

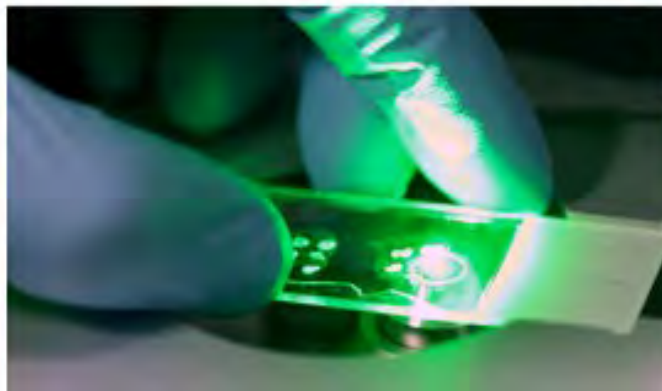


NIH Blueprint
for Neuroscience Research

Virtual Workshop for NIH Blueprint Diversity in Neuroscience Research

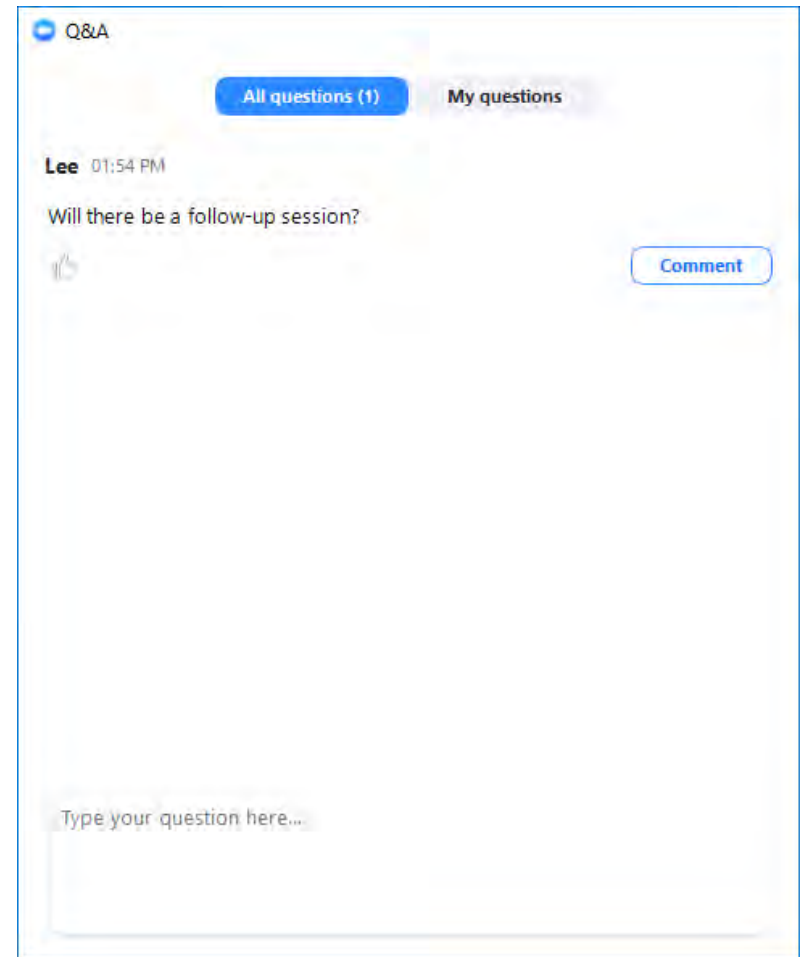
April 16, 2020

NCATS	NIAAA	NIDCR	NINR
NCCIH	NIBIB	NIEHS	OBSSR
NEI	NICHD	NIMH	
NIA	NIDA	NINDS	



Welcome

- You will be muted during the workshop
- Please type your questions into the Q&A box
- Questions will be answered at the end of each session



Welcome

Walter Koroshetz, M.D.

