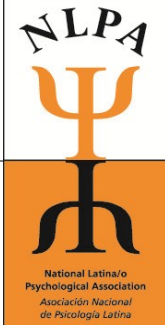


# El Boletín

The Newsletter of the National Latina/o Psychological Association



## From the President



### We Are Ready!

Dear Colegas! As you may recall, in my welcoming remarks at the 2010 Biennial I used a developmental metaphor to assert that NLPA was ready and poised to take on the challenges and tasks of a mature and established professional association. I am pleased to report that the “We are Ready” attitude that I espoused nearly two years ago has permeated our efforts and successfully guided many of our accomplishment. First, under the very able leadership of Dr. Azara Santiago-Rivera, the Journal of Latina/o Psychology has been launched. The Journal creates a highly-needed and timely venue for scholarly writing on research, practice, advocacy, education, and policy relevant to Latino communities. Azara and the Associate Editors, Esteban V. Cardemil, Loreto R. Prieto, and Andrea J. Romero, have started reviewing and assigning submissions. We hope to have our first issue out by August, which will include well-known works that have influenced the field of Latina/o Psychology. If you are interested in submitting a manuscript,

please visit <http://www.apa.org/pubs/journals/lat/index.aspx>. If you would like to serve as a reviewer, please contact Azara at [azararivera@thechicagoschool.edu](mailto:azararivera@thechicagoschool.edu).

I am also pleased to report that our Special Interest Groups initiative is doing quite well. To date, we have six groups that focus on evidence-based practices, children and families, mentoring, sexual orientation and gender identification, bilingualism, and neuropsychology. To learn more about these groups or to establish a special interest group, please visit: <http://www.nlpa.ws/page/proposal-special-interest-group-sig-nlpa>.

On the strategic planning front, we have secured funds from the Office of Ethnic Minority Affairs and engaged the services of Dr. Sandra Shullman, a managing partner with the Executive Development Group, to assist us with our strategic planning efforts. The main focus of this process will be on creating mechanisms of sustainability, communication, recruitment, engagement, and retention.

On October 11-13, we will be holding our Biennial Conference. Organized by NLPA and Montclair State University, attendees will enjoy hundreds of presentations that embrace the conference’s theme - Recognizing our Differences and Promoting Unity: Diversity among Latinas/os. The Biennial promises to create a safe space to engage in important dialogues about the multiple dimensions of our Latino identity. Please save the dates and make plans to join us. Our biennial conferences are truly memorable events!

Lastly, NLPA is enhancing its web presence. We have partnered with MemberClicks, a sensational membership software company that is overhauling our antiquated web platform and replacing it with a state-of-the-art infrastructure. Hopefully soon you will be enjoying a new website, an improved listserv, and other dynamic, web-based membership features.

As always, I stand ready to hear your ideas, concerns, accolades, and comments. Please feel free to email me at [fuentesm@mail.montclair.edu](mailto:fuentesm@mail.montclair.edu). I am really looking forward to seeing many of you in the lovely

Garden State. With your support and commitment, we will continue to be READY to promote and fulfill the NLPA mission. Con much carino, Milton

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## Noticias

### NLPA Achievements & Special Interests Groups

#### ACHIEVEMENTS

##### Dr. Hector Torres

Dr. Torres has been promoted to associate professor in the Counseling Department at The Chicago School of Professional Psychology

##### Dr. David Acevedo-Polakovich

Dr. Acevedo-Polakovich was appointed by the governor as Commissioner to the State of Michigan's Hispanic/Latino Commission.

He was also appointed to APA's Committee on Ethnic Minority Affairs. Finally, he awarded a two-year R21 Grant by the National Institute of Child Health and Human Development to study the delivery of a selective preventive intervention through natural helpers (rather than mental health professionals) serving Latina/o families with young children.

##### David P. Rivera, Doctoral Candidate

Mr. Rivera recently accepted my first faculty position to begin in September 2012 and will be an assistant professor (tenure-track) in the Department of Psychology at William Paterson University in Wayne, NJ.

##### Daniel Gaztambide, Doctoral Candidate

Mr. Gaztambide was elected member-at-large for the Latino Psychological Association of New Jersey

##### Dr. Silvia Mazzula

Dr. Mazzula received an award from the Robert Wood Johnson Foundation to address the underrepresentation of historically disadvantaged populations in research activities. Based on this award, Dr. Mazzula coordinated *The Latina Researchers Conference: Increasing the Pipeline for Future Scholars* on April 27-28, 2012, in New York City.

##### Dr. Alberta M. Gloria

Dr. Gloria is now the chair of the Department of Counseling Psychology at the University of Wisconsin-Madison.

##### Dr. Jeanett Castellanos

Dr. Castellanos was awarded an Outstanding Support of Hispanic Issues

#### SPECIAL INTEREST GROUPS

NLPA Special Interest Groups (SIGs) offer important avenues for members to become involved in our association in specific ways. Below are contributions/updates of three SIGs as well as descriptions of three other SIGs that were added to NLPA since the publication of our previous issue.

##### Latina/o Child, Adolescent, and Family Psychology

*A Closer Look at Deportations: Crisis in the Lives of Latino U.S. Children*

Stricter immigration laws and an anti-immigrant attitude have recently added to the rise of Latino deportations in the United States. The University of California, Berkeley and the University of California, Davis

report that between 1997 and 2007 alone, more than one-hundred thousand children were affected by deportations of which 88,000 were United States citizens. Half of these children were under the age of five (International Human Rights Law Clinic, Chief Justice Earl Warren Institute on Race, Ethnicity and Diversity, Immigration Law Clinic, 2010). Children of undocumented parents are reported to have an increased risk for mental health problems which is increased by the trauma of separation due to parental detentions and deportations (Brabeck & Xu, 2010). Families experiencing deportation are torn apart and many times must leave young children to care for themselves and their siblings; other children are sometimes placed in foster care. This issue is of growing concern, yet there are many professionals working with the Latino population that are not fully aware and may not know that the Latino children they see are experiencing such events.

Children and families who experience such a deportation demonstrate some or all of the following problems which are exacerbated depending on the nature of this outcome (i.e. both parents are deported, one parent remains in the U.S. as a single parent, or children are split between extended U.S. family members (Chaudry, Capps, Pedroza, Castañeda, Santos, & Scott, 2010)): feelings of abandonment, symptoms of Post-Traumatic Stress Disorder (PTSD), anxiety disorders, depression, economic hardship, and family fragmentation (Brabeck & Xu, 2010). Such symptoms affect all aspects of a child's healthy development and decrease the likelihood of a successful life in the United States.

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In addition to the events and accomplishments of the National Latina/o Psychological Association, each issue of *El Boletín* features content centered around a particular topic considered important to the membership.

This issue is focused on Social Justice & Latina/o Psychology.

(continued from page 2)

The lack of knowledge regarding deportations and the impact it has on U.S. children makes it difficult for professionals to consider the effects of deportation when assessing Latino child behaviors for school or foster care placement and increases under/over diagnosis of childhood disorders among the Latino community. It would be beneficial for clinicians working with Latinos to create a readily available packet of resources for the assistance of legal, mental health, and financial problems due to deportations so that it could be referred to when working with immigrant Latino families. For resources and information on immigration, immigrant rights, and deportations the *Creciendo Juntos* website at <http://cj-network.org/cj/> is a good starter source to reference.

Deysi Zendejas, M. A.  
California School of Professional Psychology at Alliant International University- L.A.  
Family and Couple Emphasis

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- Barbeck, K., & Xu, Q. (2010). The impact of detention and deportation on latino immigrant children and families: a quantitative exploration. *Hispanic Journal of Behavioral Sciences*, 32 (3) 341–361. doi: 10.1177/0739986310374053.
- International Human Rights Law Clinic University of California, Berkeley, School of Law, Chief Justice Earl Warren Institute on Race, Ethnicity and Diversity University of California, Berkeley, School of Law, & Immigration Law Clinic University of California, Davis, School of Law (2010). In the child's best interest? the consequences of losing a lawful immigrant parent to deportation.

