

NGR 7XXX: Research Proposal Development

Semester Year

Delivery Method: On-Line

Faculty Contact Information: (Do not include in the file syllabus)

Credit Hours and Prerequisites

Credit Hours: 3

Prerequisites: N/A

Co-Requisite: N/A

Meeting Time: (Do not include in the file syllabus)

Meeting Location: (Do not include in the file syllabus)

Course Description

Research Proposal Development is a required course for doctoral students in Nursing. The course is a pragmatic skills-building course that aims to provide a mentored, guided structure for developing a significant research project and leads students through the steps of assembling a grant application through an NIH mechanism: the predoctoral National Research Service Award (NRSA) (F31). The course also enhances readiness to undertake the doctoral dissertation.

Course Objectives

Upon completion of the course, the student will be able to:

- 1) Identify and analyze common funding modalities for nursing research, including considerations of fit for applied approaches to the various available funding mechanisms.
- 2) Identify and discuss the organization of the National Institutes of Health (NIH) and the NIH grant submission process.
- 3) Identify key aspects and prepare an NIH bio sketch.
- 4) Integrate detailed components of research methods and apply them in the development of an original research study and the preparation of a research grant proposal.
- 5) Develop and prepare a full draft of an NIH career development award (in this case, a predoctoral NRSA);
- 6) Analyze, identify, and discuss the NIH grant review process and scoring system.

Course Materials

Required Textbook: none

Recommended Texts:

Other Required Reading: see calendar for reading assignments

Websites:

Student Responsibilities

- Students should log on to Canvas at least every other day to check for course updates.
- Students are expected to keep up with the class, engage with the course material, and submit assignments by the due dates.

- Assignments, quizzes, and exams are expected to be products of individual students per the FSU Academic Honor Policy Links to an external site. Students should not discuss any of the questions with each other before or during the actual assignments, activities, quizzes, or exams without instructor approval.
- To receive maximum points for questions, students need to follow the instructions carefully, follow word limits as instructed, and use spell and grammar checking.
- To be successful in this course, students need to complete all required assignments and tests.

Course Content:

Instructional strategies may include reading guides, lecture/discussion, group work, audiovisuals, interactive case studies, quizzes, and critical reasoning exercises.

Grading Policy

Course Grades are determined by:

Assignment:	Points of grade
Class Participation	24
Assignments 1-13	26
Research Proposal	50
TOTAL	100

Grading Scheme

Grade	Range
A	90 -100%
B	80-89.9%
C	70-79.9%
D	60-69.9
F	<60

Technology Requirements

Course content is accessible through Canvas. Students will need to be able to view videos, write and upload assignments, post to discussion boards, and take assessments. Students should have access to high-speed internet and updated software. Mobile devices may be used to view course content, upload assignments, and take assessments as determined by the instructor. To view the most current technology requirements, visit the FSU Canvas support site.

Students will also need to access MAXQDA qualitative analysis software through a free temporary educational license during the course of the semester.

Canvas Support

Need help with Canvas? Contact FSU Canvas Support:

Email: canvas@fsu.edu

Phone: (850) 644-8004

Website: support.canvas.fsu.edu

Hours: 8am to 5pm, Monday – Friday

Course Policies:

COMMUNICATIONS/NETIQUETTE

*****Most information related to this course will be communicated via Canvas announcements. Please check course site routinely.*****

For Zoom Lectures/Meetings:

- Make sure that your camera is turned on and that your face is in full view of the camera for the majority of class (unless you've already discussed a reason for needing to be off camera with the instructor).
- Do not lay in or sit on your bed. Please sit at a table, desk, or another casual, non-distracting setting.
- No driving, running, or multitasking during class.
- Do not sit in full view of bathroom/mirrors.
- Remind roommates and family camera is on.
- Shirt and pants are NOT optional. Dress like you are having a face to face class.
- Turn off the TV/music if in the same room.
- Have treats/snacks for dogs/children
- Log in 1-5 min early if possible, to avoid technical difficulties.
- Have charger in same room during class time to avoid technical difficulties.
- Mute yourself if you are not talking
- If using headphones, make sure they work prior to the call
- Eating during class is ok but expect to be on camera and participating. Please avoid messy or noisy foods when unmuted.

