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Welcome

We would like to take this opportunity to welcome you as a trainee in the Training LEADers to Accelerate Global Mental Health Disparities Research Program (LEAD). 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.

LEAD is offered in partnership between the International Center for Child Health and Development (ICHAD) at the Brown School at Washington University in St. Louis and the Department of Psychiatry at Washington University School of Medicine. We are always trying to improve our training programs and contribute to the NIH T37 program overall. As such, we 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 LEAD Training Team

Patricia Cavazos, PhD, Co-Director
Fred Ssewamala, PhD, Co-Director
Laura Peer, MPH, Associate Director, ICHAD
Chelsea Hand-Sheridan, Training Programs Manager, ICHAD
Training Team

**Patricia Cavazos, PhD**
Co-Director, LEAD  
Professor  
Vice Chair for Diversity, Equity and Inclusion in the Department of Psychiatry  
Director, Mentored Training Program in Clinical Investigation  
Washington University School of Medicine  
pcavazos@wustl.edu

Dr. Cavazos is a clinically trained licensed psychologist who has been involved in biomedical research for over ten years. Her research is funded by the NIH and involves studying the most efficacious policies that will reduce substance use involvement while accounting for today’s new media-saturated environment. She is a member of an underrepresented minority group (Hispanic/Latina), and understands the importance of enhancing diversity in the workforce.

**Fred Ssewamala, PhD**
Co-Director, LEAD  
William E. Gordon Distinguished Professor  
Associate Dean for Transdisciplinary Faculty Research  
Professor of Medicine, Washington University School of Medicine  
Director and Founder, International Center for Child Health and Development (ICHAD)  
Director, SMART Africa Center  
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.

**Laura Peer, MPH**
Associate Director  
ICHAD 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.
Introduction

Offered in partnership between the International Center for Child Health and Development (ICHAD) at the Brown School at Washington University in St. Louis and the Department of Psychiatry at Washington University School of Medicine, the LEAD Global Training Program recruits and trains predoctoral students, postdoctoral trainees and early career faculty from diverse backgrounds across the United States, including groups underrepresented in biomedical, behavioral, clinical and social sciences research, interested in global mental health disparities research. The program is designed to provide trainees with the skills and experiences needed to lead multi-disciplinary, collaborative research teams focused on health disparities research in low-resource communities. LEAD is funded by the National Institutes of Health’s Minority Health and Health Disparities Research Training (MHRT) (T37MD014218).

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

Department of Psychiatry at Washington University School of Medicine
http://www.psychiatry.wustl.edu
The Department of Psychiatry at Washington University School of Medicine conducts research that defines psychiatry in the 21st century. We are educating clinicians and scientists who become leaders in the field and providing high quality clinical services to facilitate teaching and research. The Department upholds principles of diversity, equity, and inclusion in all of our endeavors in patient care, education, and research. First and foremost, our mission is to advance the understanding and treatment of psychiatric disorders for all.
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 works with our partners to administer 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 Data Sciences Among Vulnerable Populations in Resource-Limited Settings (ACHIEVE).

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

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

LEAD is a ten-week summer research training program. It was originally designed to include four weeks of in-person training at the Brown School at Washington University in St. Louis and the Department of Psychiatry at Washington University School of Medicine, and up to eight weeks of hands-on research at a partner site in a Sub-Saharan African country. However, in its first two full years of implementation, summer 2020 and summer 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 levels of the trainees, LEAD is offered in a hybrid model in 2022, with a training schedule outlined below. The schedule is subject to change:

- June 1-August 5, 2022
- Ten weeks of training, courses, meetings, networking and professional development including:
  - 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, June 27-30
  - Option 3: On-site training and site visits at the Brown School, St. Louis, MO, June 27-30
  - Option 4: All-virtual training
- Virtual and in-person training sessions during the month of June
- Weekly meetings and research collaboration with your mentor (schedules will vary for each trainee/mentor) throughout the summer
- Final presentations; Mock Study Review Process: August 1-5
- Final deliverable(s) due August 31, 2022

