



Researcher Resilience Training
(RRT)

Researcher Resilience Training Handbook 2022



Washington
University in St. Louis
BROWN SCHOOL

Table of Contents

Welcome	2
Training Team	3
Introduction	4
Program Overview	7
Summer Program Timeline	7
Requirements Overview	7
Intake Requirements.....	7
Orientation.....	8
Mentorship.....	8
Summer Curriculum Overview.....	8
Mock Peer Review.....	9
Leadership Award	10
Deliverables.....	10
Evaluations.....	10
Reporting.....	10
Citing Grant Support	10
Biosketches and Other Support Documents	11
Publications	11
Linking Publications to This Training Program.....	11
Stipend/Benefits	11
Professionalism	12
Resolving Concerns	12
Responsible Conduct of Research.....	12
Resources	13
Appendices.....	14

Welcome

We would like to take this opportunity to welcome you as a fellow in the Strengthening Child and Adolescent Behavioral Health Research Capacity in Resource Constrained Settings Program (Researcher Resilience Training, RRT). We look forward to what this unique and diverse group of trainees will accomplish.

We are pleased to provide you with this handbook which should be a helpful resource during your association with us. It outlines program guidelines, requirements, and logistics, and provides helpful contacts and resources for navigating through your trainee experience.

RRT is a partnership between the [International Center for Child Health and Development \(ICHAD\)](#), [SMART Africa](#), and the [Race and Opportunity Lab](#) at the [Brown School at Washington University in St. Louis](#). We are always trying to improve our training programs and will frequently ask for your feedback to evaluate the program and inquire about your experience during your tenure with us and beyond. We hope that you will participate and help us advance and enhance programs locally and nationally.

We encourage you to capitalize on this unique opportunity to interact with and learn from your colleagues and faculty to generate and implement innovative and informative research. We are committed to providing you with professional challenges and support to help you advance your professional goals.

Sincerely,

The RRT Training Team

Fred Ssewamala, PhD, Co-Director

Mary McKay, PhD, Co-Director

Sean Joe, PhD, Co-Director

Laura Peer, MPH, Associate Director, ICHAD

Mike Jones, PhD, Associate Director, Race and Opportunity Lab

Chelsea Hand-Sheridan, Training Programs Manager, ICHAD

Training Team



Fred Ssewamala, PhD

Co-Director, RRT
William E. Gordon Distinguished Professor
Associate Dean for Transdisciplinary Faculty Research
Director, International Center for Child Health and Development
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Dr. Ssewamala is the Founding Director of ICHAD and the Director of the SMART Africa Center. His global research, funded by a consortium of institutions including the U.S. government through NIMH and NICHD, focuses on improving health/mental health and developmental outcomes for vulnerable children and adolescents; and creating innovative combination interventions for communities affected by poverty and HIV/AIDS.



Mary McKay, PhD

Co-Director, RRT
Vice Provost of Interdisciplinary Initiatives
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Vice Provost McKay has received substantial federal funding for research focused on meeting the mental health and health prevention needs of youth and families impacted by poverty. She has significant expertise in child mental health services and implementation research methods, as well as over 20 years of experience conducting HIV prevention and care-oriented studies, supported by the NIH. She has been the PI on studies set in SSA since 2000.



Sean Joe, PhD

Co-Director, RRT
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Dr. Joe is a nationally recognized authority on suicidal behavior among African Americans. His research focuses on Black adolescents' mental health service use patterns, the role of religion in Black suicidal behavior (NIMH), salivary biomarkers for suicidal behavior, and development of father-focused, family-based interventions to prevent urban African American adolescent males from engaging in multiple forms of self-destructive behaviors.



Laura Peer, MPH

Associate Director, ICHAD
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Laura is the Associate Director for Capacity Building at ICHAD. She has nearly 20 years of experience in global and US public health, higher education, and research training and administration in the US. She earned her MPH from Boston University with a concentration in maternal and child health and her BA in Spanish and Anthropology from Washington University in St. Louis.