## Evidenced Based Practice with Latino Populations

### *Targeting Health Disparities through Cultural Adaptation of Evidence-Based Interventions*

Omar G. Gudiño, PhD

There is growing concern about the impact of health disparities on ethnic minority populations and the elimination of disparities is an important public health priority. The cultural adaptation of existing evidence-based interventions has been proposed as a possible means for targeting health disparities. Unfortunately, there is yet no consensus on how, when, or even whether interventions should be adapted for different cultural groups. In an upcoming issue of the *Journal of Consulting and Clinical Psychology*, Barrera, Castro, Strycker, and Toobert (2012) review what has been learned from research on cultural adaptations of behavioral health interventions and provide future directions for the field.

Barrera and colleagues advance current knowledge by (1) distilling common elements of intervention adaption approaches and presenting an integrated 5-stage approach to guide cultural adaptation, (2) reviewing common features of culturally sensitive health interventions, and (3) providing evidence that culturally appropriate health interventions are consistently found to be effective when compared to control conditions. Perhaps more importantly, however, they help catalyze the field by drawing attention to current limitations. In particular, they highlight the need to understand whether cultural adaptations produce significant benefits above and beyond those of the original intervention and they discuss the barriers to conducting this much-needed research. The authors also call for additional research on culturally adapted interventions across multiple health outcomes and for research specifically focused on children to allow for a better understanding of general and group-specific outcomes. Of particular note, Barrera and colleagues argue for the potential of cultural adaptations to have impact beyond direct health outcomes, possibly im-

proving agency or participant adoption of interventions. In essence, they highlight the potential for culturally adapted interventions to target health disparities by directly improving health outcomes and/or by increasing likelihood of intervention delivery. Finally, the authors call for continued emphasis on testing and advancing cultural theory and research elucidating the mechanisms that impact an intervention's efficacy. Through continued research and clinical efforts that follow the recommendations of Barrera and colleagues, the field will be better equipped to effectively target health disparities among ethnic minority populations.

#### References

- Barrera, M., Jr., Castro, F. G., Strycker, L. A., & Toobert, D. J. (2012). Cultural Adaptations of Behavioral Health Interventions: A Progress Report. *Journal of Consulting and Clinical Psychology*. Advance online publication. doi: 10.1037/a0027085

## Mentores y Líderes: Apoyando a Futuros Profesionales

### Mentorship: A Social Justice Perspective

Erika Torres, PhD

As a first generation Latina professional it has been challenging to find role models to guide me through the arduous process of becoming a psychologist while maintaining my ethnic identity and pride. Throughout the years I have found some strong mentors (men and women from Latino/a and non-Latino/a backgrounds) in and outside of the field of psychology that have provided some guidance. In this process they have fulfilled an essential role in my life—a mirror for what my life could be like.

I have noticed hesitation within members of the Latino/a community to mentor others.

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Announcing the:

## National Latina/o Psychological Association's Biennial Conference

*Recognizing Our Differences & Promoting Unity:  
Diversity Among Latinas/os*

Conference: **October 12-13**

Pre-Conference: **October 11**

**New Brunswick, NJ**

More Information Available at: [www.nlpa.ws](http://www.nlpa.ws)

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This in turn hinders our ability to provide mentorship to future generations. For one, lack of mentorship opportunities breeds lack of mentorship skills. Due to lack of role models and little to no training on how to become a mentor; mentoring can be a challenging venture. This is a challenge we often face as Latino/a professionals...yet, I am also constantly reminded that it is through challenging the status quo through knowledge that we can become an agent of change in our communities. Paulo Freire (1970) reminds us that lack of access to resources hinders our ability to challenge the status quo, perpetuates oppression, and is the antithesis of social justice.

Furthermore, a sort of "survivor guilt" among members of the Latino/a community who have "made it" as professionals may prevent us from reaching out to other individuals within our communities; we may feel we lack authority to speak for our community since we may feel as though we have "sold out". Villenas (2010) challenges this notion by discussing her dual identity as a privileged educated Latina trying to reform her relationship with the Latino/a community. She discusses her struggles being blindsided ("co-opted") by the dominant English speaking community to rein-

force stereotypes about Latinos. She begins to address this issue by being empowered to create social change within and outside of the Latino/a community.

One important question to start with is: What makes a good mentor? I encourage you to look back through the course of your personal and professional development. I imagine that someone in your life believed in you and provided some guidance. It may have been a teacher, a colleague, a friend, or a family member. What helped you reach your personal and professional goals?

After conducting an informal survey via our NLPA listserv, here is what some of our colleges had to say.

A good mentor is someone who:

- Is patient, flexible and kind
- Is a positive role model ("practices what they preach")
- Explores, makes peace with, and incorporates their own ethnic identity into what they do
- Is available to new generation professionals through different means (phone, email, chat, skype, in person)
- Considers the intersections between cultural (ethnic, generation, age, gender, etc) and personal and

- professional development
- Reaches out and does not wait to be asked for help (supportive)
- Displays competency and leadership, and is willing to share their skills
- Has great communication skills
- Is open to and owns up to their mistakes
- Is resourceful
- Helps mentees define their personal and professional goals
- Periodically "checks-in" with mentees to make sure they are doing well
- Promotes mentorship by modeling and encouraging future generations to become mentors

Be a mentor/mentee today!

Please consider joining the NLPA Mentores y Lideres SIG by emailing: [mentore-sylideres@googlegroups.com](mailto:mentore-sylideres@googlegroups.com)

You can join as a mentor/mentee or both. **Your thoughts and ideas about how to make this SIG successful are greatly needed and appreciated.**

References

Freire, P. (1970). *Pedagogy of the Oppressed*. New York: The Continuum International

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Villenas, S. (2010). The Colonizer/Colonized Chicana Ethnographer: Identity, Marginalization and Co-optation in the Field, *Harvard Educational Review*, 66 (4), 711-732.

## NEW SIG BRIEFS

### Orgullo Latina/o: Sexual Orientation and Gender Identity Interest Group

The *Orgullo Latina/o: Sexual Orientation and Gender Identity Interest Group* is a community of NLPA members invested in addressing the needs and challenges faced by Latina/o lesbian, gay, bisexual, transgender, queer and intersex (LGBTQI) persons. LGBTQI Latina/os negotiate multiple marginalized identities and often experience discrimination in familial, community, and institutional settings. As a group, we will address issues of intersectionality including the intersection of sexual identity and orientation, race/ethnicity, and social class. We will promote and expand education, research, and the clinical application of affirmative LGBTQI Latina/o practices to enable LGBTQI persons, their families, and allies to thrive. The goals of the Orgullo Latina/o SIG are to 1) create a community where NLPA members and professionals serving, researching, and advocating for LGBTQI Latinas/os can network and share community specific resources, 2) conduct and disseminate scientific and applied research focusing on the integration of Latina/o and LGBTQI identities, 3) provide education concerning the unique needs of the LGBTQI Latina/o and ally community to NLPA membership, affiliates, and the public-at-large, and 4) increase the visibility and mentorship of LGBTQI identified NLPA members. Orgullo Latina/o formally became a SIG in November 2011. We have a strong and expanding membership base comprised of licensed clinicians, researchers, and both undergraduate and graduate students. To date we have established an informal email group where members can share resources, communicate, and build comunidad. We are working on a collaboration with the Committee on Racial and Ethnic Diversity (CORed) of APA Division

44, the Society for the Psychological Study of Lesbian, Gay, Bisexual, and Transgender Issues, in order to further strengthen the visibility of LGBTQI Latina/o concerns in the discipline of LGBT Affirmative Psychology and Division 44. We are actively seeking members to join us as we begin planning for the group's future. NLPA members interested in joining this SIG can contact either of the Orgullo Latina/o Co-Chairs, Johanna Malaret, MA at [johannamalaret@yahoo.com](mailto:johannamalaret@yahoo.com) or Desdama Rios, Ph.D. at [desdamonarios@msn.com](mailto:desdamonarios@msn.com). Be on the lookout for Orgullo members who will be presenting their work on the multiple intersectionalities of Latina/o and LGBTQI identity at the upcoming 2012 NLPA Biennial Conference in New Brunswick, New Jersey.

