Language brokers: the relationship of acculturation, shame, hope, and resilience in Latinos of Mexican descent

Lilia E. U. Luna
George Fox University

This research is a product of the Doctor of Psychology (PsyD) program at George Fox University. Find out more about the program.

Recommended Citation
http://digitalcommons.georgefox.edu/psyd/116

This Dissertation is brought to you for free and open access by the Psychology at Digital Commons @ George Fox University. It has been accepted for inclusion in Doctor of Psychology (PsyD) by an authorized administrator of Digital Commons @ George Fox University.
Language Brokers: The Relationship of Acculturation, Shame, Hope, and Resilience in Latinos of Mexican Descent

by

Lilia E. U. Luna

Presented to the Faculty of the
Graduate Department of Clinical Psychology
George Fox University
in partial fulfillment
of the requirements for the degree of
Doctor of Psychology
in Clinical Psychology

Newberg, Oregon
May 2013
Language Brokers: The Relationship of Acculturation, Shame, Hope, and Resilience in Latinos of Mexican Descent

Lilia E.U. Luna

has been approved

at the

Graduate School of Clinical Psychology

George Fox University

As a Dissertation for the Psy.D. degree

Approval

Signatures:

Winston Seegobin, PsyD, Chair

Rodger K. Bufford, PhD, Committee Member

Kathleen Gathercoal, PhD, Committee Member

Date: 5/22/12
Impact of Language Brokering  

Language Brokers: The Relationship of Acculturation, Shame, Hope, and Resilience in Latinos of Mexican Descent 

Lilia E. U. Luna 
Graduate Department of Clinical Psychology at 
George Fox University 
Newberg, Oregon 

Abstract 

Children of immigrant families often become immersed in a process called language brokering (brokered) in which they interpret and translate between different linguistic and cultural parties for their families. Other studies have examined the mental and behavioral health correlates of being a language broker (LB). The current study expanded the field of study by examining the relationship of language brokering with acculturation roles, shame, hope, and resilience. The study consisted of 63 Latinos of Mexican descent who self-identified as LBs. Participants completed a group-administered survey using measures of acculturation, shame, hope, and resilience. Results indicated that LBs who broker more frequently across a multitude of contexts exhibited higher Mexican Orientation, suggesting that LB roles and responsibilities act to fortify LB’s orientation toward their Mexican roots. Furthermore, as LBs broker more frequently, levels of internalized shame decreased, and levels of hope, agency, and resilience increased. These
results suggest that as LBs navigate within and between distinctive environments, they develop protective characteristics that may promote emotional health and may serve as a protective factor against aversive psychosocial stressors such as the elevated high school drop out of Latino populations. In addition to supporting LB’s emotional wellbeing, it appears that LB responsibilities may enhance LB’s status and access to opportunities for success.
Acknowledgements

This dissertation could not have been completed without the support and guidance of my dissertation chair, Dr. Winston Seegobin, and committee members Dr. Roger Bufford and Dr. Kathleen Gathercoal. I thank you for mentoring me in this process and scaffolding my understanding of research design, statistical analysis, and application of research within a multiculturally sensitive lens. I am grateful for your time, patience, and dedication to my professional development. Most importantly, I thank you for instilling within me a passion for research that will continue to inform and strengthen my clinical practice for years to come.
I would also like to thank each participant of this study. Your openness and willingness to spread awareness regarding your experience as language brokers is admirable; thank you. To Geri Federico and Casey Wooley, principals of Woodburn Academy of Art, Science, and Technology and Woodburn Wellness, Business, and Sports School, thank you for making this population accessible in a way that promoted safety and multicultural sensitivity for all participants and their families.

To my parents, who were born in countries around the globe, I thank you for teaching me the value of diversity and the power of higher education. Your love, selflessness, and sheer determination have proven a steadfast model for me to follow. To my husband Carlos, your patience, kindness, and love fuel me in all that I do. Lastly, I thank God for His presence and everlasting guidance in this and all other processes of my life. With all of my heart, I thank each of you!
# Table of Contents

Approval Page ................................................................................................................................. ii

Abstract .......................................................................................................................................... iii

List of Tables .................................................................................................................................. ix

Chapter 1: Introduction .................................................................................................................. 1

- Mental Health Correlates of Being an Adolescent Latino Language Broker ......................... 2
- Importance of Continued Research ............................................................................................ 4
- The Present Study ......................................................................................................................... 4
- Acculturation ................................................................................................................................. 5
- Shame .......................................................................................................................................... 5
- Resilience ...................................................................................................................................... 6
- Hope ........................................................................................................................................... 7
- Hypotheses ................................................................................................................................. 8
  - Hypothesis 1 ............................................................................................................................... 8
  - Hypothesis 2 ............................................................................................................................... 8
  - Hypothesis 3 ............................................................................................................................... 9
  - Hypothesis 4 ............................................................................................................................... 9

Chapter 2: Methods ......................................................................................................................... 10

- Participants ................................................................................................................................. 10
- Instruments ................................................................................................................................. 10
  - Language brokering ................................................................................................................. 10
  - Acculturation ............................................................................................................................ 11
Impact of Language Brokering

List of Tables

Table 1: Means and standard deviations (SD) for the subscales ......................................................16

Table 2: Correlations Between Measures..................................................................................................17
Chapter 1

Introduction

When immigrants first arrive in the United States, they are faced with the challenge of adapting to a new culture, environment, and language. As children and adolescents of immigrant families are often able to integrate into the host nation at a quicker rate than their parents (Acoach & Webb, 2004; Suarez-Orozco & Suarez-Orozco, 2001), they commonly take on the responsibility of helping family members and others to function in the host nation (Morales & Hanson, 2005; Orellana, Dorner, & Pulido, 2003). These immigrant children and adolescents are often referred to as language brokers (LBs) as they take on the role of interpreter and translator between family members and members of the host country (Acoach & Webb, 2004; Katz, 2007; Tse, 1995a). In doing so, LBs facilitate the oral and written communication of family members, thus aiding them to become connected to the host community and economic resources (Katz, 2007; Weisskirch et al., 2011).

LBs are expected to translate and interpret between their primary language and the host language in multifaceted settings and between various individuals of varying status and authority (Morales & Hanson, 2005). Accordingly, LBs are put in “adult-like” positions that often are not developmentally appropriate (Morales & Hanson, 2005; Weisskirch, 2007). For instance, LBs may be required to translate and interpret complex immigration
and naturalization, job application, and health insurance documents or they may need to carry out formal and informal conversations on behalf of their parents or other family members (Katz, 2007; Morales & Hanson, 2005).

**Mental Health Correlates of Being an Adolescent Latino Language Broker**

A review of the literature reveals several characteristics of LBs that will be briefly introduced here. After entering a host country such as the United States, children of immigrant families will likely start language brokering (brokering) within 1 to 5 years and may take on this responsibility as young as eight-years-old (McQuillan & Tse, 1995; Morales & Hanson, 2005; Tse, 1995a; Tse, 1996). The majority of LBs are the eldest child in the family (Chao, 2002; Morales & Hanson, 2005; Valdes, Chavez, & Angelelli, 2003) and are usually female (Morales & Hanson, 2005; Weisskirch, 2005). Furthermore, although all children of immigrant parents may act as LBs in some capacity, the literature shows that immigrant parents often select one of their children to be the primary LB and rely on that child most heavily (Morales & Hanson, 2005). Parents usually select a LB based on personal characteristics of the child such as fluency in host and original languages, confidence, sociable nature, and ability to express thoughts and emotions (Chao, 2002; DeMent & Buriel, 1999; Morales & Hanson, 2005; Valdes et al., 2003; Valenzuela, 1999).

The literature yields mixed and often conflicting results in regard to the effects of brokering. Language brokering has been associated with many positive factors. Morales and Hanson (2005) stated LBs “possess qualities that allow them to interact in a variety of settings with different types of people” (p. 491). Some studies have shown language brokering to be a source of pride (Orellana et al., 2003; Tse, 1995a; Weisskirch, 2005),
independence, and maturity (Love & Buriel, 2007). Other studies suggest that LBs may have more advanced cognitive, linguistic, and communication ability as a result of their brokering experiences (Acoach & Webb, 2004; Morales & Hanson, 2005). Additional studies have evidenced brokering to be positively associated with self-efficacy, acculturation, biculturalism, self-efficacy in academics, and good academic performance (Acoach & Webb, 2004; Buriel, Perez, DeMent, Chavez & Moran, 1998; Orellana et al., 2003).

It has been proposed that language brokering also has harmful effects on the individuals who take on these roles. For instance, studies have shown that for some immigrants, brokering is associated with a higher tendency to internalize one’s emotions, thus becoming more susceptible to depression, anxiety, and other mental health concerns (Chao, 2006). Despite contrary findings, brokering has also been associated with increased acculturative stress (McQuillan & Tse, 1995; Weisskirch & Alva, 2002).

