PUBLICATIONS


PROFESSIONAL DEVELOPMENT OPPORTUNITIES

UND FACULTY RESEARCH PROPOSAL WRITING FELLOWSHIPS - Spring 2013-2014 Semester
Deadline: Monday, Jan. 13, 2014

Applications are invited from UND faculty for research fellowships ($1,000 each) to facilitate writing proposals for external funding of their research and scholarly activities. Offered through Research Development and Compliance (RD&C) and the University Writing Program, a limited number of faculty in teams of two (faculty proposal writer and mentor) will engage in a 10-session (1 hour each) writing seminar beginning Monday, Feb. 3, at 4 p.m., and continuing on Mondays at 4 p.m. through April 28. The goal of the seminar will be for each faculty writer to complete a research proposal, with the assistance of a mentor that will be suitable for submission to an external sponsor.

To apply:
- Submit an application as a faculty team (writer and mentor) to RD&C of no more than 2 pages describing your research/scholarly activity idea.
- Identify the organization you will target for funding.
- List your last three examples of creative activity (e.g. publications, performances) and indicate whether they were peer reviewed and when they occurred.
- Describe your experience with submitting external proposals, including agencies and critiques. Also include a short list of recent proposals submitted by your mentor and indicate which have been successful.
- Discuss the significance of your research/scholarly activity.
- Indicate your availability and commitment to attend at least nine of the ten seminar sessions.
- Be sure to include the name and the expected contribution of the faculty member who has agreed to serve as your mentor for this fellowship. (Mentors must agree to attend at least five sessions and be available to assist in writing and developing your proposal outside the seminar. Mentors also will receive $1,000 stipends.) If you need help locating a mentor, contact Barry Milavetz at RD&C, 777.4280 or barry.milavetz@email.und.edu.

Selection Criteria:
- Potential for completing a draft proposal by May 31, 2014.
- Significance and impact of proposed research/scholarly activity.
- Potential for funding by proposed sponsor.
- Evidence of commitment by writer and mentor.
- Participant must be the P.I. on the external proposal.
Submit application to RD&C, 105 Twamley Hall, or barry.milavetz@email.und.edu.

**STUDENT OPPORTUNITIES**

**Undergraduate Internship Opportunity with ICPSR**

*Deadline: January 31, 2014*

Applications are being accepted for the 2014 Inter-university Consortium for Political and Social Research (ICPSR) Summer Undergraduate Internship Program, an intensive, 10-week program in Ann Arbor, Michigan, for students interested in social science research.

The NSF-funded Research for Undergraduates (REU) internship program (Grant No. 1062317) matches students with mentors at the Inter-University Consortium for Political and Social Research (ICPSR), and supports exploration of a research question from start to finish — including literature searches, data analyses, and creation of conference-ready posters summarizing students' research findings. Interns can attend graduate-level courses in quantitative methods at the University of Michigan taught by leading faculty across various research fields.

Additionally, all ICPSR interns learn valuable data-management techniques using statistical packages, such as SPSS, Stata, and SAS. The deadline for all materials is January 31, 2014. For examples of research projects done by past ICPSR interns or to apply, please contact Janet Rex, Chester Fritz Library, 777.4641, janet.rex@library.UND.edu.

**UPCOMING EVENTS**

**Dakota Conference on Rural and Public Health**

June 18-20, 2014
Alerus Conference Center, Grand Forks, North Dakota

The Dakota Conference provides an opportunity for over 300 health care professionals, educators, and students to share strategies for building and sustaining healthy communities in North Dakota. It includes two and one half days of pre-conference workshops, keynote speakers, breakout sessions, poster presentations, evening workshops, and an awards banquet.

[http://ruralhealth.und.edu/dakota-conference](http://ruralhealth.und.edu/dakota-conference)

**RECENT CALLS**

**CALL FOR ABSTRACTS - 2nd International Science Symposium on HIV and Infectious Diseases**

*Deadline: December 10, 2013*

Abstracts will be accepted in the fields of basic science, clinical science, public health, translational research and social/behavioral science relating to the following fields: HIV/AIDS, STDs, TB, viral hepatitis, and other infectious diseases.

