Society for HEALTH PSYCHOLOGY

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

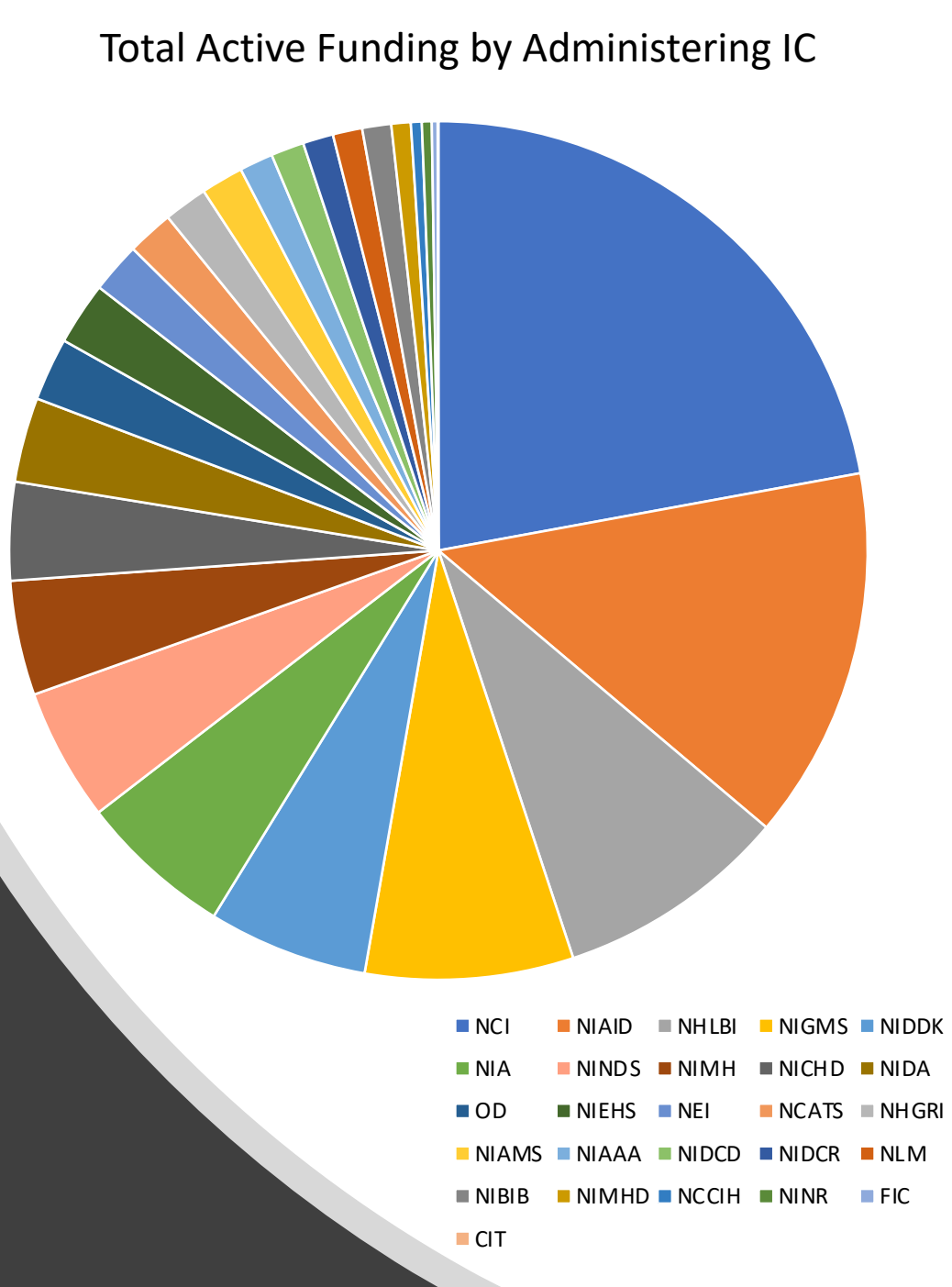
National Institutes of Health

Outline

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

NIH Structure

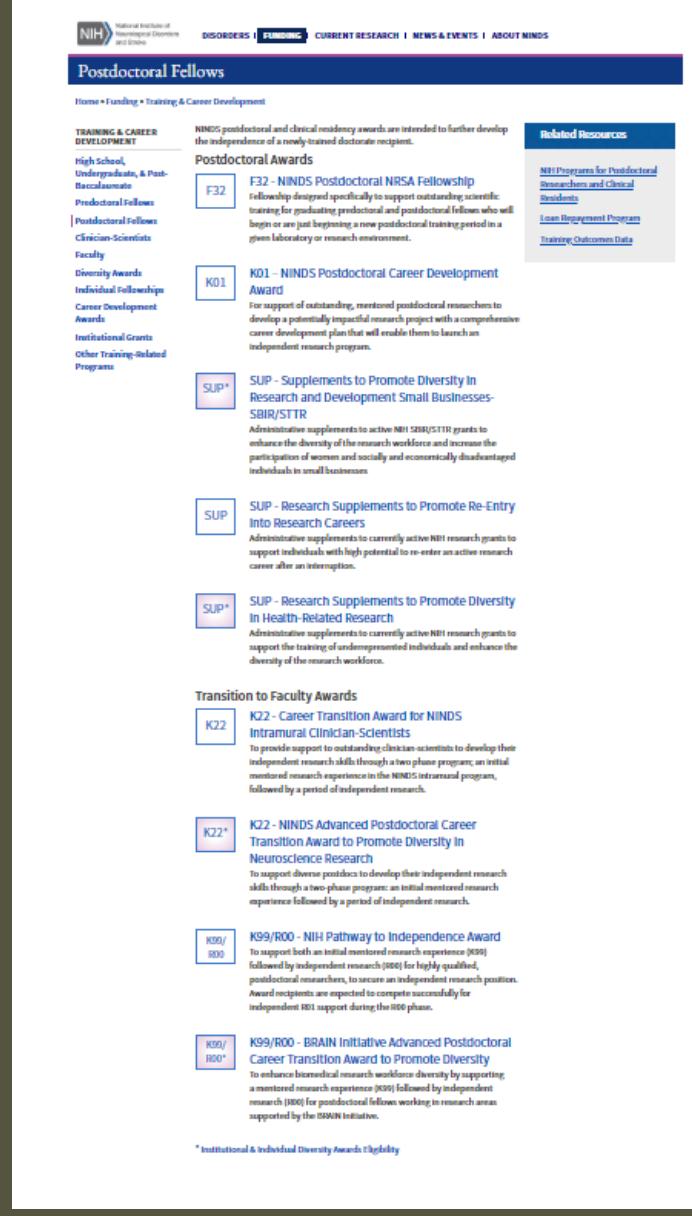
- 27 Institutes and Centers
  - Each IC has its own personality, priorities, structure, and budget
