

The APA's Office of Ethnic Minority Affairs Extends the Biomedical Research "Pipeline" With Its 2002 Invitational Working Conference

by Leontyne Goodwin

The APA/NIGMS Project (which is administered by the American Psychological Association) continues its mission to increase the number of ethnic minority biomedical scientists and research psychologists and will now, for the third time, host a national invitational working meeting.

Through a \$50,000 supplemental grant received from NIGMS, the project will hold a conference November 20-23, 2002 in Washington, D.C. In preparation for the conference, the APA project staff has held an internal APA planning meeting of staff from the Public Interest, Education and Science Directorates and the Minority Fellowship Program (MFP) and developed an external Conference Planning Focus Group comprised of experts from various behavioral and biomedical speciality areas and funding agencies who will recommend key partici-

pants and develop the conference's agenda. In addition, additional major activities of the conference funding has been solicited. To date, commitments for conference sponsorship have been received from the National Institute of Mental Health's Office of Special Population, the Indian Health Service (IHS), the National Institute of Environmental Health Sciences (NIEHS) and National Toxicology Program, and the Centers for Disease Control and Prevention's Office of Minority Health.

The upcoming conference aims to encourage the development of partnerships among major federal biomedical research and training agencies, scientific and professional associations, and associations of minority-serving post-secondary institutions. Such a "biomedical research and training network" may ensure greater inter-institutional

coordination and broader dissemination of information that is relevant to ethnic minority educational opportunities. To this end, the conference's foci will include: Identifying methods of fostering and sustaining partnerships, locating funding and programmatic mechanisms that support collaborative efforts, and understanding the unique programmatic contributions that may be made by participating partners.

Conference participants may anticipate an exciting array of scheduled panel presentations, plenary training sessions, and breakout groups. Faculty, student and administration representatives from the APA/NIGMS Regional Centers of Excellence, will be on hand to offer first-hand accounts of the role and effectiveness of the project and its partnerships in their respective academic settings. Participating students are also strongly encouraged to showcase their research presentation skills at the APA/NIGMS-sponsored student session and utilize the working conference as a professional networking opportunity.

A second major component of the national conference will be the annual APA/NIGMS project Strategic Planning meetings among the institutional project teams representing the five regional centers. This component of the conference seeks to:

- review the past year's programmatic activities of the five regional Centers;
- determine the effectiveness of the project and identify what efforts should be institutionalized, what models work and to what extent, and what new efforts should be initiated.

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The APA / NIGMS Project:

Overview and Objectives

Visions and Transformations: The Final Report, of the American Psychological Association (APA) Commission on Ethnic Minority Recruitment, Retention, and Training in Psychology (CEMRRAT), found representation of persons of color markedly decreases at each succeeding level of psychology's educational pipeline (high school through postdoctoral studies). In response to this concern, the APA Office of Ethnic Minority Affairs (OEMA) submitted a grant application to the National Institute for General Medical Sciences (NIGMS) in January 1996 entitled "Developing Minority Biomedical Research Talent in Psychology: A Collaborative and Systemic Approach for Strengthening Institutional Capacity for Recruitment, Retention, Training, and Research." In September 1996, OEMA won a 3-year grant totaling \$750,000 from NIGMS to demonstrate the effectiveness of a "systemic approach" for increasing the number of persons of color in the educational pipeline for biomedical research careers in psychology. The grant would especially target the following areas: AIDS, stress, cardiovascular disease, diabetes, cancer, substance

abuse, neuroscience, gerontology, pain and its management, developmental disorders, and other areas at the intersection of health and behavior that have a disproportionately negative impact on the health and life span of persons of color.

The project's major objectives are to:

- **Establish five multi-institutional Regional Centers of Excellence in recruitment, retention, and training students of color interested in biomedical research in psychology**, with each center consisting of a major research university and two predominately minority institutions including a community college;
- Implement at each regional center a **specific methodology for strengthening linkages between the center's major research institution and its minority-serving institutions** related to minority recruitment, retention, and training;
- Provide technical assistance (diversity consultation and scientific advisement) to the regional centers
- **Increase the number of students of color interested in pursuing biomedical research careers in psychology** at the project's participating institutions and improve these students' rates of retention;
- Facilitate the recruitment, retention, and training of the nation's future minority biomedical researchers by **disseminating the project's findings, procedures, and demonstration models** to all of the nation's academic departments of psychology and to other appropriate scientific/professional associations and societies; and
- **Document and evaluate the impact of the proposed systemic approach.**★

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2002 Invitational Working Conference

- initiate an APA/NIGMS student organization of former participating students to facilitate tracking efforts and continued education and communication through a national project-wide listserv.
- review and assess project implementation progress made to date in consideration of such issues as: (a) departmental change and indicators and barriers to change; (b) effective strategies for supporting profession-

al development and other types of barriers and incentives; (c) identification of successful programmatic modules for replication and public dissemination.

Among the invited guests are professionals who represent many of the leading federal and national agencies that are foremost in the development and support of programs aimed at increasing the numbers of ethnic minorities in the behavioral and bio-

medical educational pipeline.

It is hoped the synergy of the upcoming national conference coupled with the stature and diversity of its participants will result in invigorating efforts to effectively recruit and nurture students of color in the behavioral and biomedical educational pipeline through use of the systemic change partnership model that has been so successfully demonstrated by the APA/NIGMS Project.★

Participating Institutions and Their Respective Core Team Leaders

Eastern Region

Morgan State University,
Warren Rhodes, PhD,
Department Chair

Prince George's Community College,
Robin J. Hailstorks, PhD,
Department Chair

University of Maryland,
College Park,
William S. Hall, PhD,
Department Chair

Midwestern Region

Chicago State University,
Ivy M. Dunn, PhD

Truman Community College,
Richard Kampwirth, PhD

Rocky Mountain Region

Dull Knife Memorial College,
Arthur L. McDonald, PhD

Ft. Belknap College,
Bille Foote

Sinte Gleska University,
Burdette Clifford

The University of South Dakota,
Beth Todd-Bazemore, PhD

Southeastern Region

Florida International University,
Marvin Dunn, PhD,
Department Chair

Miami-Dade Community College,
Evelyn Diaz, PhD, Department Chair

University of Miami,
Rod Wellens, PhD,
Department Chair

Western Region

California State University,
Dominguez Hills,
Ramona Davis, PhD,
Department Chair

Santa Monica College,
Karen Gunn, PhD

University of California, Los Angeles,
Hector Myers, PhD

Consultants to the APA/NIGMS Project

Consultants to this project are categorized as Technical Consultants, Diversity Consultants, or Scientific Advisors.

Technical Consultants

Diane Adams, PhD
Alliant University
Victor De La Cancela, PhD
Salud Management Associates

Diversity Consultants

*Asuncion M. Austria, PhD
Cardinal Stritch College
Maria J. Beals, PhD
New World Consultants, Inc.
A. Toy Caldwell-Colbert, PhD
Howard University
*Allen C. Carter, PhD
Carter and Associates
Vicki Green, PhD
Northern Arizona University
*Hector Machabanski, PhD
Illinois Masonic Medical Center/
Private Practice
Lynette P. Padmore, PhD
Consultant
Edward G. Singleton, PhD
Consulting Psychologist
*Dorothy M. Tucker, PhD
The Saybrooke Institute
Luis A. Vargas, PhD
The University of New Mexico

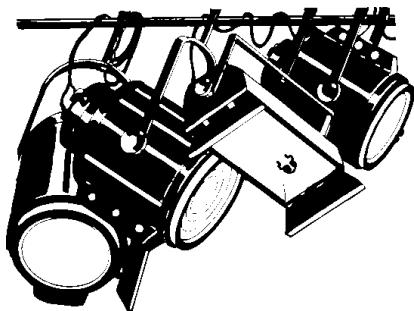
Scientific Advisors

Ruben J. Echemendia, PhD
Pennsylvania State University
*Nolan E. Penn, PhD
University of California-San Diego
Pamela Trotman Reid, PhD
University of Michigan

* Indicates Lead Regional Consultant

APA/NIGMS Project Staff

Bertha G. Holliday, PhD. *Principal Investigator*
James M. Jones, PhD. *Co-Principal Investigator*
Jessica Kohout, PhD. *Research and Evaluation Investigator*
Sonja M. Preston, MSW. *Project Administrator*
Keith LeQuay, MA *Research Assistant*
Sherry T. Wynn *Program Associate*
La Quita Pinkston. *Administrative Assistant*



Selected Project Highlights

ROPS Students (left to right) John Magana, Maruza Meraz, Karen Torres, Ann Murray, Mayra Moreno, Dianna Gonzalez, Denise Woods, Perla Placencia (not pictured Guillermo Ramirez)



