

Internship Programs at Seattle Children's Research Institute

Christina Riley

Program Manager
Office for Teaching,
Education and Research
(OTER)



Seattle Children's®
HOSPITAL • RESEARCH • FOUNDATION

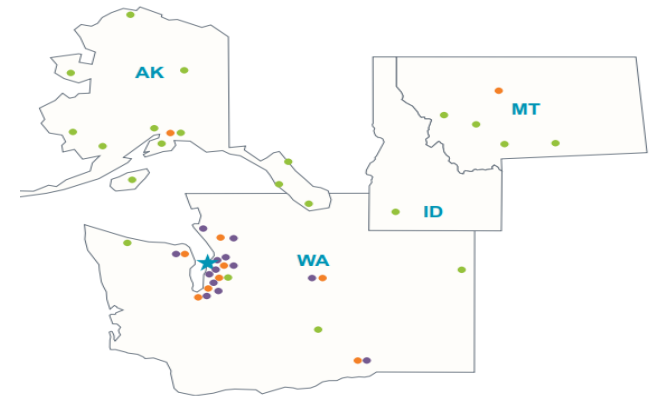


About Seattle Children's



Founded in 1907 by Anna Clise and 23 of her women friends
(114 years and counting!)

The area we serve is **over a million square miles!**
(Washington, Alaska, Montana and Idaho)



10 specialties rank as the **among the best** Children's Hospitals by U.S.
News and World Report

About Seattle Children's

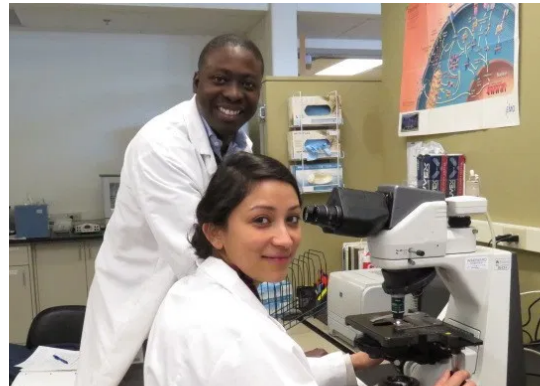


Hospital



Compassionate Care

Research



Breakthrough Research

Foundation



Generous Donors

Hope. Care. Cure.

Seattle Children's Research Institute



Ben Towne Center for Childhood Cancer Research

Developing innovative treatments to maximize well-being and quality of life for survivors of childhood cancer.

Center for Child Health, Behavior and Development

Working with families, communities, schools and healthcare providers to translate research findings into action.

Center for Clinical and Translational Research

Transforming research into therapies that doctors and patients can use in daily life.

Center for Developmental Biology and Regenerative Medicine

Developing innovative therapies to help the body repair itself at the molecular, cellular, tissue and whole-organ levels.

Center for Global Infectious Disease Research

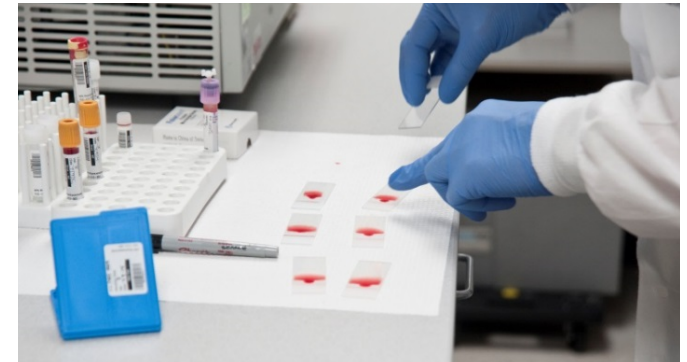
Translating basic biology into new ways to diagnose, treat and prevent global infectious diseases.

Center for Immunity and Immunotherapies

Harnessing the power of the immune system to target life-threatening childhood diseases.

Center for Integrative Brain Research

Learning new ways to prevent, treat and potentially cure pediatric neurological disorders.



www.seattlechildrens.org/research



Underrepresented Minority Students in Research Internship Program



Applications are open Feb 1-15, 2021



Underrepresented Minority Students in Research Internship Program

10-week summer program (Jun-Aug)

Eligibility: Underrepresented minority undergraduate students (incoming freshman through recent graduates)

Internship Includes:

- Hourly wage
- FREE Orca Card
- Lunch stipend
- Housing (if eligible)
- 30 hours of hands on research experience/wk
- 10 hours of professional development/wk

Applications are open Feb 1-15, 2021

seattlechildrens.org/oter





Why should you apply?