For Discussions:

- Please use polite, respectful behavior when posting your responses to prompts in the Discussion Boards.
- Be mindful of how you express your emotions and humor and be sensitive to cultural and ability differences of your online peers.
- Keep postings to the point, and make sure your comments are relevant to the topic of discussion.
- Avoid messages such as, "Wow," "Way to go," or "Ditto" and aim for comments that validate other members' ideas through careful explanation of why.
- When replying, give a short description in the subject line of what and who you are replying to, and use correct punctuation and spelling throughout your post.

For Email Communication:

- The official method of communication for this course is our *FSU e-mail accounts*.
- To stay informed and aware, students are required to set up and maintain the account and check it *AT LEAST* three times per week.
- If you choose to have your official FSU account forwarded to another e-mail account, you are still held responsible for all information distributed by the University to your FSU account.
- For email, please respond to your instructor's and peers' messages within a 24-48 hours.
- Use a brief description in the subject line that outlines the topic of discussion.
- Use your instructor's correct title he or she prefers for communication.
- Maintain a professional demeanor.
- Sign your email messages using your full name.
- AVOID USING ALL CAPS. This makes the message visually difficult to read and is perceived by the reader as "shouting."
- Use correct spelling, grammar, and punctuation, just as you would for any communication.

- Ask yourself whether you would be comfortable if someone other than the intended receiver were to read your message. Remember, email is not a completely secure form of communication.
- Refrain from expressing a strongly held opinion without tact or regard for others.
- Don't assume that recipients will know the intent of the message (e.g., "just kidding"). It reads differently when it's in print (electronic or not).
- Report any inappropriate communication considered to be of a serious nature to your instructor, as it may be a violation of University policy.
- Treat others with respect by making messages clear and succinct.

Class Participation, Lateness, and Absence Policy:

- Excused absences include documented illness, deaths in the family and other documented crises, call to active military duty or jury duty, religious holy days, and official University activities. If you have a planned absence, it's always best to talk to the instructor ahead of time. If you have an unexpected absence, it's best to talk to the instructor as soon as feasible. We can't accommodate you without communication.
- These absences will be accommodated in a way that does not arbitrarily penalize students who have a valid excuse.
- Consideration will also be given to students whose dependent children experience serious illness.
- Attendance in lecture and class activities is a significant part of your grade.

Policy for Missed Homework/Quizzes:

- Due dates are clearly posted for all assignments and quizzes.
- Students who miss the due date for a graded assignment/quiz and do not have an approved university attendance absence will receive a reduced grade. Without an excused absence or pre-arranged extension, the highest-grade possible drops by a full letter grade for each 24 hour period after the assignment was due (e.g., a 'B' is the highest possible in the first 24 hours, 'C' in the second 24 hours, etc.)
- If you think you need an extension its best to ask before the deadline, ideally a minimum of 24 hours before the deadline. We make sure to discuss assignments well in advance of the deadline. Extension requests at the time of the deadline are unlikely to be granted under most circumstances.
- Students with incomplete assignments at the end of the course will be given the earned final grade. It is the student's responsibility to complete the work within parameters set by their approved university excuse.

Policy on Responding to Students:

- Email responses typically within 24 to 48 hours.
- Graded assignments typically returned within 2 weeks after due date.

College of Nursing Policies

Professional Critical Behavior Policy:

The College of Nursing strictly adheres to the Florida State University Academic Honor Code as stated and as delineated in the FSU General Bulletin. In addition, the following apply in the College of Nursing: The CON Academic Honesty Policy (S-10), the Substance Abuse Policy (S-5) and the Mandatory Clinical Behaviors Policy (U-15). Each policy can be found on the Canvas site for the [College of Nursing's Undergraduate Program](#) under [Student Policies](#) and within the [2016-2017 Undergraduate Student Handbook](#).

Academic Penalties:

Commented [CZ1]: is there language for graduate students?

