

# Grantsmanship Syllabus Fall 2016

## General Information

- Instructors:** Jay Piccirillo, MD, (JP) and Karen Dodson, MBA, (KD) (Guest Lecturers [GL] will also present specific topics.)
- Days/Times:** Tuesdays, 5:15-7:15 p.m., Clinical Research Training Center 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
- Requirements:** You must be working on a grant application in order to take this class.  
**Attendance is required.** Students must inform both instructors if absence is anticipated.  
**The use of laptops and cell phones during lectures are not allowed; if you need to answer or make a phone call, please step out of the classroom.**
- Required Reading:** The Grant Application Writer's Workbook (Stephen W. Russell, David C. Morrison), order from [http://www.grantcentral.com/workbook\\_nih\\_sf424\\_shortened.html](http://www.grantcentral.com/workbook_nih_sf424_shortened.html)  
Note that all reading assignments listed on this syllabus are from this book.
- 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.
- 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.

**Grading:**

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

Attendance, class discussion and participation	25 points
Peer Review (10 points from instruction observation and 10 points from peer evaluation)	20 points
First draft of Specific Aims (due by Sept 27)	5 points
First draft of Research Strategy (due by Oct 18)	5 points
First draft of /Career Development Plan (due by Nov 8)	5 points
Complete and final grant submitted for review at Mock Study Section	25 points
Participation in Mock Study Section and submission of Score Sheet	5 points

The grading scale 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](mailto:piccirilloj@ent.wustl.edu) and [karen.dodson@wustl.edu](mailto:karen.dodson@wustl.edu).

**Content:**

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.

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.

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).

## Schedule

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.

**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.**

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

- August 30 (KD)** General Overview (explanation of class format and content, syllabus and homework; mentor agreement; student introductions)  
Lecture: Tips on Writing to Get Funded  
Reading Assignment for September 6: Chapters 1-8
- September 6 (KD)** Lecture: Grant Application Templates; Specific Aims Page
- September 13 (JP)** Lecture: Beginning the Process and Getting Organized  
Reading Assignment for September 20: Chapter 9
- September 20 (KD)** Lecture: Significance & Innovation; Funded Grants: What Worked?
- September 27 (GL)** Searching the Literature (Becker Medical Library)  
**First Draft of Specific Aims Page (or Comparable) Due**
- October 4 (GL)** Lecture: Information and Resources for Grant Writers (Becker Medical Librarians)  
Reading Assignment for October 11: Chapters 10-17
- October 11 (JP)** Lecture: Approach
- October 18** Lecture: Writing the Career Development Portion of Your K Award (Judith E. Cho Lieu, MD, Department of Otolaryngology)  
Reading Assignment for Remainder of Class: Chapters 18-21  
**First Draft of Research Strategy (or Comparable) Due**
- October 25** TBA based on grant proposal progress
- November 1 (GL)** Lecture: Responsible Conduct of Research (Blake Fuhler, MBA, Office of the Vice Chancellor for Research)
- November 8** **First Draft of Career Development Plan due**
- November 15** Review mock study section video and other review panel resources; review score sheets and guidelines
- November 22** No class (Thanksgiving week)
- November 29** Review final grants for Mock Study Section
- December 6** Mock Study Section – Review of Student Grants (2 hours)

**December 13**

Mock Study Section – Review of Student Grants (2 hours)

**Due: Final Specific Aims page, Research Strategy, Career Development Plan and Mock Study Section Score Sheet**