



Grant Writing for Health Services Research

S&A Phm 701

Spring 2021

2 credits

A. Instructional Staff

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Open door policy and by appointment

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B. General Course Information

Meeting Time/Location

Time: Fridays 10:00-11:40

Room: online via zoom

Course Prerequisites

Graduate/professional standing

Instructional Mode

This course will a synchronous virtual course.

Credit Hour Allocation

The credit standard for this course is met by an expectation of a total of 90 hours of student engagement with the course learning activities, which include regularly scheduled instructor:student meeting times on Fridays from 10:-00-11:40 p.m., and other student work as described in the syllabus.

Course Website/Email

Box will be used for this course for submission of draft documents and feedback. You are expected to check the webpage for this course for announcements and assignments.

Students are expected to review their email **daily** as faculty announcements and messages may also be sent in this manner. Email etiquette is expected of all students when communicating with faculty and other students in this course.

Students should contact faculty at their direct email addresses listed in the course syllabus (see Instructional Staff). Faculty will answer all student questions in a timely manner but if a student does not hear back from a given faculty member or preceptor within 2 business days, email again.

C. Course Description and Objectives

Course Description

Prepare to enter professional careers requiring knowledge of grant-writing. Mechanics of proposal writing and social aspects of "grantsmanship," skill development in identifying sources of grant funding, practice research to support applications, and tailor proposals to specific audience interests. Utilizing an iterative and peer supported process, draft parts of an R36 dissertation grant.

Course objectives

Upon completion of this course, learners will

1. Demonstrate knowledge of where to find grant opportunities and the general procedures for grant submissions.
2. Demonstrate knowledge of the components of an NIH grant and the content expected within each section
3. Demonstrate an ability to succinctly synthesize the literature on a significant and timely topic and identify a gap in knowledge that is worthy of investigation
4. Generate objectives/aims and hypotheses for a project that fill the identified knowledge gap.
5. Generate a compelling description of the expected benefit of completing the project objectives.
6. Demonstrate an ability to combine the literature summary, aims, and expected benefits into a Specific Aims page of an NIH grant on an assigned, significant and timely topic in the field.
7. Demonstrate the ability to combine a literature summary and description of the importance of the chosen research topic in a Significance section.
8. Demonstrate the ability to describe the novel aspects of the research question identified or the approach selected to complete the research objective in an Innovation section.
9. Outline an Approach section that describes the methods to be used to complete the objective, including potential problems and alternative strategies.
10. Demonstrate the ability to critically review one's own grant and iteratively improve it.
11. Demonstrate the ability to receive critical feedback and revise research ideas in response to feedback.
12. Demonstrate ability to give constructive, critical feedback to colleagues about research ideas.
13. Demonstrate knowledge of the NIH grant review process.

D. General Course Expectations

Professionalism - Students are expected to abide by the School of Pharmacy Code of Conduct as it relates to all aspects of professionalism. This includes acting in a professional manner at all

times, being on time for classes and exams, and refraining from talking or other disruptive behaviors during class.

Questions/concerns - Students should direct questions about a specific topic or homework on that topic to the course coordinator. Questions or concerns such as absence from class, illness, course logistics or other problems should also be directed to the course coordinator.

Attendance – Students are expected to attend all class sessions, unless they have received permission from the instructor due to illness or other unforeseen circumstance.

Assignments - All assignments must be completed on time. Students may receive a zero for any unexcused late assignment or absence.

Class Participation – All students are required to participate in class discussions. Students are expected to come to class prepared to discuss the topic being addressed that day.

E. Course Schedule and Assignments

Class Sessions: Class will meet each week. It will be run as a writing group so that each participant can write, obtain feedback and re-write. At some points in the course, 10 minute presentations will also be required to present ideas. In this course, we will focus on producing the first 2-4 pages of an NIH/AHRQ grant. You will conduct a literature search from which you should develop portions of an NIH grant in your specific area of interest – specific aims page, significance, innovation, approach outline, biosketch.

