

Roe-Gomez

Undergraduate Research Grants Application Form

Due May 7, 2012

1. Student Information

First Name Abry Last Name Gomez

Major Health Science Student ID# [REDACTED]

Email Address [REDACTED] Phone [REDACTED]

Class Standing: Freshman Sophomore Junior Senior

GPA [REDACTED] Have you been the recipient of this award before? Yes No

2. Faculty Information

First Name Kathleen Last Name Roe

Email Address Kathleen.Roe@sjsu.edu Phone 408-924-2971

Department Health Science College/School Applied Sciences and Arts

3. Project Information

Title of Project Las Flores de la Salud: What are the impacts of participation in an afterschool health club on 3rd and 4th grade girls from a low income, Mexican immigrant community?

Project Timeframe: Start Date June 1, 2012 End Date June 30, 2013

Will this project use (check all that apply)

- Animal Subjects
- Human Subjects
- Radiation/Isotopes/Lasers
- Biohazards/Human Blood
- Recombinant DNA
- Controlled Substances

TO BE COMPLETED JOINTLY BY THE STUDENT AND THE FACULTY MENTOR:

In a few sentences, describe the goals of the research or creative project you will be working on together.

The purpose of this applied research is to explore the impact of an after school girls health club, Las Flores de la Salud, on the health, self-esteem, locus of control, academic achievement, and interest in higher education of 3rd and 4th grade girls in a low-income, Latino immigrant elementary school.

The girls club was started in fall 2009 by the SJSU Health Science Department's project Salud Familiar en McKinley. The 18 girls who were in the program during the first year will graduate out of the club at the end of this academic year and a new cohort of 3rd and 4th graders will begin. Anecdotal evidence and our own process evaluation offer powerful evidence that this club is important and effective in the lives of the girls and their families. However, we have never had the opportunity to systematically study the impact of the club, explore the experience from the girls' perspectives, or analyze the core variables of youth development and support for a college-going culture that are embedded in the club's design. Further, we have been so busy developing the club and securing operational funding that we have had neither time nor resources to develop the body of formal evidence to guide future priority-setting and resource allocation in the challenging fiscal context of a partnership between a public school and a public university. As budgets tighten, the club moves on to Las Flores 2.0, and the first 18 girls "graduate", this research is both important and timely.

Specifically, our project will:

1. Use focus groups and structured conversations to examine the perceived impact of participation in Las Flores on the girls graduating from the inaugural cohort in AY 2011-12;
2. Administer a mixed-method pre-test to girls beginning the club in September 2012, and then post-intervention in June 2013 to explore the impact of the club on the key areas of health (physical, social, emotional), empowerment, and interest/intention to continue to college;

Enumerate the general activities the **student** will perform as part of their participation in this project. Provide a rough timeline.

Conduct a literature review to update the conceptual framework of the Girls Health Club and familiarize herself with the research on girls' health, empowerment, youth development, and Latino health (June - July 2012);

Review the questions developed by Dr. Roe for the graduating girls' focus groups, review the IRB proposal developed by Dr. Roe to be submitted by mid-June, assist with preparing the application, complete online NIH IRB training (June - July 2012).

Upon approval from the SJSU IRB, conduct two pilot interviews, review results with Dr. Roe, adjust focus group protocol based on results (July - August 2012)

Recruit girls to participate in the focus groups, explain informed consent procedures to parents and girls, secure written consent, organize and conduct 3 - 6 focus groups, write process reports (July - September 2012);

Work with Dr. Roe on developing pre-and post-intervention data collection procedures for AY 2012-13 participants, draft IRB proposal, upon approval from Dr. Roe, submit to SJSU IRB (July - September);

Administer pre -and -post intervention data collection procedures on AY 2012-13 club participants, analyze results, draft reports from each of three data collection points (September 2012 - June 2013);

Work with Dr. Roe to develop reports for the girls, Salud Familiar, and a professional presentation - manuscript or conference abstract, depending on significance of findings (January - June 2013).

Enumerate the general activities the **faculty mentor** will perform as they supervise or guide the student throughout this project.

Serve as research guide and mentor throughout entire project, including research meeting every two weeks (weekly in June, August, September 2012) and specialized training as needed;

Facilitate online NIH IRB training for student, introduce the steps of preparing an IRB proposal;

Include student in monthly coordinating meetings of Salud Familiar, with opportunity to report on research findings and progress to date;

Guide, critique, assist with all phases of the project, with particular attention to mentoring into the research perspective, discipline, creativity, flexibility, and ethics;

Host student at national meetings in SF, introduce to colleagues, view student research posters together, explain and guide the process of submitting an abstract for the next year;

Work with student to understand different stakeholders in the research process and the different kinds of reports appropriate for each, assist in preparation of audience-appropriate final reports;

If a conference abstract is accepted, work with the student to prepare the presentation (oral or poster) - even if this exceeds the time period of this funding.

