**Alejandro Luis Vazquez**

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**Education**

Ph.D. ***Utah State University****, Combined Clinical/Counseling Psychology,*

2017- *APA Accredited.* Advisor: Melanie Domenech Rodríguez, Ph.D.

Present

M.S. ***Florida International University (FIU)****, Mental Health Counseling,*

2016 *CACREP Accredited.* Advisor: Maureen Kenny, Ph.D.

B.A. ***Florida International University****, Psychology, Cum Laude*

2012Thesis: Tip-of-the-tongue states: Metacognition of faces.

Advisor: Bennett Schwartz, Ph.D.

A.A. ***Miami-Dade College****, Psychology*

2010

**Publications**

6) Domenech Rodríguez, M. M., Baumann, A., **Vazquez, A. L.**, Amador Buenabad, N. G., Franceschi Rivera, N., Ortiz Nolasco, N., & Parra-Cardona, J. R. (In press). Scaling out evidence-based interventions outside the US mainland: Social justice or Trojan horse? *Journal of Latina/o Psychology*.

5) Kenny, M. C., Wurtele, S. K., & **Vazquez, A. L.** (In press) Sexual abuse and trafficking. In Stephen Hupp & Jeremy Jewell (Eds.)*, The Encyclopedia of Child and Adolescent Development.* New York; John Wiley.

4) **Vazquez, A. L.**, Sibley, M. H., & Campez, M. (2018) Measuring impairment when diagnosing adolescent ADHD: Differentiating problems due to ADHD versus other sources. *Psychiatry Research*, *264*, 407-411.

3) Call, A., Domenech Rodríguez, M. M., **Vazquez, A. L.**, & Corralejo, S. (2018) Predicting participation in dual language immersion using theory of planned behavior. *Bilingual Research Journal*, *41*(1), 23-36.

2) Kenny, M. C., & **Vazquez, A. L.** (2017) Piers-Harris children’s self-concept scale. In Virgil Zeigle-Hill & Todd Shackelford(Eds.), *Encyclopedia of Personality and Individual Differences.* Switzerland;Cham.

1) Kenny, M. C., **Vazquez, A. L**., Long, H., & Thompson, D. (2017). Implementation and program evaluation of trauma-informed care training across state child advocacy centers: An exploratory study. *Children and Youth Services Review, 73*, 15–23

**Manuscripts Under Peer Review**

2) **Vazquez, A. L.**, & Villodas, M. T. (2018) Racial/ethnic differences in caregivers' perceptions of adolescent and family support services need and utilization. Manuscript revision submitted for publication to *Cultural Diversity and Ethnic Minority Psychology.*

1) **Vazquez, A. L.**, Domenech Rodríguez, M. M., Schwartz, S. E., Bustos, M., Gutierrez, M., Amador Buenabad, N., & Villatoro Velazquez J. A. (2018) Early adolescent substance use in a national sample of Mexican youths: Demographics characteristics that predict use of alcohol, tobacco, and other drugs. Manuscript revision submitted for publication to *Journal of Latina/o Psychology.*

**Manuscripts In Preparation**

8) **Vazquez, A. L.**, Domenech Rodríguez, M. M., Amador Buenabad, N., Bustos, M., Gutierrez, M., & Villatoro Velazquez J. A. (In preparation) The influence of perceived parenting on substance initiation among Latinx children.

7) **Vazquez, A. L.**, Chou, T., Navarro, C., Barrett, T. S., & Domenech Rodríguez, M. M. (In preparation). Examining racial/ethnic differences in caregiver perceived need for and utilization of adolescent counseling services through machine learning.

6) Villodas, M. T., Moses, J., Cromer, K., Villodas, F., & **Vazquez, A. L.** (In preparation) The role of parenting dimensions and deviant peer associations on adolescent delinquency.

5) **Vazquez, A. L.**, Amador Buenabad, N., Barrett, T. S., Corralejo, S. M., Domenech Rodríguez, M. M., & Villatoro Velazquez J. A. (In preparation) Parental factors most associated with substance use among Latinx children: A machine learning approach.

4) Tafoya, M., **Vazquez, A. L.**, & Domenech Rodríguez, M. M. (In preparation) Socialization of respeto in Mexican immigrant families.