Strengthening Research Skills

- **California State University, Dominguez Hills (CSUDH)** APA/NIGMS Scholars continue to participate in faculty-mentored research projects. Scholars are required to meet regularly with their assigned mentor, work a minimum of 6-8 hours per week on their assigned research, are provided guidance and instruction concerning the pursuit of graduate studies in psychology, attend educational seminars and workshops throughout the year and participate in GRE training in preparation for graduate school. Scholars can participate in the program for up to two years and many attend and present their research at local and national research conferences.
- The Psychology Research Initiatives Mentorship Experience (PRIME) is a collaborative activity among **Florida International University (FIU)**, **Miami Dade — Community College (MDCC)** and the **University of Miami (UM)**. PRIME, currently in its fifth year, provides selected students the opportunity to work with an assigned research mentor for 20 hours a week for a 10-week period during the summer that culminates with the presentation of their research. The PRIME experience is supplemented by a one-credit course offered at FIU and UM, and a three-credit course at MDCC that prepares students for their participation in a research project, provides monthly seminars and workshops on biomedical research, and disseminates information on graduate education and careers in psychology.
- The Eastern Regional Center's **Enhancing Research Training Opportunities for Ethnic Minority Students in Psychology (ETEP)** continues to provide intensive mentored research to selected students from the three participating departments of psychology that comprise the region (**University of Maryland, College Park, Morgan State University and Prince George's Community College**). Housed at the University of Maryland, ETEP involves fourteen regional faculty and offers a maximum two-year experience focused on the field of research in the biomedical sciences. Students are required to keep a research journal and to present their research in the form of a poster at the end of their research experience.
- In order to accommodate the increased interest in early research, the **University of Miami** created JUMP START (Just for University of Miami Psychology Students to Accelerate Research Training). JUMP START provides freshman the opportunity to work with a faculty mentor, present their research, work toward a Senior Honors Theses and plan for graduate school.
- **Miami-Dade Community College (MDCC)** offered a Social Science Seminar for one-credit for students selected to the PRIME Summer Internship. The seminar reviews research methodology in psychology and in the social sciences.
- To prepare students for their PRIME experience, **The University of Miami (UM)** offers *Introduction to Research and Careers in Psychology*. The course illustrates the importance of research, helps students identify research interests, prepares students to work in a research laboratory, and offers a lecture series from various faculty members and graduate students. Course enrollment averages twenty students per semester.
- **Florida International University (FIU)** Core Team Member Marilyn Montgomery, PhD taught *Research Methods and Careers in Psychology* which is specifically designed for PRIME students. The focus of the course is on assisting students with research projects and guiding them toward the most appropriate graduate programs. The course is open to all FIU students.

Expanding Institutional Capacity to Recruit, Retain and Train Ethnic Minority Students

- **Chicago State University's (CSU)** NIGMS Project supports awards for the Psychology Department's Spring Colloquium, currently in its fourth year. Attended by over 300 students, funds are used to purchase poster materials and other supplies for student presenters in addition to monetary awards. Next year, the CSU hopes to support student attendance and participation in professional conferences.

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University of Miami's Undergraduate Research Conference, November 10, 2001

- To aid in recruitment of students into their PROPS Program, **UCLA** updated their website and made the PROPS application available online. The site also includes the seminar syllabi and comments from students about the program. The new site address is: <http://www.psych.ucla.edu/Undergrads/props.php>.
- **Prince George's Community College (PGCC)** held the third annual Science, Technology, and Research Training (START) Conference April 15, 2002. Attended by more than 200 students from local high schools and colleges, the conference focused on expanding students' awareness of training and career opportunities in the areas of science, technology, and research and provided students a forum present their research. A total of 22 students presented their research from PGCC's Chemistry and Psychology Departments in addition to students from Trinity College and Walt Whitman High School.
- To facilitate students' advancement to the next stage of the educational pipeline, the **Western Regional Center** holds workshops conducted by **UCLA** and **CSUDH** faculty and UCLA graduate students at each institutional site on a rotating basis. Last fall, scholars attended several workshops on preparation of graduate school applications, writing a statement of purpose for graduate school application, and interviewing strategies.
- **Chicago State University (CSU)** developed a student mentoring program focused on incoming freshman, sophomores and transfer students that seeks to increase the retention rates for psychology majors, assist students in utilizing university resources such as tutors, computer laboratories, and provides incoming students assistance in acclimating themselves to the university environment.
- The **University of Miami** developed PUENTE (Psychology Undergraduate Experience for New Transfer Enhancement) where students can tour a variety of UM research laboratories to become more familiar with psychology research in addition to weekly summer sessions and seminars conducted by the UM PRIME team.
- **Miami-Dade Community College (MDCC)** continues to host activities that promote the recruitment of minority students into biomedical psychology. During the 2000-2001 year, over 518 students attended the lecture series of regional faculty participants.
- **UCLA's** Psychology Research Opportunity Programs (PROPS) Project developed an extensive document entitled "Preparing for Graduate School: A Resource Guide." The document helps students "navigate the preparation of a graduate school application and includes sections on internships, summer research opportunities, guidance on statements of purpose, "good" and "bad" sample statements, information on writing a curriculum vita along with a sample C.E., guidance on a research poster presentation, presentation tips for public speaking, and staying on top of the graduate school application process. Resources and references for books and suggested articles are included in the guide.
- **Santa Monica College's (SMC)** New Scholars in Psychology Program (NSPP) includes seminar participation, student advising and mentoring, field trips, discussion of career options and planning, assessment of student skills, development of personal statements for transfer applications and academic planning. Students are also encouraged to attend and participate in student research conferences, regional meetings, and workshops on 4-year institutions, research presentations and seminars on the transfer process (from 2-year institutions).
- To facilitate the transfer of new students into **Fort Belknap College's (FBC)** newly adopted pre-psychology program, FBC Core Team Leader Billie Foote held a series of meetings focused on academic advisement, student orientation, financial assistance and career planning.
- The second Undergraduate Conference for Research in Psychology was held November 10, 2001 at the **University of Miami (UM)**. The event attracted more than 100 students from the University of Miami, **Florida International University (FIU)** and **Miami-Dade Community College (MDCC)**. Thirteen UM PRIME and two FIU PRIME students presented their research and competed for presentation awards.
- As part of **CSU's** Department of Psychology's annual Spring Colloquium, representatives from the Chicago School of Professional Psychology and Northeastern Illinois University were invited to provide information about their programs and admission requirements to CSU students. Students also attended a GRE and graduate school preparation seminar during the event.

Transforming Departments by Forging Linkages and Partnerships

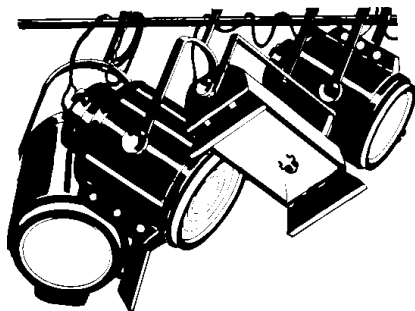
- Through financial support of the APA/NIGMS Project, **Prince George's Community College's (PGCC)** Psychology Department co-sponsored and hosted a Human Genome Conference. The two-day event was attended by more than 150 faculty and students representing two and four-year institutions throughout the state of Maryland and health practitioners to discuss the current state of research, the impact on communities of color, and the ethical issues surrounding genome research.
- An honors program will be developed at **Chicago State University** in conjunction with a university-wide effort to restore honors programs. The psychology department will use APA/NIGMS project funds to initiate these important activities.
- **Ft Belknap College's** APA/NIGMS project collaborated with FBC's Student Services Office to sponsor various social and Native American culturally-related retention activities for all FBC students, including family-night activities and a scholarship application assistance project.
- Impressed with the success of **University of Miami's** PRIME program for ethnic minority students, the Provost and Dean of the College of Arts and Sciences provided matching funds for the development of PRIME II, modeled after the APA/NIGMS PRIME program. PRIME II is open to any student interested in non-biomedical types of psychological research. Requirements for PRIME II Associates differ in that they are not required to present a research poster at the end of the year and do not have to take Statistics and Experimental Psychology prerequisites.
- **Chicago State University's (CSU)** Summer Undergraduate Research Training (SURE) Program has been successfully incorporated into the existing Chicago Linkage for Minorities in Biomedical Sciences (CLIMB) Program. CLIMB, an undergraduate research program that seeks to introduce minority students into intensive scientific research through mentored laboratory research experiences for a nine-week period, is conducted through the CSU Chemistry Department and funded through the National Science Foundation. CLIMB is directed by the Chairperson of the Chemistry and Physics Departments and allocates slots for **Truman Community College (TCC)** students, and in turn, TCC shares the cost associated with the CSU project.
- The **University of California, Los Angeles (UCLA)** integrated their APA/NIGMS Program into the Psychology Research Opportunities Program (PROPS). PROPS serves as an umbrella program for all externally-funded under-

graduate research training projects in the Department of Psychology and emphasizes intensive research, mentorship, formal presentation skills, career information, GRE assistance, and graduate school application assistance. PROPS students attend weekly informational seminars about the pursuit of graduate school, careers in academia, and research opportunities in various fields of psychology and must devote 8-10 hours a week to research, completing their PROPS research assignments with faculty mentors, in addition to presenting their research as an oral presentation in a paper and poster format as well as give a 10-minute talk about their research.