Sections of R36 NIH Grant addressed in this course (single spaced)

Your biosketch

Specific aims page – 1 page only (Rest of R36 can be 6 pages)

Significance – $\frac{1}{2}$ to $\frac{3}{4}$ page

Innovation $\frac{1}{2}$ page

Approach – in this course we will write 2-3 pages including problems/alternative strategies

References

Writing Assignments

All writing assignments should be doubled-spaced and use Arial 11-point font with margins set to 0.5 inches. In weeks #4, 5, 6, 8, 9, 12, 13 writing assignments must be completed prior to class and submitted to Canvas by 48 hours before class. We will use a Writing Group to provide feedback to the principal investigators (PI).

Depending upon class size, we will probably have three writing groups. Students will be randomly assigned to a writing group each week. The assignments will rotate so that students have an opportunity to work with all students in the class. During class, each individual will receive feedback on their writing assignments from their small groups. Each individual will submit their writing assignment online 48 hours in advance (Wednesday at noon). Each individual in the class must review the writing assignment of all PIs in their assigned writing group for that week. Writing group members will review up to 3 writing assignments in each writing group for 20 minutes each.

Evaluating Your Peers

In most weeks, you will be assigned to critically evaluate the writing assignments of individuals in class. You will have access to the writing assignments 48 hours prior to class and you will need to critically evaluate the writing assignments. In the early weeks of the course, we will focus on science and high-level feedback and in the latter weeks of the course, we will add grammatical editing. All electronic and written comments are given to the PI.

Writing Group Feedback

Writing group feedback follows the process below:

1. Each member of writing group states 1-2 positive aspects of the writing assignment. (3 minutes)
 2. Each member of the writing group states 1-2 specific areas where the writing assignment can be improved. (10 minutes)
 - in terms of science: consider rationale, importance/significance, rigor, innovation
 - in terms of style: consider logic, flow, tone/convincing style
 3. Use comments and/or track changes.
 4. Upload your evaluation by 1 hour before class.
 5. In weeks 12-14, you will also grammatically edit the writing samples.
 6. The PI asks clarifying questions. (5 minutes)
 7. The PI summarizes the anticipated changes. (2 minute)
- TOTAL = 20 minutes

Presentations

Each student in the course will provide a presentation in weeks #7, 11, 14. The presentation format is listed below:

Presentation #1

Significance
Goal/objective
Aims

Presentation #2

Significance
Goal/objective
Aims
Expected outcomes
Approach

Presentation #3

Significance
Goal/objective
Aims
Expected outcomes
Approach
Anticipated problems/strategies to overcome

Presentation Feedback

Presentation feedback follows the process below:

8. Each member of writing group states 1-2 positive aspects of the presentation. (3 minutes)
9. Each member of the writing group states 1-2 specific areas where the presentation can be improved. (10 minutes)
 - in terms of science: consider rationale, importance/significance, rigor, innovation
 - in terms of style: consider logic, flow, tone/convincing style
10. The PI asks clarifying questions. (5 minutes)
11. The PI summarizes the anticipated changes. (2 minute) TOTAL = 20 minutes

Writing groups:

Feedback Sessions #1, 4, 7

A: Hanna, Dorothy, Jenny, Mae
 B: Colleen, Daniela, Helen
 C: Sarah, Bonyan, Ejura,

Feedback Sessions #2, 5

A: Hanna, Colleen, Jenny
 B: Dorothy, Daniella, Bonyan,
 C: Mae, Helen, Ejura, Sarah

Feedback Sessions #3, 6

A: Hanna, Daniella, Ejura, Bonyan
 B: Dorothy, Helen, Sarah
 C: Jenny, Colleen, Mae