3) **Vazquez, A. L.**, Domenech Rodríguez, M. M., Schwartz, S. E., Bustos, M., Gutierrez, M., Amador Buenabad, N., & Villatoro Velazquez J. A. (In preparation) Individual and contextual factors implicated in substance initiation among Mexican children.

2) **Vazquez, A. L.**, Moses, J., Garcia, B., & Villodas, M. T. (In preparation) The role of ethnic identity on socio-environmental risk factors implicated in substance use among at-risk adolescents.

1) Garcia, B., Morrow, A., Cromer, K., Moses, J., Villodas, M. T., & **Vazquez, A. L.** (In preparation) Risk and protective factors for substance use differ between high-risk youth with and without ADHD.

**Conference Posters and Presentations**

17) **Vazquez, A. L.**, Domenech Rodríguez, M. M., Bustos, M., Gutierrez, M., Amador Buenabad, N., & Villatoro Velazquez J. A. (2019, March). *The influence of perceived parenting on substance initiation among Latinx children.* Poster submitted for presentation at the Society for Research in Child Development, Baltimore, MD.

16) **Vazquez, A. L.**, Chou, T., Navarro, C., Barrett, T. S., & Domenech Rodríguez, M. M. (2019, March). *Examining caregiver perceived need for and utilization of adolescent counseling services through machine learning.* Poster submitted for presentation at the Society for Research in Child Development, Baltimore, MD.

15) **Vazquez, A. L**., Domenech Rodríguez, M. M., Schwartz, S. E., Bustos, M., Gutierrez, M., Amador Buenabad, N., & Villatoro Velazquez J. A. (2018, October). Demographic characteristics that predict substance use and intentions among elementary aged Mexican youth. In A. L. Vazquez (Chair). *Latinx substance use across borders: A discussion of early characteristics, academic impairment, and educational considerations.* Symposium accepted for presentation at the biennial conference of the National Latina/o Psychological Association, La Jolla, CA.

14) **Vazquez, A. L**., Domenech Rodríguez, M. M., Schwartz, S. E., Bustos, M., Gutierrez, M., Amador Buenabad, N., & Villatoro Velazquez J. A. (2018, October). Individual and contextual factors implicated in substance initiation and use in a national sample of Mexican youth. In A. L. Vazquez (Chair). *Latinx substance use: Advanced methods for identifying factors associated with risk and resilience.* Symposium accepted for presentation at the biennial conference of the National Latina/o Psychological Association, La Jolla, CA.

13) Corralejo, S. M., Domenech Rodríguez, M. M., Papa, L. A., & **Vazquez, A. L.** (2018, October). *A New Look at Discipline in Puerto Rican Families.* Poster accepted for presentation at the biennial conference of the National Latina/o Psychological Association, La Jolla, CA.

12) **Vazquez, A. L**., Domenech Rodríguez, M. M., Schwartz, S. E., Bustos, M., Gutierrez, M., Amador Buenabad, N., & Villatoro Velazquez J. A. (2018, April) *Early adolescent substance use in Mexico: Identifying individual and contextual risk factors through random forest analysis.* Poster presented at the Utah State University: Student Research Symposium, Logan, UT.

11) **Vazquez, A. L.**, Domenech Rodríguez, M. M., Schwartz, S. E., Bustos, M., Gutiérrez, M. L., Amador Buenabad, N., & Villatoro Velázquez, J. A. (2017, November). *Early adolescent substance initiation and use in a national sample of Mexican youth.* Poster presented at the annual convention of the Association for Behavioral and Cognitive Therapies, San Diego, CA

10) Mattfeld, A. T., Pettit, J. W., **Vazquez, A. L**., Kimbler, A., Yeguez, C. E., & McMakin, D. L. (2017, November). *Neural and behavioral correlates of negative overgeneralization.* Poster presented at the Society for Neuroscience, Washington, DC.

9) **Vazquez, A. L.**, Villodas, M. T., & Garcia, B. (2017, April) *Racial/ethnic differences in caregivers' perceptions of adolescent mental health services need and utilization.* Poster presented at the Society for Research in Child Development, Austin, TX.