In the FSU College of Nursing, students violating the Academic Honor Policy in any assignment, test, etc. will receive a minimum penalty of a grade of zero (0) for the assignment in question. The violation will be reported to the Dean and the University Judicial Officer, and the student may receive an “F” for the course at the option of the instructor.

All College of Nursing Student Policies:

<https://nursing.fsu.edu/programs/student-policies>

University Policies

University Attendance Policy:

Excused absences include documented illness, deaths in the family, and other documented crises, call to active military duty or jury duty, religious holy days, and official University activities. These absences will be accommodated in a way that does not arbitrarily penalize students who have a valid written excuse. Consideration will also be given to students whose dependent children experience serious illness.

Academic Honor Policy:

The Florida State University Academic Honor Policy outlines the University’s expectations for the integrity of student’s academic work, the procedures for resolving alleged violations of those expectations, and the rights and responsibilities of students and faculty members throughout the process. Students are responsible for reading the Academic Honor Policy and for living up to their pledge to “. . . be honest and truthful and . . . [to] strive for personal and institutional integrity at Florida State University.” (Florida State University Academic Honor Policy, found at <http://fda.fsu.edu/academic-resources/academic-integrity-and-grievances/academic-honor-policy>)

Academic Success:

Your academic success is a top priority for Florida State University. University resources to help you succeed include tutoring centers, computer labs, counseling and health services, and services for designated groups, such as veterans and students with disabilities. The following information is not exhaustive, so please check with your advisor or the Department of Student Support and Transitions to learn more.

Americans With Disabilities Act:

Florida State University (FSU) values diversity and inclusion; we are committed to a climate of mutual respect and full participation. Our goal is to create learning environments that are usable, equitable, inclusive, and welcoming. FSU is committed to providing reasonable accommodation for all persons with disabilities in a manner that is consistent with the academic standards of the course while empowering the student to meet the integral requirements of the course. Students with disabilities needing academic accommodation should: (1) register with and provide documentation to the Office of Accessibility Services; and (2) request a letter from the Office of Accessibility Services to be sent to the instructor indicating the need for accommodation and what type; and (3) meet (in person, via phone, email, skype, zoom, etc...) with each instructor to whom a letter of accommodation was sent to review approved accommodations. Please note that instructors are not allowed to provide classroom accommodations to a student until appropriate verification from the Office of Accessibility Services has been provided. This syllabus and other class materials are available in an alternative format upon request. For the latest version of this statement and more information about services available to FSU students with disabilities, contact the:

Office of Accessibility Services
874 Traditions Way
108 Student Services Building
Florida State University
Tallahassee, FL 32306-4167
(850) 644-9566 (voice)
(850) 644-8504 (TDD)
oas@fsu.edu
<https://dsst.fsu.edu/oas>

Confidential campus resources:

Various centers and programs are available to assist students with navigating stressors that might impact academic success. These include the following:

Victim Advocate Program

University Center A, Rm. 4100
(850) 644-7161
Available 24/7/365
Office Hours: M-F 8-5
<https://dsst.fsu.edu/vap>

Counseling and Psychological Services (CAPS)

Florida State University's Counseling and Psychological Services (CAPS) primary mission is to address psychological needs and personal concerns, which may interfere with students' academic progress, social development, and emotional well-being. The following in-person and virtual (tele-mental health) services are available to all enrolled students residing in the state of Florida:

1. Individual therapy
 2. Group therapy
 3. Crisis Intervention
 4. Psychoeducational and outreach programming
 5. After hours crisis-hotline
 6. Access to community providers for specialized treatment
- Call 850-644-TALK (8255) for more information on how to initiate services.

Counseling and Psychological Services
250 Askew Student Life Center
942 Learning Way
(850) 644-TALK (8255)
Walk-in and Appointment Hours:
M-F 8 am – 4 pm
<https://counseling.fsu.edu/>

Services at UHS are available to all enrolled students residing in Florida:

The mission of University Health Services (UHS) is to promote and improve the overall health and well-being of FSU students. UHS provides a coordinated continuum of care through prevention, intervention, and treatment. Services include general medical care, priority care, gynecological services, physicals, allergy injection clinic, immunizations, diagnostic imaging, physical therapy, and a medical response unit. The Center for Health Advocacy and Wellness (CHAW) assists students in their academic success through individual, group, and population-based health and wellness initiatives. Topics include wellness, alcohol and other drugs, hazing prevention, nutrition and body image, sexual health, and power based personal violence prevention. For more information, go to uhs.fsu.edu.

