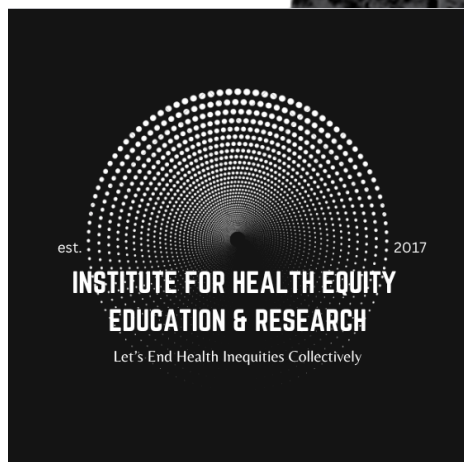




RESEARCH MENTORING REPORT

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EDUCATION & RESEARCH, LLP

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SUMMARY

Mentoring Black women in research to advance into health professions or health sciences degrees is not only beneficial but essential for fostering diversity, equity, and excellence in the field.

Students develop a deep understanding of the social determinants of health and the ways in which systemic inequities impact health outcomes. This knowledge is crucial for fostering empathy and a holistic view of individual people and communities. Health equity research enhances critical thinking and analytical skills, enabling identification of complex health issues and solutions effectively.

Mentees are prepared for leadership roles in public health and healthcare settings as they design and implement interventions that are culturally sensitive. This experience is invaluable for advocating for policy changes and promoting equitable practices.

Moreover, mentees gain practical experience in conducting research, including data collection, analysis, and dissemination of findings, which are transferable skills that enhance their school and job competitiveness. Collaborating on health equity research projects also allows students to build professional networks with peers, mentors, and community organizations, which can lead to further academic and career opportunities.

IHEER utilizes evidence-based mentoring frameworks and activities to mentor students entering the health professions and health sciences in research projects.

INTRODUCTION

MENTEE SUCCESSES

DR. WARREN'S RESEARCH MENTEES

CAPSTONE, RESEARCH & PUBLIC HEALTH PRATICUS

MENTEE FEEDBACK



Figure 1



RESEARCH MENTORING REPORT

**IHEER
Excels in
providing
students of
all levels
with
substantive,
measurable
research
mentoring.**

Mentoring Black women in research to advance into health professions or health sciences degrees is crucial for several reasons. The representation of Black women in these fields remains disproportionately low, which not only limits the diversity of perspectives in health research and practice but also perpetuates systemic inequities. Effective mentoring can bridge this gap by providing tailored support, guidance, and opportunities that are often inaccessible to marginalized groups.

Mentoring offers Black women the tools and resources to navigate the complex academic and professional landscapes of health sciences. This support includes developing critical research skills, fostering professional networks, and navigating institutional barriers. Mentors can help mentees identify and apply for scholarships, fellowships, and research grants, which are essential for academic and professional advancement. Furthermore, mentors can provide invaluable advice on balancing the demands of rigorous academic programs with personal and professional responsibilities.

The benefits of mentoring extend beyond the individual to the broader community. Increasing the number of Black women in health professions and research enhances the cultural competence of the field, leading to more inclusive and effective healthcare practices. Diverse research teams are more likely to address health disparities and develop interventions that are culturally relevant and effective. This, in turn, improves health outcomes for underserved communities, contributing to the overall health equity.

Moreover, successful mentoring relationships can create a ripple effect, where mentored individuals become mentors themselves, perpetuating a cycle of support and

empowerment. This generational impact can lead to a sustained increase in the representation of Black women in health sciences, creating role models and leaders who inspire future generations.

Investing in mentoring programs is also a matter of social justice. It acknowledges and addresses the historical and ongoing systemic barriers that have excluded Black women from fully participating in the health professions. By actively supporting their advancement, institutions can begin to rectify these injustices and promote a more equitable and inclusive academic and professional environment.



