

PUBH 6673, SECTION 001

Grant Writing for Public Health
Spring/2019

COURSE & CONTACT INFORMATION

Credits: 1
Meeting Day(s): Mondays
Meeting Time: 12:20-2:15
Meeting Place: WDH 2-110
Instructor: DeAnn Lazovich, PhD
Email: lazov001@umn.edu
Office Phone: 612-626-9099
Fax: 612-624-0315
Office Hours: After class or by appointment
Office Location: 434 WBOB, 1300 S 2nd Street, Suite 300

COURSE DESCRIPTION

The course will include a combination of lectures, small group activities, guest speakers and skill building assignments. Students will develop a grant proposal for class that will be reviewed by peers in the class. The purpose of this course is to:

- Provide students with an overview of the grant writing process.
- Expose students to different types of funding organizations/programs.
- Expose students to different types of grant proposals.
- Give students an opportunity to build grant writing and grant reviewing skills.

Acknowledgments

The contents of PubH 6673 have been developed with the contributions of numerous instructors. Dr. Lazovich, the current instructor, has been involved with the majority of recent content and modifications. Former faculty/instructors, including Dr. Traci Toomey and Dr. Deb Hennrikus, had roles in either the conceptual development or actual content of the current course, and are acknowledged for their contributions.

COURSE PREREQUISITES

The course is intended for graduate students in the Maternal Child Health (MCH) MPH program as well as other public health graduate students who want to improve their grant writing skills.

COURSE GOALS & OBJECTIVES

As a result of this course, students will begin to be able to:

- Identify potential funding sources for programs.
- Critique grant proposals.
- Understand the basic structure and framework of grant proposals.
- Develop a full grant proposal.

METHODS OF INSTRUCTION AND WORK EXPECTATIONS

IN PERSON FORMAT

The course will include lecture, small group discussion, and guest panels. Students will be expected to actively participate in class discussions. If you are unable to attend class, please contact the instructor prior to class, by email, or by phone. **Missing more than one class may affect your grade in the class.** Materials for the class are available on the course website. Please be sure to check that website every week. PowerPoint slides for the lecture sections of each class will be posted on the website prior to class each week.

ONLINE STUDENTS

Lecture:

- Listen to the lecture each week
- The weekly lecture will be recorded on webex with a link available on Moodle each Monday evening.
- The recording will include both the slides and audio. I will pause and start the recording according to activities in class, so expect some breaks in the audio.
- Email me with your questions (if any)

Group work:

- Arrange a mutually convenient time with the other online students to participate in weekly group activities. The group activity will be most useful if you meet AFTER you have had a chance to listen to the lecture.
- Choose a group leader to schedule the weekly webex session and take responsibility for uploading the link of the recorded discussion to Moodle.
- Convene your group over webex, discuss the task, and record the discussion.
- Post the webex to Moodle.
- The amount of time for group work will depend on the topic. In week one, you may only need 30 minutes; in week 6, you may need 60 minutes or longer.
- You can email me during the discussion with questions. I will try to answer them in a timely manner.
- I will listen to the recording and may reach out with comments.

Course assignments:

- Per syllabus

Webex:

- The instructor will connect the group leader with EpiCH IT staff for an orientation to webex.
- Go to webex.umn.edu to set up your project group meetings.
- For technology help, go to it.umn.edu

COURSE TEXT & READINGS

Course material will be available on the course website. Required reading materials will be grant proposals provided by various community organizations and information about logic models. Additional required readings are from the following books (available through the library link on Moodle):

- Browning, B. *Grant Writing for Dummies* (Sixth Edition), Wiley Publishing: Hoboken, NJ, 2016
- Karsh E & Fox AS. *The Only Grant-Writing Book You'll Ever Need* (Third edition, 2009, in ebook format; Fourth Edition available from instructor), Basic Books: New York, NY, 2014
- Wells, MK. *Understanding Nonprofit Finances*, Continuing Educational Press: Portland, Oregon, 2006

- W.K. Kellogg Foundation. Using logic models to bring together planning, evaluation, and action: Logic model development guide. Updated January 2004. (Used with the permission of the W.K. Kellogg Foundation.)