### Orgullo Latina/o Member Spotlight: Shannon Chavez-Korell, Ph.D., N.C.C.

Dr. Chavez-Korell had a recent and relevant article published: Chavez-Korell, S., & Johnson, L. T. (2010). Informing counselor training and competent counseling services through transgender narratives and the transgender community. *Journal of LGBT Issues in Counseling*, 4, 202-213. doi:10.1080/15538605.2010.524845

### Bilingual Issues in Latino Mental Health

Earlier this year the NLPA Executive Committee approved the Bilingual Issues in Latino Mental Health Special Interest Group. The purpose of this SIG is to provide a space to strengthen, advocate, and support the training, research, counseling, and supervision needs of bilingual professionals and professionals interested in bilingual issues. The group now has 35 members and we encourage other NLPA members to join by sending a request to [http://groups.yahoo.com/group/bilingual\\_issues/](http://groups.yahoo.com/group/bilingual_issues/). Joining the yahoo group has assisted with group member communication, collaboration, and continuation of the group's purpose and current developments.

We have several aspirations for our SIG. Amongst these aspirations we aim for the creation of a section within APA. Doctoral

students and SIG members William Martinez and Laura Maria Côté have taken leadership roles in facilitating this process. They have been actively researching and contacting APA divisions to determine the next steps. They write:

"A specialized section within APA would allow bilingual professionals an opportunity to build community, share resources, develop professionally, and support one another. Simultaneously, a bilingual section would generate increased advocacy for the promotion and advancement of multiculturally and linguistically competent training, research, counseling, and supervision. Our objectives include finding a home for a section on bilingual issues within the larger APA divisional structure. A few divisions were approached to assess the feasibility of starting a section on bilingual concerns and our efforts narrowed it down to one potential division that appears open to starting the section. Talks are currently underway with the division's executive board members to assess the feasibility and logistics involved in starting a bilingual section."

It is our hope that as a SIG we serve as a source of support for the many bilingual mental health professionals and students addressing the needs of bilingual communities, but also support and encourage advocacy and social justice. We have several initiatives that we hope to move forward and welcome members to contact us if they are interested in taking a leadership role.

Several group members have collaborated and will be submitting proposals to the upcoming 2012 NLPA Conference in New Jersey. We encourage you all to come meet some of the members and attend the "pláticas" and presentations. Further news regarding these developments will be sent out through the group listserve.

## Editorial: A Volver a Los Raíces: Reflections of a Chicano Academic

By René Díaz-Lefebvre, Ph.D.

Over the past few years, I have experienced more and more of *mis colegas* “retire” from the world of academics and community activism and enter into new chapters and challenges in their lives. Although I don’t plan on retiring anytime soon (even though I have close to four decades of service at 6 community colleges!), one of the perks of being a *veterano*, *en el movimiento*, is to be able to reflect upon and provide insight and engage in Erik Erickson’s notion of “generativity.” This theory proposes that middle-adulthood (sí, soy un baby-boomer!) is an opportune time to be productive by helping others in order to ensure the continuation of society by guiding the next generation. I can attest to this notion as I thoroughly enjoy serving as a mentor to many current and former students that are pursuing degrees and/or careers in psychology.

Therefore, with the intent of actualizing Erikson’s idea of “giving back,” I wish to reminisce and reflect upon my perspective of the “early days” of Chicano/Latino Psychology. I am reminded of the impact made on me—personally and professionally—and others of my generation by the “*pioneros*,” the trail-blazing, Latina/o risk-takers who gave so much of themselves in advancement of *la causa*.

Early in my undergraduate career, as I yearned to learn more about myself, my culture and the possibility of pursuing a career as a psychologist, I was fortunate to be recruited—as a community college transfer student—to attend the University of Redlands (Johnston College), a small, private institution of higher learning in southern California. Perhaps it was fate that I was “at the right place at the right time,” as I attended the first conference on Chicana/o Psychology, *Increasing Educational Opportunities for Chicanas/os*, held at the University of California, Riverside, in 1973. At this meeting, papers highlighted concerns and necessary changes in psychology to ensure that Chicanas/os were largely represented at the undergraduate and graduate levels. This conference was held at the height of the Chicano civil-rights movement and reflected changes taking place on many college and university campuses, such as Chicana/o Studies Programs, Chicana/o student organizations, and high school and college student walkouts in California, Texas, and Arizona. As a matter of fact, I was recruited to attend Johnston College by Mr. Lino López, Chicano Outreach Coordinator for the college. I also attended the second conference, *The First Symposium on Chicano Psychology*, held in 1976, at the University of California, Irvine. As a recent master’s degree recipient and working at my second college, I was highly motivated, enthusiastic, and committed to make a difference as a young, Chicano psychological educator. I read the following Chicano/Latino psychology classics, written by the pioneering authors—Chicanas and Chicanos—who were at the forefront of intellectual and pedagogical thought concerning Mexican American educational and mental health issues. One of the first books I read was *Cultural Democracy, Bicultural Development, and Edu-*

*cation*, by Manuel Ramírez III, and Alfredo Castañeda, (1974). Another book, *Chicano Psychology*, edited by Joe L. Martínez, Jr. (1977), introduced me to many of the Chicana/o pioneers: Buriel, Díaz-Guerrero, Garza, Kagan (one of my professor in grad school), López, Mercer, Olmedo, Padilla, Ruiz, and my future doctoral advisor and Chicana trail-blazer, María Nieto Senour. The book is dedicated to Dr. George I. Sánchez, the father of Chicano Psychology. Other books made an important contribution to my study, research, and knowledge of Chicano psychology: *Family and Mental Health in the Mexican American Community*, edited by J. Manuel Casas (one of our estimado colegas and elders) and Susan Keefe, (1978), *The Chicanos: As We See Ourselves*, edited by Arnulfo Trejo, (1979). This book provided a solid foundation of the ideas of various Chicana/o writers of the time (“Corky” González, Albelardo Delgado, Alurista, Rodolfo Anaya, Tomás Rivera, José Antonio Villareal, and one of my former professors at Pima College, Don Miguel Méndez). In *Explorations in Chicano Psychology*, edited by Augustine Barón, Jr. (1981), I was introduced to more of the early *pioneros*, Árce, Cota-Robles Newton, Mendoza, Rincón, Cuéllar, and of course, our own, Melba J. T. Vásquez, the FIRST Chicana/Latina to serve as APA President. Dr. Vásquez, along with Anna M. González wrote their critical and timely chapter on “Sex roles among Chicanos: Stereotypes, challenges, and changes.” Two more books have continued to assist me in my journey as a psychological educator, *The Handbook of Chicana/o Psychology and Mental Health*, edited by Velásquez, Arellano, & McNeill, (2004). This book is a **must** read for anyone working with Chicana/o clients today.

The last book, *Bilingualism and Cognition: Informing Research, Pedagogy, and Policy*, by Eugene E. García & José E. Nájera, Sr. (2011), is making a huge impact on my continuing study, fascination, and knowledge about the human brain. Once again, it’s my opinion that this book should be mandatory reading for anyone interested in gaining a better understanding of the cognitive and functional/structural neurological processes in bilingual children. This compelling, convincing, and relevant book comes at a time when there is significant opposition to bilingual education in this country.

As a Chicano academic, I have survived and owe much of my personal and professional growth, (and yes, successes) to *los pioneros*. It was these individuals who had the tenacity, commitment, and a constant stance against injustice toward Mexican Americans. They led the way for many of us *veteranos* by instilling a deep belief that *con muchas ganas, sí se puede*.