Other studies suggest that language brokering can be problematic to parent-child relationships, especially when LBs are put in unhealthy role reversals that cause parents to depend on their children (Umaña-Taylor, 2003). The literature indicates that unhealthy role reversals commonly occur in medical settings when children and adolescents are asked to take on an adult role and interpret developmentally inappropriate information (Morales, & Hanson, 2005). Cohen, Moran-Ellis, and Smaje (1999) noted that mental health practitioners reported being unsupportive of using LBs in medical contexts, as the sensitive information being interpreted seemed to have the capacity to undermine the parent-child relationship. For this and other reasons, the state of California introduced a bill to the state
legislature prohibiting LBs to act as such in medical, legal, and social service settings (Coleman, 2003).

**Importance of Continued Research**

Language brokering is no new phenomenon and has been prevalent among children of immigrants for centuries (Morales & Hanson, 2005). Studies show that the majority of child and adolescent immigrants become LBs for their parents and others (McQuillan & Tse, 1995; Orellana et al., 2003; Tse, 1995a; Tse, 1995b; Tse, 1996). As of January 1, 2010 it is estimated that 31,950,000 residents of the U.S. are immigrants (U.S. Department of Homeland Security, 2011); as the number of immigrants in the United States increases, so too does the prevalence of language brokering. A clearer understanding of the language broker experience must be attained in order to provide LB populations with services necessary to improve their wellbeing and functioning within the U.S. society.

Developing a clear understanding of the Latino LB experience seems especially important as Latinos are the largest and fastest growing ethnic minority group in the United States, comprising 15.8% of the population (U.S. Census, 2009). As the majority of immigrant children and adolescents become LBs (McQuillan & Tse, 1995; Orellana et al., 2003; Tse, 1995a; Tse, 1995b; Tse, 1996) it is assumed that a large number of Latino children and adolescent immigrants may benefit from further study of the LB experience.

**The Present Study**

The present study seeks to further investigate the experience of Latino LBs. Existing literature has focused principally on the experience of LBs (i.e., the typical characteristics and qualities), the cognitive development and academic implications of being a LB, and
how brokering effects the parent-child relationship. Such studies have produced conflicting findings, suggesting that further research must be done in order to develop a clearer picture of an LB’s experience. The present study aims to expand the field by providing a more detailed understanding of the cultural, emotional, and protective characteristics of adolescent LBs of Mexican descent. In order to do this, domains of acculturation, shame, hope, and resilience will be assessed.

**Acculturation**

Acculturation refers to cultural and psychological change that occurs as an individual settles into a different culture (Berry, 2003). Culture refers to shared understandings, meanings, and behaviors held by a group of people (Matsumoto & Juang, 2013). Thus, acculturation is the degree to which one orients themselves toward both the host and primary cultural contexts and practices. Some studies indicate that greater orientation toward the Anglo culture is associated with negative psychosocial outcomes such as behavioral problems and substance use (Gil, Wagner, & Vega, 2000), while others report positive outcomes such as academic success (Lopez, Ehly, & Garcia-Vazquez, 2002).

**Shame**

The affective experience of shame is defined as an emotion in which the self is the central focus of negative evaluation (Kim, Jorgenson, & Thiboudeau, 2011). Shame has been associated with negative self-esteem and a sense of inferiority (Tangney & Dearing, 2002). Those who endorse higher levels of shame tend to place more value on others’ evaluations of themselves and tend to be more self-critical (Kim et al., 2011). Research on shame has exposed two distinct elements of the shame experience (Smith, Webster,
Parrott, & Eyre, 2002): external and internal shame. External shame occurs when an individual believes others hold negative views about him or her, while internal shame occurs when a person holds negative views of him or herself. Although external and internal shame interrelate with each other and cause an individual to experience pain, it appears that external shame holds more weight and has been found to contribute to the experience of depression (Leary, 2004; Leary, 2007).

**Resilience**

According to Collins (2005), resilience is the "widespread human capacity to cope effectively, adapt, maintain equilibrium, and even thrive in times of crises" (p. 1). All individuals have some degree of resilience that may be strengthened through deliberate effort (Collins, 2005). Over the past 50 years, studies on resilience have become prominent (Prince-Embury & Courville, 2008), looking at and identifying characteristics of resilient individuals. Sense of mastery and sense of relatedness are two characteristics that support resilience. One’s sense of mastery represents how able an individual views him/herself. High levels of optimism, self-efficacy, and adaptability are found to have a positive influence on one’s sense of mastery (Collins, 2005; Prince-Embury & Courville, 2008), while an individual’s sense of relatedness is derived from feelings of trust, access to support, social comfort, and tolerance of differences (Prince-Embury & Courville, 2008). The literature also reveals risk factors that make an individual less likely to be resilient. For instance, emotional reactivity is negatively correlated with resilience and is related to behavioral difficulty and susceptibility to developing psychopathology (Prince-Embury & Courville, 2008).
At present, research on resilience in Latino populations is limited. However, a review of the literature indicates that ethnic minorities experience higher risk for psychosocial distress (i.e., acculturation stress and discrimination) and negative health outcomes (Gallo, Penedo, Espinosa de los Monteros, & Arguelles, 2009). Further studies show that Latinos are less likely to seek social support in times of stress for fear that it will negatively effect their social network (Kim, Sherman, Ko, & Taylor, 2006). Other data suggest that Latinos’ may report lower levels of sense of relatedness and may endorse fewer characteristics of resilience, which may help decrease the negative effects of challenges common to the experience of Latino adolescents (Umaña-Taylor, 2009).

**Hope**

Snyder (2002) offers the most widely recognized definition of hope. In his framework, hope is defined as a goal-directed determination formulated out of an individual’s historical context in which he or she has the desire and opportunity to accomplish an end goal. Individuals who have hope have a greater propensity to partake in constructive goal-seeking behaviors (Chang & Banks, 2007) and are more likely to be rational and adaptive problem solvers than are low-hope individuals (Chang, 1998). With little research to refer to, theorists speculated that for racial/ethnic minority groups, hope may function in the same way; these individuals may experience varying levels of hope due to adversity caused by linguistic and acculturation challenges (Biever et al., 2002; Cervantes, Padilla, & Salgado de Syder, 1991; Rogler, Cortes, & Malgady, 1991). However, a recent study conducted by Chang & Banks (2007) revealed that racial/ethnic minority individuals did not experience lower levels of hope than the majority group (European
In fact, it found that Latinos experienced greater amounts of hope (as defined by the individuals’ belief that they could accomplish a goal [agenic thinking] and ability to imagine effective ways to obtain their goals [pathways thinking]) than did European Americans (Chang & Banks, 2007).

The purpose of this study is to expand upon the existing literature by providing a more detailed understanding of the cultural, emotional, and protective characteristics of adolescent LBs of Mexican descent. After having investigated the literature on LBs as they relate to acculturation, shame, hope, and resilience, it is hypothesized that in the present study, brokering will be positively related to an Anglo orientation and negatively related to Mexican orientation, negatively related to internalized and externalized shame, and positively related to hope and resilience. The following specific hypotheses are proposed.

**Hypotheses**

**Hypothesis 1.** As the frequency of language brokering increases, the orientation toward the Anglo culture will increase. Conversely, as frequency of language brokering decreases, there will an increase in Mexican orientation. By virtue of their brokering responsibilities, LBs must interact between the host and primary cultures; thus, it is believed that higher frequency LBs will report higher orientation toward the Anglo culture.

**Hypothesis 2.** As frequency of language brokering increases, levels of internalized shame will decrease and levels of externalized shame will increase. Research shows that brokering is associated with feelings of pride (Orellana, et al., 2003; Tse, 1995a; Weisskirch, 2005) and self-efficacy (Acoach & Webb, 2004; Buriel et al., 1998; Orellana et al., 2003), which expectantly will counter their experience of internalized shame. Further, research
indicates that perceptions of discrimination is higher among language brokers (Benner & Graham, 2011), thus it is anticipated that as brokering increases, externalized shame will also increase.

**Hypothesis 3.** As frequency of language brokering increases, levels of hope will increase. This stance is taken because LBs must be adaptive problem solvers as they broker in complex and multifaceted settings and the literature shows that high hope individuals are more likely to be rational and adaptive problem solvers (Chang, 1998). Additionally, as frequency of language brokering increases, levels of both pathway and agency hope will increase.

