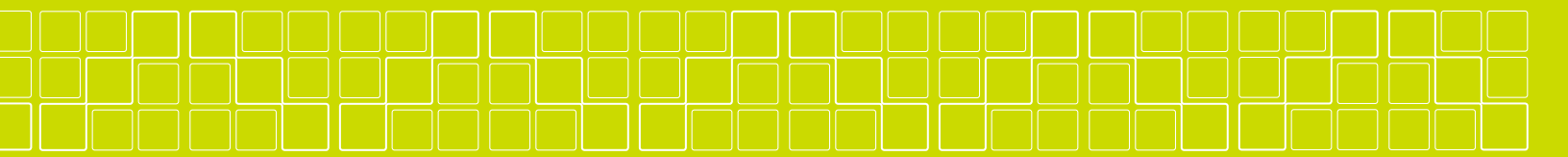


# NIH SUMMER HANDBOOK **2021**



## **DON'T MISS A THING!**

### **MAKE CERTAIN YOU ARE INCLUDED ON A SUMMER INTERNSHIP PROGRAM (SIP) LISTSERV**

#### **Summer Email List**

The OITE-SIP and OITE-HS-SIP email Lists were created to promote a sense of community among student researchers at the NIH and to provide a forum for the exchange of educational, scientific, and employment information during the months you spend at the NIH.

Check your email frequently for important information on summer opportunities!

If you are not receiving emails from the appropriate summer listserv, please contact us at OITE-LoginHelp [OITE-LoginHelp@od.nih.gov](mailto:OITE-LoginHelp@od.nih.gov)

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## **CREATE A MYOITE ACCOUNT**

**If you have an activated NIH email account,** create a MyOITE account with user type "NIH Trainee/Fellow" and trainee type "Summer Intern" for yourself on the OITE website so that you can register for events, make appointments with career counselors, participate in Summer Research Presentation Week, and access the Alumni Database. If you would like to register for events before you arrive at the NIH or have your NIH email address, you can do so by selecting user type "Guest."

**For more information about summer intern accounts go to:**

[https://www.training.nih.gov/oite\\_accounts](https://www.training.nih.gov/oite_accounts)

**To create an account:**

<http://www.training.nih.gov/register>

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## **TO REQUEST SIGN LANGUAGE INTERPRETERS OR CART SERVICES**

Contact NIH Interpreting Services by phone at 301-402-8180, by using the Federal Relay Service at 1-800-877-8339, or by submitting a request online. If you have other, disability-related accommodation requests for an event, please email [OITE-EventServices@od.nih.gov](mailto:OITE-EventServices@od.nih.gov). Requests should be made at least 5 days in advance of the event.



## May 2021

### A Message to All Summer Research Program Participants:

On behalf of all the members of our scientific community, I would like to welcome you to the National Institutes of Health (NIH). It is my sincere hope that your experience with us this summer will enhance your knowledge, understanding, and appreciation of the world of biomedical research and will contribute to the development of your academic and career goals. Over the years, participation in this program has motivated many individuals like you to pursue careers in the biomedical sciences.

While you will undoubtedly be spending most of your time this summer in your research group, I highly encourage you to take advantage of the many special opportunities we have to offer. The NIH Office of Intramural Training & Education has organized several activities designed to enrich your summer experience. One of these is the very popular Summer Lecture Series. At these lectures, leading NIH scientists will discuss their current research in presentations designed just for you. Be sure to login early to make certain you can access the online event.

Summer Research Presentation Week, held this year on August 3rd through 5th, provides you the opportunity to present your summer research findings to the broader NIH scientific community. I encourage all summer students to take part in this NIH-wide event, which recognized the work of more than 915 students in 2019 (In 2020, the summer program was cancelled.). You will find a description of the registration procedure and guidelines for creating your presentation in this handbook.

You are likely to notice, through the Lecture Series, Presentation Week, or your discussions with other summer interns, that NIH investigators use a wide array of techniques and approaches. This reflects the NIH conviction that, in the twenty-first century, important biomedical problems will be solved by combining the knowledge and skills of engineers, mathematicians, chemists, pharmaceutical scientists, physicists, and experts in computer science and bioinformatics, as well as biologists. Working in teams, investigators with diverse scientific, educational, and cultural backgrounds represent the key to the progress on which our nation's health depends.

We will be offering sessions called "Planning a Successful NIH Summer Internship" for SIP participants and a HS-SIP Summer Orientation that will help you hit the ground running; please be certain to attend. I also highly recommend that you take advantage of OITE workshops and talks that will assist you with planning your career AND that you consider taking advantage of one of our Summer Bootcamps, each of which will focus on a particular current scientific issue, such as health disparities or clinical trials. Finally, as the media report on an almost daily basis, the coronavirus pandemic is stressing all of us. Take the time to get involved in the wellness and resilience training the OITE has developed to provide summer interns with support.

Congratulations on your selection for an internship and best wishes for a rewarding virtual summer at the NIH!

Sincerely yours,

/ Michael M. Gottesman, MD /  
Deputy Director for Intramural Research  
National Institutes of Health

/ Yewon Cheon, PhD /  
Director, Postbac and Summer Research Program

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# OITE — THE OFFICE OF INTRAMURAL TRAINING & EDUCATION

The Office of Intramural Training & Education is responsible for ensuring that your experience in the NIH Intramural Research Program is as rewarding as possible. We are here to help all NIH trainees become creative leaders in the biomedical research community, but you must take the initiative to make the most of your time at the NIH. You need to make certain that, when you leave the NIH, you take with you the technical, communication, problem solving, and interpersonal skills you will need as you move forward in your career.

Research should be your highest priority while you are at the NIH. OITE aims to ensure that you also take part in relevant career development activities, learn all you can from the scientific staff at the NIH and your fellow trainees, and have a good time. In addition, OITE staff members are available to help you resolve any problems that might arise during your time at the NIH.

Specifically, we encourage you to

- if you are participating in the High School Summer Internship Program (HS-SIP), join the staff of the OITE for a **required** orientation **prior to** joining your research group (or attend the required orientation presented by your Institute/Center);
- if you are participating in SIP, attend one of four sessions of *Planning a Successful Summer Internship* instead;
- attend orientation in your Institute/Center;
- make certain that you are included on one of the official OITE summer mailing lists, OITE-SIP or OITE-HS-SIP;
- if you have an activated NIH email account, create an "NIH Trainee/Fellow" account for yourself on the OITE website so that you can make appointments with career counselors, participate in Summer Presentation Week, and access the Alumni Database (see [https://www.training.nih.gov/oite\\_accounts](https://www.training.nih.gov/oite_accounts));

- visit the OITE website, <https://www.training.nih.gov>, regularly to check for new opportunities; remember that if you cannot attend a workshop, you will find video- and pod-casts of many of them on the OITE YouTube channel at <https://www.youtube.com/c/NIHOITE>;
- check out our online resources ([https://www.training.nih.gov/nih\\_resources](https://www.training.nih.gov/nih_resources)) for help with things like keeping a lab notebook, reading a scientific article, attending a scientific meeting, writing professional emails, and mastering lab math;
- participate in appropriate career and professional development workshops;
- attend the Summer Lecture Series, presented by some of the most respected investigators at the NIH;
- share your research with the NIH community at Summer Research Presentation Week;
- sign up with our Career Services Center for pre-professional and graduate school advising or help exploring careers;
- create a LinkedIn account and join the NIH Intramural Research Program group to network and share ideas;
- follow the OITE Careers Blog, <https://oitecareersblog.od.nih.gov/>; and
- explore and contribute to the community around you.

OITE programs complement the training activities of the NIH Institutes and Centers (ICs). Under normal circumstances, OITE is located on the second floor of Building 2. Our hours are Monday-Friday 8:00 am-5:00 pm. We maintain an open-door policy and encourage you to drop by anytime during open hours.

## WHO'S WHO IN THE OITE?

The OITE encompasses several biomedical research training programs: the Postbaccalaureate and Summer Research Program (PSRP), the Graduate Partnerships Program (GPP), and the Office of Postdoctoral Services (OPS). You will likely interact primarily with staff members in the office who are involved with your particular appointment.

To ask a question about a particular training program or OITE function, please refer to: <https://www.training.nih.gov/contact>

To find the current contact information of specific staff members visit: <https://www.training.nih.gov/staff>

## PLANNING A SUCCESSFUL NIH SUMMER INTERNSHIP!

Your research project should be your number one priority this summer. But, to make certain that you take full advantage of all the NIH has to offer, plan to join the staff of the OITE for an orientation.

If you are participating in the High School Summer Internship Program (HS-SIP), **you must attend one of the two required orientations (June 21st or June 28th) or the required orientation in your Institute/Center (IC) prior to joining your research group.** This virtual half-day orientation will familiarize summer interns with the NIH and its research culture, introduce resources, and provide tips on how to be successful.

If you will be participating in SIP, we strongly recommend attending one of four Planning a Successful NIH Summer Internship sessions, scheduled for all Fridays in June.

### Planning a Successful NIH Summer Internship 2021 (OITE Orientation for SIP Participants)

June 4	10:30 am – 12:00 pm ET
June 11	10:30 am – 12:00 pm ET
June 18	10:30 am – 12:00 pm ET
June 25	10:30 am – 12:00 pm ET

### High School Summer Intern Orientation (Mandatory)

June 21	10:30 am – 2:30 pm ET
June 28	10:30 am – 2:30 pm ET

## USING THE SUMMER HANDBOOK

This handbook is a useful guide to the summer internship experience at NIH. Because the NIH summer programs are virtual in 2021, this handbook will be a useful guide for all interns.

Please direct comments for improving this handbook to Dr. Yewon Cheon at [cheony@mail.nih.gov](mailto:cheony@mail.nih.gov).

## THE OITE WEBSITE

<https://www.training.nih.gov>

The OITE website can provide you with valuable information during your stay at the NIH. Notices of important events are posted on the homepage under "What's New" and "Calendar of Events". You will also go to this site to register for career development activities and complete program evaluations. OITE publications, recordings of past workshops, and informational videos are also available on the site.

