

Catherine Gonzalez

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EDUCATION

Vanderbilt University, <i>Nashville, Tennessee</i>	PhD Student in Community Research and Action Advisor: Dr. Velma McBride Murry Certificate: Latin American Studies	Expected December 2024 GPA 3.935
The University of Texas at Austin, <i>Austin, Texas</i>	Bachelor of Arts, Psychology, Departmental Honors Minor: Sociology Certificate: Bridging Disciplines Program, <i>an interdisciplinary training program that combines advanced coursework with applied experiences in research and local organizations.</i>	May 2019 GPA 3.9217

RESEARCH INTERESTS

Cultural identity development across childhood and adolescence; Acculturative stress and psychosocial outcomes in immigrant families; Development of culturally appropriate interventions; Effects of supportive home and school environments for under-represented groups.

HONORS AND RECOGNITIONS

Russell G. Hamilton (RGH) Scholar, <i>Nashville, TN</i>	Present
SEC Emerging Scholars Program Nominee, <i>Nashville, TN</i>	Spring 2022
The Children's Equity Project Fellow, <i>Phoenix, AZ</i>	Fall 2020 – Summer 2021
1st Place Poster Presentation in the Student Poster Session at the 2020 <i>CDC Public Health Ethics Forum: Ethical Dilemmas in Rural Health</i>	Fall 2020

RESEARCH EXPERIENCE

Center for Research on Equity in Families & Communities – *Project Manager, Nashville, TN*

Project Title: *Implications of Black Lives Matter Social Movement on Prosocial Development and Academic and Vocational Aspirations of Rural African American Youth* Fall 2020 – Present

Funding Source: Spencer Foundation, \$50,000

PI: Dr. Velma McBride Murry

- Engaged in the grant writing process for a funding opportunity with the Spencer Foundation.
- Train and manage a team of 8 data collectors and 3 community stakeholders.
- Monitor the progress of the project, including the management and storage of project data in REDCap.
- Maintain a database containing family contact information, tracking virtual visits, and missing data.
- Complete quantitative and qualitative data analyses for publication.

Project Title: *Rural Health Equity Initiative (RHEI) Project* Spring 2020 – Fall 2020

Funding Source: Meharry-Vanderbilt CERC Partnership Development Grant

PI: Dr. Velma McBride Murry

- Completed a comprehensive literature review of the impact of rural hospital closures on rural communities and analyzed media and news sources for personal testimonials from rural residents around Tennessee.
- Analyzed qualitative data from focus groups conducted within the rural communities regarding the impact of hospital closures.

Project Title: *Examining Ethics in Randomized Preventive Intervention Trials Targeting Children: A Case Study of Pathways for African Americans Success (PAAS)* Fall 2020

PI: Dr. Velma McBride Murry

- Worked alongside the PI to tailor an existing manuscript around the ethics of randomized preventive intervention trials when working with children.

- Edited the manuscript for submission to the journal of Child Development Perspectives

The Digital Inclusion Taskforce and Peabody College

July 2021 – Fall 2022

Project Title: *Digital Inclusion Needs Assessment*

Funding Source: Google Fiber, Nashville Public Education Foundation, and the Frist Foundation

PI: Dr. Hasina Mohyuddin

- Translated mapping icebreaker activity, protocol, and digital resource guides from English to Spanish.
- Connected, recruited, and enrolled Latino immigrant families for focus groups around access to digital devices, broadband, and bilingual resources for digital skill development.
- Conducted focus groups, in Spanish and English, with a team to understand digital access, support and skills of individuals in the Nashville area.
- Supported the team in transcribing and coding data from Spanish and English focus groups.
- Explore youth- and immigrant-specific barriers and opportunities related to digital access and inclusion.
- Published an [opinion piece](#) on digital access barriers in *The Tennessean*.

Bipartisan Policy Center

Summer 2021

Position: *Intern*

- Co-authored a [blog](#) with data from a nationwide parent survey on the impact of Covid-19 on children's socioemotional and behavioral health.
- Published a [blog](#) on Black parents' preferences and needs for childcare based on work arrangements.
- Assisted in the research, development, and writing of a report on [Tribes' use of CCDF funds](#).
- Provided feedback on materials for other blogs and reports, including a [CDCTC and CTC explainer](#).
- Attended webinars on early childhood mental health consultation and workforce development, and virtual meetings with representatives from Capitol Hill.

TEACHING EXPERIENCE

Polygence – *Student Mentor, Menlo Park, California*

Fall 2023 – Present

- Offer one-to-one mentorship to high school students seeking to expand their research experiences.
- Prepare assignments to advance a student's research project such as an article, a podcast, or op-ed.
- Provide students critical feedback over 10 sessions to challenge their analytic and writing skills.

Understanding Organizations – *Teaching Assistant, Nashville, TN*

Fall 2023 – Present

- Assist the professor in the creation of assignment rubrics and exam questions.
- Provide office hours for students to better understand the course material.
- Grade course assignments for comprehension and correctness and provide feedback.
- Guest-lectured on diverse analytic tools for organization evaluation including mission statement analysis framework, benchmarking, and SWOT analysis.

