Health Research Funding for Diverse Students

Society for Health Psychology Teleconference Series
hosted by the SfHP Student Advisory Council
Speaker: Amanda Almond, PhD
Assistant Professor of Psychology, CUNY City Tech
Vice-Chair, Health Research Council, Society for Health Psychology

Speaker: Lauren Ullrich, PhD
Scientific Program Manager, Office of Programs to Enhance Neuroscience Diversity, National Institute of Neurological Disorders and Stroke

Moderator: Dominic Ysidron, BA
PhD Student in Clinical Health Psychology, Ohio University
Diversity Co-Chair, Student Advisory Council, Society for Health Psychology
Graduate Student Awards

APA Division 38 Health Psychology (Society for Health Psychology)

Amanda L. Almond, Ph.D.
City University of New York
New York City College of Technology
SfHP Graduate Student Research Awards

SfHP sponsors six graduate student awards each year.

Each award is for $2000.

Four of the awards are given to projects that cover any topic in health psychology.

One of the awards is to promote inclusion:
- Purpose: to increase the number of scientists from underrepresented groups participating in research relevant to health psychology.

One of the awards is for research addressing health disparities:
- Definition: research on the differences in the incidence, prevalence, mortality or burden of diseases and other adverse health conditions that exist among specific population groups.
SfHP Graduate Student Research Awards

Proposals must be received by January 15

Eligibility

◦ Full-time students enrolled in any degree-conferring graduate program in psychology
◦ Graduate program does not have to specifically be a health psychology program
◦ Students must be current members of SfHP (Division 38)

Proposals are submitted online. Details can be found here: https://societyforhealthpsychology.org/councils-committees/student-council/graduate-student-research-awards-program/
Components of the Research Grant

- **Specific Aims (about 1 page)**
  - What are the research goals?
  - What are the specific hypotheses?

- **Background (about 2 pages)**
  - Brief literature review of the area
  - What has past research shown?
  - What gaps exist in the existing literature that this research addresses?
Components of the Research Plan

- **Methods (about 3 pages)**
  - Inclusion and exclusion criteria
  - Proposed sample
  - Measures/Instrumentation
  - Procedures
  - Data analytic plan
  - Anticipated limitations
Components of the Research Plan

- **References**
  - All references must be formatted according to APA style

- **Formatting**
  - 12-point font and 1” margins must be used.
Additional Parts of the Application

• **Cover Letter**
  • Indicate that you are a member of SfHP
  • How does your research address a topic area within health psychology

• **Budget**
  • An example budget is available on the website
Additional Parts of the Application

• Biographical Sketch
  • Follow NIH biosketch guidelines for the pre-doctoral fellowships

• Letter of Recommendation from Faculty Sponsor
  • Verify that proposed research is the student’s project
  • Student will function as the principal investigator for the research
Review Process

All applications are sent to two independent reviewers

The HRC tries to match the expertise of the reviewers as close as possible to topic of the grant application

- Important to remember that there might be reviewers who are not specific experts in your topic area so be sure to write your grant with this perspective in mind
2020 APA Division 38 Student Research Award
Rating Form

Student Initials:
Title (please type first few words):
Rater Name:
Category (Indicate your perception of best fit for award – applications may fit more than one category):

_____Health Disparities  ______Inclusion  _____General

Does the budget rationale appear appropriate for this proposal? Yes or No
If NO, please provide feedback on your concerns regarding the budget:

For each of the following dimensions, please rate this submission on a scale of: 1 (poor) to 10 (outstanding)

1=poor; 3=serious probs; 5=fair; 7=good, acceptable to receive award; 8 and up, very worthy of award

_____ Theory or rationale for the study
_____ Methodological adequacy (design, sampling, analyses)
_____ Comprehensibility and clarity of writing
_____ Originality/Innovation
_____ Significance and contribution to the Health Psychology literature
_____ Strength of applicant (based on letter of recommendation and applicant’s biosketch)
_____ OVERALL RATING (1=poor to 10=outstanding)

Please note:
1. This number does NOT have to be the average of the others.
2. The final decision will be based on this number.

