NYU SCHOOL OF GLOBAL PUBLIC HEALTH

GRANT-WRITING GPH-GU 2319 Syllabus

WRITING GRANTS AND FUNDING PROPOSALS
FOR HEALTH-RELATED PROGRAMS

Class Schedule: Wednesdays, 6:45 pm – 8:25 pm
Class Location: Bldg: MEYR Room:122 Loc: Washington Square
Semester/Year: Spring 2022

First sessions is on WED Jan 26 at 6.45pm NOTE: Attendance in person is expected on the designated day and time. Each class will also be recorded for later (asynchronous) viewing in case a class is missed. Please inform Instructor if a class must be missed.

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COURSE DESCRIPTION

A "hands-on" approach to grant writing including development of skills in locating potential funding sources & the use of appropriate grant-writing style & technique. Students are guided through the development of an U.S. National Institutes of Health (NIH) grant proposal, from locating appropriate NIH Institutes; through development of program objectives, background, & methods; to the peer review process.

COURSE LEARNING OBJECTIVES AND RELATED COMPETENCIES AND COMPONENTS:

Objective #	Objective	Course Component
a	Describe the NIH grant application and review processes. Identify resources for learning about grant initiatives and solicitations. Identify different types of funding mechanisms and resources required to prepare and submit a grant proposal.	All assignments; class lectures and participation; final project. Readings: Karsh, E. & Fox, A. (2019). The Only Grant Writing Book You'll Ever Need (5th ed.) Basic Books - chapters and reading schedule specified in Course Outline table below (Optional) William Gerin, Christine Kapelewski, and Niki L. Page. Writing the NIH Grant Proposal - A Step-by-Step Guide,

		3rd edition, SAGE Publications, 2017
b	Identify and choose a topic for which you will require grant support, based upon your research interests and background related to courses taken so far.	logic model; class lectures and videos, resource websites
c	Identify and learn the components of an NIH grant proposal.	class lectures and videos, resource websites
d	Generate an original hypothesis (or hypotheses), convey its significance to the field, develop an approach to test the hypothesis and communicate these concepts clearly in a grant proposal.	logic model, class lectures and videos, resource websites, and final assignment
e	Complete corresponding sections of a proposal for an R21 type funding mechanism: Project Summary (Abstract); Project Narrative; Specific aims; Research Strategy (Significance; Innovation; Approach); other sections as specified.	class lectures and videos, resource websites, final project
f	Understand how to develop a budget for a grant proposal.	class lectures and videos, resource websites
g	Learn how grant proposals are reviewed. Critique grant proposals via written reviews and participation in "in class" grant review panels.	class lectures and videos, resource websites, class participation and written critiques
h	Learn about grants management from an institutional perspective: How the NYU grants office functions and manages grants from pre- to post-award.	class lectures and videos, resource websites

PRE-REQUISITES

There are no pre-requisites for this course; however, evaluation and methods courses such as Research Methods or related research work experience are strongly recommended. This course consists of class discussion, lectures and hands-on experience designed to build upon the skills developed in the various methods courses taken in the graduate program. ***Students who have not had any graduate methods courses may be at a disadvantage and should speak with the instructor to discuss the appropriateness of this course for them.*** It is important in grant writing that you understand evaluation, research design and data analysis. The ability to write clearly, concisely and accurately is very important to grant writing. Although the course will discuss effective writing, students who feel they need to improve these skills are encouraged take advantage of the NYU Writing Center for help.

COURSE REQUIREMENTS AND EXPECTATIONS

General policies

- **Given the situation we are all in (e.g. Covid-19 and others) we want to be as flexible as we can be.**
- It is important that all students familiarize yourselves with the tools in **NYU-BRIGHTSPACE**
- **We do expect attendance and participation in each class on the day and time designated (Weds at 6.45pm)**. This class will be recorded on ZOOM for later viewing (asynchronously any time) in case a student is unable to attend the actual class.
- **Please notify instructors in the hopefully rare event you are unable to attend a class.**
- Late assignments will not be accepted.
- Please use Times New Roman 12 pt, single spacing, 1- inch margins for all written assignments, preferably using MS Word or compatible software.
- For the final assignment, follow the NIH grant submission guidelines and templates.

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ASSIGNMENTS

There will be four course assignments and one final assignment. The four course assignments are due during the term on the specified dates in the timetable below. They are assigned and spaced out so as to build a cumulative understanding of the major components of grant writing (e.g. the specific aims page; the literature review; innovation; the approach including subjects and setting; the procedures, design, methods measures and the analytic plan. The final assignment is completion of an appropriately formatted R-21 NIH grant proposal (Details of sections specified below).

