THE UNIVERSITY
of NORTH CAROLINA
at CHAPEL HILL

HPAA 994.021
Proposal Writing for
Health Policy & Health Services Research

(Credit Hours: 3)
Department of Health Policy and Management
Gillings School of Global Public Health

Fall 2018 Syllabus
Class Location: 123 Rosenau
Meeting Times: Monday 8:30-11:00 am

Instructor:	Sally Stearns
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Skype (in lieu of phone calls):	Sallyclarkstearns
Office Hours:	By appointment (via Skype)

Note: This year, a few sessions will be offered "Via Zoom" (e.g., October 1st). While the classroom will be available for attending in person, you may also simply join the class via Zoom from a different location.

Course Overview

This seminar focuses on the logic and principles for crafting research proposals on health policy and health services topics in a compelling manner and for critically evaluating their strengths and weaknesses. The seminar aims to develop and enhance student skills in proposal writing and presentation for dissertations and other research purposes through a variety of oral and narrative assignments. Each student will prepare an original research proposal following AHRQ/NIH guidelines for dissertation (R36) applications including: abstract; specific aims; research strategy (significance, innovation, approach); budget; and human subjects. Students are encouraged to submit their proposals for external funding.

Learning Objectives and HPM Competencies

	Course Learning Objectives	Competencies
1	Learn basic principles about how to conceptualize and write fundable health policy and services research proposals within the NIH investigator-initiated (R01) framework.	• Analytical and Innovative Thinking
2	Understand the NIH research review process—its culture, structure, procedures, timetables, and results—and how it differs from the contract research environment.	• Information Seeking
3	Critically evaluate the strengths and weaknesses of three previously submitted and/or funded research proposals in a NIH mock review format.	• Communication Skills
4	Gain experience with oral presentation of your research ideas.	• Professionalism
5	Develop your own research proposal following NIH or AHRQ guidelines for a doctoral dissertation (R36), fellowship (F30/31), or other application and submit a request for funding.	• Interpersonal Awareness

Resources

Website

HPM 994 has a Sakai site (See http://sakai.unc.edu.) This syllabus, assigned readings, and other information are available on the HPM 994.021.FA18 page.

Be sure to check that the email address Sakai has for you is correct. After accessing Sakai, click on the "My Workspace" tab on the top left of the home page and then in the list on the left of the page click on "Profile." If you need to change your email address, click on "Edit Contact Information" and follow the directions. Note that you need to use the same email address in both Sakai and the On-Line Campus Directory.

Texts (One copy on reserve at HSL if you do not wish to purchase.)

Stephen W. Russell and David C. Morrison. **The Grant Application Writer's Workbook: NIH Version**. Los Olivos, CA: Grant Writers' Seminars and Workshops, LLC 2018. Available via www.GrantCentral.com Please note that there's an older version (2010) that is quite suitable for this class. Most of the chapters we use are the same.

Web Sources

The web has many internet-based sources of information about research grants. We will focus on AHRQ (www.ahrq.gov) and NIH (www.nih.gov and www.grants.gov). The individual institutes at NIH have a variety of resources and tutorials on their web pages for grant writers. Several have dissertation and fellowship research grant opportunities that we will explore.

UNC-CH Resources

The **GrantSource Library** (http://research.unc.edu/grantsource/index.php) maintains a searchable database on funding sources for independent research, collaborative projects, fellowships, travel and other scholarly activities. Staff assistance is available on the best use of these resources.

The **UNC-CH Learning Center** (http://learningcenter.unc.edu) provides assistance and tutoring in expository writing. All students are encouraged to make use of this resource, especially international students for whom English is not a first language.

Requirements and Expectations

Written and Oral Assignments

Research proposals never stand on science alone; they must be carefully crafted, clearly written and presented in a compelling way if they are going to be successful. Consequently, this course is writing-intensive and it will challenge your ability to communicate with clear, concise, and grammatically correct language. Assignments include:

1. Written assignments to draft sections of your own proposal.
2. Advisor contact log to document meetings/issues reviewed with your advisor.
3. One 1-2 page written critique of the strengths and weaknesses of an assigned research proposal as part of a Mock Review exercise.
4. Brief oral reports at various stages of writing your own research proposal (scheduled for draft specific aims; others will be spontaneous presentations in class).
5. Final 15 min. oral presentation of your completed proposal during the last two class sessions. An additional 5 minutes will be available for questions/discussion.
6. Final research proposal (Aims & body are 11 single-spaced pages) following NIH/AHRQ guidelines and the proposal writing strategies presented during the course.

