care System

August 2003 – May 2004
Dean's Teaching Fellow, Department of Psychology, Emory University (Atlanta, GA)

EDUCATION

August 2005
PhD in Clinical Psychology, Emory University

December 2001
MA in Clinical Psychology, Emory University

May 1998
BA in Psychology and Classical Studies, Phi Beta Kappa, *Summa Cum Laude* with Honors in Psychology, Tulane University

LICENSURE, CREDENTIALS, HONORS, AND AWARDS

June 2026
Certificate of Professional Qualification (CPQ) in Psychology (#25136), Association of State and Provincial Psychology Boards (ASPPB)

April 2026
Outstanding Achievement in Teaching Award, School of Science and Engineering, Tulane University

November 2024
Credentialed Health Service Psychologist (#72850), National Register of Health Service Psychologists

May 2021
Suzanne and Stephen Weiss Presidential Fellow, Awarded for Excellence in Undergraduate Teaching, Tulane University

June 2020
Dean's Hero Award, School of Science and Engineering, Tulane University

May 2015
Named as one of the "Ten Must Take Psychology Professors in New Orleans" by CareersInPsychology.org

October 2012
Licensed Clinical Neuropsychologist (#1204), Louisiana State Board of Examiners of Psychologists

April 1997
Beinecke Brothers Memorial Scholarship for Graduate Study (one of seventeen awarded nationally)

ADDITIONAL TRAINING

Virtual Life Design Studio Training, Stanford Life Design Lab, June 4, 2026 – June 10, 2026. The Studio was an intensive 40-hour active design process workshop for university educators to engage in collaborative synchronous learning through assessments, design challenges, and highly interactive discussions in breakouts and plenary sessions. The online Studio introduced me to the global cohort of life design educators and facilitated development of collaborative relationships to support life design work. During the first two days of the workshop, I experienced life design curriculum firsthand as a learner. On Day 3, I engaged deeply with the pedagogy and materials to begin the process of designing a curriculum prototype. On Day 4, I continued building the prototype with the support of coaches and feedback from peers. On the final day, I used the mindset of bias towards action to build, envision, prototype, and tell the story of what life design at my university could look and feel like.

Online Teaching Training, Tulane University's Center for Engaged Learning and Teaching and Innovative Learning Center, May 26, 2020 – June 26, 2020. This workshop consisted of five modules designed to provide faculty with the fundamentals of course design as they apply to online pedagogy. At the conclusion of the training, I was able to: (a) Identify principles and best practices of online pedagogy; (b) Create an online course aligning course objectives, learning outcomes, content delivery, learning activities, and assessments in an easy-to-navigate experience for students; and (c) Utilize a variety of technologies to facilitate delivery of the online course and achievement of course learning outcomes.

TEACHING GRANTS

Faculty Development Grant, Center for Engaged Learning and Teaching (CELT), Tulane University, June 7-9, 2019. Attended the Teaching Professor Conference in New Orleans.

Classroom Enhancement Grant, Center for Engaged Learning and Teaching (CELT), Tulane University, Spring 2016. Purchased clinical neuropsychological test battery norms for an interactive classroom activity in PSYC 3180 Psychological Testing.

TEACHING EXPERIENCE

COLQ 1020 Sports Head Injuries and Concussions, Tulane University, Fall 2016–Fall 2017. Reviewed studies examining sport-related concussion (SRC), discussed challenges in studying athletes with SRC, and introduced students to clinical tools for assessment of SRC as well as SRC management.

INTU 2000 Seeking Knowledge: Exploring How Various Disciplines Recognize Truth, Tulane University, Fall 2010–Fall 2012. Examined various academic disciplines' epistemological approaches and methods of research. Helped students formulate their own research questions to study.

PSYC 1000 Introductory Psychology, Tulane University, Fall 2006–Summer 2021. Introduced students to various areas within the field of psychology. Discussed psychology from a scientific perspective, using experimental findings to explain mental processes and behavior.

