

# WAYNE STATE UNIVERSITY

NIH/NIA-funded T-32 Pre-Doctoral Training  
Program in Aging and Urban Health

## Handbook for Trainees and Mentors 2011-2012

**Institute of  
Gerontology**

*"Promoting Successful Aging in Detroit and Beyond"*

The IOG's website: [www.iog.wayne.edu](http://www.iog.wayne.edu)

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# Message from the IOG Director



The Wayne State University Training Program in Aging and Urban Health, supported in part by the National Institutes of Health (NIH) / National Institute on Aging (NIA), represents the only currently funded NIH T-32 training program in the behavioral and social sciences at Wayne State University. Since the creation of our training program in 1996, we have trained more than 50 students who have become researchers and academicians in the fields of developmental, social and clinical psychology; nursing; anthropology; health communication; occupational and physical therapy; sociology; economics; political science; and engineering. We are proud of all of our student trainees, many of whom are now faculty colleagues with many scholarly accomplishments.

We hope you utilize all of the resources and opportunities afforded you by this training program and have a very productive scholarly experience during your time here!

A handwritten signature in black ink that reads "Peter A. Lichtenberg". The signature is written in a cursive, flowing style.

Peter A. Lichtenberg, Ph.D., ABPP  
**Director of the Institute of Gerontology and Director of the Merrill Palmer Skillman Institute, and  
Director and Principal Investigator of the Pre-Doctoral Training Program Grant**

# Message from the IOG Deputy Director



The IOG faculty and staff, and the pre-doctoral training program faculty are here to support you in your doctoral research training in aging. Utilize their expertise and take every opportunity to learn while you are here. We sincerely hope the expertise and skills you develop here and the professional networks you forge while a student will provide a valuable foundation for your future.

The purpose of this Handbook is to provide trainees and faculty mentors with key information related to the Pre-Doctoral Training Program. The Handbook is a guide to the responsibilities and the benefits of being a trainee. It also reminds faculty members of their responsibilities as mentors. The Handbook also provides some history about the IOG Training Program itself and the Institute where the Training Program is “housed”. Together with the IOG website where the most current information about the Training Program is found, this Handbook is your practical guide to the Program and “who to ask for what”.

Welcome to the Pre-Doctoral Training Program and have a great year!

A handwritten signature in black ink that reads "Cathy Lysack". The signature is written in a cursive, flowing style.

Cathy Lysack, Ph.D., OT(C)  
**Deputy Director of the Institute of Gerontology, and  
Co-Director of the Pre-Doctoral Training Program**

# About the Institute of Gerontology

The Institute of Gerontology (IOG) is one of five research-focused Centers and Institutes on the Wayne State University (WSU) campus. <http://research.wayne.edu/ci/directory.php> A central feature is their research infrastructure and scientific culture. Located in Detroit, Michigan's only urban university, the IOG is especially committed to research dedicated to the health problems that negatively impact vulnerable low-income older adults.

More information about the IOG can be found at: [www.iog.wayne.edu](http://www.iog.wayne.edu)

## The IOG Mission

The IOG conducts research in the social and behavioral sciences and cognitive neuroscience and applies those findings to issues of aging and urban health. Our primary mission is research.

- Research: Improving our community health through research.
- Education: Preparing tomorrow's leaders in aging research
- Outreach: Connecting seniors and their families to current knowledge
- Partnerships: Building programs that will stand the test of time

## History of Support for Pre-Doctoral Training Program

The IOG has a long history of commitment to gerontology and aging research and to supporting student training in health and aging. The IOG at WSU was created by the State of Michigan legislature in 1965 as a subprogram to the IOG at the University of Michigan. The IOG operated as a joint program with the University of Michigan until 1986 when the funding support for each Institute became part of their respective University's funding. The following decade saw growth in both the numbers of faculty and in faculty research.

In 1996 Dr. Peter Lichtenberg was asked to help create a graduate training program at the IOG, and in 1999 he became the Director of the IOG. In 2000, Dr. Lichtenberg lead the investigative team that was successful in receiving funding for the University's first ever NIH/NIA-funded T-32 Pre-Doctoral Training Program grant. This grant, focused on "Aging and Urban Health" received 5 full years of funding (2001-2006). It competed successfully again in 2006 and the IOG was awarded a second 5-year grant (2006-2011). Since its inception, more than 50 graduate student trainees have benefited from this program. In fall 2009 the IOG strengthened its affiliation with the Merrill-Palmer Skillman Institute ([www.mpsi.wayne.edu](http://www.mpsi.wayne.edu)) and graduate students now share an annual IOG-MPSI Research Poster Day and attend joint Professional Development seminars each semester. A competitive renewal was submitted to the NIA in May 2011 and we hope to receive another 5-year award to continue this important training program.

# The Pre-Doctoral Training Program

The purpose of the National Institute on Aging (NIA)-supported training program is to prepare graduate students across multiple disciplines to do top-quality research in aging and health. Monies from this training grant, coupled with individual IOG faculty research grants, provide financial support to approximately 10-12 trainees each year.

## Training Program Model and Philosophy

The training program uses an apprentice-model of learning with research skills and professional development at the core. Faculty mentors are encouraged to treat trainees as “junior scholars” and work to foster an atmosphere of collegiality alongside expectations of scientific excellence. The model provides many benefits, including:

- I. **Apprenticed research experience.** Regular contact with a primary research mentor in the trainee’s specific area of research interest is a hallmark of our training program. We also believe a ‘hands-on’ learning model is the best way to impart the level of knowledge and skill required for trainees to progress toward becoming independent researchers. Trainees typically work on a topic of aging research alongside their primary mentors for 20 hours per week throughout the year.
- II. **Interdisciplinary education.** The training program values the multiple points of view offered by various disciplines. Thus, the training program is structured to expose student trainees to research conducted in a wide array of disciplines through the weekly IOG Colloquium Series for example. Students are also encouraged to get involved with education and outreach events sponsored by the IOG throughout the year and many participate in the annual Gerontological Society of America conference. An interdisciplinary focus is also fostered by the diversity of disciplines represented in the faculty who serve on the “mentoring teams” of trainees (see later sections of the Handbook). The team can assist the trainee in academic goal-setting, by serving as members of a student’s PhD committee, and by serving as an additional professional or personal resource. Faculty members from different disciplines broaden the opportunities for student learning and professional development.
- III. **Strong methodological training.** Trainees are strongly encouraged to complete a minimum of 12-15 credits of coursework in research and statistical methodologies (delivered in their degree granting departments/disciplines). Some of these courses are taught by the IOG’s training program faculty, and include a focus on aging and health. Methodological skills are learned, practiced and refined during each trainee’s apprenticed research training. Training faculty provide specialized consultation on research design and analysis and offer other dimensions of professional and research mentorship.

**IV. Urban minority health focus.** In the context of their research activities, students will become experts in the recruitment and retention of diverse urban research participants (particularly African American elders). The IOG currently engaged over 1200 African American elders in various programs in Detroit each year. Virtually all Wayne State University age-related studies are based in the Detroit metropolitan area which offers trainees a rare opportunity to develop skills in difficult-to-reach populations.

**V. Professional development in gerontology.** The ultimate goal of the training program is to prepare trainees to join the ranks of the next generation of researchers in aging and health. This requires opportunities for trainees to learn specific research skills, but also to learn about aging issues and the lives of older people themselves. Thus, the training program exposes students to a range of national and local conferences, and various community outreach events where students learn more about daily life as an older adult. These professional development activities will aid students after graduation to work more effectively at university and other health care organizations. Some examples of professional development opportunities available to trainees at the IOG include:

- the weekly IOG Colloquium Series that features national and international research experts and other top speakers and health care professionals,
- the IOG-sponsored “Issues in Aging” conference focused on new trends and new interventions for age-related health conditions (targeting health care professionals),
- the “Successful Aging” conference (for and by older adults),
- the annual IOG-MPSI Research Poster Day and Open House (typically in October each year), where students share their research with the campus community,
- the annual Gerontological Society of America conference (November each year), where students can present their own research and learn from other researchers in the field of aging, and
- more than 40 educational and outreach activities sponsored by the IOG each year where students can learn from older adults themselves, and contribute their own expertise to improving the health of older adults in their local community.