Action Research – *Guest Lecturer, Nashville, TN*

Fall 2023

- Presented on a community-based participatory research project regarding critical payday loan issues in Tennessee.
- Presentation materials included interviews with different community members, analysis of civil court case data, and academic reporting of payday lending research.

Systematic Inquiry – *Teaching Assistant, Nashville, TN*

Spring 2020 – Spring 2023

- Assisted the professor in the evaluation of students' progress and performance in developing research questions, critically analyzing qualitative and quantitative studies, and effectively collecting and analyzing data.
- Met with students to enhance further understanding of course material in preparation for assignments.

Applied Human Development – *Teaching Assistant, Nashville, TN*

Fall 2019

- Led weekly labs comprised of small lessons, activities, and discussion around topics of human development.

- Assisted the professor in the evaluation, feedback and grading of assignments submitted by the students.

BOOK CHAPTERS

- Cooper, S. M., Murry, V. M., Inness-Thompson, M. N., Burnett, M., Valrie, C., **Gonzalez, C.**, Shaheed, J., McBride, M., & Bezdek, K. (2023). Rural youth development: Theoretical perspectives, challenges, and protective processes. In L. J. Crockett, G. Carlo, & J. E. Schulenberg (Eds.), *APA Handbook of Adolescent and Young Adult Development*.
- Smith, E. P., Murry, V. M., Yzaguirre, M., **Gonzalez, C. M.**, Kas-Osoka, C., Bulgin, D. (2023). Building the bridge to anti-racist, equitable, and inclusive practices: Translational developmental science for a diverse society. In D. Witherspoon & G. Stein. (Eds.), *SRCD Spirit of 2044 Preconference Edited Book Proposal*. New York: Springer Publisher.

REFEREED JOURNAL ARTICLES

- Gonzalez-Detrés, C. M.**, Murry, V. M., & Gonzales, N. A. (in preparation). Examining the effects of acculturative stress on Mexican American parents as predictors of child behavioral health functioning: The protective nature of family cohesion, *Cultural Diversity & Ethnic Minority Psychology*.
- Gonzalez-Detrés, C. M.**, Murry, V. M., Hanebutt, R. A., Kas-Osoka, C. N., & Strickland, A. (under review). Building virtual rapport: An adapted model for conducting research with rural African American families, *Prevention Science*.
- Nyanamba, J. M., Kapatamoyo, K., Murry, V. M., Goodwin, A., Okowko, M., Hanebutt, R., Kodiemplakkal, H., Nariseti, L., **Gonzalez-Detrés, C. M.**, & Walker, P. (in preparation). African descent populations in the United States are not monolithic: A scoping review of risk and protection for cardiometabolic risk among African immigrants, *Cultural Diversity & Ethnic Minority Psychology*.
- Berkel, C., Murry, V. M., Hanebutt, R., Thomas, N. A., Beza, B., Debreaux, M. L., & **Gonzalez, C.** (accepted). Effects of the Pathways for African American Success program: Mitigating the negative consequences of discrimination on parent and adolescent depression, *Journal of Prevention and Health Promotion*.
- Murry, V. M., **Gonzalez, C. M.**, Debreaux, M. L., Coates, E. E., & Berkel, C. (2023). Implications of Built and Social Environments on the Academic Success among African American Youth: Testing SAAF Intervention Effects on Parental Academic Racial Socialization. *Frontiers in Psychology*, 1–12.
- Branam, L. S., **Gonzalez, C.**, Stansberry, T., Rice, R. (2022). Rural hospital closures in Tennessee: Centering community residents' voices to identify public health ethical issues and inform policy strategies, *Journal of Healthcare, Science, and the Humanities*, 12(1), 59–79.
- Carlo, G., Murry V. M., Davis, A., **Gonzalez, C. M.**, & Debreaux, M. L. (2022). Culture-related adaptive mechanisms to race-related trauma among African American and U.S. Latino youth, *Adversity and Resilience Science*, 3(3), 247–259.
- Berkel, C., Murry, V. M., Thomas, N. A., Beza, B., Debreaux, M. L., **Gonzalez, C.**, & Hanebutt, R. (2022). The Strong African American Families program: Disrupting the negative consequences of racial discrimination through culturally tailored, family-based prevention, *Prevention Science*, 1–12.
- Murry, V. M., **Gonzalez, C. M.**, Hanebutt, R. A., Bulgin, D., Coates, E. E., Inness-Thompson, M. N., Debreaux, M. L., Wilson Jr., W. E., Abel, D., & Cortez, M. B. (2021). Longitudinal study of the cascading effects of racial discrimination on attachment processes and adjustment among African American youth, *Attachment & Human Development*, 24(3), 1–17.

PROFESSIONAL CONFERENCES

- Gonzalez-Detrés, C. M.**, & Murry, V. M., & Kas-Osoka, C. N. Fostering Virtual Rapport: Conducting Research with Rural African American Families During COVID-19. Chicago, Illinois. April 2024. (under review)
- Gonzalez, C.** Acculturative Stress: A Scoping Review. American Psychological Association Division 45 Society for the Psychological Study of Culture, Ethnicity, and Race Research Conference. San Diego, CA. July 2023.
- Gonzalez, C.**, Hanebutt, R. A., & Murry, V. M. Black Futures Matter: Initial Findings from the Imagined Futures Project. SPR 2023 Annual Meeting, Washington, DC. May 2023.