PSYC 200 Experimental Methods Laboratory, Emory University, Spring 2001. Introduced students to the process of how to conduct, analyze, and write up three commonly used methods of psychological research (naturalistic observation, survey research, and experimental research).

PSYC 210 Adult Abnormal Psychology, Emory University, Summer 2003. Examined major theoretical models, etiology, diagnosis, and treatment of adult psychological disorders.

PSYC 230 Elementary Statistics Laboratory, Emory University, Fall 2000. Taught weekly lab sessions, graded lab assignments, organized a class website, held review sessions, and proctored exams.

PSYC 313 Neuropsychology of Childhood Disability, Emory University, Fall 2003. Surveyed the neuropsychology of developmental disorders, including implications for education and social adjustment.

PSYC 3180 Psychological Testing, Tulane University, Fall 2006–Fall 2022. Presented students with an overview of the process of psychological test development and analysis.

PSYC 3185 Psychological Testing Laboratory, Tulane University, Fall 2006–Fall 2020. Provided experiential instruction on how to develop a psychological test. Students wrote and critiqued test items, entered test data, analyzed test data, and communicated the results of their statistical analyses in writing.

PSYC 3530 Introduction to Health Psychology, Tulane University, Fall 2021–Fall 2026. Introduced students to the field of health psychology. Discussed how psychological research methods, theories, and principles can enhance biomedical approaches for promoting health and treating illness.

PSYC 3800 Professional Development for Psychology Majors, Tulane University, Summer 2026. Created a 3-credit course for psychology majors to develop their self-regulation, project management skills, professional judgment, and proficiency in workplace technology and career planning.

PSYC 4670 Clinical Neuropsychological Assessment, Tulane University, Fall 2007–Spring 2025. Introduced students to the theory and practice of neuropsychological assessment. Examined the basic domains of cognitive functioning and how clinical neuropsychologists measure those functions.

PSYC 6230 Professional Issues for MS Students, Tulane University, Spring 2024–Fall 2026. Created a 3-credit course for accelerated terminal master of science (MS) students in Behavioral Health and Psychological Science to help them utilize and apply their skills and knowledge of psychology and prepare them for their future professions.

PSYC 6700 Health Psychology I, Tulane University, Fall 2014–Fall 2026. Examined how biological, psychological, and social factors interact with and affect the efforts people make in promoting good health and preventing illness, the treatment people receive, how effectively people cope with and reduce stress and pain, and the recovery, rehabilitation, and psychosocial adjustment of patients with serious health problems.

PSYC 6710 Health Psychology II, Tulane University, Spring 2015–Spring 2026. Examined contemporary topics in health psychology with direct relevance to priorities outlined in recent healthcare reforms.

PSYC 755 Neuropsychological Assessment Practicum, Emory University, Spring 2002. Instructed advanced doctoral students regarding the administration, scoring, and interpretation of clinical neuropsychological tests.

PSYC 7620 Psychoeducational Assessment II, Tulane University, Spring 2008–Spring 2011. Familiarized doctoral students with research related to clinical judgment and diagnostic decision-making. Provided training in clinical assessment of personality and socioemotional functioning in children, adolescents, and adults through the use of clinical interviews, symptom rating scales, and personality instruments.

TIDE 1270 Psychology in the Movies, *T*ulane *I*nter*D*isciplinary *E*xperience Seminar, Fall 2009–Fall 2012. Introduced first semester freshmen to theory and research in social and clinical psychology and used films to assist in provoking thought and analysis of the theory and research.

Undergraduate Summer Study Abroad Program, Emory University, Summer 2000. Oversaw neuropsychological data collection at elementary schools in Canterbury, England. Assisted students with data analysis and write-up of results at University College London.

IN THE PRESS

March 2021. I was interviewed at the end of the Fall 2020 semester by a reporter for the American Psychological Association's magazine *Monitor on Psychology* for a story entitled "Lessons of the Pandemic" (published in the March 2021 issue) about remote teaching by psychology instructors.

