



PROJECT MUSE®

# Type 2 Translational Research Funding Programs

External Community Review Committee  
**Introduction for New Members**

Maureen A Smith, MD MPH PhD

Associate Director

UW Institute for Clinical and Translational Research (ICTR)

Community-Academic Partnerships Core



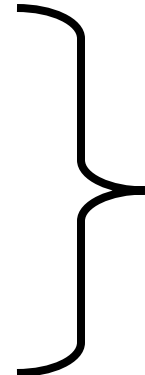
# Goals for this morning

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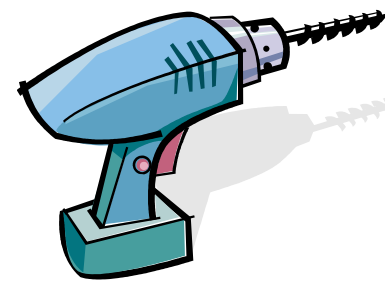
- Overview of the evolution to Type 2 Translational Research
- Overview of the Institute of Clinical & Translational Research (ICTR) and the Community-Academic Partnerships Core

# The NIH View: The Continuum of Translational Research

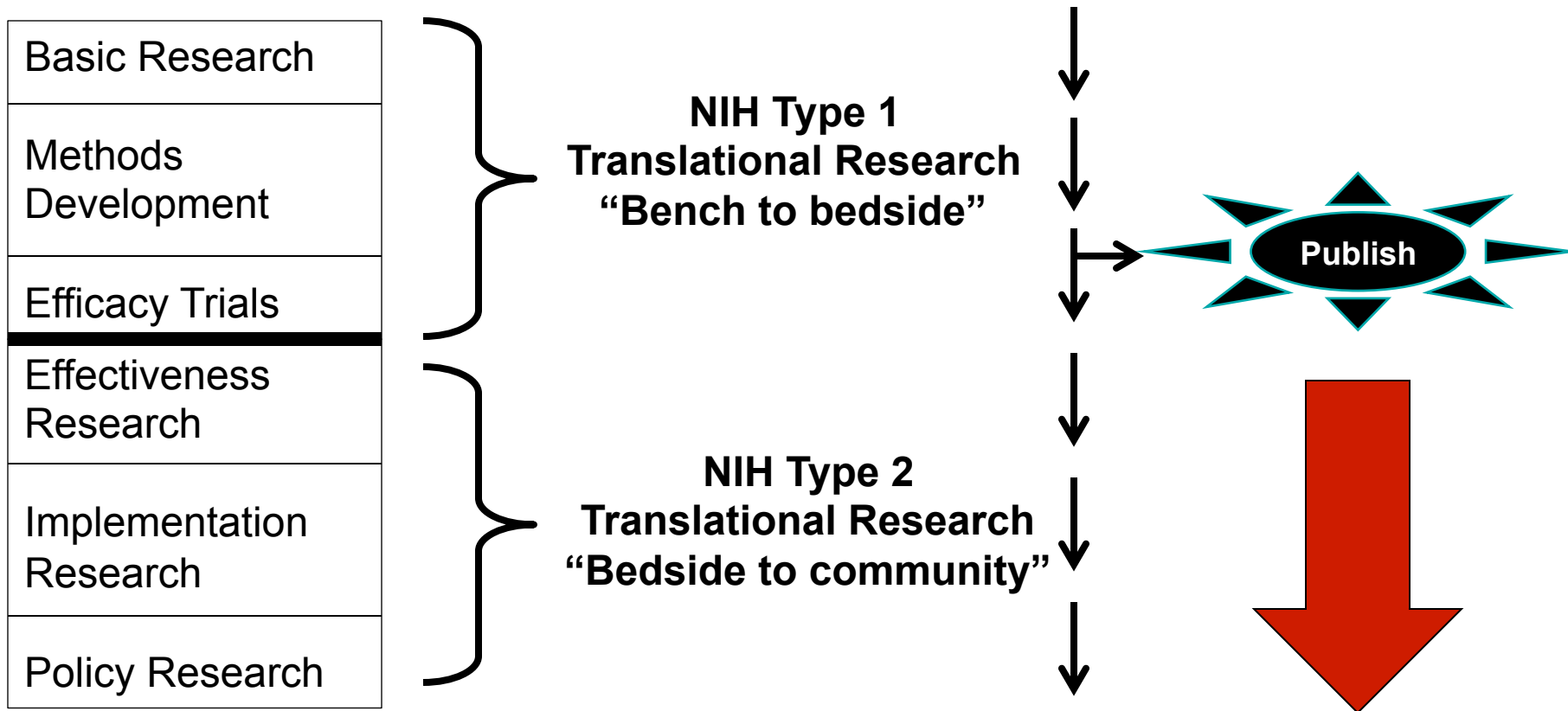
Basic Research
Methods Development
Efficacy Trials



