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| **BIOGRAPHICAL SKETCH** | | | | |
| NAME  **Kee J.E. Straits, Ph.D.** | | POSITION TITLE  **Cultural Competency Consultant** | | |
| INSTITUTION AND LOCATION | DEGREE | | YEAR(s) | FIELD OF STUDY |
| Williams College, Williamstown, MA | B.A. | | 1999 | Psychology |
| University of New Mexico, Albuquerque, NM  Utah State University, Logan, UT  University of New Mexico, Albuquerque, NM | M.A.  Ph.D.  Internship | | 2002  2010  2009-2010 | Special Education  Clinical Psychology  Clinical Child Psychology |

1. **Personal Statement**

As a Quechua clinician-researcher, I am dedicated to serving Native American and Latino children, families and communities. My vision is to preserve, enhance, and create the conditions for well-being of heart, mind, spirit and body for the individual and united futures of our youth and families. Throughout my career, my work has focused on reducing behavioral health disparities in Native American and Latino communities, increasing the cultural competence and effectiveness of mental health research, programs, and systems that serve youth, and increasing the number of competent Native and Latino health professionals and researchers who are committed to serving these communities. For my master’s thesis, I employed a phenomenological approach using grounded theory in a retrospective case study exploring how American Indian (AI) graduate students experienced cultural conflict in the school context and the impact of cultural conflict on students’ cultural and academic identities. As a doctoral student, I supported data collection and treatment implementation of a grant-funded randomized control trial of Parent Management Training – Oregon with Spanish-speaking families. From that project, I developed a dissertation where I employed a mixed methods approach to investigate child language brokering patterns and parent-child relationships. This dissertation was supported through an American Psychological Association Minority Fellowship (2 years), and earned me recognition by APA Division 12 Section VI for outstanding student research. My recent work as a Postdoctoral Fellow at the University of New Mexico Center for Rural and Community Behavioral Health introduced me to community-based participatory research methods to evaluate children’s mental health services in rural, tribal and Hispanic New Mexico communities. I carried out process and outcome evaluations, including development of qualitative and quantitative measures, facilitation of focus groups and individual interviews, data analysis, report summaries and dissemination of results on culturally based mental health services for children and families in two tribal communities. I served as a member of the Tribal Epidemiology Workgroup for the New Mexico Tribal Prevention Project, providing input on the development of a written epidemiological data resource for local tribes. I also provided expert consultation on culturally appropriate psychological interventions for adjudicated Native American youth for a project being developed by First Nations Community HealthSource and the New Mexico Children, Youth and Families Department. Motivated by my work with Native American community partners, I brought together experts in the field to develop a set of guiding principles. The 20-page publication represents a culmination of my efforts to advance research towards more conscientious implementation. In my current role as a clinician, consultant, mentor, and behavioral health services researcher, my daily duties include attendance at community based participatory research meetings with culturally diverse communities, developing local evaluations, and providing technical assistance and consultation on children’s mental health and cultural issues. I have worked in communities throughout the state supporting behavioral health program development, direct services, research, and evaluation.

1. **Professional Experience**

2000-2002 *Research Assistant*, Bilingual/Multicultural Special Education Program, Project RICO, Department of

Educational Specialties, University of New Mexico, Albuquerque, New Mexico.

2003-2005 *Research Assistant*, Center for Family and Adolescent Research, Albuquerque, New Mexico.

2005 *Clinical Trainee*. Utah State University Psychology Community Clinic, Utah State University, Logan, Utah

2005-2006 *School Psychology Trainee.* Bridger Elementary School, Logan, Utah.

2005-2007 *Research Assistant & Interventionist*, El Centro de Familias, Utah State University, Logan, Utah.

2006-2007 *Clinical Trainee*. Utah State University Counseling Center, Logan, Utah.

2006-2007 *Therapist*, Bear River Head Start, Logan, Utah.

2007-2009 *School Psychology Intern*. Robert F. Kennedy Charter High School, Albuquerque, New Mexico

2007-2009 *Clinical Psychology Extern-Assessment and Treatment*. New Mexico VA Healthcare System, Albuquerque, New Mexico.

2009-2010 *Pre-Doctoral Clinical Child Psychology Intern*. Children’s Psychiatric Center, University of New Mexico

Health Sciences Center, Albuquerque, New Mexico.

2009-2010 *Interviewer.* Assessing Science Inquiry and Leadership Skills (AScILS) and Society for the Advancement

of Chicanos and Native Americans in the Sciences (SACNAS), National Institutes of Health (NIH).

2010-2012 *Postdoctoral Fellow*. Department of Psychiatry, Center for Rural and Community Behavioral Health,

University of New Mexico Health Sciences Center, Albuquerque, New Mexico.