September 2020. The APA's magazine *Monitor on Psychology* listed my Dean's Hero Award in the section entitled *Psychologists in the News*: "Tulane University's School of Science and Engineering has presented **Julie Alvarez, PhD**, with a Dean's Hero Award, a new award for faculty who have shown exceptional leadership and service amid the challenges of COVID-19. Alvarez, a senior professor of practice in the school, was honored for her positivity, support and outstanding communication skills as she and her fellow teachers shifted from onsite to remote learning."

January 2008. I was interviewed at the end of the Fall 2007 semester by a reporter for Tulane University's newsletter *New Wave* who was writing a story entitled "Brain Pursuits Bring Professor Back" for the January 9, 2008 issue describing my return to New Orleans to teach psychology at Tulane.

PEER-REVIEWED PUBLICATIONS

Alvarez, J. A., & Emory, E. (2012). Executive functions and the frontal lobes: A meta-analytic review. In G. J. Boyle, D. H. Saklofske, & G. Matthews (Eds.), *Psychological assessment (SAGE benchmarks in psychology): Volume 3: Clinical neuropsychological assessment* (pp. 27-73). SAGE.

Alvarez, J. A., Oveson, K., & Vasterling, J. J. (2011). Neurobehavioral aspects of posttraumatic stress disorder (PTSD). In G. Goldstein, T. M. Incagnoli, & A. E. Puente (Eds.), *Contemporary neurobehavioral syndromes* (pp. 151-174). Psychology Press.

Vasterling, J. J., Grande, L., Graefe, A., & **Alvarez, J. A.** (2010). Neuropsychological assessment of posttraumatic stress disorder (PTSD). In C. Armstrong & L. Morrow (Eds.), *Handbook of medical neuropsychology* (pp. 447-465). Springer.

Vasterling, J. J., & **Alvarez, J. A.** (2008). Cognitive impairments associated with posttraumatic stress disorder (PTSD). In G. Reyes, J. D. Elhai, & J. D. Ford (Eds.), *Encyclopedia of psychological trauma* (pp. 138-140). Wiley.

York, M., & **Alvarez, J. A.** (2008). Cognitive impairments associated with Parkinson's disease. In M. Trail, E. Protas, & E. Lai (Eds.), *Neurorehabilitation in Parkinson's disease: An evidenced-based treatment model* (pp. 71-100). Slack Incorporated.

Alvarez, J. A., & Emory, E. (2006). Executive functions and the frontal lobes: A meta-analytic review. *Neuropsychology Review, 16,* 17-42.

Tan, G., **Alvarez, J. A.**, & Jensen, M. P. (2006). Complementary and alternative medicine (CAM) approaches to pain management. *Journal of Clinical Psychology: In Session, 62,* 1419-1431.

Alvarez, J. A., & Freides, D. (2004). Research on attention-deficit/hyperactivity disorder using the covert orienting paradigm of Posner. *Developmental Neuropsychology, 26,* 627-645.

PAPER AND POSTER PRESENTATIONS

Alvarez, J. A. (2004, April). *A clinical version of Posner's covert orienting of visuospatial attention task.* Paper presented at the Emory University Clinical Research Conference, Atlanta, GA.

Alvarez, J. A. (2003, April). *Executive function measures: A meta-analytic review.* Paper presented at the Emory University Clinical Research Conference, Atlanta, GA.

Alvarez, J. A. (2002, June). *Sensory variables influence the magnitude of inhibition of return.* Poster presented at the annual meeting of the American Psychological Society, New Orleans, LA.

Alvarez, J. A. (2002, April). *Temporal parameters of inhibition of return.* Paper presented at the Emory University Clinical Research Conference, Atlanta, GA.

Freides, D., Simmons, W. K., **Alvarez, J. A.**, & Cederberg, K. (2001, March). *Posner's covert orienting of attention.* Paper presented at the Emory University Clinical Research Conference, Atlanta, GA.

Alvarez, J. A. (2000, April). *A clinical test of covert orienting: Exogenous and endogenous processing in a single task.* Paper presented at the Emory University Clinical Research Conference, Atlanta, GA.