**Hypothesis 4.** As frequency of language brokering increases, levels of resilience will increase. Both pathway and agency hope are characteristics of resilient individuals (Prince-Embury & Courville, 2008), and are expected to increase with increased functioning as an LB, thus suggesting that higher frequency LBs will also report higher levels of resilience. This stance is taken because by virtue of their roles and responsibilities as brokers, LBs must believe they can accomplish their responsibilities and identify effective ways to obtain them. Thus, it is hypothesized that LBs personify resilient characteristics as they broker and must adapt to challenging demands, maintain equilibrium, and thrive in times of crises.
Chapter 2

Methods

Participants

Participants were 63 (18 male, 44 female) high school students in Oregon from Woodburn Academy of Art, Science, and Technology and Woodburn Wellness, Business, and Sports School (11 Freshmen, 4 Sophomores, 23 Juniors, and 25 Seniors). Seventy-six percent of participants were upper classmen in high school. They ranged in age from 14 years to 18 years ($M = 16.21, SD = 1.19$). All were self-identified as Latinos from Mexican origin (5 born in Mexico, 58 born in the U.S.). The majority of participants reported English to be their preferred language (52 English preferred language, 8 Spanish preferred language, and 3 indicated preferring another language); likewise, the majority of participants elected to utilize the English survey instead of the Spanish survey (59 English Survey, 4 Spanish Survey). In addition, the majority of participants indicated they were first generation (84%) and first or second born children in their nuclear families (25 were first born, 16 were second born).

Instruments

Language brokering. In order to determine the frequency at which LBs broker for their family members, a single item (“How often do you broker for your family members”) was used with responses on a 5-point Likert scale (ranging from never to almost always). In addition, a 20-item measure Language Brokering Scale (Weisskirch, 2007) was used to
clarify in which environments the LBs are most likely to broker and to ascertain a brokering total across multiple contexts. The Chronbach’s alpha for the Language Brokering scale has been found to be .87 (Weisskirch, 2007) and in this study was found to be .85.

**Acculturation.** A 48-item measure called the Revised Acculturation Rating Scale for Mexican Americans (Cuellar, Arnold, & Maldonado, 1995; ARSMA-II) was used to measure bidimensional acculturation. The ARSMA-II is presented as a 5-point Likert scale (ranging from *not at all* to *extremely often or almost always*). The ARSMA-II is presented in two scales and examines the strength of orientation toward Anglo Culture (AOS) and Mexican Culture (MOS). Examples of items in the AOS subscale include: “I associate with Americans,” and “My thinking is done in the English language.” Items in the MOS subscale include: “I enjoy listening to Spanish language music,” “My thinking is done in the Spanish language.”

The Chronbach’s alpha for this scale has been found to be .93 (Jimenez et al., 2010). Internal consistency for the two subscales has been found to yield coefficient alphas of .83 and .88 (De Hoyos & Ramirez, 2006) for the AOS and MOS respectively. Test-retest reliability using the ARSMA-II after a week period have produced coefficients from .94 -.96 depending upon the subscale examined (De Hoyos & Ramirez, 2006). The Chronbach’s alpha for the ARSMA-II in this study was found to be .82, while the Chrobach’s alpha for the AOS was .63 and for the MOS was .84.

**Shame.** The Internalized Shame Scale (ISS) (Cook, 1994) was used as the primary assessment of shame. This scale presents 24 items directed at shame and 6 items directed
toward self-esteem (Cook, 1994). A 5-point Likert scale (ranging from never to almost always) is used to assess each item. By summing the 24 shame items, shame scores for the participants were obtained. Scores of 50 or above signify frequent experience of “painful, possibly problematic levels of internalized shame … [that] translate to feelings of inferiority, worthlessness, inadequacy, a sense of being diminished, emptiness, and loneliness, etc.” (Cook, 1994, p. 12). Shame scores of 60 or above are considered extreme and may be associated with symptoms indicative of depression and anxiety. Scores over 50 indicate painful and possibly problematic levels of internalized shame that may be accompanied by defensive or dysfunctional patterns. The Chronbach’s alpha for this scale in this study was found to be .88. Internal consistency for the ISS has been found to be .88 to .96 (del Rosario, 2006).

In the absence of an externalized shame scale, a 5-item scale was formulated by a committee and utilized as a secondary assessment of shame. The Chronbach’s alpha for this new scale was found to be .66 in this study. The relatively low Chronbach’s alpha on this invalidated scale indicates that additional research and adaptations to the scale may be necessary to increase the reliability of the scale for future studies.

**Hope.** The Adult Hope Scale (HS; Snyder et al., 1991) was used to assess participants’ experience of hope. The HS is a 12-item measure consisting of 4-pathway questions, 4-agency questions, and 4-filler questions (which are not scored). Pathway questions assess a participant’s cognitive appraisals of his or her ability to overcome obstacles and accomplish goals (i.e., “I can think of many ways to get out of a jam”). Agency related questions examine a participant’s sense of his or her own ability to be successful
(i.e., “I energetically pursue my goals”). An example of the four filler questions used is, “I feel tired most of the time.” The HS uses a 4-point Likert scale that ranges from definitely false to definitely true. Findings regarding the internal consistency of the HS have yielded Cronbach’s alphas ranging from .90-.95 (Snyder, 2002); test-retest reliability has yielded coefficients of .76 and .82 (Snyder et al., 1991). The Chronbach’s alpha for the Hope Scale in this study was found to be .73.

Resilience. The CD-RISC (Connor & Davidson, 2003) was used to assess participants’ ability to cope with stress and adversity. The CD-RISC is a 25-item scale that uses a 5-point Likert scale ranging from absolutely false (= 0) to true almost all of the time (= 4). Scores on the CD-RISC range from 0-100, with higher scores indicating higher resilience. The scale has an internal consistency reliability coefficient of .89 and a test-retest reliability coefficient of .87 (Connor & Davidson, 2003). The Chronbach’s alpha for the CD-RISC scale in this study was found to be .91.

Demographic information. Short-answer questions assessed age, biological sex, ethnicity, country of birth, length of residence in the U.S., generational age in the U.S., grade in school, and birth order.

Procedure

High-school aged adolescents were recruited to participate in the study. Participants were recruited at two high schools in Woodburn, OR. A raffle for two twenty-five dollar gift certificates was used to encourage participation. Bilingual parental consent forms were distributed, signed, and collected prior to administration of the survey. Assent forms provided in English and Spanish were given to participants at the time of the
administration. Following approval by the Human Subjects Research Committee, proper permission to carry out this study was obtained from the high school authorities. All participants were asked to complete the survey, which took about 25 minutes to complete. The survey was provided in both Spanish and English and participants were given the option to complete the survey in their preferred language. Measures not already translated into English (all except for the Internalized Shame Scale) were translated and back-translated by certified translators upon receipt of permission from the copyright holders.
Chapter 3

Results

Descriptive statistics including means and standard deviations were computed for each of the measures completed by the sample (see Table 1) and correlations were computed between items (see Table 2). Due to an overabundance of incomplete answers, participant seven was omitted from the sample. In order to correct for missing items for other participants, means were calculated and input based upon either individual scores or overall item mean scores for scales. Decisions to use means by individual or item were chosen based upon which would least impact the validity of the data. The ARSMA-II mean item scores were used to correct for missing items whereas the ISS, HS, and the CD-RISC used means by person as statistical analysis revealed that participants were variable in their responses.

Once missing items were corrected, a series of Pearson correlations were computed for each of the scales used as dependent variables. The frequency at which participants language broker was determined by how often they translate/interpret for members of their families ($M = 2.35, SD = .901$). Additional analyses were also done to determine if significance was found in LBs who more commonly interpret/translate across multiple contexts ($M = 34.44, SD = 7.75$). A stepwise multiple linear regression was then used to determine what variables predict the percent of variance contributing to significant dependent variables.
Table 1

*Means and standard deviations (SD) for the subscales*

<table>
<thead>
<tr>
<th>Scale</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tran./Interp. Total</td>
<td>34.44</td>
<td>7.75</td>
</tr>
<tr>
<td>Tran./Interp. Attitude LB</td>
<td>31.97</td>
<td>3.88</td>
</tr>
<tr>
<td>ARSMA-II</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Anglo-Oriented Scale</td>
<td>52.77</td>
<td>5.15</td>
</tr>
<tr>
<td>Mexican Oriented Scale</td>
<td>65.58</td>
<td>9.80</td>
</tr>
<tr>
<td>Externalized Shame</td>
<td>8.81</td>
<td>4.33</td>
</tr>
<tr>
<td>Internalized Shame</td>
<td>23.15</td>
<td>15.94</td>
</tr>
<tr>
<td>Adult Hope</td>
<td>24.40</td>
<td>3.63</td>
</tr>
<tr>
<td>Pathway</td>
<td>11.84</td>
<td>2.26</td>
</tr>
<tr>
<td>Agency</td>
<td>12.56</td>
<td>1.81</td>
</tr>
<tr>
<td>Resiliency</td>
<td>74.35</td>
<td>12.88</td>
</tr>
</tbody>
</table>