Generally, be available to discuss anything related to research, academia, community-based inquiry, and professional development, as desired by the student.

How will the student's participation in this project contribute to their educational and/or career goals?

From Abry Gomez:

Once I declared my major to Health Science almost 2 years ago, my involvement in the department and Salud Familiar greatly increased because of the welcome and support I felt from the department. After excelling in HS 104 Spring 2001, with an A+, I knew that I wanted to be more involved in the HS Department and Salud Familiar. Having served as Peer Teaching Assistant and Materials Coordinator, and working on the Las Flores video during fall 2011. I am eagerly applying for this position because I see it as an amazing opportunity to work with Dr. Roe, continue my involvement in Salud Familiar, and learn about something that has always interested me - research! Our major does not have a way for students to be involved in research, so this is an incredible opportunity. Working with Dr. Roe will allow me to see Salud Familiar from a research perspective, learn some important skills, and continue the academic development that began when I declared Health Science as my major. I hope to learn more about the way that research is conducted and used in the field of community health. I also hope to see if research is something I would like to be involved in for my future career. No matter what the outcome, I know I will learn a lot. I am a hard worker, very organized, and have strong leadership skills. I can't think of a better way to spend my senior year than in this research mentoring relationship with Dr. Roe.

From Kathleen Roe:

Abry has blossomed in our major and is ready for a greater challenge. Since we do not have a research methods course (yet!) for undergraduates, this opportunity provides an invaluable chance for her to develop her academic skills, professional preparation, and insight into program effectiveness, evidence-based inquiry, and research dissemination - all critical skills for a new professional.

4. **Budget and Justification** (Budget itself to be submitted on Budget Form)

Explain how the funds requested for this project will be expended. Grant funds can be used to cover project related software, equipment, materials, supplies, travel, data collection and analysis, and other project related expenses. Up to one half the grant can be used as student assistant funds. Funds may not be used for faculty compensation or travel or to purchase food.

Grant funds will be used to cover three kinds of expenses: a) research materials, b) conference registration, and c) student assistant funds.

A. Research Materials

A dedicated digital voice recorder is needed to electronically capture the responses of research participants during the focus groups and other data collection procedures. The recorder will be used only for the purposes of this study and returned to the department when not in use by the student researcher.

The three final reports will use different formats appropriate to the different audiences. Grant funds will be used to assist with materials needed to produce a professional quality scientific poster and to develop a research report appropriate for 8 - 10 year old girls and their families.

B. Professional Conference Registration

We are extremely fortunate that the two largest national meetings of our field - the Society for Public Health Education and the American Public Health Association - are meeting back to back in San Francisco in October-November 2012. This provides a rare opportunity for us to attend the meetings together and for Abry to learn about research from a wide variety of scientists - from students through world famous researchers. Grant funds will help support her travel to the 6 days of these meetings.

C. Student Assistant Support

Grant funds will be used to make a nominal award of \$490 (37.75 hours @ \$13/hour across the 13 months of this project. We assume that Abry will be working 4 - 6 hours per week on this project.

5. **Signatures**

Student Signature

Date

5-6-12

Faculty Signature

(Signature)

Date

5-6-12

Department Chair
Signature

(Signature)

Date

5-6-12

Save & Print Form

Submit completed application with supporting documents to the Center for Faculty Development (IRC 213) or email to cfd@sjsu.edu no later than **5:00 p.m. Monday, May 7, 2012.**

Undergraduate Research Grant Budget Form

Project Title

Las Flores de la Salud: What are the impacts of participation in an afterschool health club on 3rd and 4th grade girls from a low income, Mexican immigrant community?

Budget item	Quantity	Unit Cost	Total Cost
Supplies			
Digital voice recorder	1	150	\$150
Materials for final reports	-	60	\$60
			0
			0
			0
Travel			
Student registration to 2 professional meetings in SF (6 days)	2	\$150	\$300
			0
			0
			0
Other			
			0
			0
Student Assistant Funds Specify number of hours and hourly rate	37.75	\$13/hour	\$490
Total Costs (may not exceed \$1000)			\$1,000

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Include separate lines for software, equipment, materials, supplies, travel, data collection and analysis. You may also use the "other " line to insert additional lines as needed.