- **Ft Belknap College (FBC)** compiled cultural resources and information on the Gros Ventre and Assinboine people of Ft. Belknap in collaboration with the Director of Mental Health Careers and Opportunities Program (MHCOP) at FBC. This information will be incorporated into FBC's Human Services and pre-psychology curriculum.
- **CSU's** Life Science Center's website will be incorporated into the Department of Psychology's website. The site, previously staffed by a CSU student and supported by APA/NIGMS funds, will now be staffed by a CSU faculty member who will receive release time.

Breaking Down Inter-Institutional Barriers

- Twenty-two **Truman Community College (TCC)** students were hosted by **CSU** for a tour of the Life Science Center on CSU's campus. Information on careers in psychology, CSU's Psychology Department, and the CLIMB research program was provided for students. In addition, TCC students toured the Chemistry Department and participated in a demonstration in the Electron Microscopy laboratory.
- To enhance the communication among the **Rocky Mountain Regional** institutions, the region routinely schedules video conference calls to discuss current regional activities, work on collaborative projects and determine future events.
- To encourage and facilitate the transfer process, **Chicago State University (CSU)** and **Truman Community College (TCC)** initiated work to develop a list of recommended courses for TCC students transferring into CSU's psychology department. When completed, course recommendations will be placed on the CSU admission website.
- **CSU** and **TCC** support undergraduate student research by allowing selected CSU students to attend a tissue culture class at Truman Community College. Truman's course allows CSU students interested in neuroscience or biological psychology to gain confidence in a biology laboratory environment while receiving 3-credit hours at CSU.



- **Miami Dade Community College (MDCC)** developed a psychology student association to encourage and support students interested in pursuing psychology.
- The **University of Miami** developed *PRIMUS*, a regional newsletter to facilitate communication between PRIME students, mentors and administration.
- To encourage regional communication, dissemination of information relative to psychology and the NIGMS project, and to provide regional students the opportunity to share academic insights and experiences, **Chicago State University** will work to add **Truman Community College (TCC)** students onto their departmental listserv. CSU's listserv continues to thrive and provide information about scholarships, internships, special events, and other relevant information to CSU students. Membership doubled in 2001 to 250 subscribers. Dr. Ivy Dunn and the LSC Student Manger are responsible for day to day management and post messages, answering e-mails, and forwarding inquiries to appropriate faculty members.
- **Prince George's Community College (PGCC)** has agreed to develop a regional newsletter for the Eastern Region. The newsletter will seek to inform students and faculty about the ETEP project, highlight the research and activities of participating regional faculty and students, and provide information on regional activities.

Building Academic Support Programs

- The **California State University, Dominguez Hills (CSUDH)** Scholars continue to participate in the Princeton Review GRE Program. Preparation workbooks and computer programs are purchased for students use. The project also assists students to prepare graduate school applications as appropriate, and pays application fees to graduate programs as needed. Five Scholars participated in this activity during the 2002 academic year.
- **UCLA** students participated in a series of three GRE workshops. Per student request, the workshops emphasized three different sections of the GRE.
- **CSUDH** continues to develop their Resource Center which provides information on graduate school programs, the GRE, strategies for selecting and applying to graduate schools and updated resource materials on graduate programs. The Center hired a part-time assistant to help students with the graduate school application process. The Resource Center is open to all CSUDH psychology majors.

- **Chicago State University's (CSU)** Life Science Center continues to distribute GRE study materials, graduate school advising and assistance with graduate school applications and advising, description of graduate programs, internships, psychology careers, and graduate funding and manages the growing *Diversity in Science* collection which includes psychology journals and articles written by and about members of diverse and underrepresented populations. The Center also provides students who are working on research computer support and access to software and hardware not provided elsewhere on campus.

Reaching Out to Communities

- **Ft Belknap College (FBC)** students developed and disseminated brochures to local high school students through a series of visits within three local school districts. Two local high school students were recruited to participate in a summer enrichment program at the University of Montana, Missoula sponsored by the Mental Health Careers Opportunities Program (MHCOP) due to these visits and four students were identified as being interested in attending FBC, majoring in pre-psychology from these three high schools.
- **Fort Belknap College (FBC)** students developed and disseminated information on Native American culture and awareness and career opportunities in psychology and allied health for middle and high school aged children.

Project Outcomes

- Fifteen faculty members and 51 students have participated in the **University of Miami's** PRIME program to date. Forty-six research posters have been completed by PRIME students during the past three years; about half have gone on to complete a Senior Honors Thesis. According to UM faculty, prior to the inception of the integrated approach, one or two Honor Theses were produced per year; thirty-one have been completed in the last three years. The intensive experience has proved invaluable.
- As of August 2001, 188 students have participated in intensive research mentoring through one of the APA/NIGMS projects. Out of those 188, 116 students made research presentations at campus-based conferences while 20 students made research presentations at regional and/or national conferences, and five students have authored scientific articles prepared for journals.
- As of August 2001, more than 5000 students participated in an APA/NIGMS project-related course, attended or participated in a project-sponsored lecture series, seminar or workshop for which they did not receive funding for their participation. These students constitute the project's "secondary" participants.*

Scholars Attend Eighth Annual Conference on Behavior, Clinical Neuroscience, Substance Abuse, and Culture

by Leontyne Goodwin, M.A.

The Annual Behavior, Clinical Neuroscience, Substance Abuse and Culture conference, organized by Dr. Tony L. Strickland, attracts approximately 600 attendees, annually, with broad interests in psychopathology, substance abuse, and special topic areas such as: advancements in the treatment of Dementia and related disorders; forensic mental health issues; and assessment and intervention in traumatic brain injury.

The central focus of the conference lies in the dissemination of state-of-the-art mental health and substance abuse treatment methodologies, as well as empirically-demonstrated strategies that may be effectively implemented with traditionally underserved populations. To further support these goals, there are focused exchanges that address social/environmental, community, and judicial factors that influence individuals and systems of care.

Twelve APA/NIGMS and other scholars were granted travel awards to the 8th annual conference in 2001.

Student award recipients were asked to maintain diaries of their experiences at the conference. Such anecdotes evidence the necessity of such events and continue to serve as inspirations. For example, **Lynn Hernandez** (Florida International University) asserted:

Attending this conference was an amazing experience for me. I feel that I met truly wonderful and bright professionals and students. I feel that my knowledge has expanded and created new ideas for [my] future studies. I encourage every student that wants to broaden their knowledge to make plans to attend.

Also, in a similar vein, **Arlen Garcia** (Florida International University) noted that,

The conference was very informative and well-organized...it provided practical information to clinicians, practitioners, researchers, and graduate students. I enjoyed the symposia and the opportunity to meet so many professors and learn about the research and work being done in the fields of behavior, clinical neuroscience, substance abuse and culture.

Jennifer Doucet (California State, Dominguez Hills) added,

"I was surrounded by professionals from all over the country that I actually spoke with and exchanged information. More importantly, the conference served as an inspiration because I was able to see faces that looked like mine in the field of psychology. Hence,

reaffirming my goal to work with minorities in mental health."

Ann Murray (University of California, Los Angeles) shared:

"The conference was a great experience for me, not only because of the fact that I met wonderful individuals who were more than happy to provide words of guidance for me in my search for a graduate program, but because I got to peek into this great meeting of minds and learn about breakthrough ideas which will no doubt influence my future as a psychologist."

Researchers, scholars, professionals, and other community leaders will convene for the Ninth Annual Conference on Behavior, Clinical Neuroscience, Substance Abuse, and Culture from October 24-25, 2002 at the Radisson Hotel-Los Angeles International Airport in Los Angeles, California.

Slated as the newest addition to the 2002 conference offerings is a pre-conference training session, led by Dr. Michele Cooley-Quille, that promises to expose student participants to critical "survival skills" that are necessary to navigate academia and the professional world at-large. Scholars will engage in mock grant review sessions to gain insights regarding the fundamentals of grant submission and evaluation processes. Pre-conference training participants will also benefit from presentations regarding the identification, application, and selection of graduate schools and their respective programs, in addition to information about securing post-doctoral and academic positions. The pre-conference, along with the conference poster session and informal networking opportunities, seeks to broaden the repertoires of scholars by increasing access to professional resources.*

The Pipeline on the Web

The Pipeline can be found on the OEMA Web page at:

<http://www.apa.org/pi/oema>.
(Click on "Brochures").

Regional Strategic Planning Meetings

Each year all of the 15 participating institutions in the APA/NIGMS project hold regional Strategic Planning meetings designed to bring together all Core Team Members and selected students from each institutional team in each of the project's five regions to review, revise and modify regional and institutional Strategic Plans, and to develop future actions and activities. This year, meetings were held in April and May across the five regional centers. The Eastern Regional Center met April 20, 2002 in Washington, D.C.; the Western Regional Center met in Torrance, California on April 26, 2002; the Southeastern Regional Center held their one-day meeting in Miami, Florida on May 3, 2002 while the Rocky Mountain Regional Center met in Rapid City, South Dakota on May 3-4, 2002; and the Midwestern Regional Center held their regional meeting May 31, 2002.