- Gonzalez, C.,** & Gonzales, N. A. Examining the Effects of Family and Acculturation Stress on Mexican American Parents as Predictors of Child Behavioral Health Functioning: The Protective Nature of Family Relationship Quality. SRA 2023 Annual Meeting, San Diego, CA. April 2023.
- Murry, V.M., Hanebutt, R., **Gonzalez-Detrés, C. M.** Influence of Black Lives Matter on the Academic and Vocational Aspirations of Rural Adolescents: Initial Findings from the Imagined Futures Project. Society for Research on Adolescence. April 2023
- Debreaux, M., **Gonzalez, C.,** & Murry, V. M. African American Family Adaptive Resilience: The Impact of Covid-19 on Rural Youths' Remote Learning Environment. Society for Research in Child Development Biennial Meeting. March 2023.
- Gonzalez, C.,** Hanebutt, R. A., Mohyuddin, H., & Roth, R. More than Access and Language Barriers: Digital Equity for English Language Learners. SPSSI 2022 Conference, San Juan, PR. June 2022.
- Hanebutt, R. A., **Gonzalez, C.,** Mohyuddin, H., & Roth, R. Digital Natives, Digital Navigators, Digital Futures: Exploring Youth Perspectives of the Digital Divide. Resilience Con 2022, Nashville, TN. April 2022. (virtual)
- Murry, V. M., **Gonzalez, C.,** Bulgin, D., & Debreaux, M. Contextualizing Attachment Theory: Examining Implications of Racial Discrimination and Parent-Child Relationship Quality on Attachment Processes and Adjustment among African American Youth. Society for Research in Child Development Biennial Meeting. April 2021. (virtual).
- Branam, L. & **Gonzalez, C.** Addressing Rural Health Equity and Access in Rural Tennessee. 2020 Public Health Ethics Forum. Atlanta, GA, September 2020. (virtual)

GRANTS & FELLOWSHIPS

Start with Equity Fellowship – *Fellow, Phoenix, AZ* Fall 2020 – Fall 2021

- Participated in a professional development series to learn about the different opportunities available in the non-profit, policy, and foundation sectors.
- Attended policy seminars to learn about the process of transforming and informing early childhood education policy through research.
- Conducted a literature review to discuss and summarize findings on the cultural, personal, and academic importance of dual language learning spaces for Latino, immigrant children.

LANGUAGE & CULTURAL BROKERING

SRI International – *Language & Cultural Broker, Nashville, TN* Spring 2022

- Served as a bilingual assessor of a social and emotional learning coaching program in MNPS and Maury County kindergarten classrooms.
- Conducted assessments that included play-based activities to test children's executive functioning skills.

Conexión Américas – *Language & Cultural Broker, Nashville, TN* Spring 2021 – Fall 2022

- Assisted with the Parents as Partners/Padres Comprometidos program that seeks to provide Latino immigrant families with tools and resources to understand and navigate the Metro Nashville Public Schools System.
- Contacted families to recruit them to the program, assisted with information delivery, and connected them with other organizations that have the resources they need regarding nutrition, legal help, or ESL classes.
- Assisted in the restructuring of the pre-K/High School curriculum for the Padres Comprometidos program to make it more linguistically and culturally appropriate for Latino immigrant parents.

Feeding Nashville – *Language and Cultural Broker, Nashville, TN* Summer 2021 – Fall 2021

- Designed nutrition education materials targeting populations experiencing high levels of chronic disease and poor health, as well as communities from diverse cultural backgrounds.
- Analyzed demographic data of served population to tailor education curriculum and messaging in a way that is culturally attuned and responsive to their needs and preferences.
- Conducted Spanish focus groups with members from local organizations to understand what healthy eating means to Latino families and practical ways we can increase access to nutrition education and fresh produce in their community.

ADVANCED COURSEWORK & DATA ANALYTIC SOFTWARE

Ethnographic Research Methods, Program Evaluation, Qualitative Research Methods, Public Policy & Advocacy, Correlation & Regression, Structural Equation Modeling; SPSS, R, MAXQDA, Covidence

SERVICE

BioVU Community Advisory Board, <i>Member</i>	Present
La Casa Church, <i>Bilingual Youth Group and Life Group Leader</i>	Spring 2021 – Present
Community Research and Action Student Association, <i>Secretary</i>	Spring 2023
Latin American and Caribbean Student Association, <i>Vice President</i>	Fall 2021 – Fall 2022
Society for Prevention Research, <i>Abstract Reviewer</i>	Spring 2022
Society for the Psychological Study of Social Issues, <i>Abstract Reviewer</i>	Spring 2022
Vanderbilt University EDGE Program, <i>Undergraduate Mentor</i>	Summer 2021

PROFESSIONAL AFFILIATIONS

Society for Research on Child Development
Society for Research on Adolescence
Society for Prevention Research
Society for the Psychological Study of Social Issues