Chelsea Hand-Sheridan

Training Programs Manager, ICHAD
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Chelsea supports ICHAD’s priority objective area of Capacity Building, overseeing four NIH-funded training programs: T37 LEAD Global Training Program, R25 Researcher Resilience Training Program, D43 CHIL-Global Research Fellowship, and D43 ACHIEVE Training Program at the Brown School at Washington University in St. Louis. She has 10 years’ experience working with vulnerable global populations both in the United States and in East Africa.



Mike Jones, PhD

Associate Director, Community Science
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Dr. Jones is passionate about his hometown’s ability to increase our capacity by building the necessary infrastructure and support systems for marginalized populations. He is a graduate of Saint Louis University where he studied Sociology, Theology, and African American Studies prior to earning his Ph.D. in Higher Education Administration. Prior to joining the Race & Opportunity Lab, Michael previously worked at the Gephardt Institute for Civic and Community Engagement cultivating student leader and learning opportunities that partner with K-12 schools and local nonprofits.

Introduction

Funded by the National Institute of Mental Health (R25MH118935), **Strengthening Child and Adolescent Behavioral Health Research Capacity in Resource Constrained Settings Program (Researcher Resilience Training, or RRT)** is designed to provide advanced doctoral students and early career investigators of African descent interested in child and adolescent behavioral health, with the necessary research skills to address the significant challenges that exist within resource-poor settings. These include obstacles related to:

- Recruitment and retention of poverty-impacted, highly mobile youth and families
- Collaboration with youth, families and providers experiencing high levels of stress and nested within overburdened communities and systems
- Building and maintaining community, provider, and academic partnerships

RRT is offered in partnership between the [International Center for Child Health and Development \(ICHAD\)](#), [SMART Africa](#), and the [Race and Opportunity Lab](#) at the [Brown School at Washington University in St. Louis](#). It is supported by the National Institute of Mental Health of the National Institutes of Health. Grant Number: R25MH118935.

International Center for Child Health and Development (ICHAD)

<https://ichad.wustl.edu>

ICHAD’s mission is to contribute to the reduction of poverty and improvement of public health outcomes for children, adolescents, and families in low-resource communities, particularly those in Sub-Saharan Africa and other developing nations, through:

- Innovative Applied Intervention Research
- Capacity Building Opportunities for a new Generations of Scholars
- Raising Public Awareness and Support for Economic Empowerment Interventions
- Informing Public Policy and Programming

SMART Africa Center

<https://sites.wustl.edu/smartafrica>

Funded by the National Institute of Mental Health, the SMART Africa Center (Strengthening Mental health And Research Training) is an African regional trans-disciplinary collaborative center aimed at reducing gaps in child and adolescent mental health services and research in Ghana, Kenya, South Africa, and Uganda through a population approach to child mental health. Housed within the Brown School, SMART Africa builds upon the expertise of strong partners across Ghana, Kenya, South Africa, Uganda, and the United States.

Race and Opportunity Lab

<https://raceandopportunitylab.wustl.edu>

The Race and Opportunity lab examines race, opportunity, and social mobility with an emphasis on informing policies, interventions, and intra-professional practice.

Capacity Building

The World Health Organization (WHO) defines capacity building as the development of knowledge, skills, commitment, structures, systems, and leadership to enable effective health promotion. Capacity building is one of the primary focus areas for ICHAD as we continue to develop and implement contextually-relevant evidence-based interventions to support children, families, and communities in addressing the unique challenges they experience. In support of this commitment to capacity building, ICHAD, working with our partner centers, administers four NIH-funded training grants: [Training LEADers to Accelerate Global Mental Health Disparities Research \(LEAD\) Program](#), [Researcher Resilience Training \(RRT\) Program](#), [Child Mental Health in HIV-impacted Low-Resource Settings in Developing Countries: Global Research Fellowship \(CHILD-GRF\)](#), [Addressing the Research Capacity Gap in Global Child, Adolescent, and Family Health Disparities Utilizing Implementation and Data Sciences Among Vulnerable Populations in Resource-Limited Settings \(ACHIEVE\)](#).

The following table provides an overview of each training program.