University Health Services
Health and Wellness Center
960 Learning Way
Tallahassee, FL 32306
Hours: M-F, 8 am – 4 pm
(850) 644-6230
<https://uhs.fsu.edu/>

Free Tutoring from FSU

On-campus tutoring and writing assistance is available for many courses at Florida State University. For more information, visit the Academic Center for Excellence (ACE) Tutoring Services' comprehensive list of on-campus tutoring options –see <https://ace.fsu.edu/tutoring> or contact tutor@fsu.edu. High-quality tutoring is available by appointment and on a walk-in basis. These services are offered by tutors trained to encourage the highest level of individual academic success while upholding personal academic integrity.

Syllabus Change Policy

Except for changes that substantially affect implementation of the evaluation (grading) statement, this syllabus is a guide for the course and is subject to change with advance notice.

Statement on Public Health Protocols

Classes are expected to continue to meet in person this semester. If necessary, however, we will shift to remote instruction. There are currently no mask mandates in place at FSU, but it is likely that not everyone in the class will feel the same way about public health protocols. Some members of our community remain more at risk than others. We encourage everyone to be patient with one another while we navigate these ongoing challenges.

While the Covid and M-pox pandemics are receding, in order to continue meeting in person, we must all work together as a community to protect one another and to promote our shared health and safety in indoor spaces. FSU will continue to monitor all public health issues. Whatever happens, we are committed to helping you learn the material thoroughly and stay on schedule with your degree program. You can find up-to-date guidance at: <https://stayhealthy.fsu.edu>.

Statement for Classes Subject to HB233 Recording

In this class, consistent with state law and university policy, students are permitted to make recordings of class lectures for personal use only. As noted, sharing, posting, or publishing classroom recordings may subject you to honor code violations and legal penalties associated with theft of intellectual property and violations of other state laws. Moreover, students and educators have expressed concern that recording classroom activities may negatively impact the learning experience for others, especially in classes that involve questions, discussion, or participation. To protect a learning environment in which everyone feels free to experiment with ideas, we ask you to refrain from recording in ways that could make others feel reluctant to ask questions, explore new ideas, or otherwise participate in class. Students must monitor their recordings so that they do not include participation by other students without permission. Students with disabilities will continue to have appropriate accommodations for recordings as established by the Office of Accessibility Services.

Statement for Courses Not Subject to HB233 Recording

In this class, consistent with state law and university policy, you may not make recordings of classroom activities without the permission of the instructor. This policy applies to both audio and video recordings.

ASSIGNMENT DESCRIPTIONS:

