

**George Mason University**  
**College of Education and Human Development**

PhD in Education – Exercise, Fitness and Health Promotion Specialization  
EFHP 880 (DL2) – Developing Grants in Health Professions  
3 Credits, Fall 2020  
Synchronous: Fridays: 8:30 – 9:45 AM – Zoom Platform

**Faculty**

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**Prerequisites/Corequisites**

Graduate Standing or Permission of Instructor

**University Catalog Course Description**

This course will provide an introduction and overview of federal grants and contracts, emphasizing National Institute of Health (NIH) research grant mechanisms as a “gold standard”, as well as non-federal. Guidelines for proposal development from funding agencies will be examined along with specific models of successful and less successful grant applications.

**Course Delivery Method**

This course will be delivered online with synchronous and asynchronous formats.

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This course will be delivered online (76% or more) using synchronous and asynchronous format via the Blackboard learning management system (LMS) housed in MyMason portal. You will log in to the Blackboard course site using your Mason email name (*MASONID@masonlive.gmu.edu*) and email password. **The course site will be available on August 24, 2020.**

The weekly synchronous portion will be delivered on Zoom platform. The link will be provided to the students on August 24, 2020 and posted on Blackboard system – “*Zoom for Synchronous Meeting.*”

**Under no circumstances, may students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.**

*Technical Requirements*

To participate in this course, students will need to satisfy the following technical requirements:

- Internet access with a standard up-to-date browser, either Internet Explorer, Chrome or Mozilla Firefox is required (note: Opera and Safari are not compatible with Blackboard).
- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download:
  - Adobe Acrobat Reader: <https://get.adobe.com/reader/>
  - Windows Media Player: <https://windows.microsoft.com/en-us/windows/downloads/windows-media-player/>
  - Apple Quick Time Player: [www.apple.com/quicktime/download/](http://www.apple.com/quicktime/download/)

### *Expectations*

- **Course Week:** Synchronous means that we have a “fixed” weekly meeting. This will occur on Fridays between 8:30 and 9:45 AM. The asynchronous portion do not have a “fixed” meeting day, the week will start on Monday, and finish on Sunday.
- **Log-in Frequency:** Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least 1 time per day.
- **Participation:** Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- **Technical Competence:** Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- **Technical Issues:** Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. **Late work will not be accepted based on individual technical issues.**
- **Workload:** Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student’s responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- **Instructor Support:** Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Appointments need to be made via email. The meetings with the instructor will occur via Zoom platform link to be provided by the instructor.

- **Netiquette:** The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.
- **Accommodations:** Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

### **Learner Outcomes or Objectives**

This course is designed to enable students to do the following:

- Understand the structure of federal and non-federal grant funding process
- Describe the importance of collaboration, including development of the research team and selecting co-investigators
- Identify Institute funding priorities, available Program Announcements/Requests for Applications, currently funded projects (e.g., NIH RePORTER), and to investigate the composition of specific federal and non-federal review groups
- Explain the process by which grants (federal and non-federal) are solicited, reviewed and awarded.
- Understand the components of a grant application.
- Describe the role of the institution and how to utilize their assistance in the application process.
- Gather, organize and prepare all supportive documentation for a grant proposal.
- Conduct a peer-review and write a critique of a grant proposal using review criteria (e.g., NIH, CDC).
- Understand the process of developing a cohesive, competitive grant application both at the federal and non-federal level.
- Review an NIH grant application to identify the strengths and weaknesses of the proposal.
- Write a cohesive, well-organized grant proposal according to specific guidelines using appropriate scientific and technical writing strategies

### **Required Texts**

Miner, J. and Miner, T. Proposal Planning and Writing. Fifth Edition. Westport, Connecticut: Greenwood Press, 2013.

Gerin, W. and Kapelewski, C. Writing the NIH Grant Proposal: A Step by Step Guide. Second Edition Thousand Oaks, CA: Sage Publications, 2011.

**Miner & Miner: Ch 17 from an older version. Posted on BlackBoard**

**Gerrin: Appendix C from an older version. Posted on BlackBoard**

### **Additional readings:**

Supplementary materials will be used in class and posted on BlackBoard/MyMason Portal. Please print these materials and bring them to class so that you have access to them for discussion periods.