Class Attendance & Participation

Students are expected to come to class having completed any proposal writing assignments, prepared to discuss the development of their own research proposals, and to offer constructive comments on proposals written by other students. Learning how to give and receive constructive feedback is an essential grantwriting skill. Participation in other professional activities or personal commitments are excused absences, and participation via Zoom will be tried this year. You are expected to attend all final oral presentation sessions.

Laptops

Laptops may be used in class or taking notes and for looking up information relevant to the discussion. You may want to access the Sakai site or NIH/AHRQ webpages during class. **As a general courtesy, please do NOT open laptops during presentations by external speakers.**

Evaluation Method

Grades

Component	% of Grade	Basis for Grade
Final Research Proposal	50%	Quality
Other Written Assignments	15%	Submission
Oral Presentations	15%	Completion
Email Advisor Log	10%	Submission
Class Participation	10%	Attendance
TOTAL	100%	

Evaluation Criteria
- Effective, appropriate application of grant-writing principles in oral and written assignments.
- Identification of research hypotheses that are informed by theoretical knowledge, appropriate conceptual models, and relevance to health services/health policy concerns.
- Logical, appropriate, evidence-based presentation of research proposal including aims, research strategy (significance, innovation, approach), and dissemination plans in both interim assignments and final research proposal.
- Clarity and effectiveness of oral presentations and slides.
- Engagement and responsiveness to class discussion and idea sharing.

UNC Honor Code

The principles of academic honesty, integrity, and responsible citizenship govern the performance of all academic work and student conduct at the University as they have during the long life of this institution. Your acceptance of enrollment in the University presupposes a commitment to the principles embodied in the Code of Student Conduct and a respect for this most significant Carolina tradition. Your reward is in the practice of these principles.

Your participation in this course comes with the expectation that your work will be completed in full observance of the Honor Code. Academic dishonesty in any form is unacceptable, because any breach in academic integrity, however small, strikes destructively at the University's life and work.

If you have any questions about your responsibility or the responsibility of faculty members under the Honor Code, please consult with someone in either the Office of the Student Attorney General (966-4084) or the Office of the Dean of Students (966-4042).

Read "The Instrument of Student Judicial Governance" (http://instrument.unc.edu).

Recognizing, Valuing, and Encouraging Diversity

The importance of diversity is recognized in the mission statement of HPM. In the classroom, diversity *strengthens* the products, *enriches* the learning, and *broadens* the perspectives of all in the class. Diversity requires an atmosphere of inclusion and tolerance, which oftentimes challenges our own closely-held ideas, as well as our personal comfort zones. The results, however, create a sense of community and promote excellence in the learning environment. This class will follow principles of inclusion, respect, tolerance, and acceptance that support the values of diversity.

Diversity includes consideration of: (1) life experiences, including type, variety, uniqueness, duration, personal values, political viewpoints, and intensity; and (2) factors related to "diversity of presence," including, among others, age, economic circumstances, ethnic identification, family educational attainment, disability, gender, geographic origin, maturity, race, religion, sexual orientation, social position, and veteran status.

Disability Accommodation and Mental Health Resources

UNC-CH supports all reasonable accommodations, including resources and services, for students with disabilities, chronic medical conditions, a temporary disability, or a pregnancy complication resulting in difficulties with accessing learning opportunities.

All accommodations are coordinated through the UNC Office of Accessibility Resources & Services (ARS), http://accessibility.unc.edu; phone 919-962-8300 or email accessibility@unc.edu. Students must document/register their need for accommodations with ARS before any accommodations can be implemented.

CAPS is strongly committed to addressing the mental health needs of a diverse student body through timely access to consultation and connection to clinically appropriate services, whether for short or long-term needs. Go to their website: https://caps.unc.edu or visit their facilities on the third floor of the Campus Health Services building for a walk-in evaluation to learn more.