[http://hivscience.yrgcare.org/abstract_submission.html](http://hivscience.yrgcare.org/abstract_submission.html)

**CALL FOR PRESENTATIONS - Foster Family-Based Treatment Association (FFTA) 28th Annual Conference on Treatment Foster Care**

*Deadline: December 18, 2013*

Each year more than 600 treatment foster care and related family-based service professionals gather from around the world to expand their knowledge-base and learn new strategies and models that help vulnerable children and youth in out-of-home care thrive in a family-based treatment setting. The FFTA Conference
Committee is interested in receiving proposals for advanced-level workshops on topics geared toward clinicians; agency CEOs and other senior-level staff; program managers and directors; supervisors; administrative staff; foster parent trainers, researchers and evaluators; and foster parents. To meet the professional development needs of our experienced audience, workshops will highlight new models and strength-based approaches, innovative interventions, current research and trends, emerging theories, or new ways to approach "tried-and-true" strategies.


**CALL FOR ABSTRACTS - 22nd NIHM Conference on Mental Health Services Research - Research In Pursuit of a Learning Mental Health Care System**

*Deadline: December 20, 2013*

The conference seeks to highlight scientific investigative efforts to improve population mental health through mental health services research in the context of a learning health care system. We welcome abstracts on a broad range of mental health services research topics, but original research on the following topics is of particular interest: improving population health through the development of a learning mental health care system; improving mental health care through new technology development and diffusion.


**CALL FOR PROPOSALS - NASW 2014 National Conference - Social Work: Courage, Hope, & Leadership**

*Deadline: January 15, 2014*

Social workers are leaders of change and strengthen the safety net of society. They bring hope and inspire people to find their courage and fulfill their potential.

http://www.naswconference.org/

**CALL FOR PRESENTATIONS - University of Michigan Network on Inequality, Complexity, & Health Conference - Complex Systems, Health Disparities, & Population Health: Building Bridges**

*Deadline: January 15, 2014*

Posters are being sought regarding recent work that bridges systems sciences approaches and some aspects of health disparities or population health.


**WEBINARS**

**PCORI Upcoming Workshops Explore Potential Research Funding Opportunities**

Our Science team is holding several teleconferences/webinars in December to gather insights on topics that could serve as the foundation for future PCORI Funding Announcements.

- **December 4, 2013**: Our Addressing Disparities program, working with MillionHearts, will convene a workgroup to explore clinical interventions to reduce hypertension disparities.
  
  http://www.pcori.org/events/workgroup-clinical-interventions-to-reduce-hypertension-disparities/?type=

- **December 6, 2013**: Our Improving Healthcare Systems (IHS) program will convene a workgroup to discuss patient-empowering care management, focusing on questions important to patients and other stakeholders facing a life-changing diagnosis.
  

- **December 13, 2013**: IHS staff will convene another workgroup to explore unanswered questions related to the integration of mental health care and primary care.
  
  http://www.pcori.org/events/integration-of-mental-health-care-and-primary-care/?type=

**CDDC Public Health Grand Rounds**
The Centers for Disease Control and Prevention's (CDC) Public Health Grand Rounds is a monthly webcast created to foster discussion on major public health issues. Each session focuses on key challenges related to a specific health topic, and explores cutting-edge scientific evidence and the potential impact of different interventions. The Grand Rounds sessions also highlight how the CDC and its partners are already addressing these challenges and discuss the recommendations for future research and practice.

Next Grand Rounds Presentation:
December 17, 2013 at 1pm, EST.
For nearly 70 years, community water fluoridation has been used to prevent tooth decay and improve oral health. Community water fluoridation (CWF) is not only safe and effective, but also cost-saving – yielding approximately $38 savings in dental treatment costs for every $1 invested. CDC has recognized water fluoridation as one of 10 great public health achievements of the 20th century. While there has been a notable increase during the early part of this century in the number of persons with access to CWF, CDC along with state and local health departments and other public health partners face ongoing challenges in promoting and expanding CWF. Advanced Molecular Detection
http://www.cdc.gov/about/grand-rounds/

NEWS/RESOURCES

Agency for Healthcare Research and Quality (AHRQ) - Research Activities Newsletter – November/December 2013 Issue
Online newsletter summarizing published findings from AHRQ-funded studies, new AHRQ publications and products, and funding opportunities.
http://www.ahrq.gov/newsletters/research-activities/13nov-dec/index.html

FUNDING OPPORTUNITIES – Students

Dates & Deadlines: January 24, 2014

Description: American Educational Research Association – Dissertation Grants
AERA invites education-related dissertation proposals using NCES, NSF, and other federal databases. Dissertation Grants are available for advanced doctoral students and are intended to support the student while writing the doctoral dissertation. Applications are encouraged from a variety of disciplines, such as but not limited to, education, sociology, economics, psychology, demography, statistics, and psychometrics.

