# RESEARCH PILOT GRANT

# PROGRAM ANNOUNCEMENT

**2018-2019 Request for Proposals**

[**http://buildingscholars.utep.edu/web/index.php/faculty/faculty-pilot-grant-program**](http://buildingscholars.utep.edu/web/index.php/faculty/faculty-pilot-grant-program)

**About BUILDing SCHOLARS:**

The National Institutes of Health (NIH) awarded a U54 cooperative agreement to the University of Texas at El Paso to develop the BUILDing SCHOLARS Center (**BU**ilding **I**nfrastructure **L**eading to **D**iversity: **S**outhwest **C**onsortium of **H**ealth-**O**riented education **L**eaders **A**nd **R**esearch **S**cholars). The Center’s mission is to implement, evaluate, and sustain a suite of institutional, faculty, and student development programs and activities that will positively transform the training of the next generation of biomedical researchers from the U.S. Southwest region. Our vision is to substantially increase the diversity of the biomedical research workforce so that it mirrors the population of the nation.

**Purpose:**

The purpose of the pilot grants is to seed teams of at least two individuals from different institutions to conduct innovative biomedical research, to create transformative research experiences for undergraduate student researchers, and to develop collaborative relationships among participating partner institutions, which will result in future NIH proposal submissions and ultimately increase the diversity of the NIH-funded workforce. From the BUILDing SCHOLARS’ perspective, “biomedical research” can originate from a variety of disciplines including, but not limited to, behavioral sciences, social sciences, life sciences, physical sciences, clinical sciences, math, and engineering. The center is organized around seven transdisciplinary research nodes: addiction, cancer, degenerative and chronic diseases, environmental health, health disparities, infectious diseases, and translational biomedicine.

**Award Features and Requirements:**

BUILDing SCHOLARS will fund one new multi-institution, collaborative, pilot “innovation research project” for 2018-2019. Requested funds may be budgeted for faculty salaries, research assistants, supplies, and other justifiable research-related expenses. The maximum award for the pilot grant is $40,000 for one year (non-renewable). No indirect will be charged on funds staying at UTEP.

In terms of requirements:

* + - The research project must have transformative potential in the field of biomedicine, broadly defined.
    - The project must provide authentic, mentored research experiences for undergraduate student(s). This could include course-based research opportunities, team-based research/mentoring, or a one-on-one faculty-student relationship.
    - The research project must involve a UTEP faculty member as a Principal Investigator (PI).
    - The project must involve one or more BUILDing SCHOLARS partner institutions (in addition to UTEP) in some capacity. This could be through the involvement of faculty (e.g., as co-Investigators) and/or students from a partner institution.
      * If any funds are to be transferred to the partner institution, 8% in indirect costs will be assessed. If the partner faculty member is given salary, he/she will be paid as a subcontractor.
      * Qualifying partner institutions include:
        + Arizona State University
        + Baylor College of Medicine
        + Clemson University
        + El Paso Community College
        + Northern New Mexico College
        + Rice University
        + Southwestern Indian Polytechnic Institute
        + Texas Southern University
        + University of Arizona
        + University of Connecticut
        + University of New Mexico Main Campus
        + University of New Mexico Health Sciences Center
        + University of Texas at Arlington
        + University of Texas at Austin
        + University of Texas Health Sciences Center Houston (School of Public Health)
        + University of Texas Southwestern Medical Center
        + Western New Mexico University
        + New Mexico State University and other NM-INBRE institutions (New Mexico Tech, Eastern New Mexico University, New Mexico Highlands University, San Juan College)
    - The broad topic area of the proposed research project must fall within one (or more) of the BUILDing SCHOLARS research nodes: addiction, cancer, degenerative and chronic diseases, environmental health, health disparities, infectious diseases, and translational biomedicine.
    - The projects recommended for funding by BUILDing SCHOLARS must receive approval from the NIH before funds are dispersed. No application can be submitted to the NIH without IRB or IACUC approval, as applicable. Therefore, documentation of IRB and/or IACUC approval, if applicable, must be submitted as part of the proposal/application.

**Timeline:**

* Letter of Intent Deadline: **April 16, 2018 – NOON MST**
* Proposal/Application Submission Deadline: **May 18, 2018 – NOON MST**
* The project period begins when the Notice of Award is issued and ends on June 30, 2019. ***Please note that funds for the award must be spent by June 30, 2019.***

**Letter of Intent:**

A letter of intent must be submitted by **April 16, 2018 – NOON MST** at <https://fs30.formsite.com/buildingscholars/pilot-grants-letter/index.html>. The letter must include: (1) name and affiliation of the PI; (2) name of the partner institution(s) involved; (3) names and affiliations of any collaborators (as applicable); (4) tentative title; and (5) draft of the scientific abstract (see “Proposal/Application Template” for details). The information you provide will be used to help us find appropriate reviewers. Projects will not be evaluated until final application materials are received.

