



INTERNATIONAL PSYCHOLOGY BULLETIN

Volume 19 No. 2 Spring 2015



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Articles

Psychology in Latin America: Legacies and Contributions - Part 3

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The purpose of this series is to advance the dissemination of psychological knowledge generated in Latin America and the Caribbean in an effort to balance the predominant influence and presence of European psychology and, more recently, Asian psychology, in the U.S.A. This is the third and final part of a series discussing the Interamerican Society of Psychology (www.sipsych.org), known as SIP (for the acronym of its name in Spanish, *Sociedad Interamericana de Psicología*) and featuring the Spanish or Portuguese speaking psychologists distinguished with the Interamerican Psychology Award. Every two years, SIP's board of directors, in consultation with nominations from SIP's membership, grants an award to an English or French speaking psychologist and another to a Spanish or Portuguese speaking psychologist¹ whose work has advanced psychology as a science and profession in the Americas.

Author note: We would like to acknowledge the following colleagues who responded to our request for information related to the series: Carmen Albizu García, Arrigo Angelini, Rubén Ardila, Nelda Cajigas, Rolando Díaz Loving, Héctor Fernández Álvarez, Regina Helena de Freitas Campos, Martha Givaudán, Maria do Carmo Guedes, Maritza Montero, Isabel Reyes Lagunes, Emilio Ribes-Iñesta, Eduardo Rivera Medina, Aroldo Rodrigues, Pedro Rodríguez, Wanda Rodríguez Arocho, Euclides Sánchez, Irma Serrano García, and José Toro Alfonso.

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¹Since 2007, the award for a Spanish or Portuguese speaking psychologist has been entitled the Rogelio Díaz Guerrero Award.

In the first article of the series (Consoli & Morgan Consoli, 2012), we noted the accomplishments of the first six of the twenty awardees, organized in chronological order: 1976 – Rogelio Díaz Guerrero, Mexico; 1979 – Arrigo Angelini, Brazil; 1981 – Jacobo Varela, Uruguay; 1983 – Rubén Ardila, Colombia; 1985 – Aroldo Rodrigues, Brazil; 1987 – Carlos Albizu Miranda, Puerto Rico, awarded posthumously. In the second installment we featured the next six awardees: 1987 – Emilio Ribes-Iñesta, Mexico; 1989 – Eduardo Rivera Medina, Puerto Rico; 1991 – Ignacio Martín Baró, El Salvador, awarded posthumously; 1993 – José Miguel Salazar, Venezuela; 1995 – Maritza Montero, Venezuela; 1997 – Rolando Díaz-Loving, Mexico. In this final article we highlight the accomplishments of the most recent eight awardees: 1999 – Héctor Fernández-Álvarez, Argentina; 2001 – Silvia Maurer Lane, Brazil; 2003 – Euclides Sánchez, Venezuela; 2005 – Irma Serrano-García, Puerto Rico; 2007 – Isabel Reyes Lagunes, Mexico; 2009 – José Toro Alfonso, Puerto Rico; 2011 – Susan Pick, Mexico; and 2013 – Wanda Rodríguez Arocho.

Dr. Héctor Fernández-Álvarez (1944-), from Argentina, received the Interamerican Psychologist award in 1999. The son of Spanish immigrants, he earned a *licenciatura* degree in psychology at the *Universidad de Buenos Aires* (UBA) in 1967. At the UBA, he was exposed to psychoanalysis through León Ostrov and Emilio Rodríguez, and to Soviet reflexology through José Itzigsohn (Consoli, Corbella Santoma, & Morgan Consoli, 2013). As a student and then as an early career professional, Fernández-Álvarez read widely and showed a timely interest in U.S.A. psychology, which was not a type of psychology readily accepted in Argentina. In fact, in his first publication, he reviewed work recently published in the U.S.A. (Fernández-Álvarez, 1969). In 1995, Fernández-Álvarez earned a doctoral degree from the *Universidad Nacional de San Luis*, the first accredited doctoral program in Psychology in Argentina. He has since been in academia for almost 50 years, teaching at the *Universidad de Belgrano* as well as many other institutions throughout Argentina, Latin America, and Spain.

Dr. Fernández-Álvarez' areas of expertise include psychotherapy, personality disorders, group therapy, anxiety disorders, and the training of psychotherapists, including supervision. His work has focused on the relationship between experience and the singular capacity of a psychotherapist to alleviate human suffering, the efficacy of psychotherapy, the evaluation of diverse psychotherapy approaches, the durability of the treatment benefits derived from psychotherapy, and the personal style of the psychotherapist (Fernández-Álvarez, García, LoBianco, & Corbella, 2003).