8) **Vazquez, A. L.**,&Sibley, M. H. (2017, February) *Differentiating ADHD-related vs. other impairment in adolescents with ADHD.* Poster presented at the Miami International Child & Adolescent Mental Health, Miami, FL.

7) Golik, A., Salem, H., Palmer, M., **Vazquez, A. L**., Ramos, G, & Comer, J. S. (2017, February) *Youth mental health in the aftermath of disasters and war in developing countries: A systematic review.* Poster presented at the Miami International Child & Adolescent Mental Health, Miami, FL.

6) **Vazquez, A. L.**, Kenny, M. C., Long, H., & Thompson, D. (2016, August) *Training child advocacy center workers on trauma informed care.* Poster presented at the American Psychological Association, Denver, CO.

5) Olson, S. A., Sibley, M. H., **Vazquez, A. L.**, Rodriguez, M. J., Jr., & Pelham, W. E., Jr. (2015, February) *Application of a school consultation model in secondary settings for graduate training.* Poster presented at the National Association of School Psychologists conference, Orlando, FL.

4) Campez, M., Sibley, M. H., Pelham, W. E., Jr., Olsen, S., Morley, C., Hidalgo-Gato, N., Byrne, A., **Vazquez, A. L**., Rodriguez, L.M., & Ballinger, C. (2013, November). *Effects of a summer treatment program for adolescents with ADHD on measures of cognition.* Poster presented at the annual meeting for the Association for Behavioral and Cognitive Therapies, Nashville, TN.

3) Sibley, M. H., Pelham, W.E., Rodriguez, L. M., Sanchez, F., Morely, C., Olson, S., Byrne, A., Hidalgo-Gato, N., & **Vazquez, A. L.** (2013, November). *Changes in the DSM-5 ADHD criteria: Implications for adolescent diagnosis.* Poster presented at the 47th Annual Meeting of the Association for Behavioral and Cognitive Therapies, Nashville, TN.

2) **Vazquez A. L.,** & **Schwartz, B. L.** (2012, March) *The effects of differential levels of information and incentive on rates of tip-of-the-tongue states.*Poster presentation at Weber State University, National Conference on Undergraduate Research, Ogden, UT.

1) **Vazquez A. L.**, & **Schwartz, B. L.** (2012, March) *Tip-of-the-tongue states: Metacognition of faces.* Poster presentation and talk presented at Florida International University: Advance Research and Creativity In Honors Conference, Miami, FL.

**Invited Presentations**

1) **Vazquez**, A. L., Domenech Rodríguez, M. M., Barrett, T. S., Amador Buenabad, N., & Villatoro Velazquez J. A. (2018, September) Factores de crianza que tienen alto impacto sobre el consumo de drogas por parte niños. In M. M. Domenech Rodríguez (Chair). *Crianza positiva y consumo de drogas: hallazgos, modelos y retos para la implementación.* Symposium presented at the 2o Congreso Mundial de Prevención de Adicciones en Niños y Adolescentes, Tijuana, BCS, MX.

**Non-Peer Reviewed Measures**

1) Reeves, A. K., Joosten, M., Alvarez, M. C., **Vazquez, A.L.**, & Domenech Rodríguez, M. M. (2018). *Inclusive Demographics in Spanish.* Retrieved from [osf.io/sbdqg](http://osf.io/sbdqg)

**Community Presentations & Outreach**

April 28, 2018 **Feria de la Salud**

*Logan Community Recreation Center, Logan, UT.*

Administered anxiety and depression screeners at a community health fair

(3-hours) for Latinx families. Families needing individual services were

referred to mental health providers.

February 16, 2018 **Frente Unido**

Navarro, C., Lara, J., & Vazquez, A. L.

*The Family Place, Logan, UT.*

Co-facilitated 2-hour workshop (in Spanish) on utilizing a family based

approach to address child/adolescent behavior problems.

February 9, 2018 **Comunicación de Parejas**

Navarro, C., Carrera, K., & Vazquez, A. L.

*The Family Place, Logan, UT.*

Co-facilitated 2-hour workshop (in Spanish) on skills for communicating

effectively with spouses/partners.

