

APPLICATION CHECKLIST
Research, Scholarship, and Creativity Grant

Deadline February 12th

Please print and complete this checklist and attach it as the cover page of your grant application.

Faculty information

Name: Karl Larson Dept: HES
Email: klarson3 Rank: Associate Professor

Checklist

☒ Description of previous projects (and outcomes) funded by RSC grants
☒ Complete project description, including separate statements of:

1. Purpose. What are the intellectual, conceptual, or artistic issues? How does your work fit into other endeavors being done in this field?

2. Feasibility. What qualifications do you bring to this project? What have you done/will you do to prepare for this project? What is the time period, i.e. summer, summer and academic year, academic year only? Is the work's scope commensurate with the time period of the project?

3. Project Design. This should include a specific description of the project design and activities, including location, staff, schedules or itineraries, and desired outcomes.

☒ RSC Budget Proposal Form attached as last page of application

☒ Nine (9) copies of completed application and budget (including this checklist) to be submitted to the John S. Kendall Center for Engaged Learning (SSC 119)

If successful, my proposal can be used as an example to assist future faculty applications. This decision will not in any way influence the evaluation of my application. ☒ Yes / ☐ No (please circle one)

Application: Research, Scholarship, and Creativity Grant

February, 2010

Dr. Karl L. Larson, Associate Professor

Department of Health and Exercise Science

Previous Funding: This is my first application for funding through the RSC grant program since my arrival in 2005.

Purpose: I am applying for funds to support my sabbatical research approved for Fall, 2010. I

currently have no other sources of funding that will apply toward this work. The project, *Health on Highway 169*, will serve as an exploratory investigation of the influences of economic changes on health status for seniors living on the Iron Range. The investigation will review how health behavior changed, and how health choices changed, during times of boom and bust on the iron range. The economic data demonstrating changes in productivity and wealth are easy to obtain. It is fairly easy to identify the roster of social programs that have come and gone in communities on the iron range, since public health services and programs are often grant funded and hence dependent on available local funds. What the literature is missing is description of the impact of those changes. Research on rural health is a significant minority of work in the health literature. You find an even greater dearth when the focus becomes seniors, and when that focus takes a more qualitative, storytelling approach (see methods). This piece of work will fill a void currently found in the literature... the personal stories attached to the changes in health care from a special area of Minnesota.

One of the most significant weaknesses in the provision of health programs and services, especially in rural areas, is the ability to perform significant assessment to create baseline for program development. With shortages in staffing and funding commonplace in public health, this project could provide significant guidance in the direction of programs and services, if a local community felt inclined.

The project will also contribute to the literature in a way not often seen. Most rural health data are presented in the form of prevalence rates, incidence rates, epidemiological calculations, or trends established through secondary analysis of data. This approach will humanize the issues seen on a daily basis by elder residents of the region, providing first hand accounts on topics like access to services, health impact on families during different economic cycles, and insurance issues.

Feasibility: With degrees and experience in community health education, I have strengths in health behavior and the health care system, and as such, am fully qualified to conduct such research. My dissertation was conducted in rural areas of Southern Illinois, and afforded me a great deal of knowledge in the thought and behavioral patterns of those who live outside easily accessible care

centers. With both academic training and a publishing history utilizing qualitative methods, I am prepared to design and implement this project.

The funding for this project is important, as it will allow me to return to research more in the public health domain. While working toward tenure, there seems to be so little time to pursue significant research... the time just isn't there. Now that the process is complete, and I have been granted a sabbatical, time is available to complete research more in line with my desired research agenda.

Preparation for this project began in the fall of 2009. Initial conversations with public health professionals have confirmed that this project will present a different look to readers. Initial review of the literature supports the notion that most work is quantitative in nature, and that this project will present a more holistic and human summary of the issues.

Conversations have been held regarding the appropriateness of a variety of communities. Under consideration are Hibbing, Virginia, Eveleth, and Chisholm based on population in the community and potential support within the community. Specific cooperative arrangements are to be made Spring, 2010 term. IRB work is in progress.

Another exciting aspect of this work, is that while it will forward my research agenda, it will also provide guidance and support to an undergraduate student who is interested in pursuing graduate studies in community health education. I have identified a student who's interested in assisting with the project as a means of preparation for graduate studies in the health arena, and is committed to assisting during the spring term and through the summer. Early discussions with the student indicate they will attend graduate school in the area, and would continue on with the project into fall 2010 if that were the case.