**Dr. Díaz-Lefebvre is president-elect and the first psychologist to lead the Arizona Association of Chicanos for Higher Education.**

## Community-Based Participatory Research: Science at the service of Latina/o communities

I. David Acevedo-Polakovich<sup>a</sup>, Veronica A. Kassab<sup>a</sup>, Stacy Stout<sup>b</sup>, Megan M. Grzybowski<sup>a</sup>, Katrina M. Bell<sup>a</sup>

<sup>a</sup> Central Michigan University, <sup>b</sup> Hispanic Center of Western Michigan

### Science from a Social Justice Perspective

One of the assumptions behind the manner in which psychological research tends to be conducted in the United States (US) is that scientists have unique expertise and authority to decide the issues that their research should focus on and the methods that they will use (Acevedo-Polakovich, 2007). Although there are strong arguments behind this assumption, its irresponsible application can exacerbate the disparities faced by US Latinas/os and other historically marginalized groups (Acevedo-Polakovich, 2007; Acevedo-Polakovich, Kassab, & Barnett, 2012). When researchers select foci and methods that do not respond to the social environments of historically marginalized populations, psychological science advances while the issues faced by these populations remain unaddressed.

### An Example of CBPR in a Latina/o Community

As a result of its recognition of cultural and contextual influences on behavior; its focus on adaptive solutions that respond to community needs; and its foundations in an understanding of the processes of colonization, oppression, and marginalization, Community-Based Participatory Research (CBPR) (Minkler & Wallerstein, 2003) is a promising approach to scholarship that seeks to improve the living conditions of Latinas/os in the US and abroad. We hope the following example from our own work proves illustrative.

In the context of a long-standing partnership between the first author and a Latina/o community organization in a large Midwestern city, the need to develop an approach that would help gang-involved Latino youth reduce sexual risk was identified as a priority. Because they constitute an exceptionally vulnerable group (i.e., gang-involved U.S. Latina/o youth) within a particularly susceptible subset (i.e., U.S. Latina/o youth involved in multiple problem behaviors) of a demographic group that on average experiences elevated levels of risk (i.e., U.S. Latina/o youth), gang-involved US Latina/o are uniquely likely to engage in risky sexual behaviors. Nevertheless, cultural and contextual factors associated with gang involvement—such as involvement in potentially criminal behavior and subgroup mores that emphasize toughness—raise important challenges to serving gang-involved youth.

In order to address this need, a mixed methods CBPR project was designed by our community-academic partnership with the purpose of developing a preventive intervention to decrease sexual risk that was responsive to the contexts of gang-involved Latino youth. Researchers and community members first worked together to recruit, run, and analyze focus groups from three samples: gang-involved Latino early adults, gang-diversion

program personnel, and the parents of gang-involved Latino youth. Results suggested that interventions might be successful if their structure and content was modified in specific ways. Examples of modifications include incorporating trained peer-facilitators, adding discussions about sexual decision making in the context of personal, familial, and cultural values and training parents to communicate with their children about sex and values (Grzybowski, Acevedo-Polakovich & Kassab, 2011). After the partners adapted an existing preventive intervention to reflect the insights gained from the focus groups, Latina/o youth were then assigned to either this modified intervention or the original intervention in such a way to create groups with similar gang-involvement levels. Preliminary results indicate that teens in the adapted intervention report greater accessibility and satisfaction than those assigned to the original intervention (Kassab, Acevedo-Polakovich & Grzybowski, 2011).

While a typical research summary might end at the last paragraph, the CBPR emphasis of the partnership within which the intervention was developed led to several additional outcomes. For instance, because the intervention was developed in collaboration with the community-agency, the capacity to deliver the intervention remained with the agency, which then obtained funding to continue delivering the program. The community's enhanced capacity to run focus groups and surveys assisted in the collaborative development of a subsequent proposal for federal funding to coordinate services for gang-involved youth, this time under the lead of the community agency. The mechanisms for collaboration between the community and the scholars again proved useful when a proposal was successfully prepared for federal funding to support a CBPR project for the development of an intervention to prevent the emergence of the problem behaviors that often antecede gang-involvement.

As with any CBPR partnership, ours has not been without its challenges. Balancing the needs of researchers and community members is a delicate matter requiring ongoing attention. Issues of ownership over data and the products of the research have arisen and had to be dealt with (e.g., who owns an intervention approach that is developed collaboratively?). The specific needs of the community organization and of the research team have at times meant that ideal support from either group has not been guaranteed in specific cases (i.e., when needs are heavily weighted to either partner). Nevertheless, the partnership has been a successful one overall that has improved the capacity and opportunities of all partners and—most importantly—developed innovative and useful solutions to problems faced by one community's Latinas/os.

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## Community-Based Participatory Research

(Continued from p. 7)

### Conclusions

CBPR arises from an arguably valid critique of the social limitations associated with the processes underlying science in contemporary society. While there are certainly other approaches to generating knowledge relevant to community needs, CBPR and related traditions offer the opportunity to develop knowledge while helping communities build the capacity to address their own needs. Latina/o psychologists who labor in research endeavors must ask themselves whether the traditional process of developing knowledge (with communities often only nominally in mind) is as valuable to Latinas/os as are partnerships that develop the same knowledge while addressing community issues and building community capacity.

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## THE ENGLISH PRIVILEGE CHECKLIST

Lorena Navarro & Dianna M. Gonzalez

Borrowing from Peggy McIntosh's essay titled, "White Privilege: Unpacking the Invisible Knapsack," the authors of this piece hoped to also highlight the "invisible systems" that exist for Native English speakers.

1. I am more likely to be rewarded for speaking English in school and at work.
2. I do not have to worry about how language related laws such as "English Only" impact my linguistic self-esteem.
3. I do not have to worry about being discriminated for speaking English.
4. I can transmit my culture to my children in my own language without others accusing me of not being American.
5. I can read a newspaper or walk down the street without seeing signs that read "lose your accent."
6. I can speak my native language without having others assume that I am undocumented or not an American.
7. If I speak a second language people may think highly of my intellectual capabilities.
8. If I travel I can expect to find some one who speaks my native language.
9. If I speak English at work I do not have to worry that I will lose my job.
10. I do not have to educate my children to be aware of linguicism for their own daily physical protection.
11. If I speak another language and make a grammatical mistake I am more likely to have people be sensitive and not make fun of me.
12. I can take a job that is consistent with my language abilities and not receive additional responsibilities without compensation.
13. I am entitled to ask people not to speak another language in front of me because it is rude.

(continued on page 9)



## English Privilege Checklist

(Continued from p. 8)

14. I do not have to worry about my child being suspended from school because they say I love you in their native language.
15. I have the privilege of being unaware of my language privilege.
16. I do not have to learn that my parents were punished for speaking their native language by having soap put in their mouths.
17. I can buy groceries, medicine, and shampoo in my language any where in the store rather than having to go to the one ethnic isle of the store.
18. I can go home from most meetings of organizations I belong to feeling somewhat tied in, rather than misunderstood, cut-off, unheard, isolated, out-of-place, and outnumbered.
19. I can fill out an application to work on the spot without any problems and understand everything being asked on the application.
20. I am confident that my language won't count against me during a hiring decision.
21. I do not worry that coworkers or my boss will threaten to deport me due to the language I speak or my accent.
22. If I declare there is a linguism issue at hand, or there isn't a linguism issue at hand, my English language will lend me more credibility for either position than a person who speaks another language will have.
23. If I learn to speak an additional language, as a second language speaker I may expect others to praise me for it, in contrast to a heritage language speaker who it's expected from.
24. I am not made acutely aware that my accent or language will hamper my professional success and therefore should consider taking accent reduction course/program.
25. I can take a job without having my co-workers suspect that I got it because of the language I speak.
26. If I'm feeling misunderstood or my day, week, or year is going badly, I need not ask of each negative episode or situation weather it had to do with my accent or language.
27. I can be pretty sure of finding people who would be willing to speak with me and provide advise in my language about my next steps, professionally.
28. I do not worry that my doctor will misunderstand my culture and what I am saying or even misdiagnose my ailments.
29. I can arrange my activities so that I will never have to experience feelings of shame and rejection attributed to my accent and language.
30. If I have low credibility as a leader I can be sure that my accent or the language I speak is not the problem.
31. I can easily find academic courses and institutions that give attention to only my language.
32. I can go to a coffee shop and expect to have the menu and even hear music in my native language.
33. I can travel alone, with my spouse, or children and without the need of a translator and do not expect to be misunderstood or embarrassed in those who deal with me/us.
34. My children, relatives, or friends do not have to call on my behalf due to fear of being misunderstood when I have questions on a bill/or how to pay for it.
35. I will feel welcomed and "normal" to use my native language in communicating with others in the usual walks of public life, institutional, and social.