Dr. Fernández-Álvarez has published 12 books in psychology as well as a novel, *La Distancia* (The Distance) (Fernández-Álvarez, 2002). In addition, he has authored and co-authored close to 70 journal articles, and over 40 book chapters. Among his books, *Fundamentals of an Integrative Model in Psychotherapy* (Fernández-Álvarez, 1992/2008) is his most renowned work, currently available in a third edition. The first edition of the book has been translated into English (Fernández-Álvarez, 2001). In addition, he has

co-authored two books with Amparo Belloch Fuster on personality disorders (Belloch Fuster & Fernández-Álvarez, 2002; Belloch Fuster & Fernández-Álvarez, 2010). Furthermore, in 2008, Dr. Fernández-Álvarez and collaborators published *Integration and Mental Health: The Aiglé Project, 1997-2008* (Fernández-Álvarez, 2008), a book detailing the theoretical, empirical, clinical and training evolution of the integrative approach practiced at Aiglé. Dr. Fernández-Álvarez is a founding member and president of the Aiglé Foundation, a non-governmental organization that was formed in 1977 for the purpose of providing services and advanced training in psychotherapy. Dr. Fernández-Álvarez has presided over many professional organizations including the Interamerican Society of Psychology (2003-2005). In 2002 he received the Sigmund Freud award from the city of Vienna, granted by the World Council for Psychotherapy.

Dr. Sylvia Tatiana Maurer Lane (1933-2006), from Brazil, received the Interamerican Psychologist award in 2001. Dr. Lane worked at the Pontificia Universidad Católica de São Paulo (PUC-SP) for more than forty years, in the field of community social psychology. She is lauded as a pioneer in the area of *Compromisso Social* (Social Commitment) (Bock, Ferreira, Gonçalves, & Furtado, 2007) and social transformation, and was a champion for social justice issues in Brazilian society, with a particular focus on socio-historical aspects.

Dr. Lane received a scholarship to study at Wellesley College in the U.S.A. in 1955, where she worked with Solomon Asch. She graduated in 1956 with a Bachelor's degree and a *licenciatura* in philosophy from the University of São Paulo (USP). After working for several years for the Regional Council of Educational Research, a branch of the Ministry of Education, she began teaching at PUC-SP in 1965. In 1970, she completed her doctorate at PUC-SP, with a dissertation entitled *Psychological meaning of words in different socio-cultural groups*. At PUC-SP she became a leader in designing a psychology program that became a model for all of Brazil. In particular, her focus in the program was on science as praxis.

Dr. Lane published over 40 books and book chapters and 29 articles on social psychology, language, and various aspects of community psychology in Latin America during her career. One of her books, *O que é psicologia social* (What is social psychology), published in 1981, was written at a turning point for social psychology in Latin America and influenced the field significantly. Her work is often personified as being based on "social reality" and as addressing the problems in the lives of the majority of the Brazilian population. Dr. Lane's work consistently drew on the writings of Marx and Vygotsky, as is exemplified by an analysis of the theses and dissertations of her students (Alves de Sousa, 2008). In her many works, including her highly insightful book, *Psicologia social: O homem em movimento* (Social psychology: Man in motion) (Lane & Codo, 1984), she criticized psychology as being too positivistic and sought to facilitate a science which could better transform society (see Lane, 1984a, b).

Dr. Lane's writing also focused on the ethics of knowledge in social psychology in Latin America and how psychology might "democratize" this process, breaking down discrimination and exclusion, through scholars in the academy interacting with people in society (Lane, 2002; Lane, 2006). Dr. Lane developed and founded the Brazilian Association of Social Psychology (ABRAPSO) in 1980, and served as its first president.