Course Evaluation

HPM faculty participates in the UNC-CH's online course evaluation system, enabled at the end of each semester. Your responses will be anonymous, with feedback provided in the aggregate. Open-ended comments will be shared with instructors, but not identified with individual students. Your participation in course evaluation is an expectation, since providing constructive feedback is a professional obligation. Feedback is critical, moreover, to improving the quality of our courses, as well as for instructor assessment. The dates for submission of your evaluation will be announced.

Class Schedule

Session 1 (8:30-9:30): August 27, 2018	Introduction and Course Objectives
Rationale:	*This session provides an overview of course content. It describes how the course is structured and how we will proceed.* *This course will follow NIH and AHRQ guidelines for preparation of your dissertation research proposal so knowing where to go on the web and what to look for are important grant writing skills.*
Session Learning Objectives:	• *Know what the course will cover and what is expected of students* • *Know how the course is structured, including its website, readings, oral and written assignments, and scope of final research proposal* • *Appreciate the importance of effective writing skills* • *Appreciate importance of obtaining dissertation grant funding* • *Become familiar with NIH and AHRQ as funding agencies* • *Learn about AHRQ dissertation grant (R36) and NIH fellowships requirements*
Readings:	Locke L, Spirduso W, & Silverman S. PROPOSALS THAT WORK: A Guide For Planning Dissertations And Grant Proposals. 4th Ed. Sage, 2000. Ch. 9 "Funding Student Research" (pgs. 173-180). Russell & Morrison, **WORKBOOK**: Ch. 1: "Finding NIH Funding Opportunities and Responding to Them," pgs. 2-7. Review AHRQ program announcement: "Grants for Health Services Research Dissertation" at https://grants.nih.gov/grants/guide/pa-files/PA-15-318.html . If your research idea doesn't fit with this announcement, surf the web or explore other sources to learn about other dissertation grant opportunities (e.g., at NIH **www.nih.gov** or **www.grants.gov** or foundation sources).
Assignments:	1. **All**: Access docs.google.com at: https://docs.google.com/spreadsheets/d/1gdANn9lXVye9evzEAsK68RMQ5tjuBVYYnYDviHUKRhw/edit?pli=1#gid=0 to sign up to present your Specific Aims on September 17 or 24. 2. Arrange an appointment with your advisor if you haven't met within the last two weeks. Send Sally an email summarizing the meeting (items discussed, plans, etc.). These emails will form your "advisor log."

Session 1 (9:45-11 am): August 27, 2018	Formulating Research Questions/Hypotheses And Developing Your Specific Aims (Slides)
Rationale:	*This session focuses on formulating researchable hypotheses and questions about health policy/services.*
Session Learning Objectives:	• *Formulate research question that will guide proposed study* • *Learn principles for organizing your Aims in four key paragraphs* • *Identify main dependent and independent variables* • *Depict study question(s)/hypothesis in graphic form* • *Explore sources of data to answer your questions and hypotheses*
Readings:	1. Russell & Morrison, THE GRANT APPLICATION WRITER'S WORKBOOK (2010), Ch. 2 "How to Develop an Irresistible Idea for Your Grant Application" pgs. 8-13. 2. J. Morrissey, Framing Research Questions: The PICOTS Approach, August 2013 (2 pgs.) 3. Swanson, J. & Ibrahim, J. (2011). Picturing public health law research: Using causal diagrams to model and test theory. PHLR Methods Monograph Series. 4. http://office.microsoft.com/en-us/powerpoint-help/tips-for-creating-and-delivering-an-effective-presentation-HA010207864.aspx

Assignments:	1. **All**: Prepare 3 PowerPoint slides summarizing your research question(s), hypotheses, and approach/conceptual model.
	     • Area of interest/motivation and you main research question. Do not provide extensive background—focus on your overarching question.
	     • Specific aims/Hypotheses
	     • Either a "PICOTS" approach *or* a graphic representation of your conceptual model illustrating your explanatory framework (see Swanson & Ibrahim). This graphic will be refined as you learn more from the literature and from developing a study design.
	 2. Upload a copy to your Drop Box in Sakai and bring a paper copy to class. You will access this file via Sakai for a 6 minute presentation in class today.