**Hypothesis 1**

The initial hypothesis postulated that as the frequency of language brokering increased, participant’s orientation toward the Anglo culture would also increase and Mexican Orientation would decrease. A significant relationship between these variables was not found when brokering for family members was the dependent variable ($r = -.080, n = 63, p = .534$). However, a significant relationship was found when total frequency of
### Table 2

**Correlations Between Items**

<table>
<thead>
<tr>
<th>Measure</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. HOTI Family</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Tran./Interp. Attitude</td>
<td>-.107</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Tran./Interp. Total</td>
<td>.450**</td>
<td>.286</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. ARMSA-II</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Anglo Oriented</td>
<td>-.080</td>
<td>.004</td>
<td>.047</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Mexican Oriented</td>
<td>.179</td>
<td>.521**</td>
<td>.263*</td>
<td>.212</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Internalized Shame</td>
<td>-.293*</td>
<td>-.073</td>
<td>-.035</td>
<td>-.034</td>
<td>-.035</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Externalized Shame</td>
<td>.042</td>
<td>-.107</td>
<td>.112</td>
<td>-.277*</td>
<td>.179</td>
<td>.401**</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Adult Hope</td>
<td>.325**</td>
<td>.259</td>
<td>.196</td>
<td>.321*</td>
<td>.209</td>
<td>-.358**</td>
<td>-.296*</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Pathway</td>
<td>.183</td>
<td>.060</td>
<td>.137</td>
<td>.235</td>
<td>.086</td>
<td>-.283</td>
<td>-.262*</td>
<td>.914**</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. Agency</td>
<td>.423</td>
<td>.444**</td>
<td>.222</td>
<td>.350**</td>
<td>.311*</td>
<td>-.360**</td>
<td>-.266*</td>
<td>.862**</td>
<td>.581**</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. Resiliency</td>
<td>.389</td>
<td>.396**</td>
<td>.186</td>
<td>.233</td>
<td>.093</td>
<td>-.337**</td>
<td>-.265*</td>
<td>.716**</td>
<td>.579**</td>
<td>.711**</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

*Notes. Significance is indicated** = p<.01, two-tailed. Significance is indicated * = p<.05, two-tailed. HOTI = How often translate/interpret. N = 63 except that N = 62 for HOTI*
language brokering across multiple contexts was considered. Thus, it was found that LBs who brokered more frequently across a multitude of contexts exhibited higher Mexican Orientation (MO; $r = .263, n = 63, p = .038$)

**Hypothesis 2**

The second hypothesis stated that as LBs broker more frequently, levels of internalized shame will decrease and externalized shame will increase. Results indicate that six individuals reported internalized shame scores above fifty, indicating painful and possibly problematic patterns of internalized shame. When frequency of brokering for family members was used as the dependent variable, a negative correlation was found between frequency of language brokering and internalized shame ($r = -.293, n = 62, p = .021$) indicating that as LBs brokered more frequently, levels of internalized shame decreased. No significant relationship was shown between frequency of brokering and externalized shame ($r = .112, n = 63, p = .383$). Additionally, no significant relationship was found when total frequency of language brokering across multiple contexts was considered as the dependent variable ($r = -.035, n = 62, p = .787$).

**Hypothesis 3**

The third hypothesis stated that as frequency of language brokering increased, levels of hope would increase. Furthermore, it was speculated that a corresponding relationship with Pathway and Agency will occur, as these are the components that were used to gauge hope. A positive correlation was found between the Frequency of Language Brokering and levels of Hope ($r = .325, n = 63, p = .009$) and Agency ($r = .423, n = 63, p = .001$) indicating that as participants LB more frequently, they also report higher experience
of Hope and Agency. No significant relationship was shown between frequency of language brokering and pathway ($r = .137, n = 63, p = .285$). Additionally, no significant relationship was found when total frequency of language brokering across multiple contexts was considered as the dependent variable ($r = .196, n = 63, p = .123$).

**Hypothesis 4**

The fourth hypothesis stated that as frequency of language brokering increases, levels of resilience would also increase. A positive relationship was found between these two variables ($r = .389, n = 63, p = .002$), indicating that as LBs broker more frequently for their family members, they also endorse higher levels of resilience. No significant relationship was found when total frequency of language brokering across multiple contexts was considered as the dependent variable ($r = .186, n = 63, p = .143$). A positive correlation was found between Hope ($r = .716$), Agency ($r = .579$), and Pathway ($r = .711$) and Resilience.

**Additional Analyses**

A stepwise regression was computed to ascertain what factors predicted resiliency scores in this sample. Based on correlational findings, the TranTotal, TransAttitude, Anglo Orientation, and Mexican Orientation, Pathway and Agency subscales of the Adult Hope Scale, the Internalized Shame Scale, and the Externalized Shame Scale were entered into the regression. Two variables entered into the regression with significant contributions: the Adult Hope Scale and Agency Items from the HS. Adult Hope accounted for 51.2% of the variance on Resilience ($R = .716; R^2 = .512; F_{(1,61)} = 64.058; p < .001$) as measured by the CD-RISC. In the second step, Agency accounted for an additional 5.3% of the variance ($R$}
= .739; \( R^2 = .547 \), \( \Delta R^2 = .035 \); \( F_{(2, 60)} = 36.155 \); \( p < .001 \). None of the other variables contributed additional significant variance in predicting resiliency scores.
Chapter 4
Discussion

This study was designed to further understand the cultural and emotional experiences of LBs. The hypotheses were that as the frequency of language brokering for family members increases (a) participants’ orientation toward the Anglo culture would increase and orientation toward Mexican culture would decrease, (b) levels of internalized and externalized shame would decrease, (c) experience of hope would increase, and (d) resilience would increase. Several of these hypotheses were supported, while others were not observed. The following discussion will provide brief explanations of each hypothesis, more global explanations of findings, implications, and concluding statements.

Acculturation

Findings from this study revealed that participants did not orient more toward the Anglo nor Mexican culture as frequency of language brokering for family members increased. These findings suggest that as LBs broker across cultures, they develop the skills necessary to navigate various pathways within and between each culture. Consequently, it appears that Latino language brokering may have more to do with building and maintaining communication bridges to the Mexican culture rather than acculturation toward the Anglo culture.
A study conducted by Bacallao and Smokowski (2007) suggests that these acculturative bridges help the family system to unite and ward off post-immigration challenges including Mexican adolescents’ experience of loneliness, isolation, and risk-taking behavior. Through enacting their brokering responsibilities, it may be that these acculturative and linguistic bridges become strengthened in a way that not only supports their wellbeing, but also their ability to navigate smoothly and similarly between and within cultures.

Additional analysis of this study revealed that participants retained their orientation toward the Mexican culture when LB responsibilities expanded beyond the family and were apparent in multiple contexts. This suggests that the degree to which one brokers across multiple settings may fortify the connection and identification of Latinos of Mexican descent to their Mexican roots. In families that have recently immigrated and are less acculturated to the United States, language brokering is likely more frequent across multiple contexts. As LBs broker in attempts to help their families navigate and survive within the host nation, the family system as a whole experiences inherent challenges of immigration. In order to overcome these challenges, research shows that Mexican immigrant families employ familism (sense of being rooted within the family), strict parenting, and engagement in cultural traditions and rituals (Bacallao and Smokowski, 2007), which may ultimately reinforce Mexican acculturative orientation. Research also indicates that as one becomes more acculturated toward the host country, their sense of connectedness within their family decreases (Cortes, 1995). This finding suggests support
toward our initial finding that LBs do not orient more toward the Anglo nor Mexican culture as frequency of brokering for family members increases.

**Shame**

Language brokering had no apparent relationship with externalized shame in the present sample. These findings may indicate that language brokering does not affect externalized shame. They also could reflect limitations of the measure, which was developed for the present study and has untried psychometric properties and has not been validated.

Findings from this study showed that as LBs broker more frequently for members of their family, reported levels of internalized shame decreased. Although six participants endorsed experiencing clinically significant levels of internalized shame (scores above 50), findings seem to indicate that language brokering is related to a significant decrease in negative views of oneself. It appears that language brokering may provide a sense of competence and success, which allows LBs to see themselves in a positive manner and reduces any sense of shame regarding their language brokering responsibilities.

Furthermore, increased brokering may protect these individuals from the frequent feelings of shame endorsed by individuals who broker less frequently. Perhaps the non-significance in the relationship with LB and externalized shame may be linked to their level of competence and positive experiences related to language brokering.

**Hope**

Hope, as described in this study, represents an inner mind-set that proclaims that problems can be solved and success in life is a high possibility. Findings from this study
indicated that as participants LB more frequently for their family members, they report higher levels of hope. Hope is defined as a goal-directed determination formulated out of an individual’s historical context in which he or she has the desire and opportunity to accomplish an end goal (Snyder, 2002). These results suggest that LBs may have a positive outlook on life and respond to problems adaptively. This mind set may allow LBs to navigate the problems they encounter in their language brokering in a successful manner because of their ability to resolve the problems they encounter. This mindset helps them to accomplish their goals and formulate adaptive ways to solve their problems.

