Hola HNS colegas,

I am excited to be writing this as the new President of HNS and I look forward to serving in this role for the next 2 years. As a postdoctoral fellow, I was part of a small group of people who conceptualized and organized the “Houston to Austin” conference in 2015 and, boy, did that conference pay dividends (my first presentation on the Socially Responsible Neuropsychology model). I say this because I recently heard a talk about the Minnesota Conference and they credited HNS with some of the changes coming to the field. Go HNS! Soon after that conference, life got busy with wrapping up postdoc and navigating the challenges and joys of being an early career neuropsychologist as a woman of color in academia. With so much on my plate, I was not able to be involved with HNS as much as I wanted to. I bring this up because I got involved with the board only 16 months ago when I became President-elect. It boggles my mind to see how much has been accomplished by those who have served in different leadership roles at the organization in the years past. Most immediately, I want thank the outgoing board because I know firsthand the countless volunteer hours you have donated to this organization to ensure that educational programming went out, our finances were streamlined, our IT kept up with the times, had a mentorship program that students benefited from, and most importantly, we stayed socially connected. Special thanks are in order to Drs. Veronica Bordes-Edgar and Angela Canas for working so very hard and being the keepers of the organizational memory that ensures we do things in a sustainable manner. Gracias Dave también!

It was so re-energizing to see everyone at INS and at another successful HNS Social thanks to Drs. Quiroz and Lafosse. We will carry that momentum with the new board and look forward to seeing you all at different activities like the Connection Lounge and the much-needed “hands-on” workshop-style conference we are putting together for this year’s NAN meeting. More to come on this from Drs. Franchesca Arias and Zara Melikyan. Importantly, as part of HNS’s commitment to students, we are in the midst of getting their input to continue to tailor the mentorship committee to reflect their needs.

HNS has played a big role in my own professional life in that it was through the HNS listserv, as a student, that I started grappling with the complexities and challenges that bilingual clinicians face when serving Spanish-speaking and bilingual patients. I understood that doing neuropsychology with this population is more than translating and I look forward to broadening the network of neuropsychologists who can provide competent care to Spanish-speaking and bilingual patients. ¡Saludos enormes!

Paola Suarez, PhD
President, Hispanic Neuropsychological Society
Save the Dates for HNS at NAN 2023

26 OCT

**Poster Session**
Co-hosted by HNS and NAN
Topic: Intersectionality and Diverse Populations
Location: Philadelphia Marriott Downtown

27 OCT

**HNS Social**
Hosted by HNS
Expect: Dinner & dancing
Location: Tierra Colombiana
(www.tierracolombianarestaurant.com/)

28 OCT

**HNS Conference**
Hosted by HNS
Expect: Applied didactic experience & panel discussion, both CE-eligible
Location: Philadelphia Marriott Downtown

VISIT HNPS.ORG FOR MORE INFORMATION
HNS SOCIAL & NETWORKING EVENT

muchas gracias
Demy Alfonso, MA., MHS.
Title: The Effect of Adverse Childhood Experiences on Minnesota Multiphasic Personality Inventory-2-Restructured Form Symptom Reporting Among Adult Neuropsychological Referrals

Miguel Arce Rentería, PhD
Title: Harmonized Memory and Language Function in the Harmonized Cognitive Assessment Protocol (HCAP) Across the United States and Mexico

Lyda Arevalo Gonzalez
Title: The MAPP Room Memory Task: Examining Contextual Memory Using a Novel Computerized Task in Individuals with Autosomal Dominant Alzheimer’s Disease

Mirella Díaz-Santos, PhD
Title: Increasing Representation of Hispanic-Latinx Healthy Adults in the Lifespan Human Connectome Project in Aging

Alice Gavarrete Olvera, MA
Title: Code-switching, Language Attitudes, and Executive Function in Latinx Bilinguals

Tedd Judd, PhD
Title: Second-Language Neuropsychology: A Pragmatic Strategy for Reaching the Next Billion People

Jairo E. Martinez, MA
Title: Religious Stress Coping, Memory, and Markers of Brain Pathology in Individuals with Autosomal Dominant Alzheimer’s Disease from the Colombia-Boston Biomarker Study

Daisy T Noriega, B.A.
Title: Associations Between Long-Term Forgetting and Slow Wave Activity in Autosomal-Dominant Alzheimer’s Disease: Findings from the Colombia-Boston (COLBOS) Biomarker Study