- Example Cross-NIH Initiatives:
  - BRAIN Initiative
  - NIH Blueprint for Neuroscience Research
  - Helping to End Addiction Long-term (HEAL) Initiative
  - Alzheimer's Disease and AD-Related Dementias AD/ADRD

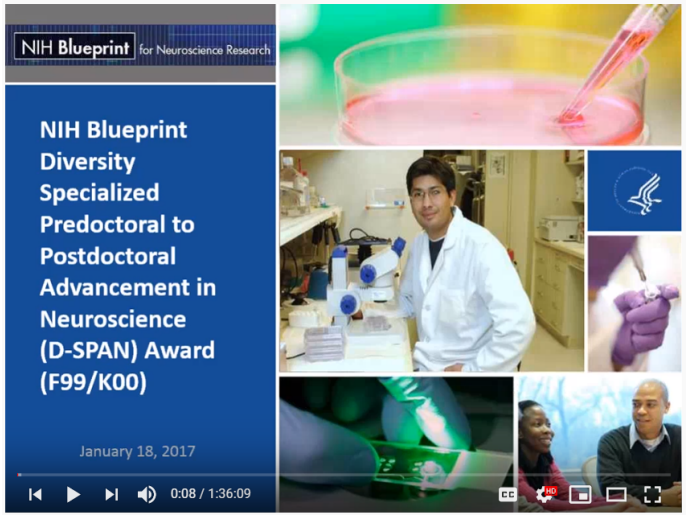


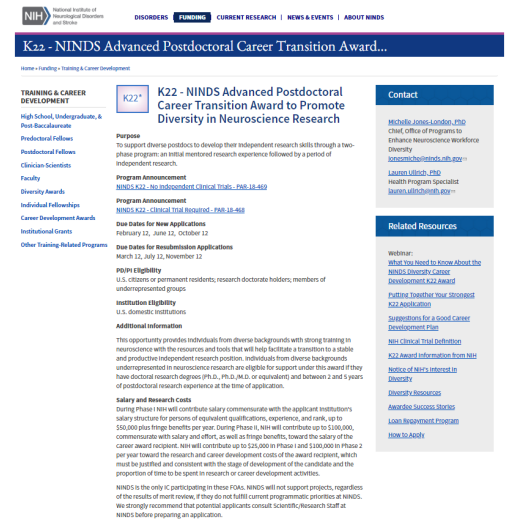
The NINDS Diversity Office is “OPEN”