The Governing Board for the AERA Grants Program has established the following four strands of emphasis for proposals. Applicants are encouraged to submit proposals that:

- develop or benefit from new quantitative measures or methodological approaches for addressing education issues
- incorporate subject matter expertise, especially when studying science, technology, engineering and mathematics (STEM) learning
- analyze TIMSS, PISA, or other international data resources
- include the integration and analysis of more than one data set

Research projects related to at least one of the strands above and to science and/or mathematics education are especially encouraged. Other topics of interest include policies and practices related to student achievement in STEM, contextual factors in education, educational participation and persistence (kindergarten through graduate school), early childhood education, and postsecondary education. The research project must include the analysis of data from at least one of the large-scale, nationally or internationally representative data sets such as those supported by NCES, NSF, and the U.S. Department of Labor, the U.S. Census Bureau, and the National Institutes of Health.
The data set(s) of interest must be available for analysis at the time of application (public- or restricted-use files are permissible). Additional data sets may be used in conjunction with the obligatory federal data set. If international data sets are used, the study must include U.S. education.

http://www.aera.net/ProfessionalOpportunitiesFunding/FundingOpportunities/AERAGrantsProgram/DissertationGrants/tabid/12812/Default.aspx

**Dates & Deadlines:** February 1, 2014

**Description:** **Oncology Nursing Society Foundation – Academic Scholarships**

**Bachelor’s in Nursing Degree Scholarship**

Purpose: To provide scholarships to individuals who are interested in and committed to oncology nursing and pursuing a baccalaureate degree in nursing.

- The candidate must be enrolled for their senior year of a bachelor of nursing degree program at an NLN or CCNE accredited School of Nursing in the 2014-2015 academic year.
- Bachelor’s scholarships awarded annually at $2,000 each
- Scholarships are available to individuals who are pursuing a bachelor’s degree in nursing, do not currently hold an RN license and do not have a college degree

http://www.onsfoundation.org/apply/ed/Bachelors

**Master’s Scholarships**

To provide scholarships to registered nurses who are interested in and committed to oncology nursing to continue their education by pursuing a master’s degree in nursing.

Masters degree scholarships are awarded annually at $3,000 each.

http://www.onsfoundation.org/apply/ed/Masters

**Doctoral Scholarships**

To provide scholarships to registered nurses who are interested in and committed to oncology nursing to continue their education by pursuing a research doctoral degree (PhD or DNSc) or clinical doctoral degree (DNP).

Doctoral scholarships awarded at $3,000 and $5,000 annually.

http://www.onsfoundation.org/apply/ed/Doctoral

**Dates & Deadlines:** February 1, 2014; May 15, 2014

**Description:** **UND Graduate School – Conference Travel Support**

The Graduate School provides travel support of up to $500 for Ph.D. student travel to conferences for the purpose of presenting their work*. Funds will be provided to Ph.D. students who are the presenting author at a conference and will be provided for only one conference per academic year. Requests for support will be considered once per semester and are made on an individual basis.


**Dates & Deadlines:** February 4, 2014

**Description:** **Jack Kent Cooke Foundation - Dissertation Fellowships**

The Jack Kent Cooke Dissertation Fellowship Award supports advanced doctoral students who are completing dissertations that further the understanding of the educational pathways and experiences of high-achieving, low-income students. We seek to provide funding for doctoral candidates whose work informs and advances the following populations/aspects of our mission:

- high-achieving students from low-income backgrounds, and/or
- students who demonstrate the potential for achievement, and/or
- the conditions that promote high achievement (e.g., school settings, interventions, policies).
### FUNDING OPPORTUNITIES - UND

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<thead>
<tr>
<th>Dates &amp; Deadlines:</th>
<th>December 6, 2013</th>
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<tr>
<td>Description:</td>
<td><strong>Faculty Seed Money Award</strong></td>
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<td>The Faculty Seed Money (FSM) Committee strongly affirms the value of all forms of scholarship and the scholarly contributions of all academic disciplines to the intellectual life of a comprehensive research university. The FSM program is designed to enhance the ability of faculty to submit successful extramural grant applications. Faculty seeking support for projects that are not designed to produce extramural grant applications are encouraged to apply for other sources of support.</td>
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**Eligibility**

The Faculty Seed Money Committee distributes funds to support projects by faculty in any department of the University. Applicants must have a full-time faculty appointment at UND.

Faculty who have previously received Faculty Seed Money awards must have a final report on file with Research Development and Compliance (Room 105 Twamley; Stop 7134) in order to be considered for an award.