2012-2014 *Clinical Psychologist*. Centro Sávila, Albuquerque, New Mexico.

2012-2014 *Associate Fellow*. Robert Wood Johnson Foundation Center for Health Policy at the University of New

Mexico, Albuquerque, New Mexico.

2013-2015 *Research Assistant Professor*. Department of Psychology, University of New Mexico. Albuquerque, New Mexico.

2013-2017 *Training & TA Consultant*. New Mexico Tribal Prevention Project, Albuquerque, New Mexico.

2015-2018 *Evaluator*. Native American Community Academy Substance Abuse Prevention Program, Albuquerque, New Mexico.

2017-2018 *Tribal-Centric Outcomes Director*, New Mexico Tribal Prevention Project, Albuquerque, New Mexico.

2013-pres *Chief Executive Officer*. Tinkuy Life Community (TLC) Transformations, LLC, Albuquerque, New Mexico.

1. **Recent Grants/Awards:**

2007 American Psychological Association Minority Fellowship Program. $20,772.

2008 American Psychological Association Minority Fellowship Program. $20,772.

2010 Dalmas A. Taylor Award for Outstanding Student Research, APA Division 12, Section VI $350

1. **Recent Fellowships and trainings:**

2007 American Psychological Association Minority Fellowship Program.

2008 American Psychological Association Minority Fellowship Program.

2011 UNM Summer Institute in Community Based Participatory Research and Indigenous Knowledge

2011 Summer Leadership Institute Scholar, SACNAS

2013 Dr. M. Alfred Haynes Research Training Institute for Social Equity Scholar

1. **Professional Memberships**

2004 Member, National Latina/o Psychological Association

2004 Member, Society for Indian Psychologists

2012 Licensed Psychologist-New Mexico #1226

2018 New Mexico Psychological Association

1. **Selected Presentations and Publications**

Carter, S., **Straits, K. J. E.,** & Hall, M. (2007). Project Venture: Evaluation of an experiential, culturally-based approach

to substance abuse prevention with American Indian youth. *Journal of Experiential Education, 29*(3), 397-400.

**Straits, K.J.E.** (2008, November). Child language brokering and parent-child relationships. In M. Domenech Rodriguez

(Chair), *Developing culturally appropriate interventions for Spanish-speaking immigrant parents*. Symposium conducted at the annual National Latina/o Psychological Association, Costa Mesa, CA.

**Straits, K.J.E.** (2009, April). *Closing the gap in the USA: History, current issues, and recommendations for health*

*disparities in American Indian communities.* Invited presentation at the Functional Communities: Local Government and Discrete Indigenous Communities conference, Perth, Australia.

Ledgerwood, A.D. & **Straits, K.J.E.** (2009). Developing competence with Latinas/os: An agenda for Latina/o and non-

Latina/o psychologists. *El Boletin,* S/F 2009, 16-18.

Waconda-Lewis, K., **Straits, K.J.E.**, & Bird, D. (2011, April). *Indigenous Models of Health.* Invited panelist for

presentation at the New Mexico Public Health Association annual conference, Albuquerque, NM.

**Straits, K.J.E.** & Garcia, M.A. (2011, June). Indian2Indian Mentorships in the Context of Historical Trauma. Interactive

presentation at the annual Society of Indian Psychologists conference and Retreat, Logan, UT.

**Straits, K.J.E.**, Bird, D.M., Tsinajinnie, E., Espinoza, J., Goodkind, J., Spencer, O., Tafoya, N., Willging, C. & the

Guiding Principles Workgroup (2012). Guiding Principles for Engaging in Research with Native American

Communities, Version 1. UNM Center for Rural and Community Behavioral Health & Albuquerque Area

Southwest Tribal Epidemiology Center.

Peters, W.M.K., **Straits, K.J.E.,** & Gauthier, P. (2015). Psychological practice with Native women. In C. Zerbe Enns,

J.K. Rice & R.L. Nutt (eds.) Psychological practice with women: Guidelines, diversity, empowerment.

Psychology of women book series., (pp. 191-224). Washington DC: American Psychological Association.

Domenech-Rodriguez, M.M., Donovick, M., & **Straits, K.J.E.** (2015). Counseling with the marginalized. In P. Pederson,

J.G. Draguns, W.J. Lonner, J.E. Trimble & M. Scharron-del Rio (Eds.) Counseling Across Cultures, 7th edition. Thousand Oaks: Sage Publications.

Belone, L., Tosa, J., Shendo, K., Toya, A., **Straits, K.,** Tafoya, G., Rae, R., Noyes, E. , Bird, D. & Wallerstein, N. (2016).