Specific Comments Regarding Strengths and Weaknesses: (Note that we will include these comments, from “anonymous” reviewers, in letters of notification. Please be constructive as feedback can be especially helpful to students who are not selected for awards).
NIH Programs and Opportunities for Underrepresented Students

Lauren Ullrich, PhD
Scientific Program Manager
Office of Programs to Enhance Neuroscience Workforce Diversity
National Institute of Neurological Disorders and Stroke
National Institutes of Health
Outline

• Intro to NIH/NINDS
• Funding Opportunities
• Non-Research Components of the Fellowship Application
NIH Structure

• 27 Institutes and Centers
  • Each IC has its own personality, priorities, structure, and budget

• Example Cross-NIH Initiatives:
  • BRAIN Initiative
  • NIH Blueprint for Neuroscience Research
  • Helping to End Addiction Long-term (HEAL) Initiative
  • Alzheimer's Disease and AD-Related Dementias AD/ADRD
The NINDS Diversity Office is “OPEN”

- Our goal is to open opportunities and access to enhance the diversity of the neuroscience workforce
- We develop and implement specific funding opportunities (individual and institutional) and work across the NINDS scientific portfolio to promote inclusion

https://www.ninds.nih.gov/About-NINDS/Workforce-Diversity/Enhancing-Diversity
Funding Opportunities
NINDS Training and Career Development Programs

Diversity, Clinician-Scientist, and General R25 Programs

Diversity, Reentry, SBIR/STTR, and AD/ADRD Research Supplements

High School Student  Undergraduate Student  Graduate/ Medical Student  Postdoc Phase  New Faculty
Research Supplements to Promote Diversity in Health-Related Research

• Additional funds to an active NIH grant (R, P, U, etc.) requested by a mentor to support a diverse trainee and provide time to develop an application for traditional NIH funding (F, K)

• Eligibility
  • High school through junior faculty
  • Underrepresented background; US citizen or permanent resident

Timing
  • Varies by career stage, typically 2-3 years for grad student

Additional Notes
  • Supplements provide salary and fringe benefits; funds for supplies and travel
  • NINDS internally reviews batches of applications 3x/year

https://www.ninds.nih.gov/Funding/Training-Career-Development/Award/SUP-Research-Supplements-Promote-Diversity-Health-Related
Individual Predoctoral Fellowship to Promote Diversity in Health-Related Research (F31)

• Enhance the diversity of the health-related research workforce by supporting the research training of predoctoral students from diverse backgrounds

• Eligibility
  • PhD or combined degree student within first 6 years of grad school
  • Underrepresented background; US citizen or permanent resident

• Timing
  • Up to 5 years of funding (6 for combined degree)
  • Apply as soon as research project is identified

https://www.ninds.nih.gov/Funding/Training-Career-Development/Award/F31-Individual-NRSA-Diverse-PhD-Students
Choosing between the General F31 and the Diversity F31

• NINDS supports both the General F31 and the Diversity F31
  • Diversity F31 is for students underrepresented in biomedical research
  • Diversity F31 funding rates are similar to the General F31

• Differences are based on career stage of the applicant
  • General F31: Applicants must be candidates for the PhD degree and have identified a dissertation research project and sponsor(s).
  • Diversity F31: Applicants may apply at any time, applications are encouraged once an applicant has identified a specific research project that will be undertaken in the sponsor’s laboratory. This often occurs in the second year of a PhD program.