COURSE OUTLINE/WEEKLY SCHEDULE

Week	Topic	Readings	Activities/Assignments
Week 1 Jan 28	<ul style="list-style-type: none"> • Introductions • Overview of course • Introduction to assignments • Grant writing lesson: funders, coming up with a fundable idea, grant structure (summary, organization, problem/ need, program description/goals/ objectives) • Project groups: review of funding websites 	<ul style="list-style-type: none"> • Browning, Chapters 1-3 • Karsh & Fox pp. 5-38: What is a grant? 	<ul style="list-style-type: none"> • ASSIGNMENT #1: Review two funding websites from those listed in assignment description; prepare written and oral summary in response to written questions; <u>post on course website</u> (10 points)
Week 2 Feb 4	<ul style="list-style-type: none"> • Grant writing lesson: program description, goals and objectives, logic models • Project groups: present your proposal ideas; work on logic model 	<ul style="list-style-type: none"> • Browning, Chapters 14-15: Conveying the problem and need for funds; laying out the plan of action • Karsh & Fox pp. 160-169: Goals and Objectives • W.K. Kellogg Foundation Logic Model Development Guide, Chapter 1, pp. 1-14. 	<ul style="list-style-type: none"> • ASSIGNMENT #2: Prepare a brief (1 page maximum) description of your project (5 points)
Week 3 Feb 11	<ul style="list-style-type: none"> • Grant writing lesson: work plans, timeline, budget preparation • Lindsey Fabian & Pam Van Coevering: using Excel to prepare budgets • Project groups (if time): share goals, objectives, work plans, logic models for your proposal 	<ul style="list-style-type: none"> • Wells, Chapter 3: Budget Considerations • Browning, Chapter 17: Creating a budget • Karsh & Fox, pp. 199-211: Budgets 	<ul style="list-style-type: none"> • ASSIGNMENT #3: Prepare a second draft of a description of your project with revised goals and objectives section and an elaboration of the work plan for your project. Include a logic model with this iteration of your project (5 points)
Week 4 Feb 18	<ul style="list-style-type: none"> • Grant writing lesson: impact and evaluation • Project groups: discuss all proposals and score the external grants 	<ul style="list-style-type: none"> • Read the grant proposals available in the Grant Proposal folder on the Week 3 section of the course website 	<ul style="list-style-type: none"> • ASSIGNMENT #4: Prepare a written review of an assigned grant proposal (10 points)
Week 5 Feb 25	<ul style="list-style-type: none"> • Panel: real world grant writing • Project groups: Review impact and evaluation for your proposal 	None	<ul style="list-style-type: none"> • ASSIGNMENT #5: Create a next to final draft of full proposal; post for each review group member and the instructor (20 points) • DUE: February 27th

Week 6 Mar 4	<ul style="list-style-type: none"> • Grant writing lesson: observations on drafts • Project groups: carry out peer review of grant proposals 	<ul style="list-style-type: none"> • Read assigned proposals 	<ul style="list-style-type: none"> • ASSIGNMENT #6: Prepare written/ oral summary of assigned proposals (10 points)
Week 7 Mar 11	<ul style="list-style-type: none"> • Grant writing lesson: grant writing tips, review and resubmission, follow-up questions • Panel: hear from funders. • No project group activity this week 	None	<ul style="list-style-type: none"> • FINAL PROPOSALS DUE

SPH AND UNIVERSITY POLICIES & RESOURCES

The School of Public Health maintains up-to-date information about resources available to students, as well as formal course policies, on our website at www.sph.umn.edu/student-policies/. Students are expected to read and understand all policy information available at this link and are encouraged to make use of the resources available.

The University of Minnesota has official policies, including but not limited to the following:

- Grade definitions
- Scholastic dishonesty
- Makeup work for legitimate absences
- Student conduct code
- Sexual harassment, sexual assault, stalking and relationship violence
- Equity, diversity, equal employment opportunity, and affirmative action
- Disability services
- Academic freedom and responsibility

Resources available for students include:

- Confidential mental health services
- Disability accommodations
- Housing and financial instability resources
- Technology help
- Academic support

EVALUATION & GRADING

Grades: Final grades will be based on class participation (10%), assignments (60%), and the grant proposal (30%).

Evaluation of classroom participation will be based on attendance and on the level and quality of participation in discussions. Students are expected to be prepared for each class period. Class assignments are described on the course website. For each day written assignments are late, 3 points will be taken off.

Assignments (brief overview, see Moodle for detailed description):

Assignment #1: Review two funding websites from those listed in assignment description; prepare a written review of two of the websites based on questions listed in the assignment; present the description of websites to your small group (10 points).

