**Research Residency Goals**

Last Revised

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Skill/Expectation Category | Specific Outcomes | Team/Mentor Responsible | Term (Fall/Spring/Summer – Year) | | | | | | | | | Goal Met? |
| FA I | SP I | SU I | FA II | SP II | SU II | FA III | SP III | SU III |  |
| **Study Conceptualization** | Identify gaps in existing literature. |  |  |  |  |  |  |  |  |  |  |  |
| Identify specific research questions. |  |  |  |  |  |  |  |  |  |  |  |
| Propose theoretical or conceptual framework. |  |  |  |  |  |  |  |  |  |  |  |
| Identify appropriate study design. |  |  |  |  |  |  |  |  |  |  |  |
| Grant Writing | Submit NRSA |  |  |  |  |  |  |  |  |  |  |  |
| Submit auxiliary grant applications |  |  |  |  |  |  |  |  |  |  |  |
| Assist in preparation of R01 or similar large grant application. |  |  |  |  |  |  |  |  |  |  |  |
| Literature Review | Comprehensive review of the literature, suitable for publication. |  |  |  |  |  |  |  |  |  |  |  |
| Publish systematic review of the literature. |  |  |  |  |  |  |  |  |  |  |  |
| Research Design  Research Design (Cont’d) | Qualitative:   * Focus group script * Structured Interview script * Sample selection * Moderator selection & training |  |  |  |  |  |  |  |  |  |  |  |
| Quantitative:   * Power Calculation * Effect Size * Sample Size * Instrument Selection * Survey Design |  |  |  |  |  |  |  |  |  |  |  |
| Interventional Study:   * Tx Fidelity * Training of trainers * Manual Design * Intervention design |  |  |  |  |  |  |  |  |  |  |  |
| Descriptive Study:   * Sample selection * Survey design (see above) |  |  |  |  |  |  |  |  |  |  |  |
| Recruitment | Design recruitment materials. |  |  |  |  |  |  |  |  |  |  |  |
| Obtain informed consent. |  |  |  |  |  |  |  |  |  |  |  |
| Study Attrition F/u |  |  |  |  |  |  |  |  |  |  |  |
| Data Collection | Surveys   * Telephone * Paper * Electronic |  |  |  |  |  |  |  |  |  |  |  |
| Focus Group Data   * Field Notes |  |  |  |  |  |  |  |  |  |  |  |
| Biological Samples |  |  |  |  |  |  |  |  |  |  |  |
| Structured Interviews   * Telephone * In-person |  |  |  |  |  |  |  |  |  |  |  |
| Physiologic Data |  |  |  |  |  |  |  |  |  |  |  |
| Data Management | Electronic Data |  |  |  |  |  |  |  |  |  |  |  |
| Biological Data |  |  |  |  |  |  |  |  |  |  |  |
| Paper Data |  |  |  |  |  |  |  |  |  |  |  |
| Multi-media Data |  |  |  |  |  |  |  |  |  |  |  |
| Data Analysis | Quantitative:   * Statistical * Data cleaning |  |  |  |  |  |  |  |  |  |  |  |
| Qualitative   * Code transcripts * Thematic anal. |  |  |  |  |  |  |  |  |  |  |  |
| Manuscript Prep | Co-author on publication in peer-reviewed journal. |  |  |  |  |  |  |  |  |  |  |  |
| First Author on publication in peer-reviewed journal. |  |  |  |  |  |  |  |  |  |  |  |
| Graphical representation of data in table or schema. |  |  |  |  |  |  |  |  |  |  |  |
| Edit journal article or book chapter. |  |  |  |  |  |  |  |  |  |  |  |
| Presentation | Poster presentation at national conference. |  |  |  |  |  |  |  |  |  |  |  |
| Poster presentation at international conference. |  |  |  |  |  |  |  |  |  |  |  |
| Podium presentation at national conference. |  |  |  |  |  |  |  |  |  |  |  |
| Podium presentation at international conference. |  |  |  |  |  |  |  |  |  |  |  |
| Lab Experience | Basic assays |  |  |  |  |  |  |  |  |  |  |  |
| Training of trainers to collect samples. |  |  |  |  |  |  |  |  |  |  |  |
| Animal Model |  |  |  |  |  |  |  |  |  |  |  |
| Interdisciplinary Coll. | Publish with interdisciplinary co-authors |  |  |  |  |  |  |  |  |  |  |  |
| International Coll. | Publish with international co-authors |  |  |  |  |  |  |  |  |  |  |  |
| Health Disparities  Fellowship | Recruit from underserved population. |  |  |  |  |  |  |  |  |  |  |  |
| Collaborate with Center for Health Disparities to produce publishable research. |  |  |  |  |  |  |  |  |  |  |  |
| Identify research questions relating to underserved populations. |  |  |  |  |  |  |  |  |  |  |  |
| Identify appropriate theoretical or conceptual framework to address questions. |  |  |  |  |  |  |  |  |  |  |  |
| Identify appropriate research design for questions. |  |  |  |  |  |  |  |  |  |  |  |
| Submit grant funding application for original research in health disparities. |  |  |  |  |  |  |  |  |  |  |  |
| Conduct original research with interdisciplinary collaborators in health disparities. |  |  |  |  |  |  |  |  |  |  |  |
| Publish results of original research. |  |  |  |  |  |  |  |  |  |  |  |
| Disseminate research results to appropriate community members. |  |  |  |  |  |  |  |  |  |  |  |