THE UNIVERSITY of TENNESSEE **Ur**
KNOXVILLE
COLLEGE OF SOCIAL WORK

**SW 603 – Funded Research and Grant Writing**
**3 credit hours**
**Spring 2018**

**Instructor:** Lisa Reyes Mason, PhD, MSW      **Office:** 408 Henson
**Class Time:** Wednesday, 9:05 am to 12:05 pm      **Email:** mason@utk.edu
**Location:** 115 Henson
**Office Hours:** Flexible, by appointment


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**Office Hours:** Flexible, by appointment

## Ph.D. Program Mission

The purpose of social work education at the doctoral level is to develop an understanding and appreciation of the scientific method so that graduates can improve and extend the knowledge base of social work practice, and inform social policy, through empirical research. Graduates of doctoral programs assume leadership roles in social work education, research, and practice. The Ph.D. program in social work provides training in social and behavioral science research methods and the opportunity for students to apply these methods to social problems and social work practice areas. Doctoral research is directed toward developing knowledge that can be used by social work educators, practitioners, administrators, and policy makers. Graduates of the Ph.D. program are prepared to contribute to the improvement of the design and implementation of social services and to develop and disseminate social work knowledge through research and teaching.

## Ph.D. Program Competencies

Upon completion of the UT CSW Ph.D. program, students will be able to:

1. Demonstrate expert knowledge in a focused substantive area relevant to social work.
2. Conduct independent and original scientific research that advances knowledge in a substantive area.
3. Communicate scientific findings in an effective way to a range of audiences (from lay persons to other scientists).
4. Secure funding for a substantive research agenda.
5. Teach students the knowledge, skills, and values they need to be proficient social workers in a substantive area.

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## Code of Conduct

It is the student's responsibility to have read the College of Social Work Ethical Academic and Professional Conduct Code that is in the College of Social Work MSSW Handbook (www.csw.utk.edu). Students are also expected to sign and adhere to the Social Work Field Placement Code of Conduct.

## The Honor Statement

An essential feature of The University of Tennessee is a commitment to maintaining an atmosphere of intellectual integrity and academic honesty. As a student of the University, I pledge that I will neither knowingly give nor receive any inappropriate assistance in academic work, thus affirming my own personal commitment to honor and integrity. (*Hilltopics*).

## University Civility Statement

Civility is genuine respect and regard for others: politeness, consideration, tact, good manners, graciousness, cordiality, affability, amiability and courteousness. Civility enhances academic freedom and integrity, and is a prerequisite to the free exchange of ideas and knowledge in the learning community. Our community consists of students, faculty, staff, alumni, and campus visitors. Community members affect each other's well-being and have a shared interest in creating and sustaining an environment where all community members and their points of view are valued and respected. Affirming the value of each member of the university community, the campus asks that all its members adhere to the principles of civility and community adopted by the campus: http://civility.utk.edu/

## Disability

If you need course adaptations or accommodations because of a documented disability or if you have emergency information to share, please contact The University of Tennessee Office of Disability Services at 100 Dunford Hall (865) 974-6087. This will ensure that you are properly registered for services.

## Dimensions of Diversity

The College of Social Work and the University of Tennessee welcome and honor all people. In accordance with the U.S. National Association of Social Workers (NASW) and the U.S. Council on Social Work Education (CSWE 2015 Educational Policy Statement), "the dimensions of diversity are understood as the intersectionality of multiple factors including" age, class, color, culture, mental or physical disability and ability, ethnicity, gender, gender expression, gender identity, immigration status, marital status, national origin, political ideology, race, regionality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. The College values intellectual curiosity, pursuit of knowledge, and academic freedom and integrity. "A person's diverse life experiences may include oppression, poverty, marginalization, and alienation as

well as privilege, power, and acclaim" (CSWE 2015 Educational Policy Statement). The College of Social Work promotes social justice and social change, and strives to end discrimination, oppression, poverty, and other forms of social injustice.

## Course Overview

Sources of funding, including federal and private foundation, for social work research; writing a competitive grant proposal, including the narrative, budget, budget justification, and IRB review application.