- 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



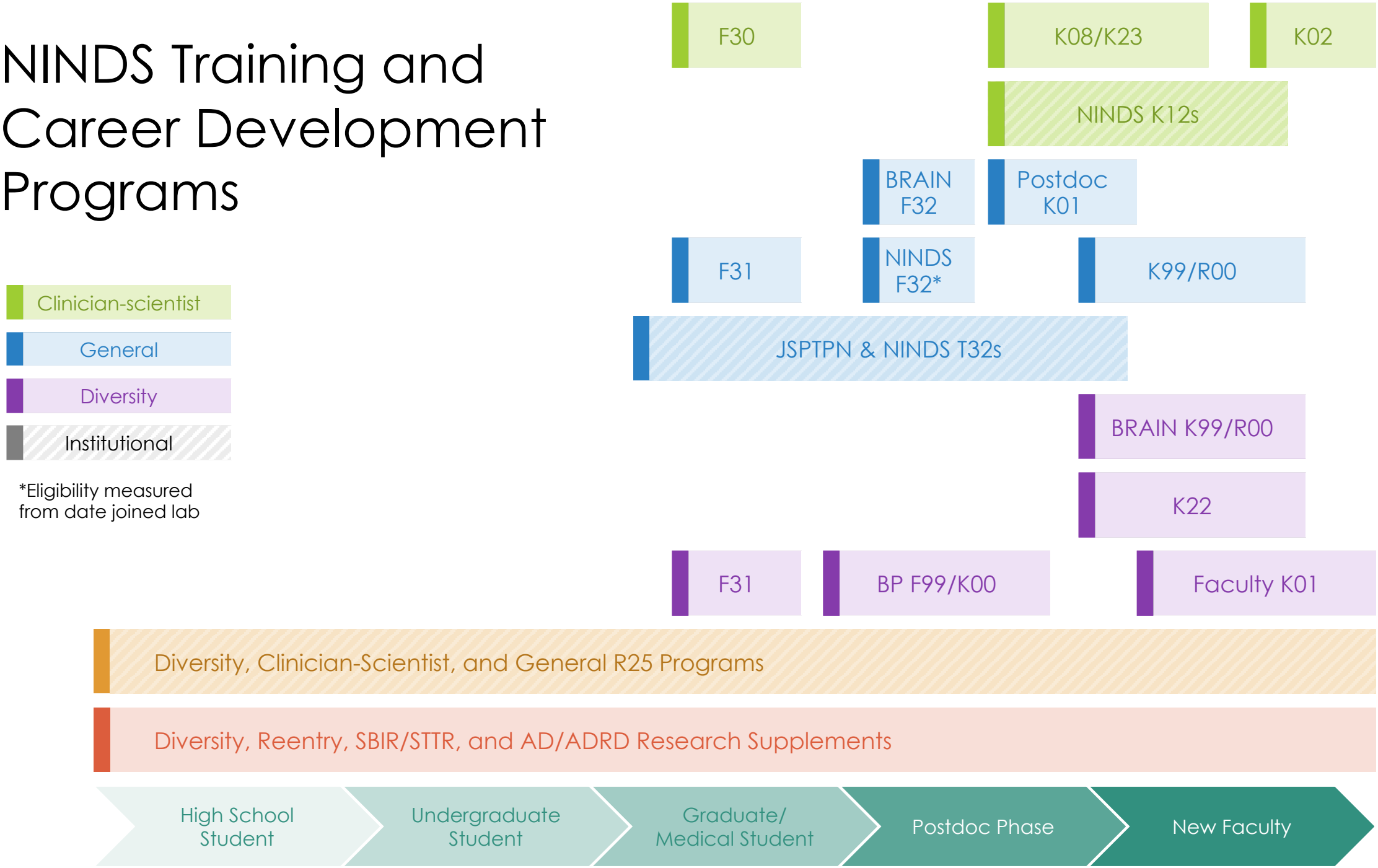




https://www.ninds.nih.gov/Funding/Training-Career-Development

Funding Opportunities

NINDS Training and Career Development Programs



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)

