



1. COURSE INFORMATION

- a. **Course Number and Title:** PH 646 GRANT WRITING IN PUBLIC HEALTH
- b. **Credit Hours & Semester Offered:** 1 credit, Fall 2019
- c. **Meeting Day(s), Times & Room No.:** This class is held synchronously using Zoom on Thursdays 8:00am to 9:00am. Biomed C104 classroom will also be made available to students who wish to join the course from their personal laptops by Zoom. Recordings will be posted after each class.
- d. **Prerequisite(s):** none
- e. **Course website:** By invitation to the Google Classroom for PH 646 (or email me for the class code)
- f. **Zoom:** <https://zoom.us/meeting/register/491575067c81be91d746f627e8486654>
After registering, you will receive a confirmation email containing information about joining the meeting.

2. INSTRUCTOR INFORMATION

Instructor

- a. **Name:** Victoria Fan, ScD
- b. **E-mail:** xfan+ph646@hawaii.edu
- c. **Phone:** 956-5596
- d. **Main Office:** Biomed C105A
- e. **Office Hour Location:** Biomed C105A
- f. **Office Hours:** Thursdays 12pm-4pm or by appointment. Visit <http://calendly.com/vfan> to schedule or send an e-mail.

3. COURSE DESCRIPTION

This class is a basic introduction to grant writing for persons with little or no grant writing experience. Topics covered will include determining which grants you should apply for, the basic components of a grant proposal, data sources and resources, and views from the other side – the funder’s perspective. Each class will include brief lectures, interactive exercises, and time for discussion. Grant components to be covered include: developing a compelling case for the need for a program, goals and objectives, evaluation, action plans, organizational capacity, and budgets. The class will learn how to compile the proposal package, tips for formatting, and information on what to do after you receive a grant.

4. LEARNING OBJECTIVES

At the conclusion of this course, students will be able to:

- (1) Assess funding opportunities to determine which are a good fit for a program or organization
- (2) Describe the components of a grant proposal
- (3) Identify sources of data and information for justifying the need for a program or project
- (4) Develop aims and SMART objectives
- (5) Prepare a brief grant proposal suitable for submission to a funder
- (6) Understand how grant proposals are assessed by funders

5. COURSE SCHEDULE & ASSIGNMENTS

		TOPIC
1	8/29	Introduction. Overview of Funding Sources. Overview of Topics.
2	9/5	Due: Team Project Preferences Problem Identification and Definition. Finding Opportunities. Reading Call for Proposals.
3	9/12	Due: Part #1: Problem Statement
4	9/19	Defining Solutions. Logic Models. Landscaping. Literature Review of Related Work.
5	9/26	[Asynchronous] Principles of Project Management and Team Science. Building the Team and Identifying Mentors. Developing Writing Plan and Grant Work Plan/Timeline
6	10/3	Due: Part #2: Literature Review.
7	10/10	Abstract and Summary. Elevator Pitch. Specific Aims: Hook, Big Idea, Finer Points, and Grand Finale.
8	10/17	Due: Part #3: Specific Aims – Goals and Objectives
9	10/24	Due: Part #3: Specific Aims – Goals and Objectives, continued
10	10/31	In-Depth – Background, Approach, Significance, Innovation. Formatting.
11	11/7	Resources, Biosketches. Supportive Environment. Letters of Support. Third-Party Agreements. Budgets. Human Subjects and IRB. Organizational Capacity.
12	11/14	Due: Part #4: Background and Approach – Action Plans and Evaluation.
13	11/21	Due: Part #5: Significance and Innovation
14	11/28	<i>Thanksgiving – No Class</i>
15	12/5	The View From The Other Side. Funder’s Perspectives. Mock Peer Review.
16	12/12	Due: Part #6: Full Proposal
17	12/15	Grant Proposal Due

6. ASSIGNMENTS

Due on the Tuesday at 11:59pm before class via the Google Classroom

(0) Team Project Preferences: Complete your preferences by Class 2.