Meeting agendas focused on: a) Institutional and regional plans for the summer and academic year for participating students, b) identification of project priorities and project strengths and weaknesses, c) review/revision and refinement of institutional and regional Strategic Plans, d) reporting on the activities of supplemental programs and institutional awards, e) tracking and identification of primary and secondary participating students, f) institutionalization of project activities, g) enhanced communication between institutional teams, h) evaluation of the APA/NIGMS Grant Project, i) suggestions and recommendations for the re-application process, and j) identification of ways to share resources. Each meeting is attended by assigned regional consultants who facilitate the meeting process and are asked to, at the end of the meeting, critique and provide their comments and impressions on the meeting activities. Below are excerpts from selected consultants reports from Regional Centers' Strategic Planning Meetings.

Eastern Regional Center — Asuncion Miteria Austria, PhD & Hector Machabanski, PhD

According to Dr. Austria, future priorities for the Region include: identifying additional financial support, involving other departments within each institution in programmatic efforts, providing financial support for fellows to take GRE preparatory courses, developing outreach programs especially ones targeted to increasing awareness and interest in sciences and research among high school students, integrating ethical issues in research into the ETEP orientation and curriculum, and developing an ETEP listserv.

Dr. Austria reported that:

"the meeting was productive and marked with seriousness of purpose and collegiality. . . all core team leaders continue

to be very much committed and dedicated to the mission of the project. One outstanding observation is the . . . participation and greater responsibility assigned to the 2-year institution. There appears to be an egalitarian relationship among the three institutions as the four-year and the two-year institutions gain more resources."

Southeastern Regional Center — Dr. Allen Carter and Dr. Ruben Echemendia

Dr. Allen Carter, Lead Consultant gave an overview of the activities of the region. Miami Dade Community College (MDCC) reported that their program developed a psychology student association and recently updated their website. Florida International University (FIU) initiated their summer course for advanced research methods and career planning and the University of Miami reported that 17 students will be funded this academic year in PRIME and PRIME II. The group discussed ways to recruit more African American students and determined it may be beneficial to tap into biology departments, which have African American students pursuing a medical education. The group discussed their regional and institutional activities and effective methods to encourage more students across the region to participate and attend, and to maximize and share institutional resources. To this end, both FIU and MDCC agreed to help support PRIMUS,

the newly developed regional newsletter and the production of abstracts from the Undergraduate Conference. To improve current methods of communication and information dissemination across the regional center, the group agreed to develop a listserv, post activities of various institutions on the web in addition to developing a separate PRIME website. Both consultants who attended were impressed with the collegiality of the region and their commitment to the project. Dr. Echemendia stated "I was impressed by the level of energy, commitment and enthusiasm that was evident among the participants. They clearly believed strongly in their projects and were working hard to achieve their goals." Dr. Carter agreed that "there exists a team spirit among the participating institutions." For example, it was noted while the University of Miami has dedicated a faculty member and an assistant to the project, and FIU and MDCC faculty support the project as overloads, it was clearly evidenced that all of the institutions are working closely and with one another to form a cohesive group. Dr. Echemendia found there was flexibility and the ability to make changes in addition to a willingness to resolve problems or stumbling blocks when they arose. He used the example of MDCC's development of a preparatory PRIME course and the development of PUENTE so that 2-year students were able to take full advantage of the opportunities at UM.*

Dr. Echemendia closed his critique by stating "consultants are usually asked to make recommendations for change. It is my opinion that the project is well served if we let this group continue what they are doing because they are performing admirably."

Supplemental Funding Award Updates

Last year the project identified and subsequently awarded eight APA/NIGMS institutions supplemental funding for new institutional/regional special projects focused on the development of student tracking procedures/software or development of procedures for evaluating project activities and outcomes, or special project activities that can be substantially supported by the funds requested. Updates on the progress of two of the four awards are listed below.

The “Changing Lives” APA/NIGMS Project — Marilyn J. Montgomery, PhD — Florida International University

The “Changing Lives: The APA/NIGMS Developing Ethnic Minority Biomedical Research Talent Project” was funded \$12,167.00 in 2001 for the purpose of learning about and tracking students in the Southern Region APA/NIGMS programs at Florida International University, University of Miami, and Miami Dade Community College (PRIME). With the volunteer assistance of two former PRIME scholarship awardees who are now graduate students, we are investigating the experiences of participants while they are involved in the PRIME mentoring program.

The project uses both quantitative and qualitative methods to assess the experiences of participants while they are involved in PRIME, our APA/NIGMS program in the South Florida region, and to assess the success of the program in changing participants’ long-term life course trajectory

in positive directions. To this end, the project has been using and refining state-of-the-art qualitative research methodologies for capturing

life course change. The study is also designed to develop empirically based strategies for facilitating the recruitment and retention of ethnic minority professionals into research careers in psychology and establish a database for the longitudinal professional tracking of students who have participated in the program.

The project collected 27 surveys from participants in the 2001 South Florida APA/NIGMS Program, and to date we have collected approximately 30 surveys from the 2002 participants. Additionally, regional faculty consultants from Miami Dade Community College, Florida International University, and University of Miami have each identified 2-4 ethnic minority students from his/her institution who are exemplars of students successfully progressing toward engagement in a career in psychology. These student exemplars have received an extensive Narrative History Interview in addition to all quantitative measures, and will continue to receive the interview on an annual basis, as long as resources permit. The in-depth information gained from these students is helping to create a picture of both the obstacles and limitations that these students encounter, and sources of support and resources that they find most helpful.

Analysis of the survey data from 2001 reveals noteworthy characteristics of the students who are participating in the Southern Region PRIME (APA/NIGMS) program. For example, these students self-identified as belonging to 7 distinct ethnic groups (e.g., African American, Haitian, Jamaican, Cuban, non-Cuban Hispanic, etc.). Approximately half of the students were born in the U.S. and half were not. Nearly all of the students (92%) are 1st generation Americans. English was the first language for only 20% of these students. Most of them (80%) have part-time employment. As a group, the students find their institutions relatively supportive of their aims, and (due to the PRIME program) they also report that their mentors are especially supportive

and nurturing. The motivations for these students to pursue their careers in psychology are predominantly humanitarian, although motivations for intellectual growth and career/material advancement are also high.

The University of California, Los Angeles’ ACCESS Program — Jodi Archer

The ACCESS Project is headed by Core Team Leader Hector Myers, PhD and staff coordinator Jodi Archer. The UCLA Access project seeks to improve UCLA’s existing student tracking database by developing a more comprehensive database that can be utilized by other APA/NIGMS institutions. The project seeks to establish and maintain contact with program graduates, and create a sense of commitment and community for program graduates. UCLA was awarded \$6,153.00 in supplemental funding for the project. Jodi Archer reports:

With the funding received from the supplemental grant, we have updated our database to allow us to more effectively track our students. To provide a full integration of computer technology, I received training on a computer program that will allow us to get the most updated contact information for program alumni. The project e-mailed all of the alumni for whom we had a current e-mail address for and had a response rate of about 50% of the alumni responded letting them know what they were currently doing. This summer, we plan to follow up the e-mails with a mailing and possibly phone calls, in order to reach the alumni who did not respond to our e-mail or for whom we did not have a current e-mail address. We will continue to contact all of our alumni at least once a year, keeping them updated on the program and keeping track of their progress. In addition, we created a mailing list for recent PROPS alumni who are still in school or recent graduates. We use this mailing list to inform the alumni of potential scholarship, research and job opportunities.*



Welcome Aboard!

- **Jodie Archer** — a graduate student at UCLA is the new Educational Opportunities Coordinator in the Psychology Department at UCLA. In her role as Coordinator, Ms. Archer also works with the APA/NIGMS Program students.
- CSUDH welcomes **Jennifer Doucet** (MA Candidate in Clinical Psychology) as the Project Assistant for the CSUDH Scholars Program. Ms. Doucet replaces former Project Assistant, Ms Elena Herrera.
- Welcome back **Billie Foote**. Ms. Foote was a core team member at Morning Star Memorial Foundation in Lame Deer, Montana and then moved to Ft. Belknap College where she is now the APA/NIGMS Project Core Team Leader.
- **Andrew Herst**, the Graduate Student Assistant for the ETEP Program at the University of Maryland, College Park. Mr. Herst is currently in the SensoriNeural and Perceptual Processes (SNAP) program at UMCP and
- **Glenda Weasel** from Ft. Belknap College is a Human Services Student who works as the APA/NIGMS Assistant. Ms. Weasel plans and coordinates student activities sponsored by the APA/NIGMS Project.
- The Office of Ethnic Minority Affairs welcomes **Leontyne Goodwin** as its Conference Planner. Ms. Goodwin joined the Office of Ethnic Minority Affairs in May 2002 and will leave the project in July. Ms. Goodwin was charged with coordinating the initial logistics of the 2002 APA/NIGMS Invitational Working Conference and initiating coordination of the Psychology, Public Policy, and Communities of Color Conference.
- **Jose Rodriguez** is the Advisor for the **University of Miami's** Psychology Department in addition to the Graduate Student Coordinator for PRIME this year. Jose is attending UM's Enrollment Management Program.