Gitlin L.N., Lyons K.J. Successful Grant Writing: Strategies for Health and Human Service Professionals (3rd Ed.). Springer Publishing Company.

Student will be expected to read assigned material in advance of lecture / discussion.

Russell S.W., Morrison D.C. The Grant Application Writer's Workbook. NIH Version.

Day R.A. How to Write and Publish a Scientific Paper (5th Ed.). Oryx Press, Phoenix. 1998

Sides C.H. How to Write and Present Technical Information (3rd Ed). Oryx Press, Phoenix. 1999

### **Course Performance Evaluation**

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

### **Assignments and Examinations**

Once your FINAL GRADE, at the end of the semester is posted on mymasonportal/blackboard, you will have 24 hours to inquire about it. After that period, your grade will be posted as final on Patriot Web. **NO LATE ASSIGNMENTS WILL BE ACCEPTED**

Grading will be on a letter grade basis. The criteria for evaluation will be:

1. Participation – 10%: Students will be expected to read assigned materials and complete weekly assignments in advance of topic discussion, and be an active participant in all class discussions and review of assigned work. This class will involve active discussion of grant proposals, and other materials that will be provided. Attendance will also count towards participation grade. Participation in Zoom breakout rooms will also be evaluated. Breakout rooms groups will be posted on Blackboard.

2. Identification of Request for Proposals (RFP)/Request for Applications (RFA)/Program Announcement (PA) – 10%: Students will identify one mechanism and announcement that they believe their idea will be a good match. The identified announcement will be the basis for the grant proposal development. **Due September 18, 2020. NO LATE ASSIGNMENTS WILL BE ACCEPTED**

3. Discussion board - 10%: Students will be post on each discussion board on MyMasonPortal/Blackboard, and comment on every student post for each discussion board. There will be three discussion boards throughout the semester.

*Discussion board 1. Potential RFP/RFA/PA.* In this space, each student needs to clearly identify which RFP/RFA/PA they are planning to use. The other students should actively comment and question(s) to understand why that RFP/RFA/PA, and how do they plan to fit the agency goals with what they will propose. **Due September 14, 2020. NO LATE ASSIGNMENTS WILL BE ACCEPTED**

*Discussion board 2. Letter of Intent.* Each student needs to post regarding how they are planning to write their letter of intent. Other students should comment to assist in improving the letter of intent. **Due September 28, 2020. NO LATE ASSIGNMENTS WILL BE ACCEPTED**

*Discussion board 3. Significance & Innovation.* For this assignment, each student will post their outline for significance and innovation. The other students should constructively comment to assist to improve, question if it's really a significant problem and/or innovative approach. **Due October 30, 2020. NO LATE ASSIGNMENTS WILL BE ACCEPTED**

4. Grant Proposal Development - 30%: Students will be expected to develop a federal grant proposal (NIH) in accordance with elements and guidelines presented in class, using SF 424 Instructions and Forms (Note: Research Plan is limited to 6 or 12 pages, depending on mechanism). Each element will be completed individually and presented in class. All elements must be attempted and successfully completed. **Due December 11, 2020. NO LATE ASSIGNMENTS WILL BE ACCEPTED**

5. Grant Review – 20%: Students will be assigned two to three grant applications where they will serve as reviewer. The grant application and review guidelines will be provided in class and posted on blackboard. **Due December 4, 2020. NO LATE ASSIGNMENTS WILL BE ACCEPTED**

6. Oral Presentation – 20%: Students will give a 15-minute oral presentation of their grant proposal to students and faculty in attendance. Presentation format should include the following components: 1) Significance, 2) Specific Aims and Hypotheses, 3) Innovation, 4) Proposed Methods and Preliminary Studies, and 5) Budget Proposal and Justification. Student presentations will be critiqued by class peers and faculty members in attendance. **Due December 11, 2020. NO LATE ASSIGNMENTS WILL BE ACCEPTED**