- a. In this course, you will write a real grant proposal in a team. No successful grant written was ever written by only 1 person. As such, you will simulate a real-world experience by working in an assigned team to flesh out a grant proposal that at the end of the semester you will submit. An aspiration of this course is that your team will successfully win a grant proposal after this course. (If you win the grant, whether you choose to participate in the implementation of the grant proposal is another question separate from this course.)
- b. By the second class, you will submit your Team Project Preferences through the Google Classroom using this form: <https://forms.gle/T3J8SCCQ6w6brmXv8>
- c. We will aim for 2-3 people per team. The projects may also have a real-world mentor and/or organization.
- d. The Team Projects this year are as follows:
 - i. COFA Health - submitted to Atherton Foundation, HMSA Foundation, or NIMHD call for funding
 - ii. Health Workforce Development - submitted to Atherton Foundation, HMSA Foundation, or HRSA call for funding

- iii. Opioids and Substance Use in Hawai‘i - submitted to Atherton Foundation, HMSA Foundation, NIH, or other federal agency
 - iv. Food Security and Aloha ‘Aina in Hawai‘i - submitted to Atherton Foundation, HMSA Foundation, or other federal agency
 - v. Value-Based Payment for Primary Care - submitted to HRSA or HMSA Foundation
- (1) Writing Workshop #1: Problem Statement. 1 paragraph
- a. Provide concrete data to show that there is a challenge or problem or issue and there is a need for a solution or response or project.
 - b. Demonstrate the significance of the problem.
 - c. Clearly identify the specific population and community to be served and also reflect the generalizability and importance of the issue or challenge or problem.
- (2) Writing Workshop #2: Literature Review. In 1 single-spaced page, 11pt Arial font, 0.5 inch margins:
- a. Provide evidence on the size, scale, scope, determinants, and consequences of the problem that you identified.
 - b. Describe and landscape responses or solutions through review of the literature or past work or past projects.
 - c. Identify the innovative aspect of your proposed solution to the challenge.
 - d. Use correct citation and bibliographic format (use of Zotero is recommended).
- (3) Writing Workshop #3: Specific Aims – Goals and Objectives. In 1 single-spaced page, 11pt Arial font, 0.5 inch margins:
- a. Develop 1-page abstract/summary/specific aims for your proposal outlining both the problem, the solution, and an overview of the plan of activities.
 - b. Develop a logic model.
 - c. Using your Specific Aims, prepare a concise 3-5 minute oral pitch to a possible funder.
- (4) Writing Workshop #4: Background and Approach – Action Plans and Evaluation. In 2 single-spaced pages, 11pt Arial font, 0.5 inch margins:
- a. Revise your Literature Review and frame in the context of overall background (1 page, Landscaping and Literature Review)
 - b. Draft your Approach (1 page), including activities, methods, interventions
- (5) Writing Workshop #5: Significance and Innovation. In 1 single-spaced page, 11pt Arial font, 0.5 inch margins:
- a. Refine and revise the significance of your proposal as explained in your literature review.
 - b. Explain the innovation and novelty of your proposal.
- (6) Writing Workshop #6: Draft Full Proposal. Submit your draft full proposal (5 pages single-spaced) and budget and team overview including organizational capacity. References are not included in the 5 pages.
- (7) Final Grant Proposal. Revise grant proposal based on feedback received.

7. GRADE COMPONENTS AND SCALE

7.1. Components of Grade

Component	%
1. Problem Statement	5
2. Literature Review	8
3. Specific Aims	15
4. Background and Approach	17
5. Significance and Innovation	10
6. Draft and Final Full Proposal	45

TOTAL 100

7.2. Grading Scale

Note: This course does not use plus or minus grade modifiers.

Grade	%	Description
A	90-100	Excellent, distinctive work. Demonstrates sophisticated understanding: Nuanced and insightful account, powerful and effective application of concepts, frameworks and theories discussed in class and articulated in written work.
B	80-89	Above average work. Demonstrates accomplished understanding: Thorough, well-documented account; adequate and apt application of concepts, frameworks and theories discussed in class and articulated in written work.
C	70-79	Average work, sufficient, but not distinctive. Acceptable view with some misconceptions or oversight; not fully supported; acceptable but limited application of concepts, frameworks and theories discussed in class.
D	60-69	Poor, insufficient work. Naïve or inadequate understanding: simplistic account and use of concepts, frameworks and theories discussed in class. Unable to articulate thoughts and ideas in written work.
F	<60	Unacceptable work