Director

National Institute of
Neurological Disorders
and Stroke

4/21/2020

NINDS





OPEN Welcome

Agenda

1:00 – 1:05 p.m. EST	Welcome Walter Koroshetz, M.D. Director, National Institute of Neurological Disorders and Stroke
1:05 – 1:15 p.m. EST	OPEN Welcome
1:15 – 1:45 p.m. EST	Resources on COVID-19-Related Flexibilities Shoshana Kahana, Ph.D. Training Policy Program Officer, Division of Biomedical Research Workforce (DBRW), Office of Extramural Research (OER)
1:45 – 2:00 p.m. EST	Break
2:00 – 3:15 p.m. EST	Career Strategy and Professional Development Caleb McKinney, Ph.D. Assistant Dean of Graduate and Postdoctoral Training & Development Georgetown University Nina Schor, M.D., Ph.D. Deputy Director, NINDS
3:15 – 4:00 p.m. EST	Wellness Huddle Angela Byars-Winston, Ph.D. Professor, University of Wisconsin-Madison



Virtual Workshop for NIH Blueprint Diversity

April 16, 2020

Shoshana Y. Kahana, Ph.D.
Division of Biomedical Research Workforce



National Institutes of Health
Office of Extramural Research

The NIH is deeply concerned for the health and safety of people involved in NIH research, and about the effects of the COVID-19 public health emergency on the biomedical enterprise.

NIH is providing many administrative flexibilities to help the research community.

Stay Up
to Date

CORONAVIRUS DISEASE 2019 (COVID-19)

Information for Applicants and Recipients



Visit our page and check back often for updates!

<https://grants.nih.gov/policy/natural-disasters/corona-virus.htm>

- Extramural staff are working remotely
- We continue to process applications and make awards
- We are conducting peer review meetings virtually
- We are working diligently to provide funding opportunities to support COVID-19 research



- NIH will accept late applications through May 1 for deadlines between March 9 and May 1.
- No justification for the late submission is needed
- FOAs expiring within this time period will be extended

Learn more: [NOT-OD-20-091](#)



National Institutes of Health
Office of Extramural Research

Stipends

- Institutions affected by COVID-19 may continue to provide stipend payments to fellows and trainees who may be unable to work as a result of or related to COVID-19.
- Recipients should notify the assigned grants management official, and provide documentation demonstrating the effect of COVID-19, and how long the institution will be affected.

Salaries

- If a recipient organization's policy allows for the charging of salaries and benefits during periods when no work is performed due to the effect of COVID-19, regardless of the funding source, including Federal and non-Federal, then such charges to NIH grant awards will be allowable.



- Extensions for early stage investigator eligibility due to COVID-19-related disruptions will be considered
- NIH will be flexible with extending time constraints for fellowship, career development, and training awards, including phased awards

FAQs: grants.nih.gov/faqs#/covid-19.htm



For phased awards (e.g. K22, K99, etc.) or other training, fellowship and career development awards where extensions are typically limited, will NIH consider extensions due to COVID-19?

- Yes, as outlined in [NOT-OD-20-086](#) recipients may extend awards affected by COVID-19 through a notification to the funding Institute or Center (IC). Please contact the funding Institute or Center to provide information about the specific project.



For awards with an effort level requirement (e.g., Career Development Awards), can PI effort be temporarily reduced below program effort requirements due to the impact of COVID-19?

- Yes, recipients can contact the funding IC to request reductions in effort due to COVID-19, which may go below the required effort levels for the grant.



Flexibilities around Clinical vs. Research Responsibilities

Is prior approval required if my institution plans to divert staff from research to clinical work to care for COVID-19 patients or to work on COVID-19 research activities?

- Prior approval is not required to divert faculty from research to clinical work related to COVID-19 until the end of the public health emergency period. Recipients may use clinical revenue from the work done by faculty as voluntary cost sharing to support salaries under the NIH funded project. The recipient institution may continue to charge salaries to the grant in accordance with their institutional policies.
- If the PD/PI is absent from the project for a period of 3 months or more, recipients should notify the funding IC to identify a temporary replacement until the COVID-19 public health emergency/pandemic has passed or the research will, by default, be placed on hold and the delays must be reported in the RPPR.

- Ensure the safety of all human participants and research staff involved in clinical trials and human subject studies
- Consult with IRBs and institutions about protective measures, such as:
 - Limiting study visits to those needed for participant safety or coincident with clinical care
 - Conducting virtual study visits
 - Implementing flexibilities for required laboratory tests or imaging needed for safety monitoring
- NIH will be flexible regarding project extensions and accommodating unanticipated costs

Learn more: [NOT-OD-20-087](#)

FAQs: grants.nih.gov/faqs#/covid-19.htm



National Institutes of Health
Office of Extramural Research

- Talk with advisors, mentors at your institution
- Contact your program officer or grants management specialist!
- For general questions regarding COVID-19 flexibilities, contact NIH's Office of Extramural Research at grantspolicy@nih.gov



FAQs frequently updated. Check back often!

