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*Final Report*  
*Contract No: 263-MD-628621*

*COR Phase I Evaluation*  
*Initial Data Gathering and Tracking System Development*

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## Introduction

We are pleased to provide the following Final Report of our work under Contract 263-MD-628621. The work reported here is a First Phase of a larger project which can be summarized as follows:

To address the training needs **related to** minority scientists in the mental health fields of behavioral science and neuroscience, the National Institute of Mental Health (NIMH) established training programs for talented honors undergraduate, **racial/ethnic** minority students to encourage them to choose research careers in mental health **disciplines**. Other approaches to facilitating the training of racial/ethnic minority **behavioral and** neuroscience undertaken by NIMH include short-term summer research **training** and predoctoral training that supports the Minority Fellowship Programs at national professional associations in Nursing, Sociology, Psychology and Social Work. The present overall plan is to conduct an evaluation of these various mechanisms to assess their impact on the numbers of students who participate in early career training, their contributions to the conduct of the research related mission of the NIMH, and to identify as much as possible, the program elements that most heavily influenced these outcomes.

Within the context of this overall plan, the present work was undertaken to meet the following specific purpose:

The purpose of this contract is to provide guidance to the Office of Special Populations on appropriate evaluation strategies based on NIMH program records, available databases and consultation with program staff, and to design and demonstrate the feasibility of a tracking system for the information that a full scale evaluation would require.

The report is organized around two deliverable products: 1) A report on information data including the results of a meeting of a panel of evaluation experts; and 2) the development of a tracking system and assessment of evaluation design parameters. We will report on each of these objectives in turn, based on our conduct of the following evaluation activities:

- 1) Face-to-face interview with the program director;
- 2) Review of selected existing archived records on file at the NIMH and pilot test of proposed data tracking system;
- 3) Group discussion with COR directors;
- 4) Group meeting with Expert Panel members; and
- 5) Survey of COR directors re availability of and accessibility to data elements proposed for full evaluation.

### I. Gathering Initial Information

#### A. Face-to-face interview with **program director**

The interview with the director was designed to refine the **data** collection strategies and gather

information regarding: proposed objectives for the full evaluation, available databases at NIMH, recommended key informants (such as COR directors and Expert Panel members), and other potential data sources. Information from this meeting resulted in the following: identification of three grantees whose applications were on file at NIMH and could be used for the records review; scheduling of an opportunity to meet with the COR directors at their grantees meeting to inform them of the study and to get their input on the data elements and procedures; generation of the list of individuals to invite to be members of the Expert Panel; and a revised **timeline** for completion of the Phase I.

## **B. Group discussion with COR directors**

This discussion took place on October 30, 1996, at the annual grantees' meeting held in Washington, D.C. [see **Exhibit 1.1 for full roster of COR Directors**] The program director and evaluation staff provided the background and context for the full evaluation and an overview of the Phase I activities. The directors reviewed the sample data collection form [see **Exhibit 1.2**] and were asked to provide input regarding the availability of proposed data elements (such as program level--number trained, graduated, etc., or individual level data--GPAs, graduate school disciplines, etc.).

COR directors indicated that certain data elements at the individual level may be difficult, but not impossible, to collect on a retrospective basis. The ease with which the proposed data could be collected seemed to vary with the experience of the director, the length of time that the applicant organization has been funded, and the length of time post-COR for certain data (e.g., year of graduate degree obtained). In addition, the directors made the following suggestions: 1) divide the data into evaluative and bonus components where the former refers to "required" elements and the latter reflects highlights (unanticipated payoffs) of individual programs (e.g., getting additional external funding); and 2) include more information about COR trainees (i.e., student publications and presentations, average time to degree completion, receipt of graduate fellowships, and completion of honors theses).

Directors also raised questions about the proposed evaluation plan, including:

- a) How easy is it to access data on students after they have completed the COR program or graduated from the undergraduate institution?
- b) How can we find ways of documenting post-COR training (i.e., graduate school, area of service)?
- c) Should we restrict ourselves to an evaluation plan based on students' achievements during tenure of program (i.e., obtain exit data versus post-exit data)?
- d) Should we be concerned if a student seeks a "non-mental health" degree after COR training? and
- e) What if students obtain a "non-mental health" degree but work in a mental health related area (e.g., a degree in library services, but supporting mental health related field work)?

The Directors agreed that the evaluators should send out a revised data form to all of the programs so that directors could provide information about the availability and accessibility of proposed data elements. The form was revised and a copy is included as **Exhibit 2.2**.

### C. Review of archived records at NIMH.

Applications and supporting documentation from three current grantees, which were considered by the program director to be reflective of the range of applicants, were selected for review by evaluation staff. The purpose of the review was to document the range of data elements that could potentially be captured by record review rather than by direct requests from the grantees. The records are on file at NIMH and the reviews were conducted at the NIMH program office. A summary of this review is provided later in this report. After review of one complete record a sample data collection form [see **Exhibit 1.2**] was developed and presented to COR directors for their review and comment. Their input was gathered at the COR directors meeting and is discussed below. The feedback from the COR directors was used to revise the data collection form and review two additional applications in preparation for the Expert Panel Meeting discussed below. The review led to the following summary conclusions:

Each of the 13 NIMH files is different in terms of the detailed information they contain and the years for which the information is most complete. For most files, information is most complete for the last three to five years.

Each file can be divided into three major sections which provide the most useful information on the program and its trainees: (1) progress reports; (2) notice of grant award; and (3) statement of appointment.

The progress report is required as part of the application for continuing grants. It indicates the trainees' names, mentors and current status. The progress report also gives a brief overview of current trainees' research projects, as well as the total number of trainees receiving bachelor's, master's Ph.D.'s and professional degrees.

The notice of grant award and statement of appointment contain program information such as program starting date, total number of students currently in the program and their status (e.g., trainee, affiliate), and information unique to each site such as students' profiles in honor of their accomplishments.

### D. Summary of three sites

The site files that were examined in detail included California State University, Long Beach(CSLB), Howard University(HU), and University of Puerto Rico(UPR). [See **Exhibit 1.3** for full summary of this information.] CSLB has produced 11 Ph.D.'s, HU has produced 21 Ph.D.'s and 52 Master's, and UPR has produced two MD's. The graduates are currently working in a variety of settings including universities, other research institutions, hospitals, and government agencies. It is not clear whether many of the positions are mental health-related. Most of the COR faculty are professors of psychology, but several are professors of anthropology, biology and education. The number of COR faculty, excluding the principal investigator, ranges from six (Puerto Rico) to 17 (Howard).

Howard reports that COR trainees are 10 times more likely to graduate with honors than non-COR trainees. Cal State reports that 20 trainees have participated in California State University Research competitions over the last five years. Several of the trainees have won at these competitions. Although Puerto Rico's program is relatively new (funded in 1989) the majority of their graduates are either in graduate school or in the process of applying to graduate programs or medical school.

Many of the trainees have participated in national and international research conferences such as the Annual Meeting of the Puerto Rican Psychological Association, the Inter-American Congress of Psychology and the Western Psychological Association Annual Meetings.

**E. Group meeting with Expert Panel members**

The Expert Panel consisted of the following members: [see **Appendix A for CVs of Panel Members and Project Staff.**]

**Dr. Lorrita Watson**, Special Assistant to the Director, Office of Research on Minority Health, National Institutes of Health. Dr. Watson has been involved in health sciences administration, and worked for several years with the Minority Biomedical Research Support Program She has been involved with several other evaluations of **NIH** training programs, including the **NIGMS/MARC** and T-32 training grant evaluations, and her **office** is currently conducting an evaluation of all NM minority programs.

**Dr. Gregory Wihnoth**, Evaluation Specialist, General Accounting Office. Dr. Wilmoth has served as lead evaluator for several government funded programs, has conducted affirmative action evaluations and evaluated the American Psychological Association MFP. He brings valuable expertise in placing the study in the context of the Government Performance and Results Act (GPRA).

**Dr. Carla Serlin**, Director, Ethnic Minority Fellowship Programs, American Nurses Association. Dr. Serlin's experience will be critical to expanding the design to include the ethnic minority fellowship programs. She has extensive experience in conducting evaluations of community-based and government funded programs, and is familiar with developing computerized databases to track program elements.

**Dr. E. Aracelis Francis**, Director, Minority Fellowships Program, Council on Social Work Education. Dr. Francis has been involved for several years in administering and evaluating social work fellowship programs. She, too, will be instrumental in expanding the design to include the **MFPs**.

**Dr. Guillermo Bernal**, Professor of Psychology and COR Director, University of Puerto Rico. Dr. **Bernal** represents the COR directors on the panel, and he is also chair of the Advisory Board for the American Psychological Association MFP. Dr. **Bernal** is also a seasoned researcher and administrator and has been involved in various efforts to document training programs' progress and successes.

The Expert Panel was convened on November 22, 1996 in Washington D.C. for a day long meeting to: review the goals of COR, MFP, and summer training programs; review objectives of Phase I of the evaluation; review the prototype of data extracted from **the three** files at **NIMH**; assess how well the data from **the** files answers the ultimate evaluation questions; develop strategies to answer questions for the **MFP**, summer programs and post-COR training experiences; and suggest mechanisms for routinely collecting data from COR directors [See **Exhibit 1.4** for the Meeting Agenda]. One panel member was interviewed individually at a later date and this input was used to revise evaluation plans as appropriate.

The work of the Expert Panel focused primarily on the COR program since it presented the greatest challenge to the evaluation design. The panel discussed at length **the** information gathered from other data sources (the program director, program files, and COR directors), the limitations of

attempting to include a comparison group, and the COR program goals. The panel then recommended the following strategy:

**Evaluation Design.** Collect data from all students who were accepted into the COR program. Compare data on COR graduates to a comparison group which includes students who were accepted but did not complete the program.

**Data Elements.** The following data elements would be captured for each group (COR graduated and terminated).

COR graduates:

MINIMUM DATASET:

Number completed

Number who were 1-year, 2-year, or affiliate trainees

For 1- and 2-year trainees only:

Did they graduate:

If yes: Did they attend graduate school?

Yes, graduate school: In a mental health-related field? Did COR influence this? Was the program research-based?

No, graduate school: Reasons? What doing/did? mental health related? research?

If not graduated: What were reasons they did not graduate? Did they do something mental health related post-COR? research related?

IDEAL DATASET:

Profile at COR exit:

GPA exit COR

GPA exit institution

Presentations exit COR

Publications exit COR

Accepted to graduate school

Which school?

Discipline/program

Which degree?

Profile post-COR:

Completed degree?

Then what? mental health related? research?

Research grants?

Terminated COR

Graduated institution?

Graduate school? mental health related? research?

Career? mental health related? research?

Profile Exit or Post-COR:

May need to ask evaluator (Georgine Pion) for other NIH training program

about how this is tracked for comparison groups.

Suggestions: Review TAF (form 2271) or Impact File to see if **NIH** funded.

**Evaluation Issues.** The panel identified several issues that need to be addressed in developing the evaluation plan. These included the following:

- 1) Are there site specific application criteria for students in addition to the general criteria (e.g., are COR traineeships limited to certain disciplines at a particular institution)?
- 2) How might we access trainees post-COR or post-graduation from the institution if we need to interview trainees to get the information? Suggested strategies include approaching alumni associations for mailing addresses, or consulting with evaluators for the **NIGMS-MARC** evaluation regarding their approaches.
- 3) If we interview trainees do we need to go through OMB for clearance?
- 4) The final data elements should be tied to the original RFP goals and the agency mission.
- 5) The scope of the evaluation should be narrowed in terms of the years of focus. Tie to the **RFAs** and determine completeness of records.
- 6) Determine what things cut across programs (mentoring, summer programs, **curriculum**, etc.).
- 7) How do we represent COR programs when they vary in length of duration (time funded), amount of funding, number of trainees?
- 8) What are the transition points to consider: COR exit, degree received, entry to graduate school, graduate degree?
- 9) Are students' applications kept on file at the institutions?
- 10) Are students' statements of appointment kept on file?
- 11) Are past progress reports maintained by **NIMH**?
- 12) Are Notices of Award available to summarize amounts, dates of initial award, dollars per trainee and how money was to be used?
- 13) What files do the institutions maintain and for how long?
- 14) What extra documents do institutions maintain--photos, profiles, special events, other awards, publications, presentations?

The input from the Expert Panel was used to revise the data collection form and to develop a survey for the COR directors. The revised data collection form was used to review additional files **at NIMH**. The survey was sent to directors to determine what data as proposed above are available, for what years, and if data are not available how easy or difficult it would be to collect. The results of the additional files review and the survey are reported below.

## II. Development of Tracking System & Evaluation of Design Parameters

The overall plan for this stage of the project involved assessing information from COR, Summer Grant and MFP programs develop a formalized tracking system for all programs based on this information. We elected to focus our attention solely on the COR program for several reasons 1) is the main interest of the OSP,; 2) **information** on the summer NIMH sponsored programs was not housed in the OSP office and hence not immediately available; 3) because MFP information was readily available and two members of the Expert Panel were MFP Directors, we felt we could include that aspect of the project in the next Phase. However, ~~we did~~ discuss at length the data elements for an evaluation of the MFP's, an outline of which ~~can be found in~~ **Exhibit 2.1.**

On the basis of the Expert Panel meeting, we developed a checklist of data elements that would be required to assess the parameters of COR performance. This checklist is presented as **Exhibit 2.2.** This checklist was sent to each COR Director with a covering **letter[Exhibit 2.3]** that requested them to determine what information was currently available, and where it could be found(in COR files; NIMH files; elsewhere). And if the information was not available, how difficult, in the COR Director's opinion, it would be to obtain the information. On the basis of this information, we could then make a judgment of the status of existing information that would be necessary to carry out a tracking system.

### A. Assessing Information Available from COR Directors

We received information from 12 of the 13 COR Directors. One of the COR Programs, Hampton University, is so new as to have little information on which to base their reply. Thus, we have information on **all** eligible programs, and feel this complete representation will allow us to develop thorough tracking principles and plans.

**Exhibit 2.4** provides a summary of the responses from the 12 programs for which we have information. The information is organized in three broad categories:

**Program Components:** What aspects of the program do we have information on? That is, what do COR trainees actually do? Among the program components are courses; invited speakers, attendance at conferences, summer research, symposia and so forth. Carefully delineating this information allows us to determine the nature of the COR experience.

**Trainee Achievements:** What evidence do we have of how well trainees have performed at the point of entry to COR, during their COR experience, and post-COR. This information indicates overall academic standing, honors, post-COR performance at graduate level, and publications and productivity.

**Program Outcomes:** The primary program outcome articulated in announcements is to provide [COR trainees] with special research training experiences designed to improve their qualifications for entry into advanced research training programs leading to the doctoral or M.D. research career **degrees**"(NIH Guide, Vol. 24, No. 14, April 14, 1995; Par 95-045). Evidence of program outcomes would be indicated by entry into graduate programs. Additional evidence of "improved qualifications" would include receipt of graduate fellowships and assistantships, and the quality and prestige of training programs to which they are admitted. Finally, although not an immediate goal of the program, ultimate effectiveness would be indicated buy the successful completion of the training programs and entry into a research career.

Moreover, within its Public Health Service (PHS) mandate, the program seeks to “achieve the healthy promotion and disease prevention of *Healthy People 2000*. To this end, the goals of COR are to stimulate research careers in the “...priority areas of mental health and mental disorders.” Success in meeting this objective would be indicated by entry into training programs that specialize in training biomedical and behavioral science researchers in mental health and mental disorders fields.

We thus ask for information concerning the fields of study in which degrees are obtained and the fellowships and assistantships that support their training.

Following is a narrative summary of the composite data presented in Exhibit 2.4’ . . .

## **B. Summary of Data Available for COR Grantees Based on 12 Sites**

**PROGRAM COMPONENTS:** Most of this information is contained in both grantee site files and NIMH files. All files contain information on number of trainees in program, COR faculty names/titles/fields, years in which COR program funded, names of trainees, COR year(s) of trainee, status of student in COR (trainee, affiliate) and research area of trainee. Eleven sites have information on courses offered, and summer research experience. For the one site that does not have this information, it is difficult to access information on everything but courses offered. Ten sites have information on symposia and GPA of trainees at entrance into COR. Two sites report that access to this information is moderately difficult to difficult to get. Seven sites have information on invited speakers. For the other sites, it is difficult to get this information.

Overall, seven sites have program component information for all years between 1985 and 1995. For the other five sites, the information is available for some trainees for all years, or all trainees for some years (mostly the last 3-5 years). While most sites have home/parent addresses for trainees, there is no guarantee that the information is current, except for three sites which continue to track trainees post-COR.

**TRAINEE ACHIEVEMENTS;** For ten sites, the trainees’ “statement of appointment” and actual applications are available (no specification as to whether on file or in storage). These sites also have information on the trainee’s status in 1995. Eleven sites have information on trainees’ year of graduation from the institution (undergraduate). University transcripts are generally unavailable and difficult to access. Only two sites have this information.

In general, the information on GPA, GRE scores, or honor/dean’s list status is only available at the grantee site (not at NIMH). Five sites have information on GPA of trainees at COR exit, or at graduation. Three of the seven sites that need to collect this information say it would be difficult; the other four say it would be easy. Seven sites know the name of graduate school and year trainee received graduate degree. Information on the former is relatively easy to access, whereas access to information on the latter is difficult. Six sites have information about the trainees’ graduate school training or GRE scores. Information on the number of trainees on honors or dean’s list while in COR is available for ten sites. This information is easy to get. Only two sites have the above information for trainees post-COR, post-graduation or in graduate school. For the other sites, this information is difficult to obtain.

Information on COR productivity is readily available (11 of the 12 sites) whereas that on post-COR productivity is difficult to access (nine sites missing this information). Seven sites have information on journals in which trainees published; two sites say it would be difficult to get this

information; and three sites do not know if the information is available in the files.

**PROGRAM OUTCOMES:** Eleven files (both site and NIMH) contain information on number of trainees entering graduate programs and the number completing mental health (MH) related doctorates. Seven sites have information on career placement of COR graduates (those who did and did not go to graduate school). The above information is available for all years among six of the sites. However, only one site has information on MH related masters completed for all years.

In general, information on graduate training is moderately difficult or difficult to access for those sites that do not have it. Five sites have information on trainees receiving graduate fellowships. This information is difficult to access.

For trainees who did not complete COR, most sites only have information on GPA at COR exit. Beyond this, information is moderately difficult or difficult to access. Only three sites have complete information (trainee graduated? graduate school, MH career, etc.) on file.

**OTHER:** The Puerto Rico site has very detailed information, including some graphs and tables tracking trainee progress. They do follow-up of past trainees each year. Hawaii site has thorough information from 1989-1995. Information from previous years may be available but it will take time to sort through last PI's files. Talladega has only been funded from 1992, so some information is not available. Otherwise, the site has pretty thorough information. Morehouse has all applications for all years (1980-1996). They suggest doing a comparison between those accepted to MARC/COR and those who were not.

### **C. Proposed Tracking Model for Annual Reporting of COR Information**

Our assessment of current data availability identified gaps that would make an ongoing, thorough evaluation of the COR programs impossible or extremely difficult and time consuming. Comparing data availability with the evaluation parameters and questions developed by the Expert Panel suggests that while most of it could be carried out well, many questions could not be answered beyond a five year period.

The records for different programs vary in quality and detail. This makes an overall COR evaluation very difficult. Thus the first step toward making a useful evaluation possible requires developing a tracking system to which all grantees would be required to conform. Moreover, we feel that the system must be implemented on an annual basis, not every five years when competitive renewal applications are submitted. Following is a brief description of this system

**Annual Reports.** We propose developing a uniform annual reporting format that meets the data needs of an ongoing evaluation. Compliance with this requirement would insure that in the future the data necessary to evaluate the critical processes and outcomes of COR would be possible. We would again organize this reporting format along the lines of Program Components, Trainee Achievements and Program Outcomes.

We propose the following annual general reporting format:

Annual Report--Program Components(ARPC):

- o COR Faculty involved in program; rank; role. Include CV of all listed faculty
- o Research projects sponsored by faculty; titles and abstracts; name of COR trainee
- o COR courses offered during the year; titles; abstracts; syllabus and professor
- o COR sponsored symposia, conferences etc; title; abstract; program; participants
- o Non-COR symposia, colloquia, conferences trainees attend; list each event; who attended
- o COR sponsored attendance at national conferences(including annual COR conf.); names of attendees
- o Summer research programs attended by COR trainees-place; director; trainees attended
- o Statement of Appointment for each trainee

Annual Report-- Trainee Achievements(ARTA):

- o New COR trainees(application for each trainee)
- o COR Trainees who graduated(name; trainee post-COR plans')
- o COR trainee honors(summary of any honors won during the year)
- o COR Trainee publications(summary of all presentations, publications during the year)
- o Individual trainee activity/accomplishments reports[see Exhibit 2.5]<sup>2</sup>

Annual Report-Program Outcomes(ARPO)

- o Names of COR graduates who entered graduate programs; institutions; training programs; fields of study
- o Names of COR graduates who did not pursue graduate training; current activity and future plans
- o Names of COR graduates who complete doctoral degrees; institutions; field; current address and career activity; years they were in COR

To be maximally useful, this report should be due on June 1, of each year. This allows time for COR graduates to complete their reports, and to detail their plans for the coming year. Moreover, the report should be submitted in hard copy and on a computer disk to facilitate its use in the ongoing evaluation activities.

### III. Conclusions and Recommendations for Next Steps

On the basis of the work we have done so far, we can draw the following conclusions:

1. Information on which a thorough evaluation would rest is not uniformly available from all programs, or for all years between 1985 and 1995.
2. The information is generally of sufficient completeness that a meaningful evaluation could be conducted on all programs in operation from 1990- 1995.

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<sup>1</sup> All trainees will be required to write a post-COR exit report that summarizes their experiences, and their future graduate training plans.

<sup>2</sup> Each trainee who is supported in a given year will be required to fill out an individualized reporting form. This form should be submitted with the annual report for each trainee. A sample of the form is provided in Exhibit 2.5.

3. It would probably not be productive to evaluate programs prior to 1990.
4. It is important to make the tracking system a part of annual reporting requirements.
5. It will be necessary to develop a strategy for maintaining contact with COR graduates after they leave COR.

With this basic overview as a starting point, we can now look ahead to the stage 3 of Phase I of this project. This Stage will require the development of evaluation designs, and a test of the tracking system. To do that, we propose to select a sample of programs and have them complete the annual tracking report forms. In addition, in consultation with the Expert Panel, we will develop evaluation design options that take into account the data availability, time frame, and evaluation questions to be answered. Finally, we will develop the specific forms for which annual reporting data will be submitted, and subject them to the testing outlined above.

## EXHIBIT 1.1

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## EXHIBIT 1.2

### CAREER OPPORTUNITIES IN RESEARCH EDUCATION AND TRAINING (COR) Data Collection Form

#### Part One: General COR Program information

NAME OF SCHOOL/INSTITUTION:

PRINCIPAL INVESTIGATOR:

COR PROGRAM COMPONENTS:

Courses offered:

Invited speakers:

Research symposia:

Number of trainees attending research conferences each year (excluding COR):

Average academic performance of trainees (GPA):

Average number/percentage of trainees on honor roll:

Number of trainees completing graduate degrees:

Number of trainees receiving graduate fellowships/scholarships:

Number of trainees with publications; names of journals:

Other COR faculty members excluding PI:

Number of years COR program funded:

#### Part Two: Information for COR Trainees

Name of Trainee	COR year(s)	Research Area	Grad School/ Degree/Year	Current Position
-----------------	-------------	---------------	-----------------------------	---------------------

- 1.
- 2.
- 3.
- 4.
- 5.
- etc.

# EXHIBIT 1.3

## Summary of NIMH File Information-Three Sites

### CAREER OPPORTUNITIES IN RESEARCH EDUCATION AND TRAINING (COR)

#### DATA COLLECTION FORM

##### Part I: General Program Information

NAME OF SCHOOL: California State University - Long Beach

PRINCIPAL INVESTIGATOR: John Jung, Ph.D.

#### COR PROGRAM COMPONENTS:

Courses offered:

Invited speakers:

Research symposia: Over last 5 years 20 trainees participated in California State University Research Competition. There were several winners among COR trainees.

Number of trainees attending research conferences each year (excluding COR):

1991 -

1992 -

1993 -

1994 -

1995 -

**Total-** 25 research presentations at Western Psychological Association Annual Meetings

Average academic performance of trainees (GPA):

Average number/percentage of trainees on honor roll:

Number of trainees completing graduate degrees:

1994 -

1995 -

1996 -

**Total- 11 Ph.D.'s**

Number of trainees receiving graduate fellowships/scholarships:

1991 -  
1992 -  
1993 -  
1994 -  
1995 -  
1996 -  
**Total-**

Number of trainees with publications; names of journals:

Other COR faculty members excluding PI:

Jim Amirkhan, Ph.D.	- Associate Professor, Psychology
Kenneth Green, Ph.D.	- Professor, Psychology
Gerald Hanley, Ph.D.	- Professor, Psychology
<b>Joellen</b> Hartley, Ph.D.	- Professor, Psychology
Dale Jorgenson, Ph.D.	- Professor, Psychology
Patricia <b>Roza</b> , Ph.D.	- Associate Professor, Psychology
Sara Smith, Ph.D.	- Professor, Psychology

Number of years COR program funded: **1988-present**

**CAREER OPPORTUNITIES IN RESEARCH EDUCATION AND TRAINING (COR)**

**DATA COLLECTION FORM**

**Part II: Information on COR Trainees**

Name of Trainee	COR year(s)	Research Area	Highest Degree/School/Year	Current Position
1. Ben Aguilar	7/94-pres	Identity development among Hispanic Americans		
	Summer/1 995 Purdue U.	Attachment patterns in toddlers		
2. DeWayne Colbert	7/94-pres	Effects of background noise on cognitive performance		
	Summer/95 U. of Delaware	African-centered model of self-knowledge formation		
3. Maria Compuesto	7/94-pres	Sexual vulnerability		
	Summer/95 Penn State U.	Early infancy project		
4. Steffanie Slaughter	7/94-pres			
	Summer/95	<b>Eyeblink</b> reflex and heart rate in emotion		

5. David Tan	1/95-pres	Life satisfaction in elderly people	
	Summed95 U. of Minnesota	Meta analysis of conceptions of ability	
6. Ontrece Ellerbe	7/93-6/95	Father Absence and Daughter's Achievement and Affiliation Needs	
	Summer/ 1994 U. of Delaware	Delay of Gratification in Preschool Children	
7. Olijumi Hawes	7/93-12/94	Black Children and Adolescents in Educational Settings	Terminated from COR 12/94
	Summer/1 994 Penn State U.	Development of African-American Self-Esteem Scale	
8. Juan Aguila	7/93-6/95	Effect of Fluid Flavor exposure on morphine sensitivity in rats	Ph.D. Program Oklahoma State U.
	Summer/1 994 UC-San Francisco	Mechanisms of pain and analgesia and neural control of immune response	
9. Christine Pham	7/94-6/95	Gender differences in the effects of script violations on date satisfaction	Terminated from COR 6/95

10. Felicia Tabnico	7/92-6/94	Age differences in evoked potentials		Neuropsychology U. of Illinois
11. Jan Hoang	7/92-6/94	Effects of acculturation and gender roles on psychological well-being		Loma Linda U.
	Summer/93	Asian American's reaction to actual racial incidents		
12. Richard Tafalla			Ph.D. UC-Irvine	Professor U. of Wisconsin
13. Denise Person			Ph.D. U. of Michigan	Postdoc fellow Penn State U.
14. Michelle Jackson			Ph.D. UCLA	Southwest Reg. Research Labs
15. Pricilla Hemandez			Ph.D. Washington State U.	?
16. Dorene Miya			Ph.D. Hunter College	Postdoc fellow College of Medicine Philadelphia, PA
17. Judy Wang. Quon			Ph.D. Claremont	Teaching part-time CSULB
18. Adriana Alcantera			Ph.D. U. of Illinois	Postdoc fellow Yale U.

19. Vickie Collins  
Ph.D.  
U. of Oregon  
Professor  
California State U.
20. Gilbert Calvillo  
Ph.D.  
U. of Vermont  
Postdoc fellow  
UCLA Neuropsychiatric  
Institute
21. Melissa Succi  
Ph.D.  
U. of Michigan  
?
22. Lorena Evans  
Ph.D.  
Oregon State U.  
?

CAREER OPPORTUNITIES IN RESEARCH EDUCATION AND TRAINING (COR)

DATA COLLECTION FORM

Part I: General Program Information

NAME OF SCHOOL: Howard University

PRINCIPAL INVESTIGATOR: Lloyd Sloan, Ph.D.

**COR PROGRAM COMPONENTS:**

Courses offered:

Invited speakers:

Research symposia:

Number of trainees attending research conferences each year (excluding COR):

1986 -

. -  
. -

1996 -

**Total-**

Average academic performance of trainees (GPA):

Average number/percentage of trainees on honor roll:

COR trainees 10 times more likely to graduate with honors than non COR students

Number of trainees completing graduate degrees:

1986 -

1966 -

**Total- 21 Ph.D.'s**

**15 ABD's**

**52 Master's**

**59 in Grad School**

**6 in Research Positions**

Number of trainees receiving graduate fellowships/scholarships:

1986 -

1996 -

**Total-**

Number of trainees with publications; names of journals:

Other COR faculty members excluding PI:

3. Harrell, Ph.D.	- Psychology
L. Berg-Cross, Ph.D.	- Psychology
M. Blakey, Ph.D.	- Anthropology
W. Bykin, Ph.D.	- Psychology
A. Campbell, Ph.D.	- Psychology
L. Hicks, Ph.D.	- Psychology
H. Hill, Ph.D.	- Psychology
D. Ring, Ph.D.	- Psychology
S. Madere, Ph.D.	- Psychology
G. Middendorf, Ph.D.	- Psychology
S. Molock, Ph.D.	- Psychology
M. Syslobodski, Ph.D.	- Psychology
A. Roberts, Ph.D.	- Psychology
K. Ross-Sheriff, Ph.D.	- Psychology
J.B. Starr, Ph.D.	- Psychology
S. Tangri, Ph.D.	- Psychology
V. Thomas, Ph.D.	- Psychiatry

Number of years COR program funded: **1980-present** (started as MARC program)

**CAREER OPPORTUNITIES IN RESEARCH EDUCATION AND TRAINING (COR)**

**DATA COLLECTION FORM**

**Part II: Information on Trainees**

Name of Trainee                      COR year(s)                      Research Area                      Highest Degree/School/Year                      Current Position

---

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.
- 11.
- 12.
- 13.