Program Timeline

April 20: LEAD Orientation
April 26: All-program Orientation
June 1-July 30: Training sessions, meetings (see Summer Curriculum Overview below)
August 1-5: Final presentations; Mock Study Review Process
August 31: Final deliverable(s) due

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 & Appendix 2)
2. Washington University in St. Louis Human Resources Non-Employee Personal Information Form
3. Brief Professional Biography
4. Headshot photograph in JPEG format
5. Certification of Receipt of University Policies Regarding Non-Academic Transgressions (Appendix 3)
6. CITI / Human Subjects Training Proof of Completion
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. Appointment Confirmation Email: For junior faculty/associate professors only to confirm summer availability
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](https://example.com) for more information or technical assistance.

**Orientation**

Attendance is required at the LEAD program orientation, as well as the Joint Training Program orientation, which includes trainees from all four of ICHAD’s NIH-funded research training programs:

- LEAD Global Training Program
- Researcher Resilience Training (RRT) Program
- CHILD-Global Research Fellowship (CHILD-GRF) Program
- **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)**

**Mentorship**

Mentored research training is a critically important component of the LEAD Program. Our mentors are NIH-funded researchers in US and global health disparities (including mental health) research in low-resource communities. Trainees are matched shortly after admission to the program. Program leadership and staff match trainees and mentors based on research interests, skill development goals, and other factors. Trainees and mentors have the opportunity to meet (in person, by phone, or by Zoom) and confirm that the mentorship is a good fit for both parties. Mentors signed a Mentor Agreement (Appendix 4).

Within the first two weeks, trainees and mentors work to develop the trainee’s Individual Development Plan (See Appendix 5). Trainees and mentors will develop a work plan and timeline for the duration of the training period and should plan to meet at least once per week. Some trainees will be invited to attend research team meetings in addition to one-on-one meetings with their mentors. Mentors and trainees will be asked to complete brief mid-training reports to ensure progress as planned and address any issues. 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 LEAD 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 ICHAD/Brown School, WashU School of Medicine, and partner institutions.

The summer curriculum consists of the following components:

- **Training Webinars** - Trainees will meet the first three weeks in June for Zoom-based 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.
- **Program 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.
- **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. (See below)

**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 at the following password-protected site:

Site: https://ichad.wustl.edu/trainee-resources/
Password: To be provided. If you need the password, please contact Program Manager.

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

**Video Recordings**
Many webinars and meetings scheduled by the LEAD program will be recorded and posted at the above password-protected site.

**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 programs manager as soon as possible to make arrangements to access the recording and follow up with any deliverables and deadlines.

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Week 2</th>
<th>Week 3</th>
<th>Week 4</th>
<th>Week 5</th>
<th>Weeks 6-9</th>
<th>Week 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>June 1-3</td>
<td>June 6-10</td>
<td>June 13-17</td>
<td>June 20-24</td>
<td>June 27-July 1</td>
<td>July 5-July 29</td>
<td>August 1-5</td>
</tr>
</tbody>
</table>

Each trainee will meet with their mentor and research team weekly at a time that they agree on.
Mock Peer Review

A small group of trainees from the RRT and CHILD-GRF programs will participate in a mock peer review of their project, which mirrors the NIH review process. Trainees from all programs will 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 5). The IDP is to be completed with your mentor within the first two weeks of the start of the program and send to LEAD program manager by the date provided at orientation.

**Grants/Abstracts**
Send confirmation of submissions or your plan for future submissions to the LEAD program manager by August 31.

**Predoctoral Trainees**
- Develop an abstract using your research experience and submit it to a national conference.
- Work with your mentor to draft a publication or report related to your research experience.

**Junior Faculty/Associate Professors/Postdoctoral**
- Submit a publication co-authored with a mentor to a peer reviewed journal
- Complete a concept paper or prepare an R03 (or equivalent) proposal

**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 evaluation so we may do our best to respond to your specific needs throughout the training period.