1. Description of your proposed project (max 1 page, single spaced) which is aligned with the topic area and the NIH Institute that will provide funding (10% of final grade).

2. Logic model (10% of final grade): Students will translate their proposed project into a logic model to aid in study design and crafting the proposal into the appropriate NIH components.

3. First draft of proposal (20% of final grade): Project Summary (Abstract); Project Narrative; Specific aims; Research Strategy (Significance; Innovation; Approach); Bibliography & References Cited.

4. Class participation and written critiques (30% of final grade): Students will provide written critiques of each other's draft proposals following the NIH RPG reviewer template and guidelines. Students will engage in mock reviews in the NIH scientific review group (SRG) style and format.

5. Final draft of proposal (30% of final grade): Each student will provide a final draft of their proposal in NIH format, following appropriate instructions for formatting and page limits, for the following sections: Project Summary (Abstract); Project Narrative; Specific aims; Research Strategy (Significance; Innovation; Approach); Bibliography & References Cited. The final draft of the proposal will take into account the written critiques and reviewers' comments from the previous assignment.

Attendance: Given the situation we are all in, we want to be as flexible as we can be. Extenuating circumstances will be considered, so please inform the instructors as early as possible if you are unable to attend one or more classes or need an extension on an assignment deadline.

GRADING RUBRIC

Item	Percentage of Final Grade

Description of proposed project	10%
Logic model	10%
First draft of proposal	20%
Class participation and reviews	30%
Final Assignment	30%
Attendance	(as noted above)
Total	**100%**

GRADING SCALE:

A:	94-100	C+:	77-79
A-:	90-93	C:	73-76
B+:	87-89	C-:	70-72
B:	83-86	D+:	67-69
B-:	80-82	D:	60-66
F:	<60		

NYU BRIGHTSPACE:

Brightspace will be used extensively throughout the semester for assignments, announcements, and communication. Brightspace is accessible at https://home.nyu.edu/academics

TECHNOLOGY POLICY:

Mobile device (e.g., smart phones, pagers, etc.) ringers will be turned off or placed on vibrate prior to class. Laptops and tablets can be used in the classroom to take notes, make calculations, and download/read course materials. Research suggests that non-academic use of the internet is associated with poorer learning outcomes.]

COURSE OUTLINE

Date	Topics	Readings	Assignment Due
Jan 26	Course overview, types of grants and approaches, foundations, government grants, research proposals, other sources. Assignment to student workgroups.	Share experiences in grant writing, what you hope to gain from class.	Watch: Grant Writing for Education: https://www.linkedin.com/learning/grant-writing-for-education/why-write-grants?u=2131553 NIH Youtube playlist https://www.youtube.com/user/nihgrants

Feb 2	Grant Writing Elements: types of organizations, the DHHS universe and its state & local counterparts; Navigating the NIH grants system	Karsh, E. & Fox, A. (2014). The Only Grant Writing Book You'll Ever Need (4th ed.) Basic Books: Lessons 1-3 NIH Grants and Funding: https://www.nih.gov/grants-funding https://grants.nih.gov/grants/oer.htm https://nexus.od.nih.gov/all/ https://www.ahrq.gov/funding/process/grant-app-basics/apptips.html **The Application Form:** https://grants.nih.gov/grants/how-to-apply-application-guide/forms-e/research-forms-e.pdf https://grants.nih.gov/grants/forms/all-forms-and-formats.htm https://grants.nih.gov/grants/funding/phs398/phs398.html https://grants.nih.gov/grants/funding/phs398/398_forms.pdf https://www.rachellocke.com/resources https://grants.nih.gov/news/virtual-learning/podcasts.htm	ALL NIH Grant Videos: https://grants.nih.gov/grants/policy/review.htm Are You Ready?: Preparing for Your First NIH Grant: https://www.youtube.com/watch?v=m-zqcty-wv8 Select one topic area that will be the focus of your grant proposal. https://www.youtube.com/watch?v=Fi05-VsLDWs&t=246s Select an NIH Institute that fits your area of interest and can be used for the proposal. https://www.nih.gov/institutes-nih/list-nih-institutes-centers-offices https://grants.nih.gov/funding/searchguide/index.html#/
Feb 8	Navigating the NIH grants system- Program Announcements and RFPs	Karsh-Lessons 4-5; Funders Roundtable 1	**1. Provide a description of your proposed project (max 1 page) which**