<https://grants.nih.gov/policy/natural-disasters/corona-virus.htm>



National Institutes of Health
Office of Extramural Research

Trainee-specific resources and workshops in response to COVID-19



Strategic Planning for Your Career

Nina F. Schor, MD, PhD

Deputy Director

National Institute of Neurological Disorders and Stroke



The most difficult and most critical skill for a career in academia is achieving that optimal balance between establishing focus and demonstrating breadth.



The best part of academic endeavor is when it comes full-circle and it becomes hard to tell who is the mentor and who is the mentee!



When academic life hands you a lemon, make as much lemonade as you possibly can!

Nina F. Schor, MD, PhD
nina.schor@nih.gov

Design Thinking

Using design thinking as a mindset to help navigate the uncertainties of career and professional advancement

Caleb C. McKinney, PhD

Assistant Professor, Department of Rehabilitation Medicine

Assistant Dean, Graduate and Postdoctoral Training and Development,
Biomedical Graduate Education

Georgetown University Medical Center

Member, Board of Directors, National Postdoctoral Association

Disclaimers

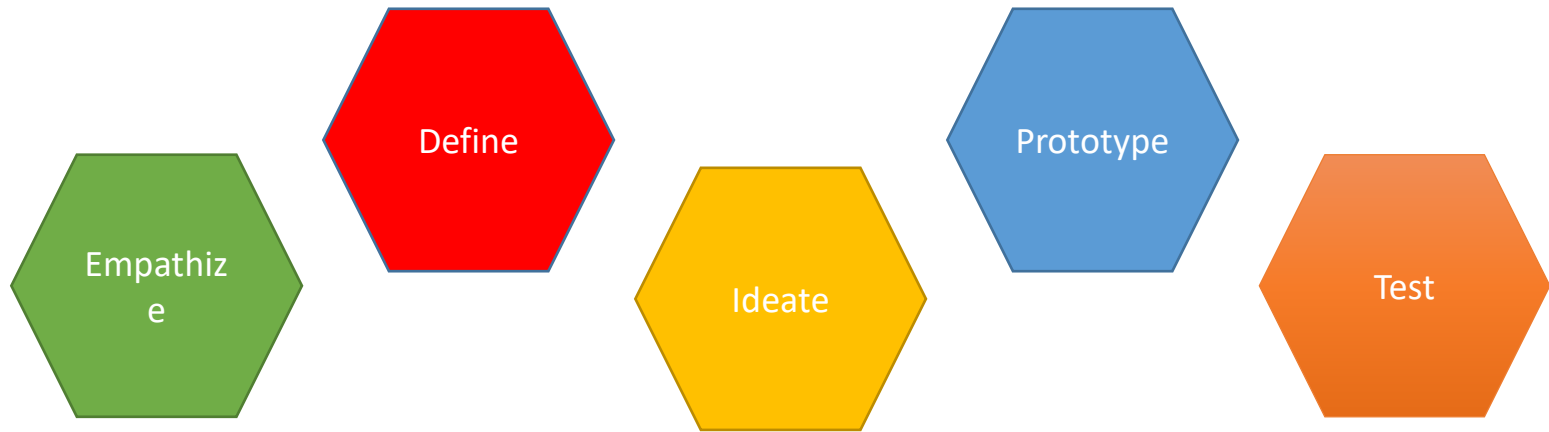
- Be mindful of your expectations during this particular period
- We do not all have the luxury of being able to “work from home” right now
- Instead, we acknowledge that we are doing the best that we can to manage our productivity through a pandemic

How do we navigate our careers during a time of uncertainty?

Activity

1. Write/Type down five important attributes, functions, or qualities that you need in a wallet.
2. Rank the importance of those with 1 being most important, and 5 being least important.
3. If you are comfortable and willing, enter your most important thing into the chat box. Don't change your answer based on anyone else's answer!

The Design Thinking Process



A green hexagon with a black border, containing the text 'Empathize' in white.

Empathiz
e

The Design Thinking Process

Understand your needs and the needs of those who are impacted by your work, both now and in the future.

Helps you understand parameters or influences that you need to meet or consider as you are making career decisions

- What are your quality of life expectations?
- What does your team, supervisor, or organization need from you?
- What do you value in your work? What types of work or research environments do you thrive in?
- What excites you about your work?