**NIH Type 1  
Translational Research  
“Bench to bedside”**



# The NIH View: The Continuum of Translational Research



# What we know...and what we don't

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- We know what to do
  - Rigorous research on specific interventions
  - Large body of evidence-based knowledge
- We don't know how to make sure that our knowledge isn't applied or isn't applied well
  - Reasons for gap are poorly understood
  - Lack widespread implementation of effective treatments

# A Type 2 Translational Research question will...

1. Examine the gap between knowledge and practice
  - a. Are known efficacious interventions used in community settings? Why or why not?
  - b. Are they applicable in community settings? Why or why not?
2. Develop, evaluate, disseminate behavioral interventions to improve practice
  - a. Change in individual behavior?
  - b. Change in organizational behavior?
  - c. Systems redesign?
3. Examine impact of policies or policy changes

# Examples of past funded projects

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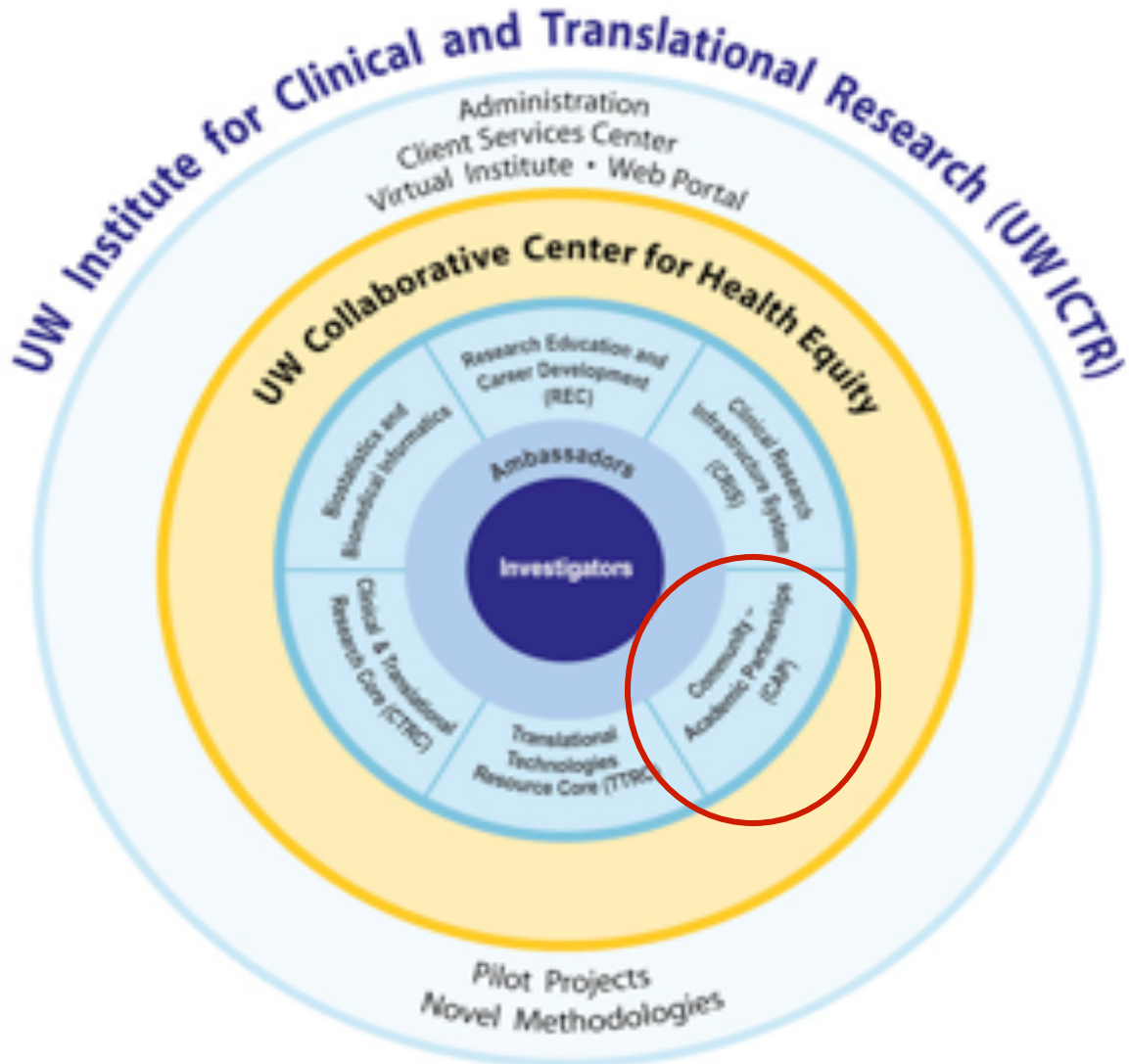
- Diabetes assessment and program implementation with schools & community organizations
- Systems assessment of ICU and cardiac care
- Obesity prevention program feasibility studies
- Participatory photo mapping as community-engaged assessment tool to impact policy
- Tobacco use, drug addiction and medication adherence with community-based organizations
- Patient-centered and family-centered care assessments
- Asthma medication adherence with pharmacists in rural settings
- Screening and primary care for chronic diseases (chronic kidney disease, depression, colon cancer)