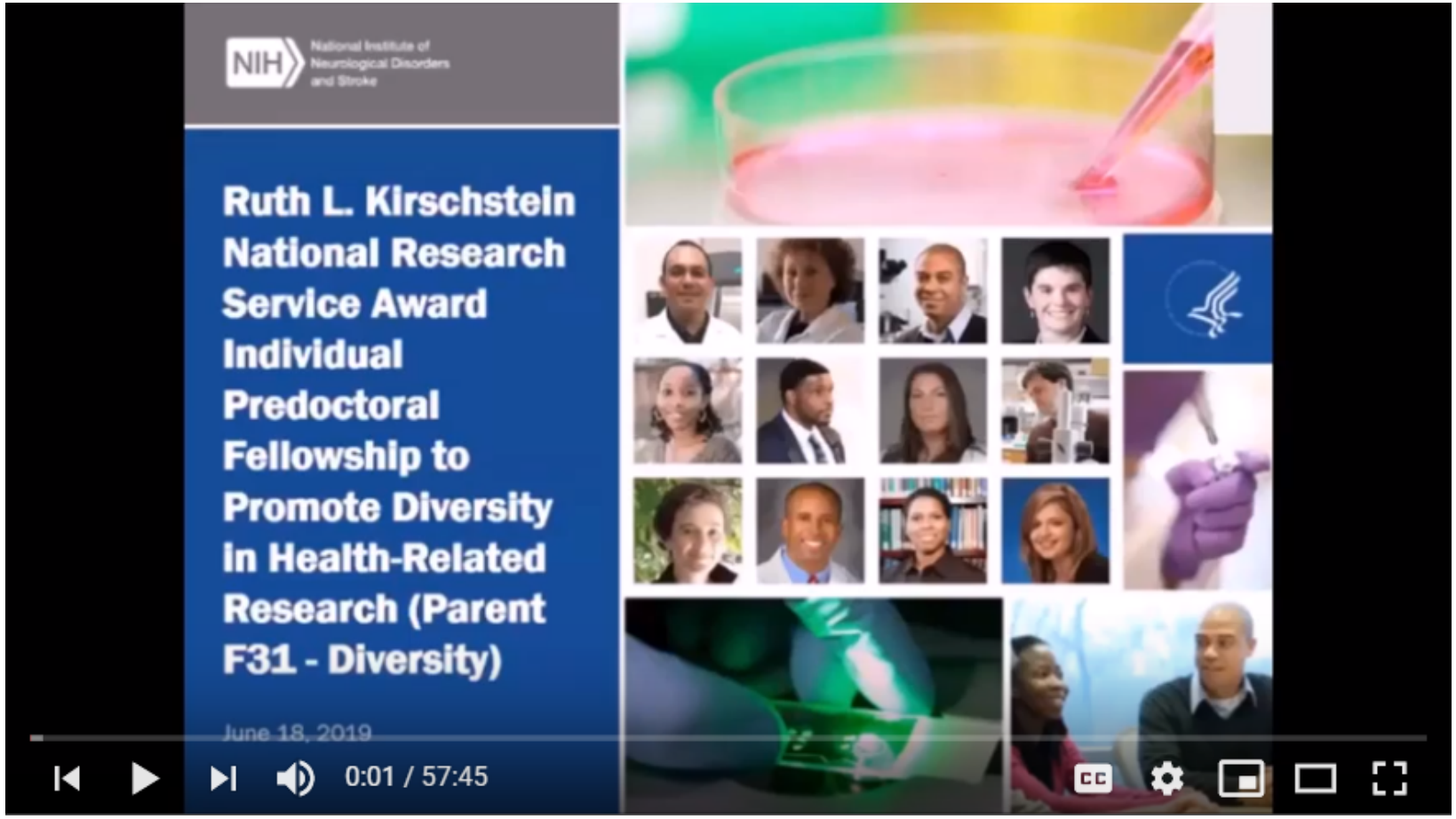
- Enhance the diversity of the health-related research workforce by supporting the research training of predoctoral students from diverse backgrounds
- Eligibility
  - PhD or combined degree student within first 6 years of grad school
  - Underrepresented background; US citizen or permanent resident
- 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
National Institute of Neurological Disorders and Stroke
Ruth L. Kirschstein National Research Service Award Individual Predoctoral Fellowship to Promote Diversity in Health-Related Research (Parent F31 - Diversity)
June 18, 2019
0:01 / 57:45

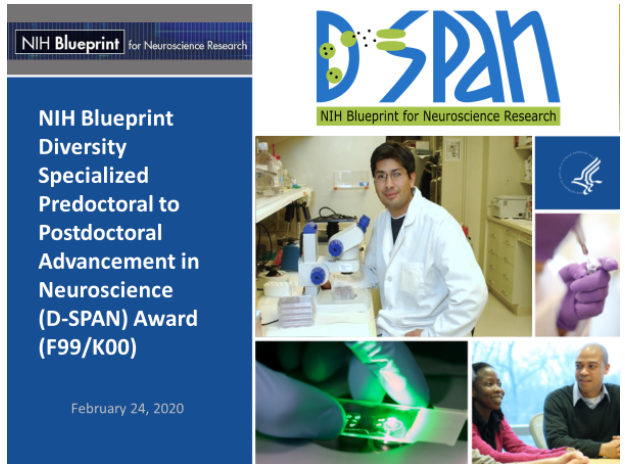
NIH Blueprint D-SPAN Award (F99/K00)