**Trainee Evaluation of Mentor**
You will be required to complete a brief online survey about your mentorship experience during the program.
Exit Evaluation and Interview
Completion of an online program evaluation and a Zoom-based exit interview are requirements of this program. You will be contacted by program staff towards the end of the training period to schedule the 30-minute exit interview in August.

Reporting
LEAD 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 6.

Citing Grant Support
LEAD trainees should acknowledge the receipt of any LEAD 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/v0ia75ftj5w33xjy9ttazsoqtuxe6i. Contact the training programs manager with questions related to citing and authorship.

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 it published:


Biosketches and Other Support Documents
Trainees should use the following information when listing the LEAD Program support on biosketches and other support documents:

T37MD014218 (MPIs: Cavazos-Rehg, Ssewamala) 7/11/2019-11/30/2023
National Institute on Minority Health and Health Disparities (NIMHD)
Training Leaders to Accelerate Global Mental Health Disparities in Research (LEAD)
This training program is designed for advanced pre-doctoral students and postdoctoral trainees from diverse backgrounds in the U.S., interested in global mental health disparities research. The program will provide trainees with the skills and experiences needed to lead multi-disciplinary, collaborative research teams focused on health disparities research in low-resource communities.
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 the LEAD 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 Institutes of Health’s Minority Health and Health Disparities Research Training award number T37MD014218. 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 Assess and PMC at https://www.ncbi.nlm.nih.gov/pmc/about/public-access-info/.

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

**Stipend/Benefits**

**Stipends**

A stipend is available to those who are eligible. Trainees who are in doctoral programs or who are junior faculty with nine-month appointments are eligible. Early career researchers (assistant professors; residents) may not receive a stipend if also receiving a salary (i.e. on a 12-month appointment, or in a residency) during the 10-week summer training program. However, they are eligible for the benefits of mentorship and access to robust data sets, potential pilot funding, and travel expenses, as travel becomes available. For more information, please see the following NIH guidelines:

MHRT research training grants must be used to support a program of full-time research training. Within the full-time training period, trainees must devote their time to the proposed research training and must confine clinical duties to those that are an integral part of the research training experience. The program may not be used to support research studies leading to the MD, DDS, or other clinical, health-professional training.

Training is not intended, and may not be used, to support activities that would ordinarily be part of a research degree program; residency training of physicians or other health professionals; activities for which NRSA support is provided under 42 USC 288; or for compensation for employment or for the performance of personal services by individuals receiving training and instruction.

The trainee monthly stipend for research training programs is set by the NIH each year. The stipend is paid via Direct Deposit or check at the end of each month from the Brown School at WashU. Trainees will receive the full monthly stipend for June and July and a prorated amount for the partial month (1 week) of August. 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 and may wish to consult a certified public accountant or other tax preparer.

Trainees receive a letter from WashU regarding their stipend for tax purposes.

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/

**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 LEAD program. Original receipts must be provided all expenses. To process a reimbursement request, you must choose Create Expense Report in WorkDay and follow the instructions. You will need to provide a GR#, which you may get by emailing the Program Manager. For instructions, please view https://workday.wustl.edu/items/create-expense-report/
xTrain Appointment/Termination Process

In order to receive an NIH stipend, trainees are required to: 1) have an eRA Commons account and 2) be officially appointed in xTrain, NIH’s trainee database. Once the LEAD program administrator enters you into the xTrain system, you will receive an email asking you to complete basic demographic and education background. Once completed, route this information back to the LEAD administrator. **This information must be completely filled out for you to receive your stipend.** A similar process will occur terminating the appointment at the end of your trainee period. More information can be found here: [https://era.nih.gov/help-tutorials/xtrain](https://era.nih.gov/help-tutorials/xtrain).