- **Our internship is a unique opportunity!**
 - **Get hands-on research experience** in a field you're interested in **and professional development** to prepare you for the job market
 - We seek to remove any kind of financial barriers that would prevent you from participating
 - Network with clinicians, researchers, and other staff members throughout the institute
- **Our internship has great results:**
 - **25-30% of our interns are hired into permanent positions** at the end of our internship
 - **100% of our students** from 2020 reported that they “**see themselves as a researcher**” at the conclusion of our internship (a 36% increase from start of program)
 - **100% of our interns** from 2020 reported they are **likely or very likely to recommend the program** to their friends (up from 94% our pilot year in 2019)

“Thank you so much for allowing me to participate in this program. It has truly solidified my interest in computational biology and has allowed me to connect with different scientists and mentors at Children's. I'm excited to continue my work at this institute!”

(Therese Pacio, 2020)



How do you apply?

- Visit us at www.seattlechildrens.org/oter
- Click on the link for the program on the right
- Review eligibility requirement, application requirements and our timeline

Prepare Your Application:

- Resume
- Cover Letter (answer the questions on the website)
- Reference (name and email only)
- Review our database of projects and select your top three choices

Office for Teaching, Education and Research

Training the Next Generation of Researchers

The Office for Teaching, Education and Research (OTER, pronounced "otter") supports postdoctoral fellows, graduate students, undergraduate students, high school students conducting research at Seattle Children's Research Institute. We provide programs and resources to help students and trainees advance their research interests, skills and careers. Our goal is to help train future scientific leaders as they prepare to address some of pediatric medicine's most complex problems. We aim to provide students and trainees with meaningful experience that enhances their skills and allows them to explore their interest in health sciences research.

Additionally, we connect graduate students, undergraduate students and high school students with research opportunities. To submit an application for consideration for a volunteer or "for credit" research opportunity, please [click here](#).

Also in This Section...

- Overview
- Our Team
- Research and Training Opportunities**
- How to Apply
- Postdoctoral Training
- Underrepresented Minority Students in Research Internship Program
- Calendar of Events



Look for the link to apply to go live on Feb 1, 2021!

A photograph of two female scientists in a laboratory. The scientist on the right is wearing safety glasses and blue gloves, gesturing with her hands as if in conversation. The scientist on the left is seen in profile, wearing a lab coat. The background shows laboratory shelves with various bottles and equipment.

Diversity Supplement Connections Program

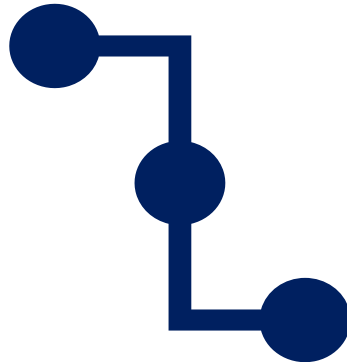


What is an NIH Diversity Supplement?

- Small grants from the National Institutes of Health (NIH)
- Support trainees with a background which is historically underrepresented in the biomedical and health sciences
- Grants provide candidate salary for research time, training, mentorship, and career development



What is the Seattle Children's DS Connections Program?