**Drafts.** During the semester, the student will have to submit drafts of the following sections for in class peer-review:

- Concept Paper, **due October 2, 2020.**
  - o To be discussed in breakout rooms during *October 9, 2020.*
- Specific Aims, **due October 23, 2020.**
  - o To be discussed in breakout rooms during *October 30, 2020.*
- Research Plan, **due November 6, 2020.**
  - o To be discussed in breakout rooms during *November 13, 2020.*
- Budget and Budget Justification, **due November 13, 2020.**
  - o To be discussed in breakout rooms during *November 20, 2020.*

### Course Performance Evaluation Weighting

The course will be graded on a total of 100 points

Assignment	Points
1. Participation/Breakout Rooms Participation	10
2. Identification of RFP/RFA/PA	10
3. Discussion boards participation	10
4. Grant Proposal Development	30
5. Grant Review	20
6. Oral Presentation	20
<b>Total</b>	<b>100</b>

### Grading Policies

The student's final letter grade will be earned based on the following scale:

Grade	Percentage
A	94 – 100%
A-	90 – 93%
B+	88 – 89%
B	84 – 87%
B-	80 – 83%
C	70 – 79%
F	0 – 69%

Note: Although a B- is a satisfactory grade for a course, students must maintain a 3.00 average in their degree program.

### Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times.

When communicating with the instructor and classmates, either face-to-face or via email, students should address the other person appropriately, use appropriate language and maintain a pleasant demeanor.

### Example email with instructor:

Dr. Cortes,

I have a question regarding....

Regards,  
Student's Name

### Example in-person interaction with instructor:

Student: Professor (instructor's last name) I have a question regarding....

Professor: (Student's name) I would be happy to help you. What is your question?

Student: My question is.....

Professor: The answer to that question is...

Student: Professor (instructor's last name) thank you for your time and availability to answer my questions.

### **Other Requirements**

- **Email Correspondence**
  - Only messages that originate from a George Mason University email address will be accepted. *Emails with no subject or no text in the body will not be acknowledged.* All email will be responded to in the order in which it is received. Students should allow 48 hours for a response.
- **Technology Use During Class**
  - As per GMU policy, all sound emitting technology is required to be turned off during the class meeting time. No sound emitting technology (e.g., cell phones, smart phones, iPads, Tablets, pagers, etc.) is allowed at any time during the class period. Students who are observed using any form of technology inappropriately (e.g., sending text messages from cell phones, visiting social networking sites from laptops, etc.) will be dismissed from class for the day, counted as an absence, and not permitted to make up missed assignments.

### **Core Values Commitment**

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: <http://cehd.gmu.edu/values/>.

## Class Schedule

WEEK	TOPIC	READINGS/ASSIGNMENT DUE
August 28 Week #1	Introduction to EFHP 880	
September 4 Week #2	Overview of NIH Grants Process Introduction to PHS 398 Application form Introduction to Grant Writing and Grant Funding Sources Mechanisms of Support (NIH) Strategies for Effective Writing	M&M: Ch 1 G: Ch 1, 7 (pp. 186-212)
September 11 Week #3	Identifying Funding Sources: NIH Guide/RePORT NIH Funding Mechanisms Community of Science Foundation Directories Identifying Appropriate Granting Agencies	M&M: Ch 2-3, M&M BlackBoard Copies: Ch 17 G: Ch. 3 Web Search SF424 Application Guide
September 18 Week #4	Formalizing Research Questions: Conceptual/Logic Models Identifying Funding Mechanisms Developing the Idea into a Fundable Research Proposal Identifying Appropriate Granting Agencies Research Plan: Specific Aims	M&M: Ch 7 Read on Blackboard: NIH Phase II "Letter of Intent"  <b>Due: 2. Identification of RFP/RFA/PA</b>
September 25 Week #5	Sketching out Your Idea: Developing a Concept Paper and establishing contact with the Program Officer	Read Blackboard: Concept paper folder, and NIH Phase I "Concept Paper" M&M: Ch 4-5-6 G: Ch. 4
October 2 Week #6	Defining Proposal Objectives Conceptualization and Objectives Research Plan: Specific Aims	M&M: Ch 8 G: pp. 74 – 79 G BlackBoard Copies: App C Read BlackBoard: Grant & Review Examples – Specific Aims of all proposals SF424: Specific Aims  <b>Due: Concept Paper (Draft)</b>