Non-Graded Assignment	Description
<p>Assignment 1: Research and Funding Idea(s)</p>	<p>Following the course overviews, time will be provided in class for you to write and reflect on your current research and funding ideas. A set of questions will be provided to guide you through this writing exercise. You will submit your responses at the end of class. You will not be evaluated on quality or quantity of your responses – this exercise is for you to establish where you are in the research idea development process and for the teaching team to better understand how we can best support you moving forward. Additionally, it will provide you an opportunity to review common funding modalities and assist you in determining considerations of fit for applied approaches to the various available funding mechanisms.</p>
<p>Assignment 2: Draft Research Questions</p>	<p>Brief summary of a proposed research idea (~1 paragraph): Describe the health problem; make a statement or two about what is known and what is not known related to your focus; state why it would be important to fill that gap; state an overall study objective that links to the gap. If you are undecided at this point you may develop two research ideas (1 paragraph each). An initial draft of potential Research Questions (at least 3 – may include additional questions). Less than a page total.</p>
<p>Assignment 3: Specific Aims Draft 1</p>	<p>To Canvas and your Assigned Peer Reviewer: A rough draft of the Specific Aims page (~1 page; must include 2-3 aims). The document should address the problem and research gap, the study aims, the reason why the aims are important to address, and an explanation of how your study is significant considering existing studies. See slides and materials for Classes 1 – 3 and example proposals on Canvas.</p>
<p>Assignment 4: Specific Aims Draft 2</p>	<p>Submit Specific Aims to your Faculty Research Advisor and on Canvas. Clarify with them the form and date through which they will provide feedback. Follow-up with them on this date if you have not received feedback.</p>
<p>Assignment 5: Specific Aims Draft 3 + Significance</p>	<p>A revised version of your Specific Aims and a first draft of your Significance Section (1/2 – 1 page). See examples on Canvas for guidance.</p>
<p>Assignment 6/7: Specific Aims, Significance, Approach Overview</p>	<p>A revised version of your Specific Aims, revised Significance Section (1/2 – 1 page), and 1-2 paragraph overview of your study Approach. Include whatever major details you have figured out to date. Feel free to include notes about uncertainties (e.g. datasets, methods, etc.) See examples on Canvas and in class lecture slides for guidance.</p>
<p>Assignment 6/7: Works-in-Progress brief presentation in class + slides</p>	<p>Works-in-Progress presentation: Each student will have 10 minutes to present their study overview (Specific Aims) and one or two specific issues for feedback from the group. You may use up to 5 slides. The group will provide 5-10 minutes of feedback/discussion. Submit your slides to Canvas prior to the start of class.</p>

<p>Assignment 8: Specific Aims, Significance, Approach Overview & Outline</p>	<p>To your Faculty Research Advisor and on Canvas: A revised version of your Specific Aims, revised Significance Section (1/2 – 1 page), 1-2 paragraph overview of your study Approach and an outline of the full Approach section. Include whatever major details you have figured out to date. Feel free to include notes about uncertainties (e.g. datasets, methods, etc.) See examples on Canvas and in class lecture slides for guidance.</p>
<p>Assignment 9: Specific Aims and Research Strategy (Significance and Approach) full Approach Draft</p>	<p>To Canvas and your Assigned Peer Reviewer: The Research Strategy should include the study significance, aims and hypotheses, and literature justifying/ supporting them, including the theoretical base and methods for reaching the aims (study design, sample size justification, data source/data collection, measures, statistical analysis for each aim, and statement of feasibility) (~6 pages). IMPORTANT: Please include the most recent version of your Specific Aims section at the beginning of the document.</p>
<p>Assignment 10: Peer Reviewer Research Strategy Feedback Form</p>	<p>To Canvas and your Assigned Peer Reviewer: Complete Peer Reviewer Research Strategy (Significance & Approach) Feedback Form for one assigned peer. Assignments will be provided by teaching team prior to Assignment 9.</p>
<p>Assignment 11: Revised Specific Aims & Research Strategy (Significance and Full Approach)</p>	<p>Submit your revised Research Strategy, including the most recent Specific Aims section, on Canvas. Revisions should reflect input from peers, teaching team, and your Faculty Advisor. Feel free to use Comments to communicate outstanding questions or conflicting feedback you have received.</p>
<p>Assignment 12: Draft Abstract</p>	<p>Complete draft abstract (30 single spaced lines). As per NIH style guide, should be written for a general, scientifically literate audience. See NRSA Sample abstracts on Canvas and NIH Reporter</p>
<p>Assignment 13: NIH Biosketch</p>	<p>Complete a NIH style Biosketch per the NIH style guide. Use examples and NIH guide, please include important details in the background that support your NRSA proposal</p>
<p>RESEARCH PROPOSAL: Final Assignment – NRSA Proposal</p>	<p>REQUIRED (SUBMIT AS ONE DOCUMENT): Abstract (no more than 30 lines) Specific Aims (1 page) Research Strategy (6 pages) Activities Planned Under this Award (~1 page) References (no limit)</p> <p>OPTIONAL (If submitting, include as part of the single required document): Applicant's Background and Goals for Fellowship Training (~5 pages)</p> <p>*ALL: Remember to follow NIH style guides (single spaced, 0.5 inch margins, 11-point font in Arial, Times New Roman, or equivalent). Late assignments will be marked down 2 points for each 24-hour period or portion thereof.</p>

