

PET 5936 Grant Writing Spring 2022

General Course Information

Credits: 3 credit hours

Location: FLG 225

Meeting Time: Tuesday, periods 8 – 10 (3:00 – 6:00 pm)

Office hours: By appointment

Course Instructor: Dr. Rachael Seidler, Professor, Department of Applied Physiology & Kinesiology rachaelseidler@ufl.edu, FLG 142, 352-294-1722

Course Description

This course will acquaint students with grant submission requirements (primarily NIH style, but others as well). We will focus on the predoctoral National Research Service Awards (F31) specific aims and research strategy, but more general grant writing tips and approaches will also be discussed. The course will conclude with the formation of “peer-review study sections” to review the grant proposals written by class members.

Course Objectives

This course is designed to provide information about predoctoral grant proposal writing. We will discuss ways in which this can be applied for future careers in higher education as well as other professional careers such in academic, corporate, and government settings. The course will cover issues that are critical for success when seeking out and applying for grant awards. Upon successful completion of this course students will be able to:

- Identify and describe key elements of good scientific writing
- Identify key components of and generate an NIH biosketch
- Evaluate and critically review a research grant
- Identify and discuss the organization of the National Institutes of Health (NIH) and the NIH grant submission process
- Describe and generate components of an NIH grant and recognize the process of crafting the successful grant application
- Analyze, identify and discuss the NIH grant review process and scoring system

Required Textbook

- No textbook is required. Course instructor will direct students to reading assignments or other relevant materials. Most course readings for this class will be online or pdfs placed onto the Canvas site. Students may not circulate or share sample grant proposals from this class without the author’s permission.
- Excerpts from the following book will be shared with the class; the book is highly recommended as a grant writing resource: *Writing the NIH Grant Proposal: A Step-by-Step Guide*, W. Gerin and C. Kapalewski Kinkade, 3rd Edition, 2018.

Course Activities and Grading

Activity/Assignment	(%)
Participation	10
NIH website homework	10
NIH bio sketch	10
Specific Aims page	10
Grant proposal write up	25
Review write ups of three other proposals	25
TOTAL	100%

Attendance & Participation (10%):

Attendance will be taken at the beginning of every class. One class meeting can be missed without penalty. Each unexcused absence thereafter will result in a minimum subtraction of 1% from the Attendance and Participation weight. Requirements for class attendance, make-up assignments, and other work in this course are consistent with university policies that can be found at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

Participation will be assessed during class based on the following rubric:

Full points	Half points	0 points
Student shared information that generated new insights and new content to its entirety	Student shared information that generated a few new insights and content	Student shared no new information and reflected on other students' comments by agreeing with them.

NIH Website Homework (10%):

A homework assignment will be provided with instructions on how to access information on the NIH website. Questions will direct the learner to investigate which NIH institute(s) provide the best fit for their research interests, which study sections provide the best fit for reviewing their applications, and for which grant application types they are eligible. Grades will be based on assignment completion.

NIH Bio Sketch (10%):

For this assignment, students will need to find the NIH instructions and requirements for biographic sketches and complete one for themselves.

Specific Aims page (10%):

Students will use the NIH website instructions and information covered in class to write a one-page specific aims description. Students should include at least two aims, with hypotheses, and background information.

Grant Proposal Write-up (25%):

This is one of the two major assignments of the semester. Students will submit a revised one-page specific aims, updated based on feedback provided for their initial submission. They will also include a six-page research strategy, with subsections as outlined in the NIH guidelines and discussed in class.

Grant Review Write-up for three proposals (25%):

This is the other major assignment of the semester. Students will be assigned three proposals written by other classmates. They will read and critique the proposals following the NIH guidelines for reviewers. Each review will be approximately two pages. Students will be expected to discuss their reviews in a mock NIH study section.

Grades

The total points earned from course activities will be summed. The following grading scale will be used to assess students in this course.

Letter Grade	Points Necessary for Each Letter Grade	Percent of Total Points	GPA Equivalent
A	93	93.00-100%	4.0
A-	90	90.00-92.99%	3.67
B+	87	87.00-89.99%	3.33
B	83	83.00-86.99%	3.0
B-	80	80.00-82.99%	2.67
C+	77	77.00-79.99%	2.33
C	73	73.00-76.99%	2.0
C-	70	70.00-72.99%	1.67
D+	67	67.00-69.99%	1.33
D	63	63.00-66.99%	1.0
D-	60	60.00-62.99%	.67
E		0-59.99%	0

For more detailed information on current UF grading policies, please see the catalog web page: <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

General Course Policies

Late policy: Assignments may be submitted late with a valid and university approved excuse. Without a university approved reason, 10% of possible points will be deducted per day. University policy regarding attendance and approved reasons for missing a class and associated assignment can be viewed here: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

Make up policy: A student experiencing an illness should visit the UF Student Health Care Center or their preferred healthcare provider to seek medical advice and obtain documentation. If you have an illness, family emergency or death, please contact the Dean of Students Office (www.dso.ufl.edu) and follow the DSO Care Team procedures for documentation and submission of a request for make-up assignment (<https://care.dso.ufl.edu/instructor-notifications/>). The DSO will contact the instructor. Do not provide any documentation to the instructor regarding illness or family emergency. This is your personal and protected information. The DSO is qualified to receive and verify the documents you provide. The instructor will follow the recommendations from the DSO.