<p>October 9 Week #7</p>	<p>Reviewing the Literature and Marketing the Proposal: Documenting the State-of-the-Art Marketing the Novelty and Innovativeness of the Project Research Plan: Significance, Background &amp; Innovation</p>	<p>G: pp. 79 – 87 G BlackBoard Copies: App C Read BlackBoard: Grant &amp; Review Examples – Significance &amp; Innovation SF 424: Research Strategy: Significance/Innovation SF424 Application Guide</p> <p><b>Concept Paper: breakout room discussion</b></p>
<p>October 16 Week #8</p>	<p>Establishing your Track Record: More Proposal Marketing - Citing Your Previous Work - Demonstrating a Cohesive Team Documenting Access to Populations and Study Feasibility Research Plan: Approach &amp; Preliminary Studies</p>	<p>G: pp. 87 – 90 G BlackBoard Copies: App C Read BlackBoard: Grant &amp; Review Examples – Approach &amp; Preliminary Studies/Data SF 424: Research Strategy: Preliminary data</p>
<p>October 23 Week #9</p>	<p>Collaboration and Research Team Development</p>	<p>M&amp;M: Ch 16 G BlackBoard Copies: App C In Class Work</p> <p><b>Due: Specific Aims (Draft)</b></p>
<p>October 30 Week #10</p>	<p>Research Design and Methodology: - Study Design Issues - Design as Parallel to Specific Aims - Sample Size and Statistical Power</p>	<p>M&amp;M: Ch 9-10 G: pp. 90 – 110 G BlackBoard Copies: App C Read BlackBoard: Grant &amp; Review Examples – Approach – Study Design SF 424: Research Strategy: Approach</p> <p><b>Specific Aims: breakout room discussion</b></p>

November 6 Week #11	Budgeting and Financial Management: - Direct and Indirect Costs - Use of Spreadsheets Timeline, budget and budget justification Writing the Project Narrative / Abstract & Relevance Statement	M&M: Ch 12 G: Ch 7 – pp. 153-197 Read BlackBoard: Grant & Review Examples – CDC budget, NIH R01 & Resubmission, and Budget folder SF 424: Budget and Budget Instructions Budget files on BlackBoard  <b>Due: Research Plan (Draft)</b>
November 13 Week #12	Human Subjects Protection and Responsible Conduct of Research (RCR)	G: Ch 6 G BlackBoard Copies: App C SF 424: Human Subjects In Class Work  <b>Due: Budget and Budget Justification (Draft)</b>  <b>Research Plan: breakout room discussion</b>
November 20 Week #13	Role of the Institution in the Grant Application Process Review Process: What Happens Once the Proposal is Submitted / The Reviewer's Perspective Review Critiques – Summary Statements	G: Ch. 9 Read BlackBoard: Grant & Review Examples – All summary statements  <b>Budget and Budget Justification: breakout room discussion</b>
November 27 Week #14	<b>Thanksgiving recess – NO CLASS</b>	
December 4 Week #15	<b>Grant Review</b> In Class Workday	<b>Due: 4. Grant Review</b>
December 11 Week #16	<b>Grant Review</b> <b>Oral Presentations</b>	<b>Due: 3. Grant Proposal Development &amp; 5. Oral Presentation</b>

**Note:** Faculty reserves the right to alter the schedule as necessary, with notification to students.

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## GMU Policies and Resources for Students

### *Policies*

- Students must adhere to the guidelines of the Mason Honor Code (see <https://catalog.gmu.edu/policies/honor-code-system/> ).
- Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <https://ds.gmu.edu/>).
- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

### *Campus Resources*

- Support for submission of assignments to Tk20 should be directed to [tk20help@gmu.edu](mailto:tk20help@gmu.edu) or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursesupport.gmu.edu/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

**For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/students/> .**