8. COURSE POLICIES

- **The usual.** In this course, all students are expected to show up on time and attend every class and to notify me in advance of an anticipated absence. Attendance and participation is essential for this course. More than one absence may negatively affect participation grade. All assignments are due by e-mail to me (vfan+ph646@hawaii.edu). Late assignments are penalized 10% for each 24-hour period that it is late.
- **Meet with me.** You are invited to meet me at least once in this semester. Use <http://calendly.com/vfan/> to schedule your appointment during office hours and provide your phone number. We can also arrange another mutually convenient time outside of these weekly scheduled office hours. If there are no appointments scheduled, office hours may be canceled.
- **On reference letters.** I am generally happy to write a reference letter for jobs, scholarships, or other purposes. It is advisable to wait at least until halfway through the semester before approaching me for a letter. I generally advise providing 4 weeks' notice, details about where to email or mail the letter, to whom to address the letter, the details of the position to which you are applying, your current resume, your current transcripts, your other past transcripts, and any other details that you think would be relevant. Please provide this by sending a single e-mail to me with all documents as multiple attachments.
- **On respect.** Our community is based on the values of mutual respect. Students are expected to be respectful to our local community and asked to use diacritical markings ('okina and kahakō) for all Hawaiian words and use Hawaiian Language Dictionary <http://www.wehewehe.org/> as appropriate.
- **Per UH System Executive Policy E5.228,** students can expect to have 2 hours of out-of-class time work. If you find that the workload exceeds that, please let me know so that I can adjust the load accordingly.
- **Children in the classroom:** Currently, the University does not have a formal policy on children in the classroom. My policy below is a reflection of my commitment to you as a student in ensuring your educational success and ensuring your attendance to class.
 1. All students are expected to create a welcoming environment that is respectful of all forms of diversity, including diversity in parenting status.
 2. All exclusively breastfeeding babies are welcome to class anytime.

3. For older children and babies, we aim to ensure that your child’s illnesses and unforeseen disruptions in childcare do not result in missing class. While our class is not a long-term childcare solution, occasionally bringing a child to class in order to cover childcare gaps is acceptable. When your child comes to class with you, please sit close to the door to minimize disruptions in learning for other students. To maximize your class attendance, we may be able to arrange videoconferencing under certain circumstances; please discuss with me.
4. Becoming a parent is very tiring, and balancing school, childcare and often work are exhausting! Please feel comfortable disclosing your parent status to me. While I maintain the same high expectations for all students, I am happy to find ways to support your educational goals while you are parenting.

9. UNIVERSITY POLICIES

- **The UH System Executive Policy E5.228** provides that one credit hour
 - Is associated with an amount of work represented in intended learning outcomes and verified by evidence of student achievement
 - Reasonably approximates but is not less than
 - One hour of class or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately 15 weeks for one semester or the equivalent amount of work over a different period of time; or at least an equivalent amount of work for other academic activities such as online instruction, laboratory work, internships, practica, studio work and other work that earns academic credit.
- **Equal Opportunity and Affirmative Action Policy**
 The University of Hawai‘i is an equal opportunity/affirmative action institution and is committed to a policy of nondiscrimination on the basis of race, sex, gender identity and expression, age, religion, color, national origin, ancestry, citizenship, disability, genetic information, marital status, breastfeeding, income assignment for child support, arrest and court record (except as permissible under State law), sexual orientation, national guard absence, status as a covered veteran, pregnancy, and domestic or sexual violence victim status. This policy covers admission and access to and participation, treatment, and employment in the University’s programs and activities. For more information on equal opportunity and affirmative action policies and complaint procedures for the UHM Campus, contact:
 - a) Students: Lori Ideta, Interim Vice Chancellor for Students, EEO/AA & ADA Coordinator
Ph. - 956-3290 (V/T); Email - vcs@hawaii.edu
 - b) Students with Disabilities: Ann Ito, KOKUA Program Director
Ph. - 956-7511 (V/T); Email - kokua@hawaii.edu
 - c) Students & Employees: Dee Uwono, Office of Title IX Director & Coordinator
Ph. - 956-2299 (V/T); Email – t9uhm@hawaii.edu
 - d) Employees: Mark Au, EEO/AA Director, Deputy Title IX & ADA Coordinator
Ph. - 956-7077; Email - eeo@hawaii.edu
- **Disability Access**
 A student who may need an accommodation based on the impact of a disability is invited to contact me privately within the first weeks of the course. I would be happy to work with you and the KOKUA Program (Office for Students with Disabilities) to ensure reasonable accommodations in my course. KOKUA is responsible for facilitating accommodations for students with documented disabilities and can be reached at 956-7511 (voice/text) or in QLC 013.