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PLEASE NOTE: The above checklist is an abbreviated version to fit the limits of *El Boletín*. The full list includes 55 items. If you wish to obtain the complete list you may contact either author at [lore@nmsu.edu](mailto:lore@nmsu.edu) or [diannag@nmsu.edu](mailto:diannag@nmsu.edu)

## Graduate Student Spotlight: Daniel Jose Gaztambide, PsyD candidate

### From the Underside: Toward a Clinical Psychology of Liberation

Graduate School of Applied & Professional Psychology, Rutgers University



"[T]he fundamental horizon for psychology as a field of knowledge is *concientizacion*." –Ignacio Martin-Baro (1942-1989), *Writings for a Liberation Psychology*

I deeply appreciate the opportunity to share some of my work with

the NLPA community through *El Boletín*. As I thought about what aspect of my clinical training and academic writing I should highlight for this piece, I realized more and more how every session with my clients, every idea put to paper, every thought articulated in the classroom, all formed part of a greater, overarching project. It would be more accurate, however, to refer to this project as a *passion*. And that passion is Liberation Psychology.

Founded by Jesuit Priest and social psychologist Ignacio Martin-Baro, Liberation Psychology had a tremendous impact in social and community psychology throughout Latin America, and more recently, North America. My passion is to promote Liberation Psychology within the United States, and introduce it as a meaningful framework for a social justice-oriented clinical psychology.

Inspired by Liberation Theology's "preferential option for the poor," Martin-Baro outlined three essential goals which distinguished Liberation Psychology from more conventional psychology:

- A new horizon, which looks beyond the veil of privilege and places psychology in the service of the poor and oppressed;
- A new epistemology, in which psychological truth is "created and found" from below, from the perspective of the marginalized, as opposed to the narrow vision of the dominant;

A new praxis, in which knowledge and truth, co-discovered through communion with the oppressed, serves to develop *concientizacion* (which Paulo Freire defined as one's awareness of power relations and the drive to challenge them), so that reality is not only perceived *but radically transformed*.

With these foundational goals as a foundation, Martin-Baro articulated three urgent tasks that an emancipatory psychology must pursue:

- A recovery of historical memory, in which psychology serves as a handmaiden to the oppressed community's journey of self-discovery and re-definition, unearthing those aspects of their history which have helped in their survival, and promote a resilient sense of identity and connectedness.
- The de-ideologizing of everyday experience, whereby the lived reality of the oppressed is articulated through a dialogue which questions prevailing narratives, allowing a deeper reflection which promotes the development of critical consciousness or *concientizacion* (the terms are interchangeable).
- Utilizing the people's virtues, by drawing on the cultural, social, and spiritual resources of oppressed people as a foundation for critical-participatory work.

To use a clinical metaphor, Liberation Psychology calls on those of us who are clinicians (or in my case, clinician-in-training) to forge a "therapeutic alliance" with the underprivileged out of the "tasks" and "goals" outlined above. Additionally, perhaps most importantly, it calls for a *relational bond* which fosters dialogue, humility, and respect for "the other." This "therapeutic alliance" with the oppressed inspires a clinical sensibility which recognizes the strengths found in marginality, and allows us to be vulnerable—yet present—witnesses when faced with the cry of the poor, the widow, the orphan, the immigrant, and the stranger. It is this encounter with "otherness" in the clinic, in the classroom, and in the streets, which holds the promise of a clinical psychology of liberation.

## My Journey as an Early Career Latina Psychologist: From Latina/o Psychology to Social Justice

Ivelisse Torres Fernandez, Ph.D.; New Mexico

My journey as a Latina psychologist interested in social justice issues started in my formation years as an undergraduate and graduate student in psychology in my native Puerto Rico. While in Puerto Rico issues of social class, oppression, racism and discrimination, were at the forefront while conceptualizing the mental health needs of Puerto Ricans. Growing up in a working middle class family, I was fully aware of my privilege particularly as it came to issues of access of education and mental health services. My desire to help and advocate for those who do not have a voice was and has been my inspiration and motivation. As a psychologist in training I volunteered in homeless shelters and in shelters that provided respite to children impacted by physical and sexual abuse. I also completed rotations in a local community mental health clinic, which provided free services to children and adolescents. While at the clinic and working at the shelters I realized how resilient children and adolescents were and the importance of providing safe spaces for children to express their inner thoughts and emotions.

Upon completion of my MA in counseling and school psychology, I moved to the US to pursue my PhD at the University of Iowa. Moving from Puerto Rico to the US for the first time was a transforming and growing experience at many levels. I was faced with a new reality, which intensified my desire of becoming a social justice advocate. Having experienced discrimination and oppression firsthand, I decided to use those experiences as learning tools that would eventually influence/inform my work as a clinician and scholar. While at Iowa, I volunteered at local schools and in nearby towns providing tutoring and services to immigrant children. Working with the local *field workers* was one



of the most enriching experiences of my life. While working with the children of the *brazeros*, I realized that social justice was more than providing services to the least fortunate; it was about empowering them to achieve their full potential amidst adversity (in this case, lack of basic needs). From Iowa, I moved to Erie, PA for 5 years, where I worked as a therapist and bilingual school psychologist for the local school district and a community mental health center. Once again, my focus was on providing mental health services to those who otherwise can't access them; to advocate for children and families; and in particular to advocate and educate others about children of color with disabilities.

From Iowa, I moved to PR for 2 years, where I started my academic career at the University of Puerto Rico, Mayaguez and I have been an assistant professor at New Mexico State University since 2008. Moving to New Mexico has been a rewarding experience because being in the border region has expanded my vision of social justice and psychology yet again. I have strived to serve as a positive role model for my students and the community at large. I teach and train future psychologists with that same drive, passion, commitment, and desire for advocacy for the least privileged. My newest outreach initiative, *Cruzando Fronteras*, is geared to the provision of mental health services to elementary school children impacted by the violence on the US-Mexico border. Through this initiative we are providing free psychological services to over 100 children who cross the border every day to attend school in the US. By far, this has been my most rewarding and transforming experience of my career.

## Becoming a Latina/o Psychologist: Edil Torres-Rivera

A PROFESSION OF HEALING AND LIBERATION—Interview by Manuel X. Zamarripa, Ph.D.; Texas A&M University—Corpus Christi

The issues of social justice have always been at the forefront of Dr. Edil Torres-Rivera's personal and professional life. His research and practice in group work and multiculturalism is founded on a social justice framework. Dr. Torres-Rivera is currently a professor at the University of Florida in the School of Human Development and Organizational Studies in Education. Prior to becoming a professor, Edil was a mental health counselor in the army where he recognized with the National Defense Service Medal, the Army Commendation Medal, and the Army Achievement Medal related to his counseling work. His work and activity within psychology and counseling has distinguished him as a dedicated Latina/o psychologist working toward and embracing social justice principles in all areas of his life.