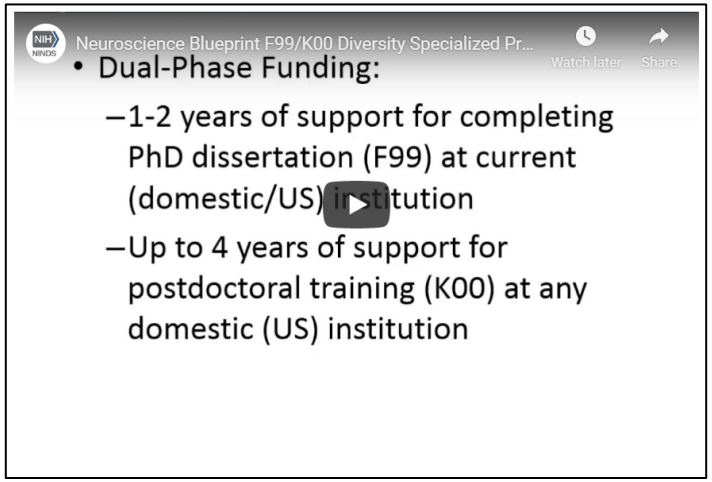
- Encourage and retain outstanding, diverse graduate students who have interest in careers as independent neuroscience researchers and create a defined pathway for the transition from predoc to postdoc
- Eligibility
  - PhD student in neuroscience with 1-2 years left
  - May not be in a clinical, health-professional 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