**Proposal/Application Submission Method:**

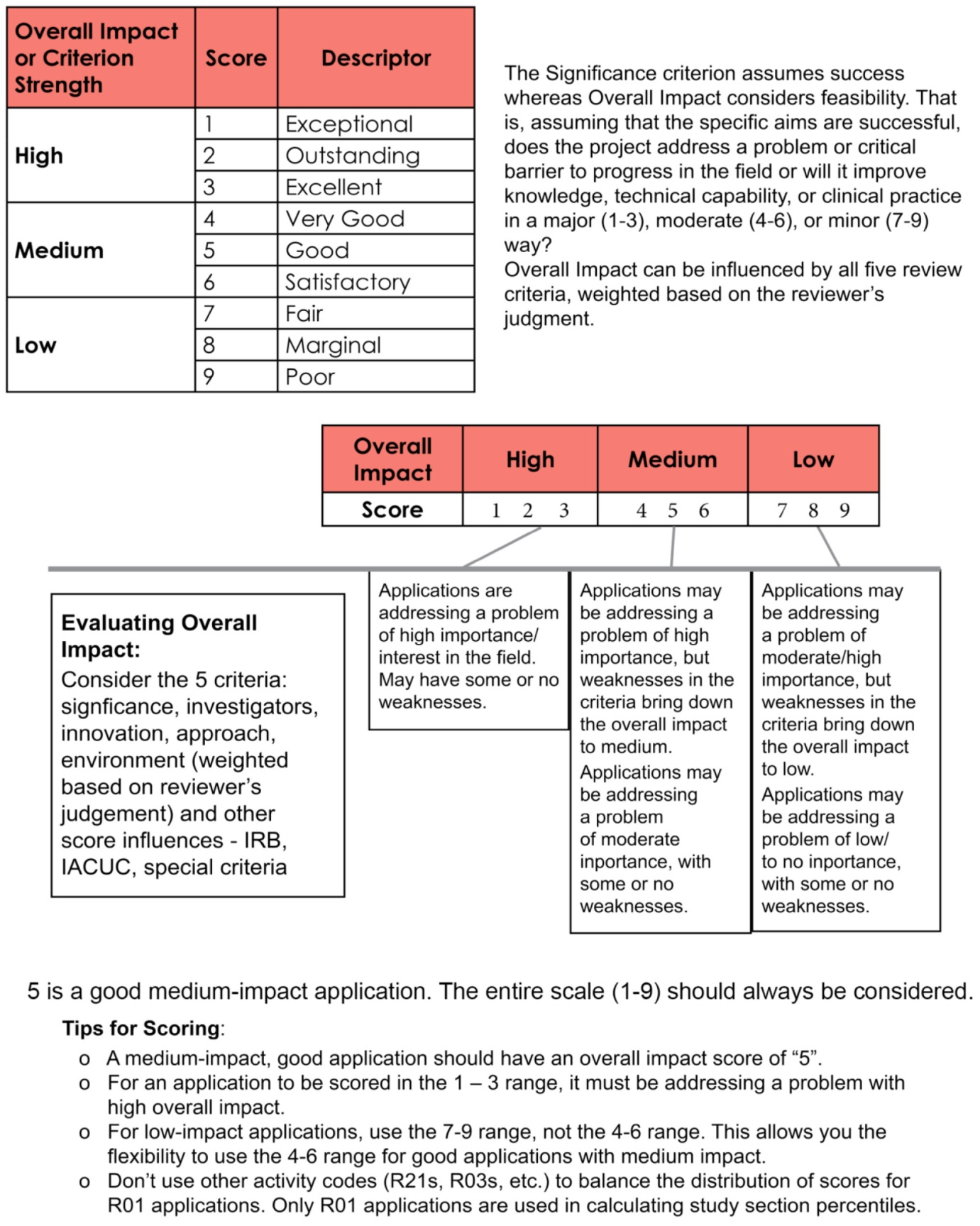
Submit the completed application (form provided below) in Word and PDF format to <https://fs30.formsite.com/buildingscholars/pilot-grants-application/index.html>. Please also submit any other supporting documentation (IRB or IACUC Approval, MOUs, Letters of Collaboration, etc.).

***\*\*\*Applications must follow ALL guidelines and instructions for funding consideration\*\*\****

**Proposal Review and Evaluation:**

Proposals/applications will be evaluated using the NIH scoring system. The BUILDing SCHOLARS Proposal Review Board, which is comprised of representatives from UTEP and all partner institutions who declare no conflicts of interest, will oversee the review process. Following that evaluation process, selected proposals will be recommended to the NIH for further review and approval.