There is a very reasonable time period established for the work, commensurate with my sabbatical.

- Preparation and organizational work will continue through the spring and early summer
- Interviews and focus groups in the late summer
- Transcription and writing through the fall
- Completion in January 2011.
- It is my intent to present in an appropriate faculty forum, as well as at my disciplines national convention in April, 2011.

Project Design:

The project, in stark contrast to most epidemiological studies on health status, will assume a qualitative approach during the information gathering phase. Interviews, focus groups, and historical review will serve as the methodology for gathering data. It is anticipated this format will offer rich and meaningful contributions to existing quantitative data, and offer a more complete, in-depth explanation for existing and past health behavior. The format will also allow for more complete

information related to changes in health behavior in relation to economic fluctuation in the area, and long-term impacts of that economic fluctuation.

Spring 2010:

My research assistant and I will work together to establish the relationships necessary with communities on the iron range. Through these relationships appropriate groups in each community will be identified and solicited for participation. A total of eight focus groups will be established. Appropriate localities will be determined and reserved.

Complete the literature review initiated in Fall, 2009.

The initial body of questions and potential follow up questions will be constructed.

Summer, 2010

Work closely with local communities to finalize roster of participants. Send participants preliminary outline of topics for their consideration before we meet to discuss.

Prepare for week of travel, finalize arrangements for lodging and focus groups. Tentative locations include Hibbing, Eveleth, Chisholm, and Virginia, Minnesota.

Conduct focus groups (8) during a 5 day time period in July.

Initiate transcription of focus group recordings.

Fall, 2010

Complete transcription and identify themes

Begin summarization and construction of publication.

Submit applications for presentation at various conventions

January, 2011

Complete writing

Staffing

Dr. Karl Larson, Assistant Professor, Health and Exercise Science

Kirsten Thisius, Senior, Health Education major

Outcomes

The primary expectation is the creation of an article or two for publication, and the opportunity for presentation, for both the student and I. Depending on the breadth of information, we may be able to conduct a deeper historical review and create something more substantial. That is yet to be determined. It is my assumption that the approach and corresponding results will yield a product unique to the existing literature.

It is expected this research will provide a more thorough explanation of the patterns related to the use and availability of health care services in the iron range. The 'data' are anticipated to show the ebb and flow of use of iron ore as a determinant of how communities must adjust what programs and services are available to residents of their community. The focus group and interview process will elicit explanations as to how those alterations in access to health care affected residents in the community. Personal stories and examples will offer the reader more than a statistical review of changes in services, but rather an intimate review of the impact of those changes.

The interview and focus group questions will be specifically designed to elicit discussion regarding impact. I believe what we will see as a result is the indirect links reductions in access to health care can create. While stories of personal impact are inevitable, I believe we will find a disproportionate impact on those who give care to parents or adult children, those with restricted travel ability, and those who speak English as a second language.

Respectfully Submitted,

Karl Larson

Research, Scholarship, and Creativity Grant BUDGET INFORMATION

Faculty Stipend
(\$500 professor; \$600 associate professor; \$700 assistant professor)

Expenses
Faculty may apply for up to \$1500 to pay for the cost of equipment, materials, personnel, and travel associated with the project to be funded by the RSC Grant. All expenses must be necessitated by the project to be funded by the RSC Grant.

ITEM	AMOUNT
Equipment (e.g., transcription machine, camera, cassette recorder— but not to include computer hardware)	\$
1: _____	10
2: tapes _____	Cost: 10
3: _____	Cost:
Materials (e.g., books, printing, software, lab supplies)	\$
1: _____	Cost:
2: _____	Cost:
3: _____	Cost:
Personnel (e.g., typist, transcriptionist, student assistant)	\$
1: Student Assistant _____	300
2: _____	
Travel Costs (cannot include conference travel, see http://guest.unc.edu/travel.php for allowable travel expenses)	\$
Airfare: _____	
Mileage: Number of miles 500 @ \$0.55/mile _____	275
Lodging: 2 rooms @ \$80/per @ 4 nights _____	640
Meals: for 5 days _____	275
Other Expenses _____	\$
1: _____	Cost:
2: _____	Cost:
3: _____	Cost:
TOTAL EXPENSES	\$1500
AMOUNT REQUESTED (not to exceed \$1500 + stipend commensurate with grant)	\$2100

Have you applied for, or received funding from, another source to help support this project? No.
Funding Source:
Amount:
Please explain how the RSC will be used in addition to the other funding.