## OITE ONLINE RESOURCES

The OITE website contains YouTube videos and other training materials designed to help with your professional development. New materials are being added all the time. Resources include videos on keeping a good lab notebook, reading a scientific article, lab math, attending a scientific meeting, and choosing a research mentor. Recently we have added a host of videos designed to help you cultivate wellbeing and resilience. Online resources include guides to writing professional emails and cover letters and creating CVs and resumes. Check out these resources and others at [https://www.training.nih.gov/nih\\_resources](https://www.training.nih.gov/nih_resources) and on the OITE YouTube channel at <https://www.youtube.com/c/NIHOITE>.

## THE OITE CAREER SERVICES CENTER

It is never too soon to begin thinking about your long-term goals and future career plans. The OITE houses a career counseling center to help you plan for a satisfying career once you complete your training at NIH. The OITE Career Services Center was established in 2007 to serve all the trainees in the NIH intramural community. Our goal is to ensure that NIH trainees are aware of the many jobs available, both at and away from "the bench," and to provide the resources to help trainees identify good personal options. Our career counselors run workshops, lead small group discussions, and schedule individual appointments open to all. These are designed to assist trainees in self-assessment, career exploration, goal setting, and finding positions. Staffing includes

- career counselors, who can assist you with analyzing your strengths, weaknesses, and values; help you write resumes and CVs; provide information on career options; and coach you through the job search process;

- counselors and wellness advisors who can aid you in developing a more assertive presence, dealing with interpersonal conflicts that might arise in your group, managing time and/or stress, and handling more personal issues; and
- pre-professional advisors, who can talk with you about the decision to go to graduate or medical school, choosing schools and programs, strategies for taking the MCAT or GRE successfully, filling in gaps in your credentials, writing personal statements, and interviewing.

You can use the OITE website to make one-on-one appointments with these individuals.

## THE OITE CAREERS BLOG

The OITE Careers Blog was established by the OITE Career Services Center to

- increase awareness of OITE services among trainees;
- respond to frequently asked questions about and offer guidance with the career planning and job search process; and
- share new and updated career information and resources with all NIH trainees.

Go to <https://oitecareersblog.od.nih.gov/> and subscribe to be notified when new posts are published.

## GETTING OFF TO A GOOD START: SETTLING IN TO YOUR NEW RESEARCH GROUP

Fitting comfortably into your research group and developing good relationships with your coworkers should be your first priorities. Each research unit has its own ways of doing things. You will have to determine for yourself what the unwritten “rules” are for yours. What hours do most people work? Is there a standard for maintaining notebooks? When and on what platform are group meetings held? What training courses do you need to complete? What computer programs are used? What is the dress code? How much chatting goes on?

You can learn some things by being a careful observer. Others you will have to ask about explicitly. In all cases, be courteous and enthusiastic. Write down any and all directions. Make certain to do more than your share to keep the lab or office running smoothly.

## IF PROBLEMS ARISE

Where there are people, there can be conflict. Some conflicts are minor irritations that are quickly forgotten. Others are more serious, requiring you to talk to and negotiate outcomes with your co-workers and/or mentor. We hope that any conflicts or tensions you experience will be minor and that you view them as opportunities to improve your interpersonal skills. However, even with the best of intentions, some group dynamics are poor; you may find yourself embroiled in serious or complicated situations. Remember: You are not alone! The NIH has resources to help you deal with any interpersonal issues that may arise.

If you are experiencing conflict with someone in your research group, speak with him or her directly. If that does not resolve the issue, speak with your principal investigator (PI). If you are not comfortable doing that, or if the situation is not easily resolved, seek advice from other mentors (i.e., your IC training director, OITE staff, other colleagues) who can help you consider the issues from different perspectives as you attempt a reasonable resolution. If you have concerns about your interactions with your PI, it is important to talk with someone you trust. Hopefully you will have developed relationships with your training director or with more senior students or postdocs in the group. Also, feel free to contact Dr. Milgram or Dr. Sokolove in the OITE to confidentially discuss any issues that develop.

Some reasons to immediately contact the training director in your IC, or Dr. Milgram or Dr. Sokolove in the OITE, are issues of possible scientific misconduct, harassment of any type, and safety concerns. If we are not able to assist you, we will help you access other campus resources, such as the [Office of the Ombudsman Center for Cooperative Resolution](#), the [Employee Assistance Program](#), and [Civil](#), a program that promotes civil behavior in the NIH workplace.

# WHAT IS THE NIH?

## NIH OVERVIEW

Founded in 1887, the National Institutes of Health is one of the world's foremost medical research centers and the Federal focal point for medical research in the United States. NIH is the steward of medical and behavioral research for the Nation. Its mission is the pursuit of fundamental knowledge about the nature and behavior of living systems and the application of that knowledge to extend healthy life and reduce the burdens of illness and disability.

### The goals of the NIH are to

- foster fundamental creative discoveries, innovative research strategies, and their applications as a basis for ultimately protecting and improving health.
- develop, maintain, and renew scientific human and physical resources that will assure the Nation's capability to prevent disease.
- expand the knowledge base in medical and associated sciences in order to enhance the Nation's economic wellbeing and ensure a continued high return on the public investment in research.
- exemplify and promote the highest level of scientific integrity, public accountability, and social responsibility in the conduct of science.

In realizing these goals, the NIH provides leadership and direction to programs designed to improve the health of the Nation by conducting and supporting research in the

- causes, diagnosis, prevention, and cure of human diseases;
- processes of human growth and development;
- biological effects of environmental contaminants; and
- understanding of mental, addictive, and physical disorders.

The NIH directs programs for the collection, dissemination, and exchange of information in medicine and health, including the development and support of medical libraries and the training of medical librarians and other health information specialists.

## INSTITUTES AND CENTERS (ICS) OF THE NIH

The NIH is one of the eleven agencies of the US Department of Health and Human Services (DHHS), along with the Food and Drug Administration (FDA), the Centers for Disease Control and Prevention (CDC), and the Centers for Medicare and Medicaid Services (CMS). The NIH is composed of 27 separate **Institutes** and **Centers** (ICs) and the Office of the Director (OD). Each IC has its own mission of supporting biomedical research and training, in the **intramural** (here at the NIH) and/or **extramural** (at universities and research institutes worldwide) research communities. All but three ICs receive their funding directly from Congress and administer their own budgets. The 27 ICs are listed below. Those shown in bold type participate in the Intramural Research Program.

**CC**—NIH Clinical Center

**CIT**—Center for Information Technology

CSR—Center for Scientific Review

FIC—John E. Fogarty International Center

**NCATS**—National Center for Advancing Translational Sciences

**NCCIH**—National Center for Complementary and Integrative Health

**NCI**—National Cancer Institute

**NEI**—National Eye Institute

**NHGRI**—National Human Genome Research Institute

**NHLBI**—National Heart, Lung, and Blood Institute

**NIA**—National Institute on Aging

**NIAAA**—National Institute on Alcohol Abuse and Alcoholism

**NIAID**—National Institute of Allergy and Infectious Diseases

**NIAMS**—National Institute of Arthritis and Musculoskeletal and Skin Diseases



**NIBIB**—National Institute of Biomedical Imaging and Bioengineering

**NICHD**—*Eunice Kennedy Shriver* National Institute of Child Health and Human Development

**NIDA**—National Institute on Drug Abuse

**NIDCD**—National Institute on Deafness and Other Communication Disorders

**NIDCR**—National Institute of Dental and Craniofacial Research

**NIDDK**—National Institute of Diabetes and Digestive and Kidney Diseases

**NIEHS**—National Institute of Environmental Health Sciences

NIGMS—National Institute of General Medical Sciences

**NIMH**—National Institute of Mental Health

**NIMHD**—National Institute on Minority Health and Health Disparities

**NINDS**—National Institute of Neurological Disorders and Stroke

**NINR**—National Institute of Nursing Research

**NLM**—National Library of Medicine

**OD**—Office of the Director

## ACRONYMS

The previous list of IC names should have convinced you that we at NIH speak in acronyms; here is a list of other common abbreviations to help you communicate in your new surroundings.

ACUC—Animal Care and Use Committee

AO—Administrative Officer

CAN—Common Accounting Number

CCSEP—Community College Summer Enrichment Program

CIT—Center for Information Technology

CRTA—Cancer Research Training Award

C-SOAR—College Summer Opportunity to Advance Research

CV—Curriculum Vitae

DDIR—Deputy Director for Intramural Research

DHHS—Department of Health and Human Services

EAP—Employee Assistance Program

EDI—Office of Equity, Diversity, and Inclusion

EEO—Equal Employment Opportunity

FAES—Foundation for Advanced Education in the Sciences

FNIH—Foundation for NIH

FTE—Full-Time Equivalent

FY—Fiscal Year

GDSSP—Graduate Data Science Summer Program

GPP—Graduate Partnerships Program

G-SOAR—Graduate Summer Opportunity to Advance Research

HiSTEP—High School Scientific Training & Enrichment Program

IC—Institute/Center

IRP—Intramural Research Program

IRTA—Intramural Research Training Award

NED—NIH Enterprise Directory

NSF—National Science Foundation

OAR—Office of AIDS Research

OHRM—Office of Human Resources Management

OHSR—Office of Human Subjects Research

OIR—Office of Intramural Research, OD, NIH

OITE—Office of Intramural Training & Education

OMS—Occupational Medical Service

OPM—Office of Personnel Management

ORF—Office of Research Facilities

ORS—Office of Research Services

ORWH—Office of Research on Women's Health

PI—Principal Investigator

PIV—Personal Identity Verification

SD—Scientific Director

SEEP—Student Educational Employment Program

SIP—Summer Internship Program

TD—Training Director

TSP—Thrift Savings Plan

UGSP—Undergraduate Scholarship Program

VF—Visiting Fellow

WALS—Wednesday Afternoon Lecture Series

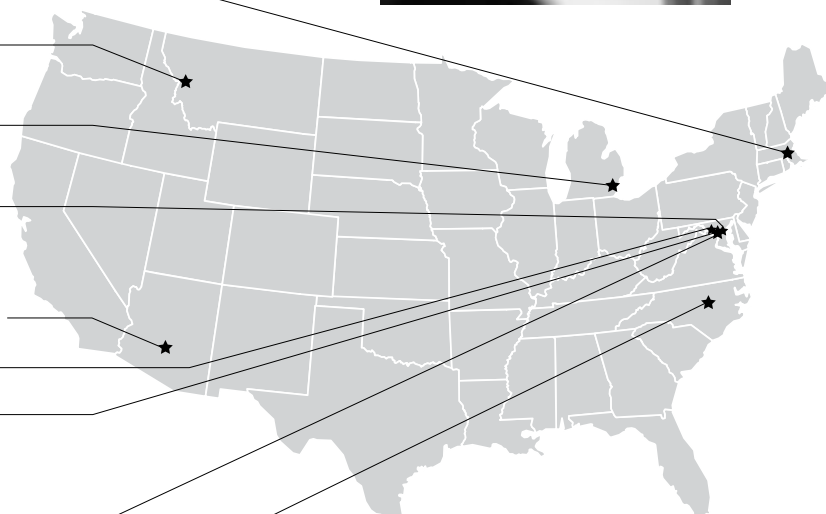
For a comprehensive list, see:  
<http://employees.nih.gov/pages/acronyms.aspx>

## NIH CAMPUSES

The main NIH campus is located in Bethesda, Maryland, just 10 miles from the center of Washington, DC. Important offices located on the Bethesda campus include the Office of the Director, the Office of Intramural Research, and the Office of Intramural Training & Education, which oversees NIH-wide training. A large number of research facilities, offices, and institutional resources are spread across more than 300 acres, in over 75 buildings, on the Bethesda campus.

