



**CHILD**  
**Global Research Fellowship**  
Washington University in St. Louis |  
Makerere University

# **CHILD-Global Research Fellowship Trainee Handbook 2022**

  
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BROWN SCHOOL

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## Table of Contents

Welcome .....	2
Training Team .....	3
Introduction .....	4
Program Overview .....	7
Program Timeline.....	7
Requirements Overview .....	8
Intake Requirements.....	8
Orientation.....	9
Mentorship.....	9
Summer Curriculum Overview.....	9
Mock Peer Review.....	10
Leadership Award .....	10
Deliverables.....	11
Individual Development Plan.....	11
Grants and Manuscripts .....	11
File Naming Convention .....	11
Evaluations.....	11
Reporting.....	11
Citing Grant Support .....	11
Biosketches and Other Support Documents .....	11
Publications .....	12
Citations.....	12
Submitting Publications to PMCID.....	12
Linking Publications to This Training Program.....	12
Stipend/Benefits .....	13
Professionalism .....	13
Resolving Concerns .....	13
Responsible Conduct of Research.....	14
Resources .....	14
Appendix .....	15
Appendix 1 .....	15
Appendix 2 .....	16
Appendix 3 .....	17
Appendix 4 .....	18



## Welcome

We would like to take this opportunity to welcome you as a Trainee in the Child Mental Health in HIV-impacted Low-Resource Settings in Developing Countries: Global Research Fellowship (CHILD-GRF). 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.

CHILD-GRF is a partnership between the [International Center for Child Health and Development \(ICHAD\)](#), [SMART Africa](#) at the [Brown School at Washington University in St. Louis](#), United States, and the [College of Health Science at Makerere University](#) in Kampala, Uganda. 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 CHILD-GRF Training Team

Fred Ssewamala, PhD, Co-Director

Mary McKay, PhD, Co-Director

Noeline Nakasujja, PhD, Co-Director

Laura Peer, MPH, Associate Director ICHAD

Chelsea Hand-Sheridan, Training Programs Manager ICHAD

## Training Team

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**Fred Ssewamala, PhD**

Co-Director, CHILD-GRF  
William E. Gordon Distinguished Professor  
Associate Dean for Transdisciplinary Faculty Research  
Director, International Center for Child Health and Development  
Washington University in St. Louis  
fms1@wustl.edu

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, CHILD-GRF  
Vice Provost of Interdisciplinary Initiatives  
Washington University in St. Louis  
mary.mckay@wustl.edu

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.

**Noeline Nakasujja, PhD**

Co-Director, CHILD-GRF  
Associate Professor, Psychiatry, Makerere University in Uganda  
drnoeline@gmail.com

Dr. Nakasujja's research focuses on mental health, in particular, evaluating special populations of HIV positive individuals. She is currently a Principal Investigator on a study evaluating the stress and caregiver burden of individuals looking after patients with Alzheimer's disease in the community. She has an impressive record as a department chair and mentor, serves on several international associations and has received numerous recognitions and honors for her scientific achievements.

**Laura Peer, MPH**

Associate Director, ICHAD, USA  
Brown School, Washington University in St. Louis  
lpeer@wustl.edu

Laura is the Associate Director for Capacity Building at ICHAD. She has over 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.



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**Chelsea Hand-Sheridan**

Training Programs Manager, ICHAD Brown School, Washington University in St. Louis

[c.hand-sheridan@wustl.edu](mailto:c.hand-sheridan@wustl.edu)

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 CHILD-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.



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**Rebecca Walugembe**

Training Programs Coordinator, ICHAD Kampala

[rebeccawalu218@gmail.com](mailto:rebeccawalu218@gmail.com)

Ms. Walugembe has 42 years of work experience with banks, research institutions, diplomatic missions and non-governmental organizations (NGOs). Over the years she has been engaged in different capacities as: Administrator, Trainer, Counselor, Human Resources and Procurement Manager in Kenya, Uganda, Southern Africa and United Kingdom (UK).



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**Harriet Nambooz**

Research Administrator, Makerere University, College of Health Science

[hnambooz@gmail.com](mailto:hnambooz@gmail.com)

Ms. Nambooz is a seasoned research administrator with over 17 years' experience in pre and post award management of research grants. She was responsible for setting up systems for submission of grants to various funding agencies at the College. She has also coordinated several multi country research capacity building programs. She holds a masters of research administration and management from the University of Central Florida, USA.