*The NIH Scoring System*:



**OVERALL IMPACT**

Reviewers will provide an overall impact score to reflect their assessment of the likelihood for the project to exert a sustained, powerful influence on the research field(s) involved, in consideration of the following five scored review criteria. An application does not need to be strong in all categories to be judged likely to have major scientific impact.

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| --- |
| **Overall Impact: 1-9 SCORE:** |
| **Strengths**  **Weaknesses** |

# SCORED REVIEW CRITERIA

Reviewers will consider each of the five review criteria below in the determination of scientific and technical merit, and give a separate score for each.

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| --- |
| **1. Significance: 1-9 SCORE:** |
| **Strengths**  **Weaknesses** |

|  |
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| **2. Investigator(s): 1-9 SCORE:** |
| **Strengths**  **Weaknesses** |

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| --- |
| **3. Innovation: 1-9 SCORE:** |
| **Strengths**  **Weaknesses** |

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| **4. Approach: 1-9 SCORE:** |
| **Strengths**  **Weaknesses** |

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| **5. Environment: 1-9 SCORE:** |
| **Strengths**  **Weaknesses** |

# WRITTEN COMMENTS TO APPLICANT

Reviewers should provide specific guidance regarding ways to improve the application.

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| **Additional Comments to Applicant** |
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**PLEASE NOTE:** All information contained within each Research Pilot Grant Funding Program application is to be considered confidential and may contain proprietary information. Destroy all application materials upon completion of the review.

# RESEARCH PILOT GRANT FUNDING

# PROPOSAL/APPLICATION TEMPLATE

## SUBMISSION INSTRUCTIONS

* Proposal Due Date: ***May 18, 2018 by noon MST***
* For proposals to be eligible for consideration, a letter of intent must have been submitted (by the April 16, 2018 deadline)
* Submission Method: proposal must be completed using this template and submitted in **Word** and **PDF** formats to <https://fs30.formsite.com/buildingscholars/pilot-grants-application/index.html>.
* Please also submit any supporting documentation.

## GRANT APPLICATION

TITLE OF PROJECT (***Do not exceed 81 characters***, including spaces and punctuation.)

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PRINCIPAL INVESTIGATOR eRA Commons Use Name

NAME (Last, first, middle) DEGREES *(Contact the ORSP office if none)*

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POSITION TITLE DEPARTMENT COLLEGE

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TELEPHONE FAX EMAIL

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HUMAN SUBJECTS RESEARCH  NO  YES

If yes, please **include IRB approval letter with application. IRB approval must cover the scope of work proposed and the dates of proposed period of support.** *Applications will not be funded without IRB approval.* If IRB approval has not been obtained, contact Athena Fester in the UTEP ORSP before submitting application to discuss the IRB approval process for this proposal.

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If pending indicate **date** you applied for IRB approval

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Will IRB application undergo full review  NO  YES Anticipated Date of approval

VERTEBRATE ANIMALS  NO  YES

If yes, please **include IACUC approval letter with application. IACUC approval must cover the scope of work proposed and the dates of proposed period of support**. *Applications will not be funded without IACUC approval.*

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If pending indicate anticipated approval date:

DATES OF PROPOSED PERIOD OF COSTS REQUESTED FOR PROPOSED

SUPPORT (month, day, year – MM/DD/YY) PERIOD OF SUPPORT ($40,000 Maximum)

|  |  |  |
| --- | --- | --- |
| FROM | THROUGH |  |

***Please note that funds must be spent between the period of July 1, 2018 and June 30, 2019***

**CO-INVESTIGATORS** (**Include Biosketches for all co-investigators following NIH biographical sketch format. The NIH biographical sketch template and a sample NIH biographical sketch are included on the last pages of this document. See also “Biosketches, General” at** [**http://grants.nih.gov/grants/funding/424/index.htm**](http://grants.nih.gov/grants/funding/424/index.htm)).

