

PSY 607 Winter 2019  
**Grant Writing Seminar**  
Syllabus and Assignments

*Instructors:*

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*Meeting Time & Location:*

Fridays 9:00am-11:50am

Straub 257

**IMPORTANT:** You are required to bring a laptop computer, with internet access, to each class meeting.

**Office Hours**

There are no office hours for this class; however, Professors Fisher & Kuhl are available to respond to questions and to schedule individual appointments through e-mail.

**Textbook**

“The Grant Application Writer’s Workbook” (GAWW) is the required text. There are two versions, one for NIH and one for NSF. We will be working from the NIH version. If you think you will only be using the NSF one during your career, you should purchase that one; however, be sure you have access to the NIH version as well during the course through the buddy system, if no other way. Purchase the text from: <http://www.grantcentral.com/>.

**Seminar Format**

After the first meeting, which is largely organizational, subsequent meetings of the seminar will be split into 2 parts: (1) lecture and discussion; and (2) small “working group” meetings to present and provide feedback about writing that group members are producing. Membership in the working groups will be assigned by Professors Fisher & Kuhl and remain the same for the duration of the seminar. We will attempt to form working groups based on common areas of interest and diversity of training/career experience.

**Use of Dropbox for Posting Assignments and for Accessing Course Materials**

Because much of the writing you will be doing will receive critiques from others in your working group, we will be using a Dropbox folder system to facilitate sharing of documents and for posting critiques of each others’ work. You will receive an invitation from Dropbox.Com via email to join the shared folder system. We will orient you to the organization of the folder system during the first class meeting.

**Different Credit Options and Expectations**

This course is being offered to doctoral students for either 1 or 3 credits, as well as to postdocs and faculty. The major difference between 1 vs. 3 credits is that participants enrolled for 3 credits (and usually postdocs and faculty), will be writing the core of a grant application. Typically, students who sign up for the 3 credit option will be in their 3<sup>rd</sup> year of a Ph.D. program or beyond. One-credit students can

be any year in their doctoral training. All participants (1 and 3 credit students, postdocs, and faculty) will be actively involved in providing critiques and feedback to others throughout the process. For students enrolled for 1 credit, they will have an opportunity to learn about the grant writing and review process in detail and this will help them once they are ready to write their own proposals. Note: students taking the course for 1 credit can sign up to take the seminar again at the 3-credit level in subsequent years when they are ready to write their own proposals.

### **Grant Writing Options**

Participating 3-credit students, postdocs, and faculty can choose to write any of four types of NIH grants: R21, R03, R01 or NRSA fellowship (pre or postdoctoral). We will be discussing the functions and content of these four types of grants. All require very similar “research strategy” core sections, albeit with differing page lengths related to the different scope (and budget) of the grant mechanism. The “research strategy” cores of any of these applications include: a specific aims section, sections that cover the significance, innovation, and justification (i.e., background) of the proposed work, in some cases a section on preliminary studies, and finally a section on the research design and methods. In an R21 and R03 (small grants) this whole core is 7 pages, in an R01 it is 13 pages, and in an NRSA fellowship it is 7 pages (with an additional 6 pages for sections on applicant background and training goals, plus materials from your mentor).

You do not need to choose your grant mechanism before we start the class. However, it is strongly recommended that you talk with your advisor and get the advisor to agree to work with you on the content and design of the study you propose. The primary focus of the seminar will be on grantsmanship and crafting scientific ideas into proposal plans, as opposed to thinking about research questions, per se. The agreement of the advisor to work with you is NOT a requirement of the seminar; it is just a really good idea.

*Students, please note that if you are planning to submit an NRSA, you and your mentor will have a significant amount of work to complete over and above the research strategy core sections we'll be completing in the seminar. Please plan accordingly.*

All individuals participating in the seminar should note that there are a number of additional required components of NIH grant applications that we will not be completing during the seminar. These include the budget, biosketches, human subjects, etc. You should work with the support staff from your home department (e.g. Rebecca Roby in psychology) or research institute (e.g., Lauren McHolm at the Prevention Science Institute, Elizabeth Backus of the Center for Translational Neuroscience, Mindy Kirk at ION) to complete these materials and to submit the application. *Please notify the support staff with as much advance notice as possible prior to your planned submission deadline, as they are typically facilitating numerous submissions for each deadline.*

### **Grading**

#### **1 Credit Students**

- 25% on in-class attendance, participation, and preparation for each class period
- 50% on the quality of TIMELY written critiques and other feedback given to fellow students who are writing their applications
- 25% on performance during and the written critiques provided for the assigned study section

#### **3 Credit Students**

- 25% on in-class attendance, participation and preparation for each class period

- 50% on quality of “research strategy” section of a grant application worked on throughout the semester
- 25% on quality of the TIMELY written critiques and other feedback given to fellow students throughout the term on sections of their grant applications, and on performance and written critique for the assigned study section