## Course Description

The course examines the common funding programs and funding mechanisms offered by the National Institutes of Health (NIH) that support programs of research most relevant to social work. These include the National Institute on Aging, National Institute on Drug Abuse, National Institute on Minority Health and Health Disparities, National Institute on Alcohol Abuse and Alcoholism, National Institute of Child Health and Human Development, and National Institute of Mental Health. The course reviews the key skills in proposal writing that are required for principal investigators to successfully communicate and market their research ideas to NIH and other funders. Finally, the course provides the opportunity for students to develop and critique research ideas with a focus on developing the components of a proposal in a way that addresses key NIH funding criteria.

## Course Rationale

A large portion of the research addressing social services, mental health, child welfare and related areas central to social work is funded by public funders such as NIH and private foundations such as the W.T. Grant Foundation. Such funding is essential to social work research that addresses the knowledge gaps in what is known and practiced. As a result, the expectations for external research funding have increased for social work researchers over the past two decades and are expected to continue to increase in the future. This course is designed to help doctoral students in social work gain critical skills in proposal writing that will support their efforts to obtain external funding for their individual programs of research.

## Course Competencies

By the completion of this course, students are expected to be able to be able to:

1. Select relevant and realistic funding opportunities that match the student's substantive area with funding sources' priorities, proposal guidelines, and advertised requests for proposals (RFPs)
2. Recognize trends in funding sources' priorities across time and anticipate future funding priorities based on this longitudinal information
3. Breakdown the components of a grant application

4. Prepare and justify a budget
5. Identify risks and design appropriate protective measures for human subjects who participate in the proposed research project
6. Demonstrate completion of NIH online courses on protection of human subjects
7. Write a grant proposal in the student's substantive area and in response to a realistic funding opportunity.
8. Demonstrate skills for writing a compelling and marketable proposal
9. Describe strategies for developing and cultivating relationships with community stakeholders and community agencies to partner on research that is mutually beneficial and related to student's substantive area
10. Understand the typical grant review process

**Learning Environment**

The course is conducted in a seminar format combining lecture, discussion, participatory exercises, and peer review using reading assignments, websites, and writing projects. Certain scholarly values are expected. These include thorough and thoughtful reading of the assigned material before class, active contribution of ideas and insights to class discussion and activities, professional respect of others' contributions, and a striving towards academic rigor in all course related activities.

**Role of the Teaching Assistant**

The teaching assistant (TA) is a PhD student who has previously taken the course. The TA will participate in class discussions, contribute insights, and provide feedback on student progress and questions as needed. Additionally, the TA will be available to meet with students by appointment to address concerns and answer questions about course content and expectations. The TA will teach at least one class session and grade the Letter of Intent assignment.

**Course Assignments**

| Assignment | % of Grade | Due Date | Time | Via |
|---|---|---|---|---|
| Proposal Building Assignments | | | | |
|    The Pitch | 5% | Jan 24 | In class | In class |
|    Specific Aims | 10% | Feb 21 | By 9:00 am | Canvas |
|    Significance and Innovation | 15% | March 7 | By 9:00 am | Canvas |
|    Approach | 20% | March 28 | By 9:00 am | Canvas |
|    Budget and Justification | 10% | April 4 | By 9:00 am | Canvas |
| Letter of Intent | 10% | April 4 | By 9:00 am | Canvas |
| Final NIH Proposal | 30% | April 25 | Anytime | Canvas |

## Grading Scale

| | | |
|---|---|---|
| A | 94 – 100 | Outstanding/superior. Exceptional performance. Student consistently exceeds course expectations. |
| A- | 90 – 93 | Very good. Well above satisfactory performance. Student consistently meets, and often exceeds, normal expectations for the course. |
| B+ | 87 – 89 | Good. Above satisfactory performance. Student consistently meets, and occasionally exceeds, normal expectations for the course. |
| B | 84 – 86 | Average. Satisfactory performance. Student consistently meets normal expectations for the course. |
| B- | 80 – 83 | Below average. There is unevenness in grasping course content. Student is inconsistent in meeting course expectations. |
| C | 70 – 79 | Poor. There is lack of understanding of course content. Student does not meet course expectations. Performance is below the standard expected of graduate students. |
| F | 69 and below | Very poor. There is a lack of attendance or incomplete assignments. Course expectations are not met. Extremely unsatisfactory performance. |

## Required Readings

Russell, S.W., & Morrison, D.C., (revised January, 2018) *The Grant Application Writer's Workbook – National Institutes of Health Version 1.17*. Buellton, CA: Grant Writers' Seminars and Workshops, LLC. Available for purchase at:

http://grantwriter.mybigcommerce.com/products.php?product=National-Institutes-of-Health-Version-1.18

All other readings will be available via Canvas.