Session 2: September 10, 2018	Nuts and Bolts of Submitting a Proposal for External Funding: Real Life Student Experience & Budget Office Realities
Rationale:	*The AHRQ Dissertation Award (https://grants.nih.gov/grants/guide/pa-files/PA-15-318.html) is an excellent opportunity for students who meet the application criteria. But the review process time means that you must submit by November if you want funding to start in fall of the following year. So we'll consider basic budget preparation details.* *Guest Speakers: "Real Life Lessons" from AHRQ R36 submission. Jenny Spencer, Karen Swietek* *Presentation by Terri Gault, the HPM department business manager.*
Session Learning Objectives:	• *Steps HPM students have to follow in submitting a grant application* • *How to develop a study budget and narrative. Reviewers scrutinize budgets so they must be prepared with the same care as the research plan. The budget narrative explains and justifies your resource needs and allocation decisions.* • *What electronic submission via grants.gov entails*
Readings:	Skim Karen Swietek's and Jenny Spencer's proposals (under Mock Review) to get a sense of what a submitted AHRQ dissertation proposal looks like. No need to read the proposals in detail unless you are interested. Right now I'm now sharing the summary statements, but we'll look at those later in the class. Focus on what it takes to submit an application and if that's best for you. Note that it is possible to submit at a later date beyond November of your 3rd year, but the funding start will be after fall of your 4th year. Russell & Morrison **WORKBOOK**: 1. Ch.7 "Specific Aims Section: Conceptual Overview & Creating a Bullet Outline," pgs. 62-70 2. Ch. 8 "Writing the Specific Aims Section," pgs. 71-82.
Assignments:	1. Review UNC-CH/Public Health IRB Procedures (http://ohre.unc.edu) 2. Review the "Specific Aims" slides posted on Sakai (Session slides on Resources) 3. Sign up for a final presentation slot at: https://docs.google.com/spreadsheets/d/1yxC09JTYx09VMELTyy9BHCPp8HJgCYHuaFHWPJOmVhY/edit#gid=0 4. Update your advisor log if you met with your advisor this week. 5.

Session 3: September 17, 2018	Specific Aims (First Draft) and Overview of NIH Review Process
Rationale:	*The Specific Aims section is the front-end of the AHRQ/NIH research proposal. Your goal is to present a clear and concise statement of the main questions/hypotheses/rationale for your study, highlights of planned methods, and expected benefits of your research.*
Session Learning Objectives:	• *Practice using clear, coherent, concise, and convincing language to motivate your study* • *Recognize that first impressions can carry the day—here is where you 'sell' your proposal to reviewers!*
Readings: (Also assigned for prior session)	Russell & Morrison **WORKBOOK**: 1. Ch.7 "Specific Aims Section: Conceptual Overview & Creating a Bullet Outline," pgs. 62-70 2. Ch. 8 "Writing the Specific Aims Section," pgs. 71-82.

Assignments:	1. **Students**: If you are scheduled to present this day (via docs.google.com):
	    • Use the **Specific Aims Template** (located in PowerPoint folder on Sakai site) to prepare a 1-page, single-space draft of your Specific Aims (use ½ inch margins, 11 point font).
	    • Create approximately six slides to present your aims [Title slide, background and overarching research question/gap you will fill, one slide per aim (up to three aims), and final slide with brief summary of data, methods/approach and contribution.
	    • Submit your draft aims document and slides to Sakai Drop Box prior to class.
	    • Your advisor should attend your presentation.
	