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

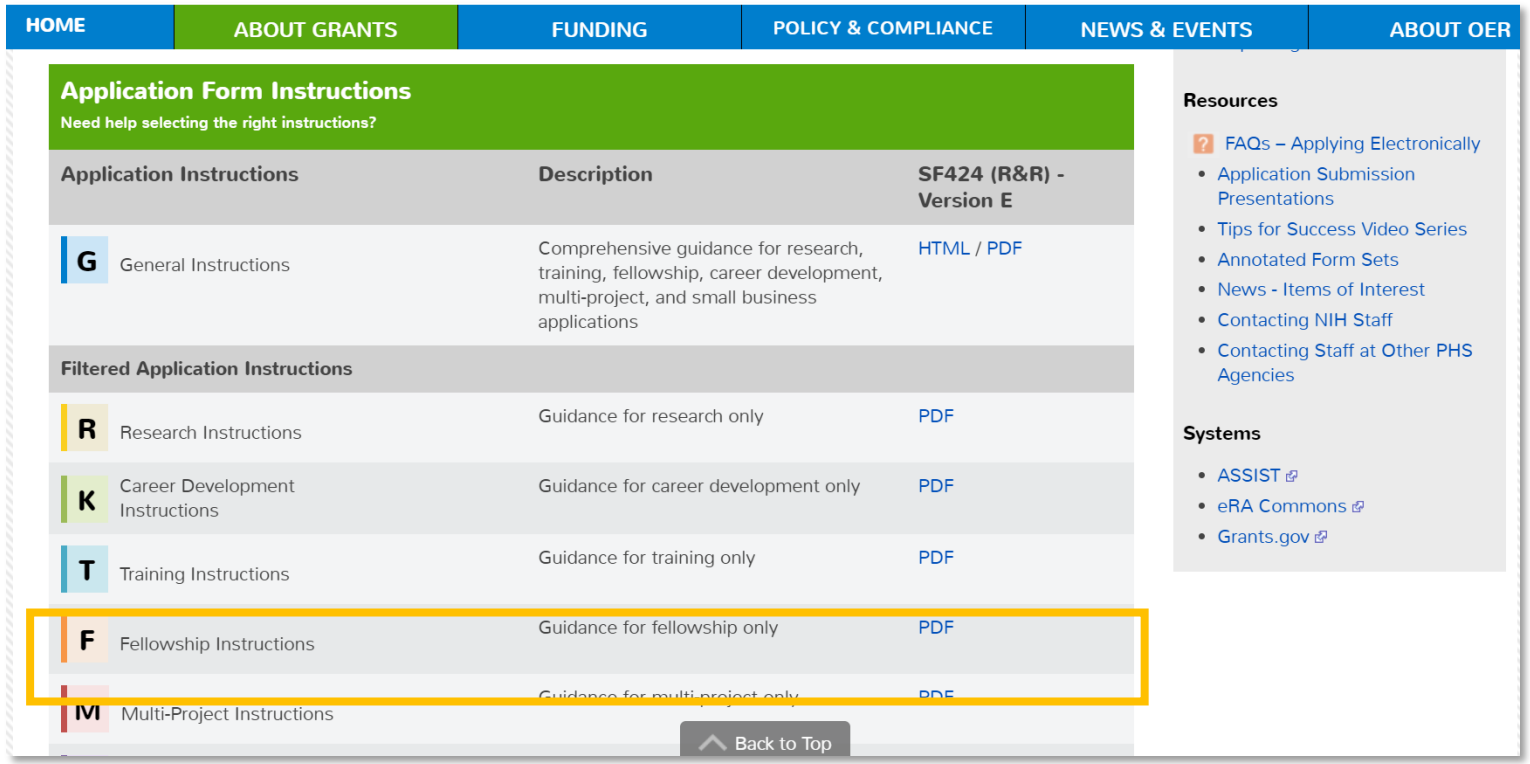
NINDS R25 Programs

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

Non-Research Components of the Fellowship Application

General Guidance

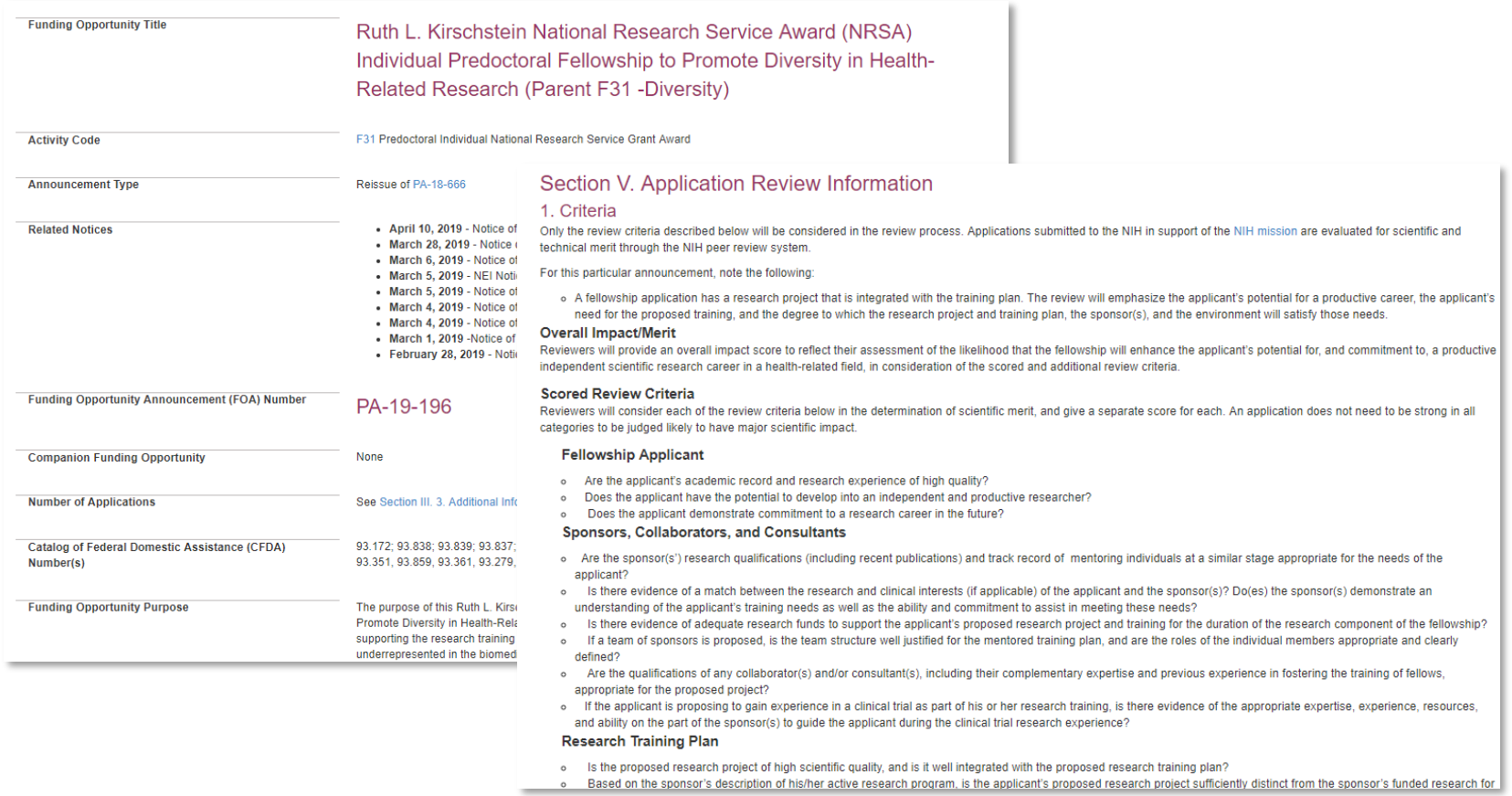
- Read and follow the Fellowship (F) Instructions of the SF424 Application Guide



https://grants.nih.gov/grants/how-to-apply-application-guide.html

General Guidance

- Read the entire FOA carefully, paying special attention to the review criteria (Section V)



