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PSYX 594.01: Program Development and Grant Writing

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Syllabus

Program Development and Grant Writing – Psychology 594 Autumn 2013

Skaggs 303

T 8- 10

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Office Hours: By appointment

Purpose of Class: Professionally, you are likely to find yourself in a position in which you are expected to lead program development and secure grant funded research; either to support your own research, to support the goals of an agency for which you work, or both. Developing research support through sponsored programs is a method for building a program of research, building a career, and expanding the field. The purpose of this course is to give students an understanding of the nature and operation of grant-funded research, to familiarize students with the structure and operation of major research-funding organizations, to teach skills in the art of writing grant proposals, and to assist students in preparing a research grant proposal that includes all parts of a proposal for submission (i.e., forms, budget, and text).

Outcome: Students will learn strategies and acquire skills to secure financial support for research and program development. Each student will develop a grant proposal with all the components needed to submit to a funding agency. This proposal will provide a model for developing proposals independently.

Class Processes and Activities:

1. Students will read grant proposals and use published criteria provided by a funding agency to score them.
2. Students will report their review scores in class and defend them in open discussion.
3. Students will participate in class exercises to identify issues of interest on which they will develop a problem analysis. This problem analysis will be translated into a two-page concept paper following a format provided.
4. Students may form groups or work independently to develop a grant proposal. Topics of the proposal will be negotiated between members of the group and the instructor – generally, these should be topics suitable for funding by a Federal agency using PHS 398 or ED424 processes. The proposal format will follow the guidelines of a major Federal research funding agency (e.g., NIH). Segments of the proposal will involve using “boiler-plate” to improve the efficiency of proposal development.
5. Portions of class time will be devoted to organizing and preparing written products, as well as lecture and discussion.

Reading and Materials:

Gerin, W., Kapelewski, C.H. (2011). *Writing the NIH grant proposal: A step-by-step guide*. Thousand Oaks, CA: Sage Publications, Inc.

Additional readings and other materials will be provided based on relevance to student interest.

Evaluation and Grading:

Students will be evaluated along the following performances and products. A total of 100 points may be achieved with the distribution for each performance or product listed in parentheses. The +/- system will not be used. Grades will be assigned as follows:

A = 90 – 100

B = 80 - 89

C = 70 - 79

D = 60 – 69

F = 0 - 59

Product	Points	Class
Sign up for Grants.gov		2
Brief Biography	5	3
RFP of Interest and Justification		3
Review of two grant proposals using two scoring systems	5	4
IRB Certificate	5	7
Draft Concept Paper	5	7
Draft Pert or GANNT Chart with 2-3 Year Timeline	5	6
Draft UM IRB	5	8
Preliminary Budget and Justification	10	9
Submission to ORSP (Checklist, Concept, Preliminary Budget)	10	10
Draft Proposal (content only – 20 page limit) for review	10	23
Review Others' Work	5	24
Final Proposal	20	28
Final review of two other proposals	10	28
Class Presentation and submission for review	5	26-27
	100	

Proposal Scoring:

While preparing a grant proposal is often a group process, each student will be responsible for preparing a complete proposal, as described above. The primary product will be the text of a grant proposal prepared in a standard format and worth 20 points. It will be graded using standard grant proposal review criteria (e.g., importance of the problem, comprehensiveness of the literature review, rationale for sample, data collection and measurement, design and data analysis). These and related criteria will be discussed in class.

Dropping the Course:

The last day to drop the class with a full refund is August 26th. The class may be dropped using a drop/add form until October 6th. Late drops will not be supported.

Attendance Policy:

If you know you will miss a class, be late, or leave early, please, call in advance. Attendance at the first eight classes is particularly important. If you miss any of these classes, you should see me to be sure you understand the assignments, as they are required.

Examination:

There are no examinations.

Incompletes:

It is assumed that students have the responsibility for completing the requirements of the courses in which they are enrolled within the time framework of the semester. Incompletes may be given when, in the opinion of the instructor, there is a reasonable probability that students can complete the course without retaking it. The incomplete is not an option to be exercised at the discretion of students. Please, see the Catalog for details.

Student Conduct:

The provisions of the University's Student Conduct Code will apply to this course and should be reviewed. All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by the University. All students need to be familiar with the student conduct code. The code is available at <http://www.umt.edu/SA/VPSA/index.cfm/page/1321>.

Accommodations:

If you are a student with a disability and wish to discuss reasonable accommodations for this course, contact me privately to discuss the specific modifications you wish to request. Please be advised I may request that you provide a letter from Disability Services for Students verifying your right to reasonable modifications. If you have not yet contacted Disability Services, located in Lommasson Center 154, please do so in order to verify your disability and to coordinate your reasonable modifications. For more information, visit the Disability Services website at <http://life.umt.edu/dss>.