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## Introduction

**Child Mental Health in HIV-impacted Low-Resource Settings in Developing Countries: Global Research Fellowship (CHILD-GRF)** provides state-of-the-art methods training, mentoring, and "hands-on" research experience to promising early career researchers from Ugandan institutions committed to research careers focused on addressing HIV prevention and the serious burden of child and adolescent mental health (CAMH) in the context of HIV/AIDS. The overall expectation is to increase, strengthen, and sustain the capacity of research institutions in Uganda, a Sub-Saharan African (SSA) country heavily affected by HIV/ AIDS. Over the course of the three-year program, fellows will have access to:

- Multi-disciplinary training in research methods, implementation science and identification and treatment of CAMH in HIV-impacted low-resource settings
- An intensive mentorship program and training infrastructure that fosters long-term research collaboration with senior researchers and mentors from the global north and the global south
- Hands-on learning opportunities through activities between summers, including site visits to NIH funded research projects and centers focused on HIV prevention and mental health interventions in communities heavily impacted by HIV/AIDS (as travel conditions permit due to pandemic restrictions)
- Funding for pilot studies
- Technical support and peer review for pilot studies, manuscript preparations, and grant applications for larger studies.

CHILD-GRF is offered at the International Center for Child Health and Development (ICHAD) at the Brown School at Washington University in St. Louis in partnership with SMART Africa Center and Makerere University College of Health

Sciences. It is supported by the Eunice Kennedy Shriver National Institute of Child Health & Human Development (NICHD) and Fogarty International Center (FIC) Grant Number D43 TW011541.

### **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.

### **Makerere University of College of Health Sciences**

<https://chs.mak.ac.ug>

Makerere University College of Health Sciences was established in 1924 known as Makerere University Medical School, until 2007 when it became Makerere University's premier constituent College. It is the oldest medical training University unit in East Africa. In 2008 Makerere University began a major institutional change that led to the creation of Makerere University College of Health Sciences (MakCHS) as the University's first constituent college. This was an exploration of uncharted waters in the history of university governance in Uganda. MakCHS has experienced both exciting and challenging times but has set a pace for itself and the future is very promising. This history has earned it the enviable position of being a top-ranked medical school in Uganda and the East and Central African region.

### **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. ICHAD and our partners provide capacity building opportunities and fellowships to students, team members, and scholars across the globe. By leveraging our global research studies, university affiliations, and institutional partnerships, we promote bi-directional learning between the United States and Sub-Saharan Africa, and beyond.

In support of our commitment to capacity building, ICHAD 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 \(CHILD-GRF\)](#), and [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.

	<b>R25 Researcher Resilience Training (RRT) Program</b>	<b>T37 LEAD Global Training Program (LEAD)</b>	<b>D43 CHILD – Global Research Fellowship (CHILD-GRF)</b>	<b>D43 ACHIEVE Global Training Program</b>
<b>Website</b>	<a href="https://sites.wustl.edu/rtrain/">https://sites.wustl.edu/rtrain/</a>	<a href="https://sites.wustl.edu/lead/">https://sites.wustl.edu/lead/</a>	<a href="https://sites.wustl.edu/child-grf/">https://sites.wustl.edu/child-grf/</a>	<a href="https://sites.wustl.edu/achieve/">https://sites.wustl.edu/achieve/</a>
<b>Directors</b>	Mary McKay, Fred Ssewamala, Sean Joe	Fred Ssewamala, Patricia Cavazos	Fred Ssewamala, Mary McKay, Noeline Nakasujja	Fred Ssewamala, Mary McKay
<b>Research Focus</b>	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
<b>Research Region</b>	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
<b>Number of fellows</b>	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
<b>Career Level</b>	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
<b>Eligibility Requirements</b>	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
<b>2022 Cohort Program Dates</b>	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)
<b>Timeline</b>	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
<b>Application Deadline</b>	January 31	Summer 10-week program: January 31 Postdoc position: Rolling admission	January 31	January 31
<b>Benefits</b>	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
<b>Funder</b>	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.