NAME (Last, first, middle) POSITION DEPARTMENT UNIVERSITY

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## APPLICATION INSTRUCTIONS

* Please use Times New Roman or Arial font
* Font size should be 11 or 12
* Please follow instructions for each section of the Project Strategy and the rest of the application. However please delete the instructions (bulleted points) when submitting your final application.
* Please ensure that Humans Subjects or Vertebrate Animal sections follow NIH guidelines.
* Do not exceed the page limits (1 page for Specific Aims and 6 pages for Project Strategy)

## CONTACTS

* Research Pilot Grant Funding application questions should be directed to: [lcohn@utep.edu](mailto:lcohn@utep.edu)
* IRB questions should be directed to Athena Fester: [afester@utep.edu](mailto:afester@utep.edu)
* IACUC questions should be directed to: [iacuc@utep.edu](mailto:iacuc@utep.edu)

## BUDGET (Up to $40,000 total costs; use NIH budget page that follows)

* Do not budget for indirect costs for money staying at UTEP; if money is provided for faculty salary/fringe to a pipeline partner institution, it will be provided as a subcontract and 8% indirect will be charged.
* Matching resources are encouraged and can be monetary or in-kind. If applicable, a letter of support is required that details matching resources.
* Funds are available for personnel, supplies, and other allowable expenses. Because BUILD is a NIH-funded initiative, research pilot grant funding budgets must follow the same rules/spending limitations as federal grants.
* Funding of education *per se* (for example, tuition and/or fees) is *not* allowed under this program. Students whose efforts are integral to a research pilot project must be paid as employees on an hourly or salary rate. UTEP students who receive the BUILD scholarship can participate on research pilot projects without additional compensation since they are already paid a monthly stipend and receive tuition scholarships from BUILDing SCHOLARS.
* Investigator salary is allowed, but clear justificationas to why it is necessary must be provided. Requested funds should be limited and used principally to directly support the project, and effort must be reported even when salary is not requested under the grant.
* Only travel funds necessary for study conduct, investigator collaborations, or dissemination of findings are allowed and must be justified.

FROM

THROUGH

**DETAILED BUDGET FOR INITIAL BUDGET PERIOD DIRECT COSTS ONLY**

|  |  |
| --- | --- |
| CONSULTANT COSTS | $ |
| EQUIPMENT *(Itemize)* | $ |
| SUPPLIES *(Itemize by category)* | $ |
| TRAVEL | $ |
| OTHER EXPENSES *(Itemize by category)* | $ |
| **TOTAL DIRECT COSTS FOR BUDGET PERIOD** | **$** |

## BUDGET JUSTIFICATION

* Provide narrative to justify all items in the budget
* Match the categories listed in the detailed budget on the previous page
* Limit to 1 page; include as a separate page

## ABSTRACT

* *Please note that the abstract will be posted on the BUILDing SCHOLARS website if your application is funded. Limit this section to no more than 500 words.*

**Scientific Abstract**

* This is a concise description of your proposed project. Your scientific abstract must:
  + Provide brief background and the rationale supporting the proposal, including unmet needs or gaps to be addressed
  + State the aims, objectives, or specific hypothesis (or hypotheses) to be tested
  + Summarize the project design or methods of the project
  + State the implications of the project
  + Limit to 500 words and 1 page in length; include as a separate page

## PROJECT STRATEGY

* *The specific aims section should be one page.* ***The rest of the project strategy may not exceed six pages.***

### **Specific Aims**

* The specific aims should include broad long term goals and the specific objectives and/or hypotheses that will be examined, the predicted outcomes, and significance and implications of the project.
* Limit to 1 page; include as a separate page

### **Background and Significance**

* Review previous literature and emphasize relevant work
* Highlight the rationale for the research project, including the unmet needs and/or gaps that this project will address
* Restate the importance of the research to the scientific field and public health
* Mention the importance of the project for undergraduate research training in the area of biomedical research
* Suggested length: 1 page

### **Innovation**

* Elaborate on the novelty and innovation of your project approach and methodology
* Suggested length: ½ page

### **Approach**

* Overview of the study design
* Description of methods and analyses
* Description of the BUILDing SCHOLARS biomedical research node(s) that the project addresses
* Discussion of how specific aims will be accomplished
* Expected results
* Discussion of potential difficulty and limitations and how they will be overcome and mitigated
* Include any preliminary data if applicable
* Suggested length: 3 pages

### **Investigators**

* Description of the investigator(s), including their credentials and expertise to carry out the work
* Explanation of how the investigator(s) are especially well-suited to conduct the project
* Suggested length: ½ page

### **Environment**

* Describe the feasibility for completing the project in the current institutional environment
* Describe how the environment in which the work will be done will contribute to the probability of success
* Discuss how the project will benefit from unique features of the environment or collaborative arrangements (if applicable)
* Suggested length: ½ page

## HUMAN SUBJECTS

*There is no page limit for this section. If not applicable, then* ***delete******Instructions*** *and write Not Applicable for each section.* ***Do not delete the subheadings.***

### Protection of Human Subjects

**Refer to section 4.1 (II-9)** in the Supplemental Instructions Part II of the PHS 398: [Supplemental Instructions for Preparing the Protection of Human Subjects Section of the Research Plan](http://grants.nih.gov/grants/funding/424/SupplementalInstructions.pdf) if the proposed research will involve human subjects.