Resilience

Results show that as participants serve as LBs more frequently for their family members, they report higher degrees of resilience, which suggests LBs may be able to more effectively cope, adapt, and thrive in times of crises. By virtue of their responsibilities, LBs often have to navigate challenging circumstances; in order to thrive in these circumstances, LBs must develop strategies that allow them to succeed. As these skills develop over time, LBs become more resilient.

Global Explanations of Findings

Language brokering as a protective factor. National data indicates that 37% of Latinos in the United States do not graduate from high school (Fry, 2010). In our study, 76.2% of participants were upper classmen in high school, indicating that they had successfully completed the first two years, which increases the likelihood that they will successfully graduate. Therefore, these findings suggest the possibility that language
brokering may act as a protective factor against these negative impacts. Further investigation of this question is necessary.

Our study also revealed that as participants served as LBs more frequently, they report higher degrees of hope and resilience and lower levels of internalized shame (negative perceptions of self). Thus, LBs with increased resilience and hope are more likely to partake in constructive goal-seeking behaviors (Chang & Banks, 2007) and be rational and adaptive problem solvers (Chang, 1998). Likewise LBs may be less vulnerable to the negative impacts of shame including negative self-esteem, sense of inferiority, (Tangney & Dearing, 2002), depression (Leary, 2004; Leary, 2007), and self-criticism (Kim et al., 2011). Furthermore, they may also be less apt to face the psychosocial distress (e.g., acculturation stress and discrimination) and negative health outcomes (Gallo et al., 2009) that minority populations often experience. As a result, Latinos of Mexican descent who LB frequently for their family may be more apt to successfully accomplish their personal, professional, and academic goals.

When considered in combination with positive implications found in prior studies such as: increased sense of pride (Orellana et al., 2003; Tse, 1995a; Weisskirch, 2005), independence, maturity (Love & Buriel, 2007), ability to navigate within a multitude of settings/relationships (Morales & Hanson, 2005), more advanced cognitive, linguistic, and communication ability (Acoach & Webb, 2004; Morales & Hanson, 2005), it appears that language brokering promotes individual wellbeing and advancement.

**Positive characteristics inborn in LBs.** Current literature indicates that immigrant parents often select one of their children to act as the principal LB for the family.
This selection process is generally thought to be based upon adaptive characteristics of a child, including fluency in both host and primary languages, confidence, sociable nature, and ability to express thoughts and emotions (Chao, 2002; DeMent & Buriel, 1999; Morales & Hanson, 2005; Valdes et al., 2003; Valenzuela, 1999). Additionally, consistent with our study, (40% were first born), those chosen to be LBs were typically the eldest child in the family (Chao, 2002; Morales & Hanson, 2005; Valdes et al., 2003;) and were usually female (71% female in the present sample; Morales & Hanson, 2005; Weisskirch, 2005).

Through this selection process, it seems plausible that parents indirectly select children who may innately possess greater capacities for hope and resilience, protection against internalized shame, and maintenance of connection with their primary culture. As a result of LBs being able to linguistically navigate between two cultures, they are more likely to partake in activities characterized by hope and resilience such as constructive goal-seeking behaviors (Chang & Banks, 2007) and rational/adaptive problem solving (Chang, 1998). Some research suggests that Latino individuals have a higher propensity for experiencing hope than individuals in the majority culture (Chang & Banks, 2007).

Positive characteristics: A balance between environmental and biological.

Although LBs may be selected for their role due to positive characteristics, the role of being a LB requires them to facilitate and carryout many adult-like responsibilities. Since LBs may start brokering as early as eight-years-old (McQuillan & Tse, 1995; Morales & Hanson, 2005; Tse, 1995a; Tse, 1996), they may be required to learn to navigate roles and responsibilities far beyond normal expectations for children of their age. Thus, LBs may be privy to conversations where non-LBs are not included (e.g., communications involving
finances, government proceedings, and/or between parent and teachers or medical personnel); accordingly, they may be expected to present themselves in a more mature fashion, which may be positively perceived by those around them.

It seems that the combination of positive qualities and practice provide LBs with ample opportunities to develop various skills and abilities. Like an accomplished elite athlete who started wielding his or her natural skills in childhood, LBs also have the unique opportunity and environment to help them wield their natural skills and abilities. Linguistically, for example, LBs are challenged at a young age to communicate proficiently in both primary and host languages in multiple contexts. As LBs attain linguistic competency they also attain access to each cultural context and the varying opportunities and challenges that arise within each. For example, 82% of LBs in our study reported that English was their preferred language, implying that they have attained the ability to navigate within the host culture, which may safeguard them against shameful experiences and increase hope and resilience.

The possibility of parental selection of the most able and adapted child to function as language broker raises an interesting conundrum. Which comes first: language brokering or adaptive functioning? We tentatively conclude that the process is bi-lateral: parents select as language broker their higher functioning child; in turn, functioning as language broker further enhances that child’s sense of self-worth, hopefulness, and resilience.

**Language brokering as a means to maintain connection.** Furthermore, LBs’ ability to broker across cultures seems to be associated with how LBs report their
acculturation status. Keeping in mind that 84% of participants reported that they were second generation (born in the USA and at least one parent was born in Mexico or another country) the findings from this study indicate that brokering across multiple contexts may actually assist LBs in maintaining connection to the Mexican culture by maintaining intimate contact with parents who are less acculturated.

Culture refers to shared understandings, referents, and meanings held by a group of people (Matsumoto & Juang, 2013). Thus, it appears that the Mexican orientation of LBs who broker across multiple contexts may have been sustained as these individuals elected to partake in activities that supported their Mexican roots. For instance, participants in this study often endorsed that they listen to music, watch television/movies, and read books in Spanish. This finding has positive implications as prior research has found that orientation toward the Anglo culture may be associated with negative psychosocial outcomes such as behavioral problems (Dinh, Roosa, Tein, & Lo’pez, 2002) and substance use (Gil, Wagner, & Vega, 2000). Thus, it appears that as LBs function across multiple contexts and maintain their orientation toward the Mexican culture, they also may be protected from environmental and psychological adversity.

**Implications**

These findings suggest that adolescents who language broker or are bi-lingual may be exposed to enriching environments that promote their health, wellbeing, and ability to set and accomplish goals. Thus, encouraging LBs and making them aware of the skill sets they are developing seems of particular importance. Language brokers facilitate the completion of various tasks that otherwise may never be accomplished; they play a vital
role in connecting two distinct cultural and linguistic groups. Regardless of their importance, however, at present it appears that the positive characteristics and abilities of language brokers are often ignored, overlooked, and taken for granted. Through increasing awareness of the positive impacts of their brokering responsibilities, confidence may ensue and further promote these adolescents to succeed. For example, the skills acquired through language brokering may aid Latino adolescents to attain academic success and slowly increase high school and college graduation rates of this minority group. If made aware of their abilities and skill sets, LBs may become further prepared to accomplish personal and professional goals.

Yet another important implication established by this study is that language brokering does not equate with acculturation to the Anglo culture. Despite the fact that LBs attain the ability to navigate within both the Anglo and Mexican cultures, they do not orient more heavily toward the Anglo culture. In fact, this study shows that participants in this study maintained their orientation toward the Mexican culture to a significant degree through continued participation in practices delivered in the Spanish language (e.g., watching TV, listening to music in Spanish). These LBs appear to be truly bi-cultural. Thus, the present findings further point to the central role language plays in the acculturation process.

**Limitations and Future Studies**

While this study has powerful implications, a few limitations reduce the comprehensiveness and generalization of the study. For instance, the study was conducted on adolescent Latinos of Mexican descent who reside in rural Oregon; thus, applications of
this study to individuals without these characteristics may not be wholly accurate. Furthermore, as the sample used in this study was a convenience sample made up of 63 adolescents, it may not adequately represent the full range of experiences that Latinos of Mexican descent might report. For instance, we note that all but four participants chose to respond in English rather than Spanish on the survey given to them, which may limit the application of these findings.

Therefore, future research would do well to expand the parameters of this study. One way this could be done is through increasing the number of participants and expanding beyond Latinos of Mexican descent and involving Latinos of different nationalities (e.g., Hondurans, Spaniards, Argentineans, etc.). Expanding the recruitment of participants beyond the age-range of adolescence and inhabitants of rural Oregon would also serve to make this study more comprehensive and increase applicability to the general population.

Furthermore, distinguishing between acculturation and ethnic identity may be advantageous. In attempts to examine psychosocial outcomes, existing studies have delineated between acculturation and ethnic identity to formulate more precise descriptions of existing relationships (e.g., Schwartz, Jarvis, & Zamboanga, 2007). Future studies aiming at clarifying relationships between psychosocial outcomes and acculturation would do well to integrate a measure of ethnic identity.