• You can not apply for both at the same time

• You (and your mentor) must determine which funding mechanism is best/most appropriate for you
F31 Webinar
NIH Blueprint D-SPAN Award (F99/K00)

• Encourage and retain outstanding, diverse graduate students who have interest in careers as independent neuroscience researchers and create a defined pathway for the transition from predoc to postdoc

• Eligibility
  • PhD student in neuroscience with 1-2 years left
  • May not be in a clinical, health-professional or dual-degree program
  • Underrepresented background; US citizen or permanent resident

• Timing
  • Up to 6 years of funding

https://www.ninds.nih.gov/Funding/Training-Career-Development/Award/F99K00-NIH-Blueprint-D-SPAN-Award
D-SPAN Resources

• D-SPAN Scholars Twitter list
  https://twitter.com/NINDSDiversity/lists/d-span-scholars

• Webinars

• Tip Sheet

Dual-Phase Funding:

— 1-2 years of support for completing PhD dissertation (F99) at current (domestic/US) institution

— Up to 4 years of support for postdoctoral training (K00) at any domestic (US) institution

Putting Together Your Strongest F99/K00 Application

The NIH Blueprint Diversity Specialized Predoctoral to Postdoctoral Advancement in Neuroscience (D-SPAN) F99/K00 award opportunity provides early-stage graduate students from diverse backgrounds with strong training in neuroscience with the resources and tools that will help facilitate their transition to a productive predoctoral research position and will provide career development opportunities relevant to their long-term career goal of becoming independent neuroscience researchers. The award is intended for PhD students from diverse backgrounds with 1-2 years left in a research doctoral degree program who are pursuing neuroscience research within the IMHNI Initiative or Neuroscience Blueprint institutes at U.S. domestic institutions. Individuals may remain up to 6 years combined support for both phases, which includes up to 2 years in the IMHNI fellowship phase and up to 4 years in the K00 career development phase.

D-SPAN applicants should present a complete, consistent, and compelling story of how the proposed research and training plans over the next 5-6 years will build on past accomplishments to achieve the applicant's career goals. The challenge for this application is articulating your vision of four years of postdoctoral training without knowing where or with whom that training will be conducted. The research support for fellowship—up to $60,000 annually—will be based on an annual review of the mentoring plan and progress report.
Loan Repayment Program

• Designed to recruit and retain highly qualified health professionals into biomedical or biobehavioral research careers

• Eligibility
  • US citizen or permanent resident
  • 20% debt-to-income ratio
  • Clinical, pediatric, health disparities, contraception and infertility research, clinical research for individuals from disadvantaged backgrounds

• Timing
  • Repays up to $50,000/year for two years of a researcher's qualified educational debt in return for a commitment to engage in NIH mission-relevant research

http://www.lrp.nih.gov
## NINDS R25 Programs

<table>
<thead>
<tr>
<th>Program</th>
<th>Participants</th>
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</thead>
<tbody>
<tr>
<td>Training in Research for Academic Neurologists to Sustain Careers and Enhance the Numbers of Diverse Scholars (TRANSCENDS)</td>
<td>Junior Faculty and Post-Residency Fellows</td>
</tr>
<tr>
<td>National Institute for Mentoring Early Minority Faculty in Neuroscience (MINDS)</td>
<td>Junior Faculty</td>
</tr>
<tr>
<td>BRAINS: Broadening the Representation of Academic Investigators in NeuroSciences</td>
<td>Junior Faculty, Postdocs</td>
</tr>
<tr>
<td>Congruent Mentorship to Reach Academic Diversity (COMRADE) in Neuroscience Research</td>
<td>Postdocs</td>
</tr>
<tr>
<td>Neuroscience Scholars Program</td>
<td>Postdocs, Graduate Students</td>
</tr>
<tr>
<td>UAB Neuroscience Roadmap Scholars Program</td>
<td>Graduate Students</td>
</tr>
<tr>
<td>Diverse Neuroscientists: Doctoral Training Series (DeNDriTeS)</td>
<td>Graduate Students</td>
</tr>
<tr>
<td>Training in Health Disparity Research for a Diverse Neuroscience Workforce</td>
<td>Master’s Students</td>
</tr>
<tr>
<td>Diversity MATTERS in Neuroscience Training</td>
<td>Graduate Students, Undergraduates</td>
</tr>
<tr>
<td>Increasing URM Diversity: Targeting Transitions in the Neuroscience Education Continuum</td>
<td>Undergraduates</td>
</tr>
<tr>
<td>The Johns Hopkins Neuroscience Scholars Program (JHNSP)</td>
<td>Undergraduates</td>
</tr>
<tr>
<td>Workforce Inclusion in Neuroscience through Undergraduate Research Experience (WINURE)</td>
<td>Undergraduates</td>
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</tbody>
</table>
Non-Research Components of the Fellowship Application
General Guidance