Dr. Euclides Sánchez (1940-), from Venezuela, received the Interamerican Psychologist award in 2003. He earned a *licenciatura* in psychology from the *Universidad Central de Venezuela* (UCV) in 1963 and a master's degree in social psychology from the London School of Economic and Political Sciences, at the University of London in 1973. Dr. Sánchez received a doctoral degree from UCV, earning Honorable Mention for his dissertation entitled *The participative community: Psychosocial conditions of community participation*, later published as a book entitled *Todos con La Esperanza: Continuidad de la participación comunitaria* (All together with "La Esperanza:" Continuity in community participation) in 2000. Since 1962, he has worked at the *Universidad Central de Venezuela*, beginning as an instructor of general psychology and serving as Chair of the Department of Social Psychology in 1988. During this time, he also taught as an invited professor or investigator at many universities in Argentina, Chile, France, Guatemala, Mexico, Puerto Rico, Spain, and the U.S.A. Throughout his career, he has given multiple workshops and presentations, as well as served as a consultant and invited lecturer to many national organizations on community participation in research, participatory evaluation research, qualitative research, and community psychology, among other topics.

Dr. Sánchez has authored 25 books and over 40 journal articles and book chapters, publishing extensively on community participation, qualitative research, and community social psychology. His most recent books are on community sustainability, participatory action research, and poverty from the perspective of community social psychology. His most recent article is on environmental psychology in Venezuela. Specifically, he has conducted detailed analyses of community psychology in Latin America, including synopses of the state of affairs in this field in Argentina, Chile, Colombia, Puerto Rico, and Venezuela (Wiesenfeld, Sánchez, & Giuliani, 1996). His work on environmental psychology in Venezuela emphasizes the Sustainable Development (SD) model for Latin America, which includes community and environmental factors with the goal to inform public policy (Wiesenfeld & Sánchez, 2002). Moreover, Dr. Sánchez' work emphasizes community participation (CP) design and the various factors which influence it, such as poverty and leadership, among others (Sánchez, 2004; Sánchez, Cronick, & Wiesenfeld, 2003).

Dr. Sánchez is a leader in Latin American social psychology and has served the field in many leadership capacities including the presidency of the Interamerican Society of Psychology (1995-1997), membership in the Board of Directors of the International Association of Applied

Psychology (1996-2000), and various leadership positions in the Venezuelan Social Psychology Association. He has also served in the editorial board of many journals such as the *Revista Contemporánea de Psicología* (Journal of Contemporary Psychology) and *Revista Interamericana de Psicología* (Interamerican Journal of Psychology).

Dr. Irma Serrano-García (1948-), from Puerto Rico, received the Interamerican Psychologist award in 2005. Dr. Serrano-García earned a master's degree at the *Universidad de Puerto Rico, Recinto de Río Piedras* (UPR-RP) in 1970 and a doctoral degree in social-community psychology at the University of Michigan, Ann Arbor in 1978 while a Ford Foundation Fellow (1973-1977). She completed postdoctoral studies in educational public policy at Harvard University in 1985. From 1978 until her retirement in 2010, Dr. Serrano-García was a faculty member in the Department of Psychology at the UPR-RP, which included serving as Chair of the Department for five years (1986-1990). In her retirement, Dr. Serrano-García has continued to serve as a consultant to non-profit organizations and educational institutions, something she has done for several decades.

Dr. Serrano-García is one of the most well-known community psychologists in Latin America. Her main areas of scholarly interest include social change, power dynamics, gender issues, participatory research, public policy, and higher education teaching and learning. Dr. Serrano-García has written extensively about social-community psychology, emphasizing social change in community psychology and underscoring the role that collaborative and participatory ideology play in such change processes (Serrano-García, 2008; Serrano-García, López, & Rivera-Medina, 1987). Her research and administrative duties have involved directing the first post doctoral training program in social sciences at UPR on research training addressing HIV/AIDS supported by the National Institute of Allergies and Infectious Diseases, and serving as principle investigator in over a dozen sponsored research projects studying matters such as the role of men in preventive interventions for women, HIV prevention in heterosexual Puerto Rican women, the prevention of the sexual transmission of HIV/AIDS in heterosexual relationships, the role of psychology in public policy, and research training in Puerto Rican graduate psychology programs. Her record of publications encompasses over 100 journal articles and book chapters, as well as thirteen books. Her most recent books address the evolution of community psychology in Latin America (Montero & Serrano-García, 2011), stigma and its consequences experienced by Puerto Ricans living with HIV/AIDS (Varas-Díaz, Serrano-García, & Toro-Alfonso, 2004), and the contemporary challenges faced by higher education in psychology (Serrano-García, Rodríguez Arocho, Bonilla Mujica, García Ramos, Maldonado, Pérez López, & Rivera Lugo, 2013). She is currently editing the *Handbook of Community Psychology* for APA in a joint effort with Christopher Keys and Meg Bond.