Additionally, it is possible that participants’ ethnic identity played an influential role in these results. Prior research suggests that ethnic identity and acculturation overlap but are two distinct variables (Schwartz et al., 2007) that may have markedly different impacts.
Finally, the present findings are correlational, thus do not allow for firm causal conclusions. Prospective studies, which allow the effects of language brokering to be tracked over a period of time, could shed light on the relative roles of psychosocial predispositions and the experience of language brokering on such outcomes as hope and resiliency.

Conclusion

In summary, the results suggest that Latinos of Mexican descent may greatly profit from language brokering. Findings indicate that LBs reported higher levels of hope, confidence, and resilience and lower levels of internalized shame. Furthermore, findings also indicated that language brokering might have more to do with creating a linguistic and cultural bridge rather than acculturation toward the Anglo culture. In fact, it appears that Latinos of Mexican descent maintain contact with their Mexican roots as they perform brokering roles and responsibilities across a multitude of contexts. Thus, it appears that as Latinos of Mexican descent broker more frequently, they maintain their cultural roots and become bi-cultural while reporting higher levels of hope, resilience and decreased levels of internalized shame.
References


Lopez, E. J., Ehly, S., & Garcia-Vasquez, E. (2002). Acculturation, social support, and 
academic achievement of Mexican American high school students: An exploratory 

biculturalism, and depression: A study of Mexican American adolescents from 

Wadsworth Cengage Learning.

practice. In S. S. Luthar (Ed.), *Resilience and vulnerability: Adaptation in the context of 

Effects on cultural interaction, cognition and literacy. *Language and Education, 9*(3), 
195-215.


population residing in the United States: January 2010*. United States Department of 


Appendix A

Curriculum Vitae
Lilia Elisabeta Utu Luna

Contact Information

Address: P.O. Box 73133
Steamboat Springs, CO 80477
Phone Number: 970-846-9067
E-mail Address: lluna09@georgefox.edu

Education

2009 - Present
Doctor of Clinical Psychology Program: APA Accredited
George Fox University, Newberg, Oregon
Anticipated Psy.D.: May, 2014
Cumulative GPA: 3.976

2009-2011
Master of Arts in Clinical Psychology: APA Accredited
George Fox University, Newberg, Oregon
Graduation: April 2011
Cumulative GPA: 3.75

2005-Present
Spanish Fluency
Universidad Latinoamericana de Ciencia y Tecnologia, San Jose, Costa Rica:
Student
Regis University, Denver, CO:
Minor in Spanish

2004 - 2008
Bachelor of Science in Psychology
Regis University Denver, Colorado
Graduation Date: May 2006
Cumulative GPA: 3.67 Cum Laude

Supervised Clinical Experience

June 2012 - June 2013
Oregon Health and Science University, Richmond Clinic:
Portland, OR
Primary Practicum 4: Year: Master’s Level Behaviorist
Supervisor: Dr. Tami Hoogestraat, Psy.D.
Responsibilities: (1) Work in a multidisciplinary primary care environment providing short-term behavioral counseling to underserved children, adolescents, and adults of varying diagnostic concerns; (2) Compliment PCP’s treatment plans through CBT and ACT-based treatment; (3) Provide assessment services to evaluate cognitive functioning, ADHD, diagnostic clarification, and memory functioning; (4) Didactic presentation or case presentation to the Behavioral Health team comprised of social workers, masters-level behaviorists, clinical psychologists, and physicians; (5) Assist with Mindfulness Group designed for PCPs, Social Workers, and other members of multidisciplinary team; and (6) Participate in monthly case formulation meetings with multidisciplinary team.

July – December 2012
Yakima Valley Farm Workers Association: Salud Medical Woodburn, OR
Supervisors: Dr. Brian Sandoval, Psy.D. & Juliette Cutt, Psy.D.
**Responsibilities:** (1) Work flexibly and collaboratively with multidisciplinary team dedicated to improving the quality of life for the underserved through comprehensive and preventative approaches to health and wellbeing; (2) Provision of short-term CBT/ACT-based therapy that aligns with Primary Care Providers (PCPs) treatment goals and complements internal supplemental medical services; (3) Partner with PCPs to improve medical treatment plans; (4) Make appropriate referrals to in-house agencies that support integrated and comprehensive model; (5) Use brief diagnostic assessment measures to inform treatment plans; and (6) Provision of Therapy in Spanish for non-English speaking Latinos.

**Aug. 2009- June 2013**

**Clinical Team I, II, III, and IV**  
Newberg, OR  
**Supervisors:** Dr. Cherity Benahm, Psy.D.- 1st Year, Dr. Bob Buckler, M.D.- 2nd Year, Dr. Mary Peterson, Ph.D.- 3rd Year, Dr. Wayne Adams, Ph.D., ABPP/CL  
**Responsibilities:** (1) Case Consultation; (2) Case Presentation; (3) Oversight/Supervision of 1st Year Student; and (4) Partake in weekly meetings facilitated by doctoral faculty to work on case conceptualization and treatment planning.

**Feb. –Dec. 2012**

**Psychodynamic Training Group**  
Hillsboro, OR  
**Oversight:** Dr. Kurt Free, Ph.D.  
**Responsibilities:** (1) Provide case presentations; (2) Actively participate in case conceptualization and group discussion in monthly meetings.

**2011- 2012**

**Willamette Family Medical Center**  
Salem, OR  
**Primary Practicum 3rd Year:** Practicum Therapist  
**Supervisors:** Dr. Joel Gregor, Psy.D.  
**Responsibilities:** (1) Individual and Family short-term psychotherapy with individuals from four to sixty-seven-years-old; (2) Consultation with Interdisciplinary Team; (3) Program Development: Implementation/Formulation of Group Therapy and Didactics connecting PCPs to mental health team; (4) Comprehensive Assessment regarding differential diagnosis, cognitive, ADHD, Autism, and memory functioning; (5) Clinical Work with Interpreters for work with Russian speaking clients; and (6) Provision of Therapy in Spanish for non-English speaking Latinos.

**March 30, 2012**

**Cross-cultural Practicum**  
Seattle, WA  
**Supplemental Practicum:** Trainee  
**Supervisor:** Dr. Tedd Judd, PhD., ABPP-CN  
**Responsibilities:** Engagement in training to (1) conduct neuropsychological assessments cross-culturally with non-English speaking immigrants from Russia and Eastern European countries; (2) briefly train interpreters on best-practice in therapeutic context; (3) optimally utilize interpreters in therapy.

**2010- 2011**

**Oregon State University Counseling and Psychological Services**  
Corvallis, OR  
**APA Accredited**  
**Primary Practicum Year 2:** Practicum Therapist  
**Supervisors:** Dr. Carlos Taloyo, Ph.D., Dr. Marcus Sharpe, Psy.D., and Stephanie Shippen, Psy. D.  
**Responsibilities:** (1) Individual psychotherapy with University Students, (2) Co-facilitate group therapy and outreach programs, (3) Exposure to couples counseling (4) Execute intake interviews, diagnosis, and treatment plans, (5) Group and individual supervision with videotape review, formal case presentations, and case
conceptualization; (6) Engage in didactics and guest speakers centered on various
domains of multiculturalism/diversity, (7) give case presentations, and (8) complete
cultural autobiography using the ADRESSING model and present in group
supervision.

2009-2010

George Fox University Counseling Center
Primary Clinical Experience Year 1: Pre-practicum Therapist
Supervisors: Dr. Cherity Benham, Psy.D. and Dr. Todd Hilmes, Psy.D.
Responsibilities: (1) Weekly individual psychotherapy with undergraduate students;
(2) Intake interviews; (3) Treatment Planning; (4) Assess and Diagnose; (5) Use
Rogerian techniques in treatment; (6) Videotape Review; (7) Case Presentations; (8)
Consultation

Summer 2005

Roger Reynolds MLCSW and Associates: Intern
Steamboat Springs, CO
Supervisor: Roger Reynolds, LCSW
Responsibilities: (1) Observed counseling sessions (with permission) and case
work that went to trial; (2) Assisted with on-site evaluations of children involved in
court proceedings; (3) Edited evaluations reports for on-site work

SUPERVISED GROUP THERAPY EXPERIENCE

September 2012-Present
Mindfulness in Primary Care: Co-leader
Oregon Health and Science University Family Medicine at Richmond Clinic
Supervisor: Tammy Hoogestraat
Responsibilities: (1) Plan and organize mindfulness groups held for Primary Care
Providers and other members of multi-disciplinary medical team; (2) Lead
mindfulness exercises; (3) Introduce 7 pillars of mindfulness; and (4) Promote
discussion regarding the exercises and how they are applied to the primary care
setting and mindfulness in working with patients.