MENTORING RESULTS (2012-2024)

Mentee Successes:

- Sahana Natarajan who successfully graduated from Rutgers Graduate School of Biomedical Science who started IHEER in 2019 obtained affiliate faculty at George Mason University to continuing her work with me. Has coauthored 3 peer reviewed journal articles, one as first author. Additionally, she was accepted (June 2024) to Western University of Health Sciences College of Osteopathic Medicine of the Pacific – Northwest, located in Lebanon, Oregon.
 - Natarajan, S. & **Warren, J. R.** (Accepted for Publication). Examining associations of the strong Black woman to maternal mental and perinatal health: A literature synthesis. *Journal of Gynecology and Maternal Health*.
 - Riddick, B., Natarajan, S., Cobb, T., & Warren, J. R. (2022) Implications of the *Strong Black Woman* stereotype for maternal and perinatal health. *Integrative Gynecology and Obstetrics Journal*. 5(2), 1-2. DOI: 10.31038/IGOJ.2022521.
 - **Warren, J. R., Natarajan, S., Roess, A. A.** (Under Review). Superwoman schema as a racist stressor and its association to perceived stress during pregnancy and birth outcomes among Black women. *Journal of Racial and Ethnic Health Disparities*.
- Brandi M. White (MPH) went on to pursue a Ph.D. as a professor of Health Professions at the University of Kentucky. Dr Warren and White have published many peer-reviewed journal articles as co-authors.
 - **Warren, J. R.** & White, B. M. (2020). A translational science approach to community-based participatory research using methodological triangulation. *Journal of Public Health*, 1-12
 - White, B. M., Rochell, J., Warren, J. R. (2019) Promoting cardiovascular health for African American women: An integrative review of interventions. *Journal of Women's Health*, DOI: 10.1089/jwh.2018.7580.
 - **Warren, J. R.** & White, B. M. (2018) Rationale, design and methods of “Set the Rules”: a tailor peer-to- peer health information intervention.

- Rikiyah Mixson presented her research in Black women's Resilience with IHEER at The Annual Biomedical Research Conference for Minority Students (ABRCMS) and graduated from the department of health communication at Rider University.
 - Mixson was accepted (Fall 2022) to the School of Public Health at George Washington University in Washington, DC.
 - She received IHEER's Excellence in Research award.
- Christie Lyn Costanza, MPH, Rutgers University. Practicum project entitled, "Pilot Testing a Survey to Explore the Role of Communication in Community Engagement among University-Community Partnerships".
 - Costanza obtained (Fall 2012) a position in health communication the Minnesota Department of Public Health.
- Abmibola Williams (MPH), Rutgers University, Co-author on two Ebola-related publications. She is now Senior Manager at Boston Scientific, HEOR, Research Methodologies
 - Williams, A. O., Warren, J. R., Kurlander, L & Suaray, M. (2018) Critical communications: A retrospective look at the use of social media among American Sierra Leoneans during the Ebola Outbreak. *Journal of Social Media and Society*, (7)1, 366-380
 - **Warren, J. R., Kurlander, L., Suaray, M., & Onigbanjo-Williams, A.** (2020). 'We have a role to play': American Sierra Leoneans communicating the impact of the Ebola virus locally and across the diaspora. *Public Health*, 185, 270-274.
- Jeannine Donnelly, BS Rutgers University. Worked with Dr. Warren on establishing community partnerships, designing, and delivering a class for experiential learning through class-community research.
 - Published sole-authored peer reviewed manuscript based on community engagement experiences with Dr. Warren.
 - Article can be accessed: <https://ujslcbr.org/index.php/ujslcbr/article/view/73>
- Aswini Sukumar, BA Rutgers University. Conducted a study with Dr. Warren to evaluate Dr. Warren's Model of Identity Congruence in e-health communication. She co-authored:

- **Warren, J. R. & Sukumar, A.** (2013). Identity-congruent communication in web interface design: The case of medically underserved smokers. *Howard Journal of Communications*, (24)4, 348-369.

Research Mentees:

1. May 2022-January 2023: Served as mentor to COMM Breonna Riddick (doctoral), J. Robinson (doctoral, Sociology), CHHS/MPH students Ashely and Brianna Dawson at GMU. Mentoring consisted of coding findings and essential study information from gather literature across four databases.
2. May 2022-December 2022: Served as mentor to Noora Alvi (Neuroscience/Pre Med Major, GMU). Mentoring consisted of refining the literature review list with a test review, documenting review process (e.g., how many articles per search terms).
3. January 2022-May 2022: Served as mentor to COMM's Breonna Riddick (doctoral) and Jasmine Williams (masters) and CHHS/MPH students Ashely and Brianna Dawson, and Noora Alvi (Neuroscience/Pre Med Major). Mentoring consisted of conceptualizing a systematic literature review and integrating theory, determining eligibility criteria and databases, building a list of key terms, identifying articles fitting eligibility criteria, refining the list with a test review, documenting review process (e.g., how many articles per search terms), and guided them through the formal review in locating and collecting articles.
4. Mar. 2021-June 2024: Sahana Natarajan, MBS, Rutgers University; Affiliate faculty at GMU. Know Your Heart for Black Women: Digital Intervention Development and Dissemination.
5. September 2021-February 2022: Served as mentor to GMU COMM Doctoral Students Adebanye and Rochelle, CHHS Nursing undergraduate Shanee Rodney. Mentoring consisting of conceptualizing survey research, crafting hypotheses/research questions, determining measures/items for the survey.

