

Project L/EARN at the INSTITUTE FOR HEALTH, HEALTH CARE POLICY, AND AGING RESEARCH

The Institute for Health, Health Care Policy, and Aging Research offers *Project L/EARN*, an exciting program designed to increase graduate school enrollment among students from groups which are traditionally under-represented (African-American, Latino, Native American, and Pacific Islanders) in health related graduate programs.

We invite sophomore and junior students with an interest in health and/or mental health research to apply to the *Project L/EARN* Summer 2002 research training program. The summer program is an intensive ten week internship opportunity for qualified students who would like to **obtain research skills and “hands-on” experience in health and mental health research under the guidance of a distinguished faculty mentor. Summer training often leads to involvement in faculty research during the subsequent academic year.** Faculty mentors represent a diverse array of disciplines, including health economics, medical sociology, medical anthropology, public health, social work and health psychology; all head vigorous research programs. Each intern will be matched with a faculty mentor whose work is most closely aligned with his or her particular interests, skills, and background.

The core of the summer program is a daily workshop that provides technical training in research methods, study design, data management, and statistical analysis (programming in SPSS & SAS). *Project L/EARN* has been designated as one of Rutgers University’s *Graduate Education Preparation Programs*. Interns will be provided with GRE preparation as well as extensive guidance with respect to applying to graduate school.

The internships provide students with a \$3,000 stipend, tuition, and room-and-board for the duration of the ten-week program so that they can **“learn while they earn”**. The program will operate from June 2nd to August 10th. *Project L/EARN* is directed by Professor Peter Guarnaccia and Diane (Deedee) Davis, and it is funded by the National Institute of Mental Health, the Institute for Health, Health Care Policy and Aging Research, and Rutgers University.

Applicants will be evaluated by potential mentors and selected on the basis of their academic records and the compatibility of their interests and skills with faculty projects. Applicants must have at least one full academic year left to complete their undergraduate degree, have completed at least one course in statistics or quantitative methods by the time the summer program begins, and be a member of at least one of the ethnic/cultural groups specified above as under-represented. **The deadline for applications is March 18, 2002.** Awards will be announced in mid-April. Further information about *Project L/EARN* can be obtained from the Web site of the Institute for Health, Health Care Policy, and Aging Research www.ihhpar.rutgers.edu/projectlearn/.

COURSES WHICH MEET THE STATISTICS/METHODS PREREQUISITE

Applicants should complete at least one of the courses listed below, by the end of the Spring semester 2002

****Please identify any equivalent course(s) on your NON Rutgers transcript ****

- 01:830:200 Quantitative Methods in Psychology
- or 01:830:300 Research Methods in Psychology
- or 01:830:205 Statistical Methods
- or 01:832:241 Computer Applications in Health Research
- or 01:920:311 Introduction to Social Research
- or 01:920:302 Intermediate Social Research
- or 01:920:312 Computer Analysis of Social Science Data
- or 01:960:201 Basic Statistics for Economics
- or 01:960:212 Statistics II
- or 01:960:285 Introductory Statistics for Business
- or 01:960:286 Introductory Statistics for Business
- or 01:960:401 Basic Statistics for Research (Science majors)
- or 01:960:486 Computing and Graphing in Applied Statistics
- or 01:960:490 Introduction to Experimental Design
- or 10:975:205 Basic Statistical Methods for Urban Studies & Community Health
- or 10:975:307 Application of Quantitative Methods
- or 11:374:201 Research Methods in Human Ecology

*** Course numbers may vary**

If you have taken a statistics or research methods course which does not appear on the list, contact Deedee Davis at 932-1876.

APPLICATION FOR PROJECT L/EARN, SUMMER '02
THIS PROGRAM IS NOT OPEN TO SENIORS

Last Name	First Name

Permanent Address	Campus Address

Permanent Telephone	Campus Telephone

Email Address	Country of Citizenship

Race	Ethnicity	Age

Social Security Number	Student ID Number (if different)

Major (if double majoring, please specify both)

Cumulative GPA	Overall Within Major	Within 2nd Major (if applicable)

Accumulated Credits		
College and/or University	(prior to Spring 2002)	Expected Graduation Date

Current sources of financial aid (check all that apply)

- Pell Grant EOF Grant TAG Loans Other None

The Project L/EARN application consists of a series five short of essays

Essay 1 : Educational & Career Goals : Write a brief statement describing your educational and career goals, as well as why you would like to participate in Project L/EARN (1full page).

Essay 2 : Research Interests : Write a brief statement describing your research interests, topics you find compelling and would like to pursue. In addition, please describe any research experience, skills or background you feel is relevant (1full page).

Essays 3 - 5 : Mentor Selection : One of the major strengths of **Project L/EARN** is that it draws on the distinguished faculty of the Institute for Health, Health Care Policy and Aging Research to serve as mentors and teachers of **Project L/EARN** students. Your faculty mentor participates in your summer training, guiding you through the steps of an independent research project. During the latter portion of the summer, you act as a research assistant working on your mentors research.

