About the Coursemasters

Contact Information:

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Phone number: 314 362-8641 314 362-4181
Email address: piccirij@wustl.edu karen.dodson@wustl.edu

Guest Lecturers (GL) will also present specific topics.

Preferred method of contact: e-mail
Virtual Office Hours: None
In-Person Office Hours: Both instructors will be available during class unless otherwise indicated. Meeting outside of class is at the instructors’ discretion.

Welcome to Grantsmanship. We both have extensive experience with grant writing and editing (with successful funding) as well as biomedical publishing as authors, peer reviewers, editorial managers and editors. We are pleased to share our experiences with you. If at any time you feel you would like writing and/or editing assistance, please let Ms. Dodson know so that she may refer you to her team of experienced medical writers and editors. She also has a list of freelance graphic artists who may assist with creating figures and tables. It is important to note that the freelancers charge varying fees so we suggest that you get an estimate for the work before it begins.

About This Course

Required Texts:
The Grant Application Writer’s Workbook (Stephen W. Russell, David C. Morrison), order from http://www.grantcentral.com/workbook_nih_sf424_shortened.html. Note that all reading assignments listed on this syllabus are from this book; lectures will be supplemental to the material in this book.

Other Course Materials: none
Course Objectives:
Create a focused specific aims page, research strategy and career development plan that incorporate well-formulated hypotheses, rationales, specific objectives and long-range research goals; organize and present a sound research plan that accurately reflects the ideas and directions of the proposed research activities; avoid many common grant-writing mistakes; discuss the peer review process in grant evaluation and formulate a grant proposal that is maximally compatible with that process.

Course Description:
Scholars create a focused research plan that incorporates well-formulated hypotheses, rationales, specific objectives and long-range research goals; organize and present a sound research plan that accurately reflects the ideas and directions of the proposed research activities; develop and justify a budget for the proposed research activities; avoid many common grant-writing mistakes; discuss the peer review process in grant evaluation and formulate a grant proposal that is maximally compatible with that process. Students enrolled in this course should identify a grant to actively work on during the semester. You must be working on a grant application in order to take this class.

Students who are working on an NIH grant application will be required to write a Specific Aims Page and Research Strategy for a mock study section review at the end of the semester. Students who are working on other types of applications (e.g., foundation awards) will be required to write applications according to those criteria. Mentors will be expected to serve as mock study section reviewers and should review their students’ drafts throughout the semester. A mentor agreement with specific guidelines will be distributed the first day of class.

Due to time limitations, instructors will not review each grant application outside of class, but will be available for questions and guidance during the second hour of class (writing lab).

For several of the lectures, we will use the “flipped” classroom approach. With this approach, the classroom is flipped from traditional approach to teaching in a lecture style. The traditional approach is best described as when the student comes to class, listens to the lecture, and does “homework” outside of the class. The “flipped” classroom is best described as when the student completes the homework (reviews the lecture notes and completes the reading assignment) before class and comes to class to participate in a variety of different interactive tutorial-type arrangements.

IMPORTANT NOTE: The use of laptops and cell phones during lectures is not allowed; if you need to answer or make a phone call, please step out of the classroom.

Format:
Discussion of concepts by instructors and critique and discussion of student writing assignments as follows:

- Lecture: 5:15-6:15 pm
- Writing Lab, CRTC: 6:15-7:15 pm

Assignments:
1) Students will write a full grant proposal (T-, K-, R-type series, or other) of their own work that will be due at the end of the semester (see grading policy). It is expected that drafts of the grant components will be submitted for peer review throughout the course. This is critical to the learning experience for both you and your peers.

2) Each student will be assigned to a partner and will be responsible for reviewing and providing feedback on that partner’s grant proposal in time for the mock study section held at the end of the semester (see full schedule).

3) Students will engage their individual mentors by asking them to review their grant proposals and inviting them to participate in the mock study section at the end of the semester.
Class Participation:
It is expected that enrolled scholars will actively participate in class. Group discussion and peer feedback is an important part of the experience in this course. Scholars are expected to be respectful and supportive of their peers and provide helpful and actionable suggestions toward each other’s grant proposals. If you have any concerns about the classroom participation or dynamics, please discuss those concerns as soon as possible with one of the course masters.

Time Requirements
For face-to-face courses in the CRTC program it is expected that you will be in class 1 hour per week for each credit of the course plus travel time (i.e., this is a 2 credit course so that is 2 hours a week). In addition it is assumed you will be doing homework and completing reading assignments that take at least double that time. Thus, you should anticipate your time commitment for this course to be at least 6 hours a week.

Course Schedule (subject to modification)
Please note that for optimal learning, the instructors may refine the following schedule throughout the semester depending on student progress and individual grant mechanism requirements.

<table>
<thead>
<tr>
<th>Dates</th>
<th>General Overview (explanation of mentor agreement; student introduction)</th>
<th>Lecture: Tips on Writing to Get Funded</th>
<th>Lecture: Grant Application Template</th>
<th>Lecture: Beginning the Process and Meeting Your Mentors</th>
<th>Lecture: Searching the Literature</th>
<th>Lecture: Significance &amp; Innovation</th>
<th>Lecture: Approaching the Literature</th>
<th>Lecture: Search the Literature for Grant Writers</th>
<th>TBD based on student progress</th>
<th>Lecture: Responsible Conduct of Research</th>
<th>Review mock study section video sheets and guidelines</th>
<th>Review final grants for Mock Study Section</th>
<th>Mock Study Section – Review of S</th>
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* Students are required to attend all of the mock study section reviews and should notify the instructors in writing if there is an unavoidable schedule conflict.
Assessment/Grading