Many NIH scientists conduct their research in laboratories located on the main campus in Bethesda, but others work on NIH campuses across the country. Other NIH facilities where students may train include

- the Framingham Heart Study of the NHLBI in Framingham, MA;
- the Rocky Mountain Laboratories of the NIAID in Hamilton, MT;
- the Perinatology Research Branch of the Eunice Kennedy Shriver NICHD in Detroit, MI;
- the NIA and NIDA in the Biomedical Research Center, in Baltimore, MD;
- the Phoenix Epidemiology and Clinical Research Branch (PECRB) of NIDDK in Phoenix, AZ;
- the NIH Animal Center in Poolesville, MD;
- the Twinbrook Cluster, Executive Plaza, and Shady Grove in Rockville, MD, less than 8 miles from the NIH Bethesda campus;
- NCI Frederick Cancer Research and Development Center (FCRDC) at Fort Detrick in Frederick, MD; and
- the NIEHS facility in Research Triangle Park (RTP), NC.



## UNDERSTANDING INSTITUTE/CENTER ORGANIZATION AND ADMINISTRATION

The organizational structure of the NIH is both similar to and different from that of most universities. Universities are typically organized around schools and colleges (e.g., School of Medicine, School of Public Health) that are subdivided into departments and units. The NIH consists of Institutes and Centers (ICs), similar to the schools/colleges found in many academic institutions. All NIH faculty have a primary appointment in one IC; this IC provides laboratory and office space, funding, and administrative support for the research group and is the “intellectual home” for all personnel there. Like faculty at universities, NIH faculty can have adjunct/joint appointments in other ICs. In addition, mechanisms to facilitate interaction across ICs have been formalized so that scientists and clinicians with common interests can easily interact and collaborate.

IC intramural research programs are organized as follows:

- Individual tenure-track or senior investigators (also known as principal investigators or PIs) head their own **units/labs/research groups**, which include trainees, technicians, staff scientists, and administrative support personnel.
- Multiple units form a **Section**, which is headed by a Section Chief.
- A **Lab or Branch**, headed by a Lab or Branch Chief, consists of two or more Sections and possibly one or more additional units. Large Labs and Branches may include 10 to 12 PIs, but in general, a Lab or Branch consists of 4 to 8 PIs. Originally, the distinction was that Branches had at least one clinical investigator, while Labs housed basic scientists only; this distinction has somewhat fallen by the wayside.

When you join a lab/group, you become a member of your PI's IC. You have access to the scientific resources of this IC, including core facilities, scientific seminars, retreats, and professional development activities organized by the IC. Administrators in your IC will handle many day-to-day details of your NIH experience (i.e., ID badge procurement, building access, travel, computer support, email, etc.), so it is important that you meet these individuals as soon as possible.

## WHO CONDUCTS RESEARCH AT THE NIH?

Labs/research groups at the NIH vary greatly in size. A small lab may have only a half dozen staff members, while a large group may include 30. Regardless of size, fitting in with this team and contributing to its productivity should be one of your major goals. Take cues from your coworkers. What is the dress code? How do individuals contribute to the success of the group? Is cooperation or competition stressed? How much chatting goes on? Are headphones and cell phones in use? You are going to spend a lot of time with these people. Take the time to consider seriously the best ways to interact with them.

Your group may include some or all of the following:

**Principal Investigators:** Principal investigators hold a doctoral degree. They can be either tenured or tenure-track investigators. These individuals run their own labs/groups and have the authority to hire all of the remaining groups of scientists. About 1100 PIs work in the NIH IRP.

**Staff Scientists:** Staff scientists generally hold a doctoral degree. Although they are not principal investigators, they are accomplished scientists. They often fulfill key functions such as managing the laboratory of a very busy PI or running a core facility that provides services to many investigators. The ~1300 staff scientists frequently supervise/mentor trainees like you.

**Clinical Fellows:** Clinical Fellows are individuals who hold a professional doctoral degree (e.g., MD or DDS), have recently completed their internships and residencies, and are at the NIH both to provide clinical services and to conduct research. The NIH hosts approximately 300 Clinical Fellows at any one time.

**Postdoctoral Fellows:** Approximately 2,900 individuals who have recently received a doctoral degree are continuing their research training at the NIH. They are generally called Postdoctoral IRTAs (CRTAs if they are working in the NCI) if they are US citizens or permanent residents and Visiting Fellows if they are citizens of another nation. An individual can spend no more than 5 years as a postdoctoral fellow at the NIH. In order to stay longer, they must be promoted either to a permanent position or to Research Fellow, a move that allows them to remain for up to an additional 3 years.

**Graduate Students:** The NIH is the research home of more than 425 graduate students. They complete their coursework at and receive their degrees from their universities and conduct all or part of their dissertation research at the NIH.

**Medical/Dental Students:** Medical/dental students who have a strong research interest and the permission of their academic institution can spend 1 or 2 years conducting research in the NIH Medical Research Scholars Program. The program is designed for students who have completed their core clinical rotations but does not exclude students with strong research interests from applying prior to having completed their core rotations. A total of about 50 students participate in this program each year. Medical students can also complete clinical electives at the NIH.

**Postbaccalaureate (Postbac) Trainees:** A group of more than 1600 students who have completed their undergraduate work, postbacs conduct research at the NIH for 1 to 3 years before continuing on to graduate school.

**Summer Interns:** This group includes you! Each summer, about 1300 high school, college, graduate, and professional students spend 8 to 10 weeks working in the Intramural Research Program. These individuals must be at least 17 years of age and US citizens or permanent residents. Of course, in 2021, all of these summer interns will be virtual.

## MEETING THE IMPORTANT PEOPLE IN YOUR INSTITUTE OR CENTER (IC)

When you join the NIH as a summer intern, you are actually joining your PI's Institute or Center (IC). Staff members in the IC are going to make certain you get paid, get answers to administrative questions, have access to the virtual resources you need to complete your work, and find the IT support you need. Be certain to "meet" and get to know the following:

- Your Summer Coordinator (SC), who will probably be the first person to reach out to you. Your SC has been working with the OITE to iron out summer program details and will be able help you with questions about how your IC works, summer resources, and activities sponsored by your IC and/or the OITE.
- Your Administrative Officer (AO), who will complete your appointment paperwork and enter you into the NIH Enterprise Directory (NED), which makes you "official"
- The IT support team in your IC, who will help you master multi-factor authentication (MFA) so that you can use your personal computer and our Virtual Desktop Infrastructure (VDI) to access NIH resources (Don't worry if this sounds confusing, you will find more information later in this handbook.), answer your IT questions, help you resolve technical issues, and, if necessary, help you contact central IT support services (provided by the Center for Information Technology, CIT).



# WELLNESS “AT” THE NIH

Life in a research group, and life in general, can be stressful. It's important to find time for yourself and your family, even when balancing work and life seems challenging. Recently, the virtual workplace, the turmoil in our country, and the stresses produced by the coronavirus pandemic have increased the stress we are all experiencing. The NIH has developed a collection of activities to help you manage your stress and cultivate mental health and well-being. Over the summer watch for workshop series on resilience, mental health and well-being with a focus on scientists, and diversity and inclusion. In addition, consider participating in small group discussions, facilitated by wellness advisors, that address situations you may be facing. Finally, remember that a large part of feeling comfortable in your work environment is having a community with whom to share the experience. The OITE supports several affinity groups that meet for lunch and other activities. Please read more about all these opportunities below.

The OITE is happy to speak with you about your career progression, applications to graduate or professional school, and issues that are affecting your work while here for the summer.

- OITE Career Counselors are available for 1:1 meetings to discuss career decision making, resume reviews, and more; make an appointment here: [https://www.training.nih.gov/career\\_services/appointments](https://www.training.nih.gov/career_services/appointments)
- If you are interested in advice regarding medical or graduate school applications, please attend our weekly drop-in Q&A sessions; they are listed on the OITE events page: <https://www.training.nih.gov/events/upcoming>
- Our Wellness team offers opportunities to connect including resilience discussion groups, weekly wellness check-ins, mindfulness meditation, and opportunities to journal. If you need additional help, please email [OITE-Wellness@nih.gov](mailto:OITE-Wellness@nih.gov)
- OITE can also refer you to other NIH wellness resources and, when appropriate, we will offer to help you speak with your mentors.

**Remember:** A summer research experience will have its challenging moments – trainees who take advantage of all the resources available to them deal more effectively with these challenges.

## OITE SUMMER WELLNESS RESOURCES

### SUMMER WELLNESS WORKSHOP SERIES

#### Becoming a Resilient Scientist.

The OITE will offer this series on Tuesdays (with a related small group discussion on Thursday) twice in summer 2021, once for SIP (June 8-29) and once for HS-SIP (July 8-27). Each series will consist of 4 workshops:

- Introduction to Resilience and Wellness
- Exploring Our Self-talk: Cognitive Distortions and Imposter Fears
- Self-advocacy and Assertiveness
- Feedback Resilience

These workshops are included in the complete summer intern schedule at [https://www.training.nih.gov/2021\\_nih\\_virtual\\_summer\\_internship\\_curriculum](https://www.training.nih.gov/2021_nih_virtual_summer_internship_curriculum).