Faculty who have previously received funds from the Seed Money Committee and who wish to apply for additional support must present evidence that they have submitted a related extramural research proposal since receiving Committee funds. [http://und.edu/research/grants-and-funding/faculty-research-seed-money.cfm](http://und.edu/research/grants-and-funding/faculty-research-seed-money.cfm)

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<th>Dates &amp; Deadlines:</th>
<th>December 20, 2013</th>
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<tr>
<td>Description:</td>
<td><strong>School of Graduate Studies – Summer Research Professorships</strong></td>
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<td>The applicant must be a member of the UND Graduate Faculty and be returning to a full-time academic appointment for the 2014-2015 academic year.</td>
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<td>The award is to be used by the faculty member to conduct research during the summer session. The faculty member must be available to work with their graduate students during the summer session.</td>
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<td>Award recipients are expected to be present at the University during the period of the award. Off-site research is allowed only if justified in the application.</td>
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<td>Award recipients are required to involve graduate students in their research.</td>
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<td>Recipients of the 2013 Graduate Research Professorships are not eligible for the 2014 awards.</td>
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<td>A $7,000 stipend will be provided to each recipient. Payment will be made in two installments of $3,500 each on June 15 and June 30, 2014.</td>
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<th>Dates &amp; Deadlines:</th>
<th>January 10, 2014</th>
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<td>Description:</td>
<td><strong>Senate Scholarly Activities Committee (SSAC) – Travel Awards – Travel</strong> January 16, 2014 - April 30, 2014</td>
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<td>The SSAC awards travel grants to faculty and staff to enable them to attend professional meetings in order to make presentations of their research or scholarly endeavors. Any type of travel that will enhance a faculty member's research or creative abilities is eligible for support; however, travel for the purpose of collecting research data or travel related to the conduct of research is ineligible under this category. Travel requests related to the conduct of research should be submitted on the SSAC research grant application.</td>
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### Dates & Deadlines: February 1, 2014; May 15, 2014

**Description:** UND Graduate School – Conference Travel Support

The Graduate School provides travel support of up to $500 for Ph.D. student travel to conferences for the purpose of presenting their work*. Funds will be provided to Ph.D. students who are the presenting author at a conference and will be provided for only one conference per academic year. Requests for support will be considered once per semester and are made on an individual basis.


### Dates & Deadlines: February 14, 2014

**Description:** Senate Scholarly Activities Committee (SSAC) – Research/Creative Activity & Publication Grants

**Research/Creative Activity**

The SSAC awards grants to faculty and staff in order to encourage research and creative activity at the University. The grants provide funds to new faculty members to initiate a research or creative activity program and to established faculty to enter new lines of research/creative activity or to complete existing projects. The SSAC anticipates that many SSAC grants will lead to the development of projects that will ultimately be funded by external agencies.

[http://und.edu/research/grants-and-funding/ssac-research-creative-activity-grant-application.cfm](http://und.edu/research/grants-and-funding/ssac-research-creative-activity-grant-application.cfm)

**Publication Grants**

The SSAC awards grants to faculty and staff to assist them in paying publication costs (i.e., "page charges") for articles. It also provides partial subsidies related to the cost of publishing scholarly books or research monographs.

[http://und.edu/research/grants-and-funding/ssac-faculty-publication-grant-application.cfm](http://und.edu/research/grants-and-funding/ssac-faculty-publication-grant-application.cfm)

### Dates & Deadlines: April 25, 2014

**Description:** Senate Scholarly Activities Committee (SSAC) – Travel Awards – Travel May 1, 2014 - September 15, 2014

The SSAC awards travel grants to faculty and staff to enable them to attend professional meetings in order to make presentations of their research or scholarly endeavors. Any type of travel that will enhance a faculty member’s research or creative abilities is eligible for support; however, travel for the purpose of collecting research data or travel related to the conduct of research is ineligible under this category. Travel requests related to the conduct of research should be submitted on the SSAC research grant application.