Denise S. Oleas, MA
Title: Do the Cognitive Effects of the Immigrant Health Paradox Vary Across the Lifespan?
Jessica Orobio, BS
Title: Are these familiar words? Analyzing the utility of a new Spanish verbal memory test for children in North Texas

Perla K. Ortiz-Acosta, B.A.
Title: Physical activity, mental health, and cognitive concerns during the COVID-19 pandemic among older adults in the United States

Yakeel T. Quiroz, PhD
Title: Taking it to the extreme: The search for determinants of cognitive vulnerability and resilience in children with autosomal dominant Alzheimer’s disease

Ambar Perez-Lao, MS
Title: Adherence to Behavioral Interventions is Associated with a Change in Participant Adjustment in a Sample of aMCI Patients

Tyler Ramsey, BS
Title: Preliminary International Clinical Neuropsychology Competency Guidelines

Gladiliz Rivera-Delpin, BA
Title: Semantic Processing and its Relation to Brain Pathology in Individuals with Autosomal Dominant Alzheimer’s Disease: Preliminary Findings from the Colombia-Boston Biomarker Study

Estefany Saez-Clarke, PhD
Title: Self-Reported versus Performance-Based Cancer-Related Cognitive Impairment in Older Women with Nonmetastatic Breast Cancer

Daniel Saldana, PhD
Title: The Effects of Mobile Based Resonant Frequency Breathing on Cognitive Performance in Healthy Young Adults with Elevated Stress

Title: Norm Selection and Application in Socially Responsible Neuropsychological Practice

Title: Test-retest Reliability of the Oral Trail Making Test Administered on the Telephone

Janet J. Yanez, PhD
Title: Socially Responsible Neuropsychology (SRN) in Action: The Role of Neuropsychology in Migraine Care Among Bilingual Latina/o Patients
DID YOU KNOW?
1 in 60 people in the U.S. have a permanent disability related to brain injury

More than 5.3 million individuals in the United States live with a permanent brain injury-related disability

At least 2.8 million Americans sustain TBIs in the U.S. every year

ACQUIRED BRAIN INJURY (ABI): injury to the brain that is not hereditary, congenital, degenerative, or induced by birth trauma. Two types of brain injuries: traumatic and non-traumatic.

TRAUMATIC BRAIN INJURY (TBI): alteration in brain function or pathology caused by an external force or trauma. Can be either closed (non-penetrating) or open (penetrating)
In 2021, the Autism Society announced a shift in terminology from Autism Awareness to Autism Acceptance.

Acceptance means recognizing:

Most autistic persons prefer identity-first language.

The autistic community has shifted away from the puzzle piece, originally created because autism was considered "puzzling".

The autistic community has shifted away from the color blue, originally chosen because it was thought to be exclusively in boys.

Every autistic person is different - with various difficulties, strengths, needs, and interests. What works for one autistic person may not work for another. ASK, DON'T ASSUME.
Every 6 minutes, someone will be diagnosed with Parkinson's disease in the United States

Main motor symptoms include:
- Tremor, mainly at rest and rolling tremor in hands
- Slowness and paucity of movement
- Limb stiffness/rigidity
- Gait and balance problems

Main non-motor symptoms include:
- Depression, anxiety, apathy, hallucinations
- Constipation, sleep disorders, loss of smell
- Orthostatic hypotension, constipation
- Cognitive impairments (dementia, attention, speed)

Risk factors for Parkinson's:
- Age (especially 65+)
- Sex (incidence higher in men)
- The "Rust Belt" (parts of the northwest and midwest US previously regulated by industrial manufacturing)

Resources:

Parkinson's Foundation Helpline:
www.parkinson.org
1-800-4PD-INFO (473-4636)

American Parkinson Disease Association:
www.apdaparkinson.org
1-800-223-2732
1 in 5 people experience mental illness - less than half of that receive treatment

Latinx/Latiné/Hispanic populations experience many barriers to mental health treatment - 35.1% with mental illness receive treatment, compared to the U.S. average of 46.2%

Barriers include:
Language barriers, poverty, access to health care and/or insurance, professionals' lack of cultural competence, legal Status, acculturation, stigma

Resources:
NAMI Compartiendo Esperanza (www.nami.org)
www.americansocietyhispanicpsychiatry.com
www.therapyforlatinx.com
www.latinxtherapy.com
CONGRATULATIONS