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

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/](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 LEAD 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](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.
For Postdoctoral Trainees

Office of Postdoctoral Affairs: Postdoctoral trainees may access resources offered by the WUSTL Office of Postdoctoral Affairs at https://postdoc.wustl.edu/. Resources include ways to connect with other postdocs, information and support, and the Postdoc Update, a bi-weekly newsletter with opportunities, events, and information for postdocs.

Brown School Postdoc Professional Development Meeting: Led by Professor Leopoldo Cabassa, this group meetings monthly during the academic year to discuss a variety of research and professional development topics identified by group participants.
Appendix

Appendix 1

**LEAD Trainee Agreement**

**Predoctoral**

I agree to:

- Become a trainee in the LEAD Global Training Program for Summer 2022, June 1 to August 5.
- Participate in the LEAD Program Orientation on Wednesday, April 20, 10:00-11:00 AM CDT and the Training Programs Joint Orientation on Tuesday, April 26, 10:00-11:30 AM CDT (Zoom links to be provided).
- Attend all required training webinars, classes, and meetings. (Final schedule to be provided.)
- Conduct research under the guidance of my research mentor and ICHAD research staff.

I understand that as a trainee I am expected to:

- Meet regularly (via Zoom, telephone, in person, etc.) with my mentor. (Mentor and mentee will also receive a separate agreement outlining their mutual commitment.)
- Create an Individual Development Plan with my mentor to set goals and guide progress throughout the training appointment.
- Develop an abstract using my research experience and submit it to a national conference.
- Work with my mentor to draft a publication or report related to my research experience.
- Send submission confirmation of final deliverable(s) to LEAD manager by August 31, 2022.
- Complete a program evaluation and exit interview upon program completion.
- Provide my CV/biosketch/career updates annually upon request in a timely manner for 15 years post appointment period, per NIH requirements.

I understand the LEAD Global Training Program will cover costs for:

- $2153 monthly stipend (June, July, prorated for partial month in August)
- US health insurance if needed (Contact LEAD training coordinator)
- Materials required to conduct research (text books, software, etc.)
- Travel and lodging costs, if 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, 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 LEAD Global Training Program. *(Digital Signature accepted)*

Trainee Name: 

Trainee Signature: __________________________________________

Date: __________________________________________

Complete and send the following documents to Laura Peer at Lpeer@wustl.edu by March 18, 2022:

1. LEAD Trainee Agreement
2. Personal Information Form - Attached
3. NIH Statement of Appointment - Online Form (Look for an email in the coming weeks from NIH eRA Commons with instructions and a link to complete this form.)
Appendix 2

LEAD Trainee Agreement
Early Career Researcher

I agree to:
- Become a trainee in the LEAD Global Training Program for Summer 2022, June 1 to August 5.
- Participate in the LEAD Program Orientation on Wednesday, April 20, 10:00-11:00 AM CDT and the Training Programs Joint Orientation on Tuesday, April 26, 10:00-11:30 AM CDT (Zoom links to be provided).
- Attend all required training webinars, classes, and meetings. (Final schedule to be provided.)
- Conduct research under the guidance of my research mentor and ICHAD research staff.

I understand that as a trainee I am expected to:
- Meet regularly (via Zoom, telephone, etc.) with my mentor. (Mentor will also receive an agreement outlining their commitment.)
- Create an Individual Development Plan with your mentor to set goals and guide progress throughout the training appointment.
- Submit a publication co-authored with a mentor to a peer reviewed journal. Send submission confirmation to LEAD coordinator by August 31, 2022.
- Complete a concept paper or prepare an R03 (or equivalent) proposal by August 31, 2022.
- Complete a program evaluation and exit interview upon program completion.
  Provide my CV/biosketch/career updates annually upon request in a timely manner for 15 years post appointment period, per NIH requirements.

I understand the LEAD Global Training Program will cover costs for:
- $2153 monthly stipend (June, July, prorated for partial month in August)
- US health insurance if needed (Contact LEAD training coordinator)
- Materials required to conduct research (text books, software, etc.)