### FUNDING OPPORTUNITIES – Private/Foundations

**Dates & Deadlines: December 16, 2013**

**Description:** Notah Begay III Foundation – Capacity Building Grants

The purpose of the Native Strong: Healthy Kids, Healthy Futures Capacity Building Grant is to support:

1) Community Health Assessments (new or ongoing): to better understand the root causes of childhood obesity and type 2 diabetes which will result in strategies and an action plan to address this health issue; or

2) Community Planning and Capacity Building: to create a community-driven action plan to address childhood obesity and type 2 diabetes (i.e. host stakeholder convenings, coalition building and collaboration efforts)

Grants will be awarded up to $20,000 each. Applications will be accepted from throughout the U.S. However preference will be given to grantees from three specific regions – the Southwest (New Mexico, Arizona), the Upper Midwest (Minnesota, Wisconsin) and the Southern Plains (Oklahoma, Texas).
Dates & Deadlines: January 24, 2014
Description: American Educational Research Association - AERA Grants Program
AERA invites education-related research proposals using NCES, NSF, and other federal databases. Research Grants are available for faculty at institutions of higher education, postdoctoral researchers, and other doctoral-level scholars. Applications are encouraged from a variety of disciplines, such as but not limited to, education, sociology, economics, psychology, demography, statistics, and psychometrics.

The Governing Board for the AERA Grants Program has established the following four strands of emphasis for proposals. Applicants are encouraged to submit proposals that:

• develop or benefit from new quantitative measures or methodological approaches for addressing education issues
• include interdisciplinary teams with subject matter expertise, especially when studying science, technology, engineering and mathematics (STEM) learning
• analyze TIMSS, PISA, or other international data resources
• include the integration and analysis of more than one data set

Research projects related to at least one of the strands above and to science and/or mathematics education are especially encouraged. Other topics of interest include policies and practices related to student achievement in STEM, contextual factors in education, educational participation and persistence (kindergarten through graduate school), early childhood education, and postsecondary education. The research project must include the analysis of data from at least one of the large-scale, nationally or internationally representative data sets supported by NCES, NSF, or other federal agency, such as the U.S. Department of Labor, the U.S. Census Bureau, and the National Institutes of Health. The data set(s) of interest must be available for analysis at the time of application (public- or restricted-use files are permissible). Additional data sets may be used in conjunction with the obligatory federal data set. If international data sets are used, the study must include U.S. education.

http://www.aera.net/ProfessionalOpportunitiesFunding/FundingOpportunities/AERAGrantsProgram/MORE/tabid/10900/Default.aspx

Dates & Deadlines: February 26, 2014
Description: The Josiah Macy Jr. Foundation - 2014 Macy Faculty Scholars Program
The Macy Faculty Scholars program is designed to identify and nurture the careers of promising educational innovators in medicine and nursing. With support from the Macy Foundation, scholars will implement new educational innovations at their home institutions and participate in career development activities.

Chosen scholars will receive:

• Salary support of $100,000 per year for two years
• At least 50% protected time for two years to pursue educational projects
• Active mentorship by a senior faculty member at their institution
• Access to the program’s national advisory committee
• Opportunities to participate in Macy conferences and other national meetings


FUNDING OPPORTUNITIES - Federal
Dates & Deadlines: January 5, 2014 (Letter of Intent)
February 5, 2014 (Application) (Standard R01 Dates)
Description: NIH; NIDDK - Seeding Collaborations for Translational Research to Discover and Develop New
**Therapies for Diseases and Conditions within NIDDK’s Mission (Revisions) (R01)**
The purpose of this funding opportunity announcement (FOA) is to seed collaborations that enable translational research for the discovery and development of therapies for diseases and conditions of interest to NIDDK. The FOA encourages collaborations through revisions to active NIDDK R01 research project grants. The revision allows the Program Director/Principal Investigator (PD/PI) to propose an expansion of the specific aims to develop collaborations and approaches that facilitate translational research on target identification, early-stage pharmacological validation of targets and pre-therapeutic leads, lead optimization, and limited pre-clinical development.


**Dates & Deadlines:**
- January 6, 2014 (Letter of Intent)
- February 7, 2014 (Application)

**Description:**
**AHRQ - Deliberative Approaches: Patient and Consumer Input for Implementing Evidence-Based Health Care (R21)**
Deliberative methods offer means to gain insight into patient and public views that can inform and improve clinical, program, and policy decisions in health care. The purpose of this FOA is to use deliberative methods to understand and clarify important public or patient values and concerns that affect the implementation of specific interventions, programs or policies to improve health care or research.

The input gained through the proposed project must be for the purpose of informing specific activities of the applicant or an organization collaborating with the applicant as part of this project. The applicant or partner organization will have identified and proposed the deliberative question and committed to using the findings from this activity in a way that will contribute to its implementation of patient centered, evidence-based care or development of programs or policies to improve care or research. The deliberative activities proposed under this project must contribute to that effort, in a specific clinical setting or by directly contributing to the development or improvement of a specific policy or program.