	2. Update your email advisor log if you met with your advisor this week.

Session 4: September 24, 2018	Guidelines for NIH & AHRQ Proposal Preparation
Rationale:	*Our class time together will consist of presentations the remaining students who did not present on Sept 17th.* *Please do the rest of the session activities described below outside of class. Although this course will follow AHRQ guidelines for preparation of your dissertation research proposal, knowing where to go on the web to find funding sources and what to look for are important grant writing skills.*
Session Learning Objectives:	• *Understand the inner logic and main components of the R01/R36 applications* • *Identify key internet information sources* • *Determine which grant mechanism is best for you* •
Readings:	1. Russell & Morrison, **WORKBOOK**: Ch. 3: "How to Find the Appropriate Program and Grant Mechanism for Your Idea," pgs. 14-21. (Skim for general background; our focus is on R36 and F30/31). 2. Check AHRQ webpage (http://www.ahrq.gov/) to obtain an overview of its mission, organization, and programs. 3. Complete the assignments below and learn about the AHRQ R36 (dissertation grant) or other funding mechanism.
Assignments:	1. Prepare a short (less than 1-page) "target funding" statement identifying specific ways your research idea fits within a selected dissertation or fellowship announcement. Provide a link to the web description of the potential dissertation funding source. (Default is AHRQ R36.) For those of you on a fellowship, indicate whether you have any non-stipend costs to cover; if you have some costs (e.g., survey or primary data costs) say how you will cover these costs (i.e., identifying specific funding source). Upload a copy of this statement to your Sakai Drop Box by Sept 28th. 2. Update your advisor log if you met with your advisor this week.

Session 5: **Via Zoom** October 1, 2018	**Critical Review of the Literature:** **Getting Ready to Write Significance**
Rationale:	*Many proposal formats allow very little space for background literature reviews. But it's important to have an up-to-date knowledge of all the literature in your area of interest.* *Many funding opportunities have eliminated lengthy reviews of the literature. The Significance and Innovation are crucial sections of any AHRQ/NIH research proposal. This is where you explain your study's importance—where/how your Aims fit in the stream of prior research and current policy/service delivery concerns of the funding Institute/Agency—as well as its novel aspects.*
Session Learning Objectives:	• *Identify the gap in the literature that your dissertation will address.* • *Summarize information from your literature review in an evidence table format that could easily be included as an appendix and will facilitate references for your specific aims motivation and significance section.* • *Get ready to think about your "Significance" section.*

Readings:	Most PhD students learned about literature reviews in prior courses. For refresh & guidance, consult the following:
	  a. Mertens (2014) "Literature review and focusing the research." Ch. 3 in Research and Evaluation in Education and Psychology, 4th Ed. SAGE.
	  b. Featherstone (2011) "How to conduct a literature review"
	  c. http://www.slideshare.net/featherr/how-to-conduct-a-literature-review
	
	1. Russell & Morrison Workbook 2017 version (prior readings were for 2010, but the chapters are the same in 2017 up to chapter 9):
	Ch 9 "Strategic Use of Literature Review and Preliminary Studies" Note: skim the "preliminary studies" section as it will not be relevant for most of you.
	Ch 10 "Research Strategy: Significance (including Scientific Premise) and Innovation Subsections" Focus on the "Significance" portion of the chapter.

Assignments:	1. **Key Literature:** Prepare an evidence table profiling key articles, especially empirical articles, relevant to your study question/hypothesis. Sakai has an example template that you may use or modify, or you can use some other table template relevant to your topic. Place copy in your Sakai Drop Box prior to class. 2. Review posted slides posted for this class prior to class. 3. In-class assignment: Peer discussion of literature evidence table 4. Update your advisor log.

Session 6: October 8, 2018	Research Strategy and Approach Section: Do we have the Power?
Rationale:	*This session will help you understand the structure of the Approach Section. A key issue for any quantitative analysis is statistical power analysis and its application to health services/policy research.* Guest Presenter: Mark Holmes, PhD "Statistical Power in Health Policy & Services Research" *Approach is all about design and methods, the heart of every research proposal. The task here is to present a schematic approach for each Aim re: testing/answering main hypothesis/question with a study rationale, source of data, sample, statistical power, measures, analyses, timetable, and dissemination plan.*
Session Learning Objectives:	• *How to adapt statistical power principles to your own research proposal* • *Learn the difference between 'significance' and 'innovation' in context of AHRQ/NIH reviews* • *Learn how to address the innovativeness of your research* • *Learn how to compose a compelling innovation statement*
Readings:	1. Russell & Morrison Workbook (2017): Chapter 11: Research Strategy Section: Approach Subsection 2. Cohen J. "A primer on power." Psychological Bulletin 112 (1992): 155-59. 3. NSF-The 2002 User-Friendly Handbook for Project Evaluation http://www.nsf.gov/pubs/2002/nsf02057/start.htm
Assignments:	1. Draft a one-half page, single-spaced statement about the Significance of your proposal following guidelines in Russell & Morrison Workbook. Upload a copy of your current/revised aims plus your draft of Significance to Sakai Dropbox. 2. In-class activity: Peer feedback on the Significance statement 3. Update your advisor log if you met with your advisor.