### SUMMER SMALL GROUP DISCUSSION OPPORTUNITIES

**Check your email for upcoming topics, dates, times, and event links.**

#### Discussion Groups for Building Resilience

The summer is an exciting and busy time for trainees, but it can also be challenging. Discussion groups are facilitated by trained wellness advisors and offer a welcoming and confidential space to explore life's ups and downs and work in a positive and proactive way to build resilience. Groups are offered weekly throughout the summer and take place via Zoom. You will find the Zoom links in the morning wellness email.

### Weekly Wellness Check-in

The OITE will host a general wellness drop-in discussion each week. We all experience a wide range of stressors in our work and personal lives, but we don't always have the tools or resources to manage those stressors well. This group offers a space to learn to deal with stress in healthy and effective ways to help bolster your resilience. This group is facilitated by an OITE wellness advisor.

### Mindfulness Meditation Groups

Would you like at least one time a week when you could slow down and connect with yourself? OITE drop-in meditation groups are offered to trainees/fellows as a support for self-care and enhanced wellbeing. Each 30-minute session involves a few minutes of instruction followed by approximately 20-25 minutes of meditation practice. The facilitator will be available after the session for questions and brief discussions. These groups are open to both beginners and experienced meditators; attendance is on a drop-in basis - come as much as you like! Please arrive a few minutes prior to the start time to check in and get settled for practice. All trainees are welcome!

### Thriving Thursdays

Sessions cover specific aspects of physical, mental, emotional, and spiritual self-care with weekly topics announced in advance. Join us virtually on Thursdays at noon. The Zoom link will be provided in the morning wellness email. Feel free to bring your lunch.

### Journaling for Career Development and Personal Growth

Journaling is a great way to tune into your thoughts and emotions, work through challenges, and support your goals. Research shows that it has both physical and mental health benefits, including better immune functioning, decrease in blood pressure, better sleep, decrease in depression and anxiety, and improved working memory. It can be particularly helpful in this challenging time of COVID-19. Please bring a journal/paper and pen!

### NIH Communities

A large part of feeling comfortable in your work environment is having a community with whom to share the experience. The NIH is a big place; we can almost guarantee that you will be able to find a community that will make you feel at home. Communities at the NIH include an NIH chapter of SACNAS (the Society for the Advancement of Chicanos/Hispanics and Native Americans in Science), LGBT Fellows and Friends, the Network of African American Fellows (NAAF), and Fellows of All Abilities (FAAb). You will find a list and contact information at [https://www.training.nih.gov/you\\_are\\_not\\_alone](https://www.training.nih.gov/you_are_not_alone). The schedule of community lunches during the summer is posted at [https://www.training.nih.gov/community\\_group\\_meeting\\_schedule](https://www.training.nih.gov/community_group_meeting_schedule).

### Additional Resources

The OITE Wellness webpage, <https://www.training.nih.gov/wellness> summarizes OITE wellness resources, including listing wellness-related blog posts. You will find YouTube videos of prior OITE resilience and wellness workshops on the OITE YouTube channel (<https://www.youtube.com/c/NIHOITE>). Some of them are collected in the following playlists.

- Mental Health and Well-being of Biomedical Researches: [https://www.youtube.com/playlist?list=PLxnpU66KqCch9kL\\_e1m0D93yclRQhIQLW](https://www.youtube.com/playlist?list=PLxnpU66KqCch9kL_e1m0D93yclRQhIQLW)
- Becoming a Resilient Scientist: <https://www.youtube.com/playlist?list=PLxnpU66KqCcj7jae07nzPNeZUJ0obXK-j>

## NIH WELLNESS RESOURCES

### OTHER NIH OFFICES THAT SUPPORT WELLNESS

#### Civil

301-402-4845

<https://hr.nih.gov/working-nih/civil>

The mission of Civil is to foster civility throughout the NIH community. Contact Civil if you experience or observe any of the following:

- harassment
- sexual harassment
- inappropriate conduct
- intimidation
- bullying or
- other unproductive, disruptive, and/or violent behaviors.

#### NIH Employee Assistance Program (EAP)

301-496-3164

<https://www.ors.od.nih.gov/sr/dohs/HealthAndWellness/EAP/Pages/index.aspx>

The NIH EAP is a confidential service available to NIH trainees and their families. You can "visit" the EAP to discuss work or life concerns including life transitions, work-life balance, career progression, substance abuse, family dynamics, or any other issues that might affect your ability to succeed as a trainee. EAP is open 9:00 am to 5:00 pm, Monday through Friday; you can also call for immediate assistance or email to set up a virtual appointment.

**Office of the Ombudsman, Center for Cooperative Resolution (CCR)**

301-594-7231

<https://ombudsman.nih.gov>

The NIH Office of the Ombudsman, CCR is a neutral, independent, and confidential resource providing assistance to NIH scientists, administrators, trainees, and support staff in addressing work-related issues such as authorship and other scientific disputes, employee-supervisor conflict, racial and ethnic tensions, and conflicts between peers. The CCR is open Monday through Friday, 8:00 am to 5:00 pm.

**RESOURCES TO SUPPORT THE DISTRESSED TRAINEE**

[https://www.training.nih.gov/assets/Bookmark\\_\\_Resources\\_to\\_Support\\_the\\_Distressed\\_Trainees\\_revised\\_2021.pdf](https://www.training.nih.gov/assets/Bookmark__Resources_to_Support_the_Distressed_Trainees_revised_2021.pdf)

**WHAT IF I NEED HELP?**

<https://www.ors.od.nih.gov/sr/dohs/HealthAndWellness/EAP/Pages/index.aspx>

Sometimes things happen: a parent passes away, you suspect a child is being abused, you have been abused, you want help stopping smoking, you are experiencing a mental health crisis. The NIH Employee Assistance Program (EAP) is available to assist summer interns with difficult transitions and situations that are negatively influencing their ability to work. You can call 301-496-3164 to inquire about their services or make an appointment. EAP is located in Building 31, Room B2B57. It also maintains a list of helpful phone numbers that will connect you with Crisis Centers, smoking cessation centers, and self-help groups. You can also call 211 to find out about state resources.



# THE VIRTUAL 2021 SUMMER INTERNSHIP PROGRAM

## SUMMER INTERNSHIP PROGRAM ACTIVITIES

The summer program plan will consist of multiple elements. Each intern will work with his/her mentor to create a summer plan that supplements the intern's virtual project with other career and scientific development activities to help the intern explore his/her interests and create a meaningful full-time experience. Here is a brief list of your summer options with links that will connect you to additional information.

### VIRTUAL PROJECT

Most important: Each intern will focus a significant part of his/her effort and time on a **virtual summer project**. You will work on your project under the supervision of your summer mentor.

### SUMMER INTERNSHIP CURRICULUM

The **summer intern curriculum**, provided by OITE, will include orientations for both HS-SIP and SIP interns in addition to series of workshops addressing becoming a resilient scientist (with associated discussion sessions), career development for high school students and graduate and/or professional school preparation for college students, and career development and science skills.

These workshops are scheduled for Tuesday, Wednesday, and Thursday afternoons to permit interns in the western time zones to participate. The workshops (but not the orientations or discussion groups) will also be available to interested students in the extramural community, as they were last year. You will find the detailed schedule for HS-SIP at [https://www.training.nih.gov/nih\\_career\\_development\\_activities/resources\\_for\\_high\\_school\\_students](https://www.training.nih.gov/nih_career_development_activities/resources_for_high_school_students) and a table summarizing the complete summer schedule at [https://www.training.nih.gov/2021\\_nih\\_virtual\\_summer\\_internship\\_curriculum](https://www.training.nih.gov/2021_nih_virtual_summer_internship_curriculum). Watch for the following:

### Tuesday

**Becoming a Resilient Scientist:** A series of workshops (4 weeks) that will cover wellness and resilience; self-talk (cognitive distortions and imposter fears); self-advocacy and assertiveness; and feedback resilience. Workshops on June 8, 15, 22, and 29 will be for students in college and beyond; the workshops on July 6, 13, 20, and 27 will be for high school students. Each workshop will be followed by a small group discussion on Thursday.

### Wednesday

**[HS-SIP] NIH Career Development Series for High School Students and Recent Graduates** (5 weeks in July), topics include Applying to College, Leadership and Self-awareness, Career Exploration, Effective Communication in Research Environments, and Success in College. **Students who attend at least four workshops (or watch the recordings BY AUGUST 14th) will be eligible to receive a certificate of completion.** To watch the recordings, you will need to register using the original link. If you missed a session and you click on the link from your email, you will get a message that the webinar has ended; please re-register using the same name and email address.

**[SIP] Graduate & Professional School Preparation:** Much of what you need to know to get into graduate school or professional (e.g., medical, dental, veterinary, pharmacy) school and do well.

### Thursday

**Career Development and Science Skills:** Sessions will cover topics such as creating CVs and resumes, leadership skills for scientists, the responsible conduct of research, and creating and presenting virtual posters.

Remember: If you miss a workshop, you can watch the recording later using the original registration/viewing link. All workshops will be available as **recordings on the OITE YouTube Channel** after they have been captioned (NOTE: In cases where the workshop was presented in essentially the same form in 2020, that recording may be available instead of a 2021 recording).

## SUMMER BOOTCAMPS

The Summer Bootcamps are described below; be certain to note the intended audience for each. [Check the Bootcamp webpage for dates and times.](#)

**Note: Registration for Summer Bootcamp Series will be open to interns in the 2021 Virtual Summer Internship Programs only. Before registering for any of these courses, please discuss your summer schedule and commitment to your research group with your supervisor. You will need permission from your supervisor to participate in the OITE bootcamps and curriculum.**

### Principles of Scientific Thinking

'Principles of Scientific Thinking' is a general introduction to the cognitive processes underlying scientific discovery and day-to-day scientific thinking.

- **Week 1.** Provides a general overview of the Scientific Method and how to systematically evaluate information before accepting or rejecting it, enabling individuals to move beyond memorization of facts to learn about the world through critical thinking.
- **Week 2.** Focuses on the importance of a priori set-up (experimental design), covering key concepts like 'variable', 'reproducibility' and 'control' that allow investigators to draw scientifically valid conclusions.
- **Week 3.** Applies the concepts from the two previous modules (scientific method and experimental design) to real data and explores what makes a scientific study valid.