**Professional & Research Experiences**

**Research Exploring Motivational and Emotional Development in Youth (REMEDY) Group**

*FIU, Center for Children and Families, Miami, FL (August 2016-August 2017)*

Principal Investigators: Dana McMakin, Ph.D.

Position: Research Coordinator

* Managing a clinical trial that compares existing and novel strategies to enhance reward processing (i.e., behavior activation, savoring) to an active control (i.e., cognitive therapy) to examine impact on subjective, behavioral and neurobiological outcomes among youth with depression
* Managing a MRI based research study examine the role of sleep and rumination on the overgeneralization of negative memories among adolescents with anxiety.
* Recruiting Hispanic/Latino participants
* Conducting standardized clinical assessments with adolescents and their primary caregiver
* Preforming practice session with cognitive lab task in mock Functional Magnetic Resonance Imaging (fMRI) scanner
* Administering E-Prime/PsychoPy cognitive lab task with participant in fMRI scanner
* Monitoring fidelity of data gathered by clinicians and staff
* Supervising volunteer research assistants and graduate level student clinicians
* Assisted in the development and completion of RO1 grant submission
* Contribute to work focusing on disparities in sleep among Hispanic/Latino adolescents

**Summer Preparatory Program**

*FIU, Center for Children and Families, Miami, FL (*August 2012 – May 2016)

Funding: Institute of Education Sciences Grant

Principal Investigators: Margaret Sibley Ph.D. and William E. Pelham, Ph.D.

Position: Program Assistant

* Recruited participants
* Acted as an interpreter and translated various texts (e.g., scales, letters to families, manuals) for Spanish speaking families
* Administered diagnostic and intellectual assessments for adolescents ages 10-16 in clinical, home, and school settings
* Maintained contact with participants through phone calls, emails, mail, and home visits to reduce drop out
* Worked with faculty and administrators in Miami-Dade schools to collect improvement ratings from teachers
* Facilitated weekly skills group for adolescents to improve time management, organization, and planning skills

**Noven Pharmaceutical ADHD Patch Trail**

*FIU, Center for Children and Families, Miami, FL (December 2012)*

Principal Investigator: James Waxmonsky, MD

Position: Research Assistant

* Assisted with medication trial for a transdermal patch to treat ADHD symptoms in children and adolescents
* Supervised participants during three twelve-hour sessions
* Administered medication to participants
* Tracked overall participant response to the medication

**Advanced Research and Creativity in Honors (ARCH) program**

*FIU, Honors College, Miami, FL (August 2011 – April 2012)*

Honors Thesis:Tip-of-the-tongue states: Metacognition of faces

Principal Investigators: Alejandro Vazquez and Bennett Schwartz, Ph.D

* Independently designed and implemented a repeated measures study to examine the effects of varying amounts of information on recall and tip-of-the-tongue-states
* Completed IRB approval procedures
* Recruited participants and administered protocol on a computerized cognitive task
* Analyzed data using SPSS
* Presented data at university conference and national undergraduate conference

**Saturday Treatment Program (Sat-TP)**

*FIU, Center for Children and Families, Miami, FL (August 2011 – April 2012)*

Study: Developing social skills in children with ADHD

Principle Investigators: Erika Coles, Ph.D. and Kristine Kent, M.A.

Position: Undergraduate Counselor

* Led weekly social skills building treatment program for children with ADHD
* Taught recreational and athletic activities
* Utilized behavioral rewards system
* Mentored undergraduate counselors
* Completed longitudinal assessment of children’s social behavior throughout the program

**Callous-Unemotional Traits Lab**

*FIU, Center for Children and Families, Miami, FL (August 2011 –August 2012)*

Study: Modified rewards and punishment study

Principal Investigators: Daniel Waschbusch, Ph.D.

Position: Undergraduate Research Assistant

* Coded videos of parent-child interactions using Dyadic Parent-Child Interaction Coding System (DPICS)
* Supervised and trained undergraduate research assistants in data management
* Led weekly meetings with research assistants and assigned responsibilities

**Industrial Organizational Psychology Lab**

*Florida International University, Miami, FL (January 2011– April 2011)*

Study: The effects of social networks on mitigating stress in Hispanic populations

Principal Investigator: Jesse Michel, Ph.D.