		NIH RePORTER to discover what's been funded in your topic area: https://report.nih.gov	**is aligned with the topic area and the NIH Institute that will provide funding (due Feb 16)**
Feb 16	Review of proposed project assignment Writing a proposal - beginning steps Logic Model Tools: How to outline and develop a proposal	Karsh - Lessons 6-8 Center for Scientific Review: https://public.csr.nih.gov Apply for a Grant: Sample Applications and More: https://www.niaid.nih.gov/grants-contracts/apply-grant	Watch: Webinar Grant Writing for Success NIH: https://www.youtube.com/watch?v=EX4gO69AGo0 Logic models for grant writing: https://www.slideshare.net/mckeedm/logic-models-for-grant-writing https://fyi.uwex.edu/programdevelopment/logic-models/
Feb 23	Grant application components - R21	NIH grants website guidance (NIH subheading) https://www.niaid.nih.gov/grants-contracts/sample-applications#r21 Sample R-type grant applications: https://epi.grants.cancer.gov/funding/grantsmanship/sample-grants.html https://cancercontrol.cancer.gov/brp/funding/sample-application.html https://epi.grants.cancer.gov/funding/grant-application-examples.html **Donna Shelley (NYU) https://cancercontrol.cancer.gov/IS/sample-grant-applications.html	Download R21 Instructions: https://grants.nih.gov/grants/funding/r21.htm Are You Ready?: Preparing for Your First NIH Grant: https://www.youtube.com/watch?v=m-zqcty-wv8

Mar 2	How the NYU grants office functions and manages grants from pre-to post-award.	Office of Sponsored Programs: https://www.nyu.edu/research.html https://www.nyu.edu/research/resources-and-support-offices/getting-started-withyourresearch/office-of-sponsored-programs.html https://www.nyu.edu/research/resources-and-support-offices/sponsored-programs/proposal-development/principal-investigators-guide.html Other https://research.udel.edu/research-administration/proposal-guide/	**2. Logic Model (due Mar 2)**
Mar 9	Logic Model review and questions Specific Aims	Discuss examples of Specific Aims NIH Grant Applications The Anatomy of a Specific Aims Page: http://www.biosciencewriters.com/NIH-Grant-Applications-The-Anatomy-of-a-Specific-Aims-Page.aspx	Common Challenges and Problems in Constructing Specific Aims: Preparing for Your First NIH Grant: https://www.youtube.com/watch?v=1Cj_YKrQzpE
Mar 16	Spring Break		
Mar 23	Research Strategy (Significance; Innovation; Approach)	Karsh - Lessons 9-12 Examples of R21 proposals Sample R-type grant applications: https://epi.grants.cancer.gov/funding/grantsmanship/sample-grants.html https://cancercontrol.cancer.gov/brp/funding/sample-application.html	

		https://cancercontrol.cancer.gov/IS/sample-grant-applications.html **Donna Shelley (NYU) https://cancercontrol.cancer.gov/IS/sample-grant-applications.html	
Mar 30	Other R21 grant proposal components Biosketches Human Subjects Data Safety and Monitoring Boards Budget Facilities	Karsh - Lesson 15, Funders Roundtable 2, Appendix 2 https://www.nyu.edu/research/resources-and-support-offices/sponsored-programs/proposal-development/principal-investigators-guide/principal-investigators-guide-section-2.html#top	**3. First draft of Project Summary (Abstract); Project Narrative; Specific aims; Research Strategy (Significance; Innovation; Approach)** **(due Mar 30)**
Apr 6	The grant proposal review process part 1	Center for Scientific Review: https://public.csr.nih.gov https://public.csr.nih.gov/aboutcsr/Pages/default.aspx Peer Review https://grants.nih.gov/grants/peer-review.htm https://public.csr.nih.gov/ForApplicants/InitialReviewResultsAndAppeals/csrwebinar https://grants.nih.gov/grants/policy/review.htm	R01 Grants: Navigating NIH Peer Review: https://www.youtube.com/watch?v=cW6fzTGCTdw&t=6s Inside NIH Study Sections and Common Mistakes Seen on Applications: https://www.youtube.com/watch?v=cW6fzTGCTdw&t=6s https://www.youtube.com/watch?v=p3WQsC1S0TA Mock Study Session – https://www.youtube.com/watch?v=lzBhKeR6VIE https://www.youtube.c