Please read through the biosketches which follow. Select **three** faculty members with whom you share research interests. For each faculty member selected, write an essay describing why you would like to train with that faculty member and how your research interests described in essay # 2 overlap with the research interests of that faculty member. (1 full page for each faculty member).

Note : Each faculty member will read your “Educational & Career Goals” essay (#1), your “Research Interests” essay (#2) and the “Mentor Selection” essay which describes your reasons for wishing to work with them. Therefore each “Mentor Selection” essay should be a free-standing statement on a separate page).

List the names of the three faculty members below ;

1st Choice _____
2nd Choice _____
3rd Choice _____

Attachments :

Please attach a sheet listing any faculty, administrators, counselors or supervisors whom we may contact for recommendations. Include the name(s), address(es) and office telephone number(s).

Please attach an unofficial copy of your transcript.

Please number all pages in your application, put your name on each page and identify each essay using the following headers, **Educational & Career Goals , Research Interests , Mentor Selection (Dr.**

NAME)

Please attach your essays to this form and return to:

Project L/EARN
Institute for Health, Health Care Policy and Aging Research
30 College Avenue, College Avenue Campus
New Brunswick NJ 08901

The DEADLINE for all materials to reach the Institute is **March 18, 2002.**

No applications will be considered after this date!

Biosketches of potential faculty mentors

Summer of 2002

(page 1 of 4)

Dr. Carol A. Boyer (Ph.D., Yale University, 1986, Sociology) Dr. Boyer is associate director of the Institute for Health, Health Care Policy and Aging Research and a member of the graduate faculty in the department of sociology. Her recent work focuses on what factors affect nonadherence to antipsychotic medications for individuals diagnosed with schizophrenia and the use of mental health services by those with a severe mental illness. She is also working on a project that assesses the mental health needs and use of mental health services by an undergraduate student population. It is well known that large numbers (most) college students never access mental health services at their colleges. This is due to potentially diverse reasons including lack of need, potential mismatch between the services offered and the current problems and stressors in students' lives, lack of knowledge about the scope and availability of services, stigma about using services and other help-seeking attitudes and other barriers to accessing counseling services. A major component of the study will also assess the association between discrimination and mental health symptoms. The analyses for this project will be used to help design and plan better student-focused services.

Dr. Ian Brissette (Ph.D, Carnegie Mellon University) is an Assistant Professor in the Psychology Department at Rutgers. His research examines the contribution of social relationships to health. People who participate in multiple social roles live longer, have less heart and cerebrovascular disease, and display better adjustment to chronic illnesses counterparts. Despite these findings, the exact psychological and behavioral pathways through which social participation influences health have not been established. His research aims to identify these pathways. He is particularly interested in exploring how social networks and levels of social participation influence: 1) the performance of health-promoting and health-compromising behaviors, 2) affect states relevant to adjustment to physical disease, and 3) people's perceptions of stressors in their environment. At present he is pursuing these interests in several projects along with Dr. Howard Leventhal and collaborators at the Cancer Institute of New Jersey (CINJ).

Dr. Joel C. Cantor (Sc.D., Johns Hopkins, 1988) Dr. Cantor is the Director of the Center for State Health Policy within the Institute and a Professor of Public Policy. His work has focused on current policy issues in the areas of health care financing and delivery, access to care, health care safety net services, and physician training and workforce issues (especially the role of minority physicians in providing care of vulnerable populations).

Biosketches of potential faculty mentors

Summer of 2002

(page 2 of 4)

Dr. Denise Davis (Dr.P.H., University of North Carolina, Chapel Hill) is a Policy Analyst at the Center for State Health Policy. Her work has focused on policy issues in the areas of care delivery, systems change, access to care, public health prevention and workforce training. She has extensive managerial experience in health care planning and administration. She is specifically interested in health disparities among vulnerable populations, access to and utilization of services, and health outcomes. She is currently involved in a number of Center projects including: the development of measures for evaluation of the HRSA sponsored Community Access Program, conducting a community-wide health needs assessment to identify and promote recommendations for health improvements for citizens of New Brunswick, and the coordination and implementation of a state-wide research symposium on HIV/AIDS care and treatment.

Dr. Dorothy Gaboda (Ph.D., Rutgers) is Associate Director for Data Analysis at the Center for State Health Policy, where she works on a variety of projects related to health insurance coverage and care for poor children and people with disabilities. She is also interested in how health data is gathered and used by state and local governments, particularly in the areas of racial and ethnic identification. Her current projects include a survey of the enrollment experience of developmentally disabled individuals in Medicaid managed care and an evaluation of enrollment and retention in New Jersey FamilyCare.