Course Schedule

Week	Date	Topics to be Covered	Class Preparation & Required Readings	Assignments Due See quick guide for date and time
1	8-28	<p>Overview of the course, student research topics, resources, and roles</p> <p>NIH SF424 (R&R) for Individual Fellowships Guide: https://grants.nih.gov/grants/guide/notice-files/NOT-OD-21-169.html .</p> <p>NRSA Program Announcement: https://grants.nih.gov/grants/guide/pa-files/PA-21-051.html</p>	<p>Review NRSA examples, take note of sections and review for a full example of a full NRSA grant. Please review further on your own after class.</p> <p>Watch: Lecture on Funding mechanisms</p>	<p>Assignment 1 (in class): Research and funding ideas responses</p>
2	9-4	<p>Specific Aims</p> <p>Research Questions</p> <p>Link between Research and Training</p> <p>Workshopping Research Questions and Training Goals</p>	<p>Read: Chapters 7 and 8 of “The Grant Application Writer’s Workbook.” (Available on Canvas)</p> <p>Sample NRSA</p> <p>Class2_Final NRSA Overview Handout</p> <p>Search: NIH RePorter searching on keywords for your research https://projectreporter.nih.gov/reporter.cfm</p>	<p>Assignment 2: Draft Research Questions</p>
3	9-11	<p>Populations in research proposal development</p> <p>Reading and Critiquing Grant Proposals</p> <p>NRSA review criteria</p> <p>Workshopping Aims</p>	<p>Read before class: Hoppe et al., 2019 “Topic choice contributes to the lower rate of NIH awards to African-American/black scientists” <i>Science Advances</i>.</p> <p>Review in class: Class 3_Reviewing NRSA Grant Proposals in NIH Scoring Guidelines.pdf. NIH Scoring System and Procedure.pdf.</p>	<p>Assignment 3: Specific Aims Draft 1</p> <p>Submit on Canvas and to Peer Reviewer</p>

4	9-18	<p>Structure of the Research Strategy, Part 1 (a) Overview (b) Significance</p> <p>Workshopping Significance</p>	<p>Read: <u>Specific Aims & Significance</u> sections of 3 <u>new</u> sample NRSAs in the “NRSA Examples” folder on Canvas</p> <p>Current literature on your research topic.</p> <p>Write: Begin an outline for the Significance section of your proposal that includes bullet points or topic sentences for key points and arguments.</p>	<p>Assignment 4: Specific Aims Draft 2</p> <p>Submit on Canvas <u>and to your Faculty Advisor</u></p>
5	9-25	<p>Structure of the Research Strategy, Part 2 (a) Approach overview (b) Methods</p> <p>Workshopping Approach</p>	<p>Read: Read the <u>Specific Aims & Approach</u> sections of 2 sample NRSAs in the “NRSA Examples” folder of Canvas</p> <p>Literature on your proposed theoretical grounding and methods.</p> <p>Watch: Research Methods and Dissertation Example.ppt</p> <p>Write: Continue developing your Significance section. Begin an outline for the Methods you will use to accomplish each Specific Aim.</p>	<p>Assignment 5: Specific Aims Draft 3 & Significance</p>
6	10-2	<p>Structure of the Research Strategy, More on Methods</p> <p>Works-in-Progress presentations : Group I</p>	<p>Write:</p> <ul style="list-style-type: none"> - Refine Significance section. - Draft a conceptual model, theoretical framework, or other visual that illustrates your proposed hypotheses. - Continue building outline of Approach section and begin filling in. Identify areas of uncertainty. 	<p>Assignment 6:</p> <p>Group I : Works-in-Progress slides</p> <p>Group II : Specific Aims, Significance, Approach Overview</p>