## **Training Program Leadership and Structure**

The training program is led by Dr. Peter Lichtenberg, the Director and PI of the NIA-funded T-32 Pre-Doctoral Training Program grant, and Dr. Cathy Lysack, the Deputy Director of the IOG and Co-Director of the Pre-Doctoral Training Program. Dr. Lysack chairs the Graduate Research Training Committee (GRTC) which meets four times per year. The GRTC oversees all aspects of the training program including review of applications and academic progress of trainees. The members of the GRTC are called the “training faculty”. Training faculty members consist of the IOG faculty members and other faculty on campus with an active research program in aging and a commitment to the training program (see later sections of this Handbook).

## Application to the Training Program

**Applications** are open to academically strong PhD students with a research focus on aging. The training program is competitive and successful applicants require a well-matched faculty mentor chosen from amongst the training program faculty (see later section of this Handbook, or online at: <http://www.iog.wayne.edu/predoc.php>)

**To be eligible to submit an application to the IOG's Pre-Doctoral Training Program, potential applicants must first gain admission to the University, the Graduate School, and the program of choice.** The IOG does not grant academic degrees. Students obtain their degrees through completion of the academic requirements at the department level. The IOG's Program is "adjunctive"; it provides research intensive training in aging to complement the student's disciplinary degree. Application forms and further details are found online at: <http://www.iog.wayne.edu/predoc.php>

**Application deadline is March 1<sup>st</sup> annually. Interested students are encouraged to contact Dr. Cathy Lysack, the Co-Director of the Training Program at [c.lysack@wayne.edu](mailto:c.lysack@wayne.edu) well in advance of the application deadline to discuss their application plans.**

## Training Program Funding for Trainees

### Overview

The T-32 Pre-Doctoral Training grant provides funding to support students to obtain excellent research training in aging. The training grant itself provides funds for 5 traineeships each year. There are other funding mechanisms that support trainees as well (see sections below). The training grant also provides funds to support the weekly IOG Colloquium and Professional Development Series, the annual IOG-MPSI Research Poster Day, student travel to the annual GSA conference and other scientific meetings, etc.

### How many trainees are accepted each year?

Applicants are reminded that the number of new traineeships available each year is dependent upon the number of trainees graduating and leaving the program each year, in combination with the availability of faculty to serve as research mentors. Typically, there are 1-2 traineeships available each year. The training program receives 5-8 applications for traineeships each year.

### If I am accepted, will I receive funding?

When you apply to the training program you are automatically considered for funding. The T-32 Training Grant itself provides funding for 5 trainees each year. These positions are commonly called the "NIA slots" or the "training grant slots". Two additional traineeships (sometimes called "matching slots") are funded through the WSU's Office for the Vice President of Research and the Graduate School. In addition to these sources of funding, students may be funded by other sources

such as WSU Graduate Fellowships, Teaching Assistantships, dissertation scholarships, foundation grants, NRSA awards, etc. The training program works with trainees to identify sources of financial support. In 2010-2011, 5 trainees were funded by NIA slots, 2 with the matching slots, and 4 through faculty research grants.

### **Can I be a trainee without funding?**

Students can be accepted into the training program as unfunded students. While funding is always preferable so students can concentrate all of their energies on their studies, the training program will enroll a student who: (a) has applied to and been accepted into the training program, (b), is willing to fulfill all of the responsibilities of trainees, and (c) make appropriate academic progress each year. Although not common, we welcome these dedicated students and encourage them to take full advantage of the training program.

### **Can I lose my funding?**

Trainees accepted into the training program can generally assume that if they are making appropriate academic progress (judged by their primary training program faculty mentor, mentoring team, and the GRTC on the basis of annual goals and evaluation of accomplishments), funding will continue year over year. However, inadequate academic progress is grounds for losing funding and dismissal from the program.

There are several other important caveats related to funding:

- (1) There is a 4-year maximum on training grant funding to an individual student (the time period generally needed to complete a doctoral degree at WSU as a full-time student). Thus, a trainee who goes beyond 4 years to complete their studies may need to find alternate support after 4 years.
- (2) If a student is funded by a faculty research grant or some other type of fixed-term funding, then support is entirely contingent upon the details and conditions of that funding mechanism. Trainees funded this way are encouraged to speak with their mentors at regular intervals to clarify their funding status.
- (3) A related issue is acceptance of students into the training program toward the later part of the training program grant's funding cycle. This is the current situation. Students who commence their training in Aug 2011 are offered one year of funding only because the training grant itself is in its final year of funding (2006-2011). Although the IOG has submitted a renewal of this 5-year training grant, the outcome will not be known until November 2011.

Trainees should be reassured that loss of funding and dismissal from the training program is rare. The training program makes every effort to help student trainees succeed. Trainees are encouraged to contact Dr. Cathy Lysack if they have any concerns about their funding status, or any other concern related to the training program.

## Main Benefits to Trainees in the Program

1. **Research skills:** The training program asks trainees to spend 20 hour per week working with their research mentors. This intense and specific research training in the student's area of interest provides strong skills development. Experiences also include grant-writing, conference presentation experiences, manuscript writing, etc.
2. **Professional development:** Participation at the annual GSA conference sharpens research presentation skills, puts students in touch with former IOG trainees, and provides opportunities for post-doctoral positions and research jobs, not to mention access to a large network of gerontology experts and organizations. Expertise in communication is also strengthened through students' participation in IOG-sponsored conferences, and the IOG's education and community outreach activities.
3. **Top-notch learning environment:** Students have a shared office at the IOG which provides a quiet work environment. They also have access to a computer lab with support and software resources that go well beyond what is available in departments and colleges. Students also have secure back-up of all of their electronic files, and wireless and remote access to their data files. They also benefit from the proximity to their mentors and research projects as well as the collegial interdisciplinary environment.
4. **Financial support:** Financial support of a traineeship allows each trainee to focus their attention on their research without the distraction of a part-time job outside the university. For those funded by the training grant, the stipend is approximately \$24K per year which is received in exchange for the 20-hour-per week research work students do for/with their faculty mentors. Trainees also receive tuition credit relief and health benefits.
5. **Annual IOG-MPSI Research Poster Day:** Trainees at the IOG and at the Merrill-Palmer Skillman Institute present their research in progress at this joint-event held in late October each year.
6. **GSA conference travel support:** Trainees attending the annual GSA conference receive student membership, student conference registration, professional poster printing, plus \$550 towards travel to the conference. Trainees are expected to present their research at GSA whenever possible and participating in student networking and professional development activities at GSA. <http://www.geron.org/index.php>
7. **Supplemental Trainee Travel Award:** Trainees can apply for the Supplemental Travel Award to support travel to conferences and scientific meetings other than the GSA. Up to 4 awards of \$300 each are funded, twice per year.
8. **Elizabeth Olson Memorial Award:** The Elizabeth Olson (Paper Competition) is an annual written paper competition with a single prize of \$500 to the best written paper from a trainee each year. More details on the Supplemental Travel Award and the Olson Award can be found at:  
[http://www.iog.wayne.edu/awards\\_funding\\_ops.php](http://www.iog.wayne.edu/awards_funding_ops.php)

# Responsibilities of Trainees

## MANDATORY

### 1) **Publications/Presentations:**

- Every trainee is expected to strive for 1 conference presentation and 1 peer-reviewed journal publication each year. Trainees are also expected to take full advantage of all opportunities to apply for scholarships and grants. It is understood that trainees are at various career stages; thus these expectations are flexible, but they should be regularly points of discussion in trainee-mentor meetings.

### 2) **Academic, Research, and Professional Progress:**

- At the beginning and end of each semester, trainees are responsible for meeting with their training faculty mentor to set academic goals and review accomplishments (e.g., courses, scholarships and awards, conferences presentations and publications, etc).
- Goals can be brief but they should be in writing so mentors and students are clear on expectations.
- Trainee progress is tracked by the Graduate Research Training Committee (GRTC)
- Trainees will be asked to submit their CV and academic goals and accomplishments at regular intervals for GRTC and T32 grant reporting purposes.