• Read and follow the Fellowship (F) Instructions of the SF424 Application Guide

<table>
<thead>
<tr>
<th>Application Instructions</th>
<th>Description</th>
<th>SF424 (R&amp;R) - Version E</th>
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<tbody>
<tr>
<td>G General Instructions</td>
<td>Comprehensive guidance for research, training, fellowship, career development, multi-project, and small business applications</td>
<td>HTML / PDF</td>
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</table>

Filtered Application Instructions

<table>
<thead>
<tr>
<th>Application Instructions</th>
<th>Description</th>
<th>Format</th>
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</thead>
<tbody>
<tr>
<td>R Research Instructions</td>
<td>Guidance for research only</td>
<td>PDF</td>
</tr>
<tr>
<td>K Career Development Instructions</td>
<td>Guidance for career development only</td>
<td>PDF</td>
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<tr>
<td>T Training Instructions</td>
<td>Guidance for training only</td>
<td>PDF</td>
</tr>
<tr>
<td>F Fellowship Instructions</td>
<td>Guidance for fellowship only</td>
<td>PDF</td>
</tr>
<tr>
<td>W Multi-Project Instructions</td>
<td>Guidance for multi-project only</td>
<td>PDF</td>
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</table>

General Guidance

• Read the entire FOA carefully, paying special attention to the review criteria (Section V)
## Review Criteria at a Glance

<table>
<thead>
<tr>
<th>Overall Impact</th>
<th>Fellowship (F30, F31, F32, F33)</th>
<th>Career Development (K01, K02, K07, K08, K23, K24, K25, K99)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall Impact/Merit</td>
<td>• Fellowship Applicant</td>
<td>• Candidate</td>
</tr>
<tr>
<td></td>
<td>• Sponsors, Collaborators, and Consultants</td>
<td>• Mentor(s), Co-Mentor(s), Consultant(s), Collaborator(s)</td>
</tr>
<tr>
<td></td>
<td>• Research Training Plan</td>
<td>• Research Plan</td>
</tr>
<tr>
<td></td>
<td>• Training Potential</td>
<td>• Career Development Plan/Career Goals &amp; Objectives/Plan to Provide Mentoring</td>
</tr>
<tr>
<td></td>
<td>• Institutional Environment &amp; Commitment to Training</td>
<td>• Environment &amp; Institutional Commitment to the Candidate</td>
</tr>
<tr>
<td>Scored Review Criteria</td>
<td>• Scored individually and considered in overall impact score</td>
<td></td>
</tr>
</tbody>
</table>

### Scored Review Criteria
- Fellowship Applicant
- Sponsors, Collaborators, and Consultants
- Research Training Plan
- Training Potential
- Institutional Environment & Commitment to Training

### Overall Impact
- Overall Impact/Merit
- Overall Impact
Biosketch

A. Personal Statement
B. Positions and Honors
C. Contributions to Science
   • Briefly describe up to five contributions
   • Up to 4 publications or research products per contribution
D. Additional Information: Research Support and/or Scholastic Performance
Biosketch

• Personal Statement:
  • Describe your interests and why you are well-suited for your role in your project
  • Relevant factors to your training; previous work on this specific topic or related topics; technical expertise; collaborators or scientific environment; and/or past performance in this or related fields
  • Explain factors that may have affected your past productivity (i.e. family care responsibilities, illness, disability, military service, etc.)

