



Department of Public Health Sciences  
Health Promotion Program Syllabus

<b>Course name:</b>	<b>Grant Writing in Health Professions</b>
<b>Course no.:</b>	<b>HSCI 4312</b>
<b>Course CRN:</b>	<b>28404</b>
<b>Semester/year</b>	<b>Spring 2022: January 18th through May 6th, 2022</b>
<b>Graduate credit hours:</b>	<b>3</b>
<b>Class location:</b>	<b>HYBRID</b>
<b>Class meeting time:</b>	<b>Thursday 9:00 am - 11:50 am; Classroom Building C30</b>
<b>Class instructor:</b>	<b>Gabriel Ibarra-Mejia, MD, PhD</b>
<b>Office location:</b>	<b>HSSN Building Room 409</b>
<b>Phone:</b>	<b>(915) 747-7270</b>
<b>Email:</b>	<b>gabmejia@utep.edu</b>
<b>Office hours:</b>	<b>Wednesday 9:00 - 12:00</b>
<b>Preferred contact method:</b>	<b>E-mail, phone, or scheduled video conference through Blackboard Collaborate</b>
<b>Assigned TA:</b>	<b>TBA</b>
<b>Course description:</b>	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.
<b>Course pre-requisites:</b>	HSCI 3315 with a grade of "C" or better.
<b>Suggested textbook:</b>	Successful Grant Writing: Strategies for Health and Human Service Professionals Laura N. Gitlin & Kevin J. Lyons 3rd Edition ISBN-10: 0826132731 ISBN-13: 978-0826132734
<b>Supplemental readings:</b>	Creating Winning Grant Proposals: A Step-By-Step Guide Rothstein, Anne L 2019  Grant writing for dummies Browning, Beverly A., 1948- c2014
<b>Course format:</b>	The course has been modified to both online and face-to-face formats. The course will make substantial use of the Blackboard Learn platform. To the extent possible, we will adhere to the Team-Based Learning method. TBL has 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

	<p>sure about what critical thinking is? Visit then the "The Critical Thinking Community," available at:  <a href="http://www.criticalthinking.org/pages/defining-critical-thinking/766">http://www.criticalthinking.org/pages/defining-critical-thinking/766</a></p> <p><b>NOTE: GRADUATE LEVEL STUDENTS REQUIRE COMPLETION OF ADDITIONAL COURSE WORK. Check with the instructor for further details.</b></p>
<b>Major learning objectives (must be numbered):</b>	<p>After taking this course, students are expected to:</p> <ol style="list-style-type: none"> <li>1. Demonstrate knowledge of a wide range of government and foundation grant sources;</li> <li>2. Interpret grant program announcements after completing this course;</li> <li>3. Make a strategy for writing grants;</li> <li>4. Align intellectual interests with sponsor research areas;</li> <li>5. Demonstrate an understanding of the key elements in research design and methods sought by sponsors;</li> <li>6. Develop and justify grant budgets;</li> <li>7. Demonstrate an understanding of the process used to obtain letters of support and intent; and</li> <li>8. Delineate ethical issues.</li> </ol>
<b>Assessment strategies: (must be numbered)</b>	<p>Summary of Class Assessment Strategies:</p> <ol style="list-style-type: none"> <li>1. Attendance &amp; Participation (online discussions)</li> <li>2. Timely submission/resubmission of proposal sections</li> <li>3. Peer Reviewer Activities</li> <li>4. Complete grant proposal</li> <li>5. Unannounced Quizzes/Assessments</li> </ol>

<b>Program Competencies (core competency area must be identified &amp; number according to that listed by the Health Promotion program)</b>	<b>Learning objectives</b>	<b>Assessment strategies</b>
<b>This course meets the following Health Promotion/Education degree competencies</b>		
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

<b>Grading scale &amp; criteria</b>	<p>Summary of Grading Criteria:</p> <table> <tr> <td>Attendance &amp; Participation</td> <td>10%</td> </tr> <tr> <td>Timely submission/resubmission of proposal sections</td> <td>20%</td> </tr> <tr> <td>Peer Reviewer Role</td> <td>20%</td> </tr> <tr> <td>Final, complete proposal</td> <td>45%</td> </tr> <tr> <td>Unannounced Quizzes/Assessments</td> <td>5%</td> </tr> <tr> <td><b>TOTAL</b></td> <td><b>100%</b></td> </tr> </table> <p>Grading scale: A = &gt;90 points</p>	Attendance & Participation	10%	Timely submission/resubmission of proposal sections	20%	Peer Reviewer Role	20%	Final, complete proposal	45%	Unannounced Quizzes/Assessments	5%	<b>TOTAL</b>	<b>100%</b>
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	<p>B = 80 to 89.9 points  C = 70 to 79.9 points  D = 60 to 69.9 points  F = &lt;below 60 points</p>
<b>Incomplete policy:</b>	<p>An "I" (incomplete grade) can only be considered only <u>if requested by the student in advance of the conclusion of the course</u> and only for <u>legitimate, documented</u> 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.</p>
<b>Course/Instructor &amp; Institutional Policies</b>	
<b>Attendance:</b>	<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 classes). <b>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.</b></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> <p><b>Absences will affect your final score/grade.</b> 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.</p> <p><b>Chronic tardiness</b> not only reflects lack of commitment and professional behavior but also is disruptive to your classmates and the instructor. You are expected to be in class and seated by 9:00 AM. If you are late, please sign in after class. However, it will have an impact on your grade; being late is arriving 30 minutes past the start of the lecture; two (2) late sign/ins is equal to one (1) absence, and will also affect the possibility of being awarded IP points. Leaving class early without previous permission or notification will count the same as being late and subject to point deductions.</p>
<b>Reading assignments:</b>	<p>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.</p>
<b>Writing standards</b>	<p>Effective public health leaders and practitioners are also effective written as well as oral communicators. Written communication is a critical element of the communication process. Our MPH graduate program both recognizes and expects good writing to be the norm for course work. Please feel free to seek out assistance from the UTEP Writing Center. It is free and they are very helpful.</p>
<b>Policy for late assignments</b>	<p>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</p>