Information from the Office of Ethnic Minority Affairs (OEMA)

(CEMRRAT) Requests Proposals for FY 2002

The American Psychological Association's Public Interest Directorate has been allocated \$100,000 in Fiscal Year (FY) 2002 to continue implementation of the Five Year Plan as recommended by the APA Commission on Ethnic Minority Recruitment, Retention and Training in Psychology (CEMRRAT). As in previous years, these funds will be used primarily to fund small grants. Eligible applicants for these grants are state psychological associations, APA divisions, departments/schools of psychology, APA boards and committees, other entities of organized psychology, and individuals. These small grants are intended to serve as seed funds to energize, empower, and support interested individuals, organizations, and educational institutions committed to enhancing ethnic minority recruitment, retention and training in psychology. For more information, contact Adisa Ajamu at OEMA (202-336-6029) or by e-mail at ajajamu@apa.org. *

Request for Proposals — Promoting Psychological Research and Training on Health Disparities at Ethnic Minority Serving Institutions funded by the American Psychological Association (APA) Science Directorate's "Academic Enhancement Initiative" administered by the APA Public Interest Directorate's Office of Ethnic Minority Affairs (OEMA) in collaboration with the APA Minority Fellowship Program

Purpose

The proposed project seeks to increase the capacity of ethnic minority serving postsecondary institutions

and faculty to engage in health disparities research and to encourage student involvement in health disparities research training at early levels of the educational pipeline. Such enhancement of capacity will take the form of small grants (and a program of professional development activities) targeted to early career faculty at these institutions for the purpose of supporting activities associated with the preparation of an initial research or program/curriculum development application for federal or foundation funding. It is expected that approximately 5 to 7 grants, each in the approximate amount of \$5000 to \$6500 will be awarded each year. All program/curriculum development application efforts must incorporate provisions for student research training, and whenever possible, research training applications also should include student researchers. All ProDIG applicants (research and program/curriculum development) will be required to submit a detailed concept paper (2 to 4 pages) of their proposed research or program/curriculum development effort.

Awardees may use their small grants for such purposes as: course reduction to free up time for grant preparation; conduct of pilot study; consultation with research/curriculum experts; survey/instrument design; data collection; student assistance; faculty mini-retreats/workshops, etc. All awardees also will be expected to attend a mandatory 3 to 4 day professional development institute in Washington, DC during the summer of 2003 at which concept papers will be critiqued, major trends in health disparities research will be discussed, and opportunities to network with federal funding program directors and federal research institute staff

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Spotlight:

Doing the Right Thing at the University of Miami

by Victoria Noriega, PhD, Assistant Professor of Psychology and Director of Undergraduate Studies

Five years ago, when Psychology Department Chairman Rod Wellens told us about the opportunity to participate in the APA/NIGMS project to enhance minority participation in the biopsychological pipeline, none of us imagined what kinds of changes were in store for the Department, nor what a

What kind of program would provide the most support to the most students?

The most comprehensive and intensive experience seemed to be a summer program, where students could focus their energies on research. For the past five summers we have conducted a summer research program, known as *PRIME* (Psychology Research Initiatives Mentorship Experience). This format has turned out to be an ideal way to reach the greatest number of students, while maximizing faculty interaction with individual students. In addition to each student's work with his or her faculty member's team, a graduate student meets weekly with the students as a group. The graduate student helps students work their way through the summer, gives them personal insights about graduate school, and helps them turn their research idea into a poster. Students also are able to share insights and information and to support other members of the program.

Students work for 20 hours a week in faculty laboratories and receive a stipend equal to what they might make at a summer job. This gives them time to take a summer course, or study for the graduate record exam, in addition to gaining valuable research experience. Students who successfully complete the program receive an additional stipend in the Fall to cover the cost of books, supplies, travel to conferences, graduate school preparation courses and applications. Thus far at UM, fifty-one students have completed the summer program. Another twenty are enrolled this summer.



"It takes a Village" with Hanan's Mother, Dr. Victoria Noriega, Director of Undergraduate Studies and Core Team Member, Dr. Patrice Saab, Faculty Mentor, and Hanan Hamed, University of Miami PRIME student

difference the program would make for our students. Our initial reaction was, perhaps, even skeptical. Creating a regional center with other areas institutions, Florida International University (FIU) and Miami Dade Community College (MDCC) would be a unique opportunity, but would present challenges, as well. Although the project was clearly the 'right thing to do' in terms of the national interest and individual students, fears of the inevitable institutional demons loomed large. Perhaps we were not the only institution that wondered...

"Spotlight" describes in detail and highlights a project effort or activity.

"Spotlight" seeks to encourage replication of successful practices of the APA/NIGMS project.

To help prepare students for success for the summer program, we also instituted a course, *Introduction to Research and Careers in Psychology (PSY 365)*. This program was designed to help students recognize the importance of research, investigate the interests of potential mentors, prepare to work in research laboratories, and begin to understand the requirements for graduate school. It also includes guest lectures from various faculty members and graduate students, and a vocabulary component to help students practice for the GRE. This course enrolls an average of twenty students each semester, about half of whom are minority students. About half of all students participating in the summer research project have been in the course.



Jeffrey Cooper, UM PRIME Student, presenting his research, November 10, 2001 Undergraduate Conference for Research in Psychology.

To supplement the course, we instituted a *Community Lecture Series, Psychology in Film*, held in the spring of every year. Various faculty host-speakers show a feature length film that depicts some aspect of his or her research, and then help students and the public discuss the accuracy and scientific evidence for the portrayals. For example, our Director of UM's Center for Autism and Related Disabilities, Dr. Peter Mundy, showed the popular film, "Rainman." Dr. Mundy not only discussed the particular variant of autism portrayed in the film, but helped the audience understand other features of the disorder. Dr. Frank Penedo helped students and other members of the audience understand some of the problems with elder care and chronic illness when he showed "Tuesdays With Morrie," featuring Jack Lemmon in his last (and stellar) performance.

Would we be able to attract students to the project?

As advisors and mentors began to query students, this fear abated. Not only were students interested in the program, applications have usually exceeded capacity. To handle the numerous requests for information about the program, we developed an in-house PRIME brochure. This simple, but informative brochure has also been used at admissions fairs and other community outreach events.

As PRIME began to blossom, we were anxious to spread the word. Seven hundred copies of *Psychology News: Undergraduate Edition for Psychology and Psychobiology Majors*, featuring success stories from the summer PRIME program and other news items, were printed in the Fall of 1999. The newsletter was disseminated to all majors, graduate students, faculty, staff, and key administrators. Circulation today has reached 1300, and includes many individuals who are only peripherally involved in the Department, but have asked to be included in the mailing list.

As we worked our way through the first year, we noted that many of our students were between their junior and senior years. Although working with them was fruitful, (more than half have gone on to graduate school) we came to realize that students needed to become more aware of research earlier in their curriculum. The answer to this concern came in the form of a year-long freshman orientation program called *FACT FORUM* (Freshman Advising Contact Term and Faculty Overview of Research and Undergraduate Mentoring). This unique program abandoned individual faculty-student advising sessions in favor of learner-centered, interactive program that is group based and designed to ease the transition to academic life at the University, and encourage research.

The FACT portion of the program establishes an interactive advising alliance between students, and advisors. Carefully trained *Peer Advisors* also serve as guides and role models for entering students.

But perhaps the most important part of the FACT FORUM program is the second semester in which students gather, again in small groups, with a faculty member to discuss research in psychology in general, and opportunities around the Department to get involved in specific research projects. Faculty-student relationships established at this time have flourished. Understanding the role of and need for research early on in the curriculum helps freshmen set a course of study that will maximize their options after graduation. Freshmen who acclimate early to the University can turn their attention to more important things, and get on with the business of learning and doing research.

Freshman interest in research has sky rocketed to the point that we have established a special subset of the program called *JUMP START* (Just for University of Miami Psychology Students to Accelerate Research Training). Involving students earlier in their undergraduate careers gives them time to find the most appropriate mentor and establish a record of excellence. They can also apply to supplemental programs, present their research at other conferences, work on Honors Theses, and plan for graduate school.

Recognizing the needs of freshmen also helped us recognize the special needs of regional partner Miami-Dade Community College transfer students. We developed a supplemental program that we call PUENTE (Psychology Undergraduate Experience for New Transfer Enhancement) to help MDCC students gain an overview of psychology research by visiting various research laboratories on our campus. PUENTE students participate in the weekly summer sessions run by the graduate student, but also have special sessions conduct-

ed by our PRIME team (the graduate student, post baccalaureate Peer Mentors, and the Director of Undergraduate Studies).

How would we be able to interest mentors in working more closely with undergraduate students?

Faculty-student interactions are perhaps one of the most important aspects of undergraduate education. Mustering diverse faculty to support a single cause can be a challenge. While the need for the national agenda was clear, and institutional participation seemed appealing, some expressed concern about the interest, motivation, persistence, and intellectual and social maturity of undergraduate students.

