PREREQUISITES:
1. You need to develop a study idea by Sept 8 to remain in the class
2. You need to have done the readings and bring the homework to each class.
3. Failure to bring the homework more than once will result in class failure.

Other readings and resources are posted on D2L

Course objective: To become familiar with the NIH grant system and grant document format
Learning outcome: To produce an NIH F31 or comparable grant document.

Aug 25 Getting started:
The NIH funding pathway
The NIH website, instructions, materials, deadlines
Program officers
era Commons username
Overview of grant components
READING: Chapters 1-4 (they are very short chapters)
WEBSITE: http://grants1.nih.gov/grants/oer.htm
http://grants1.nih.gov/grants/grants_process.htm

HOMEWORK: Download the F31 proposal form & instructions, identify the following:
  1) next due dates and
  2) likely program officer
  3) If and only if you are applying for a grant THIS YEAR:
     Apply for an eRA Commons user name
     Contact your program officer about your grant idea (as soon as you have an idea of one)

Sept 1 The review process
READING: Chapter 16 & 18,
WEBSITE: http://grants1.nih.gov/grants/peer_review_process.htm
DUE: Confidentiality agreement to D2L drop box

Sept 8 The oral pitch
READING: Hamming: You and Your Research
Download: The oral pitch.docx. Bring one copy of the rating scale for each person in class.

You have 10 minutes (no more) to pitch what you are going to do with 5 minutes for questions. Your classmates will rate your presentation in critical areas to help you determine what needs development during the writing process.

DUE: Your oral pitch

Sept 15 Abstract, Relevance, & Specific Aims
READING: Chapters 9
Ogden & Goldberg: The Abstract and Specific Aims
HOMEWORK: Draft Abstract, Relevance, & Specific Aims section, bring 2 paper copies to next class

Sept 22 In class editing of Abstract, Relevance, & Specific Aims
READING: Chapter 8, 12, 13
HOMEWORK: Start outlining your Approach (e.g., subjects, materials, experimental design, planned statistics, power analysis).
DUE: 2 paper copies of Abstract, Relevance, Aims

Sept 29 Components of the Approach
HOMEWORK: Complete draft of Approach, bring 2 paper copies along with Aims to next class

Oct 6 In-class editing of the Approach draft I
Note: Instructor is at an NIH review panel
DUE: 2 paper copies of Specific Aims + Approach (concentrate on the subjects, measures, and power)

Oct 13 In-class editing the Approach draft II
DUE: 2 paper copies of Specific Aims + Approach (this must be a complete & nearly final draft)

Oct 20 Significance & Innovation overview
READING: Chapters 10, 11
Made to Stick: What Sticks (D2L)
HOMEWORK: Draft Significance & Innovation Sections

Oct 27 NO CLASS [Instructor at NIH Grant Review]

TBD Preliminary Studies and Feasibility Data, Facilities/Resources (F31 vs. R01), Biosketch
READING: Chapter 15, 17
HOMEWORK: Complete Facilities/Resources & Biosketch sections
DUE: 2 paper copies of Specific Aims + Significance & Innovation sections

Nov 10 In-class edits
DUE: 2 paper copies of Specific Aims + Significance & Innovation sections (complete drafts)
HOMEWORK: Revisit Abstract and update Significance Innovation.

Nov 17 F31 specific sections: Sponsor’s Section, Respective Contributions, & External Letters
READING: Chapter 16
SF 424 (R&R) Supplemental Instructions to the SF424 (R&R) for Preparing Institutional Ruth L. Kirschstein National Research Service Award (NRSA) Application
HOMEWORK: Complete F31 specific sections, bring 2 paper copies to next class
DUE: 2 paper copies of Biosketch, Specific Aims, Abstract

Nov 24 Administrative sections (Budget, Human subjects, Animal Subjects, Enrollment, Women/Minorities/Children)
Reading: Chapter 17
HOMEWORK: Complete Administrative sections

Dec 1 In-class edit of F31-specific and administrative sections
HOMEWORK: Complete application and post to D2L dropbox by December 3
DUE: 2 copies of F31-specific sections

Dec 8 Panel Review of grants
READING: NIH reviewer guidelines posted on D2L
Tips for new reviewers, posted on D2L
You will be assigned 3-5 grants for oral and written review using the NIH review format. Unlike NIH reviews, our panel will review all grants.
All reviewers will prepare a written review on the NIH review form and report a preliminary overall score each grant they were assigned. Primary reviewers will prepare a 3-minute oral summary of the grant content (similar to the oral pitch from Sept 11). This should be followed by a summary of major strengths and weaknesses that influenced the preliminary score. Secondary reviewers will add anything else that influenced their score that was not already reported by the primary reviewer.
HOMEWORK: Prepare summary statements for assigned grants, bring to review
Prepare for oral discussion of grants
DUE: A paper copy of the written review for each author.

Final Exam: Revise and resubmit grant with a 1 page introduction to the revision
Reading: Chapter 19, Responding to reviews ppts
SF 424 R&R Part 1 Sections 2.7 and 2.8
Submit to drop box by Friday 12/13

Grades: The class is graded S, P, & F.
S grades correspond to
a) complete and on time with all homework
b) active and class preparation and oral participation
c) superior preparation and conduct in the grant review panels
d) production of a complete revised grant by the final exam date
P grades correspond to
a) no more than one incomplete or past due homework assignment
b) active and class preparation and oral participation
c) appropriate preparation and conduct in the grant review panels
d) production of a complete revised grant by the final exam date

F grades correspond to any of the following:

a) more than one incomplete or past due homework assignment
b) poor class preparation and oral participation
c) poor preparation and conduct in the grant review panels
d) failure to produce of a complete revised grant by the final exam date

Re-grading policy: Given that the class is graded as S/P/F, there will be no re-grading of individual assignments.

Absence policy: Given the grading guideline for the class, unexcused absences will affect the course grade. Holidays or special events observed by organized religions will be honored for those students who show affiliation with that particular religion. Absences pre-approved by the UA Dean of Students (or Dean’s designee) will be honored. Please let the instructor know of these circumstances.

Students with Disabilities: If you anticipate issues related to the format or requirements of this course, please meet with me within the first two weeks of class. I would like us to discuss ways to ensure your full participation in the course. If you determine that formal, disability-related accommodations are necessary, it is very important that you be registered with Disability Resources (621-3268; drc.arizona.edu) and notify me of your eligibility for reasonable accommodations. We can then plan how best to coordinate your accommodations.

Code of Academic Integrity: It is the University’s policy that “students shall not violate the Code of Academic Integrity and shall avoid situations likely to compromise academic integrity.” If you are unfamiliar with the code of academic integrity, review this information at http://deanofstudents.arizona.edu/codeofacademicintegrity

All credit will be forfeited for any academic work completed for this class that violates the code.

Policies against plagiarism: Plagiarism, either intentional or intentional of your own or other’s work is prohibited under the academic code of conduct. Violations will be reported to the University administration and may result in course failure or other sanctions. For resources concerning avoidance of plagiarism, please consult www.u.arizona.edu/~rlo/482/plagiarism.pdf, www.library.arizona.edu/help/tutorials/plagiarism.

Threatening behavior: Threatening behavior is prohibited. Refer to http://deanofstudents.arizona.edu/codeofacademicintegrity