If the proposed research will not involve human subjects but involves human specimens and/or data from subjects, applicants must provide a justification in this section for the claim that no human subjects are involved. Do not use the protection of human subjects section to circumvent the page limits of the Research Strategy.

### Inclusion of Women and Minorities

To determine if Inclusion of Women and Minorities applies to the application, **see sections 4.2 (II-12) and 5.6 (II-20)** in the Supplemental Instructions Part II of the PHS 398: [Supplemental Instructions for Preparing the Protection of Human Subjects Section of the Research Plan](http://grants.nih.gov/grants/funding/424/SupplementalInstructions.pdf)

### Inclusion of Children

To determine if Inclusion of Children applies to the application, **see sections 4.4 (II-16) and 5.7 (II- 21)** in the Supplemental Instructions Part II of the PHS 398: [Supplemental Instructions for Preparing the Protection of Human Subjects Section of the Research Plan](http://grants.nih.gov/grants/funding/424/SupplementalInstructions.pdf)

### Planned Enrollment Report

Complete the Planned Enrollment Report (see next page). **Refer to section 4.3 (II-14)** in the Supplemental Instructions Part II of the PHS 398: [Supplemental Instructions for Preparing the Protection of Human Subjects Section of the Research Plan](http://grants.nih.gov/grants/funding/424/SupplementalInstructions.pdf)

**Planned Enrollment Report**

**This report format should NOT be used for collecting data from study participants.**

**Study Title:**

**Domestic/Foreign: Domestic**

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| **Racial Categories** | **Ethnic Categories** | | | | |
| **Not Hispanic or Latino** | | **Hispanic or Latino** | | **Total** |
| **Female** | **Male** | **Female** | **Male** |
| American Indian/ Alaska  Native |  |  |  |  |  |
| Asian |  |  |  |  |  |
| Native Hawaiian or Other  Pacific Islander |  |  |  |  |  |
| Black or African American |  |  |  |  |  |
| White |  |  |  |  |  |
| More Than One Race |  |  |  |  |  |
| **Total** |  |  |  |  |  |

PHS 398 / PHS 2590 (Rev. 08/12 Approved Through 8/31/2015) OMB No. 0925-0001/0002

**Planned Enrollment Report**

## VERTEBRATE ANIMALS

*There is no page limit for this section. If not applicable, then* ***delete******Instructions*** *and write Not Applicable.* ***Do not delete the heading.***

If vertebrate animals are involved in the project, address each of the five points below. This section should be a concise, complete description of the animals and proposed procedures. While additional details may be included in the Research Strategy, the responses to the five required points below must be cohesive and include sufficient detail to allow evaluation by peer reviewers and NIH staff.

If all or part of the proposed research involving vertebrate animals will take place at alternate sites (such as project/performance or collaborating site(s)), identify those sites and describe the activities at those locations.

Although no specific page limitation applies to this section of the application, be succinct. Failure to address the following five points will result in the application being designated as incomplete and will be grounds for the PHS to defer the application from the peer review round. Alternatively, the application's impact/priority score may be negatively affected.

If the involvement of animals is indefinite, provide an explanation and indicate when it is anticipated that animals will be used. If an award is made, prior to the involvement of animals the grantee must submit to the NIH awarding office detailed information as required in 1-5 below and verification of IACUC approval. If the grantee does not have an Animal Welfare Assurance then an applicable Animal Welfare Assurance will be required. **See section 2.2 (III-24)** in the Supplemental Instructions Part III of the PHS 398: [Supplemental Instructions for Preparing the Protection of Human Subjects Section of the Research Plan](http://grants.nih.gov/grants/funding/424/SupplementalInstructions.pdf).

The five points are as follows:

1. Provide a detailed description of the proposed use of the animals for the work outlined in the Research Strategy section. Identify the species, strains, ages, sex, and numbers of animals to be used in the proposed work.

2. Justify the use of animals, the choice of species, and the numbers to be used. If animals are in short supply, costly, or to be used in large numbers, provide an additional rationale for their selection and numbers.

3. Provide information on the veterinary care of the animals involved.

4. Describe the procedures for ensuring that discomfort, distress, pain, and injury will be limited to that which is unavoidable in the conduct of scientifically sound research. Describe the use of analgesic, anesthetic, and tranquilizing drugs and/or comfortable restraining devices, where appropriate, to minimize discomfort, distress, pain, and injury.

5. Describe any method of euthanasia to be used and the reason(s) for its selection. State whether this method is consistent with the recommendations of the American Veterinary Medical Association (AVMA) Guidelines on Euthanasia. If not, include a scientific justification for not following the recommendations.