Dr. Peter Guarnaccia (Ph.D., Medical Anthropology, Connecticut, 1984) Dr. Guarnaccia is a medical anthropologist in the Department of Human Ecology at Cook College. His current research interests include the influence of culture on psychiatric diagnosis, and the links between anthropology and epidemiology. He has done research on ataques de nervios, a cultural syndrome among Latinos, in Puerto Rico and in New York City. His work examines the meanings of ataques de nervios in Latino culture and the relationship of ataques to psychiatric illnesses. He is beginning to examine ataques de nervios in Puerto Rican children. Dr. Guarnaccia contributed to the cultural enhancement of DSM-IV. He has also done research on cultural aspects of family caregiving for a relative with serious mental illness. Dr. Guarnaccia is Faculty Director of Project L/EARN.

Dr. Allan Horwitz (Ph.D., Yale, 1975) Dr. Horwitz has studied a variety of topics related to the sociology of mental health and illness. Most recently, Professor Horwitz has been studying the long-term effects of family conflict and parental divorce on the mental health of children. He is using data collected at the Rutgers Center of Alcohol Studies between 1980 and 2000 from respondents who were adolescents in the earlier period and adults in the later period. He is comparing the mental health of children whose parents divorced when they were adolescents to those from intact families in order to assess the long-term impact of parental divorce on mental health and other outcomes such as educational attainment.

Biosketches of potential faculty mentors

Summer of 2002

(page 3 of 4)

Dr. Jane Miller (Ph.D., Pennsylvania, 1989, Demography) Dr. Miller is an associate research professor in the Bloustein School of Planning and Public Policy. Much of her recent work concerns socioeconomic differences in child health and how insurance affects access to care. In collaboration with Dr. Julie Phillips and faculty from the Center for State Health Policy, she is involved with several projects studying the NJ FamilyCare program, which is New Jersey's State Children's Health Insurance Program for children in low-income families. She is also studying physical and social risk factors for asthma.

Dr. N. Andrew Peterson (Ph.D., Missouri, 1998) is research director of the Center for Social and Community Development (CSCD) within the School of Social Work at Rutgers. His research focuses on capacity building in community-based organizations that promote empowerment among disenfranchised groups. At CSCD, Dr. Peterson leads a department of 22 researchers working on a variety of projects in public health, education, organizational development, and substance abuse prevention. Current projects include evaluations of the following: HIV prevention and treatment services in central NJ; a school-based violence prevention program in Passaic, NJ; a life-skills training program of the Boys and Girls Clubs in Newark, NJ; an Atlantic City, NJ project designed to reduce infant mortality among African Americans; and, a statewide substance abuse prevention program targeting senior citizens in NJ.

Dr. Kathleen Pottick (Ph.D., Michigan, 1982) Dr. Pottick is a social psychologist and social worker. Her current work focuses on adolescents with mental health problems. Her co-authored book, *The Parents' Perspective: Delinquency, Aggression, and Mental Health*, (1995) is an analysis of disadvantaged inner-city adolescents receiving outpatient mental health services in Newark, New Jersey. She is directing several research studies at this time, aiming to understand the patterns of mental health services to children and adolescents in the United States, youths with conduct disorders, and children and adolescents involved in enhanced psychiatric services in California. She is particularly interested in understanding disparities in how mental health services are delivered to our nation's youth. Dr. Pottick has a special focus on the most vulnerable youths--poor, minority, and most seriously ill.

Dr. Mark F. Schmitz (Ph.D., Iowa State University, 1996, Sociology) Dr. Schmitz is a member of the faculty of the Rutgers University School of Social Work. His current research interests mainly focus on the examination of the effects of social representations of attention deficit/hyperactivity disorder (ADHD) on the assessment and treatment of ADHD in children, and on the images of self in children and their parents. He is particularly interested in the role of culture in these processes.

Biosketches of potential faculty mentors

Summer of 2002

(page 4 of 4)

Dr. Mina R. Silberberg (Ph.D., University of California at Berkeley, 1992) is a Senior Policy Analyst at Rutgers' Center for State Health Policy. Her research areas include support for caregivers of elderly and disabled family and friends; school-based health clinics; racial and ethnic disparities in health care; and community health assessment. She currently has several databases that are ready for analysis: a database on the clients of the New Jersey Statewide Respite Care Program and the services they use, a data set on people who participated in a state caregiver training program, and a survey on parents of children in Newark schools.

Dr. Philip Yanos (Ph.D., St. John's University) is an Instructor in Psychiatry at the University of Medicine and Dentistry of New Jersey-New Jersey Medical School in Newark and a Research Scientist at the Institute for Health. A clinical psychologist and former postdoctoral fellow in mental health services research at the Health Institute, he is committed to studying issues related to the recovery and successful community integration of persons with severe and persistent mental illness. Specifically, he is interested in the impact of active coping and other psychological variables on community adjustment, and in the impact of financing and other systemic factors on quality of mental health care. He recently completed data collection on a project to develop a standardized measure of coping among persons diagnosed with severe mental illness. In addition to coping, this project includes data on social functioning, religious attitudes and self-confidence. He will soon begin collecting data on a study of the impact of different financing arrangements (fee-for-service Medicaid, and two different managed care arrangements) on outcomes among children and adolescents with serious emotional disturbance.