6. May 2021-August 2021: Esther Ajayi, First-Year Graduate Student in Public Health, University of Chicago. Community Assessment of Racial Experiences and Stress (C.A.R.E.S) for Black Pregnant Women
7. Jan. 2021-Present: Montana Flowers, Undergraduate in Biology and Public Health, Johnson C. Smith University. Systematic Literature of Alzheimer's Disease among Black Americans
8. Jan. 2021-Fall 2022: Rikiyah Mixson, Undergraduate in Communication Studies, Rider University. Systematic Literature of Alzheimer's Disease among Black Americans
9. Jan. 2021-March 2021t: Jean Walter, Undergraduate in Political Science and Public Health, The College of New Jersey. Policy Review of Health System Inequities Impacting Transgender Persons
10. August 2020- December 2020: Jada Morgan, Undergraduate in MPH and Biomedical Sciences, Yale University. E_Race the System Inside: Digital Health Communication to Increase Awareness of Systemic Health Inequities among College Students
11. Sept 2019-2020: Co-Mentor: Jahsleighe Rochel and LaToya Walker (MPH offers from Emory and Columbia), Health Sciences Undergraduates, University of Kentucky. Cardiovascular Disease among Black Women
12. Sept, 2018- 2020: Co-Mentor: Juanita Brunson, Doctoral Mentee in Public Health Policy, Georgia State University. Cardiovascular Disease among Black Women
13. April 2014-2018: Samantha Jones (Communication Major) internship with NIH With Every Heartbeat there is Life (WHEL) Program in collaboration with the Trenton Housing Authority of New Jersey oversaw National Institutes of Health. Responsibilities including revision of data collection tools, presenting a session of (WHEL), and assisting in the organizing and coordination of the program for housing authority residents.
14. September 2013-2016: Anand Nagarajan (Rutgers Epidemiology Major – A Physician Now). Project entailed evaluating the role of collaborative communication strategies and processes in community engagement and health outcomes” where they garnered skill in systematic literature review methodology, procedures, and practices.

15. September 2013-2016: Mona Hariri (Rutgers Health Policy Major – In Law School Now). Project entailed evaluating the role of collaborative communication strategies and processes in community engagement and health outcomes” where they garnered skill in systematic literature review methodology, procedures, and practices.
16. September 2013-2016: Vince DiFabritius (Rutgers Media, Communication, & Information Science). Project entailed evaluating the role of collaborative communication strategies and processes in community engagement and health outcomes” where they garnered skill in systematic literature review methodology, procedures, and practices.

Masters Capstone & Research and Public Health Practicums:

1. Fall 2022. Research Practicum. Breonna Riddick, Doctoral student. Project titled, A Mother’s Choice: Trust, Safety, and Voice in Maternal Health Care Provider Recommendations
2. Spring 2022. Public Health Practicum. Xiomara Chevalier. Project Titled: Mapping and Developing a Social Media Intervention for Black Women
3. Spring 2022: Capstone (COMM 798). Jasmine, Williams, Masters student. Project titled, Post- Graduation Disenfranchised Grief in Black Alumni.
4. Jan. 2021-May 2021: Cheyenne Baird, Instructional Design, University of Wilmington. Implementing Gamification for Virtual Onboarding
5. May 2021-Sept 2021: India Washington, Graduate Student in Public Health, University of West Florida. India Washington from the University of West Florida completed her MPH practicum with IHEER and developed and implemented a social media intervention, Know Your Heart (e.g., videos interviewing health practitioners, posts, etc.) to educate Black women about cardiovascular disease.
6. May 2021-August 2021: Kati Mary, Doctoral Student in Anthropology and Public Health, University of Pennsylvania. Community Assessment of Racial Experiences and Stress (C.A.R.E.S) for Black Pregnant Women