### 3) **Attend IOG Colloquium & Professional Development Series (Tues, 9:30-10:30 am):**

- Attendance is tracked; trainees must sign-in at every session
- Trainees are asked to introduce Colloquium speakers
- Trainees will have the opportunity for extended discussions with visiting speakers immediately following the Colloquium (dependent on speaker availability).
- For some out-of-town speakers, a lunch invitation will be extended to students.

### 4) **Fulfill "20 hrs/week" Funding Obligations (as applicable):**

- Provide 20 hrs/week of research assistance (minimum) to your primary mentor (responsibilities may vary by mentor and funding conditions).
- Research assistance may take place in your mentor's research lab, or elsewhere.

### 5) **Interdisciplinary Contact time:**

- Trainees are expected to be present at the IOG a reasonable amount of time, and to use their IOG offices and computer lab space to work on their research.

### 6) **Keep IOG Student webpage updated:**

- Students must have a current photo and main research interests listed
- Students may also wish to include their CV and other professional info.

- 7) **Present your research at the IOG's Annual Research Poster Day (Oct 28, 2011)**
- This is a joint IOG-MPSI event
  - Posters can reflect completed research or work in progress (often trainees 'pre-present' their GSA and Society for Neuroscience posters).
  - Trainees are expected to provide volunteer assistance (e.g., set-up & take-down of exhibit space and displays easels, poster judging process, abstract booklet, advertising, etc).
- 8) **IOG Professional Development and Service:**
- Trainees are expected to sign-up and contribute to 2 IOG events each year. These events include education and outreach events, professional conferences sponsored by the IOG, speaking about your research to a local community group, etc.
  - Coordinator: Ms. Donna MacDonald, <http://www.iog.wayne.edu/outreach.php>
- 9) **Completion of Ethics Course (BMS6010):**
- All trainees, at some point during their traineeship, must successfully complete BMS6010, a basic course on ethics, offered annually in Spring semester annually
  - Registration for the course is online, like all other WSU courses.
- 10) **IOG Faculty Meetings (each student once per semester):**
- 1-2 pre-docs per monthly meeting
  - Scheduled by the GSO President with IOG secretary each semester.
- 11) **Appointment letters, tuition credits, health benefits etc:**
- Trainees must respond promptly to Ms. Carol Talbot on all matters, including: annual letters of appointment, paychecks, benefits, course registration and tuition issues, and immigration and visa details, if applicable, etc.

STRONGLY ENCOURAGED

- 12) **Gerontological Society of America (GSA) conference:**
- Trainees are encouraged to attend, and if possible, present their research.
  - Trainees attending the GSA conference are expected to:
    - i. attend the graduate student networking event,
    - ii. the social reception held by the IOG each year,
    - iii. attending other IOG trainees' presentations when possible, and
    - iv. volunteer time at the IOG Exhibit Booth, recruiting student to the training programs, describing research at the IOG to conference attendees.
- 13) **Attend the IOG's Annual Issues in Aging Conference for health professionals**
- 2-day conference focused on dementia and other health issues
  - IOG covers the full student registration (and a sit-down lunch!).

#### 14) Pre-doc Mentoring Teams:

- Students admitted into the pre-doctoral training program must have a primary mentor (usually identified prior to application to the program). Trainees may also ask 2 additional training faculty members to serve on their 'mentoring team'.
- The mentoring team is a benefit to students since it brings multiple and often interdisciplinary perspectives to discussions.
- Trainees are encouraged to form a mentoring team to obtain feedback on their academic goals. Mentoring team members from the IOG may later become a PhD committee member, but this is not a requirement. IOG faculty mentors can open up new research and publication opportunities for trainees, serve as a professional sounding board, provide practical advice on emerging drafts of manuscripts, etc.

## Pre-Doctoral Training Faculty 2011-2012

### Director & Principal Investigator of the Pre-Doctoral Training Program

**Peter Lichtenberg, Ph.D., ABPP, Director of the Institute of Gerontology and Director of the Merrill Palmer Skillman Institute, & Professor of Psychology, Psychiatry and Behavioral Neuroscience & Physical Medicine & Rehabilitation.** Dr. Lichtenberg founded the pre-doctoral training program in 1996 and led NIH-funded efforts to obtain T32 NIH support for the training program since 1996. He is very active in aging and urban health, mentoring graduate students, teaching, and engaging in an active program of funded research. He is a nationally recognized expert in health disparities with a particular interest in dementia, depression and independent functioning in urban older adults. Along with Dr. James Jackson from the University of Michigan, Dr. Lichtenberg is a principal investigator on a center grant (Michigan Center for Urban African American Aging Research) and several other training, research and educational grants resulting in a grant portfolio over \$8,000,000. A new and developing research interest is evaluation of cognitive and financial competency. He is increasingly being sought out for expert testimony and consultation in complex legal cases in the state of Michigan and nationally. Dr. Lichtenberg has received WSU's Distinguished Graduate Faculty Award and Outstanding Graduate Mentor Award in 2001. For more details on his extensive record of grants, scientific publications, awards, and professional service are found on the IOG website:

<http://www.iog.wayne.edu/bio.php?id=434>

### Co-Director of the Pre-Doctoral Training Program

**Cathy Lysack, Ph.D., OT(C), Deputy Director of the Institute of Gerontology, & Professor of Occupational Therapy & Gerontology.** As Co-Director of the pre-doctoral training program, Dr.

Lysack is responsible for ensuring a strong research and training experience for all students. She meets regularly with the Graduate Student Organization (GSO) at the IOG, chairs the pre-doctoral graduate training program committee (GRTC) meetings, and oversees the IOG Colloquium Series, amongst other duties. She has mentored 3 pre-docs and 2 post-docs since joining the IOG in 2000. Her research interests focus on community-dwelling older adults and persons with physical disabilities. Her research focus is on understanding the disability experience, improving rehabilitation outcomes, and strengthening practice skills of occupational therapists and other health care professionals. As principal investigator, she completed the NIH-funded R01 project, "Community Living After Spinal Cord Injury: Models and Outcomes," and is currently an investigator on another multi-year R01 grant "Downsizing Households in Late Life". With Dr. Lichtenberg she is currently conducting a study to evaluate depression screening and treatment for older adults. <http://www.iog.wayne.edu/bio.php?id=194>

## **Other Training Faculty 2011-2012 (IOG and campus-wide)**

**Diane Adamo, Ph.D., Assistant Professor, Health Care Sciences.** Dr. Adamo's research is focused on the study of human sensorimotor control systems and performance. She is interested in investigating the peripheral and central components associated with sensorimotor control, and more recently the extent to which changes in cognition contribute to human performance in older individuals. Neurophysiological and behavioral approaches are used as complementary methods to investigate the role of proprioceptive, exteroceptive, visual information and cognitive processes in the control and regulation of sensorimotor activities. <http://cphs.wayne.edu/bio.php?id=1574>

**Nancy Artinian, Ph.D., RN, BC, FAHA, Professor of Nursing.** Dr. Artinian is a board certified cardiovascular nurse who conducts research related to cardiovascular risk reduction, self-care behaviors to promote cardiovascular health, and the use of telehealth strategies. She recently completed an NIH-funded randomized controlled trial that compared the effects of a home blood pressure telemonitoring intervention with usual care on blood pressure control. This project has yielded numerous publications that are guiding 'best practice standards' for health care practitioners. Her work has also revealed new knowledge about hypertension screening and intervention. <http://www3.nursing.wayne.edu/Faculty/Directory/ab5730fp.html>

**Sherylyn Briller, Ph.D., Associate Professor of Anthropology.** Dr. Briller is a medical anthropologist whose current research focuses on end of life issues. She has a longstanding interest in cross-cultural gerontology and has conducted research in Asia and in the United States. Dr. Briller served as the Project Director for a National Institute on Aging study examining different models of care for dementia care settings. She has worked on several large-scale research projects focused on creating more supportive environments for persons with dementia. Dr. Briller is also interested in the career development of anthropologists and the role of anthropological education in the formation of professional identities. <http://www.clas.wayne.edu/faculty/briller>

**Annmarie Cano, Ph.D., Associate Professor of Psychology and Director of the Relationships and Health Laboratory in the Department of Psychology.** Dr. Cano's research studies the role of

social context and the ways it affects physical and mental health in couples. Funded by a grant from the NIMH, she is currently conducting research on depression and chronic pain in married couples. Dr. Cano is a training clinical psychologist and she teaches both graduate and undergraduate students. She is much sought after masters and dissertation research advisor, many of whom complete their work in her laboratory within the Department of Psychology.