Edil's path to psychology began with his experiences growing up in Puerto Rico. As a child, he was able to see many inequities where he grew up. In addition, he was very close to his grandmother who was a spiritual healer in the community. These aspects along with a very community/collectivist perspective of life made the concept of social justice second nature for Dr. Torres-Rivera. Seeing and recognizing the needs of his community at a young age, Edil always envisioned working directly with people to address the injustices in society. His relationship with his grandmother was significant in helping to shape this vision.

As mentioned above, his grandmother was a known spiritual healer and actually had begun preparing Edil as a child to take her place as the family healer. Growing up, he would assist with healing ceremonies and rituals. These experiences influenced how Dr. Torres-Rivera developed his notion of healing and how he would apply this notion to his work in psychology.

When Edil began his career as a professor, his idea of psychology was already as a tool to fight social injustice. The writings of Paulo Freire and Ignacio Martin-Baro serve as the foundation for his work in psychology. Comparing his education in Puerto Rico and the education in other Latin American countries, Dr. Torres-Rivera states,



“We all learned and knew about Freire and Martin-Baro.” Martin-Baro's Liberation Psychology was much more present in his education than it is in psychology classes in the United States. Thus, for Edil, Latina/o Psychology should always be rooted in social justice and advocacy and not just an addendum to mainstream psychology. If Latina/o Psychology simply supports the status quo, that would, “just be wrong”, according to

Dr. Torres-Rivera. As Latina/o psychologists, we know the devastating effects of discrimination and oppression. Given this, Dr. Torres-Rivera believes that Latina/o Psychology has a role to play in addressing societal structures of violence in the U.S. and in Latin America.

“We are healers. All we do is try to create balance. What others may call ‘crazy’, we see as simply a matter of being out of bal-

ance.” Edil believes that Latina/o Psychology and Liberation Psychology helps us recognize that psychology is a calling. It is a calling to facilitate healing in those we work with. It is a calling to bring balance to the society we live in. Dr. Torres-Rivera reminds us of the great responsibility and privilege we have to serve our communities.

The inclusion of social justice in mental health may be gaining ground in mainstream U.S. psychology, however, Dr. Torres-Rivera reminds us that Latin America and other countries have an advantage in this area. He consistently tries to infuse social justice and Liberation Psychology principles in his research and development of interventions. Dr. Torres-Rivera will continue to be a voice in the field advocating to make social justice the heart of Latina/o Psychology.



**SPECIAL SECTION: A TRIBUTE TO ENA VAZQUEZ-NUTTALL**  
**IN OCTOBER 2011, LATINA/O PSYCHOLOGY LOST A TRAILBLAZING MULTICULTURAL AND SOCIAL JUSTICE ADVOCATE. El Boletín dedicates a special section to honor the life and work of this special woman.**

The following article appeared in the January 2012 issue of *The School Psychologist* and is reprinted here with permission.

**Ena Vazquez-Nuttall: 1937-2011**

We remember an inspiring leader, multicultural psychology pioneer, dedicated bilingual school psychologist and advocate for social justice

By Chieh Li, David Shriberg, Karin Lifter, Jessica Hoffman, Louis Kruger, William Sanchez, Emanuel Mason, and Y. Barry Chung

On October 20, 2011, the school psychology community was saddened by the loss of a dear colleague, nurturing mentor, inspiring leader, and torch of multicultural school psychology—Dr. Ena Vazquez-Nuttall, who died after a long illness. Ena dedicated her entire professional life to school psychology.

**Educational background**

Born and raised in Salinas, Puerto Rico, Ena received her bachelor's degree from the University of Puerto Rico and her master's degree in psychology from Radcliffe College. She later received her Ed.D. in Counseling and School Psychology from Boston University.

**Professional accomplishments**

Dr. Vazquez-Nuttall's professional activities and accomplishments are numerous. As a professor, she founded the first doctoral program in school psychology in Massachusetts, at the University of Massachusetts-Amherst and the second one at Northeastern University in Boston. Dr. Vazquez-Nuttall provided leadership in obtaining NASP and APA accreditation of both programs. She directed the school psychology programs for many years and then the Dean of Graduate Studies, a position she held for 10 years in the Bouvé College of Health Sciences at Northeastern University. Later she served as the Assistant Dean of Multicultural Education, before retiring as Professor Emeritus in 2009.

During Dr. Vazquez-Nuttall's 20 years at Northeastern University, she tirelessly championed the importance of cultural diversity, long before it was the norm to do so. Today, we take for granted that psychologists must understand culture to be effective service providers. However, when Dr. Vazquez-Nuttall published her first journal article on the relationship between culture and children's development in 1970, this notion was not widely accepted. In addition to her contributions to scholarship and national and international contributions to the profession of psychology, she personally recruited several faculty and dozens of graduate students from underrepresented minority backgrounds to Northeastern. Above all else, Dr. Vazquez-Nuttall was a warm and caring person who spent countless hours mentoring graduate students, junior colleagues, and psychologists. Dr. Vazquez-Nuttall engaged in meaningful service across national organizations including APA, NASP, and the National Academy of Sciences' Institute of Medicine, and her distinguished contributions were recognized with multiple awards. Working in an era often characterized by tensions between APA and NASP, she encouraged and modeled active participation in both organizations. She was on the NASP program review board for many years and received a NASP Presidential Award in 1990 for her work on NASP's Accreditation Committee. Dr. Vazquez-Nuttall also received a NASP award for Dedicated Service and Outstanding Leadership to the NASP Children Fund in 1995.

Within APA, Dr. Vazquez-Nuttall served on the Children, Youth and Families Committee from 1991-1994, the Committee on Accreditation from 1998-2004, and chaired the Training and Education Group of the Commission on Ethnic Minority Recruitment, Retention, and Training in Psychology (CEMRRAT) from 1994-1996. She was a Fellow of APA's Division 16 and served as the Division's treasurer from 1995-1998. Dr. Vazquez-Nuttall received an APA Presidential Citation for her service to APA in 2005.

Dr. Vazquez-Nuttall served as the only psychologist on the National Academy of Sciences' Institute of Medicine committee on Institutional and Policy Level Strategies for Increasing the Diversity of the U.S. Health Care Industry. The committee produced the report, *In the Nation's Compelling Interest: Ensuring Diversity in the Health Care Workforce*, which was released in February 2004. Dr. Vazquez-Nuttall was honored as one of four Distinguished Latino Psychologists by the National Latino Psychological Association at their annual meeting November 2004.

At the state level, Dr. Vazquez-Nuttall served as the first vice president of the Massachusetts School Psychology Association (1970-74 and 1990-91) and served on the Massachusetts Board of Registration from 1988-1993. A winner of the "Outstanding School Psychology Trainer" award in 1986, she received a Lifetime Achievement Award from the Massachusetts School Psychology Association in 2004.

(continued on page 14)

## **A Tribute to Ena**

(Continued from p. 13)

Dr. Vazquez-Nuttall published numerous journal articles and book chapters on multicultural issues. Among her notable publications, she was one of the coauthors of the influential book *Multicultural Counseling Competencies: Individual and Organizational Development* (with Derald Wing Sue, Robert T. Carter, J. Manuel Casas, Nadya A. Fouad, Allen E. Ivey, Margaret Jensen, Teresa LaFromboise, Jeanne E. Manese, & Joseph G. Ponterotto, 1998). The guidelines developed in the book have had a significant impact on APA policies and practice. Based on her lifelong research and passion for clinical work with young children, Dr. Vazquez-Nuttall was the lead editor of the book *Assessing and Screening Preschoolers: Psychological and Educational Dimensions* (edited with her former doctoral students Drs. Ivonne Romero & Joanne Kalesnik, 1992, 1999).

Dr. Vazquez-Nuttall also served on several journal editorial boards, including *School Psychology Quarterly*, *School Psychology Review*, *American Journal of Counseling and Development*, *Journal of Counselor Education and Supervision*, and *Journal of Applied School Psychology*. Dr. Vazquez-Nuttall was the principal or co-principal investigator on numerous grants. She worked tirelessly to secure financial support for students, especially students from multicultural backgrounds, to pursue study in school psychology. She won many federal training grants in this process. Within these activities, she heartily mentored new faculty members and helped secure positions for early career scholars, generously sharing her mission, enthusiasm, and expertise.