13 TRAINEES IN CURRENT PROGRAM

14. Thomas Robinson

Ph.D./1995  
Ohio State U.

Murray State U.

15. Dawn Neita

Ph.D./1992  
Howard U.

Postdoc Fellow  
U. of Texas

16. Paulette Murphy

Ph.D.11992  
Nova U.

VA Center, Buffalo

Ho  
war  
d Uni  
ty  
vers

17. June Allison	Ph.D./1992 Howard U.	Forensic Science Res. DC Government
24. Evangeline Wheeler	Ph.D./1991 UC-Berkeley	Peace Corps
25. Michelle LeDuff	Ph.D./1991 U. of Houston	Tulane U.
26. Robert Sellars	Ph.D.0990 U. of Michigan	Asst. Professor U. of Virginia
27. Eric Jones	Ph.D./1988	D.C. Commission on Mental Health for Children and <b>Adoles.</b>
28. Lori Holly	Ph.D./1988 Southern Illinois U.	VA Medical Center, Il.
29. Sonja Milligan	Ph.D./1987 Penn State U.	North Carolina Medical Center
30. Audrey Mureell	Ph.D./1987	

CAREER OPPORTUNITIES IN RESEARCH EDUCATION AND TRAINING (COR)

DATA COLLECTION FORM

Part I: General Program Information

NAME OF SCHOOL: University of Puerto Rico

PRINCIPAL INVESTIGATOR: Guillermo Bernal, Ph.D.

COR PROGRAM COMPONENTS:

Courses offered: Honor Seminar in Biopsychosocial Research  
Seminar in Ethics and Research

Invited speakers:

Research symposia:

Number of trainees attending research conferences each year (excluding COR):

1989 -  
1990 -  
1991 -  
1992 -  
1993 -  
1994 -  
1995 - 2 presented at **InterAmerican** Congress of Psychology  
1996 - **9** presented at Annual Meeting of Puerto Rican  
Psychological Association  
- 1 presented at 42nd Convention of Ass'n of Psychologists  
of Puerto Rico  
Total -

Average academic performance of trainees (GPA):

Average number/percentage of trainees on honor roll:

Number of trainees completing graduate degrees:

1994 -  
1995 -  
1996 -  
Total - 2 **M.D.'s**

Number of trainees receiving graduate fellowships/scholarships:

1991 -  
1992 -  
1993 -  
1994 -  
1995 -  
1996 -  
**Total-**

Number of trainees with publications; names of journals:

Other COR faculty members excluding PI:

Irma Serrano-Garcia, Ph.D. - Psychology  
Jose J. Bauermeister, Ph.D. - Psychology  
**Jeannette** Rossello, Ph.D. - Anthropology  
Fernando Renaud, Ph.D. - Biology  
**Milagros** Bravo, Ph.D. - Education  
Carlos Ramos, Ph.D. - Anthropology

Number of years COR program funded: **1989-present**

**CAREER OPPORTUNITIES IN RESEARCH EDUCATION AND TRAINING (COR)**

**DATA COLLECTION FORM**

**Part II: Information on Trainees**

Name of Trainee	COR year(s)	Research Area	Highest Degree/School/Year	Current Position
1. Alex Santos	1994-pres	Evaluation of psychometric properties of instruments for diagnostic depression		
	Summer/1 995	Mass count syntax and ontological distinction between solids and aggregates		Applying to grad Schools
2. Sariely Rosado	1994-pres	Treatment and types related to HDHD in Puerto Rican children		
	Summer/1 995 U. of Minnesota	Grammatical and conceptual forces in the attribution of gender by Spanish speakers		
3. Maria Scharron	1994-pres	Depression among Puerto Rican adolescents		
	Summer/1993	Maternal depression, family expressiveness, and children's intelligence		

4. Eduardo Lugo	1994-pres	Psychometric properties of instruments for diagnosis of depression
	Summer/1995	Perceived organizational support and buffering effect on stress-strain relationships
5. Roberto Rodriguez	1995-pres	Glutamate and Gaba-like immunoreactivity in frog retina
6. Esther Perez	7/93-6/95	Predictive value of psychotherapeutic alliance to outcome
	Summer/ 1994	Medical Service Use in <b>Latinas</b> and relationship to acculturation , education and depression
7. Dalia Garcia	7/93-6/95	Mental health issues among women
	Summer/1 994	Evolutionary influence on abusing parents' practices
		Characterization of gene opioid receptor

Accepted at Penn State U.

Interviewing at U. of Illinois

8. Limarie Nieves	1993-	Grad School, Sociology
.		
.		
.		
12. Marie Moreno	1992-	U. of New York, Albany Grad School,
13. Brenda Greaux	1991-	Grad School, Counselling U. of Puerto Rico
.		
.		
.		
.		
18. Mildred de Jesus	1990- Summer/ U. of Puerto Rico	U. of Minnesota Pediatric residency UC-San Diego
.		
.		
.		
.		
23. Gamalier de Jesus	1989- Summer/ U. of Minnesota	Grad School, Psych U. of Minnesota

- |                       |   |   |
|-----------------------|---|---|
| 24. Naemi Enchautegui | 1989-<br>Summer/<br>U. of California                        | Grad School, Psych<br>New York U.                     |
| 25. Oscar Ramos       | 1989-<br><br>Summer/<br>Emory U.                            | M.D./19XX/<br>U. of Puerto Rico<br>School of Medicine |
| 26. Jessica Santiago  | 1989-<br>Summer/<br>UCSF                                    | Grad School, Psych<br>U. of Puerto Rico               |
| 27. Dagmar Galarza    | 1989-<br>Summer/<br>Hispanic Research Center<br>at New York | Grad School, Sociology<br>U. of Puerto Rico           |

## EXHIBIT 1.4

### AGENDA COR Evaluation Expert Panel Meeting

Friday November 22, 1996  
The River Inn  
925 25th Street NW  
Washington, DC

- 9:30a            Introductions
- 9:45a            Orientation to the project; statement of goals for the meeting
- a.            Overview of COR
  - b.            Relevance of MFP; Summer training Programs
  - c.            Objectives of meeting
- 10: 15a            Description of Phase I (see **Attachment A**)-James Jones
- 10:30a            Break
- 10:45a            Review prototype of current data-Deborah Roberts
- Data from Three programs extracted from the grant files will be reviewed, and information gaps or weaknesses discussed. We will review the Data Collection Form(**Attachment B**) and make additions and changes as needed.
- 11:15a            Data assessment plan-Suzanne Randolph
- how well does the information from the files permit us to answer the ultimate evaluation **questions(See Attachment C** for these questions). What additional information is needed. What strategies should be used to answer questions for MFP, Summer Programs, and post-COR training experiences?
- 12:30p            Lunch
- 1:30p            Data Tracking Plan-James Jones
- What sort of mechanism can be put in place for regular and routine collection of all information required by the Data Assessment Plan? Construct letter to COR Directors to request the feasibility of them collecting this information.
- 2: 15p            Wrap-up Unfinished Business
- 3:00p            Adjourn

## Exhibit 2.1

### NOTES FROM APA-MFP MEETING

#### PURPOSES OF DATA BASE

#### ■ STATS FOR GRANT APPLICATION

How effective is the Minority Fellowship Program?

e.g. can we demonstrate O/C

- **graduate?**
- years to complete **degree**
- **attrition**
- **specialty**
- **population** served
  - clinical (type)
    - **research**
    - **ethnic** minorities
    - teaching
  - entry position
  - profile: during fellowship
    - number of presentations/publications (scan actual **from resume/cv**)
    - internships
- other **funding**
  - training
  - research (**NIMH, PI**)
  - **clinical**

#### ■ PUBLICATIONS • REFEREED

What is the impact of a publicly funded mental health training program?

- payback service
- cost **effectiveness**
  - attrition **compared** to **other** programs or non-funded students (issue: direct and **indirect** costs)
  - productivity
  - leverage of **MFP \$\$\$**
  - **profile** Of **dropouts/failures/non-completers (relatively** few 40%)
    - degree **doesn't** help **them** do what they want to do for their people (**eg. American Indians**)
    - psychology isn't the way • go to law, sociology, social work, etc. **generally** not with it (missed in screening **process**)
- profile of **superstars** (conspicuously successful)
  - **university, mentorship, etc.** (achievement award group)

■ **POLICY/LEGISLATIVE INFLUENCE**

- Q: Amount of service for training \$\$\$ (ask number of hours)
  - hours in internship, **externship**, other service (1,200 **hrs**)
  - practicum (**400**), community **service** (mental health related)
  - hours of research
  - hours of **teaching**  
[connect to **rec's** for psychological **training**]
- Q: **Re clinical:**
  - **what** is cover?
  - what is evidence that **MFPr's** deliver service to **ethnic** minority population in mental health **related** areas?
    - programs developed • innovative in **service/teaching/research**, integrating **em/mental** health into **curriculum/training/service**

■ **RECOMMENDATIONS RE: PSYCHOLOGICAL TRAINING ISSUES**

- mentor/advisor
  - **change/stable** over time
  - ethnic minority
  - specialty (get cv of mentor/advisor)
  - **tenured/tenure** track
    - productivity-PI grants, publications
  - ask advisor **re** minority **training**, research on ethnic minority contact **hours with mentee**
  - someone there with primary responsibility for supervising the student
  - encourages student to do em research, clinical
- where do people have difficulty?
  - choosing advisor, dissertation advisor, etc.
  - qualifying exams
  - internship
    - program progression(**pre-diss, diss**)
  - statistics courses
  - **competing demands**
    - family
    - personal
    - **economic**
  - racism
    - individual
    - **institutional**
    - community

- **MFP** help'?
- where **do** they come in, where do they go out?
  - professionalization issues: (**Rod Watts**)
    - . **same as** entered when completed?
    - . **change?**
    - . what factors influence?
- did **MFP** **advance** your **career** in : (role?)
  - substance abuse
  - **aging**
  - **clinic**
  - research
  - teaching
  - mental health service delivery

■ IDENTIFYING WAYS IN **WHICH** FELLOWS:

- 1) Provide mental health service and where
- 2) Contribute **to academic** (teaching)
- 3) Contribute to research
- 4) Mental health **service** delivery policy/public service

■ BUILDING “SIG” IN TERMS OF INFORMING FELLOWS TO “ADVOCATE”

■ RESOURCE **LIST** (**COMMITTEES, MENTORS, ETC.**; **NIMH** REVIEWERS, POSITIONS, **CONSULTING**)

## Exhibit 2.2

### CAREER OPPORTUNITIES IN RESEARCH EDUCATION AND TRAINING (COR)

#### Data Collection Form

	NEEDS TO BE COLLECTED Indicate whether this would be easy (E) or difficult (D) to get	EXISTS IN GRANTEE FILES AT SITE	YEARS BETWEEN 1985-1995 FOR WHICH DATA AVAILABLE: circle if in database or electronic form	EXISTS IN NIMH FILES	EXISTS IN OTHER DATA SOURCE (list)	COMMENTS
PI						
<b>PROGRAM COMPONENTS:</b>						
Courses offered						
Invited speakers						
Symposia						
Number of trainees						
Number of trainees attending research conferences						
GPA of trainees at entrance into COR						
GPA at COR exit						
GPA at graduation						
Number of trainees in honors or dean's list : while in COR post-COR post-graduation grad school						
NUMBER OF TRAINEES ENTERING GRADUATE PROGRAMS FOR:						
M.D.						
Ph.D.						
Psy.D.						
Ed.D.						
Other doctorate						
masters degrees						
Number of MH related doctorates completed						
Number of MH related masters completed						
Number receiving graduate fellowships						
COR Productivity Number with publications? Number with presentations?						
Post-COR Productivity Number with publications? Number with presentations? Number with MH research grants?						
Names of journals in which published						
Other COR faculty names, title, fields						

Years in which COR program funded						
Names of trainees						
COR year(s) of trainee						
Status of student in COR— trainee, affiliate, etc.						
Research area of trainee						
Summer research experience Y/N? Location?						
<b>Year</b> of graduation from institution						
Year of graduate degree						
Name of graduate school						
Students' "Statement of Appointment" on file? Or in storage?						
Trainees' actual applications on file? Or in storage?						
Status of trainee in <b>1995?</b> In COR, grad school, career position, unknown						
Grad school research training? Area? Mentor?						
GRE scores						
University transcript						
Home/parent address or other long term contact for trainee (post-COR)? <b>1996?</b>						
Career placement of COR graduates who went to grad school: MH related? Research?						
Post-COR career experience if did not go to graduate school: MH related?						
Post-COR experience if did not complete COR; GPA at COR exit Graduated? GPA at graduation. Honors? grad school? Degree program Fellowships MH related Research Degree earned MH career? Research career?						
Other data your site collects/retains that might be useful for evaluation purposes:						

JAMES M. JONES, PH.D.

705 Quaint Acres Drive  
Silver Spring, MD 20904

TO: COR Directors

PROM: James Jones, Ph.D. and Suzanne Randolph, Ph.D.  
NIMH-COR Evaluation Team

RE: Update and Request for Information  
on Data Available for Proposed  
Evaluation of NIMH-COR Program (Needed by December 19, 1996)

DATE: December 16, 1996

This memo is to provide you with an update of our progress on planning the proposed evaluation of the NIMH-COR program. As you recall, we provided brief information about the proposed evaluation plans for NIMH-COR at the directors' meeting in Washington, D.C. in October. At that meeting we received your input regarding various data that are available in the NIMH files, and solicited input regarding the common data elements that might be captured for all programs.

Since then we have met with Sherman **Ragland** and with the Expert Advisory Panel regarding the scope and focus of the evaluation. The evaluation will focus on all programs (**MARC/COR**) funded between the fiscal years **1985** and 1995, inclusive. While the main scope of the evaluation is on trainee experience upon entry and exit of the COR program, the advisory committee recommended canvassing programs to determine the extent to which data are available for the years of interests for post-COR and post-graduation experiences of the trainees. Of especial importance is documenting whether trainees went into mental health related graduate training, and beyond that whether they pursued careers in mental health related fields.

Towards that end, with this memo we are also transmitting a checklist of the entire range of possible data elements that might be included in the proposed evaluation, We would like you to review this list and indicate:

- 1) whether the data would need to be collected, and if so whether it would be easy (E) or difficult (D) to get;
- 2) if the data exists already in files at your institution, and whether they are in a database or other electronic file that we might access;

301-680-0532 (Phone or Fax) o o o o Jaime Jones@msm.com(email)

3) if the data are reported in your application submitted to NIMH or in progress reports or final reports submitted to NIMH; and

4) for which years between 1985 and 1995 are data available.

We realize that this request comes at the **end of** the term and just before the holiday break; however, we would appreciate your prompt attention to this request so that we might summarize the responses **and** report them to NIMH before the end of this year. It should only take you a few minutes, and if you don't know simply write in "**DK**" or "?" and we will get back to you about what it would take to get the information. Thank you in advance for your quick response to this request. Please fax your completed checklist back to James Jones at (301) 680-0532 by December **19** 1996. If you have any questions please feel free to call us at that number **also**.  
Happy Holidays.

## EXHIBIT 2.4

### SUMMARY OF DATA AVAILABLE FOR 12 COR GRANTEES (1985-1995)<sup>1</sup>

	NUMBER OF SITES <u>WITH</u> INFORMATION	NUMBER OF SITES <u>WITHOUT</u> INFORMATION	ACCESS TO INFORMATION EASY (# of sites)	ACCESS TO INFORMATION MODERATELY DIFFICULT (number of sites)	ACCESS TO INFORMATION DIFFICULT (number of sites)
PROGRAM COMPONENTS:					
COR faculty information	12	0	N/A	N/A	N/A
Number of trainees in program	12	0	N/A	N/A	N/A
Status of trainee	12	0	N/A	N/A	N/A
COR year(s) or trainee	12	0	N/A	N/A	N/A
Research area of trainee	12	0	N/A	N/A	N/A
Courses Offered	11	1	1	0	0
Symposia	10	2	0	1	1
Number of trainees attending research conferences	11	1	0	0	1
Trainee GPA at COR entrance	10	2	0	0	2
Summer research experience	11	1	0	0	1
Invited speakers	7	5	0	0	5

<sup>1</sup> The percentages reflected in the table are most accurate for last years of COR (1990- 1995) . Program/trainee information for first years of COR( 1985-1990) is readily available for some sites, partially available for others, and non-existent for some

<b>TRAINEE ACHIEVEMENTS:</b>									
Statement of appointment in file	10	2				0		0	2
Actual application in file	10	2				0		0	2
Year of graduation from undergraduate institution	11	1				0		0	1
Status in 1995	10	2				0		0	2
University transcripts	2	10				0		0	10
GPA at COR exit or graduation	5	7				3		4	0
Attended graduate school?	7	5				4		0	1
Year of graduate degree	7	5				0		0	5
Graduate school training (area, MH-related)?	6	6				5		0	1
GRE scores	5	7				5		0	2
Number of trainees on honor's or dean's list while in COR	10	2				2		0	0
Number of trainees on honor's dean's list post-COR	2	10				0		0	10
COR productivity	11	1				1		0	0
Post-COR productivity	3	9				0		0	9
Journals in which trainees publish	7	5				2		0	3

<b>PROGRAM OUTCOMES:</b>									
Number of trainees entering graduate programs	11	1	0	1	0	1	0	0	0
Number of trainees completing MH related masters	9	3	0	0	0	0	3	0	3
Number of trainees completing MH related doctorates	11	1	0	1	0	1	0	0	0
Career placement of COR graduates	7	5	0	0	0	5	0	0	0
Trainees receiving graduate fellowships	5	7	0	1	0	1	6	0	6
Trainees not completing COR:									
GPA at COR exit	6	6	5	0	5	0	1	1	1
Graduated?	5	7	7	0	7	0	0	0	0
GPA at grad'n	5	7	6	0	6	0	1	1	1
Honors?	5	7	6	0	6	0	1	1	1
Grad school info	3	9	0	0	0	0	9	9	9
MH career?	3	9	0	0	0	0	9	9	9

✓

EXHIBIT 2.5

Principal Investigator: \_\_\_\_\_ COR Trainee: \_\_\_\_\_  
University: \_\_\_\_\_ Address: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
Phone: \_\_\_\_\_  
email: \_\_\_\_\_

I. Activities in the past year:

A. Courses list all courses taken; grades earned:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

B. List any presentation or publications during the past year using APA style for citation:

C. List any honors received during the past year (e.g., phi beta kappa; Deans list; etc)

\_\_\_\_\_  
\_\_\_\_\_

D. Did you take the GRE this past year? Yes No \_\_\_\_\_

If yes, please report your scores: Analytic \_\_\_\_\_ Verbal \_\_\_\_\_  
Quantitative Psychology

II. Plans for Coming Year

A. If you are Leaving COR, will you graduate by June of this year? Yes No \_\_\_\_\_

What is your current GPA? \_\_\_\_\_

If Yes to graduation, have you applied for admission to graduate schools? Yes\_ No\_

If yes, to what schools: \_\_\_\_\_

\_\_\_\_\_

To what Department?: \_\_\_\_\_

What is the best description of your research interests? \_\_\_\_\_

\_\_\_\_\_

If no to graduation, what are your plans for the coming year? \_\_\_\_\_

\_\_\_\_\_

April, 1992

VITA

Guillermo Bernal

GENERAL INFORMATION

Address: University of Puerto Rico  
Department of Psychology  
Centro Universitario de Servicios  
y Estudios Psicológicos-CUSEP  
P.O. Box 23174  
Rio Piedras, Puerto Rico 00931-3174

Box 491  
Saint Just,  
Puerto Rico 00750

Telephone: (809) 763-3965 (809) 760-1047

Fax: (809) 758-4213

Internet: G\_Bernal@UPR1.UPR.CLU.EDU

Voice Mail: (809) 764-0000-1-4177

Born: May 18, 1949

Social Security Number: 135-42-4732

Licensing: Licensed Psychologist, State of California,  
No. PSO07126, July, 1981.

Licensed Psychologist, Puerto Rico  
No. 1116, July, 1987

Registry: National Registry of Health Service  
Providers in Psychology, January, 1985

EDUCATIONAL HISTORY

A.B. University of Miami, 1972  
Major Area: Psychology

M.S. University of Massachusetts at Amherst, 1975  
Major Area: Clinical Psychology

Ph.D. University of Massachusetts at Amherst, 1978  
Major Area: Clinical Psychology

## AWARDS AND SCHOLASTIC HONORS

Awards

University Fellow, University of Massachusetts, 1972-1975.  
 Research Fellow, National Science Foundation, Summer 1975.  
 Clinical Fellow, N.I.M.H., Univ. of Massachusetts, 1975-1976,  
 Faculty Career Development Award, Univ. of California, School  
 of Medicine, San Francisco, 1979, 1982, 1985.

Scholastic Honors

A.B. awarded Cum Laude, **University** of Miami, 1972.  
 General University Honors, University of Miami, 1972.  
 Departmental Honors in Psychology, Univ. of Miami, 1972.

Special Awards

Psi Chi Honor Society National Award. In recognition for  
 outstanding contribution and achievement in undergraduate in  
 research psychology, April, 1972.  
 The **Bennet** A. Glazier Memorial Award. For outstanding  
 'achievement in undergraduate research at the U. of Miami,  
 May, 1972,  
 The President's Honor Roll. For attaining the **highest**  
 scholastic achievement in undergraduate studies, U. of  
 Miami, 1972.  
 Certificate of Acknowledgement. In recognition for outstanding  
 clinical services. **Latino** Family Alcoholism Center, San  
 Francisco, August, 1981.  
 Honor Award. In recognition for professional contributions to the  
 Bicultural Association of Spanish Speaking Therapists and  
 Advocates, (BASSTA), San Francisco, December, 1985.

## PROFESSIONAL MEMBERSHIP

American Family Therapy Association (1977, Charter member)  
**American Psychological Association (1972)**  
 Divisions 27, 43, & 45.  
 Committee on International Relations in Psychology (1992-95)  
**Asociación de Psicólogos de Puerto Rico (1984)**  
**Bicultural Association of Spanish Speaking Therapists and**  
**Advocates (1979, member of Steering Comt 1979-82)**  
**Interamerican Society of Psychology/Sociedad Interamericana**  
**de Psicología (1982)**  
 Board of Directors, Treasurer (1987-1993)  
 President, International Scientific Committee (1989-1991)  
 Society for Psychotherapy Research (1986)  
 Society for the Study of Clinical and Preventive Psychology'  
 (1989), American Psychological Society.

## EDITORIAL ACTIVITIES

1989 - 1993	Editorial Board, <u>Journal of Consulting and Clinical Psychology</u>
1988 - present	Associate Editor, <u>Journal of the Interamerican Society of Psychology</u> .
1988 - present	Editorial Board, <u>Sistemas Familiares</u> .

## EDITORIAL ACTIVITIES (Continued)

1986 - present Editorial Board, Journal of Family Psychology.  
 1981 - present Editorial Board, Hispanic J. of Beh. Sciences.  
 1984 - present Ad Hoc reviewer for Family Process-

## PROFESSIONAL EXPERIENCE

July 1992 to present Professor of Psychology, University of Puerto Rico, Rio Piedras and Director of the Center for Psychological Services and Research

August 1986- June 1992 Associate Professor of Psychology, University of Puerto Rico, Rio Piedras.  
 Academic Duties: Core faculty in Ph.D. Psychology Program (Clinical Area). Research, writing and teaching.  
 Administrative Duties: Director of the Centro Universitario de Servicios y Estudios Psicológicos - CUSEP (University Center for Psychological Services and Research) of the psychology graduate program.

July 1986- June 1987 Associate Professor of Psychology, University of California, Department of Psychiatry, and on the Medical Staff at San Francisco General Hospital.  
 Academic Duties: Core faculty for Clinical-Community Psychology Internship Program. Research, writing, teaching, and supervision of psychology and psychiatry residents.

August 1978 - June 1986 Assistant Professor of Psychology, University of California, Department of Psychiatry, at San Francisco General Hospital.  
 Academic Duties: Core faculty for Clinical-Community Psychology Internship Program. Research, writing, teaching, and supervision of psychology fellows, psychiatry residents, medical students, and other health and mental health professionals.

January 1981 - June 1986 Administrative Duties: Co-Director of Latin0 in-patient program; evaluation, monitoring, and development of clinical services to Latinos.

August 1978 - September 1983 Clinical Duties: Psychologist for an 18-bed in patient unit. Direct patient care, supervision of training, consultations, and family assessments. Staff psychologist with a multi-disciplinary treatment team.

September 1977- June 1978 Staff Psychologist, Community Organization for Mental Health and Mental Retardation, Inc., Philadelphia, PA

PROFESSIONAL EXPERIENCE (Continued)

August 1977- Pre-doctoral Intern, Adult Psychology  
June 1978 Department, Eastern Pennsylvania Psychiatric  
Institute, Philadelphia, PA.

RESEARCH EXPERIENCE

Funded Research and Training

1. Hispanic MARC: Training in Biopsychosocial Research, September 1989 - June 1992, P.I., NIMH No. MH19134.
2. ADAMHA/MIRDP: Advancing Research in Puerto Rico July 1992 - June 1995, P.I., NIMH, No. R24MH49368.
3. An Evaluation of the Health and Mental Health Needs of University Employees, July 1987 - May 1988, Co-Principal: "Investigator with (I. Serrano, J. Ribera, and A.I. Alvarez), University of Puerto Rico.
4. Intergenerational Family Therapy with Drug Abuse, June 1984 - May 1987, P.I., NIDA NO. DA3543.
5. Community Network Approach to Drug Abuse, July 1983 - June 1987, Co-investigator, P.I., J.L. Sorensen, NIDA NO. DA03363.

TEACHING EXPERIENCE

Undergraduate

Statistical Inference for Psychologists  
Community Advocacy  
Psychosocial Theories of Drug Abuse  
Research Practicum

Graduate

Family Theory and Therapy  
Psychological Basis of Medicine  
Research Methodology: Multiple Perspectives  
Minority Mental Health  
Advanced Psychopathology  
Practicum in Clinical Psychology  
Practicum in Family Therapy  
Practicum in Psychotherapy Research  
Psychotherapy Research: Process and outcome  
Research Practicum

COMMUNITY SERVICE AND CONSULTATION EXPERIENCE

Ford Foundation, Psychology Pre-doctoral Review Panel  
(February, 1992)  
NIDA Five Year Planning Workgroup (February, 1991).  
NIMH Psychotherapy and Rehabilitation Consortium Workgroup on  
Family Intervention Research (September, 1990).  
NIDA Research Development Seminar (July 1990).  
Council of Higher Education, Commonwealth of Puerto Rico  
(September 1990 to present).  
NIMH Treatment Development and Assessment Research Review

Committee, (1984-1988).

**Board of Examiners in Clinical Psychology**, Department of Public Health, San Francisco, (May, 1983).

Consultant, American Psychological Association, Visiting Psychologists Program (March, 1983).

UCSF-SFGH **Latino** Task Force, Chair (1981-86).

Clinical Consultant, **Latino** Family Alcoholism Counseling Center, San Francisco, CA. (1979-81)

#### CURRENT INTERESTS AND RESEARCH ACTIVITIES

Program development and evaluation of psychological services.

New approaches to graduate training in **clinical-community** psychology.

Evaluating the effects of family and marital therapy.

Community interventions with the family of drug abusers.

The evaluation of community psychology programs.

Cross-cultural issues in psychology and health.

Treatment outcome research.

#### PERSONAL REFERENCES .

Irma Serrano-Garcia, **Ph.D.** Professor, Department of Psychology, University of Puerto Rico, Rio Piedras, PR., 00931

Leonard I. Jacobson, Ph.D. Professor, Department of Psychology, University of Miami, Coral Gables, FL., 33124.

**Ricardo Muñoz, Ph.D.** Professor, Department of Psychiatry, University Of California, at SFGH, San Francisco, CA., 94110.

**Gerardo Marín**, Ph.D. Professor, Department of Psychology, University of San Francisco, San Francisco, CA.

## PUBLICATIONS

## Journal Articles

- Jacobson, L.I., Bernal, G., & Lopez, G.N. (1973). Effects of behavioral training on the functioning of a profoundly retarded microcephalic teenager with cerebral palsy and without language or verbal comprehension: A case study.
- Jacobson, L-I., Bernal, G., & Greeson, L.E., Rich, J.J. & Millham, J. (1973). Intellectual and conceptual acquisition of retarded children: A follow-up study. Bulletin of the Psychonomic Society, Vol 11, (5B).
- Jacobson, L.I., Bernal, G., & Greeson, L.E. (1974). Effects of programmed social interaction on the measured intelligence of retarded children. Journal of Mental Defficiency Research, 18, 87.
- Bernal, G., Jacobson, L.I., & Lopez, G.N. (1975). Do the effects of behavioral modification program endure? Behavior Research and Therapy, 13, 61-64.
- López, G.N., Jacobson, L.I., & Bernal, G. (1975). Effects of institutionalization on intelligence. American Journal of Community Psychology, 2, 384-391.
- Bernal, G., & Berger, S.M. (1976). Vicarious eyelid conditioning. Journal of Personality and Social Psychology, 34, 62-68.
- Jacobson, L.I., Bernal, G., Lopez, G.N., Morrison, A., & Anderson, C.L. (1976). La modification du **comportement** et **L'acquisition du langage** chez les enfants noir de familles pauvres. Revue Internationale de Psychologie Applique, 25, 79-83.
- Bernal, G., & Vande Kemp, H. (1977). Marital therapy: **Experiential perspectives of two developing clinicians.** Family Therapy, 3, 109-122.
- Bernal, G., & Baker, J. (1979). Toward a meta-communicational framework of couple interactions. Family Process, 18, 293-302. Also published in D.R. Bardill and A.C. Kilpatrick (Eds.), Relational family therapy. Lexington, Mass.: Ginn Custom Publishing, 1981; and in Family therapy: A relational-systems view. Lexington, Mass.: Ginn, 1983.
- Bernal, G., & Wisocki, P. (1979). Exploring the effectiveness of reinforcement in covert reinforcement therapy: A case study. Resources in Education, ED 169 420.