For additional information, see <http://grants.nih.gov/grants/olaw/VASchecklist.pdf>.

Do not use the vertebrate animal section to circumvent the page limits of the Research Strategy.

## TIMELINE AND KEY MILESTONES

* Depict which tasks will be completed during which months using a timetable and/or narrative description
* Timeline does not count against your 6-page Project Strategy described above
* Limit to ½ page

## REFERENCES CITED

* Include a list of your cited references
* Reference list does not count against your 6-page Project Strategy described above

## PLAN FOR INVOLVEMENT AND MENTORING OF PARTICIPANTS

* State the numbers of participants (separated by numbers of undergraduate students, graduate students, post-docs, and faculty) expected to be involved in or impacted by the project
* Describe the *mentorship plan* by providing a short statement regarding the investigator(s) plans for mentoring any students and/or post-docs involved in the project
* This plan does not count against your 6-page Project Strategy described above
* Limit to ½ page

## EXPECTED IMPACT

* Include a statement regarding the project’s expected impact on institutional research training capacity and student outcomes
* This statement of expected impact does not count against your 6-page Project Strategy described above
* Limit to ½ page

## EVALUATION AND DISSEMINATION PLAN

* Include a statement regarding plans for project evaluation and dissemination of results both at the institutional level and at the level of the Diversity Program Consortium
* This statement of expected impact does not count against your 6-page Project Strategy described above
* Limit to ½ page

## MEMORANDUM OF UNDERSTANDING

* Provide a Memorandum of Understanding (MOU) on organization letterhead applicable to participants from any listed partner institutions
* Provide one MOU for each organization if there are multiple partner institutions involved
* MOUs do not count against your 6-page Project Strategy described above
* Limit to 1 separate page for each MOU

## LETTERS OF COLLABORATION/SUPPORT

* Include signed letter(s) of collaboration for participants from any listed partner institutions in the PDF version of your proposal/application only
* Include a letter of collaboration for each organization if participants from multiple partner institutions are involved
* Letters should indicate support for the project and describe the role that the partner(s) will play in the project
* Letters do not count against your 6-page Project Strategy described above
* Limit to 1 separate page for each letter of collaboration

OMB No. 0925-0001 and 0925-0002 (Rev. 10/15 Approved Through 10/31/2018)

BIOGRAPHICAL SKETCH

Provide the following information for the Senior/key personnel and other significant contributors.  
Follow this format for each person. DO NOT EXCEED FIVE PAGES.

NAME:

eRA COMMONS USER NAME (credential, e.g., agency login):

POSITION TITLE:

EDUCATION/TRAINING (Begin with baccalaureate or other initial professional education, such as nursing, include postdoctoral training and residency training if applicable. Add/delete rows as necessary.)

| INSTITUTION AND LOCATION | DEGREE  (if applicable) | Completion Date  MM/YYYY | FIELD OF STUDY |
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**NOTE: The Biographical Sketch may not exceed five pages. Follow the formats and instructions below.**

# A. Personal Statement

Briefly describe why you are well-suited for your role(s) in the project described in this application. The relevant factors may include aspects of your training; your previous experimental work on this specific topic or related topics; your technical expertise; your collaborators or scientific environment; and your past performance in this or related fields (you may mention specific contributions to science that are not included in Section C). Also, you may identify up to four peer reviewed publications that specifically highlight your experience and qualifications for this project. If you wish to explain impediments to your past productivity, you may include a description of factors such as family care responsibilities, illness, disability, and active duty military service.

# B. Positions and Honors

List in chronological order previous positions, concluding with the present position. List any honors. Include present membership on any Federal Government public advisory committee.

# C. Contribution to Science

Briefly describe up to five of your most significant contributions to science. For each contribution, indicate the historical background that frames the scientific problem; the central finding(s); the influence of the finding(s) on the progress of science or the application of those finding(s) to health or technology; and your specific role in the described work. For each of these contributions, reference up to four peer-reviewed publications or other non-publication research products (can include audio or video products; patents; data and research materials; databases; educational aids or curricula; instruments or equipment; models; protocols; and software or netware) that are relevant to the described contribution. The description of each contribution should be no longer than one half page including figures and citations. Also provide a URL to a full list of your published work as found in a publicly available digital database such as SciENcv or My Bibliography, which are maintained by the US National Library of Medicine.

# D. Research Support

List both selected ongoing and completed research projects for the past three years (Federal or non-Federally-supported). Begin with the projects that are most relevant to the research proposed in the application. Briefly indicate the overall goals of the projects and responsibilities of the key person identified on the Biographical Sketch. Do not include number of person months or direct costs.