Assignment #2: Prepare a brief (1 page maximum) description of your proposal and be prepared to discuss it with other students in the class (5 points).

Assignment #3: Prepare a brief (2 page maximum) elaborating on the description you provided in Assignment #2. This should include a revision of your goals and objectives and an elaboration of how you will implement and evaluate your project. You should include a logic model in this iteration. Be prepared to discuss it with other students (5 points).

Assignment #4: Prepare a written review of an assigned grant proposal available on the course website; read the other proposals and be prepared to critique each proposal in a small group discussion (10 points).

Assignment #5: Create a next to final draft of a full proposal (including budget and budget justification), bring copies for each review group member to the next class; turn in one copy to the instructor (20 points for turning in draft; note: Instructor will provide a detailed review of this draft).

Assignment #6: Prepare a written peer review of an assigned proposal; read all other proposals from your small group; prepare to participate in a critique of small group members' proposals (10 points).

Final Assignment: Grant Proposal (30 points)

- The proposal should be no more than 10 double-spaced pages (excluding budget, budget justification, and literature cited); using 12 point Times/Times New Roman font; and at least 1" margins.
- Proposals should include the following basic information, but the organization/subheadings can vary:

Included in 10-Page Narrative Section of Proposal

- Short (2-3 sentences) summary
- Statement of the problem or need (i.e., why is your proposal significant?)
- Program description, goal(s), objectives
- Work plan: description of activities, timeline (i.e., how and when you will achieve objectives)
- Evaluation plan
- Conclusion

Not Counted in 10-page Limit

- Revision memo
 - Logic model
 - Budget for each year
 - Budget justification for each line item for each budget year
 - Literature cited
- Appendices are allowed but should not include timeline or tables/figures that belong in the main, narrative text.
 - Your proposed budget should not exceed \$150,000 in direct costs for the total project. There is a two-year limit for the entire project time period.
 - Final proposals are due on the last day of class, uploaded to Moodle.

Grading Scale

The University uses plus and minus grading on a 4.000 cumulative grade point scale in accordance with the following, and you can expect the grade lines to be drawn as follows:

% In Class	Grade	GPA
93 - 100%	A	4.000
90 - 92%	A-	3.667
87 - 89%	B+	3.333
83 - 86%	B	3.000
80 - 82%	B-	2.667
77 - 79%	C+	2.333
73 - 76%	C	2.000
70 - 72%	C-	1.667
67 - 69%	D+	1.333
63 - 66%	D	1.000
< 62%	F	

- A = achievement that is outstanding relative to the level necessary to meet course requirements.
- B = achievement that is significantly above the level necessary to meet course requirements.
- C = achievement that meets the course requirements in every respect.
- D = achievement that is worthy of credit even though it fails to meet fully the course requirements.
- F = failure because work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an I (Incomplete).
- S = achievement that is satisfactory, which is equivalent to a C- or better
- N = achievement that is not satisfactory and signifies that the work was either 1) completed but at a level that is not worthy of credit, or 2) not completed and there was no agreement between the instructor and student that the student would receive an I (Incomplete).

Evaluation/Grading Policy	Evaluation/Grading Policy Description
<p>Scholastic Dishonesty, Plagiarism, Cheating, etc.</p>	<p>You are expected to do your own academic work and cite sources as necessary. Failing to do so is scholastic dishonesty. Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering, forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis (As defined in the Student Conduct Code). For additional information, please see https://z.umn.edu/dishonesty</p> <p>The Office for Student Conduct and Academic Integrity has compiled a useful list of Frequently Asked Questions pertaining to scholastic dishonesty: https://z.umn.edu/integrity.</p> <p>If you have additional questions, please clarify with your instructor. Your instructor can respond to your specific questions regarding what would constitute scholastic dishonesty in the context of a particular class-e.g., whether collaboration on assignments is permitted, requirements and methods for citing sources, if electronic aids are permitted or prohibited during an exam.</p> <p>Indiana University offers a clear description of plagiarism and an online quiz to check your understanding (http://z.umn.edu/iuplagiarism).</p>
<p>Late Assignments</p>	<p>Discuss with the instructor.</p>
<p>Attendance Requirements</p>	<p>Please inform the instructor if you must miss a class. More than ONE absence will reduce your participation points.</p>
<p>Extra Credit</p>	<p>Not applicable.</p>