			om/watch?v=Vx6qO8z9swQ
Apr 13	The grant proposal review process part 2	https://grants.nih.gov/grants/policy/review.htm Guide for reviewers: https://grants.nih.gov/grants/policy/review.htm https://grants.nih.gov/grants/policy/review-guidelines.htm https://grants.nih.gov/grants/peer/guidelines_general/scoring_system_and_procedure.pdf Critique template https://petitinstitute.gatech.edu/sites/default/files/funding-opps/sample-nih-review-template.pdf	
Apr 20	Class presentations and reviews #1		**4. Class participation and reviews**
Apr 27	Class presentations and reviews #2		**Class participation and reviews**
May 4	Class presentations and reviews #3		**Class participation and reviews**
May 11	**FINAL ASSIGNMENT DUE : May 11 by 11:59 pm EST (NEW YORK TIME)**		

READING/VIEWING LIST

Ellen Karsh and Arlen Sue Fox. *The Only Grant-Writing Book You'll Ever Need*, 4th Ed. New York: Basic Books, 2014.

Other materials identified by instructor and made available in BRIGHTSPACE or in the links contained in the syllabus.

GPH DIVERSITY, EQUITY, and INCLUSION (DEI) STATEMENT:

The NYU School of Global Public Health (GPH) is committed to maintaining and celebrating a diverse, just, and inclusive environment for our students, faculty, and staff around the world. To foster this atmosphere and ideals of Diversity, Equity, and Inclusion (DEI), GPH promotes a welcoming learning environment that embraces cultural humility, and respects and values differences. These differences can include race, ethnicity, religion, gender identity, sexual orientation, physical, mental and emotional abilities, socioeconomic status, and other aspects of human diversity. In this course, we encourage students to share and discuss different perspectives, beliefs, and experiences while treating all with dignity and respect.

STATEMENT OF ACADEMIC INTEGRITY:

The NYU School of Global Public Health values both open inquiry and academic integrity. Students in the program are expected to follow standards of excellence set forth by New York University. Such standards include respect, honesty and responsibility. The SGPH does not tolerate violations to academic integrity including:

- Plagiarism
- Cheating on an exam
- Submitting your own work toward requirements in more than one course without prior approval from the instructor
- Collaborating with other students for work expected to be completed individually
- Giving your work to another student to submit as his/her own
- Purchasing or using papers or work online or from a commercial firm and presenting it as your own work

Students are expected to familiarize themselves with the SGPH and University's policy on academic integrity as they will be expected to adhere to such policies at all times – as a student and an alumni of New York University.

Plagiarism

Plagiarism, whether intended or not, is not tolerated in the SGPH. Plagiarism involves presenting ideas and/or words without acknowledging the source and includes any of the following acts:

- Using a phrase, sentence, or passage from another writer's work without using quotation marks
- Paraphrasing a passage from another writer's work without attribution
- Presenting facts, ideas, or written text gathered or downloaded from the Internet as your own
- Submitting another student's work with your name on it
- Submitting your own work toward requirements in more than one course without prior approval from the instructor
- Purchasing a paper or "research" from a term paper mill.

Students in the SGPH and SGPH courses are responsible for understanding what constitutes plagiarism. Students are encouraged to discuss specific questions with faculty instructors and to utilize the many

resources available at New York University.

Disciplinary Sanctions

When a professor suspects cheating, plagiarism, and/or other forms of academic dishonesty, appropriate disciplinary action is as follows:

- The Professor will meet with the student to discuss, and present evidence for the particular violation, giving the student opportunity to refute or deny the charge(s).
- If the Professor confirms that violation(s), he/she, in consultation with the Chairperson or Program Director may take any of the following actions:
- Allow the student to redo the assignment
- Lower the grade for the work in question
- Assign a grade of F for the work in question
- Assign a grade of F for the course
- Recommend dismissal

Once an action(s) is taken, the Professor will inform the Chairperson or Program Director and inform the student in writing, instructing the student to schedule an appointment with the Senior Associate Dean for Academic Affairs, as a final step. The student has the right to appeal the action taken in accordance with the GPH Student Complaint Procedure.

STUDENTS WITH DISABILITIES:

Students with disabilities should contact the Moses Center for Students with Disabilities regarding the resources available to them, and to determine what classroom accommodations should be made available. More information about the Moses Center can be found here: https://www.nyu.edu/life/safety-health-wellness/students-with-disabilities.html. Students requesting accommodation must obtain a letter from the Moses Center to provide to me as early in the semester as possible.