Accommodations: Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center by visiting their Get Started page at <https://disability.ufl.edu/students/get-started/>. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

Campus Resources

Health and Wellness

- *U Matter, We Care:* If you or someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or visit [U Matter, We Care website](#) to refer or report a concern and a team member will reach out to the student in distress.
- *Counseling and Wellness Center:* Visit the [Counseling and Wellness Center website](#) or call 352-392-1575 for information on crisis services as well as non-crisis services.
- *Student Health Care Center:* Call 352-392-1161 for 24/7 information to help you find the care you need, or visit the [Student Health Care Center website](#).
- *University Police Department:* Visit [UF Police Department website](#) or call 352-392-1111 (or 9-1-1 for emergencies).
- *UF Health Shands Emergency Room / Trauma Center:* For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; Visit the [UF Health Emergency Room and Trauma Center website](#).
- *GatorWell Health Promotion Services:* For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success, visit the [GatorWell website](#) or call 352-273-4450.

Academic Resources

- *E-learning technical support:* Contact the [UF Computing Help Desk](#) at 352-392-4357 or via e-mail at helpdesk@ufl.edu.
- *Career Connections Center:* Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.
- *Library Support:* Various ways to receive assistance with respect to using the libraries or finding resources.
- *Teaching Center:* Broward Hall, 352-392-2010 or to make an appointment 352- 392-6420. General study skills and tutoring.
- *Writing Studio:* 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.
- *Student Complaints On-Campus:* Visit the [Student Honor Code and Student Conduct Code webpage for more information](#).

Technology: Access to Zoom, an internet connection, and therefore a computer with a webcam may be required to participate in class. The use of cell phones, surfing the web, checking email, making Facebook posts, or anything of that nature is discouraged. Violation of this policy will result in participation point deductions which will be decided by the course instructors.

Wi-Fi access via eduroam:

Eduroam, the on-campus wi-fi network, is available nationally and internationally. UF students can access eduroam for free with their GatorLink log-in credentials. The eduroam network is fast and secure and has

more than 10,000 wi-fi hotspots in 106 countries and territories worldwide. **How to connect to eduroam:**

1. If you can get a Wi-Fi signal at any of the eduroam locations (see below) and your mobile device (laptop, smartphone, or tablet) has already been configured for eduroam, then you will automatically connect.

2. Otherwise, follow the instructions for connecting here: <https://helpdesk.ufl.edu/connecting-to-eduroam-off-campus/>.

Eduroam sites in the U.S.: <https://incommon.org/eduroam/eduroam-u-s-locator-map/>. For problems connecting, you can call (352-392-HELP/4357) or [email](#) the UF Computing Help Desk.

In-Class Recording:

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

Communication: You are responsible for checking announcements and course postings on the course website and listening in class. All course grades will be posted on the course website. Any discrepancies should be pointed out to the instructor on or before the last day of finals week.

Academic Honesty: UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions.

Furthermore, you are obliged to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult the instructors in this class.

Course Evaluation: Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

Inclusion, Diversity, Equity, and Accessibility (IDEA) Resources

We would like to create a learning environment for our students that supports a diversity of thoughts, perspectives and experiences, and honors your identities (including race, gender, class, sexuality, religion, ability, etc.) To help accomplish this:

- If you have a name and/or set of pronouns that differ from those that appear in your official academic records, please let me know!
- If you feel like your performance in the class is being impacted by your experiences outside of class, please don't hesitate to come and talk with me. I want to be a resource for you. Remember that you can also submit anonymous feedback (which will lead to a general announcement to the class, if necessary to address your concerns). If you prefer to speak with someone outside of the course, please see the contact information below.
- I (like many people) am still in the process of learning about diverse perspectives and identities. If something was said in class (by anyone, including the instructor) that made you feel uncomfortable, please talk with me about it. (Again, anonymous feedback is always an option).

For suggestions or concerns related to IDEA, please reach out to any of the members of the HHP IDEA committee: <http://hhp.ufl.edu/about/idea/>

Tentative Course Schedule

This is an approximation of course content during the semester. Course content and/or order of presentation may change depending on class needs. Students will be apprised of any changes as soon as they occur.

Weekly Schedule – subject to change per discretion of instructor

Date	Topics	Readings	Assignment due
Jan 11	Introduction to grant writing, NIH websites		
Jan 18	Overview of F31 sections	Gerin & Kinkade, Ch. 1 https://public.csr.nih.gov/StudySections https://www.nih.gov/institutes-nih/list-nih-institutes-centers-offices grants.nih.gov	NIH website assignment

Jan 25	What are reviewers looking for / review instructions	<p>NIH instructions for reviewers, critique form, reporter.nih.gov</p> <p>https://grants.nih.gov/grants/policy/review-guidelines/F31-guide-for-reviewers.htm</p> <p>Gerin & Kinkade, pp. 56-63</p>	NIH style bio sketch
Feb 1	Guest panelists / sample grants	<p>https://grants.nih.gov/grants/how-to-apply-application-guide/format-and-write/write-your-application.htm</p> <p>At least two of the sample grants</p>	Read sample grants, bring three questions
Feb 8	Specific aims discussion, intro to Significance and Innovation sections	Gerin & Kinkade, pp. 15-17	First draft specific aims
Feb 15	Specific aims consultations	Gerin & Kinkade, pp. 31-47	First draft significance section
Feb 22	Discuss research strategy, potential problems & alternative solutions sections	Gerin & Kinkade, pp. 49-56	

Mar 1	Work on your proposal, open consultations	Gerin & Kinkade, pp. 68-98	
Mar 8	SPRING BREAK		
Mar 15	Watch mock study section		Research Strategy
Mar 22	Debrief on research strategy writing, how to find alternative awards	Gerin & Kinkade, pp. 173-198	
Mar 29	Study section 1	Read and review assigned proposals	Written critiques for assigned reviewers
Apr 5	Study section 2	Read and review assigned proposals	Written critiques for assigned reviewers
Apr 12	Study section 3	Read and review assigned proposals	Written critiques for assigned reviewers
Apr 19	Class debrief and wrap-up		
	<i>Final Exam Week</i>		