



Researcher Resilience Training
(RRT)

Researcher Resilience Training Handbook 2021



Washington
University in St. Louis
BROWN SCHOOL

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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, Training Programs Manager, ICHAD

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

Training Team



Fred Ssewamala, PhD

Co-Director, RRT

William E. Gordon Distinguished Professor; Director of ICHAD and SMART Africa Centers; Brown School, Washington University in St. Louis

Professor of Medicine, Washington University School of Medicine

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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

Neidorff Family and Centene Corporation Dean of the Brown School, Washington University in St. Louis

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Dean 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

Benjamin E. Youngdahl Professor of Social Development; Associate Dean for Faculty and Research; Director, Race and Opportunity Lab; Brown School, Washington University in St. Louis

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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

Training Programs Manager, ICHAD

Brown School, Washington University in St. Louis

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Laura supports ICHAD's priority objective area of Capacity Building, overseeing three NIH-funded training programs: T37 LEAD Global Training Program, R25 Researcher Resilience Training Program, and D43 CHILD-Global Research Fellowship at the Brown School at Washington University in St. Louis. She has over 15 years of experience in global and US public health, higher education, and research training and administration. She earned her Master of Public Health from Boston University with a concentration in maternal and child health.



Mike Jones, PhD

Associate Director, Community Science
Race and Opportunity Lab
Brown School, Washington University in St. Louis
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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), 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 three NIH-funded training grants: [Training LEADers to Accelerate Global Mental Health Disparities Research \(LEAD\) Program](#), [Researcher Resilience Training \(RRT\) Program](#), and [Child Mental Health in HIV-impacted Low-Resource Settings in Developing Countries: Global Research Fellowship \(CHILD-GRF\)](#). The following table provides an overview of each training program.



	Researcher Resilience Training (RRT)	LEAD Global Training Program	CHILD – Global Research Fellowship
Website	https://sites.wustl.edu/rtraining/	https://sites.wustl.edu/lead/	https://sites.wustl.edu/childgrf/
Directors	Mary McKay, Fred Ssewamala, Sean Joe	Fred Ssewamala, Patricia Cavazos	Fred Ssewamala, Mary McKay, Noeline Nakasujja
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
Research Region	U.S. and Sub-Saharan Africa	Sub-Saharan Africa	Uganda
Number of fellows	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)
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)
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
2021 Cohort Program Dates	April 2021 – March 2022 (1-year appointment)	June 1 – August 6, 2021 (10-week appointment)	June 1, 2021 – May 31, 2024 (3-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
Application Deadline	January 4, 2021	Summer 10-week program: January 4, 2021 Postdoc position: Rolling admission	January 4, 2021
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
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

*Travel is subject to COVID-19 restrictions. All programming will be conducted virtually in 2021.

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 full year of implementation, 2020, 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, RRT is delivered in a virtual format again in summer 2021, with a training schedule outlined below. The schedule is subject to change:

- Training Appointment Period: April 1, 2021 to March 31, 2022
- Ten weeks (June 1-August 6, 2021) of online training, courses, meetings, networking and professional development
- Approximately 5-7 hours of synchronous and asynchronous learning per week
- Weekly meetings and research collaboration with your mentor (schedules will vary for each trainee/mentor)
- Final presentations; Mock Study Review Process: August 2-6
- Final deliverable(s): Report due to Training Programs Manager March 31, 2021

Summer Program Timeline

April 8: RRT Orientation

April 15: All-program Orientation

June 1-July 30: Training webinars, meetings

August 2-6: Final presentations; Mock Study/Pilot Grant Review Process

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. Washington University in St. Louis Human Resources Non-Employee Personal Information Form
3. Direct Deposit Form
4. Brief Professional Biography
5. Headshot photograph in JPEG format
6. W8/W9 Form
7. Certification of Receipt of University Policies Regarding Non-Academic Transgressions (Appendix 2)
8. CITI / Human Subjects Training Proof of Completion
9. Media Release Form
10. Summer Institute Registration Form

11. ORCID Account -- Free to set up: <https://orcid.org/register>
12. eRA Commons Account – To be created upon admission to the program for trainees who do not have one.
13. Non-Disclosure Form (as required by mentor/research project)
14. 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](#) and [CHILD-Global Research Fellowship \(CHILD-GRF\) 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 three programs are [LEAD Global Training Program](#), [Researcher Resilience Training \(RRT\) Program](#) and [CHILD-Global Research Fellowship \(CHILD-GRF\) Program](#). Trainees from all three 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 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.
- **Weekly 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 pilot grant 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.

- **Social Gatherings (Optional)** – With an all-virtual format, opportunities for trainees to relax and connect together look a little different from in-person training formats. RRT has partnered with other summer training programs in health and medical research across WashU to coordinate social gatherings. These informal, loosely themed, and optional gatherings will provide the opportunity for trainees to gather outside of formal training sessions. Trainees will have the opportunity to be involved in coordinating these gatherings to reflect their unique talents and interests.

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.

The training programs manager will send a reminder with links each Sunday evening for the week ahead.

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.

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>

Stipend/Benefits

Stipends

For 2021, the one-time stipend for the training appointment is \$2200 to be paid in summer 2021. 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-recipients/>

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)

Conflict Resolution

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.

Publications Working Meetings

Trainees will be invited to attend regular Friday ICHAD Publications Working Meetings which bring together ICHAD scholars to their share ideas and research, and receive valuable feedback.

Appendix

Appendix 1

DRAFT

RRT Fellow Agreement

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

- Work with [MENTOR NAME] to develop an integration plan to address how my proposed research project will complement the work being done by [RESEARCH CENTER/PROJECT NAME].
- Create an Individual Development Plan with your mentor to set goals and guide progress throughout the training appointment.
- Participate in the RRT Program Orientation on **Thursday, April 8, 11:00-12:00 NOON CDT** (Zoom link to be provided).
- Participate in the Training Programs Joint Orientation on **Thursday, April 15, 9:30-11:00 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 in May.)

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 2022.

I understand the program will provide:

- \$[amount] one-time stipend to cover research- and training-related expenses.

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

Trainee Name:

Trainee Signature: _____

Date: _____

Complete and send the following documents to Laura Peer at Lpeer@wustl.edu by March 15, 2021:

1. RRT Trainee Agreement
2. Personal Information Form - Non-Employee (attached)
3. Authorization for Direct Deposit (attached)

Please save all documents with the following naming convention: Lastname_Firstname_Filename

Appendix 2

DRAFT

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

Appendix 3

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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>			

Appendix 4

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Annual Trainee Update Report Form

Name:

Professional Degree Sought or Completed During Appointment:

Mentor(s):

Project:

I. Trainee Narrative (Provide a descriptive paragraph of your accomplishment in the past calendar year.)

II. Grants

Awarded

Submitted

Planned/In progress

III. Publications

Published

Submitted

Planned/In progress

IV. Conference presentations made or anticipated

IV. Fellowships or other support

VI. Workshops attended or anticipated