- Bernal, G., & Golann, S.E. (1980). Couple interactions: A study of the punctuation process. International Journal of Family Therapy, 2, 1, 47-56.
- Bernal, G., & Baker, J. (1980). Multi-level couple therapy: Applying a meta-communicational framework of couple interactions. Family Process, 19, 367-376. In D. Olson, & B.C. Miller (Eds.), Family studies review yearbook. New York: Sage, 1983.
- Bernal, G. (1982). Punctuation and couple interactions: A qualitative analysis. Family Therapy, 9, 3, 289-298.
- Lang, J.G., Muñoz, R.F., Bernal, G., & Sorensen, J.L. (1982). Quality of life and psychological well-being in a bicultural Latino community. Hispanic Journal of Behavioral Sciences, 4, 4, 433-450.
- Bernal, G., & Flores-Ortiz, Y. (1982). Latino families in therapy: Engagement and evaluation. Journal of Marital and Family Therapy, 8, 3, 357-365.
- Bernal, G., Deegan, E., & Konjevich, C. (1983). The EPPI family therapy outcome study. International Journal of Family Therapy, 5, (1), 3-21. Also published in D. Olsen & B. C. Miller (Eds.), Family studies review yearbook, Vol. III, New York, 1984.
- Bernal, G., & Flores-Ortiz Y. (1984). Latino Families: Sociohistorical Perspectives and Cultural Issues. Nueva Epoca, 1. 2-12.
- Bernal, G. (1985). A history of psychology in Cuba. Journal of Community Psychology, 13, 222-235.
- Bernal, G., & Marin, B. (1985). Community psychology in Cuba: An introduction. Journal of Community Psychology, 13, 103-104.
- Bernal, G. & Dragin-Rodriguez, C. (1985). Terapia familiar intergeneracional: Intervención breve en una familia latino americana con problemas de alcoholismo y depresión. (Intergenerational family therapy: A brief intervention with a Latin American family with problems of depression and alcoholism). Memorias: XIX Congreso Interamericano de Psicología - Primer Tomo, 46-53. Also published as a monograph by EIRENE, Quito, Ecuador, 1986.
- Bernal, G., & Diamond, G. (1985). Notes on a socio-historical perspective of family therapy. Journal of Strategic and Systemic Therapy, 4, 42-47.

- Sorensen, J.S., Gibson, D., Deitch, D., & Bernal, G. (1985). Methadone applicant dropouts: Impact of requiring family or "sponsor" treatment. International Journal of Addictions, 20, 1273-1280.
- Bernal, G., & Ysern, E. (1986). Family therapy and ideology. Journal of Marital and Family Therapy, 12, 2, 129-135. Also published as La ideologia y la terapia de familia, in Revista Cubana de Psicología, 1986, n d i n B. Jimenez Dominguez (Ed.), (1987). Perspectivas sociales en la psicologia comunitaria. En imprenta.
- Bernal, G., Flores-Ortiz, Y., & Rodriguez-Dragin, C. (1986). Terapia familiar intergeneracional con Chicanos y Familias mexicanas emigrantes a Estados Unidos. Cuadernos de Psicología, 8, 81-99.
- Bernal, G., & Ysern, E. (1987). The dialogue continues: Letter to the Editor. Journal of Marital and Family Therapy, 13, 1, 96.
- Gibson, D., Wermuth, L., Sorensen, J.L., Menicucci, L., & Bernal, G. (1987). Approval need in self-report of addicts and family members. The International Journal of the Addictions, 22, 9, 895-903.
- Bernal, G., Konjevich, C., & Deegan, E. (1987). EPPI families with depression, school, family, marital and situational problems: A research note. American Journal of Family Therapy, 15, 44-51.
- Bernal, G., (1988). Latino families: Toward a progressive family therapy framework. The Community Psychologist, 21, 2, 29-31.
- Bravo, M., Serrano-Garcia, I., Bernal, G. (1988). Estrés: Desarrollo histórico del concepto y aspectos somáticos del proceso. (Stress: Historical development of the concept and somatic aspects of the process). Revista Interamericana de Psicología, 22, 21-41.
- Flores-Ortiz, Y., & Bernal, G. (1989). Contextual Family Therapy of addiction with Latinos. Journal of Psychotherapy and the Family, 6, 123-142.
- Bernal, G., Alvarez, A.I. (1989). Psicologia y terapia familiar en nuestra America. Revista Interamericana de Psicología, 23, 1-5
- Bernal, G., & Alvarez, A.I. (1989). Bibliografia de terapia y psicologia familiar (A family psychology and therapy bibliography). Revista Interamericana de Psicología, 23, 119-149.

Bernal, G., Flores-Ortiz, Y., Sorensen, J.L., Rodriguez, C., and Diamond, G. (1990). Development of a Contextual **Therapy Action Index**. Journal of Family Psychology, 3, 32X-330.

Bernal, G., Rodriguez, C., & Diamond, G. (1990). Contextual therapy: **Brief treatment** of an addict and spouse. Family Process, 29, 59-71.

Bernal, G., & Rodriguez, W.C. (1990). **Educación y áreas de trabajo del psicólogo** en Cuba (Education and areas of work of psychologists in Cuba). Revista Puertorriqueña de Psicología, 6, 45-54.

Diamond, G., Bernal, G., & Flores-Ortiz, I. (1991) **Engagement and recruitment for family therapy research in community settings**. Contemporary Journal of Family Therapy, 13, 255-274.

Sorensen, J., Gibson, D.R., Wermuth, L., Bernal, G. & Mendicucci, L.D. (1991) **Family member are affected by drug abuse treatment**. International Journal of the Addictions.

Bravo, M., Serrano-Garcia, I., & Bernal, G. (1991). **La perspectiva biopsicosocial de la salud vis a vis la biomédica como esquema teórico para enmarcar el proceso de estrés** (The biopsychosocial perspective on health vis a vis the biomedical one as a theoretical framework to study stress). Interamerican Journal of Psychology, 25, 35-52.

Román, H. & Bernal, G. (1993, in press). **Estudios de Caso sobre los trastornos por deficit atencional (TDA): Una revision de la literatura**. Interamerican Journal of Psychology, 27.

#### Book Reviews

Bernal, G., and Estrada, A. (1985). **Cuban Minority and Refugee experiences - Book Review**. Hispanic Journal of Behavioral Sciences, 7, 105-113.

Bernal, G., & Berrios, V. (1987). **Review of the Handbook of family psychology and therapy**, Journal of Marital and Family Therapy, 14, 1, 105-107

#### Chapters in Books

Bernal, G. (1982). **Cuban families**. In M. McGoldrick, J.K. Pearce, & J. Giordano (Eds.), *Ethnicity and family therapy*. New York: Guildford Press. Also published in: M. Uriate-Gaston and J. Cañas-Martínez (Eds.), (1984). *Cuban in the United States*, Boston: Center for the Study of the Cuban Community, and J. Toomer (Ed.), (1985). *Appreciating difference: Readings in Psychology of cultural diversity*. Lexington, Mass: Ginn Customs Publishers.

Bernal, G. (1982). Parentification and de-parentification in family therapy. In A.S. Gurman (Ed.), Questions and answers in family therapy: Volume II. New York: Brunner/Mazel.

Bernal, G., Bernal, M.E., Martinez, A.C., Olmedo, E.L., & Santisteban, D. (1983). Hispanic mental health curriculum for psychology. In J. Chunn, P.J. Dunston, & F. Ross-Sheriff (Eds.), Mental health and people of color: Curriculum development and change. Washington, D.C.: Howard University Press. .

Bernal, G., & Alvarez, A.I. (1983). Culture and class in the study of families. In C. Falicov (Ed.), Cultural perspectives in family therapy. Rockville, Md.: Aspyn Systems.

Bernal, G., & Gutierrez, M. (1988). Psychotherapy with Cubans. In L. Comas-Díaz & E.E. Griffith (Eds.) Clinical practice in cross cultural mental health. New York: John Wiley.

Bernal, G., & Rodríguez Arocho, W. (1991). Problemas en la clasificación psicodiagnóstica: Una introducción. En G. Bernal & W. Rodriguez Arocho (Eds.), La clasificación psicodiagnóstica en Puerto Rico: Problemas conceptuales, metodológicos, y sociopolíticos. Río Piedras.

Bernal, G., & Alvarez, A.I. (1991). Algunas consideraciones para el desarrollo de un marco conceptual crítico de la evaluación psicodiagnóstica. En G. Bernal & W. Rodriguez Arocho (Eds.), La clasificación psico-diagnóstica en Puerto Rico: Problemas conceptuales, metodológicos, y sociopolíticos. Rio Piedras.

Bernal, G., & Flores Ortíz (1991). Contextual Family Therapy with adolescent drug abuses. In T.C. Todd & M. Selekeman (Eds.). Family therapy approaches with adolescent substance abusery. Boston: Allyn & Bacon.

Wingenfeld, S., Newborough, J.R., Bennett, E. M., Bernal, G., Francescato, D., Gomez del Campo, J., Hobfoll, S., Lazarus, S., Keupp, H., Martini, E.R., Montero, M., Peters, L., Raeburn, J., Serrano-Garcia, Stark, W., Veno, A., & Zolik, E. (1992, in press). Community psychology in international perspective. In J. Rappaport & E. Seidman (Eds.). Handbook of Community Psychology.

Bernal, G., & Rodriguez Arocho, W. (1992, in press). Psychology in Cuba. In V.S. Sexton & J.P. Hogan, (Eds.), Psychology around the world (2nd Ed.), Lincoln: Nebraska University Press.

Monographs and Edited Journal Issues

Psychoceducational Training: A manual for the training of family members and sponsors of methadone maintenance patients (with J. Sorensen and Associates). Community Network Project: Unpublished monograph, University of California, San Francisco, 1984.

Community Psychology in Cuba. (with B. Marin) Special issue of the Journal of Community Psychology, April, 1985.

Intergenerational family therapy of drug abuse: A treatment manual. Intergenerational Family Therapy Project: Unpublished monograph, University of California, San Francisco, 1985.

Articles under Editorial Review

**Bernal, G., & Enchautegui, N. (1992).** Hispanics in community psychology: A review of the literature. American Journal of Community Psychology.

**Muñoz, R.F., Ying, Y., Bernal, G., Perez-Stable, E.J., Sorensen, J.L., & Hargreaves, W.H. (1991).** Prevention of clinical depression: A randomized controlled trial. Journal of Consulting and Clinical Psychology.

**Gibson, D.R., Sorensen, J.L., Wennuth, L., & Bernal, G. (1990).** Families are helped by drug treatment. Family Process.

Books

A family like yours: Breaking the **patterns of** drug abuse. (with J. L. Sorensen). New York: Harper & Row, 1987.

**Clasificación psicodiagnóstica en Puerto Rico: Problemas conceptuales, metodológicos, y sociopolíticos.** (Edited with Wanda Rodriguez Arocho). Rio Piedras: Publicaciones Puertorriqueñas, 1991.

Contextual family therapy: A casebook of clinical applications (with I. **Boszormenyi-Nagy**), in preparation.

PAPERS

Papers Presented at Professional Meetings.

Jacobson, L.I., Greeson, L-E., Siblesz, J.A., & **Bernal, G.** The effects of participation in a learning acquisition program on the intellectual and conceptual development of mildly, moderately, and severely retarded children. Presented at the meetings of the Southeastern Psychological Association, Miami Beach, Florida, April, 1971.

- Jacobson, L.I., Cortazzo, A.D., Greeson, L.E., Bernal, G., & Siblesz, J.A. Programming the intellectual and conceptual development of retarded children with behavioral techniques. Presented at the meetings of the Association for the Advancement of Behavior Therapy, Washington, D.C., 1973.
- Bernal, G., Jacobson, L.I., Lopez, G.N. Behavior modification with a profoundly retarded microcephalic teenager without language or verbal comprehension. Presented at the meetings of the Eastern Psychological Association, Washington, D.C., 1973.
- Bernal, G., Jacobson, L.I., Lopez, G.N., & Greeson, L.E. The effects of participation in multi-level behavioral programs for conceptual and linguistic acquisition of intelligence. Presented at the meetings of the Association for the Advancement of Behavior Therapy, Miami, Florida, December, 1973.
- Lopez, G.N., Jacobson, L.I., & Bernal, G. The effects of institutionalization on intelligence. Presented at the meetings of the Southeastern Psychological Association, Hollywood, Florida, April, 1974.
- Jacobson, L.I., Bernal, G., Lopez, G.N., Morrison, A., & Anderson, C.L. Les effects du modelage, du renforcement, et de la modification du comportement sur l'acquisition du langage chez les enfants noir de familles pauvres. A paper presented at the 18th International Congress of Applied Psychology, Montreal, Quebec, July, 1974.
- Bernal, G. & Berger, S.M. Vicarious eyelid conditioning. A paper presented at the meetings of the Eastern Psychological Association, New York, New York, April, 1975.
- Bernal, G. & Baker, J. Multi-level couple therapy: Toward a framework of couple interactions. Presented at the meetings of the American Psychological Association, Toronto, Canada, August, 1978.
- Bernal, G. Analysis of couples' punctuation of their interactions. Presented at the meetings of the American Psychological Association, Toronto, Canada, August, 1978.
- Bernal, G., & Dragin-Rodriguez, C. Modelo intergeneracional de terapia familiar: Intervención breve en una familia con problemas de alcoholismo y depresión. A paper presented at the meetings of the Interamerican Society of Psychology, Quito, Ecuador, July, 1983.
- Bernal, G., & Ysern, E. Family therapy and ideology. Paper presented at the annual meeting of the American Family Therapy Association, New York City, June, 1984.

- Gibson, D., Wermuth, L., Bernal, G., & Sorensen, J.L. The approval motive in self-reports in drug treatment research. A paper presented at the Evaluation Network Meetings, San Francisco, California, October, 1984.
- Bernal, G., Flores-Ortiz, Y., & Sorensen, J. The intergenerational family therapy of drug abuse: Preliminary results. A paper presented at the American Family Therapy Association, San Diego, June, 1985.
- Muñoz, R.F., & Bernal, G. A randomized controlled study on the prevention of depression among Spanish-speaking medical outpatients. A paper presented at the meetings of the Society for the Study of Culture and Psychiatry, Los Angeles,, October, 1985.
- Bernal, G., Muñoz, R.F., & Armas, R. Psychiatric diagnosis among Latino medical outpatients. A paper presented at the meetings of the Society for the Study of Culture and Psychiatry, Los Angeles, October, 1985.
- Muñoz, R.F., Bernal, G., & Ying, Y. The prevention of depression project. A paper presented at the annual meeting of the American Psychological Association, Washington, August, 1986.
- Miranda, J., Bernal, G., Flores-Ortiz, Y., & Sorensen, J. Intergenerational family therapy for drug abuse: Preliminary findings of a treatment outcome study. A paper presented at the annual meeting of the American Psychological Association, Washington, August, 1986.
- Bernal, G., Flores-Ortiz, Y., Sorensen, J., Miranda, J., Diamond, G., & Alvarez, M.A. Intergenerational family therapy for methadone maintenance patients: A treatment outcome study. Presented at the annual meeting of the Society for Psychotherapy Research, Ulm, West-Germany, June, 1987.
- Bernal, G. El aporte de la psicología al tratamiento familiar para el abuso de drogas. Presentación invitada en el Primer Congreso Boliviano de Psicología Científica, Bolivia, La Paz, Enero, 1988,
- Serrano-Garcia, I., Ribera-González, J.C., Bernal, G., & Alvarez, A.I. Participatory research in a university setting; Science vs. politics? Sesión de "Poster" presentada en la Second Community Research and Action Conference, East Lansing/Michigan, junio 22-24, 1989.
- Bernal, G., & Matos, M. La identificación de necesidades y recursos en una comunidad universitaria. Ponencia en el Congreso de la Sociedad Interamericana de Psicología, Buenos Aires, julio de 1989.

Bernal, G. El adiestramiento de psicoterapeutas: Desarrollo de un centro de servicios psicológicos. Ponencia en le Primer Congreso de Psicoterapia, San Juan, Puerto Rico, diciembre de 1989.

Bernal, G., & Enchautegui, N. Hispanics in comunity psychology: Past, present and future. Ponencia en la convención anual de la *American Psychological Association*, Boston, agosto de 1990.

Bernal, G., & Diamond, G. Family treatments for methadone maintenance patients. Ponencia en la convención anual de la *American Psychological Association*, Boston, agosto de 1990.

Bernal, G. La terapia familiar y su aporte al cambio social. Ponencia magistral en el Tercer Congreso de Psicología Social, La Trinidad, Tlaxcala, Mexico, noviembre, 1990.

Participation in Symposia and Discussion Meetings.

Bernal, G., Greeson, L.E., Nassau, I.B., Klein, L.S., & Lopez, G.N. The effects of participation in a concept acquisition program on the intellectual, conceptual, and linguistic development of severely and profoundly retarded children. Presented at the meetings of the Southeastern Psychological Association, Atlanta, Georgia, April, 1972,

Bernal, G. Modifying the cognitive skills of institutionalized profoundly and severely retarded children. Invited Psi Chi presentation at the meetings of the American Psychological Association, Honolulu, Hawaii, September, 1972.

Bernal, G., Tennen, H.A., & Wisocki, P. Imaginal rehearsal or reinforcement in a covert behavioral technique: A single subject experiment. Presented at the meetings of the Association for Advancement of Behavior Therapy, Chicago, Illinois, November, 1974.

Bernal, G., Hilpert, P., Johnson, K., Peters, J., Ramey, G., Sientrop, D., Soweine, J., & Sulzer-Azaroff, B. The development of guidelines for rating and preparing research articles. Presented at the meetings of the Association for Advancement of Behavior Therapy, New York, New York, 1976.

Bernal, G., Muioz, R.F., & Rossi, A.M. Community psychology training: Emphasis on working with minorities. A paper presented at the First International Seminar of Psychology in the Community. Havana, Cuba, September, 1980.

Carrillo, C., Bernal, G., Cordero, F., Muioz, R.F., Rodriguez, E., & Ruiz, R. BASSTA: Multi-disciplinary Raza mental health professionals organized for resourcing and networking. A paper presented at COSSMHO's Third National Conference, Washington, D.C., September, 1980.

- Bernal, G. , Muñoz, R.F., & Rossi, A.M. Community psychology internship training. A paper presented at the Western Psychological Association, Los Angeles, California, April, 1981.
- Bernal, G. Cuban families and the Cuban community. Invited presentation at the Center for the Study of the Cuban Community, Boston, Massachusetts, May, 1984.
- Muñoz, R.F., Bernal, G., Gurza, R., Armas, R., & Perez-Stable, E.J. Depression prevention research for Hispanics: Practical, ethical, and methodological considerations. Presented at the National Coalition of Hispanic Health and Human Services Agencies (COSSMHO), Los Angeles, 1984.
- Bernal, G., Sorensen, J., Dragin, C., Gibson, D., Hought, G., Mennicucci, L., Sheidt, S., Wortman, R., Wermuth, L. Involving families in drug abuse treatment.: Contextual family therapy and the community network projects. Symposium presentation at the American Association of Marital and Family Therapists, San Francisco, October' 1984.
- Bernal, G., Boszormenyi-Nagy, I., Cotroneo, M., Grunbaum, J., Krasner, B., & La Perrier, K. Contextual therapy: Social and political implications of a trust based therapy. Panel presentation at the meetings of the American Orthopsychiatric Association, New York City, April, 1985.
- Bernal, G., Muñoz, R.F., Armas, R., Gurza, R., Moy, E., Perez-Stable, E.J., & Vargas, L. Prevention of depression: A research project with Hispanics. Symposium presentation at the Society of Interamerican Psychology, Caracas, Venezuela, July, 1985.
- Bernal, G., Rodriguez-Dragin, C., Flores-Ortiz, Y., Inclan, J., Fernandez, E., Maldonado, J., & Feldman, N. Family Therapy: Models of treatment for Latin American families. Symposium presentation at the Society of Interamerican Psychology, Caracas, Venezuela, July, 1985.
- Bernal, G., Flores-Ortiz, Y., Sorensen, J.L., Miranda, J., Alvarez, M.A., & Carrillo, M. El proyecto de terapia familiar **intergeneracional** para el abuso de drogas. Symposium presentation at the Society of Interamerican Psychology, Habana, Cuba, July 1987.
- Bernal, G., & Alvarez, A.I. Hacia un sistema analítico para la crítica de la categorización diagnóstica, Symposium presentation at the Society of Interamerican Psychology, Habana, Cuba, July 1987.
- Bernal, G. y Alvarez, A.I. Consideraciones para el desarrollo de un marco conceptual crítico de la evaluación psicodiagnóstica. Simposio en la Convención de la Asociación de Psicólogos de Puerto Rico, marzo, 1988.

Roselló, J., Nazario, E., & Bernal, G. Apuntes en torno a la teoría y práctica en la psicología. Trabajo presentado en la conferencia: El futuro de la psicología en Puerto Rico: Su enseñanza universitaria. Universidad de Puerto Rico, Río Piedras, marzo, 1988.

Rodríguez Arocho, W., Bernal, G., Fernández Bauzón E., Martínez, M., Ramírez, R., Serrano García, I., & Vallescorbo. El contexto sociopolítico en la profesionalización de la psicología en Puerto Rico: Implicaciones para la enseñanza de la disciplina. Trabajo presentado en la conferencia: El futuro de la psicología en Puerto Rico: Su enseñanza universitaria. Universidad de Puerto Rico, Río Piedras, marzo, 1988.

Bernal, G. Psychology in Cuba. American Psychological Association, Atlanta, August, 1988.

Bernal, G. Family therapy for drug-abuse problems with Hispanic adolescents. American Orthopsychiatric Association, New York City, April, 1989.

Bernal, G. Training workshop in family therapy. Psychology Department, University of Havana, September, 1991.

Bernal, G., Bravo, M., Rodríguez, W., y otros. El programa de adiestramiento en la investigación biopsicosocial: Una innovación y un reto en la enseñanza de la psicología a nivel de bachillerato. Simposio en la convención de la Asociación de Psicólogos de Puerto Rico, Ponce, marzo, 1992.

CURRICULUM VITAE

E. Aracelis Francis  
7836 Shepherd Hills Court  
Lorton, VA 22079  
703 550 2750 (Residence)  
703 683 8080 (Business)  
703 683 8099 (Fax Number)

EDUCATION

- 1979 DSW Columbia University School of Social Work, New York  
Concentration: Social Policy/Planning/Organization
- 1964 AM University of Chicago School of Social Service  
Administration, Chicago, Illinois  
Concentration: Social Casework
- 1960 BA Inter-American University, San German, PR  
Major: Social Sciences - Minor: Sociology & English  
Literature

EMPLOYMENT

1986 - Present Council on Social Work Education, Alexandria, VA

Director, Minority Fellowship Programs -Responsible for administering the Association's Minority Fellowship Programs for Research and Clinical Training Fellowships. This includes recruitment, selection, coordination, organizing and planning the program, working with national advisory committees, preparing proposals and ongoing reports, representing the program, networking with students, doctoral program chairpersons, establishing networking and information systems for the 300 fellows who have been supported by the program and other CSWE assignments.

1982 - 1985 University of Maryland School of Social Work and  
Community Planning, Baltimore, MD

Assistant Professor, Social Administration  
Concentration. Responsibilities included classroom teaching, student counseling, committee assignments including the Self Study committee which had responsibility for reviewing documents for the school's reaccreditation, field work liaison and supervision and supervising independent research projects.

Courses taught: Racism and Social Welfare, Supervision, Program Management, Personnel Management and mini semester course on "Unemployment and Social Work."

1980 - 1981

1980-81 Health and Human Services (HHS) Fellow

Fellows were selected on a competitive basis from applicants across the United States for a one year internship in an HHS agency.

Office of Refugee Resettlement (ORR), Washington, DC

Internship assignment was as:

Branch Chief, Regional Affairs and Program Monitoring, Operations Division. Responsible for directing Branch activities related to **ORR's** resettlement programs; supervising professional staff; working with other public or private organizations; participating in planning and implementing national meetings; working with the ten regional ORR offices and developing effective management systems for the Branch.

1975 - 1980

Department of Social Welfare, St. Thomas, Virgin Islands

Executive Director, Office of Planning and Development - Overall responsibility for managing the Office of Planning and Development which included the Bureau of Case Review, Staff Development, Research, Evaluation and Statistics and Data Processing for a 600 employee public welfare agency which provided income maintenance and social service programs through six divisions. Duties included developing policies; planning programs and writing proposals; serving as consultant and advisor to the six division heads; overseeing the implementation of new and revised programs and policies; developing state plans and policy manuals; coordinating the development of new legislation and testifying before legislative committees. Duties also included managing the department in the Commissioner's absence.

1971-1975

Adelphi University School of Social Work, New York  
Assistant Professor, Social Policy Sequence

Taught social policy and Human Behavior to graduate and undergraduate students, served as Chairperson of the Scholarship Committee and as a member of the Advanced Standing Program, Social Policy and

Grievance committees. Administrative duties included student counseling, recruitment and the preparation of various reports. Instrumental in coordinating, implementing and participating in a federal grant program which provided training for paraprofessional staff in the Virgin Islands day care program.

1970 - 1971 Psychiatric Social Worker - Barnard College, New York - Provided supportive **services** to female African American students.

1964 - 1967 Department of Social Welfare, St. Thomas, Virgin Islands

Chief, Bureau of Day Care Services - Duties included supervisory and administrative work in developing a territorial program of day care services, meeting federal guidelines, interpreting the program to the community and developing and implementing the first government operated day care center on the island of St. John, Virgin Islands.

1960 - 1962 Department of Social Welfare, St. Thomas, Virgin Islands

Child Welfare Worker, Child Welfare Division - Duties included the provision of casework services to families and children in their own homes, foster homes and institutions; processing applications for day care services; conducting adoption studies and inter agency collaboration.

#### CERTIFICATIONS/LICENSES

New York State - Certified Social Worker (CSW)

Washington, DC - Licensed Independent Social Worker (LISW)

National Association of Social Workers - Academy of Certified Social Workers (ACSW)

## WORKSHOPS CONDUCTED

State of Maryland, Springfield Hospital Center. Workshop for social work supervisors on "Supervising the Difficult **Employee.**" January 1991.

State of Maryland, Foster \*Care Review Board. Workshop on "Facilitating Racial Understanding in the Work Environment." Two session workshop on increasing participant's awareness of individual and institutional racism. October **1984.**

Fourth Annual Child Protection Symposium sponsored by- H.E.L.P. Resource Project, Social Services Administration, Maryland Department of Human Resources. Workshop on "Cultural Issues for New Immigrants and Child Protective **Services.**" - Towson, MD, June 1984.

University of Maryland at Baltimore County, Emergency Health Service Program, Conference on Stress Factors in Emergency Medical Services and Critical Care Medicine. Workshop on "Administrator **Stress,**" January 1983.

Sixth National Conference on **Child Abuse** and Neglect Workshop on "Understanding the West Indian Family." - Baltimore, MD, September 1983.

## CONFERENCE PRESENTATIONS

E. Aracelis Francis. "Social **Work**" on panel on "Clinical training Issues Regarding Minority Trainees Across the Core Mental Health Disciplines from the Perspectives of Academic Training Programs and National Professional **Organizations,**" at "A **Multi-Disciplinary** National Conference on Clinical Training and Services for Mentally Ill Ethnic Minorities," October 31 - November 2, 1990, Washington, DC.

E. Aracelis Francis. Keynote Address: "**Expectations** of Migration: at Conference on The Caribbean-American Family: Issues and Implications for Public Policy," May 10 - 12, 1990 at the Medgar Evers College, City University of New York, Brooklyn, New York. Sponsored by Caribbean Women's Health Association, Inc., Center for Women's Development and Caribbean Research Center.

E. Aracelis Francis, E. Daniel Edwards, Frank F. Montalvo and **Kenji** Murase at Paper Presentation on "Ethnic Minority Social Work Mental Health Clinical Training Programs: Past and Future," at the 36th Annual Program Meeting of the Council on Social Work Education, March 3 -6, 1990, Reno, Nevada.

E. Aracelis Francis "Recruitment and Retention of Minority Faculty in Schools of Social Work," at the National Association of Deans and Directors, November 1989, San Antonio, Texas.

E. Aracelis Francis. Panelist reacting to presentation on "Culturally Competent System of Care." CASSP Technical Assistance Center of the Georgetown University Child Development Center, October 1989, Washington, DC.

Wilma Peebles-Wilkins and E. Aracelis Francis. "Black Women in the Human Rights Movement." A presentation for Women and Peace - An International Conference, School of Social Work, University of Illinois at Urbana Champaign, Urbana, Illinois, March 12-15, 1989.

NASW Annual Professional Symposium. Presentation on "Training for Multicultural Practice with the New Immigrants." Washington, DC, November 1983.

Sixth National Conference on Child Abuse and Neglect

Public Hearing conducted by the Public Members of the Federal Advisory Board on Child Abuse and Neglect - Presenter on "Problems of New Immigrants and Refugees in Inner Cities, Baltimore, MD, September 1983.