Funding Opportunity Title	Ruth L. Kirschstein National Research Service Award (NRSA) Individual Predoctoral Fellowship to Promote Diversity in Health-Related Research (Parent F31 -Diversity)
Activity Code	F31 Predoctoral Individual National Research Service Grant Award
Announcement Type	Reissue of PA-18-666
Related Notices	• **April 10, 2019** - Notice of • **March 28, 2019** - Notice • **March 6, 2019** - Notice of • **March 5, 2019** - NEI Noti • **March 5, 2019** - Notice of • **March 4, 2019** - Notice of • **March 4, 2019** - Notice of • **March 1, 2019** -Notice of • **February 28, 2019** - Noti
Funding Opportunity Announcement (FOA) Number	PA-19-196
Companion Funding Opportunity	None
Number of Applications	See Section III. 3. Additional Info
Catalog of Federal Domestic Assistance (CFDA) Number(s)	93.172; 93.838; 93.839; 93.837; 93.351, 93.859, 93.361, 93.279,
Funding Opportunity Purpose	The purpose of this Ruth L. Kirs Promote Diversity in Health-Rela supporting the research training underrepresented in the biomed

Section V. Application Review Information

1. Criteria

Only the review criteria described below will be considered in the review process. Applications submitted to the NIH in support of the NIH mission are evaluated for scientific and technical merit through the NIH peer review system.

For this particular announcement, note the following:

- A fellowship application has a research project that is integrated with the training plan. The review will emphasize the applicant's potential for a productive career, the applicant's need for the proposed training, and the degree to which the research project and training plan, the sponsor(s), and the environment will satisfy those needs.

Overall Impact/Merit

Reviewers will provide an overall impact score to reflect their assessment of the likelihood that the fellowship will enhance the applicant's potential for, and commitment to, a productive independent scientific research career in a health-related field, in consideration of the scored and additional review criteria.

Scored Review Criteria

Reviewers will consider each of the review criteria below in the determination of scientific merit, and give a separate score for each. An application does not need to be strong in all categories to be judged likely to have major scientific impact.

Fellowship Applicant

- Are the applicant's academic record and research experience of high quality?
- Does the applicant have the potential to develop into an independent and productive researcher?
- Does the applicant demonstrate commitment to a research career in the future?

Sponsors, Collaborators, and Consultants

- Are the sponsor(s') research qualifications (including recent publications) and track record of mentoring individuals at a similar stage appropriate for the needs of the applicant?
- Is there evidence of a match between the research and clinical interests (if applicable) of the applicant and the sponsor(s)? Do(es) the sponsor(s) demonstrate an understanding of the applicant's training needs as well as the ability and commitment to assist in meeting these needs?
- Is there evidence of adequate research funds to support the applicant's proposed research project and training for the duration of the research component of the fellowship?
- If a team of sponsors is proposed, is the team structure well justified for the mentored training plan, and are the roles of the individual members appropriate and clearly defined?
- Are the qualifications of any collaborator(s) and/or consultant(s), including their complementary expertise and previous experience in fostering the training of fellows, appropriate for the proposed project?
- If the applicant is proposing to gain experience in a clinical trial as part of his or her research training, is there evidence of the appropriate expertise, experience, resources, and ability on the part of the sponsor(s) to guide the applicant during the clinical trial research experience?

Research Training Plan

- Is the proposed research project of high scientific quality, and is it well integrated with the proposed research training plan?
- Based on the sponsor's description of his/her active research program, is the applicant's proposed research project sufficiently distinct from the sponsor's funded research for