As it turns out nothing could have done more to convince faculty than interactions with the students themselves. During the first summer, we placed eight students into research laboratories. Students displayed their individual research projects at a Poster Session held at the end of the first summer program in 1998. The event gave mentors, judges, and other students a view into undergraduate capabilities. Having a chance to present their research in a close-knit, comfortable setting, helped students prepare for participation in bigger conferences. Lunch (prepared by the faculty and students) fostered a sense of community, and awards for best poster gave recognition to the hard work all had done. Following the Poster Session we dedicated space in the main office for the permanent display of undergraduate research. This display gives other faculty, students, and visitors a chance to view the fruits of the program.

Each cohort of students in the subsequent summer programs has continued to follow the standard of excellence set by the PRIME pioneers. Mentors have reported being proud of the students, satisfied with the program, and have demonstrated continued interest in working with under-

graduate students, even to the point of partially funding some future students. Faculty are not only allowing students into their laboratories, but are recruiting them to become working members of their research teams. Importantly, mentoring usually continues after the program. To date, seventy percent of our faculty have been involved with the project.

Did we have an infrastructure and time to support a quality program?

The addition of any project to an existing agenda stresses resources. Faculty participation in the program is largely pro bono. Student Peer Advisors help with administration of



*UM PRIME student
Manuela Villa
and faculty
mentor,
Dr. Annette La
Greca*

the program during the school year, while special post baccalaureate or advanced, former PRIME students help with the Peer Mentoring during the summer program. Led by the Director of Undergraduate Studies, Dr. Victoria Noriega, these students and volunteers have helped us to expand the program, and implement auxiliary events while managing costs. Participation in the PRIME project and related social and academic events have helped us all develop more of a sense of community.

How could we work effectively with other institutions in the area?

In a world where most institutions compete rather than collaborate, this question raised many concerns. Further, if coordinating faculty on a single campus is a daunting task, coordinating the efforts of three different institutions seemed downright overwhelming. As might have been expected, our first years of the project gave us lots of opportunities for experience and insight. For the past two years, we have jointly sponsored the Undergraduate Conference for Research in Psychology, a half-day session featuring student poster and oral presentations. This experience helps students hone their presentation skills and sets the stage for their attendance at bigger conferences. It also gives us a chance to work together to encourage minority progress. Over one hundred students, faculty and guests have attended these events which have included complementary breakfast and lunch to the help serve the notoriously 'starving students.'

Recent insights have led us to give some of the responsibility for collaboration to the students themselves. Students in the region are contacting former PRIME students to help with the regional tracking project, headed up by Dr. Marilyn Montgomery at FIU. At the end of this summer, students and faculty from all three institutions in the region will gather at the home of a faculty member to work on team-building exercises, and to prepare for the Third Undergraduate Conference which will be held in November. As we learn how to share talents and resources to maximize student outcomes, the situation is becoming a win-win for all stakeholders.

Could we get institutional support for the endeavor?

Costs to run a quality program can be high. The success of our initial pro-

gram encouraged our Provost and Dean to give us matching funds. This support has also allowed us to include all psychology students regardless of ethnicity and/or research interest. Administrators from the Honors Summer Research Program and the Dean's Women's and Minorities Summer Research program have also worked with us to encourage students funded by those sources to participate in the PRIME program and Poster Session. All APA/NIGMS students and about half of students funded from other sources self identify as a member of an ethnic minority group.

These additional funding sources have given us the institutional support we needed to help us establish a strong presence in the undergraduate culture. In this school, more psychology majors participate in research (including, but not limited to the PRIME program) than do students in any other major.

What would we have to show for our efforts?

Institutionally, benefits have exceeded expectations. The number of Honors Theses per year has increased tenfold over the past four years, about half of which have been completed by minority students. The number of majors has risen about 70% while enrollments have remained relatively stable. Community building within the Department has been facilitated, including relationships between graduate students and undergraduate students. Collaborations and working relationships with other academic and administrative units (e.g., Biology, Neuroscience, Honors, Continuing Studies, Academic Development, and the Career Center) have been enhanced. Most important, the undergraduates have made a name for themselves among the faculty, the administration, and other students. But perhaps our biggest indicator of success is student achievement. As we look out on to the sea of naive and apprehen-

sive faces of the students at our beginning of the summer kick-off breakfast, we wonder if we have made judicious choices; if we can help this group attain the tools they need to thrive; if we can provide the quality mentoring that underlies so much of the success; if we can create an atmosphere that is both collegial and professional. We are always impressed (and somewhat surprised) to find a group of young scholars presenting their research at the end of the summer Poster Session. The collective change in demeanor, maturity, and understanding is gratifying.

To be sure, there are things left to do and improvements to make. But the following short sketches of some of our students will give the reader a better idea of the types of success and promises we have achieved ...all set in motion by 'doing the right thing.'



University of Miami student Jose Rodriguez with PRIME Faculty Mentor, Dr. Ron Duran

Would our best students have thrived anyway? Perhaps. But the students struggling on their own would not have given us all the opportunities to expand our horizons, contribute to the development of psychological science, and contribute to the common good.*

The University of Miami PRIME students continue to succeed

Evelyn Alvarez — Phi Beta Kappa

Marisol Perez — Attending Florida State University's clinical program.

Brian Lozano — Published in the *Journal of Affective Disorders*. Will attend graduate school in clinical psychology to continue to pursue his interest in bipolar disorder.

Lee Ferguson — Is in the MD/PhD Program at the University of Miami.

Jon Yoo — Currently attending University of Illinois

Marissa Yates Johnson — Phi Beta Kappa and attending the University of Illinois in Chicago.

José Rodríguez — Jose is currently the Advisor for the UM's Psychology Department and the graduate student coordinator for this year's PRIME.

Susan Acosta — Still an undergraduate, Susan was one of the first students to participate in the FACT FORUM and the first UM student to attend APA's prestigious Summer Science Institute. Susan has worked in various research laboratories on campus.

Marilyn Lopez — Received a Maytag Fellowship and will continue her biopsychological career by attending

graduate school at the University of Miami.

Hanan Hamed — After a stellar undergraduate career, including election to Phi Beta Kappa and service to the Department as a Peer Advisor, Hanan graduated summa cum laude and in May 2002 and was named Outstanding Psychobiology. Ms. Hamed completed her senior honors thesis with Dr. Patrice Saab.

Marilyn Sampilo — Served as a Peer Mentor for the current cohort of PRIME and PUENTE students and will pursue her honors thesis entitled "Children's Perceptions of Safety." Marilyn participated in FACT FORUM, attended the APA's Summer Science Institute, and served as a Peer Advisor for two years. Marilyn will also serve as a Teacher's Assistant for the course affiliated with the PRIME by reviewing 250 vocabulary note cards from students in the class which will help her to study for the Graduate Record Exam which she plans to take in October. Ms. Sampilo will also present her research at the APA Convention in Chicago in August of 2002.

Iruma Bello — Attended the Seventh Annual Conference on Behavioral, Clinical Neuroscience, Substance Abuse and Culture.

Kudos!

Devoted to the accomplishments and achievements of our NIGMS students, faculty, and consultants.

Recognition

- **Elizabeth Todd-Bazemore, PhD**, Core Team Leader from the University of South Dakota for her work during the 9-11 crisis — Dr. Todd-Bazemore was recognized for her on-site intervention in the June 2002 APA Monitor.
- **Robin Hailstorks, PhD**, Core Team Leader from Prince George's Community College was named to the APA Board of Educational Affairs' Undergraduate Education Advisory Committee representing Community colleges.

Publications

- **C. Mellblom** and CSUDH student **Alejandro Morales** co-authored an article on *Measured Reading of Upper Division Students at CSUDH. Results of a Two-Year Study*, which was published in the Journal of Research and Teaching in Developmental Education.

Student Presentations



UCLA PROPS student Dianna Gonzales presenting her research at the UCLA PURC Conference, May 11, 2002