# Background: UW Institute for Clinical & Translational Research (UW ICTR)

- **Institute for Clinical & Translational Research**
  - 5 year funding from NIH
  - Matching funds from UW and Wisconsin Partnership program
- **The goal of the UW ICTR is to create an environment to transform health-related research at the University**
  - a continuum extending from investigation through discovery to translation into practice
  - linking research to real and measurable improvement in health

# The ICTR Cores

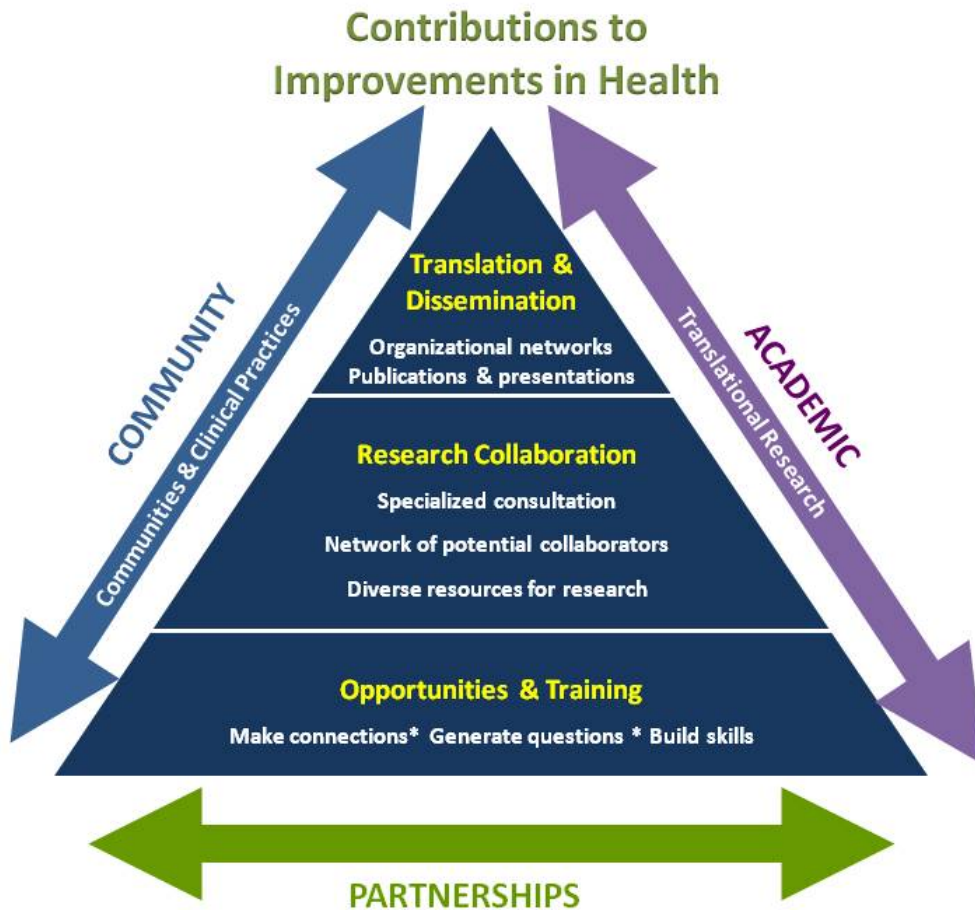


# UW ICTR Partnerships

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- Formal Partnerships
  - School of Medicine and Public Health
  - School of Nursing
  - School of Pharmacy
  - School of Veterinary Medicine
  - College of Engineering
  - Marshfield Clinic

# ICTR-Community Academic Partnerships Program (ICTR-CAP)



Long-term goal: to support collaborative, multidisciplinary research that solves problems in translating new and existing knowledge into improvements in clinical practice, community health programs and policy.

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**ICTR-CAP Type 2 Translational Research Funding Programs**

# **External Community Review Committee Scoring Session**

Maureen A Smith, MD MPH PhD

Associate Director

UW Institute for Clinical and Translational Research (ICTR)

Community-Academic Partnerships Core



# Goals for Today

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- Discuss and score Community Collaboration proposals (goal: fund up to 2)
- Discuss and score Pilot proposals (goal: fund up to 7)

# T2TR Program Goals

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## **Pilot Program** (\$50,000 for 1 year)

To gather pilot data leading to future larger research projects that discover the best ways to translate new and existing findings into improvements in clinical practice and community health programs.

