



Department of Public Health Sciences
Health Promotion Program Syllabus

Course name:	Grant Writing in Health Professions
Course no.:	HSCI 4312
Course CRN:	28404
Semester/year	Fall 2022: August 22 – December 2, 2022
Graduate credit hours:	3
Class location:	ONLINE
Class meeting time:	ONLINE
Class instructor:	Gabriel Ibarra-Mejia, MD, PhD
Office location:	HSSN Building Room 409
Phone:	(915) 747-7270
Email:	gabmejia@utep.edu
Office hours:	Wednesday 9:00 - 12:00
Preferred contact method:	E-mail, phone, or scheduled video conference through Blackboard Collaborate
Assigned TA:	TBA
Course description:	The course addresses all aspects of grant proposal preparation and submission, including locating funding sources, formulating a budget, and developing and writing the proposal. Writing a successful grant proposal is a blend of art and science. Therefore, it requires basic knowledge, content, writing proficiency, strong research skills, creativity, organizational ability, and patience.
Course pre-requisites:	HSCI 3315 with a grade of "C" or better.
Suggested textbook:	Successful Grant Writing: Strategies for Health and Human Service Professionals Laura N. Gitlin & Kevin J. Lyons Latest Edition
Supplemental readings:	Creating Winning Grant Proposals: A Step-By-Step Guide Rothstein, Anne L 2019 Grant writing for dummies Browning, Beverly A., 1948- c2014
Course format:	The course has been modified to a Blackboard enhanced format. The course will make substantial use of the Blackboard Learn platform. To the extent possible, we will adhere to the Problem-Based Learning (PBL) & Team-Based Learning (TBL) methods. Both methods have shown to be effective in increasing comprehension and knowledge retention due to collaborative learning employment. Therefore, both individual and group work will be at the core of this course. Learning techniques will emphasize a critical thinking approach to learning. A critical thinking approach takes the view that a student's knowledge is not passively absorbed. In contrast with other learning techniques, critical thinking assumes students will create knowledge in their minds by actively thinking about the material. It will be crucial that students prepare for each lesson, reading and reviewing the material before engaging in lessons and assignments. Still not entirely sure about what critical thinking is? Visit then the "The Critical Thinking Community," available at:

	<p>http://www.criticalthinking.org/pages/defining-critical-thinking/766</p> <p>Using these methods, students will apply the gained knowledge to solve common and practical problems in public health epidemiology to identify a problem or need, assess it, conduct basic epidemiologic research and/or propose a sustainable solution. Because the course is designed to challenge students intellectually, students may be required to cover additional materials and conduct activities to complete assessments and assignments. Additional readings and assignments are as a Fallboard for all activities and discussions, and ALL course materials are testable. Additional but not all resources, course material, readings, etc. will be made available through UTEP's Blackboard Learn system.</p> <p>THE MAIN COURSE GOAL IS TO MASTER SKILSS AND NOT TO COVER CONTENT.</p> <p>Students are required to complete individual quizzes and group homework assignments, as well as graded group discussions. There will be a midterm and a final exam. Required meetings for lectures complement each module. Students will have access to online discussion boards and materials. Class materials and assignments will be released weekly, and the students will have the opportunity to complete all assignments by set deadlines. All class materials and assignments will comply with ADA standards. Course engagement is mandatory and will count towards attendance. Students will be required to access and read all materials. All interactions between the instructor and students will be carried by e-mail, Blackboard Learn platform, or instructor's virtual office hours. In exceptional cases, a telephone or through a video conference meeting. NOTE: GRADUATE LEVEL STUDENTS REQUIRE COMPLETION OF ADDITIONAL COURSE WORK. Check with the instructor for further details.</p>
<p>Major learning objectives:</p>	<p>After taking this course, students are expected to:</p> <ol style="list-style-type: none"> 1. Demonstrate knowledge of a wide range of government and foundation grant sources. 2. Interpret grant program announcements after completing this course. 3. Make a strategy for writing grants. 4. Align intellectual interests with sponsor research areas. 5. Demonstrate an understanding of the key elements in research design and methods sought by sponsors. 6. Develop and justify grant budgets. 7. Demonstrate an understanding of the process used to obtain letters of support and intent; and 8. Delineate ethical issues.
<p>Assessment strategies:</p>	<p>Summary of Class Assessment Strategies:</p> <ol style="list-style-type: none"> 1. Attendance & Participation (online discussions) 2. Unannounced Quizzes/Assessments 3. Timely submission/resubmission of assignments 4. Peer Reviewer Activities 5. Complete grant proposal or mini-credentialing option from available free courses from Coursera at https://www.coursera.org

<p>Program Competencies (core competency area must be identified & number according to that listed by the Health Promotion program)</p>	<p>Learning objectives</p>	<p>Assessment strategies</p>
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This course meets the following Health Promotion/Education degree competencies		
1. Understand the grant writing process	1	1
2. Recognize the problem statement, project design, goals and objectives, organizational capacity, community partners and outcomes and evaluation	1, 2	1,2, 3, 5
3. Prepare professional, competitive, compelling, and successful grant proposals	2	1, 3, 4
4. Be proficient in the proposal format used by the vast majority of public foundations, state and federal agencies	2, 3,4	1, 4
5. Apply research skills to find current, relevant problem statement language	2, 3, 4	1,2,3,4,5