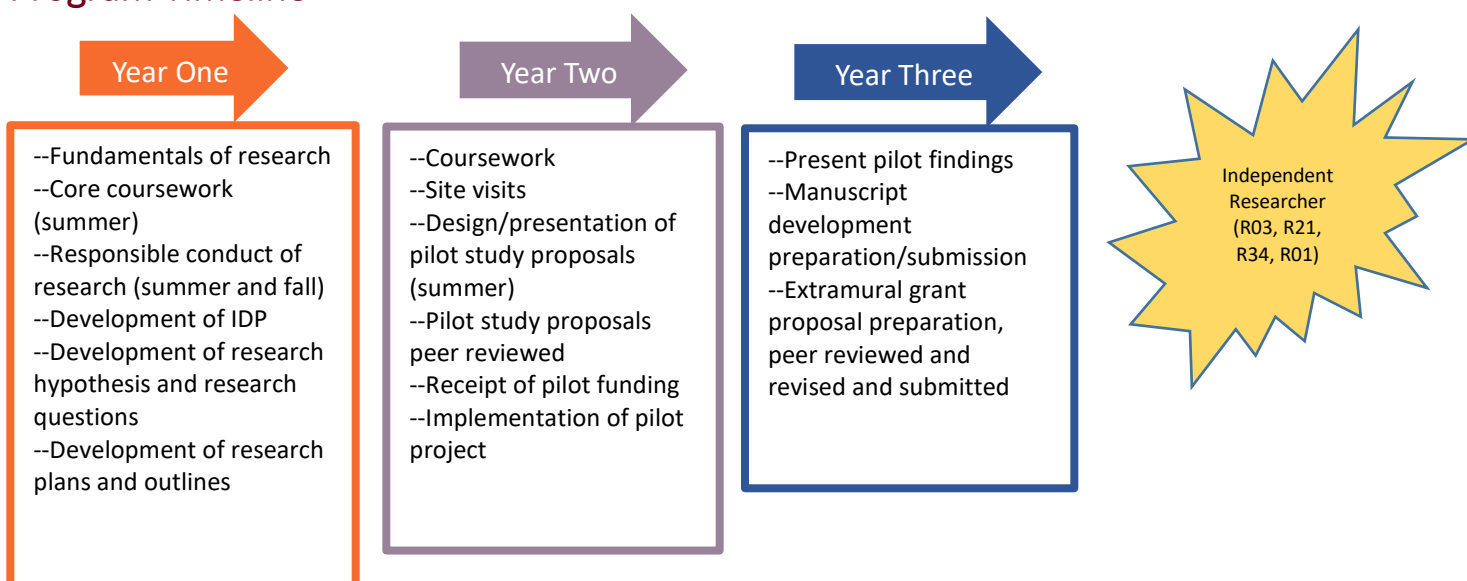


## Program Overview

CHILD-GRF is a three-year research training program featuring a ten-week didactic summer research training session. It was originally designed to include 6-weeks of in-person training at the Brown School at Washington University in St. Louis followed by ongoing mentorship on a research project in Uganda, working in conjunction with your mentor. However, in 2020 and 2021 the COVID-19 pandemic required a shift to virtual training and prevented trainees from traveling to the U.S. Given the ongoing uncertainty of the pandemic, CHILD-GRF is delivered in hybrid in-person and virtual format again in summer 2022, with a training schedule outlined below. The schedule is subject to change:

- Summer Training: Ten weeks (in 2022) of in-person and/or online training, courses, meetings, networking and professional development
- Weekly meetings and research collaboration with your mentor (schedules will vary for each trainee/mentor)
- Final presentations; Mock Study Review Process

## Program Timeline



The following table indicates an overview of important dates and events to anticipate. Additional periodic meetings will be required that are not indicated below. Dates will be provided.

Cohort 3 (2022 Start)	Cohort 2 (2021 Start)	Cohort 1 (2020 Start)
<b>2022</b>		
April 13: CHILD-GRF Orientation	February 15: IDP Training, February: 16-18 Responsible Conduct of Research, Makerere University	February 15: IDP Training, February: 16-18 Responsible Conduct of Research, Makerere University
April 26: All-Program Orientation	April 26: All-Program Orientation	April 26: All-Program Orientation
June 1-July 30: Training webinars, meetings June 20-30: In-person training and site visits	June 1-July 30: Training webinars, meetings (many optional) June 20-30: In-person training/forum and site visits	June 1-July 30: Training webinars, meetings (many optional) June 20-30: In-person training/forum and site visits (June 20 –June 25: Final Presentations, Trainings and meetings in Uganda)
July: Responsible Conduct of Research, Makerere University	Summer: Pilot Grant Submission/Presentation/Implementation	Continue with pilot study; Work on manuscript or grant