Session 7: **Tentatively Via Zoom** October 15, 2018	**Applying AHRQ/NIH Review Criteria**
Rationale:	*Knowing how review committees operate and how they review applications is essential for grant writing success.*
Session Learning Objectives:	• *Gain familiarity with AHRQ/NIH review criteria* • *Simulation of AHRQ study section* • *Critically examine research proposals for content & format*
Readings:	1. Russell & Morrison Workbook. Ch: 4 "Influence of the NIH Review Process on Writing for Success" pgs. 22-44.
Assignments:	1. **Outside of class (Prior to Class)**: View <YouTube> video *NIH Peer Review*—a simulated/mock review (15 minutes) at following website: http://public.csr.nih.gov/aboutcsr/contactcsr/pages/contactorvisitcsrpages/nih-grant-review-process-youtube-videos.aspx 2. See the Google Doc below to determine which "mock review" session you've been assigned to: https://docs.google.com/spreadsheets/d/1O3jCWZJQd9mTflEvDpkcp1djszCKmfo7AWWidSPZNc0/edit#gid=0 Everyone should prepare a review as if they were primary, i.e., include a description of project, but only the person who signs up as primary will present the description. 3. **Mock Reviewers (based on Google Docs sign-up)**: What are the strengths and weaknesses of today's assigned application? Use the five review criteria and numerical scoring in the AHRQ dissertation grants template. Place copy in your Sakai Drop Box prior to class. 4. Students should be developing their Approach section following Russell & Morrison guidelines. 5. Update your advisor log if you met with your advisor.

Session 8: **Tentatively Via Zoom** October 22, 2018	**More on Approach:** **Putting It All Together Powerfully**
Rationale:	*Review of Approach section issues, including design challenges/problems, qualitative analysis approaches, and statistical power calculations.* *Having difficulty with some aspect of your proposal? This session will allow students to present challenging aspects of their proposals and to get group feedback about ways to address the problems.*
Session Learning Objectives:	• Effective presentation of ideas in Approach section • What about qualitative work? What are the guidelines?
Readings:	No assigned readings. Share peer suggestions for good sources on non-quantitative methods (in this class or earlier).
Assignments:	1. In-class activity: Peer feedback and discussion of approach challenges 2. **Submit Draft Approach Section:** You will have <6 pages left in the page limits to write this section. However, don't worry about sticking strictly to this limit for the first draft of approach. Refer to guidelines in Russell & Morrison **WORKBOOK** for guidance on content and format of this section. Include a power analysis for the most important aim that uses quantitative analysis. Upload a document with the current version of your aims, significance, and approach to your Sakai Drop Box. (I will focus on reading the approach in light of your current aims; I may not comment much on the aims and significance section.) If you are having substantial problems with your approach section, you should schedule an appointment with your advisor or Sally or both, and then hand this section in late (hopefully within a week or so). 3. Update your advisor log.

Session 9: **Tentatively via Zoom or Skype** October 29, 2018	**Innovation & Individual meetings** **(with your advisor or Sally on any issues you are having)**
Assignments:	1. ^{4.} Draft a one-half page, single-spaced statement about the Innovation of your proposal following guidelines in Russell & Morrison Workbook. Upload a copy of your current aims, revised Significance to Sakai, and draft of Innovation to Sakai Dropbox. If you haven't submitted your approach section yet, include it in this submission also. 2. Update your advisor log if you met with your advisor.

