The University of Tennessee  
College of Social Work  
Ph.D. Program  
Spring 2016

SOCIAL WORK 603: Funded Research and Grant Writing (3 credits)

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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.

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 Ph.D. Student Handbook (www.csw.utk.edu).

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.

**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 Services**

If you need course adaptation or accommodations because of a documented disability or if you have emergency information to share, please contact the Office of Disability Services at 100 Dunford Hall at 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 Policy Statement), “the dimensions of diversity are understood as the intersectionality of multiple factors, including” age, class, color, culture, mental or physical disability and the 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 Description**

Funded research and grant writing: 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 Competencies**

By the completion of this course, the students are expected to be able to demonstrate (through course activities, assignments, and/or exams):

- 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)
- Recognize trends in funding sources’ priorities across time and anticipate future funding priorities based on this longitudinal information
• Breakdown the components of a grant application
• Prepare and justify a budget
• Identify risks and design appropriate protective measures for human subjects who participate in the proposed research project
• Demonstrate completion of NIH online courses on protection of human subjects
• Write a grant proposal in the student’s substantive area and in response to a realistic funding opportunity.
• Demonstrate skills for writing a compelling and marketable proposal
• 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
• Understand the typical grant review process

Course Requirements

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 the National Institutes of Health 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 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.

Learning Environment

The course is conducted in a seminar format combining lecture, discussion and participatory exercises using reading assignments, websites and writing projects. The course context will provide information, access to resources and discussion focused on conceptualizing, outlining, writing and critiquing research proposals.
The course grade will be computed as follows:

Class attendance, preparation and participation – 10%
Five written assignments (@ 12% each) – 60%
Final proposal – 30%

The grading scale is:

A – 90-100
B – 80-89
C – 70-79
D – 60-69
F – 0-59

Required Texts


With updates at: http://www.grantcentral.com/supplement-to-nih-workbook/
password: gwswNIHsupp

Class Schedule and Assignments

Details for each written assignment are included in the readings that accompany the assignment.

Unit 1 - Overview of NIH Institutes, Centers and Funding opportunities. A review of online NIH websites, the Center for Scientific Review, accessing online information, and NIH eRA Commons.
Assignment: Read Russell & Morrison – Chapter 1, and review of NIH online sites for Institutes and Centers

Unit 2 - Developing a research idea for a grant application. Six steps in developing a research idea that has a chance of external funding.
Assignment: Read Russell & Morrison – Chapter 2, and submit written report of completion of six steps.

Unit 3 - Identifying the appropriate funding program and funding mechanism for your research idea.
Assignment: Read Russell & Morrison – Chapter 3, and submit one funding program and one funding mechanism, and identify institute/center and program officer.
Unit 4 – Understanding the components of writing a successful proposal, including the importance of writing style and the criteria that reviewers use in scoring proposals. 
Assignment: Read Russell & Morrison – Chapter 4, and review NIH online sites that explain review process and view video of NIH scientific review group (SRG).

Unit 5 – Writing the outline for the specific aims section of a successful proposal, including the progression of logic. 

Unit 6 -- Writing the specific aims section of a successful proposal, including the progression of logic. 
Assignment: Read Russell & Morrison – Chapter 8, and submit written specific aims section.

Unit 7 – Writing the significance and innovation subsections of the research strategy, including tips for establishing both the significance and innovation of your research idea. 
Assignment: Read Russell & Morrison – Chapter 9, and submit initial draft of the significance and innovation subsections of research strategy.

Unit 8 – Writing the approach subsection of the research strategy that includes the research design, expected outcomes, potential problems and creating a timeline. 
Assignment: Read Russell & Morrison – Chapter 10, and submit initial draft of the approach subsection that includes research design, expected outcomes, potential problems and timeline.

Unit 9 -- Writing the approach subsection of the research strategy that includes the literature review and preliminary studies. 
Assignment: Read Russell & Morrison – Chapter 11, and submit initial draft of the approach subsection that includes a literature review and preliminary studies.

Unit 10 – Ethical issues, protection of human subjects and IRB submission
Assignment: Read Russell & Morrison – Chapter 16 and submit written confirmation that you have completed UT required online course on protection of human subjects.

Unit 11 – Assembling components to create a complete proposal, including key person profiles, biographical sketches, and budget. 
Assignment: Read Russell & Morrison – Chapter 12, 13 & 14 and submit final completed proposal.