<http://www.clas.wayne.edu/cano>

**Mary Kay Cresci, Ph.D., RN, APRN, BC, FNGNA, Assistant Professor of Nursing and Institute of Gerontology.** Dr. Cresci is board certified as a Geriatric Clinical Nurse Specialist who conducts research related to memory, physical activity, and the use of the World Wide Web. She is co-PI with Dr. George Rebok on the Mind-Body Program funded by the Erickson Foundation. Dr. Cresci is currently a member of an elder abuse curriculum development team for two educational grants: The Elder Abuse/Neglect National Curriculum Project for Surveyors funded by Centers for Medicare and Medicaid and Elder Abuse Education Module, International Association for Forensic Nursing, funded by the US Department of Justice, Office of Victims of Crime.

<http://www.iog.wayne.edu/bio.php?id=481>

**Heather Dillaway, Ph.D, Associate Professor and Interim Chair of Sociology.** Dr. Dillaway's research interests include sex and gender, women's reproductive health, social stratification, the intersections of gender, race class, and other inequalities, family, aging, and the body. Dr. Dillaway's latest research is focused on women's experiences of menopause and reproductive aging. She is also involved with research on African American men's knowledge of and participation in prostate cancer research trials. Dr. Dillaway currently serves as the undergraduate advisor for the Department of Sociology. Dr. Dillaway received Wayne State University's Excellence in Teaching Award and the IOG's Faculty Fellowship in 2007.

<http://www.clas.wayne.edu/unit-faculty-detail.asp?FacultyID=31>

**Joseph Fitzgerald, Ph.D., Professor of Psychology.** Dr. Fitzgerald's research is in the area of applied cognitive psychology. For 25 years his primary interest has been autobiographical memory and its relationship to age, dementia, and depression. In the past few years this has expanded to memory functioning in the context of the legal system. He has also been involved in research on Alzheimer's Disease, particularly in minority populations. He has published extensively in the cognitive aging literature, and more recently in the neuropsychological literature. He is working with colleagues to establish a model of autobiographical memory that will provide links between cognitive psychology, neuropsychology, and the impact of culture on memory.

<http://www.clas.wayne.edu/unit-faculty-detail.asp?FacultyID=382>

**Allon Goldberg, Ph.D., P.T., Assistant Professor of Physical Therapy.** Dr. Goldberg's research interests are related to balance and mobility deficits, trunk control, postural control, and falls, including rehabilitation interventions to reduce falls risk in older adults. He earned his Ph.D. at Wayne State University and received a Ruth L. Kirschstein National Research Service Award to complete a National Institute on Aging-sponsored postdoctoral research fellowship at the Institute of Gerontology at University of Michigan (2003-2005). In 2004 he received the 2004 Fellowship for

Geriatric Research from the Section on Geriatrics of the American Physical Therapy Association. He was an IOG Faculty Fellow in 2009-10. <http://www.pt.cphs.wayne.edu/bio.php?id=1500>

**Hector M. González, Ph.D., Associate Professor in the Institute of Gerontology and Department of Family Medicine and Public Health Sciences.** Dr. González' primary research objectives are to determine modifiable risk factors for disability and to develop and implement cost-effect methods for reducing public health burdens, particularly in disadvantaged populations. Since his clinical and research fellowship at the University of California, Davis, Department of Neurology and later as faculty in the Department of Preventive Medicine and Epidemiology, he has been a Co-Investigator of the Sacramento Area Latino Study on Aging (SALSA). Work in this prospective cohort study of aging in older Mexican Americans formed his research objectives into research foci on the leading determinants of morbidity facing the U.S. and global populations, vascular disease and depression. More details on his grants and publications can be found at: <http://www.iog.wayne.edu/bio.php?id=554>

**Janet Hankin, Ph.D., Professor of Sociology, & Associate Professor, Department of Obstetrics/Gynecology, School of Medicine.** Trained as a medical sociologist, Dr. Hankin has received NIH grants to study mental illness in primary group settings, utilization and cost of health services for alcohol, drug abuse, and mental disorders, and prevention of Fetal Alcohol Syndrome Disorders among African American pregnant women. She is currently principal investigator of the Psychosocial Community Measures Core of the Center for Urban & African American Health, Department of Internal Medicine, at the School of Medicine at WSU. She teaches courses in medical sociology, women and health, urban health, and the sociology of health care institutions. She has served as the chair/advisor for more than 35 masters essays, theses, and dissertations. More details can be found at: <http://www.clas.wayne.edu/unit-faculty-detail.asp?FacultyID=45>

**Thomas B. Jankowski, Ph.D., Associate Director for Research Technology and Infrastructure at the IOG & the Merrill Palmer Skill Institute, & Adjunct Assistant Professor of Political Science.** Dr. Jankowski assumes responsibility for all aspect of the computing technology and building security at the IOG and MPSI. He also supervises several staff persons who provide direct computing support services to IOG and MPSI trainees, faculty, staff, RAs, etc. His research interests focus on adult political socialization and the effects of the aging process on political behavior, civic knowledge, and public opinion. He is also interested in the effects of race, gender, and the aging process on the development of political orientations, habits of media use, and patterns of political behavior in individuals. His website Phinished ( <http://www.phinished.org> ) has garnered international recognition. You can find much more information on Dr. Jankowski's activities at: <http://www.iog.wayne.edu/bio.php?id=411>

**Gail Jensen-Summers, Ph.D., Professor of Economics & Institute of Gerontology.** Dr. Jensen-Summers has an established program of research in the areas of managed care and older adults, employer-sponsored health and pension benefits, health services for chronic conditions, and health policy evaluation. Her research has been sponsored by the Pension and Welfare Benefits

Administration, the Robert Wood Johnson Foundation, and the Henry J. Kaiser Family Foundation, resulting in over \$1.5M in funded research as a principal investigator. Dr. Jensen has mentored several doctoral students in economics over the years and is now mentoring students interested in the economics of health and aging. Most of her students co-authored manuscripts with her while in the training program and some have also submitted for and obtained external funding for their dissertation work. She has published over 75 scholarly articles and chapters. <http://www.iog.wayne.edu/bio.php?id=446>

**Mark Luborsky, Ph.D., Professor of Anthropology & Director of Aging & Health Disparities Research Program at the Institute of Gerontology.** Dr. Luborsky is one of the foremost experts in the qualitative study of aging and health and disability across the lifespan. He serves as primary mentor to both pre-doctoral and post-doctoral trainees, as well as junior faculty across the WSU campus. He has successfully piloted an innovative model of preparing trainees for grant submissions, which will be incorporated into the proposed program. His current grant portfolio consists of over \$7M in NIH funding as principal investigator. He has studied the personal meaning of mobility loss, the meaning of self-rated health, HIV treatment adherence, and breast cancer awareness and treatment. Ongoing research projects focus on the social consequences of hip fracture and downsizing households in late life, both funded by NIH R01 grants. His dedication to graduate student training and mentoring was recognized at WSU in 2005 when he was awarded WSU's Outstanding Graduate Faculty Award. Dr. Luborsky also serves as co-editor for the internationally-acclaimed journal *Medical Anthropology Quarterly*. For more details on all of these research activities, see <http://www.iog.wayne.edu/bio.php?id=435>