In addition to obtaining public input, projects should advance the science related to deliberative methods. Projects will include an evaluative component that will define and investigate the success of the deliberative approach employed as compared to an education-only intervention, and that will include pre-deliberation and post-deliberation measures.


**Dates & Deadlines:**
- January 24, 2014

**Description:**
**HRSA - Nursing Workforce Diversity (NWD) Program**
This announcement solicits applications for the Nursing Workforce Diversity (NWD) Program. NWD grants are awarded to increase nursing education opportunities for individuals who are from disadvantaged backgrounds (including racial and ethnic minorities under-represented among registered nurses) by providing (1) student scholarships or stipends for diploma or associate degree nurses to enter a bridge or degree completion program, and (2) student scholarships or stipends for accelerated nursing degree programs, pre-entry preparation, advanced education preparation, and retention activities. The goals of the NWD program and the purposes of this funding opportunity announcement (FOA) are consistent with the statutory authority provided in Title VIII to support projects that assist underrepresented students throughout the educational pipeline to become registered nurses, facilitate diploma or associate degree registered nurses becoming baccalaureate-prepared registered nurses, and prepare practicing registered nurses for advanced nursing education. For FY 2014, the Division of Nursing will solicit three-year grants that support innovative efforts by schools of nursing to recruit, retain, and graduate disadvantaged students. Disadvantaged populations for this award include: racial and ethnic minorities underrepresented among registered nurses and individuals who are educationally and economically disadvantaged. This FOA solicits applications that propose evidence-based, multi-level partnership models,
approaches, and/or strategies, that incorporate the social determinants of health framework into the design, implementation, and evaluation of scholarship, loan, and pre-entry/mentoring programs including those that support progression through professional nursing, such as Bachelor of Science in Nursing to graduate degrees including master’s and higher level degrees such as the PhD. The nursing workforce diversity literature is replete with data to suggest that financial and interpersonal levers such as scholarships, loans, and mentoring are necessary, but not wholly sufficient, to recruit, retain, and graduate underrepresented populations into schools of nursing. Therefore, projects must propose innovative ways to consider multi-level approaches that utilize the social determinants of health[1],[2],[3] to frame its scholarship, stipend, and pre-entry/mentoring activities. Proposed projects should extend beyond individual-level interventions (scholarships, stipends, and pre-entry/mentoring activities) and address the larger social and structural forces that impede efforts to diversify the nursing workforce, increase access to quality care, reduce health disparities, and improve health equity. For example, Johnson and Bozeman[4] describe an Asset Bundles model that targets critical areas in which minority students may need additional support to continue toward careers in science. The asset bundles articulate relevant factors that impact educational retention and achievement ¿ educational endowments, science socialization, network development, family expectations, and material resources. An example of a program that achieved goals similar ones BHPr hopes applicants will achieve is a program at the University of Illinois at Chicago ¿ the Urban Health Program. The program developed an innovative and comprehensive strategy to recruit, retain, and graduate minority students interested in health care careers, and to provide precollege educational and research experiences for underrepresented minority populations in elementary and secondary public schools.[5] The Urban Health Program evolved from a community action model and was an institutional response to a demand from the local community for early outreach and academic pipeline initiatives targeted to local minority students. 

http://www.grants.gov/web/grants/search-grants.html

Dates & Deadlines: January 25, 2014 (Standard R18 Dates)
Description: AHRQ - Advancing Patient Safety Implementation through Safe Medication Use Research (R18)
AHRQ’s Patient Safety (PS) Portfolio is addressing patient safety and medication research by focusing on the safe usage of medications. This perspective centers on how medications move through the health care system and how this systemic process can be improved so that patients are not harmed, while health care delivery is improved. The PS Portfolio encourages the involvement of all members of the health care team, especially patients, and families; nurses, pharmacists, technicians (pharmacy and medication administration technicians), health care administrators, risk managers, and physicians) across all settings of care (including in the home). This FOA will fund investigative research demonstration projects that examine the effective implementation of processes, policies, and behaviors that support safe use of medication as well as its sustainment and dissemination.