Dr. Serrano-García earned fellow status in Division 27, the Society for Community Research and Action: Division of Community Psychology, in 1988; and in Division 2,

The Society for the Teaching of Psychology, in 1992. She served as president of Division 27 in 1992-1993 and represented the Division in the APA's Council of Representatives from 2012 through 2014. She also served on APA's Committee of Ethnic Minority Affairs from 1990 until 1993 and APA's Committee on International Relations in Psychology from 1994 until 1997. She received an APA presidential citation in 2004 from APA president Diane Halpern, for her service to APA, psychology, and women. Dr. Serrano-García served as the first female editor of the *Interamerican Journal of Psychology*, the official publication of the Interamerican Society of Psychology, from 1998 until 2003, and was president of the Puerto Rican Psychological Association (APPR) in 2012. The APPR granted Dr. Serrano-García a Lifetime Achievement award.

Dr. Isabel Reyes Lagunes (1942-), from Mexico, received the Interamerican Psychologist award in 2007. She earned a doctoral degree in social psychology from the *Universidad Nacional Autónoma de México* (UNAM) in 1982. Dr. Reyes Lagunes, who achieved the highest level as a researcher in Mexico (level III), taught for over forty years at several Mexican universities, most noticeably at the UNAM in Mexico City. She achieved emeritus status in 2008.

Dr. Reyes Lagunes publication record includes close to 200 journal articles and book chapters as well as nine books. Among her multiple areas of scholarly interests, her research lines have concerned culture and personality, Mexican identity, ethno-psychometrics, social and political psychology, and couples. Specifically, Dr. Reyes Lagunes has researched personality assessment in Mexico (Lucio, & Reyes Lagunes, 1996; Reyes Lagunes, 1996) and the personality of Mexican people (Reyes Lagunes, 1999). A disciple and long-time collaborator of Dr. Rogelio Díaz Guerrero, she has pursued cross-cultural interests (Reyes Lagunes, & Poortinga, 1987) and compared and contrasted personality development in Mexico and the USA (Holtzman, Díaz Guerrero, Swartz, Lara, Laosa, Morales, Reyes Lagunes, & Witzke, 1973).

Dr. Reyes Lagunes has studied the impact of educational television on children's development (Holtzman & Reyes Lagunes, 1980) and evaluated a popular TV program for children while it was being adapted for Mexico (Díaz-Guerrero, Reyes Lagunes, Witzke, & Holtzman, 1976; Reyes Lagunes, 1980). She has advanced the field of psychological assessment, particularly with respect to the development of culturally relevant psychological evaluations, spawning a field that has been referred as ethno-psychometrics (Reyes Lagunes, 2011). Dr. Reyes Lagunes has written extensively about social psychology in Mexico and has been a crucial contributor herself to the development of this branch of psychology in Mexico (Reyes Lagunes, 2002). Moreover, she has researched a range of matters concerning couples, including locus of control, communication, relationship quality, attitudinal differences, values and choices, power differences, and violence (García Meraz, & Reyes Lagunes, 2009a&b).

Dr. Reyes Lagunes has occupied several leadership positions in her extensive career including the presidency of several professional organizations: the Interamerican Society

of Psychology (1983-1985), the Mexican Association of Social Psychology (AMEPSO) (1996-1998), the Iberoamerican Association of Evaluation and Psychological Diagnosis (AIDEP) (2003-2005), and most recently, the Mexican *Colegio Nacional de Psicólogos* (2008-2012). She has received other awards, including the national award from Mexico's National Council on Psychology Teaching and Research (CNEIP) in 1997 and the national award from Mexico's National Federation of Colleges, Societies, and Associations of Psychology in 2009.

Dr. José Toro-Alfonso (1952-2015), from Puerto Rico, received the Interamerican Psychologist award in 2009. Dr. Toro-Alfonso earned a master's degree in education at the Catholic University of Puerto Rico, Ponce, Puerto Rico in 1976, a master's degree in psychology in 1988, and a doctoral degree in clinical psychology in 1991 at the Caribbean Center for Advanced Studies, in San Juan, Puerto Rico. He completed postdoctoral studies at the Centers for Disease Control and Prevention (CDC) in Atlanta and at the University of New York, focusing on sexuality and health programs.