- **Post-Doctorate Match**
  - Jéssica Orobio - Boston Children's Hospital - Affiliate to Harvard Medical School
  - Karen Dorsman - Children's Medical Center Dallas
  - Rita M. Rivera - Yale University
  - Andrea Mejia Kurasz - Tampa VA Neuropsychology
  - Joshua Fox-Fuller - University of Michigan and VA Ann Arbor Consortium

- **Pre-Doctoral Internship Match**
  - Priscilla Amofa-Ho - Tampa VA Neuropsychology Internship
  - Nicole Evangelista - VA Palo Alto Veteran's Health
  - Demy Alfonso - Emory School of Medicine
  - Paola Velázquez-Kennedy Krieger Institute/Johns Hopkins

- **Externship Placements**
  - Christopher González - Rush Medical Center - Movement and Disorders Clinic
  - Denise Oleas - Columbia University Irving Medical Center, Neuropsychology Services for Aging Population
  - Jairo Martinez - Jamaica Plain VA Medical Center
Member Spotlight

Veronica Bordes Edgar, PhD ABPP

Veronica Bordes Edgar, PhD, ABPP is a board-certified neuropsychologist and Associate Professor with joint faculty appointments in Psychiatry and Pediatrics at the University of Texas (UT) Southwestern Medical Center. She serves as a bilingual Pediatric Neuropsychologist at Children’s Health and is Co-Director for the Division of Developmental-Behavioral Pediatrics at UT Southwestern Medical Center. She earned her PhD from Arizona State University after completing her internship at Boston Children's Hospital/Harvard Medical School. She completed postdoctoral training in neuropsychology at The University of Minnesota Medical School. She is Board certified through the American Board of Professional Psychology (ABPP) in Clinical Neuropsychology and Pediatric Neuropsychology. Her areas of expertise include cultural and bilingual issues in assessment, genetic and neurodevelopmental disorders, and interdisciplinary teaching of medical and psychology trainees.

Dr. Bordes Edgar is Immediate Past-President of the Hispanic Neuropsychological Society (HNS), is President-Elect the American Board of Clinical Neuropsychology (ABCN), and is an American Psychological Association Council Representative for the Society for Clinical Neuropsychology. She is Associate Editor of Archives of Clinical Neuropsychology and on the Editorial Board for Child Neuropsychology. Dr. Bordes Edgar is a Fellow of the National Academy of Neuropsychology (NAN) and HNS. Dr. Bordes Edgar received the 2021 Tony Wong Diversity Award for Outstanding Work Related to Diversity as a Mentor from the NAN and most recently was awarded the 2023 Jerry Sweet Leadership Award from the American Academy of Clinical Neuropsychology. She also accepted the 2023 Hispanic Health Leadership Award from the National Hispanic Medical Association for the work done by HNS.
Congratulations!

On winning the 2023 Hispanic Health Leadership Award

Three Time Winner
2019, 2020, and 2023!
CONGRATULATIONS!

INTERNSHIP SCHOLARSHIP Awardees

The HNS Awards Committee in collaboration with the HNS Student Association proudly announce the recipients of this $600 award to subsidize internship applications costs. Felicidades Ruby and Sarah!

Ruby Cuellar  Sarah Prieto

HNS
Hispanic Neuropsychological Society
RECOGNITIONS

CONGRATULATIONS to the following HNS members on their wonderful accomplishments!

Yakeel T. Quiroz, PhD
2023 INS Early Career Award

Celina Pluim McDowell, MA
Predoctoral National Research Service Award (NRSA): Examining sleep, circadian rhythms and cognitive functioning in older adults at risk of dementia
Why is this dissertation important for Hispanic neuropsychologists and trainees?