	R25 Researcher Resilience Training (RRT) Program	T37 LEAD Global Training Program (LEAD)	D43 CHILD – Global Research Fellowship (CHILD-GRF)	D43 ACHIEVE Global Training Program
Website	https://sites.wustl.edu/rtrain/	https://sites.wustl.edu/lead/	https://sites.wustl.edu/child-grf/	https://sites.wustl.edu/achieve/
Directors	Mary McKay, Fred Ssewamala, Sean Joe	Fred Ssewamala, Patricia Cavazos	Fred Ssewamala, Mary McKay, Noeline Nakasujja	Fred Ssewamala, Mary McKay
Research Focus	Child and adolescent mental health in low-resource settings	Global health disparities with a focus on mental health	Child and adolescent HIV and mental health	D&I and data sciences research to address global child, adolescent, and family health disparities and other health focus areas
Research Region	U.S. and Sub-Saharan Africa	U.S. and Sub-Saharan Africa	Uganda	Ghana, Kenya, Kosovo, Malawi, Nigeria, Rwanda, Senegal, Sierra Leone, South Africa, Tajikistan, Uganda, Zambia
Number of fellows	7-9 fellows per year	7-9 short term fellows per year; 1-2 postdocs per year	7 fellows (year 1); 12 fellows (year 2); 18 fellows (year 3)	10 fellows per year
Career Level	PhD, MD, or other doctoral students through early career faculty (must have received advanced degree within 5 years of program start date)	PhD, MD, or other doctoral students through early career faculty (must have received advanced degree within 5 years of program start date)	Advanced graduate level student through early career faculty (must have received advanced degree within five years of program start date)	U.S.: PhD, MD, or other doctoral students through early career professionals within 6 years of completing terminal degree SSA: Early career professionals who have completed terminal degree within 6 years
Eligibility Requirements	No citizenship requirement, but must be working at a U.S.-based institution; priority given to those of African descent	U.S. citizen; Under-represented minority	Ugandan national	U.S.: U.S. citizen, permanent resident; Under-represented background; SSA: Citizen of Ghana, Kenya, Rwanda, Sierra Leone, South Africa, or Uganda
2022 Cohort Program Dates	April 2022 – March 2023 (1 year appointment)	June 1 – August 7, 2022 (10 week appointment)	June 1, 2022 – May 31, 2025 (3 year appointment)	April 1, 2022 – March 31, 2027 (1 year appointment)
Timeline	1 week in person; on-going research/mentorship for 1 or 2 years*	4 weeks U.S.; 6 weeks SSA research site*	6 weeks summer training in U.S. over a three-year period; on-going research/mentorship*	US: 10-12 months in LMIC SSA: 2-3 months in US, 9-10 months LMIC
Application Deadline	January 31	Summer 10-week program: January 31 Postdoc position: Rolling admission	January 31	January 31
Benefits	Stipend support; opportunity to apply for pilot funding as program alumni; mentorship	Stipend support; travel/housing at site in SSA*; mentorship	Stipend support; pilot funding; travel to U.S. for summer training*; mentorship	Stipend support, pilot funding, travel to US and SSA for training; mentorship
Funder	National Institute of Mental Health: R25MH118935	National Institute on Minority Health and Health Disparities: T37MD014218	Fogarty International Center and National Institute for Child Health and Development: D43TW011541	Fogarty International Center: D43TW012275

*Travel is subject to COVID-19 restrictions. Programming will be offered in-person and virtually in 2022.

Program Overview

RRT is a 12-month research training program featuring a ten-week didactic summer research training session. It was originally designed to include in-person training at the Brown School at Washington University in St. Louis and potential travel to a research site in Sub-Saharan Africa. However, in its second and third full year of implementation, 2020 and 2021, the COVID-19 pandemic required a shift to virtual training and prevented trainees from traveling to research field sites. Given the ongoing uncertainty of the pandemic and the comfort level of trainees, in 2022 RRT is offered as an in-person or virtual format, with a training schedule outlined below. The schedule is subject to change:

- Training Appointment Period: April 1, 2022 to March 31, 2023
- Ten weeks (June 1-August 5, 2022) of online/in-person training, courses, meetings, networking and professional development including:
 - Option 1: On-site training and site visits in Uganda, June 20 -30
 - Option 2: On-site training in Uganda, June 20-24, and site visits at the Brown School, June 27-30
 - Option 3: Virtual training and site visits at the Brown School, St. Louis, MO, June 27- 30
 - Option 4: All-virtual training
- Weekly meetings and research collaboration with your mentor (schedules will vary for each trainee/mentor)
- Final presentations; Mock Study Review Process: August 1-5
- Final deliverable(s): Report due to Training Programs Manager on March 31, 2023