(This bootcamp will be offered twice, once for SIP and once for HS-SIP.)

### Social (In)Justice in Research and Medicine

Throughout history, marginalized populations have been abused and mistreated in medicine and research. In this introductory workshop, we will discuss social justice using case studies of breaches in ethical and humane treatment in research and medicine. We will approach these studies using key concepts in diversity and inclusion such as bias, othering, and allyship to help us think about and discuss these atrocities and what has been done to ensure such wrongs do not continue. We will also explore what we can contribute to the quest for equity and justice in medicine and research.

(This intensive one-week bootcamp is for undergraduate, graduate, and professional school students.)

### Clinical Trials

Clinical Trials are research studies in which human subjects are prospectively assigned to one or more interventions (which may include placebo or other control) to evaluate the effects of new treatments and therapies. This boot camp will offer information about clinical trial design, analysis, and ethics, as well as the presentation of clinical protocols currently taking place at the NIH Clinical Center.

(This five-week bootcamp is for undergraduate, graduate, and professional school students.)

### Health Disparities

This summer series will offer summer interns the opportunity to learn about health disparities, enhance their knowledge of gaps in health outcomes, explore the relationship between biomedical science and society in addressing the elimination of health disparities, and highlight the important role science communications play.

The series will begin with an introduction to health disparities, which will provide an overview of the behavioral, social, and cultural factors related to individual and population health and health disparities throughout life. Weekly speaker-led seminars followed by journal club discussions in small groups will focus on health disparities in addiction, mental health, and sexual and gender minority health. We will also discuss how precision medicine can address health disparities. Students will have the opportunity to discuss their questions with topic experts in breakout rooms. Throughout the series, students will be expected to participate in group projects, which will be presented at the end of the series.

(This five-week bootcamp is for undergraduate, graduate, and professional school students.)

### Common Misconceptions about the Human Mind and Behavior

Is it true that we only use 10% of our brains? Can subliminal messages persuade us? Do dreams possess symbolic meaning? Do opposites attract? People often use their personal experiences and common sense to develop beliefs about the human mind and our behaviors, yet many of these beliefs are not supported by scientific evidence. In this seminar, we will debunk the most common myths regarding human cognition and behaviors and examine why people believe in such falsehoods. We will analyze these myths in the context of research and scientific evidence. In the end, we might realize that truth can be even stranger than myth!

(This six-week bootcamp is for undergraduate, and early graduate students.)



### The Therapeutic Development Process

The Therapeutic Development Process bootcamp offers an exciting opportunity for NIH Summer Interns to learn more about the bench-to-bedside process. The course, in one program, intertwines interdisciplinary scientific content, understanding of the drug development process, professional skills development, and career exploration. Developing a therapeutic is time-consuming and expensive. Understanding why this is can help us get more treatments to more people more quickly and affordably.

This bootcamp will cover the following topics over the course of four days:

- **Day 1.** Development Process Overview: The Good, the Bad, and Everything in Between
- **Day 2.** Preclinical Development: High-throughput Screens, Medicinal Chemistry, and Finding the Perfect Compound
- **Day 3.** Intellectual Property and FDA Regulation and Approval: A Tale of Trade-offs
- **Day 4.** Clinical Development and Marketing: Innovations in the Development Process - Approaching the Process as if It Were a Scientific Problem

(This intensive one-week bootcamp is for undergraduate, graduate, and professional school students.)

### Learn to Code: Python for Beginners

Computational skills are an essential part of many careers in biomedical research. Learning programming skills is rapidly becoming one of the best career development moves you can make. This course will teach students key programming skills needed for success in biomedical research. Topics covered include: variables, conditionals, loops, functions, data structures, and basic scientific applications. To learn these concepts, students will complete projects using the Python programming language. Students will then use the language to apply basic programming principles complete assignments that reflect real-world tasks. Finally, students will put together a plan for further programming education.

(This three-week course is for summer interns at all levels.)

### Leadership Academy

Summer interns will become the next generation of biomedical research leaders. This intensive program seeks to help these developing leaders understand themselves and to improve their interactions with others. The program consists of an overview lecture; three workshops on self-awareness, conflict, and teams; and a capstone program that will allow interns to connect concepts, practice conversations, and take ownership of the leadership skills they have learned about.

The goal is for interns to take their new skills back to their campuses to lead student organizations and/or assume more responsibility within these organizations.

(This bootcamp, which extends throughout the summer, ending with an intensive capstone experience, is for undergraduate, graduate, and professional school students.)

### SUMMER JOURNAL CLUBS

Journal clubs are small groups that get together to read scientific papers on a topic of joint interest. By participating, you can meet other summer interns, learn about new techniques and discoveries, and develop the ability to read papers critically. As in past years, we have offered more advanced NIH trainees the opportunity, working in pairs, to run a 4- to 6-week journal club during the period between June 14th and July 30.

You can read more about the 2021 journal clubs and sign up at [https://www.training.nih.gov/summer\\_intern\\_journal\\_clubs](https://www.training.nih.gov/summer_intern_journal_clubs).

### OPPORTUNITIES TO EXPLORE DATA SCIENCE FOR SUMMER INTERNS

In the future, biomedical research, and research in general, will depend increasingly on data science, computation, and related disciplines. The large amounts of data investigators can now generate will require secure storage and mechanisms for sharing datasets; standardization of data elements; creation, support, and sharing of new tools and workflows; involvement of data scientists in most research projects; and the training of a data science workforce. In short, we can predict that ALL scientists will have to understand and use data science in the future.

The Virtual Opportunities to Explore Data Science planned for summer 2021 will provide trainees at various levels with a variety of options to learn and improve their computational skills as applied to biomedical research. The material will range from the basics of learning to code, to using Supercomputers and Cloud-based services to mine, analyze, and visualize data. The offerings listed below were planned in collaboration with the NIH Office of Data Science Strategy. They are open to summer interns at all levels.

- Introduction to Supercomputing and NIH Biowulf
- ANVIL
- Introduction to R' and R' Studio
- Finding Information in NCBI Databases: Tools to Help You Do What You Need to Do
- Introduction to R' Data Types
- NCBI Blast and Sequence Alignment Analysis Tools

- A Research Initiative for All of Us: The All of Us Research Program
- Reproducible Data Science: Are Most Published Findings STILL False?
- Introduction to Google Computing Services
- Introduction to Amazon Web Services
- NCBI Resources for Human Genome and Gene Research
- End of Summer Code-a-Thon

Read more about these activities at [https://www.training.nih.gov/2021\\_summer\\_intern\\_opportunities\\_to\\_explore\\_data\\_science](https://www.training.nih.gov/2021_summer_intern_opportunities_to_explore_data_science).

## NIH SCIENCE AT HOME

**As we did in 2020, the OITE has reserved Fridays for presentations by the ICs.** Many of the 27 Institutes and Centers (such as the National Cancer Institute, the National Institute of Deafness and Other Communication Disorders, the National Institute of Diabetes and Digestive and Kidney Disorders, the National Institute on Drug Abuse, the National Institute of Environmental Health Sciences, and the National Library of Medicine) that make up the NIH, will be offering activities: investigators discussing their research, panels on the careers IC trainees pursue, or perhaps workshops on important current issues in their disciplines. We will also post IC journal clubs and lecture series that are open to summer interns across the NIH. Watch the summer schedule! Information on NIH Science at Home presentations is provided at [https://www.training.nih.gov/2021\\_nih\\_science\\_at\\_home](https://www.training.nih.gov/2021_nih_science_at_home).

## IN THEIR OWN WORDS

The NIH Experiences and Career Paths of Prior and Current NIH Trainees. In this series, past and current NIH summer interns and postbacs from disadvantaged backgrounds and groups underrepresented in the sciences will talk about their research and share insights into what it's like to work at the NIH. They will also discuss their educational and career journeys, including their paths to the NIH and the challenges they faced along the way.

## THE NIH LIBRARY

<https://www.nihlibrary.nih.gov>

As an NIH summer intern, your access to the NIH Library will be entirely virtual, but that doesn't mean that the library will not be useful. Since the onset of the pandemic, the library has ensured that its services can be easily accessed virtually. Visit the library website, <https://www.nihlibrary.nih.gov/> to check out its services for yourself.

The library provides access to the journals, databases, and ebooks on which you will depend as an intern. In addition, Library services include

- Comprehensive searches
- A systemic review service to assist you with all the steps involved in writing a review article, from identifying a question to publishing the results of your efforts
- Bioinformatics support
- Translations
- Bibliometrics
- Editing
- A busy schedule of courses (find the calendar at <https://www.nihlibrary.nih.gov/training/calendar>) that includes offerings in data science, scientific writing, genomics, and AI
- Online tutorials
- JOVE Science Education videos; online biomedical and life sciences lectures from HSTalks

Work with your summer mentor(s) to make certain you learn how to make good use of all these services and tools.



# SPECIAL SUMMER EVENTS

## SAVE THE DATE!

### NIH 2021 VIRTUAL GRADUATE & PROFESSIONAL SCHOOL FAIR

The Virtual NIH Graduate and Professional School Fair will provide an opportunity for attendees to prepare for the next step in their careers by exploring educational programs leading to the PhD, MD, DDS, MD/PhD, and other graduate and professional degrees. Last year, more than 280 programs from across the U.S. (graduate schools, medical and dental schools, schools of public health, and other biomedically relevant programs) participated in the Virtual Fair in the hopes of recruiting future students; this year, more than 300 institutions have registered. In summer 2021, the fair will welcome all interested college students, postbacs, and other young scientists.

The 2021 Virtual NIH Graduate & Professional School Fair will consist of (1) live workshops on getting to graduate and/or professional school (July 19th, 2021) and (2) online exhibitor sessions - the opportunity for you to learn more about the participating institutions and programs (July 20th through 22nd, 2021).

#### LIVE SESSIONS: Monday July 19th, 2021

11:00 am-12:00 pm (ET)	Welcome from the NIH Office of Intramural Training & Education
12:15-1:15 pm (ET)	PANEL: Getting to Medical School
1:30-2:30 pm (ET)	PANEL: Getting into a PhD Program in the Biosciences
2:45-3:45 pm (ET)	PANEL: MD/PhD: Is It for You?
4:00-5:00 pm (ET)	TBD

For more information on the fair, go to [https://www.training.nih.gov/gp\\_fair](https://www.training.nih.gov/gp_fair).