> **Note about Readings:** Some of the assigned readings are funded proposals written by other investigators. These are for **class purposes only** and should not be circulated or distributed outside of class.

## Syllabus Note

This syllabus is subject to change at the discretion of the instructor, for the purpose of enhancing student learning as needed during the course of the semester.

## Course Outline

| Week | Date | Topic | Readings Due | Work Product or Assignment Due |
|---|---|---|---|---|
| 1 | Jan 10 | Class does not meet due to SSWR | • None | None |
| 2 | Jan 17 | Introduction and NIH Overview<br><br>Developing a Research Idea I | • R&M Chapters 1, 2<br>• Hasche (2009)<br>• Preuss & Perri (2014)<br>• Hutson R21 (Pages 1-14) | Come prepared to introduce yourself and the research idea that you think you will focus on in this class |
| 3 | Jan 24 | Developing a Research Idea II | • Self-directed reading of peer-reviewed literature that informs your research idea | **The Pitch** assignment due in class as a 10-minute presentation by each student |
| 4 | Jan 31 | Finding a Fit<br><br>Components of a Successful Proposal | • R&M Chapters 3, 4<br>• Porter (2007)<br>• Rao R01 (Pages 1-13) | Come to class with at least one potential NIH institute, funding program or mechanism, and program officer identified |
| 5 | Feb 7 | Specific Aims I | • R&M Chapters 7, 8<br>• Funded proposal(s) (TBD) | None |
| 6 | Feb 14 | Specific Aims II | • None | Come to class with 8 hard copies of your draft Specific Aims, using the template provided |
| 7 | Feb 21 | Research Strategy I | • R&M Chapters 9, 10<br>• Funded proposal(s) (TBD) | **Specific Aims** assignment due via Canvas by 9:00 am |

| 8 | Feb 28 | Research Strategy II | • None | Come to class with 8 hard copies of your draft Significance and Innovation |
|---|---|---|---|---|
| 9 | Mar 7 | Research Strategy III | • R&M Chapter 11<br>• Funded proposal(s) (TBD) | **Significance and Innovation** assignment due via Canvas by 9:00 am |
| | | | Mar 14 – Spring Break | |
| 10 | Mar 21 | Research Strategy IV | • Review your peers' draft Approach sections posted to the Canvas Discussion Board and come prepared to discuss and provide feedback | **Draft Approach** section due via **Canvas Discussion Board** by Monday morning, **March 19**, at 9:00 a.m.<br><br>Come to class prepared to ask for and receive feedback on your Approach section from your peers |
| 11 | Mar 28 | Foundation Grants<br><br>Budgets | • Einhorn & Eisner (2013), pgs. 14-26 in journal issue on Canvas<br>• Lundahl (2008), pgs. 15-19 in journal issue on Canvas<br>• Wilder (2015), pgs. 38-49 in journal issue on Canvas<br>• Funded proposal(s) (TBD)<br>• R&M Chapters 13, 14 | **Approach** assignment due via Canvas by 9:00 am |
| 12 | Apr 4 | Revisions and Consultation<br><br>**Class does not meet in person** | • TA available for consultation (20-30 minute blocks) during regular class hours; please schedule in advance: jwalte22@vols.utk.edu | **Budget and Justification** assignment due via Canvas by 9:00 am<br><br>**LOI** assignment due via Canvas by 9:00 am |

| 13 | Apr 11 | Additional Components (e.g., Title, Project Summary, Cover Letter, Human Subjects)<br><br>K Awards, Grant Collaboration, Career Development | • R&M Chapters 18, 19, 20 (read in full)<br>• R&M Chapters 12, 15, 16 (skim) | **Full draft proposal** due via **Canvas Discussion Board** by 9:00 am, for next week's peer review panel<br><br>**Complete CITI online course** by today (via ORE website and with UT login), if not previously completed for another class; **email completion certificate** to mason@utk.edu |
| --- | --- | --- | --- | --- |
| 14 | Apr 18 | Peer Review Panel | • Full draft proposals submitted by your peers, available on Canvas | Come prepared to lead discussion of your assigned proposal, and participate actively in the review of all other proposals |
| 15 | Apr 25 | **Final Proposals are due via email. Class does not meet in person.** | | |