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**EXAMPLE BIOGRAPHICAL SKETCH – Please delete before submitting**

Provide the following information for the Senior/key personnel and other significant contributors.  
Follow this format for each person. **DO NOT EXCEED FIVE PAGES**.

NAME: Hunt, Morgan Casey

eRA COMMONS USER NAME (credential, e.g., agency login): huntmc

POSITION TITLE: Associate Professor of Psychology

EDUCATION/TRAINING *(Begin with baccalaureate or other initial professional education, such as nursing, include postdoctoral training and residency training if applicable. Add/delete rows as necessary.)*

| INSTITUTION AND LOCATION | DEGREE  *(if applicable)* | Completion Date  MM/YYYY | FIELD OF STUDY |
| --- | --- | --- | --- |
| University of California, Berkeley | B.S | 05/1990 | Psychology |
| University of Vermont | Ph.D. | 05/1996 | Experimental Psychology |
| University of California, Berkeley | Postdoctoral | 08/1998 | Public Health and Epidemiology |
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**A. Personal Statement**

I have the expertise, leadership, training, expertise and motivation necessary to successfully carry out the proposed research project. I have a broad background in psychology, with specific training and expertise in ethnographic and survey research and secondary data analysis on psychological aspects of drug addiction. My research includes neuropsychological changes associated with addiction. As PI or co-Investigator on several university- and NIH-funded grants, I laid the groundwork for the proposed research by developing effective measures of disability, depression, and other psychosocial factors relevant to the aging substance abuser, and by establishing strong ties with community providers that will make it possible to recruit and track participants over time as documented in the following publications. In addition, I successfully administered the projects (e.g. staffing, research protections, budget), collaborated with other researchers, and produced several peer-reviewed publications from each project. As a result of these previous experiences, I am aware of the importance of frequent communication among project members and of constructing a realistic research plan, timeline, and budget. The current application builds logically on my prior work. During 2005-2006 my career was disrupted due to family obligations. However, upon returning to the field I immediately resumed my research projects and collaborations and successfully competed for NIH support.

1. Merryle, R.J. & Hunt, M.C. (2004). Independent living, physical disability and substance abuse among the elderly. Psychology and Aging, 23(4), 10-22.
2. Hunt, M.C., Jensen, J.L. & Crenshaw, W. (2007). Substance abuse and mental health among community-dwelling elderly. International Journal of Geriatric Psychiatry, 24(9), 1124-1135.
3. Hunt, M.C., Wiechelt, S.A. & Merryle, R. (2008). Predicting the substance-abuse treatment needs of an aging population. American Journal of Public Health, 45(2), 236-245. PMCID: PMC9162292 Hunt, M.C., Newlin, D.B. & Fishbein, D. (2009). Brain imaging in methamphetamine abusers across the life-span. Gerontology, 46(3), 122-145.

**B. Positions and Honors**

**Positions and Employment**

1998-2000 Fellow, Division of Intramural Research, National Institute of Drug Abuse, Bethesda, MD

2000-2002 Lecturer, Department of Psychology, Middlebury College, Middlebury, VT

2001- Consultant, Coastal Psychological Services, San Francisco, CA

2002-2005 Assistant Professor, Department of Psychology, Washington University, St. Louis, MO

2007- Associate Professor, Department of Psychology, Washington University, St. Louis, MO