**Scott Moffat, Ph.D., Associate Professor, Department of Psychology & Institute of Gerontology.** Dr. Moffat's primary research interests are in the cognitive neuroscience of human spatial cognition and in human behavioral endocrinology. He has been developing and utilizing virtual reality technology to understand how people develop "cognitive maps" in a virtual environment and then uses this knowledge to understand human navigation in real life. He makes use of functional MRI studies to study brain activation patterns. Dr. Moffat's other principal area of research is in human behavioral endocrinology. Dr. Moffat investigates the cognitive and neurological sequelae of androgen (testosterone) loss in elderly men. His current interests are in conducting placebo-controlled testosterone intervention studies in elderly men to examine the cognitive and neural effects of testosterone supplementation. Funded by the NIH and active on several R01 studies, Dr. Moffat is a busy researcher, teacher and mentor. Details on his research activities and a list of his scientific papers and conference presentations can be found on the IOG website: <http://www.iog.wayne.edu/bio.php?id=447>

**Stewart Neufeld, Ph.D., Assistant Professor at the Institute of Gerontology, & Adjunct Assistant Professor in Anthropology.** Dr. Neufeld's main research focus is on financial readiness for retirement and measuring attitudes and perceptions related to risk-taking in financial and health contexts. A particular interest is in understanding how personal constructions of risk intersect with objective measures. His ideas have application to disparate areas in aging and health: from the risks associated with adherence to medications, for example, to the risks involved with financial

decision-making in retirement. Dr. Neufeld was co-principal investigator on a NIAID funded project studying adherence to medication among HIV+ African Americans. He has been a mentor to pre-doctoral and post-doctoral trainees and junior faculty, providing consultation in research methodology, statistical analysis and qualitative data analysis. In 2007 through 2009 Dr. Neufeld taught "Statistics for Anthropologists" a 'hands-on' course for social and behavioral graduate students. <http://www.iog.wayne.edu/bio.php?id=454>

**Naftali Raz, Ph.D., Professor of Psychology & Director of Lifespan Cognitive Neuroscience Research Program at the Institute of Gerontology.** Dr. Raz's research focuses on the neural correlates and modifiers of cognitive aging. His research has been supported since 1992 by the National Institute on Aging. He was recently awarded an NIH merit award. The main themes in the current studies in Dr. Raz's lab are: Differential aging of brain structure; Cognitive consequences of structural brain aging; and Modifiers of brain aging. In the Cognitive Neuroscience of Aging Laboratory, graduate students acquire a wide range of research skills. Their training includes computer-aided processing and analysis of MR images, design and administration of cognitive and neuropsychological tests and statistical analysis. Dr. Raz has an extensive list of published journal articles and book chapters. He is an internationally reknown cognitive neuroscience expert. <http://www.iog.wayne.edu/bio.php?id=436>

**Andrea Sankar, Ph.D., Professor of Anthropology and Department Chair.** Dr. Sankar has been the principal investigator on several NIH grants and on numerous foundation grants. She is author of *Dying at Home* (Johns Hopkins University Press) and of several edited volumes and numerous articles. Her research interests are in the area of culture and community based care. This includes care for people with HIV in the United States, Africa, and China. Her current research focuses on health care needs and practices of African Americans. In addition, Dr. Sankar serves on numerous national and local boards and is co-editor of the *Medical Anthropology Quarterly*. She has served on the Executive Committee of the General Anthropology Division of the AAA. She is currently the Chair of the Department of Anthropology at WSU. <http://www.clas.wayne.edu/unit-faculty-detail.asp?FacultyID=175>

**Jennifer Ward-Batts, Ph.D., Assistant Professor of Economics.** Dr. Ward-Batts obtained her Ph.D. in economics, with specialization in labor and demographic economics, from the University of Washington. She completed post-doctoral training in the Economics of Aging, funded by the NIA, at the University of Michigan. She joined Wayne State in fall of 2008. In 2008-09 she was a Fulbright Scholar at Middle East Technical University in Ankara, Turkey, where she conducted research on changes in law and gender disparities in Turkey. Her research focuses on individual and household decision-making, and bargaining between family members. Dr. Ward-Batts currently has several graduate students working with her on age-related research projects. <http://www.clas.wayne.edu/unit-faculty-detail.asp?FacultyID=1675>

**John Woodard, Ph.D., Professor of Psychology.** Dr. Woodard's research is in the following areas: Neuropsychological and neuro-imaging studies of memory in aging and dementia; Cognitive and health-related risk factors for late life anxiety; Detection and tracking of sport related concussion;

Statistical and methodological issues in neuropsychological test construction and assessment. He has numerous funded grants in these areas. He is an active teacher at Wayne State University and in 2007 was awarded Fellowship Status by the National Academy of Neuropsychology. More details on all of Dr. Woodard's research activities can be found at: <http://www.clas.wayne.edu/unit-faculty-detail.asp?FacultyID=1287>

## Mentorship

The "mentorship team" idea was initiated in the IOG in 1996. It is a critical component of the pre-doctoral training program. Mentoring teams are a group of faculty members who share responsibility for the research training and overall professional development of trainees. The goal of mentoring is to create a climate in which the trainee is productive in their research and makes optimal use of the resources available in the program in pursuit of their future scientific careers.

### Composition and Function of the Mentoring Team

Mentoring teams are generally composed of 1 primary faculty mentor plus 2-3 additional "mentoring team" faculty. The mentoring team was conceived as a system of division of labor in an interdisciplinary environment. Mentoring of the student is a joint obligation of the trainee and their full mentoring team.

#### **Relative Roles of Primary Mentor and the Mentoring Team:**

The primary mentor or Chair of the mentoring team has the primary supervisory responsibility for the trainee. Except in unusual circumstances, the Chair is the one with whom the student's research interests are most closely aligned, and on whose project the student primarily works. Thus, the Chair is given responsibility for (a) summarizing mentoring team recommendations to the student, (b) ensuring frequent and regular supervision of student activity to ensure progress toward performance goals/team recommendations, (c) scheduling ad hoc team meetings when needed, (d) consulting formally or informally with team members, other training faculty, and other faculty in the student's discipline, and (e) representing the student, where possible, in departmental performance and progress evaluations, and in training evaluations.

The purpose of the mentoring team is to (a) ensure adequate representation of the student's primary discipline, (b) provides additional expertise in the student's area(s) of interest, and/or (c) provides alternative disciplinary perspectives on gerontology. The mentoring team also assists in the professional socialization of the trainee, their professional network formation, as well as training in research skills, monitoring of academic progress, and career planning and placement assistance.

Mentoring teams are initially set by the training program at the point of the trainee's acceptance

into the program. The decision is based on an evaluation of balance, fit, and student needs. Pending faculty agreement to serve, teams are assigned to trainees for a period of one-year. At the end of a trainee's first year, the trainee and primary mentor revisit the composition of the mentoring team to affirm its continuation (or to suggest a reconstitution).

## Monitoring Trainee Progress

Student trainees, in conjunction with their mentoring teams, formulate written performance goals for each academic year and then monitor progress and evaluate accomplishments towards these goals at the conclusion of each academic year (at minimum). Preferably, this occurs at the beginning and end of each semester. Performance is **measured by four major criteria**. These also constitute the criteria for the admission of new trainees to the Training Program.

1. **Does the student articulate a clear aging focus?** In either the expression of research interests, or the actual research in which students are engaged, is the exploration of aging/gerontology a central theme? Does the student's coursework or plan of work reflect a clear interest in pursuing excellence in gerontology, in addition to the traditional academic discipline?
2. **Is the student progressing academically?** Acceptable academic standing means (a) timely progress through required and elective courses, as specified by the department, (b) satisfactory evaluations by the disciplinary department, and (c) maintenance of a 3.0 or higher graduate GPA. Inadequate academic performance is a basis for termination from the training program.
3. **Is the student benefiting from the training this program offers?** The program is fundamentally a research training program. Thus, the program is likely to provide good training for students interested in academic/scientific/program evaluation positions, but it is less likely to provide good training for those solely interested in becoming practitioners or service providers.
4. **Does the student demonstrate potential for making strong contributions to gerontological research and science?** Students must tangibly demonstrate their interest in making a contribution to gerontology through active participation in research scholarly activities. These include national conferences, and presentations and publications, but also include participation at IOG colloquia, interactions with visiting scientists, professional networking, and contributions to other IOG educational events.

## Outcomes of the Mentoring Relationship

What are exemplars of good mentoring outcomes? The examples listed below are illustrative only; the concrete manifestation of mentoring goals will vary by student and mentoring teams.