Summer Program Timeline

April 14: RRT Orientation

April 26: All-program Orientation

June 1 - July 30: Training webinars, meetings

August 1 - 5: Final presentations; Mock Study/Pilot Grant Review Process

Requirements Overview

1. Intake Requirements
2. Orientation
3. Research with your mentor
4. Training webinar attendance
5. Deliverables
6. Evaluations
7. Reporting

Intake Requirements

1. Trainee Agreement (Appendix 1)
2. Personal Information Form
3. Brief Professional Biography
4. Headshot photograph in JPEG format
5. W8/W9 Form
6. Certification of Receipt of University Policies Regarding Non-Academic Transgressions (Appendix 2)
7. CITI / Human Subjects Training Proof of Completion
8. Media Release Form
9. ORCID Account -- Free to set up: <https://orcid.org/register>

10. eRA Commons Account – To be created upon admission to the program for trainees who do not have one.
11. Non-Disclosure Form (as required by mentor/research project)
12. Other forms and information as requested

WUSTL Key. The WUSTL Key is Washington University users' Login ID and password for use of university systems. Trainees have an active WUSTLY Key and email address for the duration of their appointment. The account expires shortly after appointment ends. Visit the [WashU IT WUSTL Connection page](#) for more information or technical assistance.

Orientation

Attendance is required at the RRT program orientation and Joint Training Program orientation, which includes [LEAD Global Training Program](#), [Researcher Resilience Training \(RRT\) Program](#), [CHILD-Global Research Fellowship \(CHILD-GRF\) Program](#), and [ACHIEVE Training Program](#) held prior to the start of the summer training period.

Mentorship

Mentored research training is a critically important component of the RRT Program. Within the first two weeks, trainees and mentors work to develop the trainee's Individual Development Plan (See Appendix 3). Trainees and mentors will develop a work plan and timeline for the duration of the training period and should plan a regular meeting schedule. Some trainees will be invited to attend research team meetings in addition to one-on-one meetings with their mentors. In some cases, trainees continue to work with their mentors beyond the training period to work on their project to completion. Continuing the mentor/trainee relationship beyond the training period is a positive outcome of the RRT program. However, please note that stipends do not extend beyond the training period.

Summer Curriculum Overview

The summer training schedule has been adapted to combine three training program cohorts into a unified ten-week virtual program. The four programs are [LEAD Global Training Program](#), [Researcher Resilience Training \(RRT\) Program](#), [CHILD-Global Research Fellowship \(CHILD-GRF\) Program](#) and [ACHIEVE Training Program](#). Trainees from all four programs attend training webinars taught by faculty and staff from WashU and partner institutions.

The summer curriculum consists of the following components:

- **Training Webinars** - Trainees will meet 3-5 days per week in June for didactic training webinars and classes on a range of research and professional development topics including global and US mental health, health disparities, manuscript and grant writing, data analysis, and dissemination and implementation.
- **Program Meetings** - Trainees meet regularly with their program cohort and directors to touch base, share their progress, and address any issues or questions that need attention.
- **Mentor Meetings** - Trainees and mentors maintain regular contact and collaboration on a research project, guided by each trainee's Individual Development Plan.
- **Regular Programs Check-In Meetings** - Facilitated by a program director, the meetings include a formal career development presentation and time to discuss the topics and themes, and to network within and across each program.
- **Final Presentations** - In the final week, trainees give final presentations to the full group of trainees, directors, and mentors on the work accomplished during the summer and next steps planned to further advance their research.
- **Peer Review** - RRT alumni from the previous year are eligible for an internal research seed funding award. An important component of this application process includes a peer review that mirrors the NIH review process. All trainees participate as observers and peer reviewers, gaining valuable insight into the NIH application and review process. Deadlines and guidelines will be provided to eligible alumni.