## **Community Collaboration Program** (\$200K for 2 years)

To support community-engaged research partnerships that solve problems in translating clinical and health-related scientific knowledge into meaningful changes into clinical practice or community health programs.

# A Type 2 Translational Research question will...

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1. Examine the gap between knowledge and practice
2. Develop, evaluate, disseminate behavioral interventions to improve practice
3. Examine impact of policies or policy changes



# NIH definition of community

(as defined by NIH for PA-08-077, Community Participation in Research R01)

- **Community** refers to target populations that may be defined by:
  - geography
  - race
  - ethnicity
  - gender
  - sexual orientation
  - disability, illness, or other health condition
- or to groups that have a common interest or cause, such as
  - health or service agencies and organizations
  - health care or public health practitioners or providers
  - policy makers
  - or groups with public health concerns

# NIH definition of community organizations

**“Community-based organizations”** refer to organizations that may be involved in the research process as members or representatives of the community. Possible community partners include, but are not limited to:

- Tribal governments & colleges
- state or local governments
- independent living centers
- other educational institutions such as junior colleges
- advocacy organizations
- health delivery organizations (e.g., clinics, hospitals, and networks)
- health professional associations
- non-governmental organizations
- Federally-qualified health centers

# Community engagement criteria for pilots grants

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Applicants are asked to address:

- Who is the constituency or group that will benefit from research?
- Please describe how a representative of that community/constituency is involved in the research.