Dr. Toro-Alfonso began his professional career as a biology teacher at Holy Rosy School in Yauco, Puerto Rico and continued teaching at San Antonio High School in Humaco, Puerto Rico. He then became involved in the Montessori school system, and, in 1978 founded and directed a Montessori preschool and elementary school program in Caguas, Puerto Rico. Dr. Toro-Alfonso was a clinical psychologist, professor, and researcher in the Department of Psychology at UPR-RP, where he worked from 1998 until his sudden death in 2015. From 1983-1998, Dr. Toro-Alfonso served as the Executive Director of the AIDS Foundation of Puerto Rico, where he developed programs of care for people with HIV and primary prevention programs for vulnerable communities. He consulted for numerous HIV/AIDS programs, funded by international agencies such as USAID, the Dutch embassy in Central America, and UNAIDS, among others.

Dr. Toro-Alfonso published over fifty articles in peer-reviewed national and international journals including the *Journal of Interpersonal Violence*, the *Puerto Rican Journal of Psychology*, the *Latin American Journal of Psychology*, and the journal *Advances in Latin American Psychology*. Through these publications, he focused on examining domestic violence in Puerto Rican gay couples, which has led to a better understanding of the effect that family role models have on future violence in intimate relationships, addictive behaviors, and vulnerability for HIV infection in gay men (e.g., Toro-Alfonso & Rodríguez-Madera, 2004). Dr. Toro-Alfonso also evaluated HIV/AIDS prevention methods, using a community-based model, targeting gay Latino men in Puerto Rico. He documented the role that workshops and small group meetings play in lowering the risk of HIV by addressing knowledge, attitudes, and behaviors regarding safe sex practices (e.g., Toro-Alfonso, Varas-Díaz, & Andújar-Bello, 2002). Additionally, Dr. Toro-Alfonso researched body image and eating disorders among Latino men and found that, although it is more common for homosexual men to have image and eating disorders, many heterosexual men struggle with

these issues as well. Dr. Toro-Alfonso researched the effect of the social construction of hegemonic masculinity on the development of eating disorders and body image issues among homosexuals (e.g., Toro-Alfonso, Nieves, & Borrero, 2010; Toro-Alfonso, Urzúa, & Sánchez Cardona, 2012). In addition, Dr. Toro-Alfonso published five books addressing topics such as domestic violence in couples of the same sex (Toro-Alfonso, 2005) and subordinated masculinities (Toro-Alfonso, 2008). He also wrote many book chapters with colleagues from Latin America and the Caribbean.

Dr. Toro-Alfonso was extensively involved in organized psychology, locally and internationally. In 2001, he was President of the Puerto Rico Psychological Association (APPR); from 2001 to 2005, he was Secretary General of the Interamerican Society of Psychology (SIP) and President of SIP from 2011 to 2013. Among the many other distinctions received by Dr. Toro-Alfonso, he became a fellow of Division 44, the Society for the Psychological Study of Lesbian, Gay, Bisexual, and Transgender Issues of the American Psychological Association in 2010, and was awarded the Distinguished Professional Career Award by the National Latina/o Psychological Association in 2014.

Dr. Susan Pick (1952-), from Mexico, received the Interamerican Psychologist award in 2011. Dr. Pick earned a doctoral degree in social psychology from the University of London in 1978. She has been a faculty member at the *Universidad Nacional Autónoma de México* (UNAM) for over four decades. Dr. Pick has received an array of academic distinctions, including the highest researcher level in Mexico's National Research System and being a research fellow at the Harvard Center for Population and Development Studies (2005-2007).

Dr. Pick's scholarly interests include sex education, research methodology, life skills, empowerment, and participatory research. Her publication record includes over 40 books, close to 70 book chapters, and over 80 journal articles. She is the founder and president of the *Instituto Mexicano de Investigación de Familia y Población* (IMIFAP; Mexican Institute for Family and Population Research), a nonprofit organization established in Mexico City. Their slogan *Yo Quiero, Yo Puedo* (*I want to, I can*) highlights the program's mission of creating positive, sustainable change through personal agency, which is achieved through education, life skills, and the elimination of environmental and psychological barriers. These are the key components of the Framework for Enabling Empowerment (FrEE), the methodological foundation of IMIFAP's research-based intervention and prevention programs (Pick & Sirkin, 2010).