Training Schedule

The training schedule is finalized in May and is subject to change throughout the summer. The most up-to-date schedule with Zoom links and supporting information will be available on a password-protected site that will be provided by program staff.

Site: <https://ichad.wustl.edu/trainee-resources/>

Password: To be provided. If you need the password, contact the Training Programs Manager.

The training programs manager will send a reminder with links for the week ahead, along with reminders and updates.

Week 1 June 1-3	Week 2 June 6-10	Week 3 June 13-17	Week 4 June 20-24	Week 5 June 27-July 1	Weeks 6-9 July 5-July 29	Week 10 August 1-5
Introductions and Framing	Training sessions	Training Sessions	Forum on Child and Adolescent Global Health Research and Capacity Building Presentations and Training Workshops	Forum on Child and Adolescent Global Health Research and Capacity Building Field site visits Stakeholder and Policy-Maker sessions	Mentored Research and Networking	Presentations and Pilot Peer Review
Each trainee will meet with their mentor and research team weekly at a time that they agree on						

Video Recordings

All webinars and meetings scheduled by the RRT program will be recorded and posted at the above password-protected site. Recordings from events and courses not hosted by the RRT program may also be available. The training programs manager will coordinate access when available.

Attendance Policy

Full participation is mandatory for all *required* training webinars, classes, meetings, and presentation. The schedule will indicate if an event is required or optional. If you are unable to attend an event, notify the training program manager as soon as possible to make arrangements to access the recording and follow up with any deliverables and deadlines.

Mock Peer Review

RRT alumni may apply for a research funding award in the year after their appointment year with the RRT program. A call for applications will be sent in the summer they are eligible and interested alumni may submit their proposal. The amount available will be announced with the call for applications. As part of the application process, applicants will participate in a mock peer review of their research project, which mirrors the NIH review process. All trainees participate as observers and peer reviewers, gaining valuable insight into the NIH application and review process.

Each review committee is chaired by a program director, mentor, or other faculty researcher, and consists of three peer reviewers. You may be asked to serve as one of the three reviewers for a trainee's research proposal. Reviewers provide scores and written feedback on a provided form, and share their feedback during a live, virtual review session. This is an

excellent opportunity to serve as a reviewer and provide in-depth, constructive feedback to a fellow trainee and to gain experience in an NIH-style review.

Successful awardees will be required to adhere to deadlines and reporting requirements.

Leadership Award

At the end of the summer training period, trainees will select one fellow trainee who demonstrated leadership, not only in their research but as a collegial connector among their peers fostering elevated conversation, understanding, collaboration, and networking. Recipients of this award will be selected and announced during the final week of training in August.

Deliverables

Individual Development Plan

A template document will be provided (Appendix 3). The IDP is to be completed with your mentor within the first two weeks of the start of the program and send to the program manager by the date provided at orientation.

Grants and Manuscripts

Trainees will work with their mentors to determine their goals and create a timeline with deadlines. All deliverables (submissions, publications, presentations, etc.) must be reported to the training programs manager by the end of the training period and annually (see Reporting).

File Naming Convention

All deliverables should be submitted with the consistent naming convention “LastName_FirstName_DocumentName”.

Evaluations

Training Session Evaluations

You will receive a brief survey following each training event. Please participate in each one so we may assess your satisfaction and specific needs throughout the training period.

Final Program Evaluation

Completion of an online program evaluation. Your participation is a requirement per the Trainee Agreement.

Reporting

RRT places a strong emphasis on tracking the career development and future activities of graduates. Reporting on outcomes of trainees for 15 years is an NIH requirement. Trainees agree to respond to annual updates, providing full information requested. See Appendix 4.

Citing Grant Support

RRT trainees should acknowledge the receipt of any RRT grant funding in all publications, biosketches, and other support documents. In addition to the guidelines below, please review the ICHAD Authorship Guidelines for complete information: <https://wustl.box.com/s/v0ia75ftj5w33xjyz9ttazsoqtxuei6i>. Contact the training programs manager with questions related to citing and authorship.