1. **Socialization of the student in gerontology and the specific discipline.** Some examples: Students should be encouraged to attend conferences in gerontology and their discipline. When attending the conference, they are expected to attend sessions. Where the Chair or members of the mentoring team engage in professional activities or community service, the student should be encouraged to join them, or if possible to engage in alternative professional or community service activities. A particular area where students could participate with mentors is in the production of scholarly reviews. Initially, the faculty mentor could be asked to model and share reviews. Later, the student could be asked to draft a review, and the faculty mentor could sit with the student and modify/add to the review as needed. In returning the review to the editor, the faculty mentor could mention the student's involvement (including name). In later reviews, the student could be asked to write independent reviews, and the editor could be encouraged to write to the student directly.
2. **Networking outside of IOG and WSU.** Some examples: mentors may make a point of making introductions at conferences, and students could also work at introducing themselves. Students should be encouraged to attend student events at WSU and at professional conferences. Mentors may attend social functions at conferences with the student. Students may be encouraged to join relevant listservs in their field, and to serve on professional committees where possible. In addition, students and their mentors will be encouraged to staff the IOG booth at GSA together. Trainees are reminded that graduates of the pre-doctoral training program are also a great resource. IOG student alumni often attend the IOG's Reception at the GSA conference each year. This is an excellent professional networking opportunity.
3. **Provide training in a specific research area.** The mentors should encourage the student to accumulate an active portfolio of research productivity. To function most effectively in the training environment, the student should try to develop a record of scholarly productivity as soon as possible. Some examples: participation in research presentations (first as a co-author; later as a first author), and participation in publications (first as a co-author, later as a first or even sole author). The student should be apprenticed through all aspects of the research process: research proposal writing, data collection, data entry, data management, data analysis, report writing and publication dissemination. Independent research should be encouraged, particularly in the thesis and dissertation. Trainees are also strongly encouraged to explore all funding opportunities, not only to help support their dissertation research (e.g., NIH NRSA awards, foundation awards, WSU Graduate School funding for GRAs, GTAs, etc. Mentors should assist actively and collaboratively in the proposal development process, even if the benefits which would accrue to faculty are fairly indirect.
4. **Career planning and development, and placement.** Mentors should encourage early formulation of professional goals. For example, students interested in an academic career should start planning early to obtain desirable post-docs, to assemble a programmatic body of

research that will lead to a good job talk, to plan for obtaining 3-5 strong letters of recommendation, to assemble evidence of scholarly productivity (esp. journal articles) and grantsmanship that will assist in the pursuit of funding for the trainee's intended program of research. Of critical importance is the identification of possible career trajectories as soon as possible, and the accumulation of necessary credentials to facilitate obtaining such positions beginning early during students' time in the Training Program. At the time of placement, students and mentors can work actively, separately and together, to identify possible positions. For example, in addition to searching published job ads, faculty might offer to write "letters of introduction" to persons the student is interested in working with (especially in post-doctoral contexts). The training program's concept of the mentoring relationship is that it does not necessarily end when people leave Wayne State University. Student placement following a post doctoral fellowship, for example, still relies on the active work of both the student and the mentor. Productive collaborative ties between students and mentors may endure well beyond the student years. The GRTC feels that the interests of both the student trainee and the training program are intimately tied to the career success of graduates.

5. **Planning for and supervising of progress through the Ph.D. program.** Mentors should make a point of learning the academic requirements of students' departments, and they should work with their student trainee to make sure the student is meeting program requirements. The Chair's attendance of departmental evaluation, or representation in that evaluation, is desirable where possible. Ideally, mentors would work out an academic plan of work with the student, targeted at completing the Ph.D. program within 4-5 years (for students admitted with Bachelors degrees). Timely progress through the academic program will be an important criterion for renewal.

## Resolving Conflict

In every work environment there are conflicts. Conflict resolution between students and faculty can be enhanced by the following: (1) attempt to address your conflict with a faculty member by talking to him or her directly, and (2) focus on the outcomes that are desired, not who is right or wrong. Seek consultation or mediation from Dr. Lysack, Co-Director of the Training Program, whenever you have require discussion about any aspect of the mentoring relationship or any other aspect of life in the training program. Most difficulties are resolved to mutual agreement when issues are addressed early. While a student may rarely need to be placed on a work improvement plan, or, a mentor may need to readjust expectations, this is doable! The Directors of the Training Program (Lichtenberg and Lysack), in conjunction with the GRTC, work hard to see that all concerns are fairly addressed. Again, trainees should be reassured that virtually all academic and inter-personal difficulties can be sorted out. Early consultation is always encouraged.

## Graduate Student Organization (GSO)

## **Purpose of the GSO**

The purpose of the GSO is to bring a student trainee perspective to the pre-doctoral training program and to facilitate communication between trainees and the training program. The GSO also serves as an advocate for pre-doctoral program trainees.

The GSO is formally linked to student government at WSU through the Dean of Students. The GSO elects a slate of 2 officers each year (President and Vice-President).

## **GSO President and Vice-President:**

- Meet regularly with the Director of the Pre-Doctoral Training Program to exchange information and represent the trainee perspective.
- Attend the four meetings each year of the GRTC/training program faculty.
- Provide feedback to the Training Program on the IOG Colloquium.
- Organize student representation at the monthly IOG faculty meetings.
- Provide peer support to fellow trainees and foster a collegial learning atmosphere.
- Lead trainee-focused learning and social activities.
- Seek support and manage funds related to the GSO-sponsored IOG Colloquium.
- Seek support and manage funds related to the student awards at the IOG's annual Research Poster Day.
- Work with the Training Program to enhance professional and personal skills related to working with older adults.

**GSO Student Reps at IOG Faculty Meetings** – attend one meeting per academic year, gather student concerns relating to the training program, any space or environmental issues, or suggestions and present to the faculty, take notes at meeting and collect all handouts from others who present at the meeting, compile all handouts, meeting minutes, and own notes on meeting into folder which is passed on to the next representative, report on committee meeting and key issues to GSO.

**Related Student Activities** – over the years, the GSO has undertaken a variety of small charitable activities to support older adults in the community (e.g., meals on wheels delivery during Christmas holidays, etc. This is a wonderful gesture that is much appreciated by the Training Program. Students also engage in campus-wide and national collaborations from time to time to heighten awareness about aging on campus, and to the wider community. The Training Program supports all of these student endeavors.

## IOG Staff & Roles

<b>Name</b>	<b>Title</b>	<b>Phone #</b>	<b>E-Mail</b>
Peter Lichtenberg	Director, IOG & MPSI	664-2633	p.lichtenberg@wayne.edu
Cathy Lysack	Deputy Director, IOG	664-2625	c.lysack@wayne.edu
Tom Jankowski	Associate Director, Research Technology and Infrastructure	664-2603	t.jankowski@wayne.edu

  

<b>Name</b>	<b>Title</b>	<b>Role</b>
Odessa Jackson Karen Janiga	IOG Reception	Phone messages, a happy smile!
TBA	IOG Secretaries	GSA conference travel, office keys, mail, office supplies, copying, etc.
Carol Talbott	Administrative Assistant	Appointment letters, tuition, paychecks, benefits, WSU registration, etc.
Christine Green	Administrative Assistant	Appointment letters, tuition, paychecks, benefits, WSU registration, etc.
Syed Aamir Hussain	Senior Computer Systems Administrator	Hardware and software consultation, X-drive folder access, access ID issues, etc.
Kyuoung-Ho Ma	Computer Support Assistant	Routine software updates, virus scans, software glitches, lab maintenance, etc.
TBA (T. Jankowski)	IOG webmaster	Webpage assistance
Donna MacDonald	Community Outreach Coordinator	IOG professional and community education events
Pat Rencher	Participant Resource Pool (PRP) Coordinator	HBEC PRP research subject recruitment; also IOG Colloquium
Cheryl Deep	Media Relations	IOG expert interviews, radio/TV exposure for the IOG and IOG activities.
Catherine Blasio	Visual design/production	IOG annual reports, newsletters, etc.
Teresa Bailey	Director of Development	IOG fundraising

# Computers and Computing Support

The IOG Computer Lab is equipped with nine Windows workstations, as well as an HP laser printer and a flatbed scanner. All IOG computers are connected to our local area network, the WSU wide area network, and the Internet. These network connections enable users to print, share and store files, run network applications, send and receive e-mail, and access the web. Each computer is furnished with the Microsoft Office productivity suite and web browsing software, and has access to a wide range of other software for data analysis, graphics, and other research tasks via our network file server.