7	10-9	<p>Goals for Fellowship Training</p> <p>Doctoral Dissertation and Other Research Experience</p> <p>Works-in-Progress presentations : Group II</p>	<p>Write:</p> <ul style="list-style-type: none"> - Refine Significance section. - Refine/develop a conceptual model, theoretical framework, or other visual that illustrates your proposed hypotheses. - Continue building outline of Approach section and begin filling in. Identify areas of uncertainty. 	<p>Assignment 7:</p> <p>Group II : Works-in-Progress slides</p> <p>Group I : Specific Aims, Significance, Approach Overview</p>
8	10-16	<p>Building a mentorship team</p> <p>Writing time for: Goals for Fellowship Training</p> <p>Doctoral Dissertation and Other Research Experience</p> <p>Activities planned under this award</p> <p>Creating effective visuals (if time)</p>	<p>Prepare:</p> <p>Write:</p> <p>Revise Significance section Continue developing Approach section Draft tables and other visuals (e.g. measures) – we will workshop these in class</p>	<p>Assignment 8:</p> <p>Specific Aims, Significance, Approach Overview – Revised based on faculty and peer feedback.</p> <p>Submit on Canvas and to your Faculty Advisor</p>
9	10-23	<p>Structure of the Research Strategy</p> <p>(b) Problems and solutions</p> <p>(c) Methods focus:</p> <ul style="list-style-type: none"> - Mixed methods - Content analysis <p>Common funding priorities research workforce</p> <p>Introduction to the NIH Biosketch</p>	<p>Prepare:</p> <p>Read:</p> <p>Nikaj et al., 2018 “Examining trends in the diversity of the U.S. National Institutes of Health participating and funded workforce”</p> <p>Post: Post and respond within the Sakai Forum.</p> <p>Read:</p> <p>Goals for Fellowship Training section of 2 example proposals on Canvas</p> <p>Write:</p> <p>Revise Significance section Continue developing Approach section Draft tables and other visuals (e.g. measures) – we will workshop these in class Draft the NIH Biosketch</p>	<p>Assignment 9:</p> <p>Specific Aims, Significance, Full Approach, Biosketch</p> <p>Submit on Canvas and to Peer Reviewer</p>

10	10-30	Workshopping full proposal Special topics: TBD	<p>Read: Read Peer's Full Draft</p> <p>Write: Continue developing Approach section, incorporate Advisor feedback into edits once received</p>	<p>Assignment 10: Peer Reviewer Feedback Form</p> <p>Submit on Canvas and to Peer Reviewer</p>
11	11-6	Responding to peer/mentor reviewer comments and Grant Reviewer Comments Human Subjects	<p>Read: NRSA Summary Statement and Response – Ex1.pdf NRSA Summary Statement and Response – Ex2.pdf NRSA Human Subjects Protections Section – Ex1.pdf</p> <p>Write: Complete Peer Reviewer Feedback form</p>	<p>Assignment 11: Revised Specific Aims, Significance, Full Approach</p>
12	11-13	Writing the Abstract (Project Summary) Other research funding mechanisms Building a mentorship team	<p>Read: NRSA-Sample-Abstracts.pdf</p> <p>Find: Search NIH Reporter for other F31 (or other Fellowship) Abstracts in your research field. Take note of how training plan goals are incorporated within a NRSA Abstract. Bring one abstract to class that you think is particularly well-done <u>OR</u> poorly done.</p> <p>Write: Revise proposal based on peer and teaching team feedback</p>	<p>Assignment 12: Draft Abstract</p>
13	11-20	Writing an NIH Bio Sketch	<p>Prepare: Use the example and outline provided to develop your own biosketch.</p> <p>Write: Complete a full NIH biosketch that would accompany the submission of your NRSA Final Project</p>	<p>Assignment 13: NIH BioSketch</p>

14	11-27	4/14 - student wellness day; 4/15 - University Holiday - no class		
15	12-4	Getting from NRG 7XXX to Dissertation Proposal Course Evaluations	<p>Read: Read one early career proposal (Canvas).</p> <p>Write: Complete and format proposal</p>	<p>Final Assignment: Research Proposal</p> <p>Final Assignment Due by 10 PM (details below)</p>
16	12-11	FINALS WEEK		