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, 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 LEAD Global Training Program. (eSignature accepted)

Trainee Name: ____________________________
Trainee Signature: ____________________________
Date: ____________________________

Complete and send the following documents to Laura Peer at Lpeer@wustl.edu by March 18, 2022:
1. LEAD Trainee Agreement
2. Personal Information Form - Attached
3. NIH Statement of Appointment - Online Form (Look for an email in the coming weeks from NIH eRA Commons with instructions and a link to complete this form.)

Please save all documents with the following naming convention: Lastname_Firstname_Filename
Appendix 3

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 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
US Research Mentor Agreement

I agree to:

- Become a mentor for the LEAD Global Training Program during the period of June 1-August 31, 2022.
- Participate in a mentor training seminar, date TBD.
- Give mentee formal feedback at the conclusion of the program.
- Complete all program evaluation materials in a timely manner.
- Report any concerns to the LEAD co-directors, Patricia Cavazos and Fred Ssewamala.

I understand that as a mentor I am expected to:

- Provide mentee support and guidance throughout 10 weeks on a virtual full-time research project within one or more of my research projects.
- Provide mentee support, direction, insight and assistance with writing, research proposals, study design, methods, analysis, and dissemination of results, as well as opportunities for collaboration, networking, and advancement.
- Work with mentee to develop a research project timeline and scope of work using the Individual Development Plan template.
- Attend mentee presentation at the end of the training period, during the week of August 1-5, 2022.

I agree to be a mentor in the LEAD Global Training Program.

Trainee:

Mentor:
Appendix 5

**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:

<table>
<thead>
<tr>
<th>Goals</th>
<th>Objectives</th>
<th>Details</th>
<th>Timeline/Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Educational Goals</td>
<td>Identify any learning gaps/priorities the trainee has identified</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Research Goals</td>
<td>List any research goals that the trainee has for the specific project</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Professional Goals</td>
<td>List any professional goals that the trainee wants to accomplish</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix 6

Annual Trainee Updates Form

Please describe your research and career development progress from JUNE 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.

<table>
<thead>
<tr>
<th>Category/Description</th>
<th>Fellow Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name: (LAST, First, Degrees Held)</td>
<td></td>
</tr>
<tr>
<td>Current Position/Job Title:</td>
<td></td>
</tr>
<tr>
<td>Current Institution/Employer:</td>
<td></td>
</tr>
<tr>
<td>Is the above position a promotion received during the reporting period?</td>
<td></td>
</tr>
<tr>
<td>If applicable: Professional Degree Sought/In Progress During Appointment Period (June 1-December 31, 20XX) (PhD, MD, etc.):</td>
<td></td>
</tr>
<tr>
<td>If applicable: Professional Degree Completed During Appointment Period (June 1-December 31, 20XX) (PhD, MBChB, etc.):</td>
<td></td>
</tr>
<tr>
<td>LEAD Mentor Name:</td>
<td></td>
</tr>
<tr>
<td>Project: (Title of project you are working on)</td>
<td></td>
</tr>
</tbody>
</table>

**Trainee Narrative**: Please provide information on only activities completed during the specified reporting period (JUNE 1, 2021 – DECEMBER 31, 2021), as applicable, including:

- A detailed summary/description of the project you are working on (3-5 sentences or more to include):
- 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 (JUNE 1, 2021 – DECEMBER 31, 2021), 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:
- 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:

<table>
<thead>
<tr>
<th>Fellowship or other funding or training support:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career development activities. Include all other career development activities not reported above:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Publications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Please provide your role in any planned or published papers resulting from research conducted while supported by this award:</td>
</tr>
<tr>
<td>• Include full citations: co-authors, title, journal, etc.</td>
</tr>
<tr>
<td>• Include your role</td>
</tr>
<tr>
<td>• Include status, if not already published (in progress; revise and resubmit, etc.)</td>
</tr>
<tr>
<td>• Include a PMCID number for each peer-reviewed publication, if available</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>List of publications:</th>
</tr>
</thead>
</table>