## Local Computer Accounts and File Storage

To use IOG computer resources effectively, you must have an account on the local file server. Please fill out the online form at "<http://www2.iog.wayne.edu/local/accounts.html>" to request an account. You will be issued a username (usually your surname) and you will choose a password for security. Passwords must be at least eight characters in length and must contain at least three of the following four types of characters: lower-case letters, upper-case letters, numbers, and/or non-alphanumeric characters. Once your account is set up, you may log in with your username and password to access the server, which offers file storage, printer access, and statistical analysis software to local users. As part of your local account, you will be assigned a secure folder with the same name as your username, which will be located on the X:\ drive of each workstation after you've logged in. User folders are limited to 500MB storage space by default, but your storage limit may be increased upon request. User folders are backed up several times per week and are intended for the storage of documents and data ONLY—no software or executable programs please.

Limited remote access to your files via the Internet is also available through Wayne State's VPN (Virtual Private Network) server. To access your files remotely:

- 1) Point your web browser to <http://vpn.wayne.edu>.
- 2) Log in using your WSU AccessID and password when prompted.
- 3) At the top of the page in the "Browse" field provided, enter the full path to our server, which is: `\\mpsi1.gerontology.wayne.edu\users`  
Then click the "Browse" button.
- 4) When you get the message, "Access to server `mpsi1.gerontology.wayne.edu` in workgroup/domain IOG.WAYNE.EDU requires additional authentication," enter your IOG username and password in the space provided.
- 5) When you get the list of users folders, click on yours to download, upload, or delete your files.

## AccessID Accounts

All Wayne State University students are issued a WSU AccessID account that entitles you to use the University e-mail system, wireless access, virtual private network, and proxy service that enables offsite access to subscription-based library web sites. Your AccessID also entitles you to download software for home use from the WSU Computing and Information Technology (C&IT) Software Download Center online at "<http://clearinghouse.wayne.edu>". For more information on the AccessID system, please see "<http://computing.wayne.edu/accessid/>", and for more on the Wayne Connect e-mail system, see "<http://computing.wayne.edu/email/>".

## Wireless Access Points

Secure wireless access is available throughout the Knapp, Skillman, and Freer House buildings, and you are welcome to use it to connect to the WSU network with your wireless-equipped laptop. First connect to the "WSU" or "WSU-SECURE" wireless network and then launch your browser. A login web page will open automatically. Enter your WSU AccessID and password. Once authenticated, your laptop is ready to browse the internet. More information on wireless access at Wayne can be found at "<http://computing.wayne.edu/network/wireless.php>".

Please keep in mind that local IOG printer and file server access is not available when connected normally though wireless, even when you are on the premises. Connecting to local IOG shared drives and printers via wireless requires you to install and use the *VPN Network Connect* application. Before using personal laptops to connect to the IOG network through *VPN Network Connect*, we ask that you please bring your laptop to Syed Hussain so that he can check it for updated operating system and security software and help you properly configure it. Doing so is important to help us protect the security and integrity of all IOG and MPSI data and documents, so your cooperation will be greatly appreciated. Please contact Mr. Hussain (313-577-2297, [hussain@wayne.edu](mailto:hussain@wayne.edu)) for assistance setting up your laptop to access file and printer services.

## Computer Support

Support for users of IOG computer resources is provided by our Senior Systems Administrator, Syed Hussain, or the computer support assistant, Kyoung-Ho Ma. Please see Mr. Hussain or Mr. Ma regarding any problems or questions you may have involving IOG hardware or software. Please report computer problems or request support by submitting a computer support request form online at "<http://www2.iog.wayne.edu/local/comphelp.html>". Additional help with university computer resources is available through the WSU Computing and Information Technology (C&IT) Help Pages on the World Wide Web at "<http://computing.wayne.edu/support/help-desk.php>", by calling the C&IT Help Desk at 313-577-4778, by visiting the Computing Support Center in 211 Student Center Building, or by sending e-mail to "[helpdesk@wayne.edu](mailto:helpdesk@wayne.edu)". Help regarding the use of software for data manipulation and analysis is available from Dr. Jankowski or from Research Consulting Services, which can be

contacted at 313-577-0299 or on the web at “<http://computing.wayne.edu/academic/research-consulting.php>”.

## Computer Lab Use Guidelines

1. Users folders on the server are intended to be used for storage of data, documents, and other user-created, work-related files. Users should NEVER place copies of application software within their users folder. Server storage space is generally limited to 500MB per user, although users may request an increase in this limit. Decisions regarding increases in storage space will be made on a case-by-case basis.
2. The hard drives of the lab computers are intended to be used for system and application software, as well as temporary storage of users' files. Users may not alter the system configuration of the lab computers in any way or install software on lab computers without the express permission of Dr. Jankowski or Mr. Hussain. Users may store working files on local hard drives temporarily, but are obligated to delete these files as soon as possible. User files left on local hard drives in the lab may be deleted by support staff at any time without notice. Please use your user folder, a USB flash drive, or a CD-R or DVD-R for long-term storage of files.
3. Users are strongly encouraged to refrain from bringing food or beverages into the computer lab. The repair of any damage to the lab computers from spilled liquids will be the responsibility of the user.
4. Users are also strongly encouraged to help keep the desktops, keyboards, CD drives, and monitors of the lab computers clean. After finishing work on computers in the lab, please make sure to log off the server by hitting the “Start” button on the Windows task bar and selecting “Log off” from the menu (or “Shut Down” if it is late in the afternoon). When leaving the lab, please gather all personal materials and take them with you. **If you are the last person to leave the lab for the day, please turn off the printer, shut down all remaining computers, and close and lock both doors.** This is critically important, not only for energy conservation reasons but for reasons of computer security and the prevention of the spread of Internet worms.
5. Please practice “safe computing.” Files from removable media will be automatically scanned for computer viruses each time they are opened. The failure to do so can result in the spread of viruses, the corruption of software, and the destruction of user files. If you suspect that the anti-virus software on any IOG computer is not working properly, please inform Mr. Hussain immediately. Please do not download software from the Internet to IOG computers, or execute programs sent to you as e-mail attachments. Please exercise extreme caution with all e-mail attachments, even if they were sent by somebody you know. If there is some software that you need to use and is not currently available in the IOG computer lab, please talk to Dr. Jankowski. You must never remove, disable, or switch off the anti-virus software on IOG

computers under any circumstances!

6. Users are encouraged to be conservative in the use of printing resources. Please print only when necessary. Output from statistical analyses should be edited to remove extraneous content before being printed. If you must print a long document, please do so after hours to avoid making other people wait for their printouts. Users who would like to print must be physically present as the material is being printed--do not leave the building until your document has finished printing.
7. It is a serious breach of security to allow others to use your server ID and password, so please do not do so. All users must be authorized to use the server and must apply for their own unique ID and password. Please see the section on "Local Computer Accounts" for more information.
8. The IOG computer lab and network are community resources and all members of the community are responsible for their proper use. Occasional mistakes and oversights are normal and will be tolerated, but repeated and/or egregious violations of these guidelines may result in your lab and computing privileges being revoked.

## **Building Access and Security**

The IOG's Ferry Street and parking lot entrances to the Knapp Building are unlocked from 7:30 a.m. - 5:30 p.m. (in general) weekdays. You need to have your OneCard encoded to access the Knapp Bldg., at times when the building is locked. The IOG/Knapp Building also has an alarm system that is disarmed at 6:00 a.m. and re-armed at 10 p.m. every weekday, and from 7:00 a.m. to 6:00 p.m. on Saturdays. It is armed all day long on Sundays and holidays. If you need to enter the building during the time the alarm is armed, you will not only need your AccessID card encoded to open the doors, but you will also need codes and training to disarm and re-arm the alarm. Failure to properly disarm or re-arm the alarm could lead to a stressful encounter with Wayne State Public Safety officers, and it could result in your after-hours building access being revoked. This is very important: Please do not attempt to enter the building while it is alarmed unless you know how to disarm the alarm.