The need for Spanish-speaking neuropsychologists in the U.S. is well documented as they serve the growing population of Spanish-speaking and bilingual individuals. The field of neuropsychology is making good efforts to recruit more bilingual neuropsychologists, such as through the AACN 2050 Relevance Initiative. However, little is known about the experiences and needs of this group of providers. Research is needed to document what specialized training bilingual neuropsychologists receive for conducting assessments with linguistically diverse populations, as well as how prepared they feel to provide these services. The existing literature suggests that bilingual psychologists in the U.S. are dissatisfied with their training (Castaño et al., 2007; Verdinelli & Biever, 2009a) and that they do not feel as confident providing services in other languages as they do in English (Estrada et al., 2018; Verdinelli & Biever, 2009b). Additionally, given the sociocultural context and the factors associated with bilingualism in the U.S. (such as immigrant or racial/ethnic minority status), it is important to examine the burnout experienced by this group. High rates of work-related stress and workplace challenges have been documented among bilingual and Hispanic therapists in the U.S. (Engstrom & Min, 2009; Verdinelli & Biever, 2013) and it is likely that Hispanic neuropsychologists face many of the systemic barriers that impact these experiences. This study examined the types of training that bilingual psychology trainees are receiving for providing bilingual or non-English clinical services, including bilingual neuropsychological assessments, and how prepared they feel to deliver these services. The study also examined the burnout experienced by bilingual psychology trainees, and whether receiving more specialized bilingual training was associated with lower burnout.

What were the motivations for this work?

My motivation for this work came from my personal experiences and those of my colleagues. Being a native Spanish speaker who was born and raised in Guatemala, I expected that conducting clinical work in Spanish would be easy. However, I quickly realized that there were many nuances, concepts, and skills that did not directly translate from my clinical training in English to my clinical work in Spanish. This experience was shared by many of my graduate school peers who provided services in non-English languages. Additionally, I spent several years conducting neurodevelopmental assessments with Hispanic children in the U.S. and I had the luck and privilege of being trained by a Spanish-speaking psychologist. I learned how rare this experience was, and how significant the barriers to accessing bilingual evaluations are for linguistic minority families in the U.S. Therefore, I was interested in learning more about the training experiences of other bilingual psychology trainees in an effort to better equip them to serve linguistic minority individuals.

How do your findings impact the future of training for aspiring Hispanic neuropsychologists?

The findings of this study show that among 65 bilingual doctoral psychology trainees (including graduate students, interns, and post-doctoral fellows), only 60% had ever received supervision in the non-English language, 18% had received didactics on the delivery of bilingual or non-English clinical services, and 7% had received courses in bilingual assessment. Further, bilingual trainees reported that they felt significantly less prepared to conduct bilingual assessments compared to English-only assessments.
Based on your conclusions, what changes should the neuropsychology community adhere to?

Based on the findings of this study and the existing body of research, it appears that more specialized bilingual training is needed in order to help bilingual trainees feel prepared as they step into their professional roles. Given that trainees may feel less prepared for conducting bilingual/ non-English neuropsychological assessments, supervisors should always assess the preparedness and comfort level of bilingual trainees before assigning these cases. Previous studies (Castaño et al., 2007; Verdinelli & Biever, 2009a) highlight the importance of having a clinical supervisor who speaks the language that services are being provided in. This is especially relevant in the context of bilingual neuropsychological assessment, where linguistic skills in the other (non-English) language will impact the entire assessment process including the intake interview, measure selection, test administration, interpretation of findings, and provision of appropriate recommendations. Therefore, clinical neuropsychology training sites that serve linguistic minority populations should aim to recruit bilingual supervisors. When training sites are unable to recruit bilingual supervisors, they should aim to establish consultation with a bilingual provider in order to support their bilingual trainees. Finally, training sites that serve linguistic minority populations should aim to provide didactic training on bilingual neuropsychological assessment. Establishing collaborative relationships with providers from other institutions, including international institutions, can provide increased opportunities for specialized training through means like virtual guest lectures or virtual didactic series.

References


Recent Publications


1. Difficulties in learning math, reading or writing.

2. Only for individuals under 5 years who did not meet developmental milestones.

3. Communication, social interactions and behavior are different from neurotypical children. They just drifted from the puzzle symbol.

Across

3. Inattention and/or hyperactivity-impulsivity.

4. Involuntary motor and vocal tics

5. Often this disorder is mistaken as clumsiness or children who struggle to catch objects and using scissors.

6. Repetitive, driven and apparently purposeless motor behavior.

7. Difficulties in the acquisition and use of expressive and receptive language.

CLUE
The HNS mission is to promote the competent practice of neuropsychology with Spanish-speaking populations. HNS seeks working relationships with existing organizations in order to promote training and research, which will yield high standards in neuropsychological practice with the ethnically diverse Hispanic population.

For feedback or submissions, please email communications@hnps.org

Please visit https://hnps.org for more information

HNS Newsletter Credits

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