Auxiliary to the National Dental Association Incorporated. Lecture and discussion at the President's Forum on "Taking Time to Smell the Roses." Baltimore, MD, August 1983.

#### PUBLISHED CONFERENCE PROCEEDINGS

E. Aracelis Francis, Panel presentation on Social Work in A Multi-Disciplinary National Conference on Clinical Training and Services for Mentally Ill Ethnic Minorities - Conference Proceedings - October 31, 1990 - November 2, 1990 - Howard University, Washington, DC.

E. Aracelis Francis, Keynote Address: Expectations of Migration in Proceedings of the Caribbean-American Family Conference: Issues and Implications for Public Policy held at Medgar Evers College, (CUNY), May 10-12, 1990.

#### PUBLICATIONS

E. Daniel Edwards, Margie Egbert Edwards, E. Aracelis Francis, Frank F. Montalvo, Kenji Murase. "Ethnic Minority Social Work Mental Health Training Programs: An Assessment of the Experience". Journal of Multicultural Social Work, vol. 1, No. 4, 1992.

Wilma Peebles-Wilkins and E. Aracelis Francis. **"Two Outstanding Black Women in Social Welfare History: Mary Church Terrell and Ida B. Wells-Barnett"**. AFFILIA, vol. 5, No. 4, Winter 1990, 87-100.

E. Aracelis Francis. **"Black Americans"** in Ethnic Minority Social Work Mental Health Clinical Training Programs: Assessing The Past-Planning For The Future. A survey commissioned by the National Institute of Mental Health, June 1989.

Longres, John F., Maria Elisa Diaz and E. Aracelis Francis. "Social Work in the U.S. Territories and **Commonwealth**" in Encyclopedia of Social Work, 18th Edition, **Silver Spring**, MD: National Association of Social Workers, 1987

E. Aracelis Francis. "Foreign Labor in the U.S. Virgin Islands",, in Sourcebook on the New Immigration - Implications for the United States and the International Community. Edited by Roy Simon **Bryce-Laporte**, New Brunswick, NJ: Transaction Books, 1980.

E. Aracelis Francis, The History of Social Welfare and Foreign Labor in the United States Virgin Islands: A Policy Analysis (Unpublished dissertation, 1979).

E. Aracelis Francis. "Integrating Black Minority Content in Social Welfare Policy and **Services**" in the Dual Perspective: Inclusion of Ethnic Minority Content in the Social Work Curriculum. Edited by Dolores G. Norton, New York: Council on Social Work Education, **1978.**

E. Aracelis Francis, "Child Abuse: A Virgin Islands Priority?" PSRI Report, vol. 2, no. 7 August-September, 1977 (NCCAN Reprint).

Black Task Force Report: Suggested Guides for the Intesration of Black Content in the Social Work Curriculum. Edited by E. Aracelis Francis, New York: Council on Social Work Education, 1975.

#### PROFESSIONAL MEMBERSHIPS AND ACTIVITIES

- |             |  |
|-------------|--|
| 1992 - 1994 | Elected member, Board of Directors, Metropolitan Washington Chapter of the National Association of Social Workers (NASW) |
| 1991 - 1992 | Member, 1992 NASW World Assembly Program Planning Subcommittee   |
| 1986 - 1987 | Chair, NASW Minority Issues Conference Planning Committee  |
| 1982 - 1985 | Chair, Council on <b>Social Work Education's</b> Commission on Minority Group Concerns                                   |

1984 - 1986 Chair, Grievance and Ethics Committee, Metropolitan Washington Chapter of the NASW  
Member, National Association for Female Executives  
Member, American Public Welfare Association  
Member, National Association of Social Workers

#### HONORS/AWARDS

1960 Inter-American University, BA, Magna **Cum Laude**  
1962-64 Child Welfare Services Grant-in-Aid Scholarship  
1967-69 National Institute of Mental Health Traineeship  
1969-70 Child Welfare Traineeship  
1980-81 Department of Health and Human Services Fellow

#### COMMUNITY ACTIVITIES

1990 - Present Member, Virgin Islands Association  
1990 - 1991 member of the Elections Committee  
1990 - Present Member, **Caribbean Association of Professionals and Scholars**  
1990 - 1992 Recording Secretary of the Union of Black Episcopalians, Washington, DC  
1989 - 1992 Member of the Episcopal Committee on Southern Africa of the Peace Commission of the Diocese of Washington, DC.  
**1987 - 1989** Leadership Development Program. A two year program designed for lay leaders in parish and diocesan organizations as a vehicle for assisting congregations in the development of strong leadership and healthy parishes. Episcopal Diocese of Washington, DC, Office of Congregational Development.

#### REFERENCES

Available upon request

1984 - 1986 Chair, Grievance and Ethics Committee, Metropolitan Washington Chapter of the NASW  
Member, National Association for Female Executives  
Member, American Public Welfare Association  
Member, National Association of Social Workers

#### HONORS/AWARDS

1960 Inter-American University, BA, Magna ~~Cum~~ Laude  
1962-64 Child Welfare Services Grant-in-Aid Scholarship  
1967-69 National Institute of Mental Health Traineeship  
1969-70 Child Welfare Traineeship  
1980-81 Department of Health and Human Services Fellow

#### COMMUNITY ACTIVITIES

1990 - Present Member, Virgin Islands Association  
1990 - 1991 member of the Elections Committee  
1990 - Present Member, **Caribbean Association** of Professionals and Scholars  
1990 - 1992 Recording Secretary of the Union of Black Episcopalians, Washington, DC  
1989 - 1992 Member of the Episcopal Committee on Southern Africa of the Peace Commission of the Diocese of Washington, DC.  
1987 - 1989 Leadership Development Program. A two year program designed for lay leaders in parish and diocesan organizations as a vehicle for assisting congregations in the development of strong leadership and healthy parishes. **Episcopal Diocese** of Washington, DC, Office of Congregational Development.

#### REFERENCES

Available upon request

# CARLA J. SERLIN, PHD, RN

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1002 Pembridge Court • Bowie, MD 20716 • 301/290-3686

## AREAS OF EXPERTISE

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- ❖ Program Development, administration and evaluation
- ❖ Managing, recruitment and retention of diverse populations
- ❖ Grantsmanship

## PROFESSIONAL EXPERIENCE

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**AMERICAN NURSES ASSOCIATION  
ETHNIC/RACIAL MINORITY FELLOWSHIP PROGRAMS**  
*Program Director, 12/93 - Present*  
**Washington, DC**

Member of the executive staff of the American Nurses Association (ANA)❖provide consultation on minority management issues to the Association❖represented management at labor-union contract negotiations for first contract❖assisted with establishment of labor management committee❖assist with development of annual budget❖member of executive staff strategic planning committee\*+officio member of Association's cultural diversity task force+supervised organizational-wide diversity assessment❖report to ANA executive director, NIMH and CMHS special project officers, and two Advisory Committees❖direct five training programs that provide funding for the development of minority human resource development in the areas of mental health, behavioral health, and substance abuse research❖prepare reports for funding agencies, ANA Board of Directors, and Advisory Committees+ work with lobbyists to assure continued funding, to include preparing documentation for LHHS committee❖direct Minority Health Care Policy Research Institute❖generate federal and other funds to support training program&and receive \$840,000 in annual federal funds.

**OUTCOMES' INCORPORATED**  
*President, Chief Evaluator, 1989-93*  
**Baton Rouge, LA**

Developed consulting firm that provided technical assistance, grantsmanship, and program evaluation on contractual basis&asks included negotiating contracts, recruiting project staff, submitting written evaluations and reports, and designing and implementing research strategies to collect suitable evaluation data.

**OUTCOMES' INCORPORATED**

*Evaluation Consultant, Grant writer, Technical Assistant, 1992  
New Orleans, LA*

Contracted with Velocity, Incorporated, New Orleans, LA. Provided technical assistance and developed proposal and evaluation plans for drug prevention program of high risk youth&received funding for 5 years from the Office of Substance Abuse, NIMH.

**FAITH CHAPEL**

*Consultant, 1990-92  
Baton Rouge, LA*

Developed a proposal and evaluation plan of children of alcoholics and their parents. The program was funded by the Office of Substance Abuse Prevention for \$8000,000 for 5 years.

**SUBSTANCE ABUSE MENTAL HEALTH SERVICE ADMINISTRATION**

*Peer Reviewer, 1992-Present  
Washington, DC*

Grant proposal reviewer for the Office of Substance Abuse♦review proposals submitted for Drug Prevention Treatment projects for substance abusing women and their children&hair "Weed and Seed" review committee for OSAP♦review residential programs for substance abusing women and their children♦review specified grants for areas affected by the 1992 Los Angeles riots.

**DEPARTMENT OF HEALTH AND HOSPITALS, DMSION OF DRUGS AND ALCOHOL**

*Evaluation Consultant, 1989-92  
Baton Rouge, LA*

Planned, designed and implemented evaluation for Community Youth Action Programs funded through the State of Louisiana that included monitoring 264 participants.

**SOUTHERN UNIVERSITY DRUG PREVENTION PROGRAM (SUDPP)**

*Director, Research and Evaluation, X987-89  
Baton Rouge, LA*

The purpose of SUDPP is to apply comprehensive drug and alcohol prevention strategies to 120 socio-economically disadvantaged minority 6 - 9th grade youths. Developed innovative community and campus-based drug prevention for minority youth♦awarded \$47,888 for the Office of Substance Abuse Prevention+co-author of proposal and research evaluation♦developed evaluation plan♦submitted evaluation reports to OSAP♦and interfaced with national evaluators.

**EDUCATION**

---

UNIVERSITY OF COLORADO, BOULDER, Co  
*PhD, Sociology of Medicine, Research/Organizational Research • May, 1980*

UNIVERSITY OF COLORADO HEALTH SCIENCE CENTER, DENVER, CO  
*MS, Parent-Child Nursing/Health Administration • May, 1975*

UNIVERSITY OF COLORADO HEALTH SCIENCE CENTER, DENVER, CO  
*MS, Parent-Child Nursing/Health Administration - May, 1975*

UNIVERSITY OF ALBERTA, EDMONTON ALBERTA,, CANADA  
BS, Nursing • **April 1974**

BRONX COMMUNITY COLLEGE, BRONX, NY  
AA, *Nursing -June, 1966*

JANE ADAMS VOCATIONAL HIGH SCHOOL, NEW YORK CITY, NY  
*LPN/High School Diploma, June, 1963*

**TRAINING PROGRAMS ATTENDED**

---

The Institute for Johns Hopkins Nursing  
The Case management Academy  
October **13-18**, 1996

Cornell University  
Labor Management Program  
New York, NY  
October, 1995

Two day course in labor management negotiations, contract development, and labor management relationships.

American Management Association (Course 225 1-207)  
Successful Managerial Skills for Black Managers  
Washington Management Center  
Washington, DC  
September, 1994

The program emphasized managing diverse populations

First National Learning Community  
Office of Substance Abuse Prevention  
Crystal City, VA  
December, 1987

Conference on high risk youth.

Teacher's Training Institute  
University of Hawaii  
Honolulu, HI  
August, 1988

"Drug Free Hawaii" conference.

National Conference of Alcohol and Alcohol Abuse  
Health and Human Services  
San Diego, CA  
October 30 • November 1, 1988

Second National Learning Community  
Office of Substance Abuse Prevention  
Washington, DC  
December, 1988

Conference on high risk youth.

National Association for Educational Opportunities  
New Orleans, LA  
June, 1989

AIDS workshop.

**LaMed** and the Nichols Institute  
Baton Rouge, LA  
October 1989

Drug testing workshop.

Louisiana Department of Education  
Baton Rouge, LA  
March, 1990

Evaluation certification.

SAMSHA Constituency Conference  
Washington, DC  
December, 1992

New Directions for SAMSHA

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**PRESENTATIONS**

---

Serlin, C. & Cassem, M., Workshop presented “A Multidimensional Approach to Drug Prevention, First Southeast Regional Conference for Drug free Campuses, Alexandria, LA., February, 1990.

Serlin, C., Harrison, M. & Holt, L. Prevention of Addictive Behaviors Among Adolescents. Symposium presented at the Louisiana Psychological Association Annual Meeting, Lafayette, LA., October, 1989.

Serlin, C., Harrison, M. & Page, A. Parents Perceptions of High Risk Drug Behaviors in Minority Adolescents. A paper presented at Association of Social and Behavioral Science, Atlanta, CA, March, 1989.

Serlin, C., Harrison, & Page, A. A multidimensional teenage drug prevention program. Symposium presented at the Southern Conference on Afro-American Studies, Baton Rouge, LA, October, 1989.

Serlin, C. & Harrison, M. Southern University Drug Prevention Program Roundtable presentation sponsored by Second National Learning Community, Conference on High Risk Youth, Office of Substance Abuse Prevention, Washington, DC, December, 1988.

Serlin, C. & Lowery, S. Drug and alcohol behavior in minority 6-9th graders. A paper presented at Louisiana Psychological Association Annual Conference, Baton Rouge, LA., October, 1988.

Serlin, C. Keynote Address, Nursing intervention in adolescent pregnancy, sponsored by the March of Dimes, Baton Rouge, LA, May, 1986.

Serlin, C. J., paper presented, Adolescent Pregnancy - The Physicians Role, to Physician Association of New Orleans, LA sponsored by Mead Johnson, New Orleans, LA, 1986.

Serlin, C. The Cost and Value of Children to Adolescents. A research paper presented at the Louisiana State Nursing Convention, Lafayette, LA, October, 1986.

Serlin, Carla, Developing Strategies for Dealing with Peer Pressure, sponsored by Louisiana State Summer Youth Program, 1986

Serlin, C. The impact of diagnostic related groupings on minority health care. Paper presented at Transcultural Nursing Conference, Vanderbilt University, April, 1985.

Serlin, C., Stress and coping in a School of Nursing. Paper presented at Sigma Theta Tau annual research conference, Denver, CO, February, 1983.

Serlin, Carla, Adolescent Self Defeating Behavior, a paper presented to the Troubled Youth Program, Denver, CO, 1983.

Serlin, Carla, History of Black Health Care in the United States, a paper presented to the Child Health Association, Denver, CO, 1982.

Serlin, Carla, Nursing Interventions for the Urban Poor- Working with Black Clients, a paper presented to Visiting Nurses Association, Denver, CO, 1982.

## PUBLICATIONS

---

“Stress and Coping in a School of Nursing Faculty, Staff, and Students”, B.Fuller, C.J.Serlin, M. Ebert,  
Networking, September, 1983

“African American Women: Disparities in Health Care,” Faye Gary, **EdD**, RN, FAAN, Doris Campbell, **PhD**, RN, and Carla Serlin, **PhD**, RN, Journal of Florida Medical Association, September 1996.

January 1997

## CURRICULUM VITA

James M. Jones

### PROFESSIONAL ADDRESS

Department of Psychology  
University of Delaware  
Newark, DE 19716  
(302)831-2271

Date of Birth:  
Wife:  
Children:

April 5, 1941  
Olaive B. Jones  
**Shelly L. Jones**  
Itenash A. Jones

### EDUCATION

B.A. Oberlin College, 1963  
M.A. Temple University, 1967  
PH.D. Yale University, 1970

### HONORS

Glen Grey Memorial Scholarship, Oberlin College 1959-63  
NIMH Pre-doctoral Fellowship, 1967-70  
Honorary Sterling Fellowship, Yale University 1969  
John Simon Guggenheim Fellowship 1973-74'  
Who's Who Among Black Americans, 1978  
**Elyria**, Ohio Sports Hall of Fame, May 1984

### PROFESSIONAL EMPLOYMENT

Professor, Department of Psychology, University of Delaware, **1982-present**  
Visiting Distinguished Professor, Department of Psychology, University of Delaware, 1981-82  
~~1977-present~~ Minority Fellowship Program, American Psychological Association,  
Affirmative Action Officer, American Psychological Association, **1986-present**  
Interim Executive Director, Public Interest Directorate, American Psychological Association, **1987- 199 1**  
Visiting Professor, Howard University, Department of Psychology, 1978  
Staff Director, National Institute for Advanced Studies, Washington, DC  
1976-77  
Director, Boston Office; Lawrence Johnson and Associates, Washington, DC  
1974-76  
Associate Professor, Department of Psychology and Social Relations, Harvard University; Cambridge, MA 1974-76  
Assistant Professor, Department of Psychology and Social Relations, Harvard  
University; Cambridge, MA 1970-74  
Lecturer, Southern Connecticut State College, New Haven, CT; Graduate  
Student, Yale University, New Haven CT 1966-1970  
Engineering Psychologist, The Franklin Institute Research Laboratories, Philadelphia, PA 1964-66

### RELATED PROFESSIONAL EXPERIENCE

---

'To support **the** study of humor in Trinidad, W.I.

Member, **McCree** Committee to Review the Afro-American Studies Department; Harvard University, 1972  
Board of Advisors, W.E.B. **DuBois** Research Institute, Harvard University, 1974-75  
Member, Faculty Council, Harvard University, 1975  
Organizer and Convener, Dulles Conference of **Ethnic** Minority Psychologists, Dulles Marriott Hotel, VA, May 1978

#### PROFESSIONAL AFFILIATIONS

American Psychological Association, Fellow 1986; Division **8,9,45**  
Community Psychology, Division 27; **APA**  
Association of Black Psychologists  
Society for the Psychological Study of Social Issues; Division 9; **APA**, Fellow  
Division of Health Psychology; Division 38; **APA**  
Society of Personality and Social Psychology; Division 8; **APA**, Fellow  
Society for the Psychological Study of Ethnic Minority Issues; Division 45; **APA**, Fellow  
Society of Experimental Social Psychology  
Assembly of Scientific Applications of Psychology  
American Educational Research Association  
Association of Behavioral Scientists in Medical Education  
District of Columbia Psychological Association  
American Sociological Association  
American Association for the Advancement of Science

#### PROFESSIONAL ACTIVITIES

Assembly of Behavioral and Social Sciences, National Academy of Sciences, 1973-76  
Board of Advisors, WILD Radio, Roxbury, MA, 1975-76  
Board of Trustees, Solomon Carter Fuller, Community Mental Health Center, Boston University Medical School, 1976  
Community Research Review committee, Roxbury, MA, founder and member 1971-75  
Fullbright Hays Screening Committee on Psychology, Council for International Exchange of Scholars, 1976-70, Chair 1977-79  
**NIMH** Small Grants Review committee, 1973-77  
NIMH Behavioral Science Research Review Committee, 1984-88  
Expert Testimony, Racism in Dawson County, State of Georgia Versus Dawson Five, 1977  
National Institute of Education; Field Reader, Teaching and Learning Division, 1978-79  
National Academy of Sciences, Committee on Program Evaluation, 1980  
Editorial Reviews; Journal of Personality and Social Psychology; Psychological Bulletin; Personality and Social Psychology Bulletin; Journal of Consulting and Clinical Psychology; American Psychologist; Motivation and Emotion; Social Psychology Quarterly; Environment and Behavior  
Consulting Editor, Journal of Personality and Social Psychology, 1983- 1990  
Editorial Board, International Journal of Intercultural Relations, 1985-present  
Editorial Board, Journal of Black Psychology, 1987-present  
Editorial Board, Ethics and Behavior, 1989-present  
Editorial Board, Public Policy, Psychology and Law, 1996-present  
Advisory Editor, Contemporary Psychology, 1991-1994.  
National Science Foundation; Reviewer, Graduate Minority Fellowships, 1983-84  
Eastern Psychological Association; Member, Program Committee, 1983-85,  
Society for Personality and Social Psychology; Member, Publications Committee, 1987-1990; Chair, 1989-90.

Society of Experimental Social Psychology; Executive Committee, 1991-1994.  
Secretary/Treasurer 1992-93; Chair 1993-94.

National Institute of Mental Health Task Force on Social and Behavioral Science Research, 1993  
National Science Foundation, Task Force on **The** Human Capital Initiative, 1994

### CONSULTANCIES

British Airways, 1986-87

Bell Laboratories, Murray Hill, New Jersey 1982-84

New England Bell Telephone, 1985

Educational Development Center, Cambridge, MA; Senior Scholar, Exploring Childhood Project, 1972-73

Solomon Fuller Institute, Cambridge, MA; Research Director, Survey of Radio Listening Patterns of Blacks in  
Roxbury, MA, 1975-76

Booker T. Washington Foundation, Washington, DC, NSF Funded Project on Television Preferences of Blacks in  
San Francisco, 1977

National Institute for Advanced Studies, Washington, DC, Evaluation of Title XX of Social Security Act, 1976  
ACTION - Youth Community Services Project, Syracuse, NY, 1978

Center for Systems and Program Development, Washington, DC, Survey of National Day Care Programs, 1978

Office of Education, Graduate and Professional Opportunities Program; Reader, Peace Corps, Technical Advisory  
Panel, CAST Evaluation, 1980

### PUBLICATIONS

#### Books

Jones, J. M. (1972) Prejudice and racism. Reading, MA: Addison-Wesley.

Jones, J.M. (1997) Prejudice and racism. Second edition. New York: McGraw-Hill.

Jones, J.M. A Cultural Psychology of African Americans Under Contract, **Westview** Press.

#### Chapters in Edited Books

Jones, J.M. (1997) Whites are from Mars, O.J. is from Planet Hollywood: Blacks don't support O.. and Whites just don't get it. In M. Fine, L. **Weis**, L.C. Powell & L. M. Wong (Eds.) Off White: Readings on race. power, and society.(pp. 251-258). New York: Routledge,

Jones, J.M. & Carter, **R.T.**(1996) Racism and White racial identity. In B.P. Bowser & R.G. Hunt (Eds.) Impacts of racism on White Americans, Second edition. (pp. 1-23) Thousand oaks, CA: Sage Publications.

Jones, J.M. (1994) Our similarities are different: Toward a psychology of affirmative diversity. In E.J. Trickett, R.J. Watts, & D. Birman, Eds) Human diversity: Perspectives on people in context. San Francisco, CA: Jossey-Bass Publishers

Jones, J.M. (1994) Psychosocial aspects of cultural influences on learning math and science. In L. A. Penner, G.M. Batsche, H.M. Knoff, D.L. Nelson & C.D. Spielberger (Eds) Contributions of psychology to mathematics and science education. Washington, DC: American Psychological Association. Pp. 205-236.

Jones, J.M. (1994) An exploration of temporality in human behavior. In R. **Schank** E. Langer & (Eds) Beliefs, reasoning, and decision-making: Psycho-logic in honor of Bob Abelson. Hillsdale, NJ: Lawrence Erlbaum

Publisher. Pp. 389-412.

- Jones, J.M. (1994) The African American: A duality dilemma? In W.J. Lonner & R. Malpass (Eds) Psychology and culture. Boston: Allyn and Bacon. Pp. 17-23.
- Jemmott, J. B. & Jones, J.M. (1993) Social psychology and AIDS among ethnic minorities: Risk behaviors and strategies for changing them. In J. Pryor & G. Reeder (Eds) The social psychology of HIV infection. Hillsdale, NJ: Lawrence Erlbaum Associates. Pp. 183-224.
- Jones, J.M. & Morris, K.T. (1993) Individual versus group identification as a factor in intergroup racial conflict. In J. Simpson & W. Wood (Eds) Conflict between people and peoples. Chicago: Nelson-Hall Publishers. Pp. 170-189.
- Jones, J.M. (1992) Understanding the mental health consequences of race: Contributions of basic social psychological processes. In D. Ruble, P. Costanzo, & M. Oliveri (Eds) The social psychology of mental health: Basic mechanisms and applications. New York: Guilford Press. Pp. 199-240.
- Jones, J.M. (1991) Piercing the veil: Bi-cultural strategies for coping with prejudice and racism. In H.J. Knopke, R.J. Norrell & R.W. Rogers, (Eds) Opening doors: Perspectives on race relations in contemporary America. Tuscaloosa, AL: University of Alabama Press. Pp. 179- 197.
- Jones, J.M. (1991) Psychological models of race: What have they been and what should they be? In J.D. Goodchilds, (Ed) Psychological perspectives on human diversity in America. Washington, DC: American Psychological Association. Pp. 3-46.
- Jones, J.M. (1991) The politics of personality: Being Black in America. In R.L. Jones (Ed) Black Psychology: Third Edition. Berkeley, CA: Cobb & Henry Publishers. Pp. 305-318.
- Jones, J.M. (1990) Who is training our ethnic minority psychologists, and are they doing it right? In G. Stricker (Ed) Toward ethnic diversification in psychology education and training. Washington, DC: American Psychological Association. Pp. 17-36.
- Jones, J.M. (1990) Student recruitment and retention: A marketing and program development job for psychology. In L. Bickman and H. Ellis (Eds) Preparing psychologists for the 21st century: Proceedings of the national conference on graduate education in psychology. Hillsdale, NJ: Lawrence Erlbaum Associates. Pp. 176-185.
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- Jones, J. M. (1986). Racism: The problem and an approach to the solution. In J. Dovidio & S. L. Gaertner (Eds.), Prejudice, discrimination and racism: Theory and research. NY: Academic Press,

- Jones, J. M. (1983). The concept and usage of race in social psychology. In L. Wheeler & P. Shaver (Eds.), Review of Personality and Social Psychology (Vol. IV), Beverly Hills, CA: Sage Publications.
- Jones, J. M. (1981). The concept of racism and its changing reality. In B. P. Bowser and R. G. Hunt (Eds.), The impact of racism on white Americans, Beverly Hills, CA: Sage Publications.
- Jones, J.M. (1979). Conceptual and strategic issues in the relationship of black psychology to American social science. In W. Boykin, A. J. Franklin and F. Yates (Eds.), Research directions of black psychologists. NY: Basic Books
- Jones, J. M. and Williamson, S. (1979). Athletic profile inventory (API): Assessment of athlete's attitudes toward achievement. In J. Goldstein (Ed.), Sports, games and play. Hillsdale, NJ: Lawrence Erlbaum Associates.
- Jones, J. M., and Liverpool, H. (1976). Calypso **humour** in Trinidad. In A. Chapman and H. Foot (Ed.), Humour and laughter: Theory, research and applications. London: John Wiley and Sons, Ltd., pp. 259-286.
- Jones, J. M. (1974). Social attitudes (chapter 8). In Social psychology: Explorations in understanding. Camino Del Mar; CRM Books, pp. 252-283.
- Jones, J. M. (1974). Attitude change. In Social psychology: Explorations in understanding. Camino Del Mar; CRM books, pp. 284-317.
- Jones, J. M. (1973). Educating black people for liberation and collective growth: The role of the black church as viewed by a black psychologist. In New roads to faith: Black perspectives in church education. Philadelphia: United Church Press.
- Jones, J. M., and Kiesler, C. A. (1971). The interactive effect of commitment and forewarning: Three experiments. In C. A. Kiesler, The psychology of commitment experiments linking behavior to belief. NY: Academic Press, pp. 84-108.

#### Journal Articles

- Murrell, A.J. & Jones, J.M. (1993) Perceived control and victim derogation: Is the world still just? Journal of Social Behavior and Personality, **8**, 545-554.
- Jones, J.M., Levine, I.S. & Rosenberg, A.A. (1991) Homelessness Research, Services and Social Policy: Introduction to the Special Issue. American Psychologist, **46**, 1109-1111.
- Jones, J.M., Levine, I.S. & Rosenberg, A.A. (Eds.) (1991) Special Issue: Homelessness. American Psychologist, **46**.
- Keita, G.P. & Jones, J.M. (1990) Reducing adverse reaction to stress in the workplace: Psychology's expanding role. American Psychologist, **45**, 1137-1141.
- O'Keefe, J.E. & Jones, J.M. (1990) Easing restrictions on minor's abortion rights. Issues in Science and Technology, **VII, No. 1**, 74-80.
- Jones, J.M. (1988) Section Introduction: Scientific Issues. American Psychologist, **43**, 899.
- Backer, T.E., Batchelor, W.F., Jones, J.M. & Mays, V.M. (Eds) (1988) Special Issue: Psychology and AIDS.

American Psychologist, 43.

- Matarazzo, J.D., Bailey, W.A., Kraut, A.G. & Jones, J.M. (1988) **APA** and AIDS: The evolution of a scientific and professional initiative in the public interest. American Psychologist, 43, 978-982.
- Jones, J. M., Fine, G. A., and Brust, R. (1979). Interaction effect of picture and caption on humor ratings of cartoons. Journal of Social Psychology, 108, 193-198.
- Jones, M. M., and Williamson, S. (1976). A model of athlete's attitudes toward sports performance. International Journal of Sport Psychology, 7, 82-106.
- Jones, J. M., and Hochner, A. R. (1973). Racial differences in sports activities: A look at the self-paced versus reactive hypothesis. Journal of Personality and Social Psychology, 27, 85-95.
- Jones, J. M. (1971). Political dimensions of Black liberation. The Black Scholar, 3, 67-75.
- Landis, D., Slivka, R. M., and Jones, J. M. (1968). Visual search time in structural field. Psychological Record, 18, 543-442.
- Landis, D., Silver, C. A., Jones, J. M., and Messick, S. (1967). Level of proficiency and multidimensional viewpoints about problems similarity. Journal of Applied Psychology, 51, pp. 216-222.
- Landis, D., Jones, J. M., and Reiter, J. (1966). Two experiments on perceived size of coins. Perceptual and motor skills, 19-729.
- Silver, C. A., Jones, J. M., and Landis, D. (1966). Decision quality as a measure of visual display effectiveness. Journal of Applied Psychology, 50, 109-113.