7. Jan. 2021-May 2021: Sierra Cribb, MPH, University of Pennsylvania conducted a systematic literature review to assess prevalence and risks of Alzheimer's Disease among African American communities; finding that one barrier to treating Alzheimer's Disease among African Americans is the low likelihood of brain donations.
8. Jan. 2020-March 2021: Felicity Mampe, Graduate Student in MPH, University of Pennsylvania. COVID-19 Vaccination Uptake Community-Based Intervention. Gained skill in intervention mapping, developing logic models, evaluating interventions.
9. January 2013-May 2012: Served as a Field Preceptor for Christie Lyn Costanza. Costanza assisted in survey data collection efforts and in analyzing quantitative and qualitative data regarding trust and sustainability. The project was her thesis, which she passed successfully for graduation. Obtained a position in health communication the Minnesota Department of Public Health.
10. Fall 2012: Jeannine Donnelly. Community engagement: A reflection on service learning for social .
11. Fall 2012: Melissa Rondenbach and Melanie Monstrowski. Preferences for receiving online health information among undergraduate students.
12. Fall 2010-Spring 2011: Dana Bowen and Alison Luke. Adapting cessation treatment, messages, and delivery to inner-city African American smokers living with HIV/AIDS
13. Spring 2010: Yelena Lyudmilova, Systematic literature review of stereotype threat in the context of smoking cessation
14. Spring 2011: Swetha Bala. Communicating complementary and alternative medicine online
15. Spring 2011: Tajha Carroll' Perceptions of health and smoking
16. Summer-Fall 2011: Aswini Sukumar. Validating a model of identity congruence in e-health communication.
17. September 2007-May 2011: Advised an MPH student, Brandi White who served as Graduate Research Assistant on the funded community-based participatory research project. She was mentored in community engagement in mobilizing African American

parents against the harms of environmental tobacco smoke, helping to develop the health information intervention, Set the Rules. Brandi is now an Assistant Professor at the University of Kentucky, Medical School.

Student Feedback:

Today was a great success for me. I was able to interact and grasp all of the information that was presented about leadership and management. You were able to give great examples and advice. I have been struggling with managing stress in the past at jobs as far as how to interact with different traditional backgrounds while reaching a common goal and not taking things too personal as far as sarcasm, or any other sort of misunderstanding on my part, while trying to become a Manager. I have what it takes, but I needed more guidance. I am so glad that you answered my questions along with the help of my classmates giving me better solutions on how to handle any situation in an establishment. I am confident that after attending this seminar that I will become a great Leader and Manager in the near future. Thank you for teaching me life basic life skills and helping me to get one step closer to accomplishing my goals. It is never too late to make a complete turnaround from active listening and responding. Nicole Morgan

Thank you for giving me this opportunity to be a part of IHEER team. I am so grateful for this experience and thoroughly enjoyed my time on the maternal health project this summer. With the start of the new school year, I would love to find a way to continue the mentorship and apply to be part of any more projects or opportunities this fall semester. Thank you for your coaching with my resume. Jada Woodley

I hope you are doing well. Though I have not shared the information with anyone yet, I wanted to send you a HUGE thank you! I just received an email from the University of Pennsylvania's School of Nursing congratulating me on my acceptance into their program! I am sure that your letter of recommendation was a huge contributing factor to that acceptance and for that I am so thankful. I truly feel privileged to have a mentor like you. Thank you once again for your efforts, I am deeply grateful. Montana Flowers

Working in Dr. Warren's lab was a pleasure. The team is so supportive, and she values your input no matter where you are coming from. I felt part of the team from my very first meeting and was treated with the utmost respect. Dr. Warren is committed to ensuring students gain the most from their experience in the lab and provides opportunities for students to engage their specific research interests. She is a great mentor and is dedicated to helping students to her full capacity within her position. Noah Gordon Ryan Foster

Dr. Warren is a great mentor because she is enthusiastic about what she does and is willing to help others expand their knowledge. She provides opportunities for students in connecting majors and various levels of schooling. As a public health student, I am excited to collaborate on a project with health communication students. Here I am given the opportunity to look at the research project in two different avenues. Briana Dawson

Dr Warren is an effective mentor by her diligence to cultivate new skills in students. Despite Covid restrictions or funding, Dr. Warren has managed to bridge connection across doctorates, graduate, and undergraduate students. At her side I have had exposure to code books, data tables, and literature search. In addition, Dr. Warren takes in consideration each person's schedule and experiences. This allows for a more diversified approach to research. Moreover, she balances research teams through weekly meeting and assignments. Ashley Elizabeth Dawson