Session 10: November 5, 2018	Abstract, Title, Specific Aims (Redux) & Biographical Sketches,
Rationale:	*Now, with a better handle on the Approach that will be employed in your study, you are ready to add some polish by reworking Aims, constructing an Abstract, and specifying a Title.* *Effective presentation of your bio-sketches (as well as that of your Committee members) is a crucial component of successful applications.*
Session Learning Objectives:	• *Title, Abstract, and Aims are crucial pieces to engage reviewers in positive ways*

Readings:	Russell & Morrison **WORKBOOK**: (Pages/chapters may be different in the two versions, 2010 vs 2017)
	    1. Ch. 18 "How to Create a Compelling, Informative Title for Your Proposal," pgs. 177-179
	    2. Ch. 19 "Project Summary/Abstract," pgs. 180-185
	    3. Russell & Morrison **WORKBOOK**: Ch. 12 "Senior/Key Person Profiles & Biographical Sketches."
	
	Consider how to construct your **biographical sketch**;
	See: https://grants.nih.gov/grants/forms/biosketch.htm
	I suggest following the process at: https://www.ncbi.nlm.nih.gov/sciencv/ , though you can see a blank form suitable for pre-doctoral student proposal submissions to AHRQ at the NIH link above.

Assignments:	1. Write your proposal's **Abstract** (1/2 pg), create a **Title** [note 200(!) character limit], and revise your **Specific Aims** (1 pg.) incorporating suggested strategies to achieve clarity, precision, and comprehensiveness. Submit a copy of your Title, Abstract, and Aims to Sakai and Drop Box for access in class) and be prepared to present in class. 2. In class: Peer review of title, abstract and aims. Examples of biosketches (fine to wait to do yours). 3. Update your advisor log if you have met with your advisor.

Session 11: **(Tentatively Via Zoom)** November 12, 2018	**Human Subjects Considerations** **&** **Budget Narrative Justification**
Rationale:	*University and Federal agency policies require an Institutional Review Board to review and approve the human subjects implications of your research and appropriate protections. Also consider additional details such as letters of support and budget narrative preparation.*
Session Learning Objectives:	• *The logic and format of human subject requirements will be considered.* • *Understand ethical issues in research and how to protect human subjects* • *How to construct a convincing personal letter of support and biographical sketches for you and for committee members.* • *How to develop a study budget and narrative. Reviewers scrutinize budgets so they must be prepared with the same care as the research plan. The budget narrative explains and justifies your resource needs and allocation decisions.* • *Steps HPM students have to follow in submitting a grant application* • *What electronic submission via grants.gov entails*
Readings:	1. See AHRQ's R36 announcement: "Other Submission Requirements, Letters of Support" 2. Ch. 13 "Modular Budget Component & Justifications"
Assignments:	1. Review UNC-CH/Public Health IRB Procedures (http://ohre.unc.edu) 2. If you have not already done so, view on-line CITI Human Subjects Tutorial: (https://www.citiprogram.org/default.asp) Note: This is your opportunity to be certified in ethics training if you have not done so already. 3. Prepare the **human subjects** statement for your proposed research. If you will be collecting primary data or using qualitative techniques, include a consent form and draft instruments/interview guides. Also address the extent to which women, children, and minorities are involved in the study (1 paragraph each—see SF-424 directions) and submit a copy via Sakai. 4. Prepare your **biographical sketch**; upload a copy to Sakai. 5. Update your advisor log if you have met with your advisor.

Session 12: November 19, 2018	No Class Meeting Individual meetings with advisor or Sally as needed.

Session 13 and 14: November 26, 2018 December 3, 2018	Final Presentations
Rationale:	*An important part of the research process is the ability to present your aims and research strategy in a clear and compelling way. This presentation is similar to what you use for presentation in HPM 873 in the spring and for the oral defense of your proposal.*
Session Learning Objectives:	*1. Making an effective presentation* *2. Using slides effectively*
Readings:	http://office.microsoft.com/en-us/powerpoint-help/tips-for-creating-and-delivering-an-effective-presentation-HA010207864.aspx
Assignments:	1. **Presentation Assignment**: Prepare a 15 min. presentation of their final research proposal with PowerPoint slides (upload copy to your Drop Box for access in class). Goal is to (1) convince your audience that you have an important question to study, (2) describe an appropriate research strategy for answering it, and (3) conclude with an indication of your a potential policy-relevant contribution. You will then have 4-5 minutes for audience questions or comments. 2. **Designated presenters should have their dissertation advisor/chair attend this session.** 3. Update your advisor log if you have met with your advisor.