Encyclopedia Articles and Book Reviews

- Jones, J.M. (1993) The continuing significance of race. Review of Zweigenhaft, R.L. & Domhoff, G.W. Blacks in the White establishment: A study of race and class in America. New Haven, CT: Yale University Press. Contemporary Psychology, 38, 343-344.
- Jones, J.M. (1989) We versus them: the subject and object of ethnic discrimination and conflict. Review of T.A. vanDijk (1987) Communicating racism: Ethnic prejudice in thought and talk, and J.Boucher, D, Landis, and K. Clark (Eds.) (1987) Ethnic conflict: International perspectives. Contemporary Psychology,
- Jones, J.M. (1988) Discovering time in social psychology. Review of J.E. McGrath and J.R. Kelly (Eds) (1986) Time and human interaction: Toward a social psychology of time. Contemporary Psychology, 33, 986-987.
- Jones, J. M. (1980). Anti-Semitism: An affliction of cognitive unsophisticates. Review of Quinley, H. E. & Clock, C. Y., Anti-Semitism in America. NY: Free Press, 1980. Contemporary Psychology, 25, 838-839.
- Jones, J. M. (1976). Racial prejudice. In B. B. Wolman (Ed.), International Encyclopedia of Neurology, Psychiatry, Psychoanalysis and Psychology. NY: Van Nostrand, Reinhold, Vol. IX, pp. 350-353.
- Jones, J. M., and Taylor, S. E. (1976). Prejudice: Theories of. In B. B. Wolman (Ed.), International encyclopedia of neurology, psychiatry, psychoanalysis and psychology. NY: Van Nostrand, Reinhold, Vol. IX, pp. 47-49.

Jones, J. M. (1975). The color of humanity. Review of J. P. Comer, Beyond black and white. NY: Quadrangle/New York Times Books, 1974. In Contemporary Psychology, **20**, 928.

Jones, J. M. (1974). Review of M. McDonald. Not by the color of their skins. NY: International Universities Press, 1970. American Journal of Sociology, **79**, 1533-1537.

Jones, J. M. (1974). Review of S. Hauser. Black and white identity formation. NY: Wiley **Interscience**, 1971. American Journal of Sociology, **79**, 1533-1537.<sup>2</sup>

Jones, J. M. (1973). Review of the psychology of humor. Edited by J. Goldstein and P. McGhee. American Scientist, **65**, 599.

Jones, J. M. (1972). People killing people in the **streets**. Review of NE. Comer (Ed.), The Los Angeles Riots: A sociopsychological study. NY: Praeger, 1970. In Contemporary Psychology, **17**, 53-54.

#### Technical Reports

Silver, C. A., Jones, J. M., and Landis, D. Analysis of radar training requirements. Technical Report: NAVTRADEVCEEN 1345-1. August, 1965.

Silver, C. A., Landis, D., and Jones, J. M. Development of criteria for evaluation of large-screen displays. Technical Report No. RADC-TR-65-198. August, 1965.

Jones, J. M. and Thomas, G. B. Innovation teams: Operating principles. An evaluation of the pilot communities program. Under contract to TDR Associates, Newton, MA from Educational Development Center; Newton, MA, August, 1971.

Jones, J. M., and Forte, M. The significance of WGBH-TV general programming for minority audiences. Under contract to Lawrence Johnson and Associates, Washington, DC from WBGH Educational Foundation, Boston, MA, May, 1976.

#### Other Publications

Jones, J. M. (1984). TRIOS: Understanding black culture. Social Science Newsletter, **69**, Institute for Research, University of North Carolina.

Jones, J. M. & Block, C. B. (1984). Black cultural perspectives. The Clinical Psychologist, **37**, 58-62.

Jones, J. M. (1982). Ethnic minority students map road to grad school. APA monitor, **14** ( -11).

Jones, J. M. (1978). An experiment in educational intervention: The Minority Fellowship Program. APA Monitor, **9**, 8.

Jones, J. M. (1974). Trinidad humor: A living experience. Trinidad Sunday Guardian, June 9, (1st of 8 weekly articles on humor published during June and July, 1974 in the TSG).

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<sup>2</sup>Reviewed together in one article.

Unpublished Manuscripts and Manuscripts in Preparation

Jones, J. M. Cognitive factors in the appreciation of humor: A theoretical and experimental analysis. Unpublished Doctoral Dissertation, Yale University, 1970.

Jones, J. M. and **Herron**, M. (1976). ~~Mack!~~ A black man's odyssey. This manuscript is about an NFL football player who was imprisoned for **drug possession**.

Jones, J. M. (1977) The paradigm of racism: Cultural biases in psycho-social science.

Jones, J. M. (1986) Sports and recreation in adolescent development.

PAPERS GIVEN AT PROFESSIONAL MEETINGS AND SYMPOSIA

APA, EPA, WPA, MPA

Jones, J.M. (1994) The meaning of life: What's race got to do with it? Invited address. Tenth Annual Roundtable on Multicultural Counseling and research. Columbia University Teachers College. New York. February 12.

Jones, J.M. (1993) Racism and Civil Rights: Right problem, wrong solution. Invited address. Society for the Psychological Study of Social **issues**. 101st Annual Convention of the American Psychological Association. Toronto, Canada August 14th.

Jones, J.M. (1993) Honoring Diversity Through Multicultural Action. Keynote address, XIX Congress of the Society for Intercultural Education, Training and Research International. Washington, DC. June 8, 1993

Jones, J.M. (1993) Some contemporary causes and consequences of social conflict. Paper presented at invited symposium, "Stereotypes, prejudice, and intergroup conflict," Midwestern Psychological Association, Chicago. IL.

Jones, J.M. (1987) Retention and turnover of minority and non-minority employees in major corporations. Invited paper, Teachers College Winter Roundtable on "Cross Cultural Counseling and Psychotherapy". February 20-21.

Jones, J.M. (1987) Publishing research by and about ethnic minorities: Problems and steps toward a solution. Paper presented at Invited Symposium, "Increasing the participation of underrepresented groups in both the publication process and in scholarly presentations. Fifty-eighth Annual Meeting of the Eastern Psychological Association, Arlington, VA.

Jones, J.M. (1987) The Future is Now: Temporal Orientation and Meaningful Behaviors. Invited Address, Western Psychological Association, Long Beach, CA. April 23-26.

Jones, J. M.( 1983) The concept of race in the history of social psychology. Paper read at the ninety-first Annual Convention of the American Psychological Association. Anaheim, CA.

Jones, J. M.( 1982) Concept and usage of race in social psychology. Invited Address, Eastern Psychological Association Meetings, Baltimore, MD.

Jones, J. M.( 198 1) The dialectics of color and culture in psychological science. Invited Address, Western Psychological Association Meetings. Los Angeles, CA.

Branch, A. Y., Fine, G. A., and Jones, J. M. (1973) Laughter, smiling and rating scales: An analysis of responses to tape recorded humor. Proceedings, 81st Annual Convention, American Psychological Association, Toronto

Hill, C., and Jones, J. M. (1973) Effects of prejudice and perspective on the attribution of intentionality. Proceedings, 81st Annual Convention, American Psychological Association, Toronto.

Jones, J. M., and Harris, P. (1971) Psychophysiological correlates of cartoon humor appreciation. Proceedings, 79th Annual Convention, American Psychological Association, 381-382.

Leaf, W. A., Kanouse, D. E., Jones, J. M., and Abelson, R. P. (1968) Balance character **expression and the** justice principle: An analysis of sentence evaluations. Proceedings, 76th Annual Convention, American Psychological Association. 423-424.

Jones, J. M., and Abelson, R. P. (1967) Semantic generalization of sentences as a function of verbs, auxiliaries and class relevance. Paper read at the Eastern Psychological Association Meetings, Boston.

#### Other Professional Meetings

Silver, C. A., Mayfield, C. M., and Jones, J. M. (1966) Evaluation of large-screen displays. Proceedings, Operations Research Symposium, Norfolk, VA.

Jones, J. M. (1972) Psychological contours of blacks athletic performance and expression. Paper presented at the Physical Education Symposium on Race and Sport Slippery Rock State College, Slippery Rock, PA, June 19-23.

Jones, J. M., and Williamson, S. (1973) Personality correlates of athlete's attitudes toward performance. Paper presented at the First Canadian Congress for the multi-disciplinary study of sport and physical activity. Montreal, Canada, October 12-14.

Jones, J. M. (1974) The art of black psychology or rejecting the null hype. Proceedings, 6th Annual convention, Association of Black Psychologists, Nashville, TN.

Jones, J. M. (1975) Some methodological issues in black psychology. Proceedings of the conference on empirical research in black psychology. City University of New York, June.

Jones, J. M. (1983) Multi-dimensional model of human diversity. Paper presented to Defense Equal Opportunity Management Institute. Patrick Air Force Base, Florida.

Jones, J. M. (1987) Minority Mental Health Professionals: Statistical Trends and Policy Implications. Paper presented at the 64th Annual Meeting of the Orthopsychiatry Association, Washington, DC. March 25-27.

Jones, J. M. (1988) Piercing the veil: Bi-cultural strategies for coping with prejudice and racism. Invited address at the National Symposium, "Opening Doors: An Appraisal of Race Relations in America." University of Alabama, June 9-11.

Jones, J. M. (1989) What is the control group? Understanding the psychology of ethnicity and culture. Invited Address, "Eleventh Annual Institute on the Teaching of Psychology." St. Petersburg Beach, Florida. January 2-5.

Jones, J. M. (1990) What lies beyond racism, and will it lead to a better day?" Invited address, Central Michigan

University, February 16.

Jones, J.M. (1990) Racism: Adversity or advantage in psychological development of African Americans?" Invited presentation at the Third Annual Conference on Psychological Responses to Adversity. Department of Psychology, University of Massachusetts, Amherst, MA April 4-5.

Jones, J.M. (1990) Individual vs. group identification as a factor in intergroup racial conflict." Invited address for Symposium on Group Dynamics: Conflict within and among groups. Department of Psychology, Texas A&M University, College Station, TX April 26-27.

Jones, J.M. (1990) How do race and culture interact? Implications for a theory of human behavior." Invited Address, 70th Annual Convention of the Western Psychological Association, Los Angeles, CA: April 28.

Jones, J.M. (1990) Practicing psychology in the twenty first century: Will you be ready?" Commencement address. Illinois School of Professional Psychology. Chicago, Illinois. June 15.

Jones, J.M. (1990) Psychological models of race: What have they been and what should they be? Master Lecture, 98th Annual Convention of the American Psychological Association, Boston, MA: August 10, 1990.

Jones, J.M. (1990) The Duality Dilemma in Racial Identity. Colloquium, Department of Psychology, Hope College. September 13.

Jones, J.M. (1990) Promoting Diversity in an Individualistic Society. Keynote address. Great Lakes College Association conference Multiculturalism Transforming the 21st Century: Overcoming the Challenges and Preparing for the Future." Hope College, September 14.

Jones, J.M., Pomare, M. & Lasane, T.P. (1992) Temporal orientation: Its measurement and some behavioral consequences. Paper presented at the VIIth Conference of the International Society for the Study of Time. Cerisy-la-Salle, France. July 3rd.

#### Colloquium Presentations

Yale University, Department of Psychology, 1971.

Morehouse College, 1971.

Princeton University, Department of Psychology, 1972.

University of Virginia, Department of Psychology, 1972.

Kansas University, 1972.

Talladega College, 1972.

Tougaloo College, 1972.

University of Massachusetts, 1973.

University of Maryland, 1974; 1980; 1992

UCLA, Department of Psychology; Afro-American Research Institute, November, 1975.

University of Virginia, Department of Psychology, 1978.

Yale University, Organization and Management, 1979.

State University of New York, Stony Brook, 1980.

Ohio State University, Department of Psychology, 1982.

University of California at Santa Cruz, Department of Psychology, 1983.

University of North Carolina, 1984.

University of Georgia, 1984.

University of Massachusetts, 1984.

University of Pittsburgh, School of Business, 1988  
Glassboro State University, 1988  
California School of Professional Psychology, Los Angeles, 1988  
Marquette University, 1991  
University of Akron, March 1991  
University of Louisville, 1992  
Princeton University, 1992  
Clarion University, 1992  
Loyola University, Chicago, 1992  
University of Delaware, School of Education, October 1993

GRANTS AND CONTRACTS

Grants (Principal Investigator/Director)

National Institute of Mental Health

A. Cognitive factors in humor appreciation, 1971/72	\$5,000
B. Clinical training for minority psychologists 1977/86 renewed through 1997	4500,000
C. Research Training for minority psychologists. 1979-1986 renewed through 1996.	3,000,000
D. Neuroscience Research Training for Ethnic Minorities 1987-1991.	1,800,000
E. Undergraduate Summer Research--University of Delaware 1987-1998.	550,000

National Institute of Education

A. Postdoctoral fellowship program of the American Psychological Association 1980/82	250,000
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National Institute of Aging

A. Minority Predoctoral Research Training 1993- 1997	310,000
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TOTAL GRANTS \$10,415,000

Rehabilitation Services Administration 1976/77  
Evaluation of blind vendors program 142,000

U.S. Office of Education 1976/77  
conference on curriculum in right to 55,000

read program

U.S. Department of Transportation <b>1975/76</b> Correlates of vigilance and performance in railroad engineers: A simulation study	85,000
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WGBH (Boston) <b>1975/76</b> The significance of WGBH-TV general programming for minority audiences	13,000
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TOTAL CONTRACTS	<b>\$295,000</b>
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TOTAL GRANTS AND CONTRACTS	<b>\$10,710,000</b>
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**OTHER ACTIVITIES**

**Television Appearances**

WGBH-Boston "Humor and Life" with Abe Burrows, Seymour Simches and Doris Kearns (host); 1972  
WCBS-New York "What's My Line," 1973  
KCET-Los Angeles "The Advocates," 1969.  
CBS-"Nightwatch", On violence in America; 1991  
BET--"Our Voices": on Black Culture; 1992

CURRICULUM VITAE  
SUZANNE MARIE RANDOLPH

CERTIFICATION: I have read this curriculum vitae and certify that it is a current and accurate statement of my professional record.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

1. PERSONAL INFORMATION

Name Suzanne Marie Randolph, Ph.D.

Department: Family Studies  
**College** of Health and Human Performance  
University of Maryland - **College** Park

Current Rank: Associate Professor  
Regular Member Graduate Faculty

DATE of Appt. 8/17/95

Educational Background:

Ph.D. University of Michigan, Ann Arbor  
Major: Psychology  
Thesis: "Memorization Strategies in Reading Disabled Black Children"  
Date: 1981

MA. University of Michigan, Ann Arbor  
Major: Psychology  
Date: 1977

B.S. Howard University, Washington, D.C.  
Major: Psychology (Phi Beta Kappa)  
Date: 1974 (magna cum laude)

Employment Background (Other professional experience appended):

**1995-date:** Associate Professor, Department of Family Studies, University of Maryland, College Park, Maryland

**1988-1995:** Assistant Professor, Department of Family Studies, University of Maryland, **College** Park, Maryland

1991-1992: Consulting Director of Evaluation, American National Red Cross, Office of HIV/AIDS Education, Washington, D.C. (Leave of absence from University of Maryland)

1986-1988: Research Psychologist/Co-Investigator, USDHHS-NIH Biomedical Research Support Grant to Howard University College of Medicine, "Consequences of Partner-Pregnancy Experiences: Black **Male** Adolescents."

**1987-1988:** Program Development Associate, American Red Cross National Headquarters, Washington, D.C. Manager, Social Services Line of Service; Project Manager for development of the new Community CPR, and Infant and Child CPR courses; Project Director, Child Care Training Course funded by the U.S. Army.

1986-1987: Research Associate/Co-Investigator, American Red Cross, National Headquarters, Washington, D.C. **USDHHS/Administration** on Aging (**AoA**)-funded national survey research, "The Needs and Characteristics of Black Caretakers and Their Elderly Clients in Personal Care Homes."

1981-1986: Assistant Professor/Research Coordinator, Department of Pediatrics and Child Health, **College** of Medicine, Howard University, Washington, D.C. Included appointment 1981-1985 as Research Coordinator, USDHHS/MCH grant to Howard University **College** of Medicine, "Maternal Perceptions, CNS Organization, and Cognitive Development" (**longitudinal** study of 100 Black mother-infant pairs, birth to age three, in hospital, home and **clinic**).

1979-1981: Program Evaluator, Formative Evaluation Research Associates, Inc., Ann Arbor, Michigan (non-profit firm; project management for federally and privately funded evaluations of educational programs for youth and adult learners).

1977-1978: Abstractor, ERIC Clearinghouse on Counseling and Personnel Services, Univ. of Michigan, Ann Arbor.

1977-1978: Coordinator of Academic Advising, Coalition for the Use of Learning **Skills**, University of Michigan. Supervised academic, pre-professional and dormitory counselors in academic support unit for minorities.

1976-1978: Academic Counselor, College of Literature, Sciences and Arts and The Summer Bridge Program, University of Michigan.

1975-1981: Research Assistant, University of Michigan, Ann Arbor. Department of Psychology and Center for Afro-American and African Studies.

1975-1980: Teaching Fellow, Department of Psychology, University of Michigan, Ann Arbor

#### Adjunct Faculty:

1986-1987 Faculty Associate, School of **Public** Health, University of North Carolina, Chapel **Hill**  
1983 Adjunct Professor, Department of Psychology, University of the District of Columbia

#### Paid Internships:

1979-1980 Policy, State of Michigan, Department of Social Services, Day Care Division. Bush Foundation Program in Child Development and Social Policy. Designed and tested survey instrument to assess needs for training among family day care providers under Title XX.

1979-1981 Policy, Bush Foundation Program in **Child** Development and Social Policy. University of Michigan, Ann Arbor. Member, Planning Committee for National Conference on Black Families and the Medium of Television, University of Michigan, May, 1980.

**1979** Research, Lawrence Johnson & Associates, Inc., Washington, D.C. Sponsor: American Psychological Association (**APA**) Minority Fellowship Program. Government contract work; data management.

1978 Congressional, Representative John Conyers (Michigan), Washington, D.C. Sponsor: **APA/Minority** Fellowship Program. Prepared report on social and psychological consequences of white **collar** crime for Subcommittee on Crime.

## 2. RESEARCH. SCHOLARLY AND CREATIVE ACTIVITIES

### **Books**

#### Chapters:

Sotomayot, M. and Randolph, S. (1988) A **preliminary** review of caregiving issues among Hispanic elderly. In M. Sotomayor and H. **Curie1** (eds.), **Hispanic elderly: A cultural signature**. (pp. **137-160**) Edinburg, TX: Pan American University Press.

Sotomayor, M. and Randolph, S. (1988) The health status of the Hispanic elderly. In **M. Sotomayor** and H. Curie1 (eds.), **Hispanic elderly: A cultural signature**. (pp. **203-225**) Edinburg, TX: Pan American University Press.

Rosser, **P.L.** and Randolph, S.M. (1989) Black American Infants: The Howard University Normative Study. In K. Nugent, B. Lester and T.B. **Brazelton** (eds.), The cultural context of infancy. Vol. I. (pp. **133-164**) **Norwood, NJ:** Ablex Publishing Co.

Randolph, S.M., Damond, M., and Washington, D. S. (1995) HIV Prevention for African American youth. In M. Quackenbush, K. Clark, and M. Nelson (eds.), The HIV challenge: Prevention education for young people. Second edition. (pp. 347-366) Santa Cruz, CA: ETR Associates.

Randolph, S. M. (1995) African American children in single mother families. In Dickerson, B. (ed.), African American Single Mothers: Understanding their lives and their families. (pp. 117-145). Thousand Oaks, **CA:** Sage Publications.

Randolph, S. M. (1994). Research on African American infants: Contributions and concerns. In H. Fitzgerald, B. Lester, and B. **Zuckerman** (eds.), Children of Poverty. **Hamden, CT:** Garland Publishing, Inc.

Randolph, S. M., and Rosser, P.L. (ii press) The Developmental Milestones Expectations **Scale:** An assessment of parents' expectations for infants' development. In R.L. Jones (ed.), Handbook of tests and measurements for black populations. Hampton, VA: Cobb and Henry Publishers.

Randolph, **S.M.**, Rosser, P.L. and **Baytop, D.B.** (ii press) Assessing childrearing practices and attitudes of black parents during infancy. In **R.L.** Jones (ed.), Handbook of tests and measurements for black populations. Hampton, VA: Cobb and Henry Publishers.

Randolph, SM., Adams-Taylor, **S.**, Rosser, P.L., and Banks, H. D. Health status of infants and **children** in urban environments. In G. King and S. Randolph (eds.), Black health: Social causes and consequences. New York: Oxford University Press (chapter has been accepted for publication, volume is forthcoming, late 1995).

#### Articles in refereed journals (\*=invited, +=review)

McLoyd, V.C., and Randolph, S.M. The conduct and publication of research on Afro-American children: A content analysis. Human Development. (1984), **27**, 65-75.

McLoyd, V.C. and Randolph, SM. Secular trends in the study of Afro-American children: Child Development. 1936-1980. The Monographs of the Society for Research in Child Deveionment. 1986, Serial No. **211**, **50**, (4-5), 78-92.

**+ Randolph**, S.M. Transdisciplinary approaches to assessment, early education, and intervention: At risk children. Howard Journal of Communications. Winter, **1989**, **34-43**.

+ **Pittman, K. J., Wilson, P. M., Adams-Taylor, S., Randolph, S.** (1992). Making Sexuality Education and Prevention Programs Relevant for African-American Youth. Journal of School Health, **62(7)**, September, 339-344.

Winborne, D. G., and Randolph, S. M. (1992) Developmental expectations and outcomes for African-American infants: An ethnomethodological approach. Journal of Social and Behavioral Sciences. **37**, 29-42

+ **\*Belgrave, F. Z.,** and Randolph, S. (1993). Introduction: Psychosocial Aspects of AIDS Prevention among African Americans. Journal of Black Psychology, 19 (2), 103-107.

Belgrave, F. Z., Randolph, S. M., Carter, C., Braithwaite, N., and **Arrington, T.** (1993). The impact of knowledge, norms and self efficacy on intentions to engage in AIDS preventative behaviors among young incarcerated African American males. Journal of Black Psychology, 19 (2), 155-168.

+ **Foster, P., Phillips, F., Belgrave, F. Z., Randolph, S. M., and Braithwaite, N.** (1993) An Afrocentric model for AIDS education, prevention, and psychological services within the African American community. Journal of Black Psychology, 19 (2), 123-141.

+ **\*Randolph, S. M.,** and Banks, H. D. (1993) Making a way out of no way: The promise of Africentric approaches to HIV prevention. Commentary. Journal of Black Psychology, 19 (2), 204-214.

#### Monograph:

**Gurvitch, A.** and Randolph, S.M. (1992) HIV/AIDS Education in the Workplace: A National Survey of Small Businesses. Monograph of the HIV/AIDS Cooperative Agreement between the American Red Cross and Centers for Disease Control and Prevention. Washington, D.C.: American National Red Cross.

#### Technical Reports:

**Rosser, P.L.** and Randolph, S.M. Maternal perceptions, CNS organization, and cognitive development: Final report. Washington, D.C.: Maternal and Child Health and Crippled Children's Services Research Grants Program (USDHHS), October, 1985. Available from National Technical Information Services.

Padgett, E. and Randolph, S. Cancer knowledge and attitudes of a random sample of Black D.C. residents: Final report. Washington, D.C.: Howard University Cancer Center, 1986.

Kauffman, **C.,** Randolph, S., Drake, V. and Gelfand, D. Black Elderly Caregivers and their Clients: Final Report to the Administration on Aging. Washington, D.C.: American National Red Cross, 1987.

Delta Research and Education Foundation. (1993) (Contributor/Editor). Leadership Models for Community Applications: Experiences from African American Women's Organizations. Resource handbook based on final report to the W. K. Kellogg Foundation from the Delta Research and Educational Foundation for the African American Women's Organizations Community Leadership Project 1991-1993. Washington, D.C.: Delta Research and Education Foundation.

Randolph, S.M. and Drake, V.D. (1982) Program Deveionment Workbook: Facilitator's Manual. Produced to accompany self-paced workbook for developing research programs for faculty from minority institutions. Washington, D.C.: Institute for Urban Affairs and Research.

**Child Care Training Questionnaire** (1980). Co-author with M.T. Owen and P.L. Chase-Lansdaie. Needs assessment instrument and instructions for its use. Copyright, 1980. Ann Arbor, Michigan.

Book review

Project Head Start: Past, present, and future trends in the context of family needs by Valora Washington and Ura Jean Oyemade. New York: Garland Publishing Company, 1987. ~~The Journal of Black Psychology~~, Fall, **15**, 99-104.

Newsletter Articles

Randolph, S.M. **(1992)** The healthy development of African American children and youth. APA Division 7, Developmental Psychology Newsletter, February, 1-2.

Randolph, S.M., Billingsley, A. and Scott, A. **(1993)** Black churches and HIV/AIDS: Increasing involvement. FRC Report, Spring, Newsletter of the Family Resource Coalition, **11-14**.

Invited talks

Neonatal Behavior in Black Infants. Invited lecture, Summer Research Institute for Minority Students, University of Delaware, Newark, 1984.

Parent-Child Interaction in Transcultural Families. Invited workshop, Mid-America Nazarene College, Department of Nursing, Olathe, KS, 1985.

Behavioral Development of Black Full Term and Preterm Infants. Invited paper, National Nutrition Conference, Howard University, School of Human Ecology, 1985.

Patterns of Attachment in Black Full Terms. Invited paper, Developmental Psychology Colloquia Series, University of Virginia, Charlottesville, VA, **1985**.

Rosser, P.L. and Randolph, S.M. The Howard University Normative Study. Invited paper, Annual Training Institute of the National Center for Clinical Infant Programs, Washington, D.C., 1985.

Randolph, S.M. and Rosser, P.L. Patterns of Attachment in Black American Infants. Annual Training Institute of the National Center for Clinical Infant Programs, Washington, D.C., 1985.

Development of Black Infants. Invited paper, China Satellite Conference, International Society for the Study of Behavioral Development, Beijing, China, 1987.

“Research Methodology for an Optimal Psychology”: A Commentary. Presented at Conference XII, Empirical Research on Black Psychology, University of Michigan, Ann Arbor, December, 1988.

Status Report on Ethnic Minorities in Psychology: 1989 Current Perspectives and Future Directions. Invitational, Committee on Equality of Professional Opportunity, Minority Interest Group Program, Annual Meeting of the Southeastern Psychological Association, Washington, D.C., March 23, 1989.

How early is too early?: Developmental Differences During Infancy. Conference on “Individual Differences: Coping with Diversity,” Cleveland State University, Urban Educational Research Center, Cleveland, OH, June **16, 1989**.

The Dual Standard: Professional Issues for Ethnic Minority Psychologists. Paper presented in a symposium at the Annual Meeting of the American Psychological Association, New Orleans, LA, August, 1989.

Infant Attachment in African American Families. Invited address, Division 35, Psychology of Women, presented at the Annual Meeting of the American Psychological Association, New Orleans, LA, August, 1989.

Randolph, **S.M.**, Saxena, S.B., Jenkins, R.R. and Gordon, SA. Sexual Behavior of African American Adolescent Males: Truth and Consequences. Invited research workshop, Annual Meeting of the National Black Child Development Institute, Washington, D.C., September 1989.

Randolph, S.M., Rosser, P.L., and Wiiborne, D.G. Developmental Research During Infancy: Implications for Policy and Practice. Invited research workshop, Annual Meeting of the National Black Child Development Institute, Washington, D.C., September 1989.

Issues in Early Intervention for Culturally Diverse Children. Paper presented at Journalists' **Briefing** on "Successful Child Development" with T.B. Brazelton, B. Weissbourd, and J. Shonkoff at the **Annual Meeting** of the National Center for Clinical and Infant Programs, December, 1989.

Adolescent Fatherhood: Knowledge, Attitudes and Behaviors Compared to other Sexually Active Adolescent Males. Presented to Working Conference on Adolescent Parenting, organized by Joy **Osofsky**, Louisiana State University, sponsored by MacArthur Foundation, New Orleans, LA, March 1990.

Unraveling the Cultural Matrix of Development: Focus on African-American Children. Cultural Diversity Symposium, Council for Exceptional Children, Albuquerque, New Mexico, October, 1990.

Evaluating HIV/AIDS Education Programs: Getting Started. Workshop presented at National Statewide Network Training Conference, American National Red **Cross**, Atlanta, GA, November, 1990.

Infant Attachment in African American Families: Implications for Early Childhood Education and Family Centered Interventions. Workshop presented to early childhood educators at North Carolina Statewide Training Conference, December 1990.

Evaluating Community-Based HIV/AIDS Education Programs: Tips for Beginners. American Red Cross, HIV/AIDS Education Program, National Evaluation Training Conference, Baltimore, MD, February, 1991.

The Significance of **Interdisciplinary** Approaches to Understanding Infant Developmental Outcomes: Discussant's Comments. In response to papers presented in symposium, "Health Outcomes of At Risk Infants," National Head Start Research Conference, June 1991.

The Health Status of African American Children: Implications for Developmental Outcomes. Paper presented at biennial meeting of International Society for the Study of Behavioural Development, Minneapolis, MN, July, 1991.

African American, Caribbean and African Children's Development: Toward interdisciplinary and international research collaboration. Invited for presentation at International Meeting of Research Prospects for African Children's Development, the Cameroon, April, 1992.

Randolph, S. M. Drawing on Africentric Values to Address Societal Changes. Workshop presented at the W. K. Kellogg/Delta research and Educational Foundation Project on Community Applications of Leadership in African American Women's Organizations. March, 1992, Washington, D.C.

Pharr, A. E., and Randolph, S.M. Volunteerism among African Americans in a National HIV/AIDS Education Effort. Annual Meeting of the National Association for Blacks in Higher **Education** (NAFEO), Washington, D.C., March, 1992.

Randolph, S.M. Improving the Self Esteem of African American Youth: An Africentric Perspective. Workshop presented at the Biennial Meeting of Delta Sigma Theta Sorority, Inc., July, 1992, Baltimore, MD.

Randolph, S. M. Africentric Principles of Leadership in African American Women's Organizations. Workshop presented at the Annual Convention of the National Association of Negro Business and Professional Women. July, 1992.

Randolph, S.M., Billingsley, A., and Scott, A. Speaking to improve the silence: The roles of African American churches in the HIV/AIDS pandemic. Paper in symposium on Black Churches at the **Annual Meeting** of the Association of Black Sociologists, Pittsburgh, PA, August, 1992.