Fader, A. J., **Alvarez, J. A.**, & Dohanich, G. P. (1998, May). *Estrogen impairs performance during acquisition of the Barnes circular platform maze.* Poster presented at the annual meeting of the Society for Behavioral Neuroendocrinology, Atlanta, GA.

RESEARCH EXPERIENCE

Clinical Neuropsychology Postdoctoral Fellow (September 2005 – March 2007)
Michael E. DeBakey VA Medical Center (Houston, TX)
Administered a neuropsychological assessment battery to veterans with Parkinson's disease as part of a longitudinal study entitled "A Comparison of Best Medical Therapy and Subthalamic Nucleus and Globus Pallidus Deep Brain Stimulation for the Treatment of Parkinson's Disease."

Clinical Psychology Predoctoral Intern (July 2004 – July 2005)
Southeast Louisiana Veterans Health Care System (New Orleans, LA)
Administered a neuropsychological assessment battery to Operation Enduring Freedom and Operation Iraqi Freedom veterans at Fort Lewis and Fort Hood as part of a longitudinal study entitled "Prospective Neurocognitive Assessment of Future Deployed and Non-Deployed Military Personnel."

Graduate Student Research Assistant (August 1999 – July 2004)
Emory University, Department of Psychology, Neuropsychology Laboratory (Atlanta, GA)
Conceptualized laboratory projects, collected and analyzed data, submitted findings, and supervised undergraduate research assistants. Master's thesis research examined a version of the covert orienting task designed to clarify the temporal parameters necessary for generating inhibition of return. Dissertation research examined a modified version of the covert orienting task in order to determine whether this task could be used as a diagnostic tool for the measurement of attention in clinical settings.

Professional Psychology Trainee (August 1998 – August 1999)
Devereux Foundation, Institute of Clinical Training and Research (Villanova, PA)
Completed full-time, 12-month program that combined didactic and applied training in mental health research and psychological services. Participated in applied research projects, including refinement of the Devereux Early Childhood Assessment and Devereux Early Childhood Initiative. Responsible for data collection and analysis for a study examining the relationship between aggression and depression in an adolescent population with mild to moderate intellectual disabilities and comorbid behavioral disorders.

Undergraduate Student Research Assistant (May 1997 – May 1998)
Tulane University, Department of Psychology, Psychobiology Laboratory (New Orleans, LA)
Examined the effects of estrogen and gender on performance of Long-Evans rats on tasks of learning and memory, including the Morris water maze and radial arm maze. Participated in all phases of laboratory research, including animal handling and care, surgical techniques, drug and hormone administration, behavioral testing, and data collection and analysis. Conducted an honors thesis that examined the effects of estrogen and gender on performance of Long-Evans rats during acquisition of two versions of the Barnes circular platform maze.

CLINICAL EXPERIENCE

Psychologist (June 2013 – May 2015)
Southeast Louisiana Veterans Health Care System (New Orleans, LA)
Performed compensation and pension evaluations for veterans and active duty servicemembers requesting or receiving service-connection for disabilities related to posttraumatic stress disorder, traumatic brain injury, and/or other mental disorders listed in the Request for Examination received from the Veterans Affairs Regional Office (VARO). Reviewed each patient's claims file, service treatment records, and electronic medical records in the VA's Computerized Patient Record System. Conducted extensive psychological interviews, including psychological testing when necessary. Utilized Disability Benefits Questionnaires prepared by the Disability Examination Management Office and tailored to the VA Schedule for Rating Disabilities to document pertinent information from the records review and clinical interview. Scored and interpreted psychological testing and reviewed all data to arrive at an objective diagnostic opinion using the current edition of the Diagnostic and Statistical Manual of Mental Disorders. Prepared and electronically submitted a written report of the findings to VARO through the Compensation and Pension Record Interchange.

