III

Securing Resources for Research

In developing and contributing to this handbook, I decided to place primary emphasis on information concerning knowledge and skills that are necessary for researchers to conduct research in pediatric and clinical child psychology. One of these skills is the ability to secure funding for research. The conduct of clinically relevant research in pediatric and clinical psychology often involves timely and costly procedures involving recruitment and retention of research participants, data collection, and analysis. Moreover, the prospective and multisite research projects that are necessary to advance science in these fields are very expensive. Also, many researchers are under increased pressure to support substantial proportions of their salaries as well as to develop and sustain their research activities through grants. For example, in many applied settings it is very difficult for researchers to obtain sufficient time to conduct research unless they have sufficient research funding to support these activities. Over and above the pragmatic advantages of research funding, a track record of funding is often critical to researchers' career advancement and promotion in university settings.

Although the need for psychologists to conduct research with children and families to develop skills in grant writing is a salient one, grant writing requires a range of skills that are not easily mastered and are not taught in great depth in most graduate training programs. To address this need, Section III includes two chapters that are based on my own experiences in securing funding for my research that focus on helping researchers to understand the process of applications to funding agencies and to develop strategies to maximize their opportunities to obtain such funding. In Chapter 9, readers are given a step-by-step introduction to the critical features of a successful application to foundations, while Chapter 10 presents information concerning preparing grants to secure research funding from government agencies. Each of these chapters include concrete guidelines for researchers who are making applications for research funding, including methods to locate funding sources, communicating with agency and/or foundation staff, and a step-by-step approach in preparing applications for funders. I am hopeful that the detailed description of the application process and what reviewers look for in a research proposal will be useful to readers. Suggestions for training students to develop grant proposals that have been utilized in our graduate training program are also described.