## MARK YOUR CALENDAR!

### 2021 SUMMER LECTURE SERIES

June 15, 2021

#### *The Transcreation Framework: Translating Behavioral Interventions to Reduce Health Disparities*

**Anna María Nápoles, PhD, MPH**

Scientific Director, National Institute on Minority Health and Health Disparities

11:00 am – 12:00 pm (ET)

June 29, 2021

#### *Meet the Person Behind the Title*

**Francis Collins, MD/PhD**

Director, NIH  
National Institutes of Health

1:00 – 2:00 pm

#### Accommodations

To request sign language interpreters or CART Services, you can contact NIH Interpreting Services by phone at 301-402-8180, by using the Federal Relay Service at 1-800-877-8339, or by submitting a request online (<http://www.ors.od.nih.gov/pes/dats/interpret/Pages/index.aspx>). If you have other, disability-related accommodation requests for this event, please contact [OITE-EventServices@od.nih.gov](mailto:OITE-EventServices@od.nih.gov). **Requests should be made at least 5 days in advance of the event.**



# SUMMER RESEARCH PRESENTATION WEEK 2021

## OVERVIEW

**Summer Research Presentation Week 2021 will take place virtually from August 3rd through August 5th. Registration will open June 8th and close July 7th.**

If you are a summer intern, Summer Research Presentation Week is your time to share the research and creative projects you have been conducting at the NIH with the broader NIH community and your family and friends! At the same time, you will develop your communication and networking skills.

Any student (high school, college, medical/dental, or graduate) working in an intramural research group this summer may present. You might not have results, but you can still present background information on your project, any data you may have collected, or a discussion of the technical problems you encountered. You can present ideas on and approaches to a project. You can choose to present either a 3-minute talk or a poster. Although your presentation will be virtual, we hope you will receive questions and comments about your work. You can also practice communicating your scientific ideas and results with broader audiences. We hope this event will bring our community closer during this time of social distancing

More information on Summer Research Presentation Week will be coming soon!

## REGISTRATION

Please remember that publishing data anywhere has intellectual property implications. If you want to include data that might result in patentable ideas (or if you are uncertain) be sure you have the permission of your PI to share everything in your presentation. In fact, regardless of what you want to present, get your PI's permission before you submit.

When you register, you will be asked the title of your presentation. Be certain to discuss the title with your supervisor IN ADVANCE. You will also be able to choose one of two presentation types.

- 1) 3-minute lightning talk with one simple slide or
- 2) 5-minute Poster Presentation with one poster slide

**Registration Link: Registration will open June 8th and close July 7th.**

Note: To register for Summer Research Presentation Week, you will need an **active** NIH email address and a MyOITE account with **User Type** = "NIH Trainee/Fellow" and **Trainee Type** = "Summer Interns" on the OITE website. Please wait until you have an NIH email account and can access it, then create a MyOITE account and register for Summer Research Presentation Week.

If you register, confirmation of participation in the event will be emailed by July 16th. At that time, you will receive information regarding your presentation assignment (number, session, and time) and instructions for preparing your presentation.

## CREATING A SLIDE FOR YOUR 3-MINUTE TALK

The audience will have a full 3 minutes to absorb your slide. It should contribute to your talk, rather than take over. It may be a molecular model, an object, a diagram, an hypothesis, or a key finding in graphic form.

- Keep it simple
- Choose an eye-catching visual
- Write out what you plan to say and practice! (Get your research mentor/supervisor to work with you on the talk.)

Resources to help you design your talk include

- "Talking Science" workshop: July 22, 1:00–2:00 pm, ET
- Poster/Talk Preview Sessions: July 27-30, 3:00-5:00 pm, ET; we will answer all your questions
- Your research mentor/supervisor

## CREATING YOUR POSTER

To promote scientific discussion and interaction, we recommend that participants create a virtual meeting and present their posters to lab members and other summer interns before the actual virtual poster session.

Virtual Poster Technical Requirements:

- Poster Size: 48"-60" (Width) and 36" (Height)
- Poster Orientation: Landscape
- Recommended Font Size:
  - Title: 80 pt
  - Section Headings: 54 pt
  - Secondary Section Headings or Figure Title: 44 pt
  - General Text: 36 – 40 pt
  - Figure/table legends: 28 pt
- There is no limit to the size of the file

### VIRTUAL POSTER REQUIREMENTS: CONTENT AND DESIGN

Include the following components in your poster presentation:

- Title and Author Information:
  - Title
  - Authors
  - Institute or Center names, logos
- Content:
  - an introduction (providing background information),
  - a brief statement of the purpose of the project,
  - a description of materials and methods used, and
  - a summary of results and conclusions.

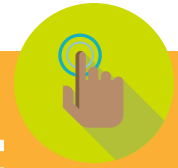
Here are some other general guidelines for laying out your poster:

- A light background with dark text is easiest to read.
- Use one font and style to integrate all portions of your poster.
- Label graphics directly and use tables for small data sets.
- Keep your title simple and consider using it to state the conclusion or focus of your study.
- Figures, diagrams, and bullet points are better than paragraphs of text.
- A general rule of thumb is to allow 40% of your space for graphics, 20% for text, and 40% for white space.

Begin to write and proof-read your poster several weeks in advance. You should develop and practice a short (3 to 5 minute) verbal description of the work that you can present to colleagues who "attend" your poster session.

Resources to help you design your poster include

- "Creating and Presenting Virtual Posters" workshop: July 8, 1:00–2:00 pm, ET. If you are not able to attend, please [watch the video](#) of an earlier workshop.
- Poster/Talk Preview Sessions: July 27-30, 3:00-5:00 pm, ET; we will answer all your questions
- Your research mentor/supervisor



# VIRTUAL DESKTOP INFRASTRUCTURE: HOW SUMMER INTERNS WILL GET THINGS DONE

## WHAT IS VIRTUAL DESKTOP INFRASTRUCTURE?

VDI is a technology that allows a summer intern to access a virtual desktop environment from a **personal computer**. The NIH VDI solution you will be using will provide you access to

- NIH email and standard NIH applications (Microsoft 365, web browsers, Adobe Reader)
- Web conferencing tools (e.g., Webex, Zoom)
- File-storage and -sharing tools like OneDrive and SharePoint
- IC-specific applications (e.g., Matlab, graphpad, python)
- NIH enterprise systems including Biowulf, QVR, nVision, and the NIH Library

## HOW DO I GET ACCESS TO VDI?

Accessing VDI is a three-step process: (1) you need to get an Active Directory account in the NIH Enterprise Directory and the associated username and password, (2) you must set up multi-factor authentication so that you can use your personal computer to access the VDI, and (3) you will download/login to the VDI.

## GETTING AN ACTIVE DIRECTORY (AD) ACCOUNT IN NED, THE NIH ENTERPRISE DIRECTORY

Your Administrative Officer (AO) will create a NED entry for you. The system will automatically generate a request (email) that you enter your own Personally Identifiable Information (PII) into NED.

**If you are under age 18**, the AO will request that you complete a paper copy of Form HHS 745 and mail it to your IC. This reflects the fact that minors must also provide parental/legal guardian consent for them to undergo the necessary security screening, and the consenting process is not supported by the secure NED portal. **TWO IMPORTANT NOTES:** (1) The parent/legal guardian's signature on Form HHS 745 **must be notarized**. (2) **Do not send the form via email!** Unencrypted email is not sufficiently secure for transmission of PII. Instead use the US Postal Service.

When your AO approves your NED record, three things happen: (1) A NED ID number and NIH Active Directory (AD) account are created for you. (2) The Office of Research

Services, specifically the Division of Police Services, at the NIH is notified to conduct a security check against the NCIC (National Crime Information Center) database maintained by the FBI. (3) A list of required computer security courses you must complete (*NIH Information Security Awareness Course and Securing Remote Computing*) is sent to you.

When your NCIC check and required training are completed, your AD credentials (user ID and temporary password) are authorized. Someone in your IC will conduct **Virtual Identity Proofing (VIP)**. You will be asked to display 2 forms of acceptable identification during a video interview. Acceptable forms of identification include

- Driver's license
- Social security card
- Passport
- Birth certificate
- School ID card with photograph

All documents must be unexpired, and at least one must be a photo ID. For a full list of acceptable identification documents see: <https://www.uscis.gov/i-9-central/form-i-9-acceptable-documents>.

After your identity is verified, your IC will provide you the user ID and temporary password for your AD account and enroll the you in multi-factor authentication (MFA).

## MULTI-FACTOR AUTHENTICATION (MFA) DOWNLOADING/LOGGING INTO VDI

Find detailed descriptions of these processes, developed by our colleagues in the Center for Information Technology (CIT), at [https://www.training.nih.gov/introduction\\_to\\_vdi#CIT%20Documentation](https://www.training.nih.gov/introduction_to_vdi#CIT%20Documentation).

## WHAT WILL I NEED TO MAKE THIS WORK?

You will need

- A Windows or Mac computer to access your VDI instance (NOTE: The desktop will be a Windows 10 machine.)
- An iOS or Android device (tablet or phone) for the MFA process
- Internet connectivity

Please notify your Summer Coordinator immediately if you do not have access to these resources. You will find a list of Summer Coordinators later in this handbook.

# FOLLOWING NIH RULES

## PAYING TAXES ON YOUR SUMMER INCOME

Summer interns are generally appointed in one of two ways, as Student IRTAs/CRTAs (recipients of Intramural Research Training Awards; Cancer Research Training Awards in the NCI) or FTEs (Full-Time Equivalents or employees).

If you are paid as a Student IRTA/CRTA,

- you are considered a trainee, not an employee,
- social security taxes are not deducted from your stipend,
- no income taxes are withheld from your stipend,
- your "income" is reported on a Form 1099G as a **taxable grant**,
- if you earned enough during the year to be liable for income taxes, you must report the income shown on your 1099G on Form 1040 on line 21, "other income,"
- you should not indicate that you are self-employed or file a Schedule C.