Assignment Rubrics

Class Participation	Due Date	50 points
Attend class prepared. Complete in-class assignments. Engage with class discussions, lectures, activities, and writing prompts.	Multiple dates	24
Complete Assignments 1 – 13 on time. Half credit will be given for assignments submitted late without prior permission from the instructor. (One “free pass” given, no questions asked.) Submissions will be given zero points if submitted more than 5 days after the original due date.	Multiple dates	26
Graded Assignment: Research Proposal	Due Date	50 points
Submitted as <u>one Word document</u> to Canvas. Use NIH format guidelines: single spaced, 0.5 inch margins, 11 pt font, Times New Roman or Arial -Abstract (30 lines) -Specific Aims (1 pg) -Research Strategy (6 pgs) -Activities Planned under this award (1 pg) -References (no limit) Late assignments without prior approved extension will be marked down 2 points/day, half credit will be deducted after grading for a submission more than 7 days late and zero (0) will be given if more than 14 days late.	Friday, Dec 6 to Canvas by 11:59 PM EST	50

NRG &XXX Final Assignment Grading Rubric	50 points total
Section: Abstract (30 lines)	5 points
<p>Convincingly articulates the research/public health gap addressed and the importance of addressing it</p> <p>Clearly articulates the main goals of the research and training project.</p> <p>Follows NIH style guidelines (e.g. 30 line limitation, use 3rd person voice)</p>	
Section: Specific Aims (1 pg.)	10 points
<p>Is the background information provided sufficient and appropriate to clearly convey the “big picture” for this research?</p> <p>Does the background clearly identify “the gap” that this research will address?</p> <p>Does the Specific Aims page make a compelling argument for the importance of the research question(s) to be addressed?</p> <p>Are the aims clearly stated?</p> <p>Are the aims worded appropriately? (e.g. reflects a hypothesis-driven approach, conveys <i>why</i> that part of the research will be done, not just an activity or <i>what</i> will be done)</p> <p>If hypotheses are stated, are they precise, clear, and testable?</p> <p>Are the methods to be used and study population clearly stated?</p> <p>Does the Specific Aims page clearly state what achieving the aims will accomplish and how the findings from this research will impact the field? (e.g. public health impact)</p>	
Section: Research Strategy (6 pgs.)	25 points
Significance	(5 points)
<p>Is adequate background information provided for an “informed” reviewer to understand the importance of the proposed study?</p> <p>Does the information provided clearly identify the specific “gap” or need that this study will address?</p> <p>Does the information presented clearly demonstrate how the findings from this study will contribute to/impact the field?</p>	
Approach	(20 points)
<p>Is the study design theoretically informed and is theory used appropriately/convincingly? (e.g., it is a good match for the research being proposed and it is reflected in constructs being measured)</p> <p>Are the data sources adequately described and of high quality?</p> <p>Are the research methods appropriately chosen and adequately described to address the study’s Specific Aims and hypotheses?</p> <p>Are the study measures/variables clearly defined and adequately described (e.g., a reasonable combination of information about the source of the measure, response scale, scoring, evidence for reliability/validity)?</p> <p>Is the data analysis plan (for each Aim) clearly described and appropriately designed to answer the proposed hypotheses?</p> <p>Are sample sizes proposed and justified (for each Aim where relevant)?</p> <p>Are potential problems described and adequate alternative strategies proposed?</p> <p>Is the feasibility of the scope of the research and training convincing for the context of a NRSA?</p>	

Activities Planned Under this Award (1 pg.)

5 points

Describe by year the activities you will be involved in during the award including percent of total time for each activity

Describe the research skills and techniques you will learn during the award period

Describe planned, non-research activities you will engage in during the award period

Provide a timeline detailing the proposed research training and related activities

Style/grantsmanship

5 points

Are the abstract and proposal free of grammatical errors?

Does the proposal as a whole present a compelling case for the importance of this research to the field and to the continued training of the applicant toward an independent research career?

Are the abstract and proposal well-written? (e.g. ideas flow logically from one to the next, sentence structure varied, formal research style used, jargon-free)

Is the proposal well-cited? (e.g. claims supported by references, references are up-to-date, original sources cited, sufficient – but not overwhelming – number of references used)

Is the formatting of the pages well presented (e.g. sufficient white space, bold text and underlining used appropriately, visuals used effectively as relevant) and stays within the page length limitations?