Grading scale & criteria	<p>Summary of Grading Criteria:</p> <table border="0"> <tr> <td>Attendance & Participation</td> <td>10%</td> </tr> <tr> <td>Timely submission/resubmission of assignments</td> <td>20%</td> </tr> <tr> <td>Peer Reviewer Role</td> <td>20%</td> </tr> <tr> <td>Complete proposal/micro-credentialing</td> <td>45%</td> </tr> <tr> <td>Unannounced Quizzes/Assessments</td> <td>5%</td> </tr> <tr> <td>TOTAL</td> <td>100%</td> </tr> </table> <p>Grading scale: A = >90 points B = 80 to 89.9 points C = 70 to 79.9 points D = 60 to 69.9 points F = <below 60 points</p>	Attendance & Participation	10%	Timely submission/resubmission of assignments	20%	Peer Reviewer Role	20%	Complete proposal/micro-credentialing	45%	Unannounced Quizzes/Assessments	5%	TOTAL	100%
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TOTAL	100%												
Incomplete policy:	An "I" (incomplete grade) can only be considered only if requested by the student in advance of the conclusion of the course and only for legitimate, documented emergencies. Failure to request and negotiate the terms of an "Incomplete" grade before the conclusion of the course will result in a denial except in the most extraordinary circumstances.												
Course/Instructor & Institutional Policies													
Attendance:	<p>It is UTEP policy that all students attend all scheduled classes. Attendance is mandatory and an important component of this course. When a student registers for a course, it is assumed that she/he has made arrangements to avoid such conflicts. Students are responsible for any information or activities presented in class discussions, lectures, assignments, and/or readings. If you are unable to attend/comply, it is your responsibility to inform the instructor before the respective session. Students may be administratively withdrawn for excessive unexcused absences (3 or more sessions/classes/ inactivity weeks). A fourth absence means that there is the risk of being dropped from the course at any time and regardless of your current performance, even if it occurs in the final week of class.</p> <p>The following are but not limited to reasons for being dropped from the course: less than 80% attendance, lack of effort, non-compliance with assignments, and lack of effort within group. Compliance to due dates, in class presentations, homework, exams and other activities is mandatory. All emergency-related absences must be verified.</p>												

	Absences will affect your final score/grade. You required at least an 80% attendance (12 out of 15), including the first week of class. Furthermore, for each absence you will be deducted 5 points.
Reading assignments:	All assigned readings need to be completed prior to coming to the next scheduled class session. Example: the reading assignments for week 2 need to be completed prior to coming to the week 2 class session.
Writing standards	<p>Please check your work for misspelling, grammar, and sentence structure before submitting assignments. References in written reports should follow the Publication Manual of the American Psychological Association (APA Style) 7th ed. https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html</p> <p>All written documents should be double spaced, 1-inch margins, and Times New Roman font size 12. Please feel free to seek out assistance from the UTEP Writing Center or other writing support. The UTEP Writing Center is free, and they are very helpful. Alternatively, you can also consult the Purdue Online Writing Lab (https://owl.purdue.edu/writinglab/the_writing_lab_at_purdue.html)</p>
Policy for late assignments	Due dates for homework, exams, presentations, and other assignments are designed for fairness to all students. No exceptions to those dates will be made excepting in cases of university-designated closures. A 10% deduction on graded score will be applied for every 24 hours an assignment is overdue, including weekends. No assignments will be accepted if submitted more than 1 week after the due date, and the student will receive a zero.
Permission to record lectures & discussions	Not permitted without express permission of the instructor
Test proctoring software:	<p>Major course assessments (midterm and final exams) will use Respondus LockDown Browser and Respondus Monitor inside of Blackboard to promote academic integrity. You are encouraged to learn more about how to use these programs before the first test.</p> <p>Please review the following guidelines:</p> <ul style="list-style-type: none"> • The assessments will only be available at times identified on the course calendar. • You may take the test at any time during the 24-hour window. • A reliable Internet connection is essential to completing the exam. If you must go to a location to take the exam (such as the library), be sure to follow their health and safety requirements. • You have one attempt to take the test. Once the time window closes, your answers will be saved, and no changes can be made. A higher score will be recorded. • Respondus Lockdown Browser will require that all internet tabs be closed before the start of the test. • Respondus Monitor requires a webcam and microphone. • You will be required to show the webcam your student ID before the start of the test. • Your face should be completely visible during the test. Blocking the camera will disable the test. • No notes or textbook materials are permitted during the test. Respondus Monitor requires you to take a video of your surrounding area (desk, chair, walls, etc.) • You should not have conversations with other people and/or leave and return to the area during the test.