# Community engagement criteria for Community Collaboration grants

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Applicants are asked to address:

- Who is the constituency or group who will benefit from the research?
- When did collaboration begin and outline collaboration activities to date.
- How is this community/constituency, or a representative thereof, involved in the research; what is their role?
- Plans for sharing results of research with the “end-users” of research.
- Plans for sustained partnership including information about sustained funding to support this partnership.

# The T2TR Grant Review Process

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1. Technical Review
2. Scientific Review by three experienced researchers
3. ICTR-CAP Study Section Scoring
  - Proposals sent forward to ECRC if scored up to or better than “minor scientific weaknesses”
4. **External Community Review Committee makes final funding recommendations**
  - Discussion of process at the end of the meeting

# Changes from previous ECRC

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- In addition to abstracts, ECRC packet now includes
  - Section of the proposal that directly addressed the question “How will you engage the end users of your research?”
  - Letters of support from community collaborators
- New scoring paradigm based on NIH
- ECRC scoresheet allows all scores to appear on one page for easier decision-making

# Components of Scientific Review

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1. **Significance:** Important problem?
2. **Investigators:** Well suited to conduct project?
3. **Scientific Excellence & Approach:** High scientific merit?
4. **Innovation:** New avenues of investigation?
5. **Engagement of “end users”** of research: Consider criteria for each grant program
6. **Attention to special criteria:** collaborations, NIH targeted projects, novel methodologies
7. **Justification of type 2 translational research**
8. **Likelihood of leading to new peer-reviewed funding**
9. **Budget:** Feasible?

# NIH Scoring for Scientific Merit

Scores	Descriptor	Scientific Anchor
1 *	Exceptional	Exceptionally strong potential for impact; essentially no weaknesses
2 *	Outstanding	Extremely strong potential for impact with negligible weaknesses
3 *	Excellent	Very strong potential for impact with only some minor weaknesses
4 *	Very Good	Strong potential for impact with numerous minor weaknesses
5	Good	Strong potential for impact but with at least one moderate weakness
6	Satisfactory	Some potential for impact but hampered by moderate weaknesses
7	Fair	Some potential for impact but hampered with at least one major weakness
8	Marginal	Limited potential for impact and a few major weaknesses
9	Poor	Limited potential for impact and numerous major weaknesses

**\* Proposals with highest scientific merit forwarded to ECRC**



# Impact Scoring Guide

Scores	Descriptor	Impact Anchors
1	Exceptional	Exceptionally strong potential for impact in a highly significant area
2	Outstanding	Extremely strong potential for impact in a highly significant area
3	Excellent	Very strong potential for impact in a highly significant area
4	Very Good	Strong potential for impact in a highly significant area
5	Good	Strong potential for impact in a moderately significant area
6	Satisfactory	Some potential for impact in a highly significant area
7	Fair	Some potential for impact in a moderately significant area
8	Marginal	Limited potential for impact in a highly significant area
9	Poor	Limited potential for impact in a moderately significant area

**Please use entire scoring range.**

# How to think about priorities

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- **Significance:** This research area addresses important problems or critical barriers to progress in advancing/improving clinical practice and/or community health. The project has long-term potential to contribute to the advancement of health.
- **Priority:** The research area addressed by this proposal should be an investment priority for UW-Madison and Marshfield.
- **Community:** This research project, *based on the criteria for the specific grant program*, effectively incorporates the input of community partners/end users.

# Conflict of Interest

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- Do not score – write COI in the score box
  - Reviewer has responsibility or involvement in the project or has advised or consulted on development
  - Reviewer or family member has employer or investment relationship with PI or key personnel

# TODAY

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1. Proposal in binder separated by grant program
2. Maureen Smith will introduce each proposal
3. ECRC member discussion
4. ECRC scoring (or COI) after discussion of each proposal
5. Average of final scores will become the final score of the ECRC

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# **Discussion of Impact & Scientific Merit Scores**

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**Your questions?**

# Your feedback

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**Your thoughts about this process have improved it every year.**

**What would you like to share to help us continue this trend?**