Position: Undergraduate Research Assistant

* Recruited participants from a university sample
* Administered and scored questionnaires
* Preformed data management
* Translated Spanish versions of surveys

**Clinical Experience**

**Center for Persons with Disabilities (CPD)**

*Utah State University, Logan, UT (August 2017-May 2018)*

Supervisor: Martin Toohill, Ph.D.

Position: Graduate Assistant

* 40 weeks, 56 direct assessment hours in an interdisciplinary university clinic specializing in ADHD and ASD diagnoses.
* Administered cognitive (i.e., WPPSI-IV, WISC-V, WAIS-IV) and achievement (i.e., KTEA-3) instruments with children, adolescents, and adults (i.e., ages 4+)
* Scoring/interpreting cognitive/achievement test and brief questioners
* Interdisciplinary assessment report writing experience

**Psychology Community Clinic**

*Utah State University, Logan, UT (August 2017-August 2018)*

Supervisor: Scott DeBerard Ph.D. and Sara Boghosian, Ph.D.

Position: Graduate Assistant

* 51 weeks, 123 direct hours in a university based clinic serving individuals with a wide range of presenting problems (i.e., depression, anxiety, stress, explosiveness).
* Conducted clinical intakes, psychosocial assessments, and individual therapy with children, adolescents, and adults.
* Preformed documentation and assessment report writing.

**Outpatient Service Unit (OPSU) and Crisis Stabilization Unit (CSU)**

Masters Internship

*Banyan Health Systems, Miami, FL (May-August 2016)*

Supervisor: Bosco Lorio, Psy.D., LMHC

Position: Counseling Intern

* 14 weeks, 260 direct clinical hours in a community setting working with clients (i.e., age 18+) in both inpatient and outpatient settings
* Outpatient
  + Treated predominantly low income Hispanic/Latino clients who lack accessibility to insurance
  + Implemented solution focused and strength based approaches with clients in Spanish
  + Co-facilitated substance abuse recovery groups
  + Preformed case management and documentation
  + Created treatment plans
  + Connected clients with community resources
* Inpatient
  + Treated multicultural population in a crisis stabilization setting
  + Conducted admissions, treatment planning, and discharged clients.
  + Worked with patients both individually and in groups to develop coping skills to reduce life stressors
  + Preformed case management and documentation
  + Connected patients with community resources such as shelters, inpatient substance abuse rehabilitation, and courts
  + Worked with the Mobile Crisis Team (MCT) to assess and intervene in cases of potential harm to self and/or others in the community
  + Completed training in crisis de-escalation

**Supporting Teens Academic Needs Daily (STAND)**

Masters Practicum

*FIU, Center for Children and Families, Miami, FL (January-May 2016)*

Supervisor: Margaret Sibley, Ph.D.

Position: Counseling Intern

* 17 weeks, 233 direct clinical hours in an outpatient setting providing counseling for adolescents (i.e., ages 10-16) with ADHD and their parents
* Implemented a manualized treatment program using Motivational Interviewing (MI) skills to improving teens time management, organization, planning skills, family communication, and home structure
* Treatment was carried out in both individual and group formats
* Counseled parents and adolescents in 1 hour manualized academic skills building interventions
* Assisted families in creating behavioral contracts and reward schedules
* Led a 2 hour weekly academic skills build group with adolescentsand assisted with weekly parent training

**Summer Treatment Program-Adolescent (STP-A)**

*FIU, Center for Children and Families, Miami, FL (June – August 2013, 2014, 2015)*

Supervisor: Margaret Sibley, Ph.D.

Position: Program Assistant

* 8-week, 360 direct clinical hours (per year) of intensive outpatient treatment for adolescents (i.e., ages 10-16) with ADHD and academic problems
* Preformed treatment fidelity checks to insure that counselors were adhering to the treatment program
* Provided daily feedback about treatment adherence for graduate and undergraduate counselors
* Assisted in implementation of daily interventions focused on organization skills, time management, study skills, and note taking
* Administered weekly reliability test to counselors to refresh treatment manual knowledge

**Summer Treatment Program (STP)**

*FIU, Center for Children and Families, Miami, FL (June – August 2011, 2012)*

Study:Modified Rewards and Punishment Study

Principal Investigator: Daniel Waschbusch, Ph.D.