August 1-5: Final presentations; Mock Study/Pilot Grant Review Process		August: Final Proposal Peer Review
November: Quarterly Fellows Meeting	November: Quarterly Fellows Meeting	November: Quarterly Fellows Meeting
<b>2023 (Dates to be determined)</b>		
March: Fellows Meeting	March: Fellows Meeting	
April: Orientation	April: Orientation	
June & July: Summer training webinars, meetings (Uganda or US, to be determined)	June & July: Summer training webinars, meetings (Uganda or US, to be determined)	
Summer: Pilot Grant Submission/Presentation/Implementation	Summer: Manuscript or Extramural Grant Development and Submission	
November: Fellows Meeting	November: Fellows Meeting	
<b>2024 (Dates to be determined)</b>		
March: Fellows Meeting	March: Fellows Meeting	
April: Orientation	April: Orientation	
June & July: Summer training webinars, meetings (Uganda or US, to be determined)	June & July: Summer training webinars, meetings (Uganda or US, to be determined)	
Summer: Pilot project development	Summer: Manuscript or Extramural Grant Development and Submission	
November: Fellows Meeting	November: Fellows Meeting	

## Requirements Overview

1. Intake Requirements
2. Orientation
3. Research with your mentor(s)
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 (50-100 words)
4. Headshot photograph in JPEG format
5. W8 Form
6. Certification of Receipt of University Policies Regarding Non-Academic Transgressions (Appendix 2)
7. Media Release Form
8. ORCID Account -- Free to set up: <https://orcid.org/register>
9. eRA Commons Account – To be created upon admission to the program for trainees who do not have one.
10. 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 WUSTL Key and email address for the duration of their appointment. The account expires shortly after appointment ends. Visit the [WashU IT WUSTL Connect page](#) for more information or technical assistance.

## Orientation

Attendance is required at the CHILD-GRF program orientation (for First Year Trainees) and Joint Training Program orientation (for all trainees), 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 CHILD-GRF 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. 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 CHILD-GRF 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 four 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 the newly launched [ACHIEVE Training Program](#). Trainees from all four programs attend training webinars taught by faculty and staff from ICHAD/Brown School, Makerere University, and many 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 Program Check-In Meetings** - Facilitated by a program director, the meetings include a formal career development guidance 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.
- **Mock Peer Review** - A small group of trainees will participate in a mock peer review of their 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.

### 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.

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

Password: To be provided (contact training programs manager to receive it)

The training programs manager will send a reminder with links each week, 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 CHILD-GRF program will be recorded and posted at the above password-protected site. Recordings from events and courses not hosted by the CHILD-GRF 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

CHILD-GRF trainees in their second year of the program will participate in a mock peer review of their pilot 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.

## 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

- Pilot grant
- Manuscript development preparation/submission
- Extramural grant proposal preparation, peer reviewed, revised and submitted

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

### Trainee Mid-Term Report

In early July, you will be asked to complete a brief “progress report” to assess your progress and address any challenges in staying on track with your IDP. Mentors will complete a similar report.

### 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

CHILD-GRF 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

CHILD-GRF trainees should acknowledge the receipt of any CHILD-GRF 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 CHILD-GRF Program support on biosketches and other support documents:

This is a training program providing state-of-the-art methods training, mentoring, and “hands-on” research experience to early career researchers in Uganda committed to research careers focused on addressing HIV prevention and the serious burden of child and adolescent mental health in the context of HIV/AIDS.

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)

### Citations

Publication citation example:

*“Research reported in this publication was supported by the Eunice Kennedy Shriver National Institute of Child Health & Human Development (NICHD) and Fogarty International Center (FIC) award number D43TW011541. The content is solely the responsibility of the authors and does not necessarily represent the official views of the National Institutes of Health.”*

For publications that aren’t directly supported by the CHILD-GRF award, but that are published during your training appointment period, please use the following citation example:

*“[Fellow’s Name] is a fellow of the Child Mental Health in HIV-impacted Low-Resource Settings in Developing Countries: Global Research Fellowship supported by the Eunice Kennedy Shriver National Institute of Child Health & Human Development (NICHD) and Fogarty International Center (FIC) of the National Institutes of Health under Award Number D43TW011541.”*

### Submitting Publications to PMCID

Authors of peer-reviewed work are also required to obtain a PubMed Central ID (PMCID) for publications supported by this program. See NIH Public Access and PMC at <https://www.ncbi.nlm.nih.gov/pmc/about/public-access-info/>. To verify the compliance status of your publication, view <https://www.ncbi.nlm.nih.gov/pmc/about/public-access-info/#p5>

For instructions on how to submit a peer-reviewed manuscript for inclusion in PubMed Central, visit:

<https://www.nihms.nih.gov/about/overview/>

If using ICHAD data, please review our publications policy in the ICHAD Authorship Guidelines, linked above.