Jan.-March 2012
Parenting Skills Group: Leader
Willamette Family Medical
Supervisor: Dr. Joel Gregor, PsyD
Responsibilities: (1) Sell the idea of group therapy to program director and PCPs;
(2) Formulate recruitment method of interested clients; (3) Modify curriculum for
clientele of low-moderate cognitive functioning, and (4) Lead an 8-week psycho-
educational parenting-skills group.

Jan. 2011
Prepared International Student Circle Outreach Group: Co-leader
Oregon State University, OR
Supervisor: Dr. Ayesha Nagra, Ph.D.
Responsibilities: Assisted with formulation of curriculum for 6-week outreach
group intended for students dealing with difficulties adjusting to life in the United
States and Oregon State University.

April 2011
Anxiety and Depression Management: Co-leader
Oregon State University
Supervisor: Dr. Ayesha Nagra, Ph.D.
Responsibilities: Teach strategies to manage anxiety and/or depression through
cognitive behavioral strategies and mindfulness
Impact of Language Brokering

April 2011
**Managing ADHD: Strategies for Students:** *Co-leader*
Oregon State University
Corvallis, OR
**Supervisor:** Dr. Shailagh Clarke, Ph.D
**Responsibilities:** Co-facilitate a psycho-educational support group that assists students in managing difficulties with time planning, organization, procrastination, and distractibility.

2009-2010
**International Student Process Group**
Newberg, OR
Supplemental Clinical Experience Year 1: *Co-leader*
**Supervisor:** Dr. Winston Seegobin, Psy.D.
**Responsibilities:** (1) Co-led weekly support group; (2) Provision of support and referral to on-campus resources for international students

**OUTREACH & PROFESSIONAL CLINICAL PRESENTATIONS**

Aug. 2012
Guest Speaker for Oregon Health and Science University Behavioral Forum, Portland, OR: *Acceptance and Commitment Therapy*

March 2012
Guest Speaker at Willamette Family Medical Clinic, Salem, OR: *Cognitive Behavioral Therapy in Primary Care*

April 2012
Guest Speaker at Willamette Family Medical Center, Salem, OR: *Integrative Care and Behavioral Health Tools and Screeners*

June 2011
Sexual Health and Awareness Outreach, Oregon State University, Corvallis, OR

**RESEARCH EXPERIENCE**

2010-Present
**Research Vertical Team**
George Fox University, Newberg, OR
**Supervisor:** Dr. Winston Seegobin, Ph.D.
**Responsibilities:** (1) Participate in bi-monthly meetings with research vertical team comprised of a research advisor and students at different levels of the program; (2) Provide and receive consultation regarding research progress, research design, methodology, procedures, and statistical analysis of dissertation and supplemental research projects, and (3) Work on projects centered on hope, resilience, and issues of multiculturalism/diversity

2010-2012
**Doctoral Dissertation:** “Language Brokers: The Relationship of Acculturation, Shame, Hope, and Resilience in Latinos of Mexican Descent”
**Preliminary Defense:** Full Pass- April 2011
**Final Defense:** Full Pass- May 22, 2012
**Anticipated Journal Submission:** December 2012
**Responsibilities:** (1) Conduct literature review; (2) Select culturally and age-appropriate measures; (3) Obtain permission to use measures; (4) Obtain approval from the Human Subjects Research Committee; (5) Have measures and consent/assent forms translated into Spanish and back-translated into English by Certified Translators; (6) Establish relationship with Woodburn High (80% Self-Identify as Latinos of Mexican descent); (7) Permissions obtained from High School Authorities; (8) Recruited Participants (N= 63); (8) Attained Consent/Assent
Conducted Statistical Analysis: a) made necessary omissions, b) corrected for missing items, c) computed descriptive stats, correlations, and additional analysis using a stepwise multiple regression to ascertain predictive factors for resilience; (12) Wrote up dissertation; (13) and Defended in front of professional committee.

2011-2012  Graduate School Research Assistant for Director of Diversity  
George Fox University, Newberg, OR  
Supervisor: Dr. Winston Seegobin, Ph.D.  
Responsibilities: (1) Assist in analysis of integration of diversity/multiculturalism in George Fox University courses for review by faculty; (2) Data coding of various projects; (3) formulation of posters to be presented at professional conferences; (3) Data input, (4) and other supportive activities.

Dec 2011- Jan. 2012  Standardization Examiner for the Universal Non-verbal Intelligence Test-2  
Supervisor: Dr. Wayne Adams, Ph.D., ABPP-CN  
Responsibilities: (1) Learn standardized administration of test; (2) Find six volunteers and administer test in standardized manner; (3) Provide appraisal of the test to authors; (4) Supply individual results.

2006  Undergraduate Research Assistant  
Regis University, Denver, CO  
Supervisor: Dr. Gary Guyot, Ph.D.  
Responsibilities: (1) Had survey translated by certified translator; (2) Brought survey to Costa Rica and recruited participants at University Setting; (3) Group Administered Survey

**PEER REVIEWED PRESENTATIONS & PUBLICATIONS**

Luna, L., Seegobin, W., Bufford, R., & Gathercoal, K. (August 2013). Language brokers: The relationship of acculturation, shame, hope, and resilience in Latinos of Mexican descent. Poster to be presented at the American Psychological Association Annual Convention, Honolulu, HI.


Luna, L., Seegobin, W. (in submission). Diverse Perspectives on Children and Adolescent’s Trauma, Resilience, and Hope Symposium: Hope and Resilience in a Sample of Latino Language Brokers. A paper to be presented at the National Christian Association of Psychology, Portland, OR.


**ACADEMIC APPOINTMENTS**

<table>
<thead>
<tr>
<th>Year</th>
<th>Position</th>
<th>Institution</th>
<th>Supervisor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan. 2013- April 2013</td>
<td>Graduate School Teachers Assistant: Neuropsychological Assessment</td>
<td>George Fox University</td>
<td>Dr. Wayne Adams, Ph.D.</td>
</tr>
<tr>
<td>Jan. 2012- April 2012</td>
<td>Graduate School Teachers Assistant: Theories of Personality</td>
<td>George Fox University</td>
<td>Dr. Winston Seegobin, Psy.D.</td>
</tr>
<tr>
<td>Jan. 2012- April 2012</td>
<td>Graduate School Teachers Assistant: Bible Survey for Psychologists</td>
<td>George Fox University, Newberg, OR</td>
<td>Dr. Winston Seegobin, Psy.D.</td>
</tr>
<tr>
<td>Feb. 2011</td>
<td>Guest Speaker for Introduction to Psychology Course: Classical and Operant Conditioning</td>
<td>George Fox University, Newberg, OR</td>
<td></td>
</tr>
<tr>
<td>2010</td>
<td>Graduate School Teachers Assistant: Psychopathology</td>
<td>George Fox University, Newberg, OR</td>
<td>Dr. Nancy Thurston, Ph.D.</td>
</tr>
</tbody>
</table>
GRADUATE HONORS

2012 Faculty-elected Commendation
George Fox University, Newberg, OR

2010- Present Multicultural Scholarship
George Fox University, Newberg, OR

SUPERVISED ASSESSMENT EXPERIENCE & TRAINING

Personality Assessment:
- MMPI-2
- 16-PF
- MCMI-III
- PAI

Cognitive Assessment:
- WAIS-IV
- WISC-IV
- WIAT-III
- Woodcock-Johnson-III
- PPVT-4
- WRIT
- WRAML 2
- Stanford-Binet 5

Neurological Assessment:
- Halstead-Reitan Battery
- Wisconsin Card Sorting Test
- Rey-O Complex Figure
- Wisconsin Card Sorting Test
- TOMM
- DKEFS Battery
- Boston Naming Test-Revised
- RBANS
- Controlled Oral Word Association
- California Verbal Learning Test-2

RELEVANT CLINICAL TRAININGS & CONFERENCES

MULTICULTURALLY ORIENTED

Nov. 2012 Working with Sexual Minorities, Erica Tan, Ph.D., George Fox University, Newberg, OR

October 2012 Treating Gender Variant Clients, Erica Tan, Ph.D., George Fox University, Newberg, OR

Nov. 2011 Multicultural Assessment: What Every psychologist Needs to Know, Ted Judd, Ph.D, ABPP/CL, Newberg, OR.