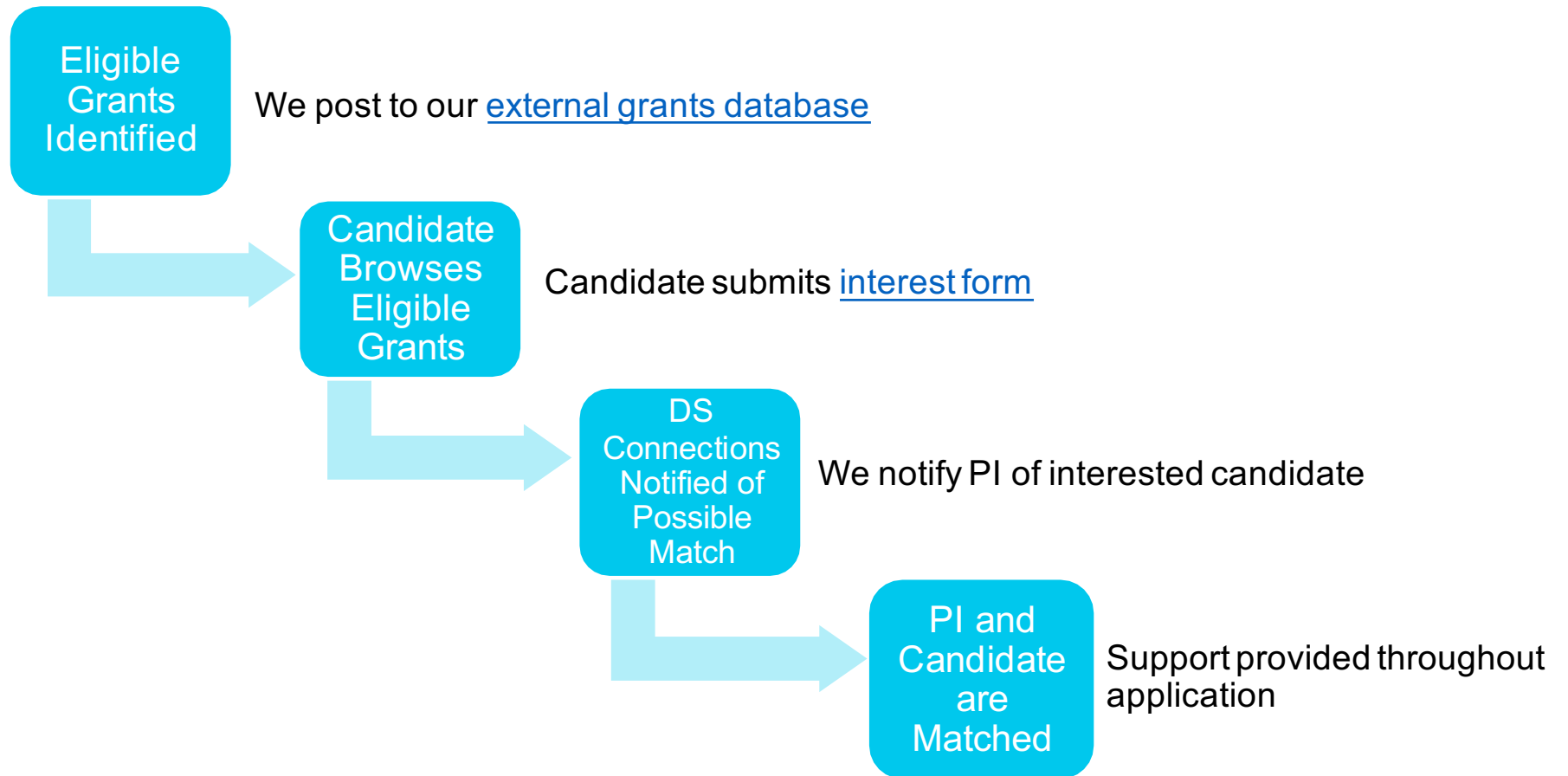
Pipeline program to help underrepresented minority (URM) candidates **connect** with Principal Investigators (PIs) who have eligible “parent” grants



GOAL: Increase the number of Diversity Supplements awarded at Seattle Children's



How does it work?





Application Support



- NIH Submission Guide
 - Suggested application timeline
 - Important resources for submission
- Sample successfully awarded grant applications
- Periodic check-ins from DS Connections team with possible document review
- Possible grant writer to help support application writing



Next Steps: Determine Your Eligibility

- ✓ Educational Levels:
 - High school students
 - Undergraduate students
 - Graduate students
 - Post-baccalaureate graduates
 - Post-doctoral trainees
 - Junior faculty

- ✓ Must be U.S. Citizen, Non-citizen national, or Permanent Resident



Next Steps: Determine Your Eligibility

- ✓ Demographics (Must meet 1 of following):
 - **Member of underrepresented racial or ethnic group**
 - Black or African American
 - Hispanic or Latinx
 - American Indian
 - Alaskan Native
 - Native Hawaiian
 - Other Pacific Islander specifically original peoples of Hawaii, Guam, Samoa or other Pacific Islands
 - **Self-identify as an individual with a disability** that substantially limits one or more major life activities (See ADA definition)
- **Be from a disadvantaged background as defined by NIH**
 - Were or are currently homeless
 - Were or are currently in the foster care system
 - Were eligible for Federal Free and Reduced Lunch Program for 2 or more years
 - Have/Had no parents or legal guardians who completed a bachelor's degree
 - Were or are currently eligible for Federal Pell Grants
 - Received support from the Special Supplemental Nutrition Program for Women, Infants and Children (WIC)
 - Grew up in a U.S. rural area (as designated by the HRSA)



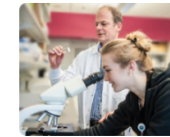
Next Steps: Learn More

1. Go to our website: www.seattlechildrens.org/oter (click on the “Learn More” for the DS Connections Program)
2. Browse through our [database of eligible grants](#)
3. Submit an [interest form!](#)

