



Grant Writing

The University of Toledo
Department of Psychology
PSYC 6250/7250-02

Name:	Matthew T. Tull, Ph.D.	Offered:	Spring 2021
Email:	Matthew.Tull@utoledo.edu	Class Location:	Remote
Office Hours:	By appointment	Class Day/Time:	Thursday 1:00-3:45 pm
Office Location:	UH 5040C	Credit Hours:	3 credit hours
Instructor Phone:	419-450-7975		

CATALOG/COURSE DESCRIPTION

PSY - 6250/7250 SEMINAR IN CLINICAL PSYCHOLOGY [3 hours]. Advanced seminar focusing on selected topics from the general area of clinical psychology.

SPECIAL COURSE EXPECTATIONS DURING COVID-19

It's important to note that based on the unpredictability of the COVID-19 virus things can change at any time so please be patient and understanding as we move through the semester. We also ask that you keep us informed of concerns you may have about class, completing course work/assignments in a timely manner, and/or health concerns related to COVID.

This course will be offered remotely as a synchronous class. Each week prior to the class time, you will receive an invite to attend the class remotely through Zoom, Webex, or another web-based teleconferencing service. As with an in-person class, you are expected to attend class on-time and in its entirety. If you are experiencing any technical difficulties, please contact the instructor and teaching assistant as soon as possible.

COURSE STATEMENT

The goal of this course is to provide students with an overview of the federal grant process, including the formulation of a research idea, writing the grant proposal, grant submission, the review process, and responding to reviewer feedback. Although an emphasis will be placed on National Institutes of Health research grant opportunities and procedures, other NIH grants (e.g., Fellowship grants) and federal grant-awarding organizations (National Science Foundation) will be discussed. A major focus of this course will be on the development of critical thinking and scientific writing skills. Learning will occur through class discussions, lectures, and writing assignments.

STUDENT LEARNING OUTCOMES

At the end of this course, students will be able to:

- Describe the process, from start to finish, involved in submitting a grant.
- Describe the different federal grant mechanisms available to psychological researchers at all stages of their career.
- Develop a research idea that has the potential for being funded by a federal agency.
- Develop scientific writing skills
- Apply critical thinking and scientific writing skills to the writing of a grant proposal.
- Describe ways of responding to and integrating constructive grant reviewer feedback.



PREREQUISITES AND COREQUISITES

Consent of instructor.

REQUIRED INSTRUCTIONAL MATERIALS (TEXTS AND ANCILLARY MATERIALS)

Any readings or other course material will be provided to students through Blackboard (<https://blackboard.utdl.edu/>).

Gerin, W. & Kinkade, C. K. (2018). *Writing the NIH Grant Proposal: A Step-by-Step Guide, 3rd edition*. Thousand Oaks, CA: Sage Publications.

Hollenbach, A. D. (2018). *A Practical Guide to Writing a Ruth L. Kirschstein NRSA Grant, 2nd edition*. London, United Kingdom: Academic Press.

UNIVERSITY POLICIES

Academic Accommodations

The University of Toledo is committed to providing equal opportunity and access to the educational experience through the provision of reasonable accommodations. For students who have an accommodations memo from Student Disability Services, it is essential that you correspond with me as soon as possible to discuss your disability-related accommodation needs for this course. For students not registered with Student Disability Services who would like information regarding eligibility for academic accommodations due to barriers associated with a potential disability, please contact the Student Disability Services Office.