Randolph, S.M. Research on African American Infants: Contributions and Concerns. **Presented at pre-convention meeting**, "Children of Poverty," at the biennial meeting of the Society for Research in Child Development, New Orleans, LA, March, 1993.

Randolph, S.M. "When you hear the children cry": Researchers' roles in promoting the well being of African American children. Epilogue. Pre-convention meeting of the Black Caucus of the Society for Research in Child Development, New Orleans, LA, March, 1993.

Randolph, S. M. Adolescent fatherhood: Research issues in African American families. Presented at meeting of the Study Group of the Society for Research in Adolescence, "Conceptual and Methodological Issues in Research on Ethnic Minority Adolescents and Families," Ann Arbor, MI, May, 1993.

"Conceptualizing Cultural Diversity in the Study of Families in the 1990's." Discussant's comments. Symposium presented at the Second National Head Start Research Conference, sponsored by the **USDHHS/ACYF**, November, 1993.

Randolph, S.M. and Banks, H. D. HIV/AIDS in African American and **Hispanic/Latino** Communities: Implications for Family Policy. Presented as part of symposium to National Council on Family Relations at Annual Meeting, November, 1993, Baltimore, MD.

The Role of Families in HIV Prevention in African American Families: Research Issues. NIMH Office on AIDS Research Conference on "The Role of Families in HIV Prevention," July, 1994, Chantilly, VA.

Cultural Dimensions of Treatment: Issues for Evaluators. Center for Substance Abuse Treatment (CSAT), Evaluators' Workshop, July, 1994, Arlington, VA.

Evaluating Alcohol, Tobacco, and Other Drug Abuse Prevention Programs for Women and Children. CSAT Evaluators' Workshop, July, 1994, Arlington, VA.

Cultural Dimensions of **AoD** Treatment: Issues for Legislators. State Council of Governments and Center for Substance Abuse Treatment (CSAT) Workshop, Baltimore, MD, November, 1994.

### Congressional Testimony:

Health Care Problems of the Black Elderly. Oral and Written Testimony (prepared and presented by Suzanne Randolph, based on Black Elderly Caregivers Study, American Red Cross, Kauffman and Randolph) before the House Select Committee on Aging. Columbus, OH, June 24, 1989. Washington, DC.: U. S. Government Printing Office, 1989.

"On the Mislabeled of African American Children: Dangers of Special Education for Children with Attention Deficit Disorders." Testimony prepared by members of Testing Committee of Association of Black Psychologists

(Harold Dent and Sandra Cox) and presented orally (by Randolph) to staff of Joint Senate and House Committee on Labor and Education. Washington, D.C., October, 1990. **Psych Discourse**, March, 1991 (newsletter of Association of Black Psychologists).

**Visiting Scholars Lectures:**

Patterns of Attachment in Black Infants: Implications for Early Childhood Special Education, Visiting Scholars Lecture, Tennessee State University, Center for Excellence, Nashville, 1986.

The Howard University Normative Study: Assessing Behavior of Black Newborns. **Invited Lecture**, Psychology Colloquia Series, Department of Psychology, University of Pittsburgh, 1987.

Adolescent Fatherhood: Psychosocial Consequences. Park/King/Chavez Visiting Scholars **Lecture, University** of Michigan, Ann Arbor, October, 1989.

The Psychology of Dr. Martin Luther King's Nonviolent Approach. Martin Luther King Holiday Celebration Lecture, Wright State University, Department of Psychology, January, 1990.

Coping with Diversity. Cleveland State University, Urban Education Research Center, School of Education, March, 1990. (published as Occasional Paper No. 3 from university).

Infant Attachment in African American Families: Implications for Research and Practice. Visiting Lecture, Black Families Research Project, University of Michigan, Ann Arbor, October, 1990.

**Cultural** Diversity in Psychology: An African American Woman's Perspective. Ethnic Minority Scholars Videotape Lecture Series, Colorado State University, Boulder, CO, November 1990.

Infant Attachment in African American Families: Implications for Working with Children with Special Needs. Visiting Lecture, San Diego State University, School of Special Education, April 1991. (Also videotaped interview for School's "Close Up" series).

Randolph, S.M. Developmental Challenges of the HIV/AIDS Epidemic for Families with Infants and Young Children. Interdisciplinary Lecture Series, Rutgers University, Infant Specialist Program, New Brunswick, NJ, November, 1992

Visiting Scholars Lecture, Black History Month, Chicago State University. "African American Families: Then and Now, Now and Again." February, 1993.

"Infant Attachment in African American Families.\* Presented to Philadelphia Research Site of the **NICHD** National Child Care Study, Temple University, May 25, 1993.

Visiting Scholars Lecture. "Children in African American Single Female-Headed Families. Michigan State University, Diversity Conference, Institute for Children, Youth, and Families, July, 1993.

Visiting Lecturer. Norfolk State **University**. Test Construction and Use: Reliability and Validity Issues in Assessing the Academic Readiness of African American Entering College Freshmen. September, 1993.

Visiting Scholar. "Improving Higher Education through Futures Research: Strategies for Historically Black **Colleges** and Universities." Tuskegee University, School of Agriculture and the SOFSEC. Atlanta, GA, October, 1993.

Contributed talksPresentations at Professional Meetings:

Neonatal Behavior in Black Infants. American Academy of Pediatrics, San Francisco, 1983. (with P.L. Rosser)

Biomedical Correlates of Neonatal Behavior in Black Infants. D.C. Medical Society, Washington, D.C., 1983. (with P.L. Rosser)

Historical Trends in the Study of Afro-American Children. Society for Research in **Child Development, Detroit, MI**, 1983.

An **Ethnomethodological** Approach to Studying Development in Black Infants. Eighth Empirical Research Conference on Black Psychology. Newark, Delaware, 1984.

Examining the Cultural Context of Development. Association of Black Psychologists, New York, NY, **1984**.

Psychological Research in Pediatric Settings. Association of Black Psychologists, New York, NY, 1984.

Rosser, P.L. and Randolph, S.M. Infant Health Status and Early Behavioral Capacities. Society for Behavioral Medicine, New Orleans, LA, 1985.

**McLoyd, V.C.**, Randolph, **S.M.**, and Dahl-Regis, M.' The Study of Afro-American, Caribbean, and African Children: Toward Interdisciplinary and International Collaboration. Society for Research in Child Development, Toronto, Canada, 1985

Rosser, P.L., Randolph, S.M., and **Baytop, D.B.** Neonatal Behavior and Maternal Perceptions: Implications for Nursing Practice. Nurses' Association of the Academy of Obstetrics and Gynecology, New Orleans, LA, 1985

Randolph, S.M. and Rosser, P.L. Family Structure, Home Environment and Development in Black American Infants. International Society for the Study of Behavioral Development, Tours, France, 1985

Randolph, S.M. and Rosser, P.L. Black Mothers and Their Infants: Family Type, Caretaking Environment and Development. American Psychological Association, Los Angeles, CA, 1985

Behavioral Capacities of Black Preterm Infants: Implications for Mental Health Research and Practice. **NIMH/APA** conference, "Mental Health Research and Ethnic Minority Populations, Washington, D.C., 1986.

Early Developmental Outcomes in Black Infants: Practical Insights for Early Childhood Special Educators. Keynote address, Early Childhood Development Association of Washington and Office of Public Instruction, Statewide Teachers Training Conference, Seattle, WA, 1986.

**Transdisciplinary** Approaches to Assessment and Early Education and Intervention with At Risk Infants. Invited conference workshop, "**Transdisciplinary** Education and Care of the Young," Howard University School of Communications, Washington, **D.C.**, 1986.

Infant Mortality and Health: Prospects for the Future. Social Policy Module (Organizer and Chair), Society for Research in Child Development, Baltimore, MD, **1987**.

Maximizing Every Child's Potential through Legislative Initiatives: Public Law **99-457**. Keynote Address, Early Childhood Networking Conference, Early Childhood State Plan Project, District of Columbia Public Schools,

1987.

Consequences of Partner Pregnancy Experiences: Black **Male** Adolescents. Association of Black Psychologists, Black Mental Health Month Conference, Washington, DC., April, 1988.

Infant Attachment in Black American Families: An Interim Report. Paper presented at the Conference **XII**, Empirical Research on Black Psychology, University of Michigan, Ann Arbor, December, 1988.

Social and Emotional Development in Black Infants and Toddlers: Discussion of Research Directions. Paper presented at the Biennial Meeting of the Society for Research in Child Development, ~~Kansas~~ Kansas City, MO, April 29, 1989.

Adolescent Males' Sexual Behavior. D.C. Chapter, Association of Black Psychologists, **Black Mental Health** Month Forum, April, 1989, Washington, D.C.

Professional Development through Leadership Opportunities in Non-Academic Settings. Presentation at the Third Annual Conference of Blacks in Higher Education, Baltimore, MD, June, 1989.

Randolph, S.M., Rosser, P.L., and Winborne, D.G. Attachment in African American Families: Influences of Family Structure and Caregiving Environments. Paper presented at the Biennial Meeting of the International Society for the Study of **Behavioural** Development, Jyvaskyla, Finland, July, 1989.

Randolph, S.M., Jackson, J., and Gordon, S.A. Researching the African American Child: Retrospect and Prospect. Symposium presented at the Annual Meeting of the Association of Black Psychologists, Ft. Worth, **TX**, August; 1989.

Saxena, S., Jenkins, R., Randolph, and Gordon, S. Partner Early Sexual Debut and Partner Pregnancy Outcomes. Paper presented at **annual** meeting of the Society for Adolescent Medicine, Atlanta, GA, March, 1990.

Human Resource Development: Prospects for African American Professional and Students in the Public Mental Health Sector. Paper presented at the Annual meeting of the Association of Black Psychologists, **Ocho Rios**, Jamaica, August, 1990.

Randolph, S.M., Rosser, P.L. and Wmbome, D.G. Infant Attachment in African American Families: An Update. Presented at annual meeting of National Council of Family Relations, November, 1990.

Gurvitch, A., Bye, L., Emery, A., and Randolph, S. HIV/AIDS Education in Small Business Settings: Results of a National Survey. Presented at **VIIth** International AIDS Meeting, Florence, Italy, June, 1991.

The Contribution of Special Education to Addressing the Needs of Diverse Populations. OSEP Research Project Directors' Conference, Council for Exceptional Children, Washington, D.C., July, 1991.

Gurvitch, A. and Randolph, S. Developing HIV/AIDS Programs for Small Business Settings. Accepted for presentation at the **annual** meeting of **the** American **Public Health** Association, October, 1991.

Gurvitch, A. and Randolph, S. M., HIV/AIDS Education Coalitions: A Case Study of the American Red Cross Statewide Networks. Paper presented at the International Conference on AIDS, Amsterdam, July, 1992.

**Belgrave, F. Z., Suswell, D.** and Randolph, S.M. Evaluating Community-Based Prevention and Intervention Programs for African Americans. Pre-convention workshop, Annual **Meeting** of the Association of Black Psychologists, Denver, CO, August, 1992.

Randolph, S.M. Educating African American Infants and Toddlers. Paper presented in a symposium, Educating the Black Child with **Asa** Hiiard at the Annual Meeting of the Association of Black Psychologists, Denver, CO, August, 1992.

Randolph, S.M. A **meta-analysis** of child abuse prevention programs for adolescents parents sponsored by the National Center for Child Abuse and Neglect. Paper in a symposium; Violence in African American Families, presented at the Annual Meeting of the Association of Black Psychologists, Denver, **CO, August, 1992.**

Randolph, S., Cotton, M. F., et al. Estimating the Reach of the American Red Cross ~~National~~ HIV/AIDS Education Programs. International Society on AIDS Education, Pentagon City, VA, August, **1992.**

Randolph, S. M. "Let me say this about that." Discussant's comments for symposium, "African American Families in Therapy" presented at the Annual Meeting of the National Council on Family Relations, November, 1992, Orlando, FL.

Randolph, S.M. New Roles for Grandparents: Discussant's Comments. Paper presented in symposium, "Grandparent roles" at the Biennial Meeting of the Society for Research in Child Development, New Orleans, LA, **March, 1993.**

Whitaker, B., Randolph, S.M., Benavides, S., and Cotton, M.F. Trends in blood collection and infectious disease test results during Operations Desert Shield/Desert Storm. Presented at Annual Meeting of the American Association of Blood Banks, Miami, FL, October, 1993.

Randolph, S.M. The trials and tribulations of conducting research on terminally ill patients in African American families. Discussant's comments. Presented as part of symposium on family health research among African Americans at the National Council on Family Relations Annual Meeting, November, 1993, Baltimore, MD.

Ethical Issues in Community-Based Research on Children in African American Families. Conversation Hour at Annual Meeting of the American Educational Research Association, New Orleans, LA, April, 1994.

Incorporating HIV/AIDS Programs and Services into Existing Activities of the Black Church. Invited paper with Andrew Billingsley Annual Meeting of the National Black Social Workers,, Philadelphia, PA, April, 1994.

The Black Church and the HIV/AIDS Pandemic. Paper in invited symposium on Black Churches and Family Support at the Annual Meeting of the American Sociological Association, Los Angeles, CA, August, 1994.

The Cutting Edge: Where Research on Ethnic Minorities Meets Policy. Discussant's comments presented at **APA** Minority Fellowship Program Symposium, Annual Convention of the American Psychological Association, Los Angeles, CA, August 1994.

New Directions for Head Start Research and Evaluation: Minority Scholars' Perspectives. Discussants' Comments, presented at Annual **Meeting of** the American Evaluation Association, Boston, MA , November, 1994.

Justice Issues in Health. Discussant for symposium presented at the National Council on Family Relations, Annual Meeting, Minneapolis, MN, November 1994.

#### Unrefereed conference **proceedings**

Rosser, P.L., Randolph, S.M. and Gaiter, J.L. An Ethnomethodological Approach to Studying Black Infants.

Proceedings of the Eighth Empirical Research Conference on Black Psychology, 1985.

Randolph, S.M. Behavioral Development of Black Full Term and Preterm Infants. In Proceedings of the National Nutrition Conference, Howard University, School of Human Ecology, 1985.

Randolph, S.M. Infant Attachment in Black American Families: An Interim Report. Harrison, A.G. (Ed.), Proceedings of Conference XII, Empirical Research on Black Psychology. Washington, D.C.: NIMH, 1989.

Randolph, S.M. Conceptualizing Diversity in the Study of Families: Implications for **Head Start**. Discussant's Comments. Proceedings of the Second National Head Start Research Conference, **November**, 1994.

Abstract:

Rosser, P.L., Gaiter, J.L., and Randolph, S.M. Neonatal Behavior in Black Infants. Pediatric Research, (1983), **17**, 102A(96).

Films, Tapes, Photographs, etc.

Technical Advisor, "Prevention of Childhood Injuries" (segment of training video for the American National Red Cross Community CPR, and Infant and Child CPR courses, 1987.

"Even our pain's **goin'** to be pretty." Presidential inaugural address of Suzanne Randolph. (1989) **ABPsi** Videotape Series. Washington, D.C.: Association of Black Psychologists.

Role Models in Ethnic Minority Psychology: Suzanne Randolph. (1990) Videotape series produced by Department of Psychology, Colorado State University to recruit ethnic minority students into psychology. Boulder, CO: Colorado State University.

Close Up with Dr. Suzanne Randolph (1991) . Training video for special education students on issue of "Infant Attachment in African American Families. San Diego, CA: San Diego State University, School of Special Education and Department of Instructional Technology.

"Evaluating Community-Based HIV/AIDS Education Programs." (1993) In The American National Red Cross' HIV/AIDS Education Programs, a Satellite Cross-Link teleconference for Red Cross Chapters, aired and taped April **13**, 1993. Washington, D.C.: American National Red Cross. (Panelist, presented evaluation information]

Creative Activities

Randolph, S. M. "When you hear the children cry." (1993) Poem published in:

- 1) 1994 Poetry and Photo Calendar of the National Black Child Development Institute. Wash., D.C.: NBCDI.
- 2) Fall <sup>1994</sup> newsletter of the Maryland Association of Extension Home Economists, Baltimore, MD: **MAEHE**.

Contracts:

American National Red Cross, Evaluating the American Red Cross HIV/AIDS Education Program, **\$95,000, 9/90-6/91** (subcontract from Cooperative Agreement with Centers for disease control and Prevention (CDC) to Univ. of MD).

American National Red Cross, Evaluating the American Red Cross HIV/AIDS **Education Program**, \$39,282, **9/92-6/93** (subcontract from **ARC/CDC** cooperative agreement to Univ. of MD)., 

American National Red Cross, Evaluating the American Red Cross HIV/AIDS Education Program, \$30,000, **9/93-5/94** (subcontract from **ARC/CDC** cooperative agreement to Univ. of MD).

Grants:

1984-1985 Principal Investiitor, Howard University College of Medicine, Rockefeller Foundation Research Program for Minority Group Scholars, \$25,000, to conduct research on preterm infants: "Biomedical Correlates of Development in Black **Full** Term and Preterm Infants."

19851986 Co-Principal Investigator, Faculty Research Grant, Howard University, "Help-Seeking, Social Support and Childrearing Attitudes of Adolescent Mothers and Their Mothers." (PI: Harriette **McAdoo**)

1986-1988 Research Psychologist/Co-Investigator, USDHHS-NIH Biomedical Research Support Grant to Howard University College of Medicine, "Consequences of Partner-Pregnancy Experiences: Black Male Adolescents." (PI: Sunita Saxena; co-PI: Renee Jenkins)

**1989** Graduate Research Board, Salary Research Award, \$4,750, Summer. Coding data for research on infant attachment.

1989-1990 Dean's Research Initiative Fund (**DRIF**) Award. "Patterns of Attachment in Black American Infants." \$1,916.

1989-1990 National Science Foundation Miiority Research Initiative, Planning Grant, "Attachment in High Risk African American Infants," \$12,000, **July, 1989-June, 1990**.

1991-1992 Administrative Grant to Department of Family Studies from the American National Red Cross, Evaluating the American Red Cross HIV/AIDS Education Program, \$6,000 (administrative grant to Department of Family Studies for release time for interagency personnel loan, 1991-1992 academic year; salary covered by ARC).

1994 College Research Committee Award, College of Health and Human Performance, University of Maryland, College Park. "Effects of HIV/AIDS Continuing Education Training on Attitudes and Practices of Mental Health Professionals," in collaboration with Jacqueline Gentry and John Anderson of the American Psychological Association, Office on AIDS (**\$4,000-half** from each organization).

19941995 PI, Cooperative Grants for Faculty Program, Consortium of Universities of the Washington Metropolitan Area, for "Research **Networking Seminar among African American Faculty and Students at Consortium** Institutions," with Dept. of Health education (UMCP), Psychology (Howard University and George Washington University), and Education (Howard University), for mental health research on African Americans (**\$2,820**).

1994-1996 PI, Evaluation of the "Opening Doors" Program: A Capacity Building Approach, Robert Wood Johnson Foundation (notified verbally, **10/26/94**; (evaluation of grantees implementing programs to remove sociocultural barriers; ~~\$205,049~~ \$276,000)

Fellowships, Prizes, and Awards:

1985-1988 Fellow, **W.K.** Kellogg Foundation National Fellowship Program, \$35,000 plus administrative fees, for leadership development and to undertake learning plan for international study of prenatal nutritional supplementation and pregnancy outcomes.

1980-1981 Dissertation Fellowship, Black Analysis, Inc.

1979-1980 Trainee and Dissertation Fellow, National Institute of Child Health and Human Development

1978-1979 Fellow, Bush Program in Child Development and Social Policy

1976-1979 Fellow, American Psychological Association Minority Fellowship Program

1974-1976 Fellow, University of Michigan University Fellowship Program

Editorships:

Belgrave, F.Z., and Randolph, **S.M.** (guest editors) **(1993)**. Special Issue: "Psychosocial aspects of HIV prevention among African Americans." Journal of Black Psychology, **19**, May.

G. King and S. Randolph (eds.), Black health: Social causes and consequences. New York: Oxford University Press (accepted for publication, volume is forthcoming, 1996)

Division 7 Newsletter. Editor (1992-1995). Publication of the American Psychological Association, Division 7, Developmental Psychology.

Consulting Reviews for Refereed Journals:

Child Development, 1984-present, including:

Special Issue on Minority Children (1990),

Special issue on Children and Poverty (1992-93),

Journal of Black Psychology, 1985-present

Infant Mental Health Journal, 1991-present

Health Education Quarterly, 1994-present

Consulting Reviews for Books:

Howard University Press, proposed edited volume on African American families **(1990)**

Lynch, **E.** (Ed.) (1991) Cross cultural competency for professionals working with children with special needs. Baltimore, MD: Brooks Publishing Co.

Other (specify type)

Like You. Like Me (1977). Chicago, **Illinois**: Encyclopedia Britannica Educational Corp. A series of 10 teachers' guides for use in pre-K through grade 3 to accompany films about children with disabilities. Produced with team from the Institute for the Study of Mental Retardation and Related Disabilities at the University of Michigan,

Ann Arbor. Contribution: Conducted literature reviews, wrote copy to describe nature of disability being portrayed in film.

### 3. TEACHING AND ADVISING

#### General courses. **survey** courses. general **introductory** courses

1988	<b>Fall</b>	FMCD 105 Individuals in Families <b>N=80</b> FMCD 330 Family Patterns <b>N=60</b>
1989	Spring	FMCD 105 Individuals in Families <b>N=110</b> FMCD 330 Family Patterns <b>N=60</b>
1989	Fall	FMCD 105 Individuals in Families <b>N=90</b> FMCD <del>330</del> Family Patterns <b>N=50</b>
1990	Spring	<b>FMCD</b> 105 Individuals in Families <b>N=80</b> FMCD 330 Family Patterns <b>N=55</b>
1991	Spring	FMCD 330 Family Patterns <b>N=55</b>
1991-1992		On leave
1993	Spring	FMST 105 Family Patterns <b>N=30</b> Format: Smaller, First Year Focus Course
1993	Fall	FMST 105 Individuals in Families <b>N=30</b> Format: First Year Focus
1994	Spring	FMST 105 Individuals in Families <b>N=30</b> Format: <b>First</b> Year Focus
1994	Fall	FMST 105 Individuals in Families <b>N=31</b> Format: First Year Focus

#### Specialized

1990	Fall	FMCD 432 Intergenerational Issues <b>N=50</b>
1992	<b>Fall</b>	<b>FMST</b> 660 Evaluation and Planning <b>N=8</b>
1995	Spring	FMST <b>760</b> : Gender and Ethnicity in Family Service Delivery

#### Independent Study. Tutorial. **Internship Supervision** (other than research **supervision**)

1989-1990	FMCD 399 Independent Study: Infant Attachment Research, 4 undergraduate students
1990-1991	FMCD 399 Independent Study: HIV/AIDS Education Evaluation Research, 3 undergraduates,
Spring 1992	FMCD 399 Independent Study: Practicum Experience, Volunteer Organization, 1 undergraduate student
spring 1993	FMCD 399 Independent Study: Needs Assessment Research for Implementing Family Programs in Corporate Settings, 1 undergraduate student
spring 1994	FMCD 399 Independent Study: Children's Health Policy Practicum, 1 undergraduate student FMCD 399 Independent Study: Pediatric HIV/AIDS: Implications for Families, 1 undergraduate FMCD 399 Independent Study: Research on HIV/AIDS and Stress, 1 undergraduate

#### Teaching Awards and Other Special Recognition

1990 Outstanding Teacher of the Year, College of Human Ecology, University of Maryland, College Park

#### Advising: Other than Research Direction

Undergraduate

<b>Fall 1988 - Spring 1989</b>	<b>n=30</b>
<b>Fall 1989 - Spring 1990</b>	n=30
<b>Fall 1990 - Spring 1991</b>	<b>n=27</b>
<b>Fall 1991 - Spring 1992</b>	On leave
<b>Fall 1992 - Spring 1993</b>	<b>n=20</b>
<b>Fall 1993 - Spring 1994</b>	<b>n=20</b>
Fall 1994	<b>n=16</b>
spring 1995	<b>n=16</b>

Graduate

Fall 1988 - Spring 1989	n=0
Fail 1989 - Spring 1990	<b>n=3</b>
<b>Fall 1990 - Spring 1991</b>	<b>n=2</b>
<b>Fall 1991 - Spring 1992</b>	On leave
<b>Fall 1992 - Spring 1993</b>	<b>n=2</b>

Other advising activities (student groups, special assignments, recruiting)

Provide advising to students enrolled in First Year Focus course (FMST 105); appx **n=4** per semester Spring 1993, Fall 1993, Spring 1994, Fall 1994

Advising: Research Direction. (Student's name, academic year(s); list completed work first and then in-nromess work)

Master's

Robin Miller, 1990-1993, FMST, "Analysis of Burden among Caregivers of the Black Aged in the **Personal** Care Home Setting," completed **8/94**

Served on 10 Masters level committees, all theses have been completed

Doctoral:

Served on two in Psychology (completed), two in Education (EDIT; in progress, proposals defended), 1 in Health Education (**pre=proposal**); four at other institutitons (all completed-3 @ Howard U. (Speech Communications, Sociology, Education; 1 @ George Washington U. in Psychology)

Extension Activities (Programs established, workshons, presentations, media activities, awards, honors)

"Empowerment of Families." Keynote Speaker, Statewide Meeting Maryland Association of Extension Home Economists. Baltimore, MD, November 4, 1993

"Empowering Families: A Cultural Diversity Perspective." In-service retreat, Howard County Extension Services, Sandy Cove, MD, June, 1994.

4. SERVICEProfessional

Offices and committee memberships held in professional organizations (dates)

American Psychological Association

- Division 7, Developmental Psychology:
  - Executive Committee (1992-1994)
  - Newsletter Editor (1992-1994)
  - Liaison to Committee on Children, Youth and Families (1993-1994)
- Advisory Committee, Minority Fellowship Program (1993-1995)
- Member, Committee on Ethnic Minority Human Resource Development, Board of Ethnic Minority Affairs (1987-1989)

Association of Black Psychologists

- National Offices and Committees:
  - National President (1989-1990)
  - Board of Directors (Eastern Regional Representative ('85-'86); -Immediate Past Pres.(90-91), President Elect (88-89))
  - Administrative Committee (1990-1994)
  - Fiscal Affairs Committee (1992-1994, Chair-1994-1995)
  - Strategic Long Range Planning (1990-1992)
  - Fundraising** (1991-1992)
  - Black Family Task Force (1987-89)
  - AIDS Education Training Grant (1989-1990)

D.C. Affiliate:

- Chapter President (85-86)
- Recording Secretary (**84-85**)
- Black Mental Health Month Forum Planning Committee, "Strengthening Black Families," Washington, D.C., (1987)

National Black Child Development Institute

- National:
  - Evaluation Working Group, National Parents Empowerment Program (1993-1994)
  - Committee Member, NBCDI Representative, Applied Developmental Task Force Inter-organizational Meeting, 1991
  - Education Advisory Group, Each one **Reach** One Family Literacy Project (X90-1992)

D.C. Affiliate: Recording Secretary (1984)

National Council on Family Relations

- Ethnic Minorities Section (member, **1988-date**; chair, Strategic Long Range Planning (1990-1992); Co-Chair, Fundraising Committee of Ethnic Minorities Section (1992-1994))

Society for Research in Child Development

- Committee on Ethnic and Racial Issues (member 1992-1995; chair 1993-1995)
- Black Caucus (Member, **1979-date**; chair **1985-1987**; member, Research Issues Committee, 1993-1995)
- Representative to the Planning Committees, National Working Conferences, "New Directions in **Child** and Family Research: Shaping Head Start in the Nineties, Administration for Children Youth and Families (DHHS), in collaboration with National Council of Jewish Women and Society for Research on **Child** Development (**SRCD Rep.**), **June, 1991** and "Translating Research into Practice," **November, 1993** conferences

Unpaid reviewing activities for agenciesPaper submissions for annual meetings:

- Biennial Meetings of Society for Research in Child Development (SRCD) (years reviewed 1988, 1990, 1994)
- Annual Convention of Association of Black Psychologists (1991-date)

External grants review panels:

- Howard University Faculty Research Grants Program, 1989-1990.
- Peer Review Panel, **USDHHS/ADAMHA**, Office of Substance Abuse Prevention (OSAP), **Grants** for Research on Pregnant and Postpartum Women, 1990-1991, High Risk Youth 1991-1992.
- NIMH**: Mental Health Training Programs, July 1992
- NIMH/AIDS** Special Committee for RFA, "Role of Family in Preventing ..**HIV**," Dec. 1992
- NIMH/Mental** Health and AIDS/Behavioral, Clinical, and Immunological Subcommittee (1992-1994)
- Outside Ad hoc Reviewer, Centers for Disease Control and Prevention (CDC), HIV/AIDS Prevention Grants for Community-Based Organizations, July, 1993
- Outside reviewer, faculty grant proposal to **NIMH, Florida A & M University**, Fall 1994
- Panelist, Washington AIDS Partnership, **1994-present**

Other unpaid services to local, State, and federal agencies (organization underlined)Professional services:

- Member, Roundtable on Head Start Research, National Academy of Sciences, National Research Council, Institute of Medicine, Commission on Behavioral and Social Sciences and Education, October 1, 1994 through September 30, 1996.
- Participant, Child Care Research Agenda, National Academy of Sciences, Board on Children and Families, July, 1995.
- Evaluation Consultant, Prince George's County Office of Community Programs, Substance Abuse Prevention for High Risk Youth (assisted in preparing proposal for federal funding, evaluation planning and cost estimation) 1992
- Resource Psychologist, Traveling Scientific Exhibit, Smithsonian Institution/American Psychological Association**, "The Developing Child," June, 1992.
- Evaluation Consultant, YWCA/U. S. Department of Labor Jobs Program (assisted in estimating cost of evaluation plan) 1993

Community and Public Service Presentations, Workshops, In-Service Trainings:

"Maximizing Every Child's Potential through Legislative Initiatives: Public Law 99-457." Keynote Speaker, Early Childhood Networking Conference, Early Childhood State Plan Project, District of Columbia Public Schools, Washington, D.C., March, 1987.