	accepted if submitted more than 1 week after the due date, and the student will receive a zero.
<b>Permission to record lectures &amp; discussions</b>	Not permitted without express permission of the instructor

<b>Cellphone/electronic tablet/ use policies:</b>	Please note that all cellular telephones, pagers, headphones, iPods, iPads, mp3 players, earpieces, laptops, and other forms of communication and entertainment technology equipment must be powered off and put away during the class period. If a situation should arise which necessitates a student to be contacted by a physician or family member, the instructor shall be notified and cell phone can be set to “vibrate.” Please be advised that students who use unauthorized technology during class time will be dismissed from that week’s class session.
<b>Field trip policies:</b>	N/A
<b>Class participation:</b>	Active student participation in this course is very important. Students must be prepared to come to class to discuss, answer questions, and participate in all class activities.
<b>Special accommodations:</b>	If you have a disability and need classroom accommodations, please contact The Center for Accommodations and Support Services (CASS) at 747-5148, or by email to <a href="mailto:cass@utep.edu">cass@utep.edu</a> , or visit their office located in UTEP Union East, Room 106. For additional information, please visit the CASS website at <a href="http://www.sa.utep.edu/cass">www.sa.utep.edu/cass</a> .
<b>Student conduct:</b>	<p>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 unfair advantage to a student or the attempt to commit such acts.” <u>Regent’s Rules and Regulations</u>, Part One, Chapter VI, Section 3.2, Subdivision 3.22. Since scholastic dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. From the UTEP Dean of Student Affairs (<a href="http://studentaffairs.utep.edu/Default.aspx?tabid=4386">http://studentaffairs.utep.edu/Default.aspx?tabid=4386</a>) “It is an official policy of university 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 commits an act of scholastic dishonesty is subject to discipline. 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 person, any act designed to give unfair advantage to a student or the attempt to commit such acts”.</p> <p><b>Examples of “cheating” include:</b></p> <ul style="list-style-type: none"> <li>• Copying from the homework, in-class work or exam paper of another student, engaging in written, oral, or any other means of communication with another student during an exam or homework assignment, or giving aid to or seeking aid from another student during a test;</li> <li>• Possession and/or use during an exam or home test of materials which are not authorized by the person giving the test, such as class notes, books, or specifically designed “crib notes”;</li> <li>• Using, obtaining, or attempting to obtain by any means the whole or any part of non-administered test, test key, homework solution, or computer program; using a test that has been administered in prior classes or semesters but which will be</li> </ul>

	<p>used again either in whole or in part without permission of the instructor; or accessing a test bank without instructor permission;</p> <ul style="list-style-type: none"><li>• Collaborating with or seeking aid from another student for an assignment without authority;</li><li>• Substituting for another person, or permitting another person to substitute for one's self, to take a test;</li><li>• Falsifying research data, laboratory reports, and/or other records or academic work offered for credit.</li></ul> <p><b>“Plagiarism”</b> means the appropriation, buying, receiving as a gift, or obtaining by any means another's work and the unacknowledged submission or incorporation of it in one's own academic work offered for credit, or using work in a paper or assignment for which the student had received credit in another course without direct permission of all involved instructors. NOTE: This includes cutting-and-pasting and photocopying from on-line and other material.</p> <p><b>“Collusion”</b> means the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on scholastic dishonesty.</p>

### **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	Specific Aims (Overview; Hypotheses)
3	Specific Aims (Building Conceptual Models)
4	Specific Aims (Building Conceptual Models); Start Internal Peer Review.
5	Research Strategy: Significance
6	Research Strategy: Innovation
7	Research Strategy: Approach (Overview of Research Design, Research Setting)
8	Research Strategy: Approach (Preliminary Studies; Specialized Personnel; Recruitment and Sampling).
9	Research Strategy: Approach (Data Collection; Outcome Measures; Data Management and Quality Control)
10	Research Strategy: Approach (Data Analyses; Power Analysis; Human Subjects);
11	Biosketch; Environment; Budgets; Appendices.
12	Responding to Reviewers
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.**