Academic Dishonesty

Consistent with University Policy, academic dishonesty will not be tolerated. Students are responsible for knowing what constitutes academic dishonesty. If students are uncertain about what constitutes plagiarism or cheating they should seek the instructor's advice. Examples of academic dishonesty include, but are not limited to: 1) Plagiarizing or representing the words, ideas or information of another person as one's own and not offering proper documentation; 2) Giving or receiving, prior to an examination, any unauthorized information concerning the content of that examination; 3) Referring to or displaying any unauthorized materials inside or outside of the examination room during the course of an examination; 4) Communicating during an examination in any manner with any unauthorized person concerning the examination or any part of it; 5) Giving or receiving substantive aid during the course of an examination; 6) Commencing an examination before the stipulated time or continuing to work on an examination after the announced conclusion of the examination period; 7) Taking, converting, concealing, defacing, damaging or destroying any property related to the preparation or completion of assignments, research or examination; 8) Submitting the same written work to fulfill the requirements for more than one course. The full University policy on academic dishonesty may be found at <http://www.utoledo.edu/dl/students/dishonesty.html>

Resources Related to Sexual or Gender-based Violence and Harassment

The University of Toledo cares greatly about the health and well-being of our students, staff, and faculty, and takes all sexual or gender-based violence and harassment very seriously. If you have experienced sexual assault, sexual harassment, intimate partner violence, and/or stalking and want a confidential place to obtain support and information, please contact the Center for Student Advocacy and Wellness on the main campus in Health and Human Services Room 3017. You can call 419.530.2497 during regular



business hours and 419.530.3431 for 24-hour assistance from a trained advocate. In-person, walk-in appointments are also available Monday-Thursday from 8:30 a.m. to 5 p.m. The Center for Student Advocacy and Wellness provides free and confidential advocacy and counseling services to students, faculty and staff. The YWCA H.O.P.E. Center also can be accessed as an off-campus confidential resource at 419.241.7273. Faculty, teaching assistants, and other university employees are mandated reporters of any incidents of sexual or gender-based violence or harassment. Thus, any disclosures of sexual or gender-based violence or harassment on or off campus made to faculty or teaching assistants, or other university employees must be forwarded to the Title IX Coordinator. The Title IX Office will then contact you regarding your rights, your option to participate in the investigation, interim safety measures and/or academic accommodations, and the need to proceed with an investigation (even if none is requested). Your participation in the process is voluntary. You may call 419.530.3152 to file a complaint or visit the following website for more information and resources: <http://www.utoledo.edu/title-ix/>. Policies relating to Title IX can be found at: <http://www.utoledo.edu/title-ix/policies.html>.

COURSE EXPECTATIONS AND GUIDELINES

Please arrive to class on time. If you are going to be late or miss a class, notify me in advance. Attendance in this class is mandatory. Participation in class is essential at the graduate level. I expect everyone to come to class each week ready to contribute in discussions and willing to share ideas and work. Your comments and questions in class should reflect your careful, critical analysis of the readings and your thoughtful completion of assignments. This means that you must read all assigned articles and complete all assignments prior to each class. Being absent (with the exception of excused absences) or unprepared for class will result in a deduction of points from this aspect of your final grade.

Please make sure cell phones are turned off (or in silent mode) and put away during class. If you are using a computer or tablet during class, please refrain from any online activity (e.g., email) during class.

It is expected that the classroom environment will be intellectually stimulating and respectful. Please respect your fellow classmates, their questions, their responses, and their views and personal attitudes. It is important that the classroom is a safe area where ideas and attitudes can be freely expressed without judgment. If you have questions or concerns about this course policy, please see me as soon as possible to discuss.

No late assignments will be accepted unless approved in advance by the instructor.

OVERVIEW OF COURSE GRADE ASSIGNMENT

Participation (40% of your final grade):

As stated previously, it is expected that all students will be an active participant in class discussions, including those led by the instructor and other students. All students will start with an A for this assignment and points will be deducted as participation does not occur.

A major part of your participation grade will come from regular class presentations on different components of the grant process and application. An important grant writing skill is learning how to respond and integrate feedback. Throughout the semester, your instructor and peers will serve as reviewers and offer feedback on (a) a research idea, (b) Specific Aims, (c) the Significance and Innovation sections, and (d) the Approach section.