If you are appointed as an FTE,

- you are considered an NIH employee,
- social security taxes are deducted and income taxes are withheld from your stipend,
- your income is reported on a Form W2 as **wages, tips, and other compensation**,
- if you earned enough during the year to be liable for income taxes, or if you are due a refund, you should report the income shown on your W2 on line 7 of Form 1040 or the equivalent line on Form 1040EZ or 1040A.

Before you leave the NIH, make sure the Office of Financial Management has your current address so they can forward tax information.

You should receive your Form 1099G or W2 by February 15. If you do not, or if your address has changed, contact the **NIH Office of Financial Management at 301-496-5635**.

If you are paid by the NIH via some other mechanism or by another agency, please contact the Administrative

Officer at the NIH responsible for your laboratory or the responsible administrator at the other agency for tax information. It would be best to do this before you leave the NIH at the end of the summer.

Remember, whoever pays you sends a copy of your Form 1099G or W2 to the Internal Revenue Service. If you have a tax liability, you must file a Federal Income Tax Return. If the government owes you money, it's in your own best interest to file.

## NIH ANTI-HARASSMENT GUIDELINES AND RESOURCES

- Preventing and Addressing Harassment and Inappropriate Conduct: <https://policymanual.nih.gov/1311>
- Harassment Doesn't Work Here: [https://www.training.nih.gov/harassment\\_doesnt\\_work\\_here](https://www.training.nih.gov/harassment_doesnt_work_here)
- NIH Policy Statement: Personal Relationships in the Workplace: <https://hr.nih.gov/working-nih/civil/nih-policy-statement-personal-relationships-workplace>

The National Institutes of Health (NIH) does not tolerate pervasive or severe harassment of any kind, including sexual harassment. Only in safe and respectful work environments can individuals grow and learn while carrying out the important work that supports the NIH mission. To foster a work environment free from sexual harassment, we want to ensure that individuals know their rights, where to report incidents of sexual harassment, and the resources available to them.

We appreciate that being a trainee complicates the process of reporting harassment. You may be worried about how your PI (or others in a position to influence your career) will respond; you may be concerned that you will have to change research groups; or you may fear that the process will affect your applications for school or jobs. Please note that the new NIH Anti-harassment Policy prohibits supervisors or others in positions of power from retaliating against individuals who report harassment or report witnessing harassment.

Please visit Civil (<https://hr.nih.gov/working-nih/civil>) to learn more about the NIH Anti-harassment Policy and the procedures for reporting harassment at the NIH.

Please read the Civil Tool Kit for Trainees carefully ([https://ohr.od.nih.gov/intrahr/Documents/civil/ManualChapter1311ToolkitforTraineesandFellows\\_508.pdf](https://ohr.od.nih.gov/intrahr/Documents/civil/ManualChapter1311ToolkitforTraineesandFellows_508.pdf)). It describes options for reporting harassment including options for that allow you to remain anonymous. If you wish to discuss the situation confidentially, you can reach out to the NIH Employee Assistance Program (<https://www.ors.od.nih.gov/sr/dohs/HealthAndWellness/EAP/Pages/index.aspx>) or the NIH Office of the Ombudsman (<https://ombudsman.nih.gov/>).

The NIH Office of Intramural Training & Education (OITE) is committed to working with trainees who make harassment allegations, who report witnessing harassment, or who are implicated in harassing behavior. We will coordinate with NIH Civil and provide trainees guidance and support throughout the process.

Note that OITE staff are required to report allegations of harassment to the NIH Civil Program. However, OITE can make an anonymous report on your behalf. You can also make an anonymous report by calling the Civil Anti-harassment Hotline at 833-224-3829 or by completing an online form.

You can contact Dr. Sharon Milgram, OITE Director, to discuss reporting allegations of harassment or the related issue of workplace relationships (you can find the NIH policy statement on Workplace Relationships at <https://hr.nih.gov/working-nih/civil/nih-policy-statement-personal-relationships-workplace>). Dr. Milgram can be reached at 301-594-2053 or [milgrams@od.nih.gov](mailto:milgrams@od.nih.gov).

We all play a role in assuring that the NIH is free of harassing behavior. Harassment doesn't work here!





# THINK ABOUT THE FUTURE

## IMPORTANT PAPERWORK

Six to ten years from now you might be applying for a position that requires security clearance, for hospital privileges, or for a government job. Keep a copy of your IRTA/CRTA or other award letter in a safe place for when that day comes. The OITE does not keep records of who has been a trainee at the NIH. Before you leave, make sure the Office of Financial Management has your current address so they can forward tax information.

## JOIN THE ALUMNI DATABASE

<https://www.training.nih.gov/alumni/register>

Former trainees are a huge resource! Regardless of where you go next, we would love to know what you are doing. Why should you consider joining the Alumni Database? Here are several reasons:

- First, what's in it for YOU? Networking! You will be helping to create a searchable database of potential colleagues that you can mine to meet your own needs and those of your students and friends.
- The OITE invites former NIH trainees to speak at events like the Career Symposium. The success of those ventures depends on our keeping in contact with a diverse group of NIH alumni that could include you.
- Applicants to NIH training programs often want to know where program participants go next. Where do NIH postdocs go to graduate or professional school? Where do NIH postdocs find jobs? You can help us provide those data.
- If you wish, you can become part of a worldwide network of NIH alumni who are willing to answer current trainees' questions about schools and jobs.

How does the database work?

- Information that you enter into the database will be made public, e.g., to applicants to NIH programs or in publications describing NIH programs, only in the aggregate; no personally identifiable information will be published.
- Your personally identifiable information (see below) will be included in the searchable database only if you authorize the OITE to include it. You can change your mind at any time.

- Only former NIH trainees with entries in the Alumni Database, current NIH trainees, and NIH staff will be able to search the Database.

You can update your educational and/or employment history and preferences at any time.

## AFTER YOUR INTERNSHIP: COMING "BACK" TO THE NIH

### NIH UNDERGRADUATE SCHOLARSHIP PROGRAM (UGSP)

The NIH Undergraduate Scholarship Program (UGSP) offers scholarship awards to undergraduate students from disadvantaged backgrounds who are committed to careers in biomedical, behavioral, and/or social science health-related research. The financial benefits of up to \$20,000 per year can be used to cover tuition, plus reasonable educational and living expenses. In addition to the scholarship, awardees are required to complete internships on the NIH campus during the summer and after graduation.

For more details regarding eligibility and to apply, visit the UGSP website, <https://www.training.nih.gov/programs/ugsp>. To request additional information, email [ugsp@nih.gov](mailto:ugsp@nih.gov).

### POSTBACCALAUREATE INTRAMURAL RESEARCH TRAINING AWARD (IRTA)

The Postbaccalaureate Intramural Research Training Award (IRTA) is a program for US citizens or permanent residents who have (1) been awarded a bachelor's degree no more than 3 years prior to the activation date of the Traineeship or (2) completed a masters's degree less than 6 months prior to the activation date of the Traineeship and who intend to apply to graduate school in a biomedical program or to professional (medical, dental, pharmacy, etc.) school during their tenure at the NIH or (3) eligible students who have been accepted into graduate or professional school and have written permission from their school to delay entrance for up to 1 year. The program includes more than 1600 students.

The program features

- the option of applying to the NIH Academy Fellows and Certificate programs ([https://www.training.nih.gov/new\\_nih\\_academy\\_home](https://www.training.nih.gov/new_nih_academy_home)), which focus on health disparities,
- a Postbac Committee that plans social and community service activities,
- a monthly seminar series: three postbacs present their work in each session,
- workshops on applying to and interviewing for graduate or medical school, talking science, presenting a poster, preparing for the GRE or MCAT, etc.,
- workshops on career exploration, resilience, wellness, and leadership,
- access to the OITE Career Services Center, pre-graduate and pre-professional advising, and wellness advising,
- Postbac Poster Day in the spring,
- the Graduate & Professional School Fair in the summer,
- an official listserv (OITE-POSTBACS), and
- community service activities.

For more information, visit [https://www.training.nih.gov/programs/postbac\\_irta](https://www.training.nih.gov/programs/postbac_irta).

### **GRADUATE PARTNERSHIPS PROGRAM (GPP)**

The Graduate Partnerships Program (GPP) links the National Institutes of Health (NIH) to national and international universities in the training of graduate students. Participants get the best of both worlds – the academic environment of a university and the breadth and depth of research at the NIH. The program focuses on training the next generation of scientific leaders by accelerating communication and collaboration skills. Over 425 graduate students, representing more than 100 universities worldwide, work and study at the NIH.

Graduate students come to the NIH in one of two ways: 1) If you have an undergraduate degree and you would like to pursue a PhD in the biomedical sciences, you can apply to one or more of the GPP Institutional Partnerships. Students apply concurrently to the GPP and to a partner university. Enrollment is limited to US citizens and US permanent residents. 2) If you are currently enrolled in a PhD program and you would like to perform part or all of your dissertation research at the NIH, consider developing an individual agreement between an NIH investigator and your graduate university. Individual agreements are open to US Citizens, US permanent residents, and foreign nationals currently enrolled in a PhD or equivalent program.

All graduate students at the NIH are part of the GPP and can take advantage of the graduate student community and career and professional development services supported by the Office of Intramural Training & Education (OITE). For more information, visit <https://www.training.nih.gov/programs/gpp>.

### **PROGRAMS FOR MEDICAL, DENTAL, AND VETERINARY STUDENTS**

#### **The NIH Medical Research Scholars Program (MRSP)**

The MRSP is a comprehensive, year-long research enrichment program designed to attract the most creative, research-oriented medical, dental, and veterinary students to the intramural campus of the NIH in Bethesda, MD. Scholars engage in a mentored basic, clinical, or translational research project in an area that matches their professional interests and career goals. MRSP Scholars witness, participate in, and collaborate on rigorous, hands-on research, with offerings across the full continuum of biomedical research—the bench, the bedside, and in between—including computational biology, medical informatics, and other emerging areas of contemporary science. Scholars augment their research experiences through journal clubs with peers and a lecture series to learn more about the scientific discovery process, as well as science policy, issues in bioethics, and emerging technologies. For more information about the MRSP, see <https://www.cc.nih.gov/training/mrsp/index.html>.