Position: Undergraduate Counselor

* 8-week, 360 direct clinical hour (per year) intensive outpatient treatment program for children (i.e., ages 8-12) with ADHD and elevated callous/unemotional traits
* Supervised 15 boys and girls
* Taught sports and other recreational activities
* Implemented behavior rewards system with varying levels of negative consequences and rewards
* Taught social skills and emotion regulation

**Teaching Experience**

2018 **Instructor, Behavior Assessment and Intervention I (PSY 3720)**

Fall *Utah State University, Logan, UT*

Taught an upper level undergraduate course focusing on implementation of

applied behavior analysis in different setting and populations.

2018 **Teaching Assistant, Analysis of Behavior: Advanced (PSY 3400)**

Summer *Utah State University, Logan, UT*

Assisted in the development of an applied behavior analysis course by creating

presentation (i.e., PowerPoint, videos) and testing materials.

Supervisor: Amy Odum, Ph.D.

2018 **Teaching Assistant, Intellectual Assessment (PSY 6310)**

Spring *Utah State University, Logan, UT*

Graduate level course training students in the administration

of the Wechsler intelligence scale (i.e., WPPSI-IV, WISC-V, WAIS-IV).

Responsibilities include: Teach the administration/scoring of intelligence

scales and ensure standardization of administration in weekly labs.

Supervisor: Marietta Veeder, Ph.D.

2017 **Teaching Assistant, Psychology of Gender (PSY 4230)**

Fall *Utah State University, Logan, UT*

Undergraduate level course focusing on gender and racial/ethnic considerations

in psychological research/practice. Responsibilities: Grading assignments,

creating test questions, and participating in weekly class/online discussions.

Supervisor: Katherine Sperry, Ph.D.

**Diversity Training**

February 8, 2018 **Allies on Campus**

*Utah State University, Logan, UT.*

3-hour workshop to develop skills to provide support to all members of the

LGBTQA community.

April 13, 2018 **Safe Passages**

*Utah State University, Logan, UT.*

3-hour workshop to develop knowledge, explore attitudes, and develop

skills necessary to provide safe spaces for minority student seeking higher

education.

**Honors & Awards**

**Psi Chi International Honors Society, Lifetime membership**

Awarded to top 15% of academic class

*Lifetime membership (2011)*

**Florida International University - Honors College**

*(2011 – 2012)*

**Dean’s List**

Earning a 3.5 or higher cumulative GPA based on at least 9 credits per semester

*(Spring 2011 and 2012)*

**Honors College Advanced Research and Creativity in Honors Scholarship**

Funding for honors thesis, awarded on competitive basis

*(2011)*

**Professional Memberships**

**National Latinx Psychological Association (NLPA)**

(2018-Present)

**American Psychological Association (APA) - Division 50: Society of Addition Psychology**

(2018-Present)

**Society for Research in Child Development (SRCD)**

*(2016-Present)*

**American Psychological Association Graduate Student (APAGS)**

*(2016-2017)*

**Association for Psychological Science (APS)**

*(2016-2017)*

**American Counseling Association (ACA)**

*(2015-2016)*

**Clinical Training**

* Behavior Modification (BMOD)
* Cognitive Behavioral Therapies (CBT)
* Solution Focused Brief Therapy (SFBT)
* Motivational Interviewing (MI)
* Techniques for Aggression Management (TEAM)

**Neuropsychological & Achievement Testing Experience**

* Wechsler Preschool and Primary Scale of Intelligence, Fourth Edition (WPPSI-IV)
* Wechsler Intelligence Scale for Children, Fifth Edition (WISC-V)
* Wechsler Adult Intelligence Scale, Forth Edition (WAIS-IV)
* Wechsler Abbreviated Scale of Intelligence, Second Edition (WASI-II)
* Wechsler Individual Achievement Test, Third Edition (WIAT-III)
* Kaufman Test of Educational Achievement, Third Edition (KTEA-3)
* Delis-Kaplan Executive Function System (D-KEFS)
* Automated Working Memory Assessment (AWMA)

**Additional Experience**

## Fluent in Spanish

* fMRI safety training
* Practical knowledge of E-Prime and PsychoPy
* Practical knowledge of WordPress