Grade Composition:
Students will be given letter grades (100 points = A) based on the following:

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
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<tbody>
<tr>
<td>Attendance, class discussion and participation</td>
<td>25</td>
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<td>Peer Review (10 points from instruction observation and 10 points from peer evaluation)</td>
<td>20</td>
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<tr>
<td>First draft of Specific Aims (due by Sept 26)</td>
<td>5</td>
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<td>First draft of Research Strategy (due by Oct 17)</td>
<td>5</td>
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<tr>
<td>First draft of /Career Development Plan (due by Nov 7)</td>
<td>5</td>
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<tr>
<td>Complete and final grant submitted for review at Mock Study Section</td>
<td>25</td>
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<tr>
<td>Participation in Mock Study Section and submission of Score Sheet</td>
<td>5</td>
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</table>

Grading Scale: This course utilizes the standard CRTC grading scale. The grade value for each letter grade is as follows:

- 100-93 points = A
- 92-90 points = A-
- 89-87 points = B+
- **86-83 points = B (minimum for core course)**
- 82-80 points = B-
- 79-77 points = C+
- **76-73 points = C (minimum for electives)**
- 72-70 points = C-
- 69-67 point = D+
- 66-63 points = D
- 62-60 points = D-
- 59=0 points = F

Students are expected to work closely with their mentors. If there are problems with the mentor relationship, students must let the instructors know immediately by sending an email to piccirilloj@ent.wustl.edu and karen.dodson@wustl.edu.

Penalties for Late Work:
All scholars are expected to meet the “Assignments Due” dates listed in the course schedule. There are no exceptions. For each missed deadline, one point will be deducted from your grade.

Attendance Requirement for Face-to-Face Course:
In-class participation is an important part of the coursework taken as part of the MSCI or AHBR programs and the clinical research training programs within the CRTC. Students are expected to **physically attend at least 75% of class sessions** for each course they take. Watching the videotaped class presentations, if available, is helpful to
keep up with missed sessions, but is not a substitute for class attendance. Students whose professional duties or personal circumstances prevent them from meeting this program attendance requirement must receive prior written approval of the coursemaster(s), and agree on an alternate plan to achieve course objectives and earn academic credit.

Technical Support

If you have any technical problems accessing Blackboard please e-mail crtc@email.wustl.edu. Note, this mailbox is not monitored in the evening or on weekends. If you need immediate help after hours please put a service request into https://wusm.service-now.com.

Course Policies

Participation (Expectations):
- It is vitally important that our classroom environment promote the respectful exchange of ideas. This entails being sensitive to the views and beliefs expressed during discussions whether in class or online.
- Your success in this course will heavily depend on your ability to communicate, engage and participate in all course activities. Successful completion of this course requires that a student keep up with all assignments and prep work for the lab components.

If you are unable to participate in the scheduled class activity or discussions you must notify the coursemaster within the week of that class module or discussion. An unexcused failure to engage or participate with the class will be counted as an absence; unexcused absences may result in failure. The coursemaster reserves the right to make judgment to accept and/or make–up assignments missed because of failed participation in the course activities.

Drop Dates:
If the occasion should arise that you want or need to drop this class, please see me first. You can drop for any reason during the course of the semester, however you my only receive a partial or no tuition reimbursement depending upon how far into the semester you drop the course. See the Academic Calendar for your program for specific dates and reimbursement policies. Note, late withdrawals will also appear on your transcript as a withdrawal.

CRTC Academic Policy Guidelines:
Guidelines regarding CRTC course registration and enrollment, grades, tuition obligation, and academic leave are consolidated in the CRTC Academic Policy Guidelines. Please take a moment to review this document.

CRTC Guidelines for Academic and Non-Academic Transgressions:
By registering for this course you have agreed to the terms of the CRTC Guidelines for Academic and Non-Academic Transgressions. If you have not already reviewed this policy, please be sure to before beginning any CRTC related coursework.

Academic Integrity/Plagiarism:
- Academic dishonesty is a serious offense that may lead to probation, suspension, or dismissal from the University. One form of academic dishonesty is plagiarism – the use of an author's ideas, statements, or approaches without crediting the source. Academic dishonesty also includes such acts as cheating by copying information from another student. Plagiarism and cheating are not acceptable.
- Academic dishonesty will be reported to the Office of the Registrar for possible action. The coursemaster will make an academic judgment about the student’s grade on that work and in that course. The CRTC process
regarding academic dishonesty is described in the CRTC Guidelines for Academic and Non-Academic Transgressions

Writing Assistance:
For additional help on your writing, consult the expert staff of The Writing Center in Olin Library (first floor). It can be enormously helpful to ask someone outside a course to read your essays and to provide feedback on strength of argument, clarity, organization, etc.

Disability Resources:
Washington University is committed to providing accommodations and/or services to students with documented disabilities. Washington University’s Cornerstone: Center for Advanced Learning Disability Resources is the University’s official resource for students with disabilities and students with suspected disabilities. DR assists students with disabilities by providing guidance and accommodations to ensure equal access to our campus, both physically and academically. To learn more about its services, initiate the process of formal documentation and/or to arrange for accommodations, please contact Disability Resources at the start of the course.

Mental Health Resources:
Mental Health Services’ professional staff members work with students to resolve personal and interpersonal difficulties, many of which can affect the academic experience. These include conflicts with or worry about friends or family, concerns about eating or drinking patterns, and feelings of anxiety and depression. See: http://shs.wustl.edu/MentalHealth.

Reporting Policies:
Please also review the CRTC website for policies regarding sexual assault reporting and reporting concerns about bias, prejudice or discrimination.