Biosketches and Other Support Documents

Trainees should use the following information when listing the RRT Program support on biosketches and other support documents:

R25MH118935 (MPIs: McKay, Ssewamala, Joe)

9/4/2018-6/30/2023

National Institute of Mental Health (NIMH)

Strengthening Child Health Research Capacity in Resource Constrained Settings (RRT)

This project will develop, deliver and test state of the art methods training and “hands-on” research experience to advanced doctoral students and early career investigators, specifically those of African descent, committed to addressing the serious threats to child behavioral health in poverty impacted local and global context.

Role: Trainee

Publications

The grant must be cited if any of the following applies to the peer-reviewed article or work:

- The publication was completed during your protected time granted by the program
- Training gained from the program supported the publication
- Funds or salary support was used to publish the article
- The publication resulted from work conducted while you were participating in this training program (Note: Manuscripts resulting from work conducted while in the training program, but not published until after the program appointment has ended, still require citation of the grant)

Publication citation example:

“Research reported in this publication was supported by the National Institute of Mental Health award number R25MH118935. The content is solely the responsibility of the authors and does not necessarily represent the official views of the National Institutes of Health.”

Authors of peer-reviewed work are also required to obtain a PubMed Central ID (PMCID) for publications supported by this program funding. See NIH Public Access and PMC at <https://www.ncbi.nlm.nih.gov/pmc/about/public-access-info/>.

If using ICHAD data for your publications, please review our publications policy found here:

<https://wustl.app.box.com/s/v0ia75ftj5w33xjyz9ttazsoqtxuei6i>

For more information, visit NH’s Communicating and Acknowledging Federal Funding:

<https://grants.nih.gov/policy/federal-funding.htm#:~:text=%22The%20content%20is%20solely%20the,1>

Linking Publications to This Training Program

All publications published during the training period and resulting from work associated with the RRT Program thereafter must be associated/linked with the RRT R25 training grant. Please use the following links to complete this process when a manuscript is published:

<https://publicaccess.nih.gov/my-bibliography-faq.htm>

https://www.ncbi.nlm.nih.gov/books/NBK53595/#mybibliography.Associating_Funding_to_yo

<https://publicaccess.nih.gov/my-bibliography-faq.htm#1.1.EnteringpublicationsintoMyBibliography>

Stipend/Benefits

Stipends

The one-time stipend for the training appointment is \$2200 to be paid in summer 2022. The stipend is paid via a onetime Direct Deposit or check from the Brown School at WashU. Stipends may be subject to US income tax requirements. For more information, trainees may view the Frequently Asked Questions section of the NIH Research Training and Career Development site at

<https://researchtraining.nih.gov/resources/faq?CFID=72949451&CFTOKEN=cce9b22080c0b5a9-0B65533B-B059-AF76-EE676D62B0FF7914>.

Additional information is available at the following sites, and trainees may wish to consult a qualified tax preparer:

- <https://financialservices.wustl.edu/wfin-topic/tax-topics/contacts/>
- <https://financialservices.wustl.edu/wfin-topic/payroll/tax-issues-fellowship-stipend-recipient/>

Trainees receive a letter from WashU regarding their stipend for tax purposes. Additional tax information is available at the following sites, and trainees may wish to consult a qualified tax preparer:

- <https://financialservices.wustl.edu/wfin-topic/tax-topics/contacts/>
- <https://financialservices.wustl.edu/wfin-topic/payroll/tax-issues-fellowship-stipend-recipient/>

Health Insurance

Trainees may also inquire about health insurance coverage for the summer, if they are not covered otherwise by an employer or educational program. To learn more about health coverage, contact the training programs manager as soon as possible.

Training Related Expenses

Some additional training related expenses, including text books or specialized software may be eligible for reimbursement by the RRT program, depending on availability of funds.

To submit for reimbursement, you will need to log into [WorkDay](#). You will then choose **Create Expense Report** and will need to follow the WorkDay instructions. You will need to provide the GR#, which is **GR0002298** to ensure that it is processed in the correct department and sent for approval. For step by step instructions, please visit: <https://workday.wustl.edu/items/create-expense-report/>. Please consult with the Training Programs Manager for additional guidance and to let her know you are submitting an expense report so she may ensure timely processing of your request.