- **Counseling Services and Mental Health**

From time to time, we all need help managing stress and life problems. Occasionally, school can seem overwhelming, especially when balancing other responsibilities such as family and work. The University’s Counseling & Student Development Center (CSDC) offers support to all UHM students to assist with personal, academic and career concerns. All services are confidential. Individual, couples and group counseling services are free of charge. To schedule an appointment, visit the CSDC website at <http://manoa.hawaii.edu/counseling/> or call (808) 956-7927.

- **Policy on dogs on campus:** Please visit <https://www.hawaii.edu/kokua/access-services/service-or-assistance-animals.php> to learn more about the campus policy on bringing dogs or other service animals to class.

- **University of Hawai’i Student Conduct Code and Academic Dishonesty**

The University expects students to maintain standards of personal integrity that are in harmony with the educational goals of the institution; to respect the rights, privileges, and property of others; and to observe national, state, and local laws and University regulations.

Academic dishonesty such as plagiarism, cheating and other forms of dishonesty will result in a failing (“F”) grade for the assignment. More than one incident of academic dishonesty will result in failing (“F”) grade for the course. Equally, more than one incident will also result in reporting the academic dishonesty to the UH Office of Judicial Affairs.

Student should familiarize themselves with the University of Hawai’i Student Conduct Code: http://studentaffairs.manoa.hawaii.edu/policies/conduct_code/.

10. READINGS AND SUPPLIES

No required textbook. All readings will be posted on the Google Classroom website.

11. FOUNDATIONAL & SPECIALIZATION COMPETENCIES ADDRESSED

MPH FOUNDATIONAL COMPETENCIES	
MPH1.	Apply epidemiological methods to the breadth of settings and situations in public health practice.
MPH2.	Select quantitative and qualitative data collection methods appropriate for a given public health context.
MPH7.	Assess population needs, assets, and capacities that affect communities’ needs.
MPH8.	Apply awareness of cultural values and practices to the design or implementation of public health policies or programs.
MPH9.	Design a population-based policy, program, project or intervention.
MPH10.	Explain basic principles and tools of budget and resource management.
MPH11.	Select methods to evaluate public health programs.

SPECIALIZATION COMPETENCIES	
EPIDEMIOLOGY	
EPI5.	Develop a scientific hypothesis, beginning with a review of existing literature, and design an epidemiologic study to assess the hypothesis validly and efficiently.

HEALTH POLICY & MANAGEMENT	
HPM1.	Demonstrate the principles of program planning, development, budgeting, management and evaluation in organizational and community initiatives.
HPM2.	Apply principles of strategic planning to public health.
SOCIAL & BEHAVIORAL HEALTH SCIENCES	
SBHS1.	Apply evidence-based approaches in the development of social and behavioral science interventions.

MS COMPETENCIES	
MSE2.	Develop a scientific hypothesis, beginning with a review of existing literature, and design an epidemiologic study to assess the hypothesis validly and efficiently.

DRPH (PHD) CBTR COMPETENCIES	
CBTR2.	Select appropriate research designs and methods to address public health questions of importance to diverse communities.
CBTR3.	Critique research appropriateness, including the ethical aspects of research designs, subject recruitment, and data collection that involve communities.
CBTR9.	Integrate evidence and community experience to describe, anticipate, and mediate public health needs and problems.
CBTR10.	Identify and apply appropriate theory and evidence-based approaches to inform the design and evaluation of public health interventions for diverse communities.

PHD (EPI) COMPETENCIES	
PHDE6.	Effectively (a) search, review, critically evaluate, and synthesize the scientific literature, (b) identify meaningful gaps in knowledge, and (c) formulate original and key hypotheses or research questions that may lead to new discoveries in epidemiology.
PHDE7.	Select and apply epidemiology study designs that are appropriate to address specific research questions or hypotheses.
PHDE8.	Explain how consideration of causal inference, sources of bias, and of sampling, statistical, and other methods can improve the validity of epidemiologic studies.
PHDE9.	Design research projects that address important population health or clinical questions, using appropriate epidemiologic methods under constraints confronted in practice.
PHDE15.	Communicate clearly and effectively in writing and orally ideas, epidemiologic concepts, methods, results, and implications to scientists, students, policy makers, and the public, including diverse audiences at professional meetings, readers of research journals, grant reviewers, and laypersons.