Define

The Design Thinking Process

Define criteria that need to be met to reach career satisfaction



I need to be impacting _____

Using skills in _____

With people who _____

In an organization that values _____



Ideate

The Design Thinking Process

This is the fun part. What are all of the different ways that you can reach the criteria that you defined?

We are going to do an ideation technique called 100mph thinking. This technique helps come up with lots of ideas very quickly.

Instructions: in the prompt that I will provide in a moment, you will take 60 seconds and list what I tell you to list. Picture all of the possible scenarios. The fact that this is time bound gets you to think of all sorts of options and mitigates confounding factors such as imposter syndrome.



Ideate

The Design Thinking Process

This is the fun part. What are all of the different ways that you can reach the criteria that you defined?

Brainstorming prompt: List all of the possible scenarios and career events that could occur in the next five years that would help you meet your criteria for career satisfaction.

Examples:

- Getting into grad school
- Landing a research track faculty position
- Launching an institutional program
- Getting into a postdoc program
- Getting a specific grant
- Recruiting target sample size for an upcoming trial
- Getting a paper accepted
- Becoming student group president or postdoc association co-chair

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Prototype

The Design Thinking Process

Start to structure your ideas into plausible models for yourself and ask for feedback

Some tools

- Structured goal setting via an individual development plan
 - **Science Careers: myIDP**
 - **Institutional Example:**
<https://biomedicalprograms.georgetown.edu/career-services/individual-development-plan/>
- Establish strategic mentoring networks
- Conduct Informational Interviews

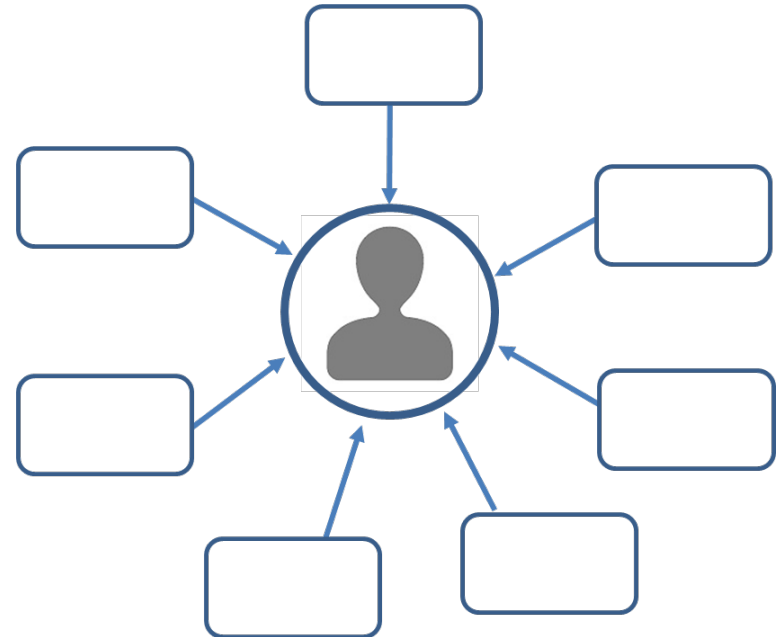
Prototype

The Design Thinking Process

Start to structure your ideas into plausible models for yourself and ask for feedback

Establish strategic mentoring networks

- People are complicated and needs often need to be addressed holistically
- It is hard to find a single mentor that can speak to your overall complexity
- Different perspectives help you own your own path in the long term



A blue hexagon with the word "Prototype" written inside in white text.

Prototype

The Design Thinking Process

Start to structure your ideas into plausible models for yourself and ask for feedback

Conduct Informational Interviews

- Ask them about their career trajectory and how they navigated career transitions
- Ask them their opinion about some of your ideas
- Keep in touch with updates well wishes

<https://biomedicalprograms.georgetown.edu/requesting-informational-interviews/>

An orange hexagon graphic with the word "Test" inside it.