Dates & Deadlines: January 25, 2014 (Standard R18 Dates)
Description: AHRQ - Advances in Patient Safety through Simulation Research (R18)
The Agency for Healthcare Research and Quality (AHRQ) is interested in funding a diverse set of projects that develop, test and evaluate various simulation approaches for the purpose of improving the safe delivery of health care. Simulation in health care serves multiple purposes. As a training technique, it exposes individuals and teams to realistic clinical challenges through the use of mannequins, task trainers, virtual reality, standardized patients or other forms, and allows participants to experience in real-time the consequences of their decisions and actions. The principal advantage of simulation is that it provides a safe environment for health care practitioners to acquire valuable experience without putting patients at risk. Simulation also can be used as a test-bed to improve clinical processes and to identify failure modes or other areas of concern in new procedures and technologies that might otherwise be unanticipated and serve as threats to patient
safety. Yet another application of simulation focuses on the establishment of valid and reliable measures of clinical performance competency and their potential use for credentialing and certification purposes. Applications that address a variety of simulation techniques, clinical settings, provider groups, priority populations, patient conditions, and threats to safety are welcomed. 


**Dates & Deadlines:**
- **January 28, 2014** (Letter of Intent)
- **February 28, 2014** (Application)

**Description:**
**NIH - Outstanding New Environmental Scientist (ONES) Award (R01)**  
The Outstanding New Environmental Scientist (ONES) Award is intended to identify the most talented Early Stage Investigators (ESIs) who intend to make a long-term commitment to research in the Environmental Health Sciences and assist them in launching an innovative research program focused on the understanding of environmental exposure effects on people’s health.


**Dates & Deadlines:**
- **February 3, 2014**

**Description:**
**CDC - Indoor Environment of Low-Income Renovated Multifamily Housing in the United States (U01)**  
The purpose of the program is to evaluate housing factors that are energy efficient and have the potential to mitigate the negative health outcomes of low income children with asthma. This program addresses the “Healthy People 2020” focus areas of homes and communities and respiratory diseases by: 1) Comparing the levels of certain environmental chemical and biological agents in green vs. comparison, multi-family, and low-income housing 2) Documenting the differences in the health of the residents in these homes 3) Assessing the economic impacts of the “greening” of housing -- particularly those related to health.

http://www.grants.gov/web/grants/view-opportunity.html

**Dates & Deadlines:**
- **February 3, 2014**

**Description:**
**HRSA - Nurse Education, Practice, Quality and Retention (NEPQR) Program - Interprofessional Collaborative Practice**  
This announcement solicits applications for the Nurse Education, Practice, Quality and Retention Program - Interprofessional Collaborative Practice (NEPQR-IPCP). For FY 2014, the Division of Nursing (DN) will solicit three-year cooperative agreements proposing innovations in Interprofessional Collaborative Practice (IPCP). IPCP environments are comprised of high-functioning diverse professionals with a collective identity who collaborate and communicate effectively to increase access to care and achieve high quality patient and population-centered outcomes. The overarching goal of the NEPQR-IPCP program is to support the development of collaborative practice environments that deliver patient and population-centered quality health care that is safe, efficient, effective and equitable[1]. In addition, the NEPQR-IPCP program aims to promote interprofessional team work and coordinated team-based care by increasing the number of nurses skilled in interprofessional collaborative practice. The goals of the NEPQR-IPCP program and the purposes of this funding opportunity announcement (FOA) are consistent with the statutory authority provided in Title VIII to provide coordinated care and for nurses to develop skills needed to practice in existing and emerging organized health care systems. The FY2014 NEPQR-IPCP FOA will solicit projects that create and/or expand practice environments comprised of nursing and other professional disciplines engaged in collaborative practice innovations. IPCP in health-care occurs when health workers from different professional backgrounds join with patients, their families, caregivers and communities to deliver the highest quality of comprehensive care across settings. NEPQR-IPCP spans clinical and non-clinical health-related work, including diagnosis, treatment, surveillance, health communications, and disease management (WHO, 2010). Projects will be deemed highly competitive if they: (1) cultivate practice environments in which emergent nurse leaders have an opportunity to demonstrate leadership in interprofessional team building, collaborative problem-solving and care-coordination, (2) provide interprofessional practice-based
training opportunities for nursing and other health professional students and trainees, and (3) demonstrate innovation in IPCP. The proposed NEPQR-IPCP projects must select and employ well-integrated strategies that are rooted in interprofessional research, education and practice which will equip professionals with the resources they need to practice in interprofessional collaborative environments. Ideally, NEPQR-IPCP environments will: (1) foster interprofessional education (IPE) principles such as increased communication and shared decision-making among practitioners, (2) promote mutual respect and effective dialogue among all members of the care team in care coordination, planning, and problem solving, and (3) create more efficient and integrated practices that lead to high quality patient and population-centered outcomes that can be subsequently inform IPE education models. [1] Interprofessional Education Collaborative Expert Panel. (2011).