- **Hanan Hamed**, a University of Miami PRIME student presented "*The Degree of Parent-Child Agreement on Reports of Family Medical History*" during the August 3, 2001 University of Miami's Research Conference and tied for first place.
- Truman Community College student **Abdella Hussein** presented "*Electron Microscopy: Comparison of Leishmania Major Infected Lymph Node Macrophages and Lymphocytes from Two Locations in the Body of the Balb/C mice*" at the Annual Biomedical Research Conference for Minority Students (ABRCMS), sponsored by NIGMS held in Orlando, Florida October 31 — November 2, 2001.
- **Juan Madera** a CSUDH Scholar and his mentor, Dr. Gray-Shellenberg presented at the Western Psychological Association Conference in Maui, Hawaii, May 11, 2001 and the Annual Research Competition at San Jose State University, April 27- 28, 2001. The title of their presentation was "*The Influence of Victim's Attire, Participant's Gender, and Victim Blame Attribution.*" Through a competitive selection process, Mr. Madera was also selected to participate in CSUDH's Second Annual Student Research Conference March 8, 2001 and won second place for the competition.
- **Maritza Meraz**, a UCLA PROPS student presented her research at the Developmental Disabilities Immersion Program (DDIP) Symposium at UCLA. The title of her presentation was "*Personality of Down Syndrome*"
- **Alejandro Morales** from CSUDH presented "*Ethnic Interethnic Relations: A Qualitative and Quantitative Analysis*" with APA/NIGMS Scholar **Monica Rosales** and CSUDH faculty mentors at the APA Annual Convention in San Francisco, CA, August 2001, and "*Differentiating between Hostility and Depression in Interpersonal Stress*" at the Second Honors Program Annual Spotlight on Research at CSUDH in Carson, California, April 2001.
- **Ann Murray** from UCLA presented at the UCLA's PURC, May 11, 2002, the Stanford Undergraduate Research Conference, May 19, 2002, Westwind Conference in May 2002, and the UCLA Science Poster Day, Spring 2002. The title of her presentation was "*Family Positive and Negative Affective Reactions Towards Relatives with Schizophrenia and Course of Illness.*"
- **Danusia Nedilskyj**, a CSUDH scholar and her mentor Dr. Maria Hurtado-Ortiz presented their research April 26, 2002 at the CSUDH Latino Retention Conference on "*Maternal Influences on Academic Achievement in the Latino Community*"
- **Monica Rosales** from CSUDH presented with her faculty mentor and student colleague Alejandro Morales, "*The*
- **Claudette Banda** from CSUDH presented her research at both the Western Psychology Undergraduate Research Conference for Undergraduate Research April 17, 2001 and the UCLA Psychology Undergraduate Research Conference (PURC) May 11, 2001. Ms. Banda presented "*The Effects of Anticipator Anxiety and Self-Efficacy on Fear.*"
- **Dianna Gonzales**, a UCLA PROPS student, presented her research at the Stanford Undergraduate Research Conference, May 19, 2002. The title of her presentation was "*Minority Academic Achievement: Reaching the Gold Standard.*" Additionally, Ms. Gonzales presented "*The Benefit of Capitalization on well-being,*" May 11, 2001 at the UCLA Psychology Undergraduate Research Conference (PURC) with fellow PROPS student, Mayra Moreno.
- CSUDH Scholar **Kristyn Gritney** presented with faculty mentor Dr. David Henshel "*Personality and Presidential Choices: 1992, 1996 and 2000*" at the American Psychological Society Conference in Toronto, Canada, June 1, 2001.

Construction of A White Ethnic Identity Among Young Adults at the Western Psychological Association's Annual Convention in Irvine, CA August 2001.

- **Marilyn Sampilo** a UM PRIME student, presented at the Second Annual Undergraduate Conference for Research in Psychology will also present at the American Psychological Association's Annual Conference in Chicago, Illinois, August 2002. The title of her presentation is "*Children's Perceptions of Safety and their Neighborhoods*"
- **Jose Rodriguez**, UM PRIME student presented "*Psychological Separation and College Adjustment in Hispanic College Students*" at the 25th Annual Carolinas Conference, April 12-13, 2002 in Raleigh, North Carolina.
- **Victor Rico**, a CSUDH Scholar presented "*The Effects of Socioeconomic Status on Adolescents' Academic Achievement and College Attendance*" with faculty mentor, Dr. Maria Hurtado-Ortiz during the Latino Retention Conference, April 26, 2002.
- **Rosie Scales** from UCLA presented "*Gender Differences in Adolescent Communication and Coping on Same-Sex Multi-ethnic Athletic Teams*" at the UCLA Psychology Undergraduate Research Conference, May 11, 2002.
- **Yvette Serrato** from UCLA presented at the Stanford Undergraduate Psychology Conference, May 19, 2001 and UCLA's PURC Conference, May 11, 2001. The title of her presentation was "*Promoting Self-Acceptance: The Role of Ideology*"
- **Juzer Tabali**, a Truman Community College student, presented "*Analysis of Mercury: Assessing Human Bio-availability*" at the Annual Biomedical Research Conference for Minority Students (ABRCMS), sponsored by NIGMS held in Orlando, Florida October 31 — November 2, 2001.
- **Karen Torres** from UCLA presented "*Prevalence of Anxiety Disorders Among African American and Hispanic Populations*" at PURC, May 11, 2002.
- **Manuela Villa**, a UM PRIME student will present her paper at the APA Annual Convention, August 2002 with Dr. Annette La Greca, her faculty mentor. The title of their presentation is "*Association between Parental Monitoring and Children's Exposure to Violence and Sexual Content on TV.*"
- University of Miami's Undergraduate Conference for Research in Psychology, Miami, Florida, November 10, 2001 UM and FIU PRIME students presented their research at this annual event. Presenters included: Susan Acosta, Gabriel Banancourt, Jeffrey Cooper, Irene Delgado, Rona Carter (FIU), Jeffrey Cooper, Irene Delgado, Arlen Garcia (FIU), Hanan Hamed, Jennifer Hestand, Sophia Murasse, Martin Mendola, Jessica Moreira, Kristy Peguero, Jasmine Ramierz, Andres de los

Reyes, (FIU), Marilyn Sampilo, Blake Scanlon, Laura Serrano, Danielle Sanders and Manuela Villa

University of Miami's Summer PRIME Presentation, August 3, 2001 — Presenters included: Martha Macedo, Sheldon McKenzie, Susan Costa, Gabriel Banancourt, Rona Carter (FIU), Jeffrey Cooper, Irene Delgado, Arlen Garcia (FIU), Jennifer Hestand, Sophia Murasse, Martin Mendola, Jessica Morieara, Roni Patterson, Kristy Peguero, Jasmine Ramierz, Andres de los Reyes, (FIU), Marilyn Sampilo, Danielle Sanders, Marianna Vallant

University of Miami's First Annual Psychology Research Fair — University of Miami PRIME students presented their research March 31, 2001. Student presenters included: **Anthony Barreto**, **Iruma Bello**, **Dione Brunson**, **Madelyn Gonzales**, **Martha Machado**, **Shelton McKenzie**, **Jose Menendez**, **Roni Patterson**

Chicago State University's Department of Psychology Spring Colloquium 2002, April 11, 2002 "*The ABC's of Trauma*" Students presented poster sessions on the following topics: **Tracy Bibbs** presented "*Awareness of Racial Identity in Youth*," **Janesse Brownlow** presented "*Importance of Tissue Culturing with Human and Animal Cell Lines*," **Monique Scott** presented "*The Hip Hop Side of 'x' Ecstasy*," **Carole Scott** presented "*Attitudes Toward Skin tone within the African American Community*," **Malik Raheem**, "*A Belief that Hop Hop/Rap Music Gives African Americans a Sense of Cultural Identity: A Survey of Chicago State University Students*" and **Mark Barclay** "*Does Exposure to Rap Music Cause Aggression?*" Awards were presented to **Carole Scott**, **Monique Scott** and **Mark Barclay** for their poster presentations.

- November 10, 2001 **University of Miami (UM)** and **Florida International University** Students (FIU) PRIME students presented their research at the Undergraduate Conference for Research in Psychology. Twenty-four students displayed their research. Six students delivered oral presentations and eighteen presented posters. Best Poster Award went to **Marilyn Sampilo** in the Child Division who worked with Dr. Annette La Greca. **Jeffery Cooper** in the Adult Division won best poster in addition to an award received by **Hanan Hamed** for best oral presentation in the Health Division. **Susan Acosta** won for her oral presentation. FIU students **Rona Carter** and **Andres de los Rios** won for Best Poster Award and Best Oral Presentation respectively.

Senior Honor Theses

The following University of Miami PRIME students completed their senior honors thesis:

- **Irene Delgado** — "*The roles of parental sensitivity and non-verbal communication on the development of attachment in infants*"
- **Hanan Hamed** — "*The relationship between parent and child self-report of human related behaviors*"

- **Iruma Bello** — *“Attentional mechanisms related to vulnerability to bipolar disorder”*.
- **Laura Serrano** — *“The influence of marital dysfunction on parent-child relationships: A cross-cultural and gender examination”*
- **Shelton McKenzie** — *“Psychological distress and HIV infection”*

Advancing Through the Educational Pipeline

Transfers from 2-Year Colleges to 4 Year Universities

Miami Dade Community College PRIME Students

- **Dione Brunson** transferred to the University of Miami and participated in PRIME. Ms. Brunson graduated in 2001.
- **Carrie Hooper** transferred to the University of Miami and participated in PRIME and graduated in 2001.
- **Madelyn Machado** transferred to UM, became a PRIME student and graduated in 2001.
- **Shereen Sataur** transferred to the University of Miami and participated in PRIME and graduated in 2001.

Santa Monica College’s (SMC) New Scholars in Psychology Program (NSPP) Students

- **Gabrielle de Encino** transferred to San Diego State University where she is pursuing psychology as her major.
- **Aroldo de Leon** was accepted to the University of California, Irvine, the University of California, Santa Barbara and the University of California, Los Angeles. Mr. de Leon decided to attend UCLA and will enter in Winter 2002.
- **Karina Garcia** transferred to California State University, Northridge and graduated June 2001.
- **Mariela Gamsie** transferred to UCLA to pursue psychology as her major.
- **Carolina Iria**, interested in child psychology and development transferred to California State University, Berkeley.
- **Jennifer Knez** graduated from SMC and applied and was accepted to UCLA. She will attend in Winter 2002.
- **Jennie Lagunas** was accepted to the University of California, Berkeley and will pursue psychology as her major.
- **Amelia Mohamed** has been accepted to the University of the West-Indies in Trinidad.
- **Simbi Mahlanza** transferred to UCLA and participated in the UCLA PROPS program.
- **Bernadette O’Leary** who came to SMC with a bachelor’s degree, graduated from SMC’s psychology program

and then obtained her Master’s in psychology at Pepperdine University.