Nov. 2011 Cross Cultural Psychological Assessment, Dr. Tedd Judd, PhD, Seattle, WA

Feb. 2011 Working with gay and lesbian clients: Are you ready?
Jennifer Barse, M.S., George Fox University, Newberg, OR

Jan. 2011 National Multicultural Conference and Summit, Seattle, WA

Sept. 2010 Men’s Issues, Ross Artwohl , MSW, Oregon State University, Corvallis, OR
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sept. 2010</td>
<td><strong>Mindfulness in Counseling and Psychological Services</strong></td>
<td>Dr. Michele Ribeiro, Ed.D, Oregon State University, Corvallis, OR</td>
</tr>
<tr>
<td>Sept. 2009</td>
<td><strong>Multicultural Counseling: An Alternative Method</strong></td>
<td>Dr. Carlos Taloyo, Ph.D. George Fox University, Newberg, Oregon</td>
</tr>
<tr>
<td></td>
<td><strong>THEORETICALLY ORIENTED</strong></td>
<td></td>
</tr>
<tr>
<td>March 2013</td>
<td><strong>Acceptance and Commitment Therapy Boot camp</strong></td>
<td>Reno, OR</td>
</tr>
<tr>
<td>March 2012</td>
<td><strong>Application of Mindfulness Strategies for the Christian Psychologist</strong></td>
<td>Erica Tan, Ph.D., George Fox University, Newberg, OR</td>
</tr>
<tr>
<td>October 2011</td>
<td><strong>Motivational Interviewing (MI) with a Specialty Training in Children and Adolescents with Diabetes</strong></td>
<td>Newberg, OR</td>
</tr>
<tr>
<td>Oct. 2011</td>
<td><strong>“Motivational Interviewing” &amp; “A Work in Progress” What it is, &amp; Why to use it</strong></td>
<td>Michael Fulop, Psy.D., Newberg, OR</td>
</tr>
<tr>
<td>Oct. 2010</td>
<td><strong>Time Limited Dynamic Psychotherapy</strong></td>
<td>Dr. Carlos Taloyo, Ph.D., Oregon State University, Corvallis, OR</td>
</tr>
<tr>
<td>Feb. 2011</td>
<td><strong>Ideas and Tools for Brief Counseling</strong></td>
<td>Dr. Elizabeth Waslow, Ph.D. Oregon State University, Corvallis, OR</td>
</tr>
<tr>
<td>Oct. 2010</td>
<td><strong>Primary Care</strong></td>
<td>Dr. Neftali Serrano, Psy.D., George Fox University, Newberg, OR</td>
</tr>
<tr>
<td></td>
<td><strong>PSYCHOPHARMACOLOGICALLY ORIENTED</strong></td>
<td></td>
</tr>
<tr>
<td>March 2012</td>
<td><strong>Psychopharmacology: What You Need to Know about Psychiatric Medications Seminar</strong></td>
<td>Joe Wegmann, PH.D., LCSW, DVD Seminar seen in two half-day sessions</td>
</tr>
<tr>
<td>Feb. 2012</td>
<td><strong>Thoughtful Psychopharmacology</strong></td>
<td>Dr. Michael Tso, MD, Newberg, OR</td>
</tr>
<tr>
<td></td>
<td><strong>CLINICAL AND PROFESSIONAL DEVELOPMENT ORIENTED</strong></td>
<td></td>
</tr>
<tr>
<td>October 2012</td>
<td><strong>Recognizing and Treating Complex Trauma</strong></td>
<td>Hillary Lambert, Psy.D. Wake Forest University Counseling Center, Skyped-in Training</td>
</tr>
<tr>
<td>September 2012</td>
<td><strong>Antidepressants in Integrated Care</strong></td>
<td>Tara O'Connor, PNHMP, OHSU Family Medicine at Richmond</td>
</tr>
<tr>
<td>August 2012</td>
<td><strong>American Psychological Association Conference</strong></td>
<td>Orlando, FL</td>
</tr>
<tr>
<td>August 2012</td>
<td><strong>Pain Management in Primary Care</strong></td>
<td>Tami Hoogestraat, Psy.D. OHSU Family Medicine at Richmond</td>
</tr>
</tbody>
</table>
July 2012  **Family Oriented Care**, Demetrio Sanchez, LCSW, OHSU Family Medicine at Richmond

July 2012  **Standard Intakes in Primary Care: A Dialog for Best Practice**, Tami Hoogestraat, Psy.D. OHSU Family Medicine at Richmond

June 2012  **Positive Psychology**, Tami Hoogestraat, Psy.D. OHSU Family Medicine at Richmond

March 2012  **Factors to Strengthen Internship Application**, Marilyn Huckans, Ph.D. & David Indest, Psy.D., George Fox University, Newberg, OR

June 2010  **Training in Group Psychotherapy**, Dr. Michelle D. Ribeiro, Ed.D., Oregon State University, Corvallis, OR

June 2010  **Reaching Out: Outreach Seminar**, Dr. Ayesha Nagra, Ph.D., Oregon State University, Corvallis, OR

June 2010  **Keeping Your Options Open: Licensure and Credentialing for Psychologists and Doctoral Students**, Dr. Judy Hall, Ph.D., George Fox University, Newberg, OR

June 2010  **The Wechslser Memory Scale-4th Edition: Overview and Use with the Advanced Clinical Solutions for the Wechslser Scales**, Dr. James A. Holdnack, Ph.D., George Fox University, Newberg, OR

June 2010  **Outcome Measures, Reimbursement, & the Future of Psychotherapy**: Dr. Jeb Brown, Ph.D., George Fox University, Newberg, OR

Oct. 2009  **Adoption Training and Certification: Spaulding for Children**, George Fox University, Newberg, Oregon

---

**RELEVANT VOLUNTEER WORK**

2011-2012  **Love Inc.: Interpreter for Dental Clinics**  Newberg, OR

Fall 2009-2011  **Juliette’s House: Labor Volunteer**  McMinnville, OR

2010  **Serve and Celebrate: Spanish Interpreter & Translator**  Newberg, OR

2005-2008  **Comunidad Integrada/Integrated Community**  Steamboat Springs, CO

  Responsibilities: (1) Tutored two Mexican adults in English; (2) Led a Spanish/English interchange speaking program; (3) Assisted in events aimed at uniting minority and majority groups

February 2007  **Casa Guatemala**  Rio Dulce, Guatemala

  Responsibilities: (1) Ran orphanage library; (2) Led classes promoting literacy and creativity; (3) Tended to orphans during open hours

March-June 2007  **Nuestra Madre de los Desamparados**  San Cristóbal, Guatemala

  Ophanage and Day Care
Responsibilities: (1) Prepared physical and educational daily activities for children 2-7 years old; (2) Tutored school-aged children in English, Spanish, writing, and mathematics

Denver Boys and Girls Club, Steele Branch
Denver, Colorado

Responsibilities: (1) Tutored students aged 4-17 in various academic subjects; (2) Organized after school activities in the art center and gymnasium

RELEVANT MEMBERSHIPS AND LEADERSHIP EXPERIENCE

2010–Present
Multicultural Committee, George Fox University: Administrator and Clerk

2009–Present
APAGS Member

2005–2006
Psi-Chi – The National Honor Society in Psychology

2005-2006
Vice President of Psi Chi Honor Society

2005-2006
Vice President of Psychology Club

2005-2006
Co-captain of Regis University Women’s Soccer Team

2004-2006
President of Regis University Student Athletic Advisory Committee

RELEVANT COURSEWORK

Foundations of Psychology
- Introduction to Psychology*
- Psychology of Personality*
- Abnormal Psychology*
- Learning and Memory*
- Developmental Adolescent Psychology*
- Social Psychology*
- Experimental Psychology*
- Developmental Child Psychology*
- Introduction to Sociology*
- Human Development
- Social Psychology
- Psychopathology

Psychological Research
- Introduction to Statistics*
- Senior Capstone
- Psychometrics and Test Development
- Statistical Methods

Clinical Psychology
- Ethics for Psychologists
- Spiritual Formation I
- Theories of Personality and Psychotherapy
- Integrative Approaches to Psychology
- Learning, Cognition, & Emotion
- History and Systems of Psychology
- Bible Survey for Psychologists
- Psychology of Shame
- Christian History and Theology Survey for Psychologists

- Advanced Statistics/Research Design
- Research Vertical Team I, II, III, and IV
- Dissertation (2010-2011)
- Clinical and Counseling Psychology *
- Clinical Foundations of Psychology
- Ethics for Psychologists
- Intellectual/Cognitive Assessment
- Integrative Approaches to Psychotherapy
- Clinical Foundations II
- Personality Assessment
- Practicum I (2010-2011)
- Psychodynamic Psychotherapy
- Beyond CBT: 3rd Wave Technologies for Change
- Family and Couples Therapy
- Object Relations Theory and Technique
- Biological Basis of Behavior
- Religious and Spiritual Diversity in Clinical Psychology
- Consultation
- Neuropsychology
- Substance Abuse
- Spiritual Formations III
- Multicultural Issues in Therapy
- Gender and Sexuality
- Supervision and Management
- Professional Issues
- Clinical Team I, II, III, and IV

*Denotes Undergraduate Courses

REFERENCES

Provided Upon Request