http://www.grants.gov/web/grants/search-grants.html

| Dates & Deadlines: | February 4, 2014 |
| **Description:** | **NSF - Improving Undergraduate STEM Education** |
| | A well-prepared, innovative science, technology, engineering and mathematics (STEM) workforce is crucial to the Nation's health and economy. Indeed, recent policy actions and reports have drawn attention to the opportunities and challenges inherent in increasing the number of highly qualified STEM graduates, including STEM teachers. Priorities include educating students to be leaders and innovators in emerging and rapidly changing STEM fields as well as educating a scientifically literate populace; both of these priorities depend on the nature and quality of the undergraduate education experience. In addressing these STEM challenges and priorities, the National Science Foundation invests in research-based and research-generating approaches to understanding STEM learning; to designing, testing, and studying curricular change; to wide dissemination and implementation of best practices; and to broadening participation of individuals and institutions in STEM fields. The goals of these investments include: increasing student retention in STEM, to prepare students well to participate in science for tomorrow, and to improve students' STEM learning outcomes. Recognizing disciplinary differences and priorities, NSF's investment in research and development in undergraduate STEM education encompasses a range of approaches. These approaches include: experiential learning, assessment/metrics of learning and practice, scholarships, foundational education research, professional development/institutional change, formal and informal learning environments, and undergraduate disciplinary research. Both individually and integrated in a range of combinations, these approaches can lead to outcomes including: developing the STEM and STEM-related workforce, advancing science, broadening participation in STEM, educating a STEM-literate populace, improving K-12 STEM education, encouraging life-long learning, and building capacity in higher education. The Division of Undergraduate Education (DUE), in collaboration with other NSF directorates, continues to support research and development leading to and propagating interventions that improve both the quality and quantity of STEM graduates. NSF accepts unsolicited proposals to support projects that address immediate challenges and opportunities facing undergraduate STEM education, as well as those that anticipate new structures and functions of the undergraduate learning and teaching enterprise. In addition, NSF accepts unsolicited proposals for developing Ideas Labs in biology, engineering, and geosciences that will bring together relevant disciplinary and education research expertise to produce research agendas that address discipline-specific workforce development needs. |
| | http://www.grants.gov/web/grants/search-grants.html |

| **Description:** | **NIH - International Collaborations in Infectious Diseases Research (U01)** |
| | The purpose of this Funding Opportunity Announcement (FOA) is to solicit applications from U.S. institutions and collaborating foreign (non-U.S.) institutions to study infectious diseases (excluding HIV/AIDS) of public health significance in resource-constrained countries. The collaboration must include, at a minimum, one U.S. institution and one eligible foreign institution. Eligible foreign countries are defined as low-income economies, lower-middle-income economies, and upper-
middle-income economies, as defined by the World Bank. This work is expected to increase scientific knowledge on public health related issues, enhance relevant research experience for U.S. and foreign investigators, promote the development of research capacity, and encourage future collaborative relationships.


**Dates & Deadlines:** *February 16, 2014 (Standard R03 Dates)*

**Description:** **NIH - Secondary Data Analyses to Explore NIMH Research Domain Criteria (R03)**

NIMH seeks applications which propose secondary analyses of existing clinical research datasets to investigate constructs identified in the NIMH's Research Domain Criteria (RDoC) initiative and to test novel hypotheses using the RDoC framework.


**Dates & Deadlines:** *February 16, 2014 (Standard R21 Dates)*

**Description:** **AHRQ - Exploratory and Developmental Grant to Improve Health Care Quality through Health Information Technology (IT) (R21)**

The purpose of this Funding Opportunity Announcement (FOA) is to fund exploratory and developmental research grants that will contribute to the evidence base of how health IT improves health care quality. This FOA supports the use of a wide variety of research designs in order to generate information regarding the design and development, implementation, use, or impact of health IT on quality. Depending on the research design and intent of the project, applicants may receive support for: (1) pilot and feasibility or self-contained health IT research projects; (2) secondary data analysis of health IT research; or (3) economic (prospective or retrospective) analyses of a health IT project. Each grant application must clearly state which type of the three types of studies is being proposed.

This FOA is focused on five research areas of interest that are needed to support health care quality and are considered part of a continuous quality improvement process. The five research areas of interest for this FOA are:

1. Design
2. Implementation
3. Use
4. Impact on outcomes
5. Measurement

Each application must clearly state at least one primary research area to be addressed.