Plagiarism detecting software:	Some of your course work and assessments may be submitted to SafeAssign, a plagiarism detecting software. SafeAssign is used to review assignment submissions for originality and will help you learn how to attribute sources rather than paraphrase correctly.
Copyright statement for course materials:	All materials used in this course are protected by copyright law. The course materials are only for the use of students currently enrolled in this course and only for this course's purpose. They may not be further disseminated.
Instructor and course evaluation:	The instructor will provide more details on how the course will be evaluated. There are an internal evaluation and a university standard online evaluation in which you will have the opportunity to rate the instructor's performance and the course content. It is recommended that you complete these evaluations so that we continue improving the course.
Accommodations for individuals with disability:	The University is committed to providing reasonable accommodations and auxiliary services to students, staff, faculty, job applicants, applicants for admissions, and other beneficiaries of University programs, services and activities with documented disabilities in order to provide them with equal opportunities to participate in programs, services, and activities in compliance with sections 503 and 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act (ADA) of 1990 and the Americans with Disabilities Act Amendments Act (ADAAA) of 2008. Reasonable accommodations will be made unless it is determined that doing so would cause undue hardship on the University. Students requesting an accommodation based on a disability must register with the UTEP Center for Accommodations and Support Services (CASS). Contact the Center for Accommodations and Support Services at 915-747-5148, or email them at cass@utep.edu , or apply for accommodations online via the CASS portal.
COVID-19 Precautions:	Please stay home if you have been diagnosed with COVID-19 or are experiencing COVID-19 symptoms. If you are feeling unwell, please let me know as soon as possible, so that we can work on appropriate accommodations. If you have tested positive for COVID-19, you are encouraged to report your results to covidaction@utep.edu , so that the Dean of Students Office can provide you with support and help with communication with your professors. The Student Health Center is equipped to provide COVID 19 testing.
Field trips:	NA
Copyright and fair use requirements:	The University requires all members of its community to follow copyright and fair use requirements. You are individually and solely responsible for violations of copyright and fair use laws. The University will neither protect nor defend you on or assume any responsibility for a student's violations of fair use laws. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under university policies.
Student conduct and scholastic dishonesty:	Students are expected to be above reproach in all scholastic activities. Students who engage in scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and dismissal from the University. "Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, and the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another student, any act designed to give an unfair advantage to a student or the attempt to commit such acts." Regent's Rules and Regulations, Part One, Chapter VI, Section 3.2, Subdivision 3.22. Since scholastic dishonesty harms the individual, all students, and the university's integrity, policies on scholastic dishonesty will be strictly enforced. From the UTEP Dean of Student Affairs (http://studentaffairs.utep.edu/Default.aspx?tabid=4386), "It is an official university policy that all suspected cases or acts of alleged scholastic dishonesty must be referred to the Dean of Students for investigation and appropriate disposition. Any student who

	<p>commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes, but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give an unfair advantage to a student or the attempt to commit such acts".</p>
<p>Student resources:</p>	<p>UTEP provides a variety of student services and support. Familiarize yourself with the bookmarks on the right-hand side of the Blackboard student portal (visible before entering into a course) as well as the resources below.</p> <ul style="list-style-type: none"> • If you have personal issues and require assistance, counseling services, and resources are available online and in-person through the Division of Student Affairs. You can access these services online (http://sa.utep.edu/counsel/), by phone (747-5302), or in person. <p style="text-align: center;">Counseling Center 202 Union West El Paso, Texas 79968</p> <ul style="list-style-type: none"> • UTEP Library: Access a wide range of resources, including online, full-text access to thousands of journals and eBooks plus reference service and librarian assistance for enrolled students. • RefWorks: A bibliographic citation tool; check out the RefWorks tutorial and Fact Sheet and Quick-Start Guide. • University Writing Center (UWC): Submit papers here for assistance with writing style and formatting, ask a tutor for help and explore other writing resources. • Math Tutoring Center (MaRCS): Ask a tutor to help explore other available math resources. • History Tutoring Center (HTC): Receive assistance with writing history papers, get help from a tutor, and explore other history resources. • Military Student Success Center: Assists personnel in any branch of service to reach their educational goals. • Center for Accommodations and Support Services: Assists students with ADA-related accommodations for coursework, housing, and internships. • Counseling and Psychological Services: Provides a variety of counseling services, including individual, couples, and group sessions and career and disability assessments.

TENTATIVE COURSE SCHEDULE*

* Note: The course syllabus is a tentative general plan for the course. Any changes will be announced to the class in advance by the instructor.

Week	Topic
1	Welcome/Class Overview; Introduction to Grants/Funding Mechanisms: Finding the Match; Web Resources
2	Components of a grant proposal
3	Funder's description, mission, and goal alignment
4	Introduction and need statements
5	Measurable goals and objectives
6	Specific strategies or methods
7	Budget narrative
8	Sustainability
9	Evaluation, outcomes, and impact.
10	Executive summary and abstract
11	Supplemental materials: Biosketch; Environment; Budgets; Appendices.
12	Human subjects and IRB
13	Putting it all together; Work on Final Proposals
14	Putting it all together; Work on Final Proposals

NOTE: Every grant and funding organization is different. The topics will be adjusted accordingly.