Eligible Career Level	PI Last Name	SCR Center	Title	Project Abstract	Grant Application Due
Current HS Graduate Students Junior Faculty Post-Doc Post-Masters Undergraduates	FRENKEL LISAM	Center for Global Infectious Disease Research (CGDR)	Defining HIV reservoirs that rebound following suppression of ART	ABSTRACT: In the twenty years since effective HIV treatments became available, the lifespan of HIV-infected adults in high resource settings has increased to a level of prolonged survival. Nevertheless, adherence to antiretroviral therapy (ART) still elicits an ongoing immune and inflammatory response, and therapy is discontinued in many individuals. Understanding the mechanisms that sustain reservoirs is critical to the development of strategies to eradicate HIV. We hypothesize that HIV reservoirs are primarily established early in infection, and are maintained by (1) integrated proviruses that undergo gene expression to promote survival of these cells, (2) HIV-specific immune responses that are evaded by the reservoir, and (3) HIV-specific immune responses that are evaded by the reservoir. We hypothesize that HIV reservoirs are maintained by (1) integrated proviruses that undergo gene expression to promote survival of these cells, (2) HIV-specific immune responses that are evaded by the reservoir, and (3) HIV-specific immune responses that are evaded by the reservoir. We hypothesize that HIV reservoirs are maintained by (1) integrated proviruses that undergo gene expression to promote survival of these cells, (2) HIV-specific immune responses that are evaded by the reservoir, and (3) HIV-specific immune responses that are evaded by the reservoir.	Review due November 30, 2017
Current HS Graduate Students Junior Faculty Post-Doc Post-Masters Undergraduates	FRENKEL LISAM	Center for Global Infectious Disease Research (CGDR)	Mechanisms controlling the persistence of infectious HIV reservoirs in children	Project Summary/Abstract: Twenty years ago, effective treatments for HIV became available, and the lifespan of HIV-infected adults in high resource settings has increased to a level of prolonged survival. Nevertheless, adherence to antiretroviral therapy (ART) still elicits an ongoing immune and inflammatory response, and therapy is discontinued in many individuals. Understanding the mechanisms that sustain reservoirs is critical to the development of strategies to eradicate HIV. We hypothesize that HIV reservoirs are primarily established early in infection, and are maintained by (1) integrated proviruses that undergo gene expression to promote survival of these cells, (2) HIV-specific immune responses that are evaded by the reservoir, and (3) HIV-specific immune responses that are evaded by the reservoir. We hypothesize that HIV reservoirs are maintained by (1) integrated proviruses that undergo gene expression to promote survival of these cells, (2) HIV-specific immune responses that are evaded by the reservoir, and (3) HIV-specific immune responses that are evaded by the reservoir.	January 15, 2018
Current HS Graduate Students Post-Doc Post-Masters Undergraduates	GRUNDEIR CHRISTOPH	Center for Developmental Biology and Regenerative Medicine (CDRM)	The role of Scribble/TuJ1 phosphorylation in the M. tuberosus lateral eye field	Regulation of cell junctions and cell contact-dependent signaling in tissue development and physiology. Classical cadherins are cell-cell adhesion proteins that regulate tissue morphogenesis and cell junctions during physiological processes. They are highly regulated at the cell surface, controlling dynamic interactions between cells. Although much is known about the basic functions of cadherin-mediated adhesion, an understanding of the mechanisms underlying dynamic cell surface regulation has not yet been achieved, nor is a well-understood view of such regulatory mechanisms control physiological processes in vivo. Cadherins also function as receptors on the cell to convey information about the state of the tissue. One key way this is accomplished is through cell signaling pathways that regulate cellular proliferation and growth. This process is antagonized by growth factor signaling, via the PI3-kinase (PI3K) signaling pathway, which enables the Hippo pathway and downstream effectors YAP and TAZ to inhibit the transcription of cell cycle promoting genes. The activation of cellular functions and regulation of cellular proliferation are basic biochemical and structural mechanisms. Through cell signaling processes controlling adhesion (especially the role of p120-catenin), to controlling the rates of adhesion regulation or physiological processes in vivo. We believe that cancer- and cell-to-cell signaling molecules in E-cadherin specifically interfere with the regulation of adhesion at the cell surface, and these will provide a platform for these studies. In vivo studies of adhesion regulation will focus on their roles in physiological control of tissue function in both epithelia and endothelia, especially during inflammatory processes where cell-to-cell adhesion is especially important. Studies on endothelial junctional regulation will require a focus on its role in physiological control of tissue function in both epithelia and endothelia, especially during inflammatory processes where cell-to-cell adhesion is especially important. Studies on endothelial junctional regulation will require a focus on its role in physiological control of tissue function in both epithelia and endothelia, especially during inflammatory processes where cell-to-cell adhesion is especially important.	Rolling start

Office for Teaching, Education and Research

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NIH Diversity Supplement Connections Program

In collaboration with OTER and the Center for Diversity and Health Equity, Seattle Children’s aims to increase the use of National Institutes of Health (NIH) Diversity Supplements to diversify research faculty, trainees and staff at the research institute. Our goal is to increase the diversity of research participants across Seattle Children’s and at our Institute for Translational Health Sciences institutional partners.

As such, we have developed a unique connections program that connects students and trainees with principal investigators who hold grants eligible for the diversity supplement. [Learn more.](#)



Contact Us:

oter@seattlechildrens.org

seattlechildrens.org/oter



Any Questions?

Olivia