Believe it or not, this is only a partial summary of her service and scholarship to the field! As impressive as this service and leadership was, to know Dr. Vazquez-Nuttall was to know an extremely caring and nurturing individual who was a true advocate for making the world a better place for children and families. As a bilingual school psychologist, Ena was passionate about multicultural and social justice issues for children who are bilingual. A lifelong learner, no one got more out of professional conferences than Ena as she managed both to connect with lifelong friends and to take copious notes at presentations of interest from the start to finish of each conference day. She also updated her training through a clinical neuropsychology sabbatical at Harvard Medical School in 2004 and through consultation work with public schools right up until her retirement.

### **Personality**

Throughout her entire career, Ena touched many people's lives with her warm heart and passion for social justice. She mentored countless young professionals and profoundly influenced many multiculturally minded leaders in school psychology at the regional, state, national and international levels. At her retirement party in 2009, her longtime colleague and friend, Dr. William Sanchez, spoke about Dr. Vazquez-Nuttall's leadership in supporting diversity in all forms and her extraordinary life. Speaking specifically of the role of faith in her worldview, Dr. Sanchez stated, "Faith is difficult to talk about and yet, Professor Nuttall has embodied, in her work and relationships, that nature of faith that St. Paul commented on centuries ago: 'Faith is the substance of things hoped for; the evidence of things not seen.' Anyone working with Ena has been touched by that faith: her intense belief in people and their ability to transform. Students, faculty, staff, clients, friends, all touched by this endless reservoir that always spoke to change: She believes in people: 'the evidence of things not seen.' So prophetic and so powerful a belief: We can work to make things better for all."

### **Family**

Dr. Ena-Vazquez-Nuttall: A Puerto Rican woman, full professor, associate dean, researcher, author, teacher, clinician, advocate, public servant, and lifelong contributor to school psychology, and also a wife, mother, and grandmother. She was the wife of the late Dr. Ronald L. Nuttall, and loving mother of Key Nuttall and his wife Libby and Kim H. Nuttall and her husband Chris Woolf. She is also survived by her grandchildren Aidan, Conor and Keegan Nuttall and her sister Angala Cesani of Puerto Rico. Her family held a memorial service for Ena in Eaton & Mackay Funeral Home, Newton, Massachusetts.

Dr. Vazquez-Nuttall leaves behind a legion of school psychologists inspired by her work, her leadership, her integrity, and her humanity. There was no one like her and her legacy will endure for a long time. To honor her dedication to promoting multiculturalism in our field, the Bouvé College of Health Sciences at Northeastern University has established the Ena Vazquez-Nuttall Award to students for multicultural efforts. In lieu of flowers a donation could be sent to the Bouvé College of Health Sciences c/o Northeastern University, 360 Huntington Ave. Boston, MA 02115, directed to the award in Dr. Ena Vazquez-Nuttall's name.

### **Acknowledgement**

Heartfelt thanks to Dr. Tom Fagan for his guidance in preparing this obituary.

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## Dr. Vasquez-Nuttall's Memorial Speech

By Kim Nuttall

(The following address was given by Dr. Vasquez-Nuttall's daughter at her memorial service)

Hija. Hija means "daughter" in Spanish. Hija (and Hijo) is a word that my mother used a lot when greeting students, combined with a warm hug and a question about how that student was doing lately or about a recent project. And Hija was how she thought of her students. She did a lot, my mother, a lot of great research, a lot of collaboration, and a lot of bringing the right people to the table to forward the field of psychology. In the past few months since her death, many people have come to me to say that they had no idea that she was that accomplished, and of course I'm proud of her. But what mattered most to her were the lives of her students, their careers, their future, and the good work that they carry forward. She would remember a student from 20 years before and help to introduce him or her to a current student because she remembered that they both had a similar interest.

The kind words that I have heard from her students have helped me move forward now, because I know that her passion for psychology, for changing the world for the better, for bringing up the disadvantaged, lives on in the work that they will do and the students that they will teach. I can look out today and see the variety in the faces I see before me, Black, White, Asian, Hispanic, and non-American, and I know that this is the result of her life and her work. She just wanted to be able to do the work that she could do, regardless that she was a Puerto Rican woman whose first language was not English. She lived in a time where at one of her first professional meetings a stranger turned to her, the newly minted Ph.D., and ordered his coffee with sugar. She died at a time when we have an African American president and a female Secretary of State and I think she was proud of the small part that she had played in moving us as a culture forward.

For those here today who knew her, I ask you to keep her passion for teaching and setting the example burning bright in your hearts. For those who were lucky enough to be her students, I ask you to pay it forward and take the younger generation under your wing and help them to make the incredible change that you see in potential. If you did not know her well, I ask you to think of her as a warm woman who wanted nothing more than to be a great teacher, a great collaborator and a great friend. My mother is now with her best collaborator and I'm sure that somewhere my mom and dad are designing research projects and writing papers together.

But today I also need to speak from my heart about the way that she died and about a coming crisis in our field of psychology. She would never have wanted people to know that she was infirm, which is why many of you may not have known how ill she was before she died. But this silence, this stigma, is not helping anyone. I need to use that experience as a lesson and like her, try to make a better world for us. My mother had Alzheimer's disease. In the coming years, we will have a huge increase in AD as the baby boomers age. Currently 5.4 million people are living with Alzheimer's, and there are 15 million people giving care to loved ones with this disease. As a caregiver myself, I know how stressful, exhausting, and difficult watching this decline can be. I urge each of you, psychologists, nurses and other health professionals to learn about this disease, learn about the symptoms both of AD and of caregiver stress. I ask you to start research projects and studies to identify better ways for us to cope with both the treatment of people with AD and the support and relief services that their caregivers will need.

We will be inundated with it shortly. The risk of developing AD doubles every five years over the age of 65 and at 85 there is a 50% chance that one could develop this disease. Currently we have 40.5 million people in the US over the age of 65. I'm not great with math, but I think that we're going to be seeing a lot more of this issue and we should get in front of it now.

And most of all, I urge you all to watch your loved ones, because while we cannot cure Alzheimers yet, there are things that you can do to help someone cope with it and live their lives out in dignity and comfort. My family was lucky that we had a lot of support and found excellent facilities to give my mother the level of dignity and care that she deserved. She wanted for nothing and she even thought that she "went to work" every day long past retirement. She fought this disease with the same passion and determination that she brought to ever other area of her life. But sadly, in the end she did not know me to call me Hija. I ask you to remember her that way, as the strong fighter that she was, and help her win her battle, and ours, against Alzheimer's'. Thank you.

## A Tribute to Ena

(Continued from p. 15)

### THE END OF AN ERA

Dr. Anastasia Psalti

These past 7 months have been very difficult for me, losing my father at the beginning of last summer and watching my country, Greece, falling apart under the pressure of a tremendous debt. In my native language we have a saying: "There must always be a third bad thing coming" or something like that. This third bad thing came to me yesterday when I was informed of Dr. Ena Vazquez-Nuttall's passing last October.

Ena was a mentor, a mother-figure, a role model for me. I will never forget the first time we met. It was in late September of 1989 when I knocked at her office door at the (then) Boston-Bouve College of Human Development Professions at Northeastern University in Boston. I had arrived from Greece a few days earlier and I was still dazed and confused trying to find my way around campus. I opened the door and introduced myself to her in a very soft voice. Ena stood up, stormed toward me with open arms and yelled in her distinct accent: "Anastasia, heavens! We've been waiting for you!" Having been raised in a culture in which University Professors are very distant and must be treated like they are deities or something like that, Ena's reaction in an odd way added to the "culture shock" I was already experiencing. It was then when I "fell in love" with her, the way a child loves his/her mother.