For more information, visit NIH’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 CHILD-GRF thereafter must be associated/linked with the CHILD-GRF NIH D43 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://www.ncbi.nlm.nih.gov/books/NBK53595/#mybibliography.Associating_Funding_to_yo)

## Stipend/Benefits

CHILD-GRF Training Program will provide the following stipend/financial support:

- **Annual Training Stipend:** \$4200 per year x 3 years, distributed quarterly.
  - **Direct Transfer:** Trainees will receive their stipend through direct transfer coordinated through the ICHAD Kampala office. Trainees must sign confirmation of receipt of stipend within 5 days.
  - **Electronic Receipt:** Signatures may be submitted electronically via email. You may need to utilize Foxit PDF Editor or Docusign to complete the form.
  - **In-Person Receipt:** If for some reason you are unable to submit your signature electronically, you may sign a receipt at the ICHAD Kampala office. You must coordinate this in advance with Training Coordinator, Ms. Rebecca Walugembe, [rebeccawalu218@gmail.com](mailto:rebeccawalu218@gmail.com).
  - Timely disbursement of your stipend is contingent on consistent and timely signature of receipt.
- **Travel-Related Expenses:**
  - Round trip air and ground travel from Uganda to Washington University in St. Louis, Missouri, USA (tentative for July 2023), including payment for required visa fees.
  - Lodging for six weeks of training at Washington University in St. Louis (tentative for July 2023).
  - US health insurance if needed. (Contact CHILD-GRF Training Program Manager).

**Note: All travel arrangements must be made through the CHILD-GRF Program Manager.**
- **Research Pilot Project:**
  - Up to \$5000 award in Year 2 to support research, data collection/entry, IRB approval, etc.
  - Pilot project funding is subject to the approval of your research mentor and CHILD-GRF program leadership and staff.
- **Training Related Expenses**
  - Some additional training related expenses, including text books or specialized software may be eligible for reimbursement by the CHILD-GRF program.

## 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. For 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 CHILD-GRF 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.



## DRAFT Appendix 1

### Child Mental Health in HIV-Impacted Low-Resource Settings in Developing Countries: Global Research Fellowship (CHILD-GRF) Trainee Agreement

#### I agree to:

- Become a trainee in the CHILD-GRF Training Program, June 1, 2022 – December 31, 2024.
- Attend the CHILD-GRF Program Orientation on **Wednesday, April 13, 10:00-11:00 AM CDT/6:00-7:00 PM EAT (Zoom)** and the Training Programs Joint Orientation on **Tuesday, April 26, 10:00-11:30 AM CDT/6:00-7:30 pm EAT (Zoom)**
- Participate in all online and in-person trainings, webinars, classes, and meetings, including the *Forum on Child and Adolescent Global Health Research and Capacity Building*, in Kampala and Masaka, June 20-30, 2022, as well as 6 weeks each summer in 2023 and 2024 in St. Louis and/or in Uganda.
- Prepare for potential global travel in 2023 or 2024 including the necessary visa and vaccinations.
- Attend virtual and in-person training, in addition to ongoing virtual research and networking meetings, and final presentations and peer review sessions, June 1 – August 5, 2022. (Dates for 2023 and 2024 to be determined.)
- Conduct research under the guidance of my research mentor and ICHAD research staff.
- Participate in quarterly program meetings and additional trainings at Makerere University.

#### I understand that as a trainee I am expected to:

- Meet regularly (via Zoom or in-person) with my mentor. (Mentor is to be confirmed, and will also receive an agreement outlining their commitment.)
- Develop a proposal and conduct a research project during Year 2 of the program.
- Develop an abstract using my research experience and submit to a national conference.
- Work with my mentor to draft a publication or report related to my research experience.
- Submit a grant application for future research.
- Complete all program evaluations in a timely manner.
- Maintain “good standing” status for the duration of the training program. Continued participation and receipt of stipends are contingent upon full participation in training events, meeting goals, meeting professional standards, and submitting deliverables.