Leadership Practice in Daily Life. Panel presentation made at the Alumni Leadership Conference of the Hannah Harrison Career School, Washington, D.C., September 1988.

Behavioral Assessment of Black Neonates. Membership in-service, D.C. Chapter, Association of Black Psychologists, November 1988.

Keynote Address. Annual Career Day Program, D.C. Chapter, Association of Black Psychologists, April 1989, Washington, D.C.

In Celebration of African American Life. Keynote address to Annual Black Mental Health Month Dinner, D.C. Chapter, Association of Black Psychologists, April 1989, Washington, D.C.

Black Authors Speak the True Truth: Saving Black Minds. Book Fair, Bay Area Association of Black Psychologists, San Francisco, CA, October 1989.

Educational Dues or Professional Blues. Keynote Address at Awards and Installation of Officers Ceremony, University of Michigan. Black Student Psychological Association, Ann Arbor, October, 1989.

Neonatal Behavioral Assessment of African American Infants. Georgetown University Child Development Center, Washington, D.C., December, 1989.

Infant Attachment: The Importance of the **First 12 Months**. Grand Rounds, Department of Pediatrics and Child Health. Division of Genetics. Howard University College of Medicine, January 1990.

Cross Cultural Issues in Caregiving: African American and Hispanic Elderly. Presented to Psychology of Women class at University of Maryland, Baltimore County. March, 1989.

Panelist, Journalists' Briefing on "Successful Child Development" with T.B. Brazelton, B. **Weissbourd**, and J. Shonkoff at the Annual Meeting of the National Center for Clinical and Infant Programs, Sponsored by Scientists in the Public Interests, Washington, D.C., December, 1989. (also cited above as invited presentation)

Motivating African American Students. **Panelist** presentation, Student Government Association. Morgan State University, February 1990.

Infant Development in African American Families. Magazine interview. Essence, May 1990.

African Psychologists: Contributions of African Americans. Radio interview, national radio program, Ocho Rios, Jamaica, August, 1990.

The Brazelton Neonatal Behavioral Assessment Scale. Presented at Citywide In Service Workshop for Special Education Professionals. Howard University Child Development Center, Washington, D.C., March 1990.

Team **Building**: Monitoring and Evaluating Family-Centered Approaches for Implementation of PL 99-457. State of Maryland. Infant and Toddler Program. Office of the Special Secretary for Children, Youth and Families (one presentation to administrators, one to statewide conference), March 1990.

Transdisciplinary Approaches to Understanding Parent-Infant Interaction. Presented to Howard University School of Communications Graduate Research Seminar in Speech and Communications Disorders, April 1989 and April 1990.

Mobilizing Women's Response to the African American Males' "Crisis." **Panelist** at annual Family Reunion, National Council of Negro Women, panel sponsored by D.C. Commission on Women, September 1990. (earlier version presented at Family Day Fair, D.C. Commission on Women, May 1990).

"When you hear the children cry." Keynote address to statewide conference on early childhood development, North Carolina Developmental Education Center, December, 1990.

Using Focus Group Techniques in Community Based Settings. In service training for staff of The Family Place, a maternal and child health services center primarily for **Hispanic/Latino immigrants**, Washington, D.C., March 1991.

They are all our children. Keynote speaker, Black History Month address to parents, teachers and students at Lynbrooke Elementary School, Springfield, VA, March, 1991.

The Black elderly and their caregivers. Presented to Clinical psychology class at Gallaudet University with sign language interpreter, Washington, D.C., April, 1991.

Family Issues for Professional Caregivers of **Persons with AIDS (PWAs)**. In service training for nurses aides and geriatric caregivers, American Red Cross. Montomery County Chapter, Silver Spring, MD, May 1991.

“From self love to self determination: Accessing your power within. Black History **Month** presentation to employees of the U.S. Postal Service. Burke, VA, February, 1992.

Implementing Guidelines for PL 99-457. National Association of State Departments of Education, February, 1992

Speaker, “‘On the tip of my tongue’: Effects of stroke on short-term and long-term memory. Providence Hosnital Stroke Recovery Club, September **1992**.

Delaware Early Childhood Education Statewide In-Service Conference, “Early Childhood Education and Cultural Linguistic Diversity”, Dover, DE, December, 1992.

Workshop, “‘Respect yourself, protect yourself’: HIV/AIDS Education for African American Youth.” Presented to Young Ladies of Distinction, personal growth and development program for **12-15** year old African American females at Wheaton (MD) Recreational Center, February, 1993.

Speaker, Fair Emnlovment Council of Greater Washington, Ballou Senior High School, Washington, D.C. “Getting and Keeping a Job,” March, 1993

Keynote Speaker, Triangle Masonic Lodge #293, Past Masters Annual Dinner, Dale City, VA, “Heal the World, April, 1993

Speaker, “Stroke effects on memory: How family members can assist.” Providence Hosnital Stroke Recovery Club, September **13**, 1993.

Speaker, “Connections: Implications for Present and Future Family Life.” North Brentwood Historical Society, “Footsteps from North Brentwood Kickoff Town Meeting,” September **19**, 1993.

Guest Lecturer. “The Future of Families.” In University of Maryland University College Course, Exploring the Future, October 23, 1993.

“Empowerment of Families.” Keynote Speaker, Statewide Meeting Maryland Association of Extension Home Economists. Baltimore, MD, November 4, 1993

Families: A Culture of their Own. In-service retreat, Howard Countv Extension Services, Sandy Cove, MD, June, 1994.

“Friends of Stroke Survivors,” Providence Hosnital Stroke Recover-v Club, October **13**, 1994.

#### Special Emphasis Panels at Federal Agencies:

-**NIDA**, African American Researchers Work Group, February 1994

-Bureau of Maternal and Child Health, Research Priorities Meeting, Columbia, MD, June, 1994

-Participant, **NIDA** training workshop for proposal development among African American researchers, May 2-4, 1994, New York, NY.

-White House Conference on Aging, Roundtable participant in Mini-conference on "Policy-Based Problems Facing Mid-Life and Older People in Nontraditional Households," American Association for Retired Persons, November 4, 1994.

### Unpaid Internships

1976 Special Education Clinical, Institute for the Study of Mental Retardation and ~~Related~~ Disabilities, University of Michigan, Ann Arbor. Diagnostic and prescriptive.

1988 Health Policy, Children's Defense Fund, Washington, D.C. Assisted with planning program to demonstrate advocacy approach to teenage pregnancy prevention; and memo to State health agencies on developmental assessment for children 0-3 related to EPSDT and implementation of PL 99-457 (Education for Handicapped Children).

1988 Maternal and Child Health, The Family Place, Washington, D.C. Provided assistance in community-based program for maternal and child health services for Hispanic families (largely immigrants) and assisted in development of plan to evaluate programs.

### Community Agencies' Boards:

-**D.C.** Hotline, Inc., **1990-date** (Board of Directors; Chair, Strategic Long Range Planning Committee (1992-1994); Judge, Children's Poster Contest (1993); Ad hoc Comm. to Explore Feasibility of United Way or United Black Fund affiliation, March 1994)).

-YWCA of the National Capital Area, Washington, D.C., 1985-1990 Board of Directors, President 1987-1989; Chair, Social Action and Public Policy (1985-86); Chair, Financial Development (1986-87); Chair, Association Structure 1989-1990);

-Fairfax County YWCA, Board of Managers 1984-1987 (Chair, Social Action and Public Policy (**1985-1986**), Vice-Chairman (1986-1987)

### Doctoral thesis committees at other universities:

-Joshua **Murfree**, Howard University, Education, Spring 1989

-Wanda Mitchener **Colston**, Howard University, Speech Communications, Spring 1991

-Edward Sanford, Howard University, sociology, Spring 1992

-Marietta **Diamond**, George Washington University, psychology, Spring 1993

### Other non-University committees, commissions, panels

-Advisory Panel, Clergy Training in Cancer Education, Howard University, 1985-1987

-**Advisory** Panel, Adolescent Life and Family Communication Project, American Red Cross, National Headquarters, 1986-1988

-Advisory Panel, Transgenerational Approach to Parents of Children with Learning Disabilities, Howard University, 1986-1989

-Advisory Panel, Nutrition Program Project, Howard University, 1986-1989

-Advisory Panel, Oral and Dental Health Care, **W.K.** Kellogg Foundation, 1987

-Advisory Work Group, D.C. Commission on Mental Health, Planning Services for the Seriously Mental Ill, March, 1989-1990

-Anniversary Celebration Committee, WAMU Radio, American University, Washington, D.C. (1990-1991)

- Research Subcommittee, Delta Research and Education Foundation, Delta Sigma Theta Sorority, Inc., a **public** service organization; (1990-1991)
- Evaluation Advisory Committee, HIV/AIDS Education Program, National Leadership Coalition on AIDS, **1990-1992**.
- Washington AIDS Partnership Task Force, **1994-present**
- Participant, Critical Issues Summit, Consensus Building on Health Care **Delivery** Systems for African Americans, National Black Nurses' Foundation/W. K. **Kellogg** Foundation, October, 1994

International activities not listed

1993-1994 Evaluation Advisor, American Red Cross/Jamaica Red Cross Society, **USAID/Family Health International/AIDSCAP** program for Jamaican HIV/AIDS Peer Educators.

1989-1988 **Kellogg** National Fellow (Group VI), traveled to Japan (Tokyo), China (Beijing, **Xian**), Brazil (Bahia, Sao Paulo, and Rio de Janeiro), Finland (Jyvaskla), Australia (Sydney) to study prenatal nutritional supplementation effects on pregnancy outcomes and infant development; also leadership development.

**Paid consultancies**

1980-1981 Research and Evaluation Consultant, Flint (MI) Community Schools, Compensatory Programs (**Title I**, Follow Through, Indian Education) and Evaluation and Planning.

1982 Consultant, Summer Research and Development Workshop for Faculty from Minority Institutions. Howard University Institute for Urban Affairs and Research. Sponsored by U.S. Department of Transportation, Urban Mass Transportation Administration. Developed **resource** handbook and self-instruction manual for grantsmanship.

1985 Consultant, Children's Television Workshop, New York, NY. Provided consultation to Sesame Street writers on Black parent-child interaction and Black infant development to assist in writing scripts introducing an adopted child into the Black family in the series.

1986-1988 Consulting Research Psychologist, Evaluation of USDHHS/MCH research grant to Howard University Child Development Center, "The Transgenerational Project for Learning Disabled Youth and Their Parents.

1989 Consultant, NIMH Family Research Summer Institute, "The Family and Transitions," Cape Cod, **MA**, May.

1989 Consultant, University of Chicago, Department of Psychiatry, and Ounce of Prevention Fund Center for **Successful** Child Development, "'African American Family Life: Issues for Research and Early Intervention" (ii service trainings for center administrative and program staff; consultation to research faculty and staff on conceptual and methodological issues for longitudinal study to be proposed in application for foundation funding).

1989-1993 Evaluation Consultant, The Family Place, Washington, D.C. Developed and implemented with staff and Board, evaluation plans and database tracking system for maternal and child health services program for **Hispanic/Latino** and African American families with children 0-3, funded by W.K. Kellogg Foundation

1990 Evaluation Consultant, Office of the Vice President for Student Development, Point **Loma** Nazarene College, Consultation on evaluation of student resource programs and student resource center. Point **Loma**, CA.

1990-1991 Evaluation Consultant, **TONYA**, Inc. for National Center on Child Abuse and Neglect project to review *final* reports of grantees and draw conclusions about lessons learned and implications for others working to prevent child abuse and neglect. Prepared paper for peer review based on data and literature review for agency consideration to disseminate.

1991 Task Leader, **MayaTech** Corp. for U.S. **Office** of Treatment Improvement, preliminary National Evaluation Study (**NTIES**), conducted assessment of needs of **local** evaluators of substance abuse treatment programs.

1991-1993 Consultant on Leadership Theory and Development, Delta Research and Educational Foundation, African American Women's Organizations Community Leadership Project

1992 Evaluation Consultant, Case study of successful tenant-owned and managed public housing transition projects for Cox Associates sponsored by USDHUD. Focus groups with resident Boards, resident owners, HUD regional officials, elected officials, and selected community respondents.

1992-1993 Cross-site Evaluator, Macro International for cross-site evaluation of the **Pregnant and Postpartum** Women and Infants Demonstration Projects for funded by the **USDHHS/ADAMHA/Center for Substance Abuse Prevention**.

1993 Focus Group Consultant, Childhood Immunizations **Pilot** Focus Group Study for Campaign Development; Butler Communications contract with D.C. Healthy Mothers/Healthy Babies Coalition with D.C. **Satellite** of Children's Defense Fund.

1993 Educational Program **Consultant, Woodcrest** Nazarene Christian School. Observed activities of parochial school (pre-K to 8th grade) with predominantly African American pupil personnel and made assessment of programs and curricula.

1993 Evaluation **Consultant**, Norfolk State University, **English** Department and Office of Institutional Research, parameters for assessing program to identify entering freshmen at risk for speech and language impairments

1993-1994 Evaluator, AIDS Training Program; and Wichita (KS) Public Schools HIV/AIDS training (June 1994). American Psychological Association, **Office** on AIDS/Center for Mental Health Services.

1993-1994 Evaluator, "Footsteps to North Brentwood" historical project; North Brentwood Historical Society and Maryland Humanities Council in collaboration with Smithsonian **Institute/Anacostia** Museum. Process evaluation and documentation of implications of oral histories of elderly African Americans for future families.

1994 Evaluator, Southern Food Systems Education Consortium/W. K. Kellogg Foundation Futures Research Project. Assisting Colleges of Agriculture in 1890 Land Grant Institutions (Historically Black Colleges and Universities) in evaluating their long range planning and proposal development processes to develop innovative technology based programs in higher education for the year 2020.

1995 Trainer, Evaluation Workshop for Program Officers, USDHHS/SAMHSA, Center for Substance Abuse Prevention, Summer.

1995 Consultant, National Evaluation, Data and Technical Assistance Center (NEDTAC), Center for Substance Abuse Treatment, Caliber Associates, review of cultural competency resource handbook.

#### **University (include service and chair activities)**

##### **Departmental**

- Faculty Search Committee, Departmental, Program Management Position (1988-1989)
- National Black Churches Project, Departmental, University of Maryland, College Park, **1989-present**
- Human Subjects Review Committee, Departmental (1988-1990, Chair 1989-1991; 1993-1994; 1994-1995)
- Ad hoc Pay Determination Committee, Departmental, **1993**
- Ad hoc Search Committee for African American Faculty (1993-1994)
- Ad hoc proposal development for department-wide grant (1994)
- Ad hoc Honors Committee, Departmental, 1994

-Masters thesis and non-thesis committees (1988-present)

#### College and Divisional

- Chairman, College of Human Ecology Human Relations Committee (1988-1989)
- Dean's Search Committee, College of Human Ecology, Assistant Dean for Administration (1989)
- Dean's Vision Committee, College of Human Ecology, 1989-90
- International Strategic Planning Committee, College of Health and Human Performance, 1992-1993
- Planning Committee, African American History Month Seminar Day, College of Health and Human Performance for 1994 and 1995
- Speaker, "Africentric perspectives on successful parenting: A proverbial viewpoint." Presented at the College of Health and Human Performance, African American History Month Seminar Day, February, 1994.
- One Health Education doctoral thesis committee

#### Campus and University

- Benjamin Banneker Scholars' Fellowship Program, University Selection Committee (1988-1989; 1992-present)
- University Community Service Committee (Chairman, Subcommittee on Integrating Service into the Curriculum), 1989-1990
- Panelist, "Strengthening Relationships among African American Women and Men." Black Women's Forum, Women's History Month Program, Counseling Center and Office of Resident Life, University of Maryland, College Park, March 1990.
- Member, President's Baltimore Committee 1990
- Faculty Senate Adjunct Committee for Research 1990
- Panelist, "Getting to Know You: The Value of a Diverse Faculty Appreciating Cultural Diversity Panel, University of Maryland Systemwide Training Institute for Department Chairpersons. Presented to new department chairpersons at the annual training institute of the University of Maryland State System, April, 1990.
- Ad hoc University Committee on Alcohol and Other Drug (AoD) Research to assist Governor's Task Force on Preventing AoD Use (1991)
- Office of Minority Student Education/Black Faculty and Staff Association, Mentors' Program 1993
- Summer Orientation, Faculty Speaker for Freshman and New-to-Campus Transfer Student Groups, Undergraduate Studies and Office of Admissions (1993)
- Faculty Search for Early Childhood- Multicultural Education Positions for Depts. of Human Development and Curriculum & Instruction, School of Education (1993-1994)
- Department of Anthropology, Cultural Systems Analysis Group, National Conference on Black Survival 2000. Moderated panel, "Community Based Approaches to HIV/AIDS Prevention and Intervention among African American Women", September, 1994; also member of planning committee to develop inter-departmental proposal on HIV prevention among African Americans, November 1994.
- Mentor, Ron McNair Post-Baccalaureate Research Scholars Program, Summer 1995
- Thesis committees (1 masters in psychology, completed Summer '92; 2 doctoral in psychology (both completed); 1 doctoral in Communications/RTVF, completed Sp '93; 2 doctoral in progress EDIT)

**Special Administrative Assignments:** Assist departmental coordinator for research in compiling information on sources of funding and opportunities for intra- and inter-departmental projects, Fall, 1994.

#### Awards and Honors

- 1994 Outstanding Service, Stroke Recovery Club, Providence Hospital (Wash., D.C.)
- 1994 Bobby E. Wright Community Service Award, Association of Black Psychologists (national)
- 1993 Recognition for Leadership, 20th Anniversary Meeting, Black Caucus of the Society for Research in Child Development, New Orleans, LA
- 1993 Outstanding Service, Stroke Recovery Club, Providence Hospital, Wash., D.C.
- 1990 Outstanding Volunteer Leadership, YWCA of the National Capital Area, Metropolitan Washington, D.C.
- 1989-1990 Leadership Washington (D.C.)

DEBRA D. ROBERTS, Ph.D.

Curriculum Vitae

CERTIFICATION: I have read this curriculum vitae and certify that it is a current and accurate statement of my professional record.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Home Address**

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**Office Address**

Department of Family Studies  
1204 Marie Mount Hall  
College of Health and Human Performance  
University of Maryland  
College Park, MD 20742-75 15  
(301) 405-4002

**EDUCATION**

Ph.D. Developmental Psychology, Temple University, Philadelphia, PA, January, 1997

M.S. Community Psychology, Florida A&M University. Tallahassee, FL, 1990

**B.Sc.** Psychology/Neuroscience, University of Toronto. Toronto, Ontario, CANADA, 1987

**ACADEMIC AND PROFESSIONAL EXPERIENCE**

**Teaching Assistant.** Research Methods. Psychology Department, Temple University. January, 1996 - May, 1996. (Responsible for lecturing and conducting skills workshops where students learn how to apply different methods of research to investigate issues and write good research papers).

**Instructor.** Developmental Psychology. Temple University / Northeastern Hospital of Philadelphia. September, 1995 - December, 1995. (Responsible for entire course including syllabus, lectures and student evaluations).

**Instructor.** Developmental Psychology. Psychology Department, Temple University. Summer Session, 1995. (Responsible for entire course including syllabus, lectures and student evaluations).

**Editorial Assistant.** Journal of Research on Adolescents, for Co-Editor Diane Scott-Jones. January, 1994 - July, 1995

**Instructor.** Research Methods. Psychology Department, Temple University. Summer Session, 1994. (Responsible for second half of course, including lectures and student evaluations).

**Editorial Assistant.** The Psychological Bulletin, for Associate Editor Nora Newcombe. September, 1993 - November, 1994.

**Research Assistant.** Psychology Department, Temple University, September, 1993 - September, 1996. (Responsible for maintaining various aspects of research project looking at different influences on psychosocial adjustment of African-American families -- conduct interviews, supervise students, data management)

**Teaching Assistant.** Introduction to Psychology. Psychology Department, Temple-University, January, 1993 - May, 1993. (Responsible for three study sections of course, including review sessions and student evaluations).

**Research Assistant.** Infant Behavior Laboratory, Temple University, May, 1991 - August, 1992. (Conducted interviews as part of a longitudinal research project looking at various family influences on children's psychosocial adjustment)

### **FELLOWSHIPS & SCHOLARSHIPS**

Future Faculty Fellow. Department of Psychology, Temple University, September 1990 - present.

### **PROFESSIONAL AFFILIATIONS**

Association of Black Psychologists  
Society for Research in Child Development  
Society for Research on Adolescence

### **PUBLICATIONS AND CONFERENCE PRESENTATIONS**

Taylor, R.D. & Roberts, D. (1995). Kinship support and parental and adolescent well-being in economically disadvantaged African-American families. In J. McAdoo (Ed.) Monograph of the Proceeding of the 13th Conference of Empirical Research in Black Psychology, East Lansing!, Michigan. Michigan State Foundation, East Lansing.

Taylor, R.D. & Roberts, D. (1995). Kinship support and well-being in economically disadvantaged African-American Families. Child Development, 61 pp 1585- 1597.

Taylor, R.D., Casten, R., Flickinger, S.M., Roberts, D., & Fulmore, C.D. (1993). Explaining the school performance of African-American Adolescents. Journal of Research on Adolescence, 4, 21-44.

Roberts, D. (1995, March). Association of family stress, parenting and psychological adjustment among African-American mothers and adolescents. Poster presented at the Biennial meeting of the Society for Research in Child Development, Indianapolis, Indiana.

Roberts, D. & Taylor, R.D. (1995, March). Neighborhood characteristics, parenting and adolescent adjustment among African-American families. Poster presented at the Biennial meeting of the Society for Research in Child Development, Indianapolis, Indiana.

Roberts, D. & Taylor, R.D. (1994, February). Kinship support and family management in African-American families. Poster presented at the 5th Biennial Meeting of the Society for Research on Adolescence, San Diego, California.

Roberts, D. & Taylor, R.D. (1993, March). Kinship support and well-being in economically disadvantaged African-American families. Poster presented at the 60th Anniversary Meeting of the Society for Research in Child Development, New Orleans, Louisiana.

Scott-Jones, D. & Roberts, D. (1995). Scientists and citizens: Researchers' responsibility for the application of research findings. Paper presented at the Biennial meeting of the Society for Research in Child Development, Indianapolis, Indiana.

Roberts, D. (1990). The influence of a Black psychology course on African Self-Consciousness among African-American college students. Unpublished Master's Thesis, Florida A&M University, Tallahassee, Florida.

### **OTHER PROFESSIONAL ACTIVITIES**

Student Member. Society for Research in Child Development -Ethics Committee, September, 1993 - September, 1995.



**MOREHOUSE COLLEGE MIRDIP PROGRAM**  
**MOREHOUSE/ATLANTA UNIVERSITY CENTER COR PROGRAM**

830 Westview Drive, S.W.

Atlanta, GA 30314

FAX: [404] 577-2348

**FAX COVER SHEET**

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SUMMARY OF DATA AVAILABLE FOR COR GRANTEES, DATA SOURCES, AND YEARS FOR WHICH DATA ARE AVAILABLE

	NEEDS TO BE COLLECTED Indicate whether this would be easy (E) or difficult (D) to get	EXISTS IN GRANTEE FILES AT SITE	YEARS BETWEEN 1985-1995 FOR WHICH DATA AVAILABLE: circle if in database or electronic form	EXISTS IN NIMH FILES	EXISTS IN OTHER DATA SOURCE (list)	COMMENTS
PI		✓	all	✓	?	
<b>PROGRAM COMPONENTS:</b>						
Courses offered		✓	all	✓	?	
Invited speakers		✓	all	✓	?	
Symposia		✓	all	✓	?	
Number of trainees		✓	all	✓	?	
Number of trainees attending research conferences		✓	all	✓	?	
GPA of trainees at entrance into COR		✓	all	all?	?	
GPA at COR exit	✓ E	some	all			
GPA at graduation	✓ E	Some	all			
Number of trainees in honors or dean's list: while in COR post-COR post-graduation grad school	— ✓ E ✓ ? ✓ ? ✓ D/E	✓ some " "				

NUMBER OF TRAINEES ENTERING GRADUATE PROGRAMS FOR:							
M.D.	1						
Ph.D.	1						
Psy.D.	1						
Ed.D.	1						
Other doctorate masters degree	1						
Number of MHI related doctorates completed	E	✓					
Number of MHI related masters completed	E	✓					
Number receiving graduate fellowships	E	✓					
COR Productivity							
Number with publications?	D-E	✓					
Number with presentations?	REL	✓					
Post-COR Productivity							
Number with publications?	✓	✓					
Number with presentations?	✓	✓					
Number with MHI research grants?	✓	✓					
Name of journals in which published	?	?					
Other COR faculty names, title, fields	✓	✓					
Years in which COR program funded	✓	✓					
Names of trainees	✓	✓					
COR year(s) of trainee	✓	✓					
Status of student in COR— trainee, affiliate, etc.	✓	✓					
Research area of trainee	✓	✓					

Summer research experience Y/N? Location?		✓	all	✓		
Year of graduation from institution	Some may be missing	✓	all	✓		
Year of graduate degree	E/D	✓				
Name of graduate school	"	✓				
Students' "Statement of Appointment" on file? Or in storage?	D	Some		Some		
Trainees' actual applications on file? Or in storage?	<del>EA</del>	on file ✓	all			
Status of trainee in 1995? In COR, grad school, career position, unknown	Some E " D	✓	Most for all	Some		
Grad school research training? Area? Mentor?		Some		Some		
GRE scores	D					
University transcript	7. college or grad school?					
Home/parent address or other long term contact for trainee (post-COR)? 1996?		if unchanged ✓	all			
Career placement of COR graduates who went to grad school: MH related? Research?	Some E " D	✓	Some for all			
Post-COR career experience if did not go to graduate school: MH related?	"	✓	"			

Post-COR experience if did not complete COR: GPA at COR exit Graduated? GPA at graduation Honors? grad school? Degree program Fellowships MHA related Research Degree earned MHA career? Research career?		✓ have some data				
Other data you site collect/retain that might be useful for evaluation purposes:		All applications for all years 1990-1996				

✓  
 Could do a comparison of those interviewed to those who were/ were not interviewed.

Jackson State University  
Department of Psychology  
P. O. Box 17550  
Jackson, MS 39217  
Phone: (601) 968-2371  
Fax: (601) 973-3376

<b>FACSIMILE TRANSMITTAL</b>	
<b>TO</b>	<i>Debra Roberts</i>
<b>ATTENTION</b>	
<b>FROM</b>	<i>Pamela G. Banks</i>
<b>DATE</b>	<i>12-17-96</i>
<b>FAX NUMBER</b>	<del><i>(301) 405-4002</i></del> <del><i>(301) 405-4002</i></del> <del><i>(301) 405-4002</i></del>
<b>NO. OF PAGES</b>	<i>5</i> → <i>(301) 405-4002</i>

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*If there is any problem with this transmission, please call Phone: (601) 968-2371*



ENTERING GRADUATE PROGRAMS FOR:							
M.D.							
M.D.							
Ph.D.							
Ed.D.							
Other doctorate							
Number of degrees							
Number of NIH related doctorates completed							
Number of NIH related masters completed							
Number receiving graduate fellowships							
COE Productivity							
Number with publications?							
Number with presentations?							
Post-COE Productivity							
Number with publications?							
Number with presentations?							
Number with NIH research grants?							
Number of journals in which published							
Other COE faculty names, title, fields							
Years in which COE program funded							
Names of trainees							
COE year(s) of trainee							
Status of student in COE - trainee, affiliate, etc.							
Research area of trainee							

Summer research experience Y/N? Location?	E	Y	N	Y	N	
Year of graduation from institution	E	Y	N	Y	N	
Year of graduate degree	D	N	N	N	N	
Name of graduate school	E	Y	N	Y	N	
Students' "Statement of Appointment" on file? Or in storage?	Before 1990, -D 1990 to E present	Y	N	Y	N	
Trainees' actual applications on file? Or in storage?	E	Y	N	Y	N	
Status of trainee in 1995? In COR, grad school, career position, unknown	E	Y	N	Y	N	
Grad school research training? Area? Mentor?	D	N	N	N	N	
GRE scores	D	N	N	N	N	
University transcript	D	N	N	N	N	Requires time & effort.
Home/parent address or other long term contact for trainee (post-COR)? 1996?	E-	Y	N	N	N	
Career placement of COR graduates who went to grad school: MH related? Research?	E-	Y	N	Y	N	Requires effort
Post-COR career experience if did not go to graduate school: MH related?	E-	Y	N	Y	N	Requires effort

Post-COR experience if did not complete COR: GPA at COR exit Graduated? GPA at graduation. Honors? grad school? Degree program Fellowships Mth related Research Degree earned Mth career? Research career?	YES	YES	YES	YES	YES	
Other data your site collect/retains that might be useful for evaluation purposes:						



# University of Hawai'i at Mānoa

School of Social Work

Hawai'i Hall . 2500 Campus Road • Honolulu, Hawai'i 96522

Telephone: (808) 956-7182 • Facsimile: (808) 956-5964

**NIMH-COR Honors Undergraduate Research Training Program**

December 19, 1996

## MEMORANDUM

TO: James Jones, Ph.D.  
Suzanne Randolph, Ph.D.  
NIMH-COR Evaluation Team  
Fax: (301) 680-0532

FROM: Velma A. Kameoka, Ph.D.   
Program Director

RE: Data available re: NIMH-COR Program

In response to your request, I am enclosing the completed Summary of Data Available form. Please call me at (808) 956-6244 if you have any questions or concerns regarding our responses.