Professionalism

All trainees are expected to adhere to a high level of professional behavior. This includes:

- Responding to emails in a timely manner (within 48 hours)
- Adhering to deadlines
- Attending classes and seminars
- Participating in group discussions
- Communicating with program leadership, the training programs manager, and/or mentors in a timely manner when unable to meet a deadline or attend a training webinar/meeting
- Adhering to the standards and policies laid out in the Certification of Receipt of University Policies Regarding Non-Academic Transgressions (Appendix 2)

Resolving Concerns

If there is a concern or conflict regarding any area of the program, the trainee should communicate directly to program co-directors/mentors, or the training programs manager. In cases in which resolution is sought through a neutral party outside of the program, trainees may contact the Office of the Ombuds for staff, postdocs and graduate students. For contact and additional information, visit <https://staffombuds.wustl.edu/>.

Responsible Conduct of Research

Responsible conduct of research (RCR) is an essential element for all research trainees at all stages of their education and career. For the purposes of the RRT program, the responsible conduct of research is defined as the practice of

scientific investigation with integrity. It involves the awareness and application of established professional norms and ethical principles in the performance of all activities related to scientific research. Most trainees will have completed Collaborative Institutional Training Initiative (CITI) and RCR training with their home institutions or employers and are required to submit proof of completion to the training programs manager before the start of the training period. If a trainee does not have up-to-date RCR, they must reach out to the training programs manager to arrange CITI training through WashU's HR system. In addition, trainees will participate in an RCR webinar and discussion during the training period. For more information, please visit <https://oir.nih.gov/sourcebook/ethical-conduct/responsible-conduct-research-training>.

Resources

Capacity Building Connection

Trainees will receive the bi-weekly [Capacity Building Connection](#), an online newsletter that lists research opportunities and information for training program fellows and alumni. It was created to keep you updated on relevant opportunities in training, funding, conferences, and other learning and professional development resources in a bi-weekly format.

Appendix

DRAFT Appendix 1

RRT Fellow Agreement

I understand that as an RRT fellow I am expected to:

- Work with my mentor [Mentor Name] Joe to develop an integration plan to address how my proposed research project will complement the work conducted by [Mentor Organization/Site], April 1, 2022-March 31, 2023.
- Create an Individual Development Plan with my mentor to set goals and guide progress throughout the training appointment.
- Participate in the RRT Program Orientation on **Thursday, April 14, 9:00-10:00 noon CDT** (Zoom link to be provided).
- Participate in the Training Programs Joint Orientation on **Thursday, April 26, 10:00-11:30 AM CDT** (Zoom link to be provided).
- Attend all required training webinars, classes, and meetings from June 1 to August 6. (Final schedule to be provided.)

I understand that my training at Washington University in St. Louis will include:

- Ongoing mentorship.
- Research training through webinars, courses, networking, peer mentorship, and regular meetings with my mentor and fellow trainees.
- Opportunity to compete for seed grant funding as a program alum in 2023.

I understand the program will provide:

- \$2,200 one-time stipend to cover research- and training-related expenses.
- Travel expenses and lodging, if a travel option is selected.

I select the following training option, with the understanding that I may change my selection until April 22 at the latest. See the attached LEAD Decision Letter for details.

- Option 1: On-site training in Uganda, June 20-30
- Option 2: On-site training in Uganda, June 20-24, and site visits at the Brown School, St. Louis, Missouri, June 27-30 (tentative dates)
- Option 3: On-site training and site visits at the Brown School, St. Louis, MO, June 27-30 (tentative dates)
- Option 4: All-virtual training

I have read and understand the information above. I agree to these terms and accept the offer of admission to the RRT Program.
(Electronic signature accepted.)

Trainee Name:

Trainee Signature: _____

Date: _____

Complete and send this form to Laura Peer at Lpeer@wustl.edu by March 18, 2022.