#### I understand the CHILD-GRF Training Program will provide the following financial support:

- **Annual Training Stipend:** \$4200 per year x 3 years, paid in quarterly installments of \$1050.
- **Travel-Related Expenses:**
  - Round trip air and ground travel from Uganda to Washington University in St. Louis, Missouri, USA, (if travel conditions permit during Summer 2023 or 2024), including payment for required visa fees.
  - Lodging for six weeks of training at Washington University in St. Louis.
  - US health insurance if needed (Contact CHILD-GRF training programs manager).
  - *Note: All travel arrangements must be made through the CHILD-GRF program manager.*
- **Research Pilot Project:**
  - Up to \$5000 awarded in Year 2 to support research, data collection/entry, IRB approval, etc.
  - Pilot project funding is subject to the approval of my research mentor and CHILD-GRF program leadership and staff.

Sign and send this Agreement to Chelsea Hand-Sheridan at [c.hand-sheridan@wustl.edu](mailto:c.hand-sheridan@wustl.edu) **by March 18, 2021**. I have read and understand the information above. I agree to these terms and accept the offer of admission to the CHILD-GRF Training Program.  
(Electronic signature accepted.)

Trainee Name: \_\_\_\_\_

Trainee Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Please save all documents with the following naming convention: Lastname\_Firstname\_Filename

**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](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.

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Signature

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Date

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First and Last Name

## Individual Development Plan (IDP)

The trainee and mentor should schedule a time to meet (virtually) by **May 17, 2022**, and complete the attached Individual Development Plan by **June 14, 2022**. Please send the final, completed form to Chelsea Hand-Sheridan, at c.hand-sheridan@wustl.edu, by **June 14, 2022**.

**Overall Research Strategy:** Briefly describe the project the trainee will be working on during the first year of the three-year program (e.g. Development of research hypothesis and research questions and of research plans and outlines for the pilot study to be developed in the second year. Some examples include: 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 stigma in youth with HIV, etc.)

**Educational Goals:** List any specific skills and/or courses that the trainee will need supplemental assistance with for your project (e.g. R programing, manuscript development, qualitative data analysis, etc.) This may include training you have already participated in with the CHILD-GRF program to date.

**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.).

**Communication Plan:** Provide an outline of your mentor/trainee communication plan for the first year. Include frequency (at least one meeting per month) and method(s) of communication.

Provide a brief overview of what the trainee will be working on during their first year in the CHILD-GRF program:

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>			

## CHILD-GRF 2021 Progress Report

Please describe your research and career development progress from **JANUARY 1, 20XX – DECEMBER 31, 20XX**. Please include any publication submissions, conferences, etc. planned or anticipated to occur prior **DECEMBER 31, 20XX**.

PLEASE NOTE: Because it is early in the training program and due to COVID-related restrictions, it is not expected that you would have something to report in each category below. Please complete the following with as much detail as possible.

<b>Name:</b> (LAST, First, Degrees Held)	
<b>Current Position/Title:</b>	
<b>Current Institution/Employer:</b>	
<b>Professional Degree Sought/In Progress During Appointment Period (January 1-December 31, 20XX)</b> (PhD, MD, etc.—If applicable):	
<b>Professional Degree Completed During Appointment Period (January 1-December 31, 20XX)</b> (PhD, MD, etc.—If applicable):	
<b>CHILD-GRF Mentor Name:</b>	
<b>Project:</b> (Title of project you are working on)	

**Trainee Narrative**

Please provide information on only activities completed during the specified reporting period (**JANUARY 1, 20XX – DECEMBER 31, 20XX**), as applicable, including:

- A detailed summary/description of the project (3-5 sentences or more)
- An update on the research progress made
- Whether an Individual Development Plan (IDP) is being utilized and how so
- 

**Professional Development Activities**

Please provide detailed information about the following activities completed or anticipated during the specific reporting period (**JANUARY 1, 20XX – DECEMBER 31, 20XX**), as applicable, including:

Coursework completed (beyond the required training curriculum)

- Conference presentations made or anticipated
- Fellowships or other support
- Workshops attended or anticipated (beyond the required training curriculum)
- Career development activities

**Publications**

Please provide your role in any planned or published papers resulting from research conducted while supported by this award :

- Include full citations
- Include a PMCID number for each peer-reviewed publication