Since the launching of IMIFAP in 1985, Dr. Pick and her colleagues have advanced the development of various sex education, health, citizenship, and skills acquisition programs through extensive research. Specifically, Dr. Pick's research on adolescent pregnancy highlights the various psychosocial factors that influence the decision making process of engaging in unprotected sex, especially the role of the family and parent-child communication (Pick & Palos, 1995). Similarly, Dr. Pick and colleagues evaluated the *Yo Quiero*,

Yo Puedo fourth grade HIV/AIDS prevention program and found that parent-child communication about sex was a protective factor against risky sexual behavior (Pick, Givaudán, Sirkin, & Ortega, 2007). In addition to developing communication skills, Dr. Pick and colleagues created a community based intervention on domestic violence among abused married women (Fawcett, Heise, Isita-Espejel, & Pick, 1999) and a brief intervention program on dating violence (Pick, Leenen, Givaudán, & Prado, 2010) that sought to raise awareness about intimate partner violence and its relation to socio-cultural norms. These programs highlighted the concept that sustainable change requires more than education. IMIFAP's contribution led to the inclusion of sex education in the national school curriculum and to the creation of several similar programs in other countries, which has impacted the lives of over 11 million youth (Pick, Givaudán, & Poortinga, 2003).

Dr. Pick has received numerous awards for her work, including the Prize for Young Academic in Research in Social Sciences from the National University of Mexico (1991), the Outstanding International Psychologist Award from the American Psychological Association's Division 52 International Psychology (2002), the Florence Denmark/Gori Gunwald Award in Honor of Outstanding Contributions to the Psychology of Women from the International Council of Psychologists (2005), and the Award for Distinguished Professional Contributions to the Advancement of Applied Psychology by the International Association of Applied Psychology (2006). Dr. Pick has served as president for various organizations including the Mexican Association of Social Psychology (1987-1989) and the Interamerican Society of Psychology (1999-2001).

Dr. Wanda C. Rodríguez Arocho (1952-), from Puerto Rico, received the award in 2013. She earned her first degree in psychology at the UPR-RP in 1973, followed by a master's in education with a specialization in counseling in 1977, and another master's degree in psychology in 1985. Dr. Rodríguez Arocho earned a doctoral degree in 1988. She worked in academia from 1983 until her retirement in 2011, achieving the rank of professor at the UPR-RP. Dr. Rodríguez Arocho has taught courses on research, human development, the psychology of learning, cognitive psychology, and the cultural study of the mind, among others. She has done so in Puerto Rico and throughout the Caribbean and Latin America.

Dr. Rodríguez Arocho has written 10 books, 13 book chapters, and close to 80 articles in some of the most prestigious journals in the field of psychology. Dr. Rodríguez Arocho's scientific and professional contributions span a considerable range. Among these, the dissemination and advancement of the work of Lev Vygotsky and Jean Piaget throughout the Caribbean and Latin America stand out as exemplary, particularly their ability to identify areas of convergence rather than stereotyped differences (Rodríguez Arocho, 1999, 2007a, 2011). Similarly, Dr. Rodríguez Arocho has made considerable contributions to the advancement of cognitive psychology (Rodríguez-Arocho, 2007b, 2013). Specifically, her research has focused on executive functioning and language abilities among Latina/o children

and has merited sustained support by the National Institute of Mental Health within the Minority Research Infrastructure Support Program for over a decade (Rodríguez-Arocho, 2003, 2004). Dr. Rodríguez Arocho has advanced a complex understanding of constructs such as quality education by resorting to socio-cultural-historical analysis and critical pedagogy and by articulating the interdependency that exists between domains such as learning processes, development, and assessment.

Dr. Rodríguez Arocho has occupied important leadership positions including serving as secretary general of the Interamerican Society of Psychology 1997-2001, and as an elected member of APA's Committee on International Relations in Psychology which she chaired 2002-2003. Dr. Rodríguez Arocho has received many awards in her academic career. Among these awards, the Puerto Rican Psychological Association (APPR) granted her the Distinguished Psychologist of the year award in 2000. She also earned APPR's Lifetime Achievement award in 2011. Moreover, she received the Distinguished Researcher award in 2003, granted by the journal *Ciencias de la Conducta* (Behavioral Sciences) which is published by the Universidad Carlos Albizu.

In this last of three installments we have featured the accomplishments of the most recent awardees of the twenty individuals who have been distinguished with the Interamerican Psychology Award for Spanish or Portuguese speaking psychologists granted by the Interamerican Society of Psychology. It has been our overall intention through these three articles to advance the dissemination in the U.S.A. of the psychological knowledge generated in Latin America and the Caribbean. We hope that we have achieved that goal.

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