**Other Experience and Professional Memberships**

1995- Member, American Psychological Association

1998- Member, Gerontological Society of America

1998- Member, American Geriatrics Society

2000- Associate Editor, Psychology and Aging

2003- Board of Advisors, Senior Services of Eastern Missouri

2003-05 NIH Peer Review Committee: Psychobiology of Aging, ad hoc reviewer

2007-11 NIH Risk, Adult Addictions Study Section, members

**Honors**

2003 Outstanding Young Faculty Award, Washington University, St. Louis, MO

2004 Excellence in Teaching, Washington University, St. Louis, MO

2009 Award for Best in Interdisciplinary Ethnography, International Ethnographic Society

**C. Contribution to Science**

1. My early publications directly addressed the fact that substance abuse is often overlooked in older adults. However, because many older adults were raised during an era of increased drug and alcohol use, there are reasons to believe that this will become an increasing issue as the population ages. These publications found that older adults appear in a variety of primary care settings or seek mental health providers to deal with emerging addiction problems. These publications document this emerging problem but guide primary care providers and geriatric mental health providers to recognize symptoms, assess the nature of the problem and apply the necessary interventions. By providing evidence and simple clinical approaches, this body of work has changed the standards of care for addicted older adults and will continue to provide assistance in relevant medical settings well into the future. I served as the primary investigator or co-investigator in all of these studies.
   1. Gryczynski, J., Shaft, B.M., Merryle, R., & Hunt, M.C. (2002). Community based participatory research with late-life addicts. American Journal of Alcohol and Drug Abuse, 15(3), 222-238.
   2. Shaft, B.M., Hunt, M.C., Merryle, R., & Venturi, R. (2003). Policy implications of genetic transmission of alcohol and drug abuse in female nonusers. International Journal of Drug Policy, 30(5), 46-58.
   3. Hunt, M.C., Marks, A.E., Shaft, B.M., Merryle, R., & Jensen, J.L. (2004). Early-life family and community characteristics and late-life substance abuse. Journal of Applied Gerontology, 28(2),26-37.
   4. Hunt, M.C., Marks, A.E., Venturi, R., Crenshaw, W. & Ratonian, A. (2007). Community-based intervention strategies for reducing alcohol and drug abuse in the elderly. Addiction, 104(9), 1436-1606. PMCID: PMC9000292
2. In addition to the contributions described above, with a team of collaborators, I directly documented the effectiveness of various intervention models for older substance abusers and demonstrated the importance of social support networks. These studies emphasized contextual factors in the etiology and maintenance of addictive disorders and the disruptive potential of networks in substance abuse treatment. This body of work also discusses the prevalence of alcohol, amphetamine, and opioid abuse in older adults and how networking approaches can be used to mitigate the effects of these disorders.
   1. Hunt, M.C., Merryle, R. & Jensen, J.L. (2005). The effect of social support networks on morbidity among elderly substance abusers. Journal of the American Geriatrics Society, 57(4), 15-23.
   2. Hunt, M.C., Pour, B., Marks, A.E., Merryle, R. & Jensen, J.L. (2005). Aging out of methadone treatment. American Journal of Alcohol and Drug Abuse, 15(6), 134-149.
   3. Merryle, R. & Hunt, M.C. (2007). Randomized clinical trial of cotinine in older nicotine addicts. Age and Ageing, 38(2), 9-23. PMCID: PMC9002364
3. Methadone maintenance has been used to treat narcotics addicts for many years but I led research that has shown that over the long-term, those in methadone treatment view themselves negatively and they gradually begin to view treatment as an intrusion into normal life. Elderly narcotics users were shown in carefully constructed ethnographic studies to be especially responsive to tailored social support networks that allow them to eventually reduce their maintenance doses and move into other forms of therapy. These studies also demonstrate the policy and commercial implications associated with these findings.

1. Hunt, M.C. & Jensen, J.L. (2003). Morbidity among elderly substance abusers. Journal of the Geriatrics, 60(4), 45-61.
2. Hunt, M.C. & Pour, B. (2004). Methadone treatment and personal assessment. Journal Drug Abuse, 45(5), 15-26.
3. Merryle, R. & Hunt, M.C. (2005). The use of various nicotine delivery systems by older nicotine addicts. Journal of Ageing, 54(1), 24-41. PMCID: PMC9112304
4. Hunt, M.C., Jensen, J.L. & Merryle, R. (2008). The aging addict: ethnographic profiles of the elderly drug user. NY, NY: W. W. Norton & Company.

**Complete List of Published Work in MyBibliography:** [**http://www.ncbi.nlm.nih.gov/sites/myncbi/collections/public/1PgT7IEFIAJBtGMRDdWFmjWAO/?sort=date&direction=ascending**](http://www.ncbi.nlm.nih.gov/sites/myncbi/collections/public/1PgT7IEFIAJBtGMRDdWFmjWAO/?sort=date&direction=ascending)

**D. Research Support**

**Ongoing Research Support**

R01 DA942367 Hunt (PI) 09/01/08-08/31/16

Health trajectories and behavioral interventions among older substance abusers

The goal of this study is to compare the effects of two substance abuse interventions on health outcomes in an urban population of older opiate addicts.

Role: PI

R01 MH922731 Merryle (PI) 12/15/07-11/30/15

Physical disability, depression and substance abuse in the elderly

The goal of this study is to identify disability and depression trajectories and demographic factors associated with substance abuse in an independently-living elderly population.

Role: Co-Investigator

Faculty Resources Grant, Washington University 08/15/09-08/14/15

Opiate Addiction Database

The goal of this project is to create an integrated database of demographic, social and biomedical information for homeless opiate abusers in two urban Missouri locations, using a number of state and local data sources.

Role: PI

**Completed Research Support**

R21 AA998075 Hunt (PI) 01/01/11-12/31/13

Community-based intervention for alcohol abuse

The goal of this project was to assess a community-based strategy for reducing alcohol abuse among older individuals.

Role: PI