Test

The Design Thinking Process

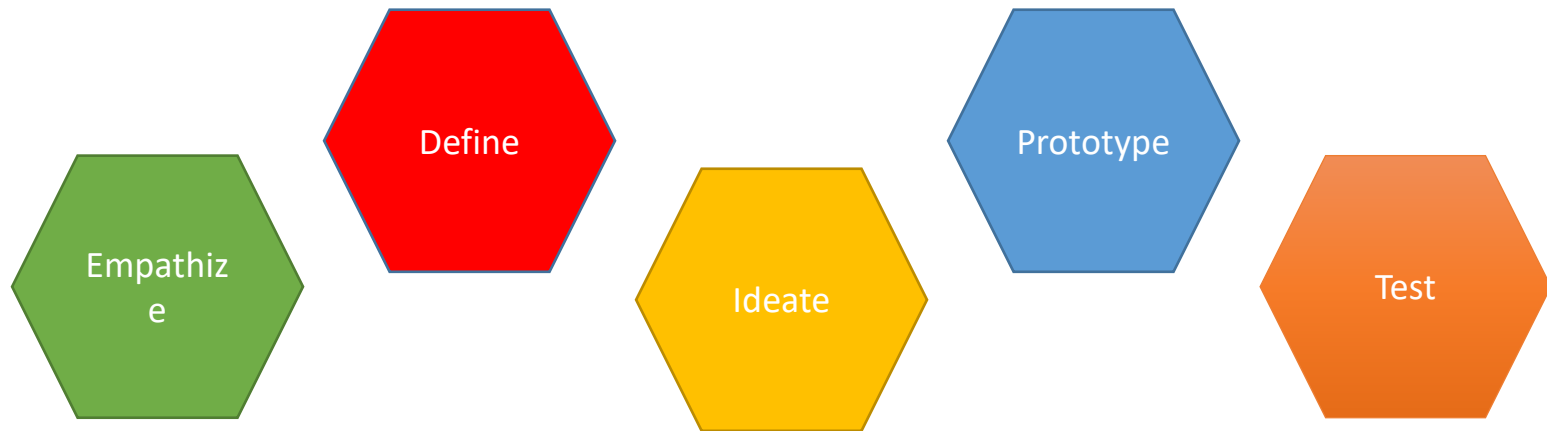
Try out your best ideas!

Some Example Action Items

- Upskill in your current area- this is a great time to complete trainings in research methods or learn new skills. If you've been putting off learning R, this is a great time for that!
- Write drafts of dissertation sections, grant proposals, publications, blogs
 - Journals are very understanding of the current circumstances and are happy to explore publication ideas.
- Pursue part time experiential learning opportunities.
 - For example, some of my students and postdocs are working as part time consultants to help our Postdoc Office put together a grant funded training in project management. All while completely online!

Summary

- Use Design Thinking for structured reflection and deliberate career development planning
- Do this over again from time to time throughout your career!



Wellness Huddle

Angela Byars-Winston, PhD, Professor
Department of Medicine
Virtual Workshop for NINDS Blueprint Diversity
April 16, 2020



Overview

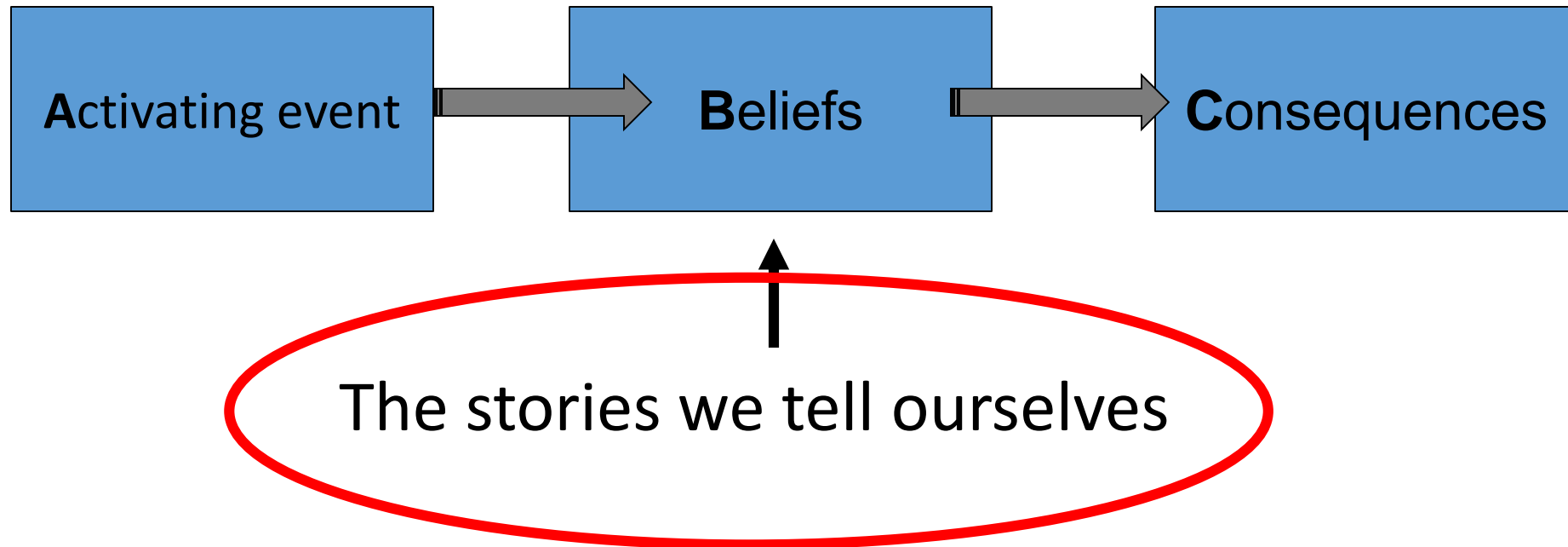
- Frame current social and historical context
- Share and reflect on wellness check: mind, body, spirit, heart
- Share resources for supporting wellness and resilience