**Research Training Programs
Certification of Receipt of University Policies Regarding Non-Academic
Transgressions**

I certify that I have received and read the following Washington University policies governing non-academic transgressions:

- Washington University Student Judicial Code (<http://www.wustl.edu/policies/judicial.html>)
- Washington University Office of Faculty Affairs Faculty Information Guide (<https://facultyaffairs.wusm.wustl.edu/governance-policies/>)
- Bulletin of the Brown School (https://bulletin.wustl.edu/grad/Bulletin_2020-21_Brown.pdf)
- Bulletin of the School of Medicine (<http://bulletinoftheschoolofmedicine.wustl.edu/>)
- Code of Conduct (<http://universitycompliance.wustl.edu/codeofconduct/Pages/default.aspx>)
- Research Integrity Policy (<https://research.wustl.edu/PoliciesGuidelines/Pages/ResearchIntegrityPolicy.aspx>)

By signing this statement, I agree to abide by the rules and regulations outlined in the policies listed above. I recognize that any suspected breach of conduct will be reviewed by the Training Program Directors, and, if necessary, will result in disciplinary action.

Signature

Date

First and Last Name

Individual Development Plan (IDP)

Overall Research Strategy: Briefly describe the project the trainee will be working on during the 10 week program. (e.g. working on a measurement paper running models and writing-up results from an exploratory and confirmatory factor analyses on a Social Cohesion Scale; Develop and pre-test a qualitative study questionnaire examining youth migration, etc.)

Educational Goals: List any specific skills and/or courses that the trainee may need supplemental assistance with for your project (e.g. R programming, manuscript development, qualitative data analysis, etc.)

Research Goals: List any research goals that the trainee has for the specific project. (e.g. develop a set a fidelity criteria, etc.)

Professional Goals: List any professional goals that the trainee wants to accomplish during the training program (e.g. Grow research network, present work at a national conference, etc.).

IDP Template:

Name:

Primary Mentor:

Secondary Mentor (if applicable):

1. Provide a brief overview of what the trainee will be working on during their training period (June 1 – August 6):
2. Provide a summary of your communication plan. (How often do you plan to “meet”; what format do you plan to use, etc.):
3. Please fill out the table below:

Goals	Objectives	Details	Timeline/Dates
1. Educational Goals <i>Identify any learning gaps/priorities the trainee has identified</i>			
2. Research Goals <i>List any research goals that the trainee has for the specific project</i>			
3. Professional Goals <i>List any professional goals that the trainee wants to accomplish</i>			

Researcher Resilience Training Program 2022 Progress Report

Please describe your research and career development progress (completed, in-progress and anticipated) during the following period, **JULY 1, 20XX through JUNE 31, 20XX**.

Category/Description	Fellow Response
Name: (LAST, First, Degrees Held)	
Current Position/Job Title:	
Current Institution/Employer:	
Is the above position a promotion received during the reporting period?	
If applicable: Professional Degree Sought/In Progress During Appointment Period (JULY 1-JUNE 31, 20XX) (PhD, MD, etc.):	
If applicable: Professional Degree Completed During Appointment Period (JULY 1-JUNE 31, 2022) (PhD, MD, etc.):	
RRT Mentor Name:	
Project: (Title(s) of your RRT research project(s) if currently active)	
Trainee Narrative: Please provide information on activities completed during the specified reporting period (JULY 1-JUNE 31, 20XX) as applicable, including:	
A detailed summary/description of your RRT research project(s) (3-5 sentences or more to include):	
An update on the research progress made:	
Professional Development Activities: Please provide detailed information about the following activities completed or anticipated during the specific reporting period (JULY 1-JUNE 31, 20XX) as applicable, including:	
Coursework and/or workshops completed (beyond the required training curriculum.) Include title of course, institution offering the course/workshop, date(s) of course/workshop, format (if virtual):	
Conference presentations made or anticipated during the training period. Include title of presentation, name of conference or meeting,	

institution hosting the conference/meeting, date(s) of presentation, format (if virtual):	
Fellowships, grants, or other funding or training support. Title of fellowship or grant, funder, dates, award amount if applicable, etc.:	
Career development activities. Include all other career development activities not reported above. Include full titles, dates, institutions, dates, etc.:	
<p>Publications</p> <p>Please provide your role in any planned or published papers resulting from research conducted while supported by this award:</p> <ul style="list-style-type: none"> • Include full citations: co-authors, title, journal, etc. • Include your role • Include status, if not already published (in progress; revise and resubmit, etc.) • Include a PMID number for each peer-reviewed publication, if available 	
List of publications:	