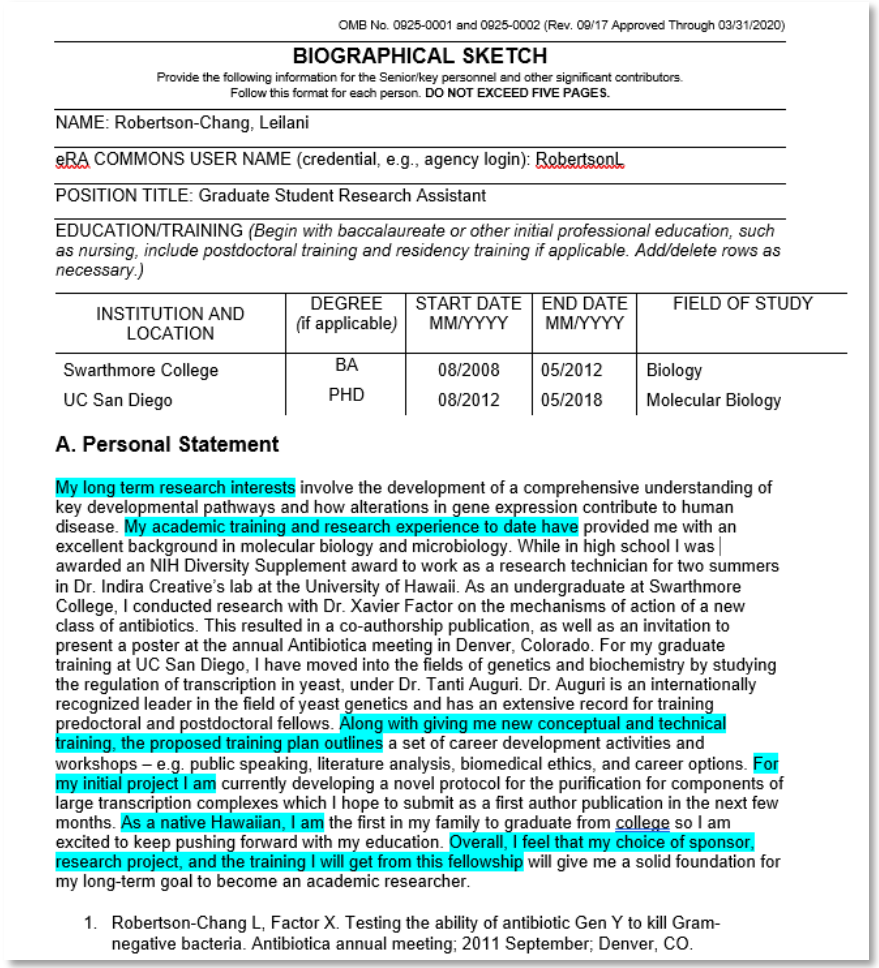
Review Critera at a Glance

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

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



OMB No. 0925-0001 and 0925-0002 (Rev. 09/17 Approved Through 03/31/2020)

BIOGRAPHICAL SKETCH

Provide the following information for the Senior/key personnel and other significant contributors.
Follow this format for each person. **DO NOT EXCEED FIVE PAGES.**

NAME: Robertson-Chang, Leilani

eRA COMMONS USER NAME (credential, e.g., agency login): RobertsonL

POSITION TITLE: Graduate Student Research Assistant

EDUCATION/TRAINING *(Begin with baccalaureate or other initial professional education, such as nursing, include postdoctoral training and residency training if applicable. Add/delete rows as necessary.)*

INSTITUTION AND LOCATION	DEGREE (if applicable)	START DATE MM/YYYY	END DATE MM/YYYY	FIELD OF STUDY
Swarthmore College	BA	08/2008	05/2012	Biology
UC San Diego	PHD	08/2012	05/2018	Molecular Biology

A. Personal Statement

My long term research interests involve the development of a comprehensive understanding of key developmental pathways and how alterations in gene expression contribute to human disease. My academic training and research experience to date have provided me with an excellent background in molecular biology and microbiology. While in high school I was awarded an NIH Diversity Supplement award to work as a research technician for two summers in Dr. Indira Creative's lab at the University of Hawaii. As an undergraduate at Swarthmore College, I conducted research with Dr. Xavier Factor on the mechanisms of action of a new class of antibiotics. This resulted in a co-authorship publication, as well as an invitation to present a poster at the annual Antibiotica meeting in Denver, Colorado. For my graduate training at UC San Diego, I have moved into the fields of genetics and biochemistry by studying the regulation of transcription in yeast, under Dr. Tanti Auguri. Dr. Auguri is an internationally recognized leader in the field of yeast genetics and has an extensive record for training predoctoral and postdoctoral fellows. Along with giving me new conceptual and technical training, the proposed training plan outlines a set of career development activities and workshops – e.g. public speaking, literature analysis, biomedical ethics, and career options. For my initial project I am currently developing a novel protocol for the purification for components of large transcription complexes which I hope to submit as a first author publication in the next few months. As a native Hawaiian, I am the first in my family to graduate from college so I am excited to keep pushing forward with my education. Overall, I feel that my choice of sponsor, research project, and the training I will get from this fellowship will give me a solid foundation for my long-term goal to become an academic researcher.

1. Robertson-Chang L, Factor X. Testing the ability of antibiotic Gen Y to kill Gram-negative bacteria. Antibiotica annual meeting; 2011 September; Denver, CO.

- **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

How to Apply - Application Guide » Submission Process »

Reference Letters

https://grants.nih.gov/grants/how-to-apply-application-guide/submission-process/reference-letters.htm

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)