### *Products*

During the seminar you will produce a Grant Application Portfolio

1 Credit Students:

The Grant Application Portfolio will consist of 3 components:

- A. Grant Application Background Materials
- B. Your written critiques of others’ sections of their applications
- C. Your written critiques of others’ completed grants for the mock grant review

3 Credit Students, Postdocs, & Faculty:

The Grant Application Portfolio will consist of 6 components:

- A. Grant Application Background Materials
- B. Your written critiques of others’ sections of their applications
- C. Your written critiques of others’ completed grants for the mock grant review
- D. Your drafts/revisions of all sections of the grant and written critiques you’ve received, including your bulleted outline
- E. Your completed grant application
- F. Written critiques of your grant application from the mock grant review

### **Respecting Intellectual Property of Others in the Seminar**

Because the seminar involves a great deal of sharing ideas with each other, and also because of the Dropbox file sharing system we will use, it is essential that seminar participants be mindful of, and respect, each others’ intellectual property.

## Schedule by Week of Topics, In Class Activities, and Assignments

Date	Topic for the Day	Activities	Assignments for following week <b>NOTE: <i>additional assignments for those taking the course for 3 credits are in italics</i></b>
Jan. 11	WEEK 1 Organizational meeting; Overview of the Seminar, Formation of working groups	<ol style="list-style-type: none"> <li>1. Description of class content and goals.</li> <li>2. Review of syllabus.</li> <li>3. Discussion of expectations for 1 and 3 credit students.</li> <li>4. Orientation to course Dropbox folders for file sharing and access to course materials</li> <li>5. Overview of assignments for the week</li> <li>6. Formation of working groups, introductions within groups</li> </ol>	<ol style="list-style-type: none"> <li>1. Read GAWW Overview and Chapters 1, 2, 3, and 4. These sections contain important information that you will need to complete assignments for the seminar correctly, and that will be useful for all future grant applications.</li> <li>2. Complete your Grant Application Background Materials for your Grant Portfolio (NOTE: see supplemental description following this table). Post in appropriate Dropbox folder, by Thursday, Jan 18, 9am.</li> </ol>
Jan. 18	WEEK 2 Getting started on formulating your application	<ol style="list-style-type: none"> <li>1. Review Grant Application Background Materials content</li> <li>2. Lecture: Overview of NIH funding process</li> <li>3. How to develop an idea for your grant application and generate a bulleted outline</li> <li>4. In working groups, present and critique initial ideas for grants</li> </ol>	<ol style="list-style-type: none"> <li>1. Read GAWW Chapter 7.</li> <li>2. Watch 3 videos on NIH CSR website on link in Week 2 Powerpoint</li> <li>3. <i>Decide on the grant mechanism you'll be applying for. Using the template in GAWW Chapter 7, <b>complete a bulleted outline of the Specific Aims</b> for your grant application. Post in appropriate Dropbox folder, by Thursday 9am.</i></li> </ol>

Date	Topic for the Day	Activities	Assignments for following week <b>NOTE: additional assignments for those taking the course for 3 credits are in italics</b>
Jan. 25	WEEK 3 The Specific Aims section: A universe on a single page	1. Introduce Specific Aims  2. Volunteers present bulleted outline to the whole class  3. In working groups participants each present their own and then assign critiques for others' bulleted outlines	1. Read Chapter 8 of GAWW.  2. Complete critique of others' bulleted outlines and send to applicant, plus post in appropriate Dropbox folder, by Tuesday 5pm  <i>3. Revise your bulleted outline based on critique and your own ideas</i>  <i>4. Complete your specific aims and post in appropriate Dropbox folder by Thursday 9am</i>
Feb. 1	WEEK 4 Writing the Significance and Innovation sections	1. Introduce Significance and Innovation sections, including discussion of literature and preliminary results  2. Volunteers present their Specific Aims to the whole class  3. In working groups participants each present their own and then assign critiques of others' specific aims	1. Read Chapters 9 & 10 of GAWW.  2. Complete critiques of others' specific aims and send to applicant, plus post in appropriate Dropbox folder, by Tuesday 5pm  <i>3. Revise your specific aims</i>  <i>4. Complete your Significance and Innovation sections and post in appropriate Dropbox folder by Thursday 9am</i>