Schedule for Spring 2021

Week	Date	Topic/Assignment
1	Jan 29	Lecture: Components of NIH grant; how to apply; NIH biosketch
2	Feb 5	Lecture: Review UMS grants Workshop: Select topic, conduct abbreviated literature search, feedback on search, discuss selected topics
3	Feb 12	Lecture: Significance Section Workshop: Finalize 1 page lit review; Discuss possible goals/objectives/aims
4	Feb 19	Lecture: Specific Aims Writing group feedback #1: Submit (48 hours before class) Significance
5	Feb 26	Lecture: Expected Outcomes Writing group feedback #2 Submit (48 hours before class) Significance, Long-term Goal; Overall Objective
6	Mar 5	Lecture: Biosketch Writing group feedback #3 Submit (48 hours before class) revised Significance, Goal/Objective/Aims and Expected outcomes
7	Mar 12	Presentation #1 Goal/objective, Aims, Expected outcomes
8	Mar 19	Lecture: Approach Writing group feedback #4 Submit (48 hours before class) your first biosketch draft
9	Mar 26	Lecture: How Study Section Works Writing group feedback #5 Submit Approach (48 hours before class)
10	April 2	Spring Break
11	April 9	Presentation #2 Rationale; Goal/objective; Aims; Approach Feedback
12	April 16	Lecture: Budget Writing group feedback #6 Submit Specific Aims page, Significance, Approach (48 hours before class)

13	April 23	Lecture: Writing group feedback #7 Submit Specific Aims page, Significance, Innovation & Approach (48 hours before class)
14	April 30	Presentation #3 Specific Aims page Submission of final document (Aims page, Significance, Innovation, Approach outline and biosketch)

F. Grading

Assignment	Due Date	% of Grade
Submissions 48 hours before writing group assignments	(see course schedule)	25
Participation in writing group, providing helpful, critical feedback (faculty, self and peer assessment)	April 30	25
Final specific aims presentation	April 30	25
Final document (specific aims, significance, innovation, approach outline with problems/strategies, biosketch)	April 30	25
Total		100%

Grades for this course are given based on what is conveyed in your assignments, not simply for completing the service hours requirement. The grading scale for this course is shown below. Students must achieve at least 70% (C-) to pass the course. Please note that grades of AB and BC will not be used.

90-100%	A
80 to 89.9%	B
70 to 79.9	C
60 to 69.9	D
<60	F

Course Participation Rubric

- **excellent:** Contributed frequently and insightfully; demonstrated critical understanding of readings; showed awareness of how readings relate to each other and to overarching themes; interacted with other students and built on their comments. (100% of total participation points)
- **good:** Contributed regularly; grasped main points of readings; showed awareness of interrelationships between readings and themes OR interacted with other students, but not necessarily both. (75% of total participation points)
- **satisfactory:** Contributed occasionally; demonstrated partial understanding of readings; some comments unconnected to main subject or restatements of those offered by other students. (50%)
- **substandard:** Remained silent or contributed minimally; demonstrated little or no understanding of readings; made irrelevant or erroneous comments; absent without excuse. (25%)

RULES, RIGHTS & RESPONSIBILITIES

- See: <https://guide.wisc.edu/undergraduate/#rulesrightsandresponsibilitiestext>

ACADEMIC CALENDAR & RELIGIOUS OBSERVANCES

- See: <https://secfac.wisc.edu/academic-calendar/#religious-observances>ACADEMIC

INTEGRITY

Recommended syllabus statement: By virtue of enrollment, each student agrees to uphold the high academic standards of the University of Wisconsin-Madison; academic misconduct is behavior that negatively impacts the integrity of the institution. Cheating, fabrication, plagiarism, unauthorized collaboration, and helping others commit these previously listed acts are examples of misconduct which may result in disciplinary action. Examples of disciplinary action include, but is not limited to, failure on the assignment/course, written reprimand, disciplinary probation, suspension, or expulsion. <https://conduct.students.wisc.edu/syllabus-statement/>

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

McBurney Disability Resource Center recommended syllabus statement: The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life.

Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students are expected to inform faculty [me] of their need for instructional accommodations by the end of the third week of the semester, or as soon as possible after a disability has been incurred or recognized. Faculty [I], will work either directly with the student [you] or in coordination with the McBurney Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA. <https://mcburney.wisc.edu/instructor/>

DIVERSITY & INCLUSION

Institutional statement on diversity: Diversity is a source of strength, creativity, and innovation for UW-Madison. We value the contributions of each person and respect the profound ways their identity, culture, background, experience, status, abilities, and opinion enrich the university community. We commit ourselves to the pursuit of excellence in teaching, research, outreach, and diversity as inextricably linked goals.

The University of Wisconsin-Madison fulfills its public mission by creating a welcoming and inclusive community for people from every background – people who as students, faculty, and staff serve Wisconsin and the world. <https://diversity.wisc.edu/>