#### **The NIH Clinical Electives Program (CEP)**

The CEP provides opportunities for allopathic or osteopathic medical students and dental students to care for patients and explore clinical investigation during short-term elective rotations in more than 30 subspecialty areas. CEP is open to senior level students or MD-DO/PhD students in good academic standing who have completed (or are in the process of completing) their core clerkships in medicine, obstetrics and gynecology, pediatrics, psychiatry, and surgery. Most elective rotations in the specialty areas are offered for periods of four to twelve weeks, beginning usually on the first Monday of each month. Participants learn about the design and conduct of natural disease history studies, phase 1 or 2 clinical trials, and fundamental principles of translational medicine while evaluating or treating patients who are enrolled in investigational protocols in the clinics or on the wards of the NIH Clinical Center, the world's largest hospital devoted to human subject research. For more information, see [https://www.cc.nih.gov/training/students/clinical\\_electives.html](https://www.cc.nih.gov/training/students/clinical_electives.html).



# CONTACTS

## CENTRAL SUMMER INTERNSHIP PROGRAM (SIP) COORDINATOR

Dr. Yewon Cheon  
 Director, Postbaccalaureate & Summer Research Program  
 Office of Intramural Training & Education  
[cheony@mail.nih.gov](mailto:cheony@mail.nih.gov)  
 301-451-2018  
 Room 2W17, Building 2

Summer Internship Program (SIP) Coordinators and Subprogram Coordinators are listed in the table below and on the following pages.

If you need additional information for a contact, such as phone number or address, you can look the individual up in NED, the NIH Enterprise Directory (<https://ned.nih.gov/search/search.aspx>).

Institute/Center	SIP Coordinator	HS-SIP Coordinator
<b>Summer Internship Program (SIP) Coordinators</b>		
Clinical Center (CC)	Deborah Aning; Jennifer Simmons	Deborah Aning; Jennifer Simmons
National Center for Advancing Translational Sciences (NCATS)	Carrie Watkins	Dr. Brittany Haynes
National Center for Complementary and Integrative Health (NCCIH)	Dr. Helena Ahn; Belinda Davis	N/A
National Cancer Institute—Center for Cancer Research (NCI-CCR)	Vi Black	Dr. Chanelle Case
National Cancer Institute -Division of Cancer Control and Population Sciences (NCI-DCCPS)	Dr. Richard P. Moser	Dr. Richard P. Moser
National Cancer Institute—Division of Cancer Epidemiology and Genetics (NCI-DCEG)	Diane Wigfield	Dr. Jackie Lavigne
National Cancer Institute—Division of Cancer Treatment and Diagnosis (NCI-DCTD)	Paula Itnyre	Paula Itnyre
National Cancer Institute- Frederick National Laboratory for Cancer Research (FNLRCR), Frederick Campus	Marsha Nelson-Duncan	Marsha Nelson-Duncan

Institute/Center	SIP Coordinator	HS-SIP Coordinator
National Eye Institute (NEI)	Dr. Cesar Perez-Gonzalez	Dr. Cesar Perez-Gonzalez
National Human Genome Research Institute (NHGRI)	Dr. Faith Harrow	Dr. Faith Harrow
National Heart, Lung, and Blood Institute (NHLBI)	Justine Dawes	Justine Dawes
National Institute on Aging (NIA)	Arlene Jackson	Lizzy Jackson Fleischman
National Institute on Alcohol Abuse and Alcoholism (NIAAA)	Richard Doucette	Richard Doucette
National Institute of Allergy and Infectious Diseases (NIAID)	Katie Soucy; Angela Harris; Jennifer Patterson West	Katie Soucy; Angela Harris; Jennifer Patterson West
NIAID-RML	Angela Harris; Jennifer Patterson West	Angela Harris; Jennifer Patterson West
National Institute of Allergy and Infectious Diseases Vaccine Research Center (NIAID-VRC)	Sarah Austin	Sarah Austin
National Institute of Arthritis and Musculoskeletal and Skin Diseases (NIAMS)	Dr. Robert Walker	N/A
National Institute of Biomedical Imaging and Bioengineering (NIBIB)	Marcella Canada; Michelle Ware	Marcella Canada; Dr. Nicole Morgan
Eunice Kennedy Shriver National Institute of Child Health and Human Development (NICHD)	Carol Carnahan; Dr. Erin Walsh; Veronica Harker	Carol Carnahan; Dr. Erin Walsh; Veronica Harker
National Institute on Drug Abuse (NIDA)	Dr. Stephen Heishman	Christie Brannock
National Institute on Deafness and Other Communication Disorders (NIDCD)	Karen Fischer	Karen Fischer; Dr. Elyssa Monzack
National Institute of Dental and Craniofacial Research (NIDCR)	Dr. Belinda Hauser	Dr. Belinda Hauser
National Institute of Diabetes and Digestive and Kidney Diseases (NIDDK)	Kala Viswanathan; Nicole Ray	Kala Viswanathan
National Institute of Environmental Health Sciences (NIEHS)	Katherine Hamilton	Katherine Hamilton

Institute/Center	SIP Coordinator	HS-SIP Coordinator
National Institute of Mental Health (NIMH)	Aneka Reid; Sandy Gomez	Aneka Reid
National Institute on Minority Health and Health Disparities (NIMHD)	Brenda Parker	Brenda Parker
National Institute of Neurological Disorders and Stroke (NINDS)	Dr. Angel de la Cruz Landrau; Dr. Rita Devine	Dr. Angel de la Cruz Landrau
National Institute of Nursing Research (NINR)	Dr. Pamela Tamez	N/A
National Library of Medicine-Lister Hill Center (NLM-LHC)	Dr. Virginia Meyer; Cuong Tran	Dr. Virginia Meyer; Cuong Tran
National Library of Medicine-National Center for Biotechnology Information (NLM-NCBI)	Cuong Tran; Josh Clowser; Dr. Virginia Meyer	Cuong Tran; Dr. Virginia Meyer
<b>NIH Summer Internship Program (SIP) Subprogram Coordinators</b>		
OD - AMGEN Scholars Program at NIH	Dr. Ella Ulricke (Ülli) Klenke	
OD - Community College Summer Enrichment Program (CCSEP) and College Summer Opportunity to Advance Research (C-SOAR)	Dr. Erika Barr	
OD - Graduate Summer Opportunity to Advance Research (G-SOAR) and Graduate Data Science Summer Program (GDSSP)	Dr. Phil Ryan; Dr. Philip Wang	
OD - High School Scientific Training and Enrichment Program (HiSTEP)		Dr. Kristen Zukosky
OD - High School Scientific Training and Enrichment Program 2.0 (HiSTEP 2.0)		Dr. Natasha Lugo-Escobar
OD - Undergraduate Scholarship Program (UGSP)	Dr. Darryl Murray; Dr. Moraima Castro	



# USEFUL WEBSITES

The Office of Intramural Training & Education (OITE)	<a href="https://www.training.nih.gov">https://www.training.nih.gov</a>
<b>NIH RESOURCES</b>	
The main NIH website	<a href="https://www.nih.gov">https://www.nih.gov</a>
A quick way to find answers to your questions about the NIH	<a href="https://jumpstart.nih.gov">https://jumpstart.nih.gov</a>
NIH Frequently Asked Questions	<a href="https://www.nih.gov/about-nih/frequently-asked-questions">https://www.nih.gov/about-nih/frequently-asked-questions</a>
The NIH Enterprise Directory (NED)	<a href="https://ned.nih.gov/search">https://ned.nih.gov/search</a>
NIH Online Orientation	<a href="https://ams.hhs.gov/amsLogin/SimpleLogin.jsp">https://ams.hhs.gov/amsLogin/SimpleLogin.jsp</a>
NIH Security Information	<a href="https://security.nih.gov/Pages/Home.aspx">https://security.nih.gov/Pages/Home.aspx</a>
<b>NIH RESEARCH &amp; TRAINING RESOURCES</b>	
NIH Intramural Research Program	<a href="https://irp.nih.gov">https://irp.nih.gov</a>
NIH Intramural Research—Scientific Focus Areas	<a href="https://irp.nih.gov/our-research/scientific-focus-areas">https://irp.nih.gov/our-research/scientific-focus-areas</a>
NIH Intramural Database (Institute and Center Annual Reports, which are searchable so that you can find investigators working in particular areas of interest)	<a href="https://intramural.nih.gov/search/index.taf">https://intramural.nih.gov/search/index.taf</a>
<i>Guidelines for the Conduct of Research at the NIH</i>	<a href="http://sourcebook.od.nih.gov/sites/default/files/uploads/sourcebook/documents/ethical_conduct/guidelines-conduct_research.pdf">http://sourcebook.od.nih.gov/sites/default/files/uploads/sourcebook/documents/ethical_conduct/guidelines-conduct_research.pdf</a>
<i>Guidelines for Scientific Record Keeping in the Intramural Research Program at the NIH</i>	<a href="http://sourcebook.od.nih.gov/sites/default/files/uploads/sourcebook/documents/ethical_conduct/guidelines-scientific_recordkeeping.pdf">http://sourcebook.od.nih.gov/sites/default/files/uploads/sourcebook/documents/ethical_conduct/guidelines-scientific_recordkeeping.pdf</a>
<i>A Guide to Training and Mentoring in the Intramural Research Program at NIH</i>	<a href="http://sourcebook.od.nih.gov/sites/default/files/uploads/sourcebook/documents/mentoring/guide-training_and_mentoring-10-08.pdf">http://sourcebook.od.nih.gov/sites/default/files/uploads/sourcebook/documents/mentoring/guide-training_and_mentoring-10-08.pdf</a>
NIH Scientific Interest Groups	<a href="https://oir.nih.gov/sigs">https://oir.nih.gov/sigs</a>
NIH VideoCasting and Podcasting	<a href="https://videocast.nih.gov">https://videocast.nih.gov</a>
NIH Laboratory Safety Training	<a href="https://www.safetytraining.nih.gov">https://www.safetytraining.nih.gov</a>
Occupational Medical Service	<a href="https://www.ors.od.nih.gov/sr/dohs/Pages/default.aspx">https://www.ors.od.nih.gov/sr/dohs/Pages/default.aspx</a>
NIH Library	<a href="https://www.nihlibrary.nih.gov/agency/nih">https://www.nihlibrary.nih.gov/agency/nih</a>
The NIH Office of the Ombudsman, Center for Cooperative Resolution	<a href="https://ombudsman.nih.gov">https://ombudsman.nih.gov</a>

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