Acknowledgements

- Dr. Sharon Milgram, NIH Director
 - Office of Intramural Training and Education
- Dr. Julie Posselt
 - Twitter: March 15, 2020
- Dr. Ruth Godian
 - *Nature* Career Blog: April 3, 2020

The Disruption of Everything

The ABCs



■ <http://www.mindtools.com/pages/article/abc.htm>

THIS ESCALATOR
IS TEMPORARILY
stairs
OUT OF SERVICE.

We apologize for
inconvenience.

The ABCs



↑
The stories we tell ourselves

■ <http://www.mindtools.com/pages/article/abc.htm>

NIH Office of Intramural Training and Education

Sharon Milgram, Director



How Are You?

General Discussion: chat, audio/video

10 minutes

Wellness Assessment - BODY

NEVER.....SOMETIMES.....ALWAYS

- I am getting enough sleep (7-9 hours)
- I am eating balanced, nutritional meals
- I avoid excessive use of caffeine, alcohol and other drugs of abuse
- I am getting regular exercise (3+ times per week)
- I am getting regular health care for myself
- I take care of myself when I am sick, tired or just need a break

Wellness Assessment - MIND

NEVER.....SOMETIMES.....ALWAYS

- I don't think I have to do everything perfectly
- I focus on the present rather than rehashing the past or worrying about the future
- I engage in negative or deceptive self-talk
- I practice self-affirmations and positive self-talk
- I frequently compare myself to others
- I give myself time to explore and learn new things
- I am open to counseling as a tool to maintain and improve my health and well-being

Wellness Assessment - HEART

NEVER.....SOMETIMES.....ALWAYS

- I'm in touch with and let myself feel all of my emotions
- I reach out to others for support when I need it
- I communicate my needs and feelings directly and honestly
- I make time to spend with my friends and family
- I engage in activities that are fun and relaxing for me
- I demonstrate compassion for myself and others

Wellness Assessment - SPIRIT

NEVER.....SOMETIMES.....ALWAYS

- I feel connected to something bigger than me – however I define that
- I seek out resources (practices, activities, people and places) that nurture my spirit
- I reflect on and invest in what is meaningful to me
- I read writings or watch media that are inspirational to me
- I allow time to just be (human *being* vs. human *doing*)
- I engage in activities that support my life's purpose

Community Share

10 mins

What practices are you using to support your well-being during this transition time?

What self-care practices have you stepped away from during your training that you might reclaim?

To Be Resilient We Have To

- Learn from previous experiences, both good and bad
- Build strong positive relationships with peers and mentors
- Be proactive and use resources to thrive
- Develop our growth mindset
- Be thoughtful about how we approach setback and engage with our negative self-talk
- Do things that bring meaning to our day, week, month....

Closing Thoughts

- Remember you have choice
- Adjust your to-do list
- Start a shared document to exchange and warehouse helpful resources and practices
- Focus on what is important (kindness, empathy—to self and others)
 - As Ruth Godian's trainee Alexendar Perez reminded her: "This situation requires human kindness and empathy. Maybe mentorship here is just realizing the humanity in each of us and being there as equals with one another through an uncertain time."
- Others??

Thank you

ambyars@wisc.edu