https://grants.nih.gov/grants/forms/biosketch.htm
Section B: Positions and Honors

• List in chronological order the positions you’ve held that are relevant to the application, concluding with your present position.
  • Examples:
    • Undergrad research assistant
    • Technician
    • PhD candidate/postdoc

• List any relevant academic and professional achievements and honors.
  • Examples include, but not limited to:
    • Scholarships
    • Fellowships
    • Professional society awards
Section C: Contributions to Science

• Briefly describe up to five of your most significant contributions
  • Graduate students and postdocs may wish to consider highlighting two or three they consider the most significant

• For each contribution, indicate the following:
  • Background that frames scientific problem
  • Central finding(s)
  • Your specific role in the described work
Section C: Contributions to Science

• Present previous research experience(s) in a narrative form
  • Papers that are “submitted”, or “in press” may be discussed in the narrative

• For each contribution, you may cite up to four publications or research products
  • DO NOT cite publications that are “in preparation;” only published papers or pre-prints
Section D: Additional Information: Research Support and/or Scholastic Performance

Research Support
• Ongoing and completed support that you want to draw attention to
• F applicants can skip this section

Scholastic Performance
• GRE scores NOT required
• F31 applicants: list by institution and year all UG and graduate courses, with grades
• F32 and F99 applicants: list by institution and year all graduate courses, with grades
Applicant's Background and Goals for Fellowship Training

• Doctoral Dissertation and Research Experience
• Training Goals and Objectives
• Activities Planned Under this Award
Applicant's Background and Goals for Fellowship Training

• **Doctoral Dissertation and Research Experience**
  • Summarize your past research experience, results, and conclusions
  • Describe how that experience relates to the proposed fellowship
  • Proposed fellowship may (1) build directly on previous research experiences, results, and conclusions, or (2) past research experiences may lead a candidate to apply for a fellowship in a new or different area of research
Applicant's Background and Goals for Fellowship Training

• **Training Goals and Objectives**
  • Describe your overall training goals for the duration of the fellowship and how the proposed fellowship will enable the attainment of these goals
  • Identify the skills, theories, conceptual approaches, etc. to be learned or enhanced during the award period
  • Discuss how the proposed research will facilitate your transition to the next career stage, if applicable
Applicant's Background and Goals for Fellowship Training

• **Activities Planned Under this Award**
  - Describe, by year, the activities (research, coursework, professional development, etc.) you will be involved in during the proposed award and estimate the percentage of time to be devoted to each activity (percentage should total 100 for each year)
  - Describe the research skills and techniques that you intend to learn during the award period
  - Provide a timeline detailing the proposed research training and professional development for the duration of the fellowship award
Sponsor and Co-Sponsor Statements

• To be provided by the sponsor and each co-sponsor (if applicable), addressing each of the following:
  • Research Support Available
  • Sponsor's/Co-Sponsor’s Previous Fellows/Trainees
  • Training Plan, Environment, Research Facilities
  • Number of Fellows/Trainees to be Supervised During the Fellowship
  • Applicant's Qualifications and Potential for a Research Career
Letters of Reference

• Start NOW on obtaining letters of reference
  • Referees should not be directly involved in the application (not sponsor or co-sponsor)
  • 3 minimum, 5 maximum
  • **Provide explicit instructions to your referees**
• Check the status of the letters often
  • Late letters are not accepted
  • If letters are missing, application will not be reviewed

Letters of Reference

• What should your letters of reference say about you?
  • Current work and future plans
  • Skills and strengths
  • Your potential to succeed

• What information will help your referees speak to your strengths and goals?
  • CV/Biosketch
  • Link to the FOA to which you are applying
  • Description of your current work and future plans
Diversity is not a problem, it’s the solution.

NINDS Office of Programs to Enhance Neuroscience Workforce Diversity (OPEN)