## SUMMARY OF DATA AVAILABLE FOR COR GRANTEES, DATA SOURCES, AND YEARS FOR WHICH DATA ARE AVAILABLE

	NEEDS TO BE COLLECTED Indicate whether this would be easy (E) or difficult (D) to get	EXISTS IN GRANTEE FILES AT SFTB	YEARS BETWEEN 1989-1995 FOR WHICH DATA AVAILABLE: circle if in database or electronic form	EXISTS IN NIMH FILES	EXISTS IN OTHER DATA SOURCE (Yes)	COMMENTS
PI						
<b>PROGRAM COMPONENTS:</b>						
Courses offered	E	X	1989-1995	X	No	
Invited speakers	E	X	1989-1995	X	No	
Symposia	E	X	1989-1995	✓	No	
Number of trainees	E	X	1989-1995	X	No	
Number of trainees attending research conferences	E	X	1989-1995	?	No	
GPA of trainees at entrance into COR	E	X	1989-1995	?	No	
GPA at COR exit	?	?	?	?	No	*
GPA at graduation	?	?	?	?	No	*
Number of trainees in honors or Dean's list:						
while in COR	?	?	?	No	No	
post-COR	?	?	?	No	No	
post-graduation	?	?	?	No	No	
grad school	?	?	?	No	NO	

\*May be available in old files from previous Principal Investigator. Would need time beyond deadline to determine availability.

NUMBER OF TRAINEES ENTERING GRADUATE PROGRAMS FOR:							
M.D.	E	X	1989-1995	X	No		
Ph.D.	E	X	1989-1995	X	No		
Psy.D.	E	X	1989-1995	X	No		
Ed.D.	E	X	1989-1995	X	No		
Other doctorate	E	X	1989-1995	X	No		
master's degrees	E	X	1989-1995	X	No		
Number of MAH related doctorates completed	E	X	1989-1995	X	No		
Number of MH related masters completed	E	X	1989-1995	X	No		
Number receiving graduate fellowships	*	X	1989-1995	X	No		
COR Productivity	*	X	1989-1995	X	No		
Number with publications?	*	X	1989-1995	X	No		
Number with presentations?	*	X	1989-1995	X	No		
Number with MHI research grants?	*	X	1989-1995	X	No		
Names of journals in which published	*	X	1989-1995	X	No		
Other COR faculty names, title, fields	E	X	1989-1995	X	No		
Years in which COR program funded	E	X	1989-1995	X	No		
Names of trainees	E	X	1989-1995	X	No		
COR year(s) of trainees	E	X	1989-1995	X	No		
Status of student in COR— trainee, affiliate, etc.	E	X	1989-1995	X	No		
Research area of trainees	E	X	1989-1995	X	No		

NOTE: Some ex-trainees are not trackable.

Summer research experience						
Y/N/P Location?	E	X	1989-1995	X		
Year of graduation from institution	R	X	1989-1995	?		
Year of graduate degree	R	X	1989-1995	?		
Name of graduate school	R	X	1989-1995	?		
Students' "Statement of Appointment" on file? Or in storage?	E	X	1989-1995	X		
Theses' actual applications on file? Or in storage?	E	X	1989-1995	X		
Status of trainee in 1995? In COR, grad school, career position, unknown	E	X	1989-1995	X		
Grad school research training?	D	?	?	?		
Are? Mentor?	D	No		No		
GRE scores	D	No		No		
University transcript	D	No		No		
Home/parent address or other long term contact for trainee (post-COR)? 1996?	E	X	1989-1995	X		
Career placement of COR graduates who went to grad school:						
MH related?	R	X	1989-1995	X		
Research?						
Post-COR career experience if did not go to graduate school: MH related?						

NOTE: Some COR graduates are difficult to track.



# NIMH - COR HONORS RESEARCH TRAINING PROGRAM

Dr. Lloyd Sloan, Program Director, Howard University, Department of Psychology, 525 Bryant St. NW, Washington DC. 20059

Date:

This FAX Transmission is intended for:

a. JAMES JONES

APA, NIMH, AND

Comments:

Hi Jim - Happy Holidays!

THIS IS A FIRST CUT AT THE DATA AVAILABILITY  
REQUESTS I HOPE ITS USEFUL.

THANKS FOR YOUR EFFORTS AND MY BEST FOR THE  
HOLIDAYS!

Pen Sloan

FROM: Dr. Lloyd Sloan, NIMH-COR Program Director

Primary (CC to FAX: 202-806-4873

Voice: 202-E 487 1 [Voice mail)/9456/6805

Number of pages including this one:

(please call if FAX is incomplete)

Recipient Fax number: 301-680-0532



<b>NUMBER OF TRAINEES ENTERING GRADUATE PROGRAMS FOR:</b>						
M.D.					✓	
Ed.D.			✓		✓	
Other doctorate			✓		✓	
masters degrees			✓		✓	
Number of MH related doctorates completed					✓	
Number of MH related masters completed	✓					
Number receiving graduate fellowships			all		PRIOR TO COR GRADUATION ✓	
COR Productivity Number with publications? Number with presentations?			all		✓ ✓	
Post-COR Productivity Number with publications? Number with presentations? Number with MH research grants?	D D D					
Names of journals in which published			all		PRIOR TO COR GRAD ✓	
Other COR faculty names, title, fields					✓	
Years in which COR program funded					✓	
Names of trainees					✓	
COR year(s) of trainee					✓	
Status of student in COR— trainee, affiliate, etc.					✓	
Research area of trainee					✓	

Summer research experience Y/N? Location?			all	✓		
Year of graduation from institution				✓		
Students' "Statement of Appointment" on file? Or in storage?				✓		
Trainees' actual applications on file? Or in storage?	<del>yes</del>	✓	all	<del>yes</del>		
Status of trainee in 1995? In COR, grad school, career position, unknown				all we know ✓		
Grad school research training? Area? Mentor?	* D for rest	Some		some		
GRE scores	* D					
University transcript		ENTRY TO COR	✓			
Home/parent address or other long term contact for trainee (post-COR)? 1996?	* D for all valid phone #'s	Yes, But many are no longer valid	all			
Career placement of COR graduates who went to grad school: MH related? Research?			all	✓ ✓		
Post-COR career experience if did not go to graduate school: MH related?	D	Some				

Post-COR experience if did not complete COR, CPA or COR exit Graduated?	Y/N	N/A	N/A	N/A	N/A	N/A
grad school? Degree program Fellowships Job related Research Degree earned MHI career? Research career?	D Y D D	N/A	N/A	✓		
Other data your site collects/remains that might be useful for evaluation purposes:						

WAYNE STATE UNIVERSITY  
Department of Physiology  
540 E. Canfield  
Detroit, MI 48201-1928  
Telephone: (313) 577-1520  
FAX: (313) 577-5494



# FAX COVER SHEET

TO: JAMES JONES

FAX: (301) 680-0532 PHONE: \_\_\_\_\_

FROM: JOSEPH JUNBAR (DIANNA FORTUNATO)

FAX: \_\_\_\_\_ PHONE: (313) 577-6743

DATE: 12-18-96 TIME: \_\_\_\_\_

Number of pages including cover sheet: 5

RE: EVALUATION OF NIMH-CAR PROGRAM

I'LL BE GLAD TO ANSWER ANY QUESTIONS

YOU HAVE - PLEASE CALL ME AT THE NUMBER ABOVE.  
DIANNA

SUMMARY OF DATA AVAILABLE FOR COR GRANTEES, DATA SOURCES, AND YEARS FOR WHICH DATA ARE AVAILABLE

PROGRAM COMPONENTS:	NEEDS TO BE COLLECTED Indicate whether this would be easy (E) or difficult (D) to get	EXISTS IN GRANTEE FILES AT SITE	YEARS BETWEEN 1965-1995 FOR WHICH DATA AVAILABLE: circle if in database or de-emphasize form	EXISTS IN NINCH FILES	EXISTS IN OTHER DATA SOURCE (S)	COMMENTS
Conferences offered		X				
Invited speakers		X				
Symposia		X				
Number of trainees attending research conferences		X				
GPA of trainees at entrance into COR		X				
GPA at COR exit	X (E)					
GPA at graduation	X (E)					
Number of trainees in honors or dean's list:						
while in COR	X (E)					
post-COR	X (E or D)					
post-graduation	X (E or D)					
grad school	X (E or D)					

NUMBER OF TRAINERS ENTERING GRADUATE PROGRAMS FOR:									
M.D.		X							The ease or difficulty of this task will depend on if students remain at MSU and/or kept us advised as to their addresses.
Ph.D.		X							
Psy.D.		X							
Ed.D.		X							
Other doctorate		X							
masters degrees		X							
Number of MHI related doctorates completed		X							
Number of MHI related masters completed		X							
Number receiving graduate fellowships		X							
ODR Productivity									
Number with publications?									
Number with presentations?									
Post-COR Productivity									
Number with publications?		X (E or D)							
Number with presentations?									
Number with MHI research grants?									
Names of journals in which published		X							
Other COR faculty courses, title, fields									
Years in which COR program funded									
Names of trainers									
COR year(s) of trainer									
Status of student in COR— trainee, affiliate, etc.									
Research area of trainee									



Post-COR experience if did not complete COR; GPA at COR exit Graduated? GPA at graduation. Honor? grad school? Degree program Fellowships MEd related Research Degree earned MEd career? Research career?	X				Again, this ease or difficulty will depend on whether students kept us informed as to their whereabouts..
Other data your site collects/retains that might be useful for evaluation purposes:					

SUMMARY OF DATA AVAILABLE FOR COR GRANTEES, DATA SOURCES, AND YEARS FOR WHICH DATA ARE AVAILABLE

PROGRAM COMPONENTS	NEEDS TO BE COLLECTED	EXISTS IN GRANTEE FILES AT SITE	YEARS BETWEEN WHICH DATA AVAILABLE:	EXISTS IN NINAH FILES	EXISTS IN OTHER DATA SOURCES (S&P)	COMMENTS
P1	Indicate whether this would be easy (E) or difficult (D) to get	✓	circle if in database or electronic form	✓		
Courses offered		✓				
Invited speakers	✓(D)					see "complete list" NONE
Symposia						
Number of trainees		✓		✓		
Number of trainees attending research conferences		✓				
GPA of trainees at entrance into COR		✓				
GPA at COR exit	✓(E)	✓				
GPA at graduation	✓(E)					
Number of trainees in honours or dean's list						
while in COR	✓(E)					
post-COR	✓(E)					
post-graduation	✓(D)					
grad school	✓(D)					

From: Gerald Turkelovitz  
 Company: Hunter College  
 Location: Hunter College  
 Telephone: (212) 650-3588  
 Fax #: (212) 650-3588  
 Telephone: (212) 772-5616  
 Call for pickup  Return  Destroy

DEBRA ROBERTS  
 Univ. of Maryland at College Park  
 Telephone # (301) 405-4002  
 Fax # (301) 405-4002  
 Telephone # (301) 314-9161

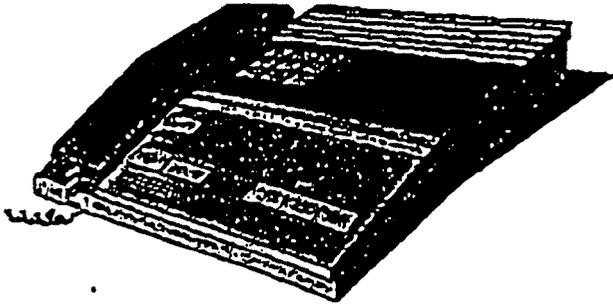
DEC 18 1998  
 DEC 16 '96 03:31PM UMCP F&M STUDIES  
 P.4

<b>NUMBER OF TRAINEES ENTERING GRADUATE PROGRAMS FOR:</b>						
M.D.		✓		✓		
Ph.D.		✓				
Psy.D.		✓		✓		
Ed.D.		✓		✓		
Other doctorate		✓		✓		
masters degrees		✓		✓		
Number of MH related doctorates completed	✓(0)					incomplete information avail
Number of MH related masters completed	✓(0)					incomplete information avail
Number receiving graduate fellowships	✓(0)					partial inf. avail.
<b>COR Productivity</b>						
Number with publications?		✓				
Number with presentations?		✓				
<b>Post-COR Productivity</b>						
Number with publications?	D✓					
Number with presentations?	D✓					
Number with MH research grants?	D✓					
Names of journals in which published	D✓					
Other COR faculty names, title, fields		✓		✓		
Years in which COR program funded		✓		✓		
Names of trainees		✓		✓		
COR year(s) of trainee		✓		✓		
Status of student in COR— trainee, affiliate, etc.		✓		✓		
Research area of trainee		✓		✓		

Summer research experience Y/N? Location?	√(0)					partial info available
Year of graduation from institution		✓				
Year of graduate degree	√(0)					
Name of graduate school	<del>HE</del>	✓				
Students' "Statement of Appointment" on file? Or in storage?		✓				
Trainees' actual applications on file? Or in storage?		✓				
Status of trainee in 1995? In COR, grad school, career position, unknown?	√(0)					
Grad school research training? Area? Mentor?	√(0)					
GRE scores	√(0)					
University transcript	√(0)					
Home/parent address or other long term contact for trainee (post-COR)? 1996?	√(0)					
Career placement of COR graduates who went to grad school: MH related? Research?	√(0)					partial info available
Post-COR career experience if did not go to graduate school: MH related?	√(0)					partial info avail.

Post-COR experience if did not complete COR:							
GPA at COR exit	0.1						
Graduated?	Y						
GPA at graduation	0.1						
Honors?	Y						
grad school?	Y						
Degree program	0.1						
Fellowships	0.1						
Mth related	0.1						
Research	0.1						
Degree earned	0.1						
MH career?	0.1						
Research career?	0.1						
Other data your site collect/retains that might be useful for evaluation purposes:							

CENTRO UNIVERSITARIO DE SERVICIOS Y ESTUDIOS PSICOLOGICOS  
Apartado 23174 . UPR Station  
San Juan, Puerto Rico 00931-3174



F A X C O V E R S H E E T

DATE: \_\_\_\_\_ TIME: \_\_\_\_\_  
TO: Debra Roberts PHONE: (501) 805-4004  
FAX: (301) 314-9161  
FROM: \_\_\_\_\_ PHONE: (787) 764-0000 , Ext. (1)  
FAX: (787) 764-2615  
RE: COR EVALUATION

CC: \_\_\_\_\_  
\_\_\_\_\_

Number of pages including covet sheet: 5

Message

Happy Holidays!  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

S - Y OF DATA AVAILABLE FOR COR GRANTEES, DATA SOURCES, AND YEARS FOR WHICH DATA ARE AVAILABLE

	NEEDS TO BE COLLECTED Indicate whether this would be easy (E) or difficult (D) to get	EXISTS IN GRANTEE FILES AT SITE	YEARS BETWEEN 1985-1995 FOR WHICH DATA AVAILABLE: circle if in database or electronic form	EXISTS IN NIMH FILES	EXISTS IN OTHER DATA SOURCE (list)	COMMENTS
PI <i>Guillermo Betancur</i>						
PROGRAM COMPONENTS:						
Courses offered	E	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		
Invited speakers	E	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		
Symposia	E	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		
Number of trainees	E	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
Number of trainees attending research conferences	E	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
GPA of trainees at entrance into COR	E	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
GPA at COR exit	E	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			
GPA at graduation	E	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			
Number of trainees in honors or dean's list: while in COR post-COR post-graduation ? <i>Ms, Ph.D</i> grad school	E E E E	<input checked="" type="checkbox"/>				

NUMBER OF TRAINEES ENTERING GRADUATE PROGRAMS FOR:					
W.D.	E				
Ph.D.	E				
Ed.D.	E				
Other doctorate masters degrees					
Number of MHF related doctorates completed	E				
Number of MHF related masters completed	E				
Number receiving graduate fellowships	E				
COE Productivity					
Number with publications?	E				
Number with presentations?					
Post-COE Productivity					
Number with publications?	D				
Number with presentations?	D				
Number with MHF research grants?	D				
Names of journals in which published	E				
Other COE faculty names, title, fields	E				
Years in which COE program funded	E				
Names of trainees	E				
COE year(s) of trainee	E				
Status of students in COE— trainee, affiliate, etc.	E				
Research area of trainee	E				

ID:

Summer research experience Y/N? Location?	E	✓	✓	DK		
Year of graduation from institution	E	↓	↓	↓		
Year of graduate degree	E	↓	↓	↓		
Name of graduate school	E	↓	↓	↓		
Students' "Statement of Appointment" on file? Or in storage?	E					
Trainees' actual applications on file? Or in storage?	E					
Status of trainee in 1995? In COR, grad school, career position, unknown	E					
Grad school research training? Area? Mentor?	E					
GRE scores	E					
University transcript	E					
Home/parent address or other long term contact for trainee (post-COR)? 1996?	E					
Career placement of COR graduates who went to grad school: MH related? Research?	E					
Post-COR career experience if did not go to graduate school: MH related?	E	↓	↓	↓		

ID:

Post-COR experience if did not complete COR; GPA at COR exit Graduated? GPA at graduation. Honors? grad school? Degree program Fellowships M/Ph related Research Degree earned MH career? Research career?							
	n/A	n/A	n/A	D/C			
Other data your site collects/retains that might be useful for evaluation purposes:							

Note: we do follow-up interviews yearly w/ our trainees and get their CVs and a questionnaire. We have most of these data. We have most entered it all in a data base. Part is available from synopses & tables in progress submit all. ok? *gablan*

*Jung*

*I*

SUMMARY OF DATA AVAILABLE FOR OUR GRANTSES, DATA SOURCES, AND YEARS FOR WHICH DATA ARE AVAILABLE

PROGRAM COMPONENTS	NEEDS TO BE COLLECTED (Indicate whether this would be easy (E) or difficult (D) to get)	EXISTS IN GRANTEE FILES AT SITE	YEARS BETWEEN 1985-1995 FOR WHICH DATA AVAILABLE (Indicate to donor or otherwise file)	EXISTS IN NIMH FILES	EXISTS IN OTHER DATA SOURCE (Yes)	COMMENTS
Courses offered	E					
Invited speakers	E					
Symposia						
Number of business			15-95			Some cases
Number of business attending research conferences						Some cases
GPA of business at conferences						Some cases
ODR						but
GPA at ODR exit						but
GPA at graduation						impossible
Number of business in honors or dean's list:						not possible
while in ODR						not possible
post-ODR						not possible
post-graduation						not possible
graduation						not possible

*II* *Thomas Proctor's* *work*  
*the program outcome*

NUMBER OF TRAINEES, ENTERING GRADUATE PROGRAMS FOR:						
M.D.		✓	85-95			
Ph.D.		✓				
Psy.D.		✓				
E.D.		✓				
Other doctorate		✓				
masters degrees		✓				
Number of non-research doctorates completed		✓				
Number of MH related masters completed		✓				
Number receiving graduate fellowships	D					
COR Productivity						
Number with publications?					✓	
Number with presentations?						
Post-COR Productivity						
Number with publications?	D					
Number with presentations?	D					
Number with MH research grants?	D					
Names of journals in which published	D					
Other COR faculty names, title, fields		✓			✓	
Years in which COR programs funded 81-96-		✓			✓	
Names of trainees	E	✓			✓	
COR year(s) of trainee		✓			✓	
Status of student in COR—trainee, affiliate, etc.		✓			✓	
Research area of trainee		✓				

*Some of the information would depend on being able to locate and get a survey completed by the student*

*Jung*

Summer research experience Y/N? Location?				✓		
Year of graduation from institution				✓		
Year of graduate degree	E		85-95			
Name of graduate school	E		85-95			
Students' "Statement of Appointment" on file? (1 in storage?)				✓		
Trainees' actual applications on file? Or in storage?	No					
Status of trainee in 1995: In COR, grad school, career position, unknown	E	✓	85-95			
Grad school research training? Area? Mentor?	moderate					
GRE scores	D					
University transcript	D				univ records	
Management address or other long term contact for trainee (post-COR)? 1996?				✓		
Career placement of COR graduates who went to grad school: MH related? Research?	mod					
Post-COR career experience if did not go to graduate school: MH related?	D					

Summary

Post-ORR experience: If not complete ORR, GPA & ORR not Graduate? GPA at graduation, Hours? Small school?	D E D							
Degree program								
Fellowships	D							
Ministrical								
Research								
Degree earned	E							
MHI career?								
Research career?								
Other data your site collects/reviews that might be useful for probationary papers:								

Some issues were raised with the collected data is covered in separate reports. I will be able to share some info on this. I will be able to share some info on this. I will be able to share some info on this.

In some instances the degree would have been easy to get but not very difficult. I will be able to share some info on this.



Division of Social & Professional Studies

627 West Battle Street  
Talladega, Alabama 35160  
(205) 761-6242  
Fax: (205) 761-6383

**Talladega College**

Talladega, Alabama 35160 (205) 362-0206

# fax t r a n s m i t t a l

to:

fax:

from:

date:

re:

pages:

NOTES:



# Talladega College

Talladega, Alabama 35160 (205) 362-0206

December 19, 1996

James Jones, Ph.D.  
NIMH Evaluation Team  
705 Quaint Acres Drive  
Silver Springs, MD 20904

Dear Dr. Jones:

This letter is being sent in response to your FAX of December 16, 1996. The Talladega College COR Project has made the following progress from 1992-1995:

# of Trainees Served	1	1	
# of Trainees Attending Research Conferences	1		
GPA of Trainees at Entrance	Needs to be collected		E
CPA at Exit	Needs to be collected		E
GPA at Graduation	Needs to be collected		E
# of Trainees in honors or dean's list' while in COR	9		
post-COR	Needs to be collected		
post-Graduation	Needs to be collected		
grad school	6		
# Entering graduate school programs for			
Ph.D.	2		
Psy. D.	1		
Masters degrees	6		
# receiving graduate fellowships	2		
#with publications	1		
# with presentations	9		
Years in which COR program funded	1992-1995		

<u>Names of Trainees</u>	<u>COR years of trainees/ Graduation</u>	<u>Research Area</u>	<u>Grad degree</u>
<b>Persephone Hunley</b>	<b>1992-1994</b>	Bio-behavioral	
<b>Jennifer Roscoe</b>	<b>1992-1994</b>	<b>Bio-behavioral</b>	1996
<b>Isis Draper</b>	<b>1992-1994</b>	<b>Bio-behavioral</b>	1996
Kimberly Garrison	<b>1993-1995</b>	<b>Bio-behavioral</b>	1997
<b>Nashakah Green</b>	<b>1994-1996</b>	<b>Bio-behavioral</b>	1999
<b>Nikita Pitts</b>	<b>1993-1995</b>	<b>Bio-behavioral</b>	1996
<b>Tina D. Peterson</b>	<b>1993-1995</b>	<b>Bio-behavioral</b>	a 1997
Michelle Walton	<b>1993-1995</b>	<b>Bio-behavioral</b>	<b>1996</b>
<b>Felicia King-Thomas</b>	<b>1994-1996</b>	<b>Bio-behavioral</b>	
Ethel Hogue-Massey	<b>1992-1994</b>	<b>Bio-behavioral</b>	
<b>Shonta Atkinson</b>	<b>1993-1995</b>	<b>Bio-behavioral</b>	19%

Students' **Statement of Appointment** is on file in the Project Director's office.  
Trainees' actual **applications** are on file in the Project **Director's Office**.

Other information is unknown at this **time**, but some of it can be **easily** accessed,

**Thank you for the opportunity to provide tbb information.** If additional information is **needed, please** contact us on or after **January 6, 1997.**

**Sincerely,**



Fred W. **Dauser**, DSW, Dean  
Division of Social & Professional Studies

# CASAA

The University of New Mexico  
The Center on Alcoholism, Substance Abuse, and Addictions

☎(505) 768-0107, FAX (505) 768-0113

## FAX COVER SHEET

Date: January 9, 1997

To: James Jones, Ph.D. Suzanne Randolph, Ph.D. - NIMH-COR Evaluation Team

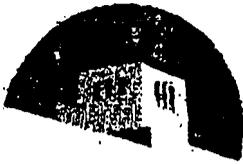
FAX # 301/3 14-9161

From: Phyllis for Philip A. May, Ph.D., Director

Number of Pages Including Cover Sheet: 6

Additional Message:

**Prevention, Research, Treatment**



**The University of New Mexico**

Office of the Director  
Center on Alcoholism, Substance  
Abuse, and Addictions (CASAA)  
2350 Alamo SE  
Albuquerque, NM 87106  
Telephone (505) 768-0107, 768-0100  
FAX (505) 768-0113

January 8, 1997

James M. Jones, Ph.D.,  
705 Quaint Acres Drive  
Silver Spring, MD 20904

Dear Dr. Jones:

Attached please find a copy of the data matrix which you requested from COR Directors. As I have filled it out, I am sure that you can see most of the information that you need exists in our annual, and five year reports/proposals which should be on file at NIMH. We try diligently to keep all the pertinent information on the progress of our students available to NIMH in this reports.

I hope that you receive this in a timely fashion, as I have just returned from almost two months of leave at the University of Virginia and Christmas holidays.

Best wishes with your evaluation.

Sincerely,

A handwritten signature in cursive script that reads "Phil May, Ph.D.".

Philip A. May, Ph.D.  
Professor of Sociology,  
Director, CASAA

PAM/pt





Summer research experience Y/N? Location?		at site		MH files		
Year of graduation from institution				✓		
Year of graduate degree				✓		
Name of graduate school				✓		
Students' "Statement of Appointment" on file? Or in storage?				✓		
Trainees' actual applications on file? Or in storage?		✓				
Status of trainee in 1995? In COR, grad school, career position, unknown			96	✓		
Grad school research training? Are? Mentor?				✓		
GRE scores		✓		✓		
University transcript		✓				
Home/parent address or other long term contact for trainee (post-COR)? 1996?		✓	1988			
Career placement of COR graduates who went to grad school: MH related? Research?		✓		✓		
Post-COR career experience if did not go to graduate school: MH related?		✓		✓		

<p>Your COR experience if did not complete COR:                  GPA at COR exit                  Graduated?                  GPA at graduation                  Honors?                  Grad school?                  Degree program                  Fellowships                  With related                  Research                  Degree earned?                  M.D. earned?                  Research career?</p>		<p>✓</p>	<p>1986-1996</p>	<p>✓ ✓ ✓ ✓ ✓</p>		
<p>Other data your site collects/sites that might be useful for evaluation purposes:</p>		<p>✓</p>		<p>✓</p>		

*at WBSM*

# Stefano Old Westbury

## SUMMARY OF DATA AVAILABLE FOR COR GRANTEEES, DATA SOURCES, AND YEARS FOR WHICH DATA ARE AVAILABLE

	NEEDS TO BE COLLECTED Indicate whether this would be easy (E) or difficult (D) to get	EXISTS IN GRANTEE FILES AT SITE	YEARS BETWEEN 1985-1995 FOR WHICH DATA AVAILABLE: circle if in database or electronic form	EXISTS IN NIMH FILES	EXISTS IN OTHER DATA SOURCE (list)	Comments
PI		✓		✓		
<b>PROGRAM COMPONENTS:</b>						
Courses offered		✓		✓		
Invited speakers		✓		✓		
Symposia		✓		✓		
Number of trainees		✓		✓		
Number of trainees attending research conferences		✓		✓		
GPA of trainees at entrance into COR	D					* College changed Computer Programs
GPA at COR exit	D					
GPA at graduation	D					
Number of trainees in honors or dean's list :						
while in COR	E					
post-COR	→					
post-graduation	→					
grad school	→					

STEPHENS OLD WESTBURY

NUMBER OF TRAINEES ENTERING GRADUATE PROGRAMS FOR:						
M.D.	1					
P.H.D.		✓		✓		
Ph.D.						
Other doctorate						
masters degree		✓		✓		
Number of MH related doctorates completed		✓		✓		
Number of MH related masters completed	n					
Number receiving graduate fellowships	0					
COR Productivity						
Number with publications?	3	✓		✓		
Number with presentations?						
Number with MH research grants?	0					
Names of journals in which published		✓		✓		
Other COR faculty names, title, fields		✓		✓		
Years in which COR program funded		✓		✓		
Names of trainees		✓		✓		
COR year(s) of trainee		✓		✓		
Status of student in COR— trainee, affiliate, etc.	?	✓		✓		
Research area of trainee		✓		✓		



Stephan Old Westburg.

Post-COR experience if did not complete COR:						
GPA at COR exit	2.0					
Graduated?	Yes					
GPA at graduation.						
Honors?						
grad school?	Partial					
Degree program						
Fellowships						
Mh related						
Research						
Degree earned						
MH career?						
Research career?						
Other data your site collects/reviews that might be useful for evaluation purposes:						

Did not Follow Discrep.

**NIMH Career opportune in Research (COR) Program**

**Grambling State University**

**Carver Hall Room 170 / GSU Box 4199**

**Grambling, Louisiana 71245**

**Phone: 318-274-2410; Fax: 318-274-3744**

6174

**From:** Krishan Saxena **Date:** 2/03/97

**To:** Debra Roberts  
Univ. of Maryland

**Fax No:** (301)-314-9161

**Number of pages including this page:** 9

**Message:** \_\_\_\_\_

I hope this is what you  
were looking for.

SUMMARY OF DATA AVAILABLE FOR COR GRANTEES, DATA SOURCES, AND YEARS FOR WHICH DATA ARE AVAILABLE

	NEEDS TO BE COLLECTED Indicate whether this would be easy (E) or difficult (D) to get	EXISTS IN GRANTEE FILES AT SITE	YEARS BETWEEN 1945-1995 FOR WHICH DATA AVAILABLE: circle if in database or electronic form	EXISTS IN NIMH FILES	EXISTS IN OTHER DATA SOURCE (list)	COMMENTS
PI						
<b>PROGRAM COMPONENTS:</b>						
Courses offered				✓		
Invited speakers				✓		
Symposia						
Number of trainees				✓		
Number of trainees attending research conferences		✓		✓		
GPA of trainees at entrance into COR		✓		✓		
GPA at COR exit		✓				
GPA at graduation		✓				
Number of trainees in hours or dean's list:		✓		?		
while in COR	✓	✓				
post-COR						
post-graduation						
grad school						