- **Karla Padron** transferred to UCLA to continue her studies in psychology.
- **Rosie Scales** transferred to UCLA and participated in the UCLA PROPS Program. Rosie graduated in Spring 2002.
- **Denise Woods** transferred to UCLA and was accepted in the UCLA PROPS project.

Prince George’s Community College Students

- **Colleen Frasier** from PGCC transferred to the University of Maryland, College Park.
- **Burdetta Simmons** transferred from PGCC to the University of Maryland, College Park (UMCP) and will participate in the Eastern Regional Program ETEP.
- **Senovia Smith** transferred to UMCP from PGCC and participated in the ETEP Program.
- **Kevin Thorne** a PGCC student transferred to the University of Maryland and participated in ETEP.

Going to Graduate School!

Former California State University, Dominguez Hill APA/NIGMS Scholars

- Former APA/NIGMS Scholar **Juan Madera** will attend Rice University’s industrial /organizational PhD program. Juan was accepted into a total of nine programs.
- **Alejandro Morales** will attend the University of Nebraska, Lincoln’s Counseling Program.
- **Monica Rosales** was accepted and will attend Colorado State University’s Child Psychology.
- **Kimberly Usher** is pursuing her PhD in clinical psychology at Purdue University.

Former Florida International University PRIME Students

- **Andres De Los Reyes** will attend Yale University’s PhD program in clinical psychology in the fall.
- **Robert Castillo** is attending Barry University’s sports psychology program.
- **Rona Carter** will attend FIU’s PhD program in developmental psychology.
- **Arlen Garcia** is attending FIU’s graduate program in developmental psychology.
- **Lynn Hernandez** has been accepted and will attend FIU’s developmental psychology graduate program.
- **Mariana Valliant** will enter FIU’s developmental psychology program.

Former University of Miami PRIME Students

- **Jennifer Hestand** has been accepted to the University of Miami’s clinical child program.
- **Marilyn Lopez** now attends UM’s clinical health graduate program.

- **Shelton McKenzie** is attending Loma Linda Medical School to pursue his MD.
- **Manela Villa** was accepted to NOVA University.

Former University of California, Los Angeles Scholars/PROPS Students

- **Veronica Garcia** attended Harvard University's one-year Master's program in education.
- **Kimberly Rosemond** is attending the University of Southern California's PhD program in Counseling Psychology.

Internships

- **Dianna Gonzalez** a UCLA student was accepted to two internship programs for 2001-2002, High School Advising Program and the Community Outreach Program for Intervention and Education. Ms. Gonzales also received funding to study and conduct research in Chile on women and education.
- **Juan Madera**, CSUDH Scholar participated in the University of Utah's Summer Research Program for Summer 2001.
- **Cynthia Martinez** — a UCLA PROPS student was accepted for an internship for Health Outreach and Education for At-Risk Populations.
- **John Magana** a UCLA PROPS student was accepted to the Career Based Outreach Program (CBOP).
- **Mayra Moreno** from UCLA was accepted for an internship for the Community Outreach Program in Education for 2001 – 2002-academic year.
- **Hanna Osei** an ETEP student from PGCC participated in a one-year long internship at the American Psychological Association's Minority Fellowship Program.
- **Victor Rico** and **Monica Rosales**, both CSUDH students were accepted to the Summer Research Opportunities Program (SROP) at the University of Utah for Summer 2001.
- **Kimberly Usher** from CSUDH was selected to attend Oklahoma State University for the Summer 2001 Research Program.

Student Award and Honors

- **Iruma Bello**, UM PRIME student was received the Eber Award which is given to outstanding students who plan to pursue a career in mental health
- **Rona Carter**, a former FIU PRIME student received the Psi Chi /APA Research Award for the APA submission entitled "Pubertal-Timing and Anxiety/Behavior Problems in African-American Girls" Ms. Carter will

present her research at the APA Awards Ceremony during the annual APA Convention in Chicago, Friday, August 23, 2002.

- **Annette Ford**, a NSPP student at Santa Monica College received the Gates Scholarship.
- The Iron Arrow, University of Miami's highest honor award was given to **Hanan Hamed**. Ms. Hamed, a Phi Beta Kappa member, was selected as the Outstanding Psychobiology Major by the Psychology and Biology faculty and was also requested to apply for a Rhodes Scholarship for her academic excellence.
- **Juan Madera**, a CSUDH Scholar was named Outstanding Undergraduate Student by the CSUDH's Psychology Department.
- **Ann Murray**, a UCLA PROPS student received the Dean's Prize for 2002 for overall academic excellence and service to UCLA.
- **Perla Placencia**, a UCLA PROPS student was accepted to McNair Scholars Program in addition to UCLA's Psychology Departmental Honors Program.
- **Guillermo Ramirez** from UCLA was selected to receive the Undergraduate Research Stipend to further his research and was also accepted into the UCLA Psychology Honors Program.
- **Andres De Los Reyes**, a former FIU PRIME student was awarded Best Student Anxiety Poster at the General AABT Conference for the poster entitled, "*Anxiety, Depression, and Fear and its Influence on Parent Over-Reporting of Child Anxiety and Fear.*"
- **Monica Rosales** was named selected for the CSUDH Psychology Department's Outstanding Undergraduate.
- **Marilyn Sampilo** participated in APA's Summer Research Institute 2001-2002. The program is geared for undergraduate students interested in the psychological sciences and gives students the opportunity to work in with various faculty in research laboratories. Ms. Sampilo was also inducted into Psi Chi, the Psychology Honor Society.
- **Rosie Scales** was awarded the Undergraduate Research Development stipend and was accepted to the UCLA Departmental Honors program for 2001-2002 academic year.
- **Laura Serrano**, a University of Miami PRIME student was inducted into Phi Beta Kappa and named Outstanding Psychology major by the UM's Psychology Department.
- Prince George's Community student **Dana McDaniel** was awarded the Regents Scholarship and will attend the University of Maryland, College Park in the fall.

What is Pipeline?

The *Pipeline* is a semiannual publication produced by the APA/NIGMS project, which is operated by the Office of Ethnic Minority Affairs (OEMA) in the Public Interest Directorate of the American Psychological Association (APA). The primary goal of the *Pipeline* is to provide information related to the activities and status of the APA/NIGMS project on Developing Minority Biomedical Research Talent in Psychology: A Collaborative and Systemic Approach for Strengthening Institutional Capacity for Recruitment, Retention, Training, and Research and to facilitate communication and information exchange between the project's Regional Centers of Excellence and others interested in diversity and minority retention in higher education.

The *Pipeline* also provides information on initiatives, both internal and external to APA, that may enhance the

demonstration efforts of the project's Regional Centers of Excellence and the field of minority recruitment, retention, training, and research.

The *Pipeline* is distributed free to APA/NIGMS project participants and project consultants, minority psychological associations, APA divisions, undergraduate and graduate departments of psychology, and selected federal and local governmental agencies. The distribution of the *Pipeline* is about 3,000.

If you wish to receive the *Pipeline* or to submit articles or information, contact Sonja M. Preston, the American Psychological Association, Office of Ethnic Minority Affairs, APA/NIGMS Project, 750 First Street, N.E., Washington, DC 2002-41242; phone: (202) 218-3986; TDD: (202) 336-6123; fax: (202) 336-6040.*

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Request for Proposals

will be provided. Additional funds will be provided for travel costs associated with institute attendance. It is expected that awardees will submit a funding application to a federal agency or private foundation within 24 months after award of the small grant.

Grant Award Criteria

Review of applications and award of ProDIGs will be based on the following criteria:

1. Extent to which project rationale/purpose/objectives are clearly related to increasing your department/program's capacity to either engage in minority health/health disparities research and/or effectively recruit, retain, and train students in the area of minority health/health disparities research. (30%)
2. The clarity and excellence of the project's design, procedures, and timeline; the feasibility that the design can be implemented in a 12 to 18 month period and a federal and foundation grant proposal will be prepared

and submitted within 24 months after receipt of the small grant. (30%)

3. The extent that the project's focus is explicitly related to those issues and problems of interest to potential federal and foundation funding sources – that is, the fundability of the expected federal/foundation proposal that will result from the small grant project. (15%)
4. The extent of institutional/departmental support for both the proposed project and the expected preparation of a federal/foundation funding proposal. (25%)

Request and Deadline for Applications

Questions and requests for applications for research small grants should be directed to Sonja Preston of the APA Office of Ethnic Minority Affairs (OEMA) at 202-336-6029 or spreston@apa.org.

Questions and requests for applications for program and curriculum development for small grants should be directed to Adisa Ajamu of OEMA at 202-336-6029 or aajamu@apa.org.

Deadline for receipt of complete applications is NOVEMBER 1, 2002.*

APA/NIGMS PROJECT NEWSLETTER

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