Ena never deviated from this first impression that very first day of our long road together. Ena had always been there for me since then. She taught me almost everything that I know about School Psychology (I still use her assessment sheets in my classes). She inspired me to develop an interest in cultural diversity, an interest that has been with me since then, a constant and gentle reminder of her influence. She nurtured me when I felt alone, rejected, falsely accused as a student, in need of a job and in need of guidance. Ena supported me when I was feeling insecure and incompetent. She introduced me to many wonderful people who touched my life in so many ways.

The last time I saw Ena was at the International School Psychology Association in Athens, Greece in 2005. I was excited to see her there because she was now a guest in my country and I finally had the chance to give her something back. She still managed to give me more. She praised me on my presentations which she attended with great dedication and I could see that she was proud of me and of what I had become. The last day of her visit we had a long walk and a cold frappe (iced coffee greek style) at Syntagma Square. This is the image of Ena that I wish to hold in my memory; a wise, sweet Ena so full of life.

I'm going to miss her greatly! This is the end of an era for me. Due to all these losses, I feel like I was forced to grow up. Growing up means moving forward, though. Ena was a great driving force. Farewell, my Ena. I will always love you!

Anastasia Psalti, PhD  
Associate Professor of Psychology  
Department of Early Childhood Care & Education  
Alexander TEI of Thessaloniki, Greece  
February 11, 2012

### PERSONAL REFLECTIONS ON A REMARKABLE PIONERA

Dr. Patricia Arredondo

I first met Ena in the mid-1980s in Boston. We had just established a Massachusetts chapter of NHPA and Ena was a presenter at the conference. From the beginning, she opened her heart and brilliance to all of us. I was so pleased to meet a Latina psychologist from whom I could learn and who was so easy to be around. Our paths would continue to cross for the next 20 years.

In 2004, we held the first NLPA conference in Phoenix. It seemed only fitting to recognize Ena for her extensive contributions to school psychology but more in particular to her advocacy for culture-fair assessments with children who spoke English as a second language.

Ena was always generous with her time and resources. She was never too busy to stop and share her knowledge about a clinical issue or her recommendations about how to promote cultural competence in psychology. Many of you may know that Ena was one of the co-authors of the 1982 article on cross cultural competencies, prepared by Division 17.

One of my fondest memories was the trip Ena and I made to Guatemala to teach in the counseling program at Universidad del Valle. In addition to being in the classroom, we took a few side trips to the beautiful countryside of Guatemala. On the road into Lake Atitlan, we encountered a road mishap. Because of heavy rains, big boulders had rolled down and blocked the road. There was no way to drive in per usual. What to do? Ena, Maria del Pilar and I jumped into a tiny motorized cab, squeezed in like the proverbial sardines, and trusted the young driver to get us to the town. Although Ena was a little nervous about the adventure, she was gung-ho about playing tourist and we were not to be deterred.

I will miss Ena. When you read the story that follows about her life, I know you will realize how many pathways she chartered. Ena never bragged about her accomplishments. Like many Latinas, she was a noble doer and a mentor. Fortunately, we are all beneficiaries of her legacy.



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 NEURO NLPA Neuropsychology  
 BIL Bilingual Issues in Latino/a Mental Health

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## Recent Publications by NLPA Members

The recent publications of NLPA members are listed in this section as a service to the membership, and with the intent of facilitating the exchange of new information among Latina/o psychologists. All citations are provided directly by the authors. It is *El Boletín's* policy to include in this section all submissions by members that (1) have been published since the last issue of *El Boletín*, and; (2) Can be best described as books, full chapters in edited books, or articles in peer-reviewed publications.

### Peer-Reviewed Articles

- Carter, R.T., Mazzula, S. L., Victoria, R., Vazquez, R., Hall, S., et al. (2011). Initial development of the Race-Based Traumatic Stress Symptom Scale: Assessing the emotional impact of racism. *Psychological Trauma: Theory, Research, Practice, and Policy*. doi 10.1037/a0025911
- Chavez, N.Y., Torres, H.L., & Adames, H.Y. (2011). Barriers to mental health utilization among Latinos: A contextual model and recommendations. *Journal of Counseling in Illinois, 1(2)*, 49-58.
- Gaztambide, D.J. (2012). Addressing cultural impasses with rupture resolution strategies: A proposal and recommendations. *Professional Psychology: Research & Practice, 43(3)*, 183-189.
- Ozer, E. J., Flores, E., Tschann, J. M., Pasch, L. A. (2011). Parenting style, depressive symptoms, and substance use in Mexican-American adolescents. *Youth and Society*, published online September 2, 2011.
- Torres, L., Driscoll, M., & Voell, M. (2012). Discrimination, acculturation, acculturative stress, and Latino psychological distress: A moderated-mediational model. *Cultural Diversity and Ethnic Minority Psychology, 18*, 17-25.

### Chapters

- Adames, H.Y. & Fuentes, M.A. (2011). Having a voice and being heard: Exploring the impact of multiple social identities on the self. In M. Pope, J. Pangelinan, & A. Coker (Eds.), *Experiential activities for teaching multicultural competency in counseling*. Alexandria, VA: American Counseling Association Press.
- Fuentes, M.A. & Adames, H.Y. (2011). The social cultural profile. In M. Pope, J. Pangelinan, & A. Coker (Eds.), *Experiential activities for teaching multicultural competency in counseling*. Alexandria, VA: American Counseling Association Press.

### Books

- Buki, L.P. & Piedra, L.M. (Eds.) (2011). *Creating infrastructures for Latino mental health*. New York: Springer.
- Slive, A. B., & Bobele, M. (Eds.). (2011). *When one hour is all you have: Effective therapy with walk-in clients*. Phoenix: Zeig, Tucker & Theisen.

\* There are a number of case examples of this work with Latino clients.

## The Role of Social Justice in Latina/o Psychology

From the Editor—Manuel X. Zamarripa

The choice of social justice as the topic for my second issue as editor of *El Boletín* is timely as the field of Latina/o Psychology continues to evolve and as NLPA also begins to mature as an organization. Latina/o Psychology was born out of the social justice movements of the 1960's and 1970's and even Dr. George I. Sanchez who many consider the father of Chicana/o Psychology did his most noted work addressing issues of social injustice with Mexican American children in New Mexico in the 1930's. Currently, in the fields of psychology and counseling, social justice has emerged again as a prominent issue.

This issue addresses the current role of social justice in Latina/o Psychology through the various articles and contributions from NLPA members. I am honored to include the voices of our professionals and students who have and are making significant contributions to the field. In particular, I am very happy and extremely proud to include a tribute to one of the most noted Latina psychologist pioneers and social justice advocate...Dra. Ena Vasquez-Nuttall (1937-2011). I hope that the contributions included in this tribute gives the readers a glimpse of the many lives Dr. Vasquez-Nuttall touched and the many ways she helped advance our cause in psychology. I am grateful to those who contributed to this tribute.

It is my hope that the readers will have a sense of the various ways in which social justice issues are addressed in Latina/o Psychology. From the reflections of a self-described veterano of the Chicana/o Psychology movement (Díaz-Lefebvre) to current community-based participatory research (Acevedo-Polakovich, et al.), the thread of our social justice roots seems evident and alive our professional comunidad. I would also like to especially thank our invited contributors who exemplify the example of living and working from a social justice framework. My sincere gratitude goes to Dr. Edil Torres-Rivera, Dra. Ivelisse Torres Fernandez, and Daniel Jose Gaztambide for sharing their thoughts and experiences regarding the role of social justice in Latina/o Psychology.

Finally, the role of our SIGs can only strengthen and facilitate the growth of NLPA and Latina/o Psychology. Readers who are interested in any of our SIGs, please contact those leaders and find out in what way you may be able to contribute. As noted by Dr. Torres-Rivera, we are all healers. Let us remember this as we continue to keep the fire and soul of Latina/o Psychology, social justice, at the heart of all we do.

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Editor

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