Clinical Neuropsychology Postdoctoral Fellow (September 2005 – March 2007)
Michael E. DeBakey VA Medical Center (Houston, TX)
Reviewed neuropsychology consults, conducted clinical interviews with veterans (and family members when appropriate), reviewed relevant medical records, administered and scored a neuropsychological test battery, prepared a written report of the findings and conclusions, and provided feedback to the veteran, family members, and/or treatment team. Led weekly group on an inpatient psychiatry unit. Attended Postdoctoral Program Seminar, Mental Illness Research Education and Clinical Centers Career Development Seminar, Neuropathology Rounds, and Baylor Department of Psychiatry and Behavioral Sciences Grand Rounds. Presented an assessment case and a psychotherapeutic case at the VA Postdoctoral Program Seminar.

Clinical Psychology Predoctoral Intern (July 2004 – July 2005)
Southeast Louisiana Veterans Health Care System (New Orleans, LA)
Completed Behavioral Medicine, Clinical Neuropsychology, Research, and Geropsychology rotations. Led weekly smoking cessation, chronic pain management, and hepatitis C groups. Provided individual psychotherapy to selected neurologically compromised veterans. Reviewed neuropsychology consults, conducted clinical interviews with veterans (and family members when appropriate), reviewed relevant medical records, administered and scored a neuropsychological test battery, prepared a written report of the findings and conclusions, and provided feedback to the veteran, family members, and/or treatment team. Conducted weekly compensation and pension examinations to assess claims for service-connected disabilities related to a cognitive or emotional problem and submitted a written report of the findings to the VA Regional Office. Attended weekly clinics and seminars including the Memory Disorders Clinic, Comprehensive Pain Evaluation Team, Neuroradiology Case Conference, and Neuroanatomy Laboratory. Presented a psychotherapeutic case and an assessment case at the Mental Health Service Line Inservice.

Neuropsychology Extern (August 2003 – June 2004)
Emory Center for Rehabilitation Medicine (Atlanta, GA)
Conducted clinical interviews with patients (and family members when appropriate), reviewed relevant medical records, administered and scored an extensive neuropsychological fixed test battery, prepared a written report of the findings and conclusions, and provided feedback to a population of adolescents and adults with various impairments including epilepsy, traumatic brain injury, stroke, neurocognitive disorders, and post-traumatic amnesia. Presented cases at a weekly case conference.

Clinical Psychology Extern (June 2001 – June 2004)
Emory University Psychological Center (Atlanta, GA)
Provided individual psychotherapy at a low-cost, sliding scale community clinic to adult clients with mood disorders, anxiety disorders, adjustment disorders, substance-related disorders, and personality disorders. Supervised in cognitive-behavioral, behavioral, interpersonal, and family systems approaches. Conducted psychological and neuropsychological assessments (i.e., interview, testing, report writing, and feedback) with children, adolescents, and adults with various disorders including specific learning disorders, intellectual disabilities, and attention-deficit/hyperactivity disorder. Presented cases at a weekly case conference meeting. Assisted fellow graduate students with administering, scoring, and interpreting tests.

Psychotherapy Extern (January 2003 – June 2003)
Emory University Student Counseling Center (Atlanta, GA)
Provided individual psychotherapy to undergraduate and graduate students in a free university clinic with various diagnoses including major depressive disorder, generalized anxiety disorder, adjustment disorder, substance-related disorders, and trichotillomania.

Group Facilitator (September 2001 – May 2002)
Atlanta Girls' School, Grades 6-10 (Atlanta, GA)
Conducted weekly psychoeducational group therapy with 11- to 16-year-old girls coping with typical developmental issues. Led group activities and discussion on topics such as self-esteem, stress, body image and eating behavior, relationships, and communication skills. Taught basic social and self-awareness skills, coping strategies, and emotion regulation. Provided consultation to teachers, administrators, and parents.

Professional Psychology Trainee (August 1998 – August 1999)
Devereux Kanner Center, Behavior Disorders Program (West Chester, PA)
Observed clients in their classrooms, conducted educational and social skills assessments, attended individualized education program (IEP) meetings and Quarterly Medical Reviews, and participated in individual, group, and family psychotherapy sessions at a residential treatment facility for children and adolescents diagnosed with comorbid intellectual disabilities and behavioral disorders.