Date	Topic for the Day	Activities	Assignments for following week <b>NOTE: additional assignments for those taking the course for 3 credits are in italics</b>
Feb 8	WEEK 5 Writing the Approach section	1. Introduce Approach section  2. Volunteers present Significance and Innovation sections to whole class  3. In working groups participants each present their own and then assign critiques of others' significance and innovation sections	1. Read Chapter 11 of GAWW  2. Complete critiques of others' Significance and Innovation sections and post in appropriate Dropbox folder by Tuesday 5pm  <i>3. CATCH UP ON ANY SECTIONS THAT ARE EITHER INCOMPLETE OR VERY ROUGH!</i>  <i>4. Revise your Significance and Innovation section</i>  <i>5. Develop a bulleted outline of your Approach section and post in appropriate Dropbox folder, by Thursday 9am</i>
Feb 15	WEEK 6 Writing the Approach section, contd.  *** Phil and Brice are out of town ***	1. In working groups participants each present their own and then assign critiques of others' Approach section outlines	1. Complete critiques of others' Approach section outlines and post in appropriate Dropbox folder by Tuesday 5pm.  2. Develop a list of 5 questions you want to ask funded researchers about their grant writing experiences and post in appropriate Dropbox folder, by Thursday 9am  <i>3. Revise Approach outline, begin writing Approach, post draft in Dropbox folder by Thursday 9am.</i>

Date	Topic for the Day	Activities	Assignments for following week <b>NOTE: additional assignments for those taking the course for 3 credits are in italics</b>
Feb 22	WEEK 7 What it takes: Q&A with federally funded researchers	1. Q&A with researchers  2. In working groups participants each present their own revised Approach section outlines.	1. <b>Review</b> the materials in GAWW Chapters 12-17 (this is information you will need for actual grant submissions but not for this class)  <i>2. Complete your Approach section based on the revised outline and post in appropriate Dropbox folder by Thursday 9am</i>
Mar 1	WEEK 8 How to write a successful NRSA application	1. NRSA overview  2. In working groups work on critiquing each student's approach; ALL PARTICIPANTS' APPROACH SECTIONS MUST BE CRITIQUED, EITHER IN CLASS OR BY EMAIL SO BE PROACTIVE ABOUT YOUR PLANS AND MANAGE YOUR TIME CAREFULLY	1. Read GAWW Chapters 18-21  <i>2. Revise your approach section based on feedback from other participants</i>  <i>2. Post (in Dropbox, by Thursday 9am) complete grant application, including Title, Project Summary, &amp; Abstract (See GAWW Chapters 18 &amp; 19), as well as all Research Plan Sections and Literature Cited.</i>

Date	Topic for the Day	Activities	Assignments for following week <i>NOTE: additional assignments for those taking the course for 3 credits are in italics</i>
Mar 8	WEEK 9 The NIH Review Process	1. Grant review process overview, including grant review criteria 2. Preparation for study section (description of how it will run) 3. Assignment of reviewers to grant applications 4. So you didn't get funded: Making sense of summary statement feedback and how to address it in a revised application	1. Review GAWW Chapter 4 on Grant Review Process and read GAWW Chapter 5 on responding to critiques. 2. Complete your critiques of others' applications for study section 3. Review the document entitled "How to be a member of an NIH R01 study section" posted in Dropbox.
Mar 15	WEEK 10 Study section	Grant reviewing	--
Mar 22	*** IF NEEDED *** Study section	Grant reviewing	

## Grant Portfolio

### GRANT APPLICATION BACKGROUND MATERIALS Components

1. Go to [http://grants.nih.gov/grants/grant\\_basics.htm](http://grants.nih.gov/grants/grant_basics.htm) and poke around. Write a few notes on what you found interesting or what you want to book mark. *Complete in a one-pager documenting completion of the grants basics exercise.*
2. Using Chapter 1 of GAWW and the Internet, decipher the following acronyms: NIH, NIMH, NICHD, NIA, NIDA, CSR, NoA, PO, SRA, PI, co-I, co-PI, RFA, PA, FOA, RPG (R01), SRG (study section), PDRP. Be sure to “click” on anything you don’t really understand and read about it. *Complete a one-pager documenting completion of each of these tasks.*
3. Choosing at least one NIH Institute, find, download, and skim their strategic plan, especially those areas relevant to your research: *Cut and paste this strategic plan into your portfolio.*
4. Learn about what grants are out there. First go to the grants planning application website and read through that page. Then go to the grants.gov website and look for opportunities. That will be overwhelming. So then go to NIH and NSF and then within each of these agencies to the areas that deal with your areas of research (NIMH, NICHD for example).
  - [http://grants.nih.gov/grants/planning\\_application.htm#search](http://grants.nih.gov/grants/planning_application.htm#search)
  - <https://www.grants.gov/web/grants/search-grants.html>
  - <http://grants.nih.gov/grants/guide/index.html>
  - <https://www.nimh.nih.gov/funding/opportunities-announcements/index.shtml> (for NIMH)

*Cut and paste descriptions of at least 5 opportunities (PAs or RFAs you found that fit your interest areas).*

5. Log on to the NIH RePORTER (<http://projectreporter.nih.gov/reporter.cfm>) and search for grants in your area (remember, you may want to search by the names of major researchers in your area). *Write a one pager about what you learned from RePORTER.*