Community based participatory research (CBPR) principles and strategies for co-creating culturally-centered

interventions with Native communities: a partnership between the University of New Mexico and the Pueblo of

Jemez with implications for other ethnocultural communities. In N. Zane, G. Bernal & F. Leong (Eds.) Evidence

Based Psychological Practice with Ethnic Minorities: Culturally Informed Research and Clincial Strategies.

**Straits, K.J. E.** (2016, August).Radiating the teachings of SIP’s sacred bundle: Traditional knowledge guides the good

path. In L. Smith (Chair), *EMPA united—Culturally grounded ethics equals enhanced efficacy*. Symposium

conducted at the American Psychological Association, Denver, CO.

**Straits, K.J.E**. & Garcia, M. (2017, July). *Are you wearing your turquoise? Indigenous ethics as protection.* Invited

keynote address conducted at the Advancing Tribal Healthcare Conference, Santa Fe, NM.

Collins, S.E., Clifasefi, S.L., Stanton, J., LEAP Advisory Board, **Straits, K.J.E.,** Gil-Kashiwabara, E., Espinosa, P.R., Nicasio, A.V., Andrasik, M.P., Hawes, S. M., Miller, K.A., Nelson, L.A., Orfaly, V.E., Duran, B.M. (2018). Community-based participatory research (CBPR): Towards equitable involvement of community in psychology research. American Psychologist 73 (7), 884-898.

1. **Completed Research Support**

**K01-MH066297/MH/NIMH, Domenech Rodriguez, 05/03-04/09, National Institutes of Health, National Institute of**

**Mental Health—Parenting intervention for Spanish-speaking Latinos.** Goal: to culturally adapt the evidence-

based Parent Management Training-Oregon, deliver the intervention, and evaluate using culturally appropriate

tools and methods with Spanish-speaking Latino families. **Role:** Research Assistant, Interventionist

**Adelsheim/Altschul, 10/07-09/10, Substance Abuse and Mental Health Services Administration (Targeted Capacity**

**Expansion)—Strengthening Native Families** Goal: To evaluate the implementation of an expansion and

enhancement of the behavioral health services in Santa Clara Pueblo through the development of a mobile team to

deliver alcohol and substance abuse treatment and a home-based family therapy program using Functional Family

Therapy. **Role:** Evaluation Assistant.

**SM059020, Roebuck, 10/09-9/15, Substance Abuse and Mental Health Services Administration—New Mexico**

**Systems of Care: Families and Organizations Collaborating for a United System (FOCUS)**. Goal: to

determine the impact of increasing collaboration across child serving entities and ensuring youth and families

greater access to family directed, youth guided, community based culturally competent services. **Role:** Evaluator

**SM10005, Powers, 10/10-9/16, Substance Abuse and Mental Health Services Administration—Mescalero System of**

**Care.** Goal: to determine the impact of increasing collaboration across child serving entities and ensuring youth

and families greater access to family directed, youth guided, community based culturally competent services

based on a Native American Apache reservation. **Role:** Evaluator and Sub-award co-investigator.

**5R01GM071935-08, Chemer, 09/04-06/13, National Institutes of Health, National Institute of General Medical**

**Science—Asessing Science Inquiry and Leadership Skills.** Goal: to understand how enrichment programs at

universities affect student’s self-confidence, self-definition, and commitment to and success in science. **Role:**

Interviewer

**1R21 HD0771 01-01, Miller, 08/13-07-15, National Institutes of Health—Partner Violence and Reproductive**

**Coercion among Native American Women.** Goal: to understand how Native American adolescent and adult

women in three different tribal communities describe pregnancy intention and contraceptive behavior, and the

cultural, structural, and relationship factors including violence which affect their intentions and behaviors. **Role:**

Consultant.

**SP15587, Feathers, 09/10-09/16, Substance Abuse Mental Health Services Administration, Center for Substance**

**Abuse Prevention—New Mexico Tribal Prevention Project.**Goal:to develop and/or strengthen substance

abuse prevention programs in partnership with eight tribal communities over four years and create measurable

community level change using the Strategic Prevention Framework. **Role:** Training & TA Consultant.

**Flying Earth, 07/14-06/18, New Mexico Human Services Departmemt, Office of Substance Abuse Prevention—**

**Native American Community Academy.**Goal: to build the capacity of the Native American Community

Academy service providers to deliver effective prevention services aimed at reducing underage drinking and

painkiller misuse among Native American middle and high school students. **Role:** Director of Evaluation.

**SP020771-01 & SP020771-02, Substance Abuse Mental Health Services Administration, Center for Substance**

**Abuse Prevention—New Mexico Tribal Prevention Project.** Goal:develop and/or strengthen substance abuse

prevention programs with 4 tribal communities. Role: Tribal-Centric Outcomes Director.