Devereux Kanner Center, Sexual Disorders Treatment Program (West Chester, PA)
Attended clinical treatment team meetings, administered psychosexual assessment instruments, and participated in individual, group, and family psychotherapy sessions at a residential program for the treatment of adolescent sex offenders (ages 13 to 18) with mild to moderate intellectual disabilities.

PROFESSIONAL MEMBERSHIPS

American Psychological Association
Crescent City Area Psychological Society
International Neuropsychological Society
Louisiana Psychological Association
National Academy of Neuropsychology
National Register of Health Service Psychologists
Society for the Teaching of Psychology

SERVICE TO TULANE UNIVERSITY

Academic Appeals, Department of Psychology, 2014–2017, 2022–2023

Colloquium Committee, Department of Psychology, 2006–2007

Committee on Promotion of Professors of Practice, School of Science and Engineering, 2014–2017

Comprehensive Exam & Dissertation Committee Member, Department of Psychology (Tara Mathews, 2007-2009)

Equity, Diversity, and Inclusion (EDI) Council, Department of Psychology, Faculty Representative for Master's Programs in Behavioral Health and Psychological Science, 2023–2025

Flexible and Adaptive Learning Task Force, School of Science and Engineering, 2020

Graduate Training Committee, Department of Psychology, 2016–2020

Honors Thesis Committee Member, Newcomb-Tulane College (Sarah Frances, 2022–2023; Julianna Heron, 2018–2019; Laura Perry, 2015–2016; Camille Hardin, 2014–2015; Carolina Bejarano, 2012–2013; Alexandra Yarost, 2012–2013; Lauren Eierman, 2011–2012; Emma Ross, 2011–2012; Lissy Isaacson, 2010–2011; Stephanie Molina, 2010–2011; Sydney Smith, 2010–2011; Kelly Caravella, 2009–2010; Philip Fontenot, 2008–2009; Kristie Vail, 2008–2009; Cynthia King, 2007–2008; Jenna Rosen, 2007–2008; Samantha Shinsato, 2007–2008)

Independent Study Director, Department of Psychology (Mia Chang, 2026; Hilary Adams, 2010; David Koppel, 2009; Emily Stammer, 2007)

Jean Danielson Memorial Scholarship, Newcomb-Tulane College, Selection Committee Member, 2015–2022

Letter of Recommendation Writer for Undergraduate and Graduate Students, 2007–Present

Master's Thesis Committee Member, Department of Psychology (Leah Walsh, 2017–2018; Emma Lewis, January 2017 – December 2017; Chinwendu Duru, 2016–2017)

Mortar Board National Honor Society, Newcomb Institute, Faculty Advisor, 2007–2009

MS Education Committee, Department of Psychology, 2024–Present

Newcomb Alumnae Association (NAA) Awards Committee, 2008–2013, 2020–2025

Newcomb Faculty Affiliate, Newcomb Institute, 2006–2013, 2014–Present

Newcomb-Tulane College (NTC) Life Design Committee, 2026

Professors of Practice Task Force, School of Science and Engineering, 2011–2013

Psychology Majors, Faculty Advisor, Department of Psychology, 2006–2013, 2014–Present

Revenue Generation Task Force, Department of Psychology, 2022–2023

School of Science and Engineering Alumni Relations Committee, Faculty Liaison, 2008–2010

School of Science and Engineering Graduate Studies Committee, 2023–2025

Search Committee, Visiting Assistant Professor of Psychology, Department of Psychology, 2021

Tulane Workers United (TWU) Executive Board, At Large Representative, 2026–2028

Undergraduate Studies Committee, Department of Psychology, 2006–2013 and Fall 2014

University Senate, Committee on Committees, 2021–2023

University Senate, Senator for the School of Science and Engineering, 2018–2024

University Senate, Senator-at-Large, 2024–2025