Course Assignments (30% of your final grade):

Throughout the semester, students will be required to complete assignments that will prepare them to write a federal grant. These assignments include the creation of a biosketch, identification of a research idea, creation of a specific aims, writing the significance and innovation section of a grant, and writing the approach section of a grant. Together, these assignments are 30% of your final grade:

- Research Proposal (5%)
- Specific Aims (5%)
- Significance (5%)
- Innovation (5%)
- Approach (5%)
- Biosketch (5%)

Final Grant Document (30% of your final grade):

By the end of the course, students are expected to create a final document that represents an R03/R21-level grant application. The application must be consistent with current NIH guidelines for length and formatting. The following sections are required:

- Abstract
- Project Narrative
- Specific Aims
- Significance
- Innovation
- Approach
- Biosketch

LETTER GRADE

Grade	Percent Equivalent
A	92-100
A-	90-91
B+	88-89
B	82-87
B-	80-81
C+	78-79
C	72-77
C-	70-71
D+	68-69
D	62-97
D-	60-61
F	≤59%



COURSE SCHEDULE

Note: Any readings and assignments for each week are listed below this table.

Week	Date	Topic/Activity
1	Jan 21	Course overview Overview of the federal grant process
2	Jan 28	Scientific writing Developing a research idea
3	Feb 4	Presentation of research ideas Writing Specific Aims
4	Feb11	Presentation and review of Specific Aims
5	Feb 18	Presentation and review of Specific Aims
6	Feb 25	Writing Significance and Innovation
7	Mar 4	Presentation and review of Significance and Innovation
8	Mar 11	Presentation and review of Significance and Innovation
9	Mar 18	Writing Approach
10	Mar 25	Presentation and review of Approach
11	Apr 1	Presentation and review of Approach
12	Apr 8	Developing a Biosketch
13	Apr 15	Presentation and review of Biosketch
14	Apr 22	Presentation and review of Biosketch Overview of the federal grant review process
15	Apr 29	INSTRUCTIONAL DAY – NO CLASS
	Mar 7	Final Grant due no later than 5:00 pm EST

WEEKLY ASSIGNMENT LIST

Readings will be made available in advance on Blackboard. Reading list is subject to change. Any changes made to the reading list will be made at least two weeks before readings are due. Readings are due on the day in which they are listed. Additional readings or assignments may be assigned at the instructor's discretion.

Week	Date	Topic/Activity
1	Jan 21	No readings
2	Jan 28	<ul style="list-style-type: none"> Bourne, P. E., & Chalupa, L. M. (2006). Ten simple rules for getting grants. <i>PLoS Computational Biology</i>, 2, e12. Powell, K. (2017). The best kept secrets to winning grants. <i>Nature</i>, 545, 399-402. Gerin & Kinkade (2018). Chapter 3 Read a funded grant (grant will be provided)
3	Feb 4	<ul style="list-style-type: none"> Complete research idea worksheet Identify and read an NIH grant program announcement Gerin & Kinkade (2018). Chapter 4. Gerin & Kinkade (2018). Chapter 5 (pp. 49-56, 68-72).
4	Feb11	Prepare specific aims
5	Feb 18	No readings/assignments
6	Feb 25	<ul style="list-style-type: none"> Gerin & Kinkade (2018). Chapter 5 (pp. 72-79).
7	Mar 4	Prepare significance and innovation
8	Mar 11	No readings/assignments
9	Mar 18	<ul style="list-style-type: none"> Gerin & Kinkade (2018). Chapter 5 (pp. 79-95).
10	Mar 25	Prepare approach
11	Apr 4	No readings/assignments
12	Apr 8	<ul style="list-style-type: none"> Read biosketches (biosketches will be provided)
13	Apr 15	Prepare biosketch
14	Apr 22	<ul style="list-style-type: none"> Read grant reviews and responses (will be provided) Gerin & Kinkade (2018). Chapter 5 (pp. 179-188).