### **After-Hours and Weekend Building Entry**

We encourage you to utilize the Institute's offices and resources whenever you need to do so. For after-hours and weekend access, you must be granted access privileges. This is a two-step process. First, you must fill out and submit a OneCard Building Access Application, found in the appendix of this handbook. Second, after your application has been received, approved, and forwarded to Public Safety, you must go to the Public Safety office at 6050 Cass Ave. to have your OneCard encoded to permit you access to the building. To enter the building when the door is locked, you

must first enter the four-digit access code that is provided to you into the number pad, and then swipe your OneCard in the card reader with the magnetic stripe to the right. Your building access code usually consists of the last four digits of your Social Security number, IN REVERSE ORDER. However, please note that certain digits cannot be used as part of the OneCard access code, so Public Safety may assign you or ask you to choose a different four-digit number. If you have any difficulty entering the building after your OneCard has been encoded, please contact Dr. Jankowski for assistance.

If you need to access the building very late at night or on Sundays, you will need to be assigned an alarm access code and given instructions on how to disarm and re-arm the alarm using the number pad inside the rear entrance to the building. Please see Carol Talbott for further information.

## **Access to IOG Offices and Resources**

The key to your shared trainee office will open the 2<sup>nd</sup> floor front office entry door, printer room, and the IOG computer lab. Therefore, you should have access to all necessary resources at any time. Because we all share responsibility for building security, regularly (a) check for open doors, (b) alert others when you are leaving late in the day, and (c) look out for individuals that you do not recognize. If you are the last to leave the IOG, please be sure all lights, computers and appliances (e.g. coffee pot) are turned off.

## **Student Web Pages**

All trainees are asked to keep their profiles on the IOG website up to date. A current photo and your research interests must be listed. You are welcome and encouraged to list your conference presentations and publications too. To create or edit your profile page:

- 1) Log into the content management system at <http://cms.wayne.edu> using your AccessID and password.
- 2) Click on "Personal Profile" and add to or edit the information on your web page by clicking on the section you would like to change. A familiar editing toolbar will appear, allowing you to type and format the text in that section of your page.
- 3) Make sure that you create and regularly update the 'Bio Sketch' and the 'CV' section under 'Introduction' and 'Education' respectively.

If you have any questions or concerns about creating or updating your profile, please feel free to contact Dr. Jankowski.

## Media Relations

For assistance in handling requests from print, online or broadcast media, please contact Cheryl Deep at 313-577-2297, cell: 248-225-9474 or [cheryldeep@aol.com](mailto:cheryldeep@aol.com). Cheryl can help you prepare for the interview, alert the WSU public relations department and follow-up after publication. If your work with the Institute of Gerontology gets press, please give an unblemished copy of the publication to the Media Relations office for inclusion in the IOG's Media Archive.

## Conference Room 256 & the IOG Library

At the south end of the 2nd floor's main hallway of the Knapp Building is Conference Room 256. The IOG library is located near the kitchen area. Both rooms can be scheduled for meetings, classes, and other appropriate uses. To check availability and reserve either room, see Carol Talbott or the new IOG secretary (TBA). They will double check availability and prior reservations. Please clean up thoroughly after your use of the room, including table tops, litter, and whiteboards.

## IOG Mailboxes and E-mail

Your IOG mailbox is located on the 2<sup>nd</sup> floor of the IOG opposite the offices of the IOG Secretaries. Please check your mailbox regularly. Most training-related communication is done by email, particularly to the "[IOGStudents@lists.wayne.edu](mailto:IOGStudents@lists.wayne.edu)" email address. Please check and read often.

## Photocopying / FAX

The IOG photocopier and fax/scanner is located in Room 236. They are available for use by trainees for IOG and pre-doctoral trainee work. However, for large copy jobs related to your research, consult your primary mentor who may provide a faculty/project copy number. Also, please refrain from using the IOG photocopier for your personal schoolwork and work related to activities in your home Departments. If you are having difficulty with the copier, please ask a member of the clerical staff to help you and advise the staff when the paper is out, the toner is low, etc. Please clear your paper jams. Ask for clerical assistance when you have difficulty.

A Fax machine/scanner is located in Room 236, as are fax cover sheets. Received (and left over sent) Faxes will be placed in your mailbox. **The IOG Fax number is 313-664-2667.** When sending Faxes to WSU number, all 7 digits must be entered. If the number includes an area code, the numeral 1 must be pressed first - the same as using a telephone. For international incoming, dial 011- then the number.

## Telephones

**Professional discretion is encouraged in the use of telephones.** According to WSU Policy, personal calls are not allowed, except where the inability to call would impair workplace productivity. Calls not answered in your office will bounce to the Reception desk after 3 or 4 rings. All phone messages will be left for you electronically via e-mail. If the computer system is down (this is a rarity) a paper message will be left in your mailbox.

## Mail: Campus & U.S.

If you are sending mail through to a unit within the University please put the mail in an interdepartmental envelope and put it in the Mailbox labeled **Campus**.

The outgoing **U.S. Mailbox** is located just underneath the Campus Mailbox. Remember outgoing US mail requires sufficient postage. This requires a postage cards. Postage cards are filled out online at: <http://www.busservices.wayne.edu/mail/create-label.php>

A U.S. Post Office is also located in the WSU Student Center Building on main campus.

## Courier/UPS

**As a general rule, student UPS is not allowed.** If you must send a UPS:

Step 1 - See your primary mentor for authorization.

Step 2 - Plan ahead and see clerical staff by 2:00 p.m. to prepare the online Airbill. If you do not meet the 2:00 p.m. deadline the package will go out the next business day. See Carol Talbott for instructions/authorization to send UPS.

## Office Supplies

Office supplies are kept in a locked closet under the control of clerical staff. Office supplies are meant for IOG faculty and staff purposes. As a general rule, trainees cannot use IOG office supplies except for paper in printers and copiers related to training activities, i.e., supplies and equipment are not for personal use. Also, if you notice that paper is running low in the Computer Lab or in the photocopier or Fax machine, please notify the IOG Secretaries.

## Paychecks

Paychecks/stubs are distributed to your IOG mailboxes on Wednesdays every two weeks. You can arrange automatic deposit. Check with Ms. Carol Talbott.

## GSA Travel Reimbursements

**Travel Authorization and Expense Reports (TAER)** must be completed prior to work-related travel. Speak to your mentor about disciplinary conference travel. Work with IOG secretaries for GSA Travel. In addition, it is mandatory that an **AAA Traveler Profile Sheet** be completed before travel (flights, hotel, etc) arrangements can be made. When you return, **original receipts must be submitted** for reimbursement **within 30 days, but preferably immediately following the trip**. See Carol Talbot for any questions.

## Housekeeping Issues

Generally speaking, IOG staff each lunch at their desks although the IOG Library can be used for this purpose if it is not otherwise scheduled. There is a microwave and a refrigerator for all faculty, students and staff use. Make sure your food/container is clearly marked with your name if storing in the fridge. Please be tidy. If you make a mess, clean it up. If your food spills in the microwave oven, or fridge, or in the sink, please clean it up. If you don't eat your food in a week or at most two weeks, please throw it out.

Fresh water and coffee are available to "club" members. See Carol Talbot for details about costs and procedures.

## Documents to be circulated in Fall 2011:

- Updated IOG Faculty, Staff & Students Email, Room, and Phone List
- IOG-MPSI Trainee Photo Face-sheet
- IOG Colloquium – Fall 2011 Schedule
- Weekly IOG Colloquium and Professional Development flyers
- IOG-MPSI Research Poster Day (October 28, 2011)
- Elizabeth Olson GSA Award (April 1, 2012)
- Supplemental Trainee Travel Fund (Oct 1, 2011 and Feb 1, 2011)
- GSA Conference information
- IOG community education and outreach events
- Reminders re: trainee goals, accomplishments, updated CV
- Reminders: grant opportunities, WSU OVPR seminars, etc.
- Etc.