

**SOCIETY FOR PREVENTION RESEARCH  
22<sup>ND</sup> ANNUAL MEETING  
WASHINGTON, DC**

**Pre-Conference Workshop III**

**Date: Tuesday, May 27, 2014**

**Time: 8:30 am – 5:00 pm**

**NIH Grant Writing 101 for Prevention Scientists**

**Organizer and Presenter:** *Steven M. Kogan, Ph.D.*, Department of Human Development and Family Science, The University of Georgia

**Description**

Health promotion and disease prevention comprise a substantial portion of the portfolios of multiple centers and institutes in the National Institutes of Health (NIH). This funding supports an array of activities spanning the Institute of Medicine's prevention research cycle, including:

- (a) identification of modifiable risk and protective factors for health-related endpoints,
- (b) translation of malleable factors into preventive interventions,
- (c) feasibility and preliminary effectiveness studies of novel interventions,
- (d) randomized prevention trials to establish efficacy and effectiveness,
- (e) investigation of dissemination strategies for evidence-based interventions, and
- (f) diffusion and adoption research.

NIH also provides funding mechanisms for training early-career scientists and supporting preliminary studies. Even in the best of times, however, securing NIH funding for prevention research is a challenge. This challenge has been amplified in an environment of scarce resources in academic departments and universities; competition for diminishing research dollars has grown fierce. Unfortunately, seldom do junior faculty receive adequate postdoctoral training and mentoring for launching a successful career as an NIH-funded researcher. Without a thorough grounding in NIH contexts, processes, and the core competencies of NIH grantsmanship, the barriers to NIH funding may seem insurmountable. The truth is that NIH, although a complex system, is organized to provide a fair and reasoned distribution of research dollars to maximize their impact on science and public health. Successfully securing NIH funding involves a set of skills and competencies that can be mastered with training, persistence, and mentoring.

This 7 contact-hour preconference seminar is designed to introduce junior faculty and postdocs to the contexts, processes, and skills involved in successfully pursuing funding to support prevention research through the NIH. In addition, this seminar presents networking, mentoring, and collaboration as key elements of success and addresses ways to develop relationships that can support NIH success. At the conclusion of this workshop, participants will:

- (a) understand NIH organization, mission, and funding priorities with a focus on ways prevention science can inform innovative proposals with significant public health impact.
- (b) understand the different award mechanisms and identify the ones that may be most suitable for the next phases of their research programs and their career stages. These include R01, R21, R03, and K awards.
- (c) understand how NIH processes, reviews, and awards grants.

- (d) develop and refine a research innovation concept that provides a foundation for developing a fundable idea and engaging collaborators.
- (e) learn how to engage NIH program staff, potential mentors, and collaborators in developing a competitive proposal.
- (f) become familiar with the review criteria and sections of an “R” series research proposal.
- (g) develop skills to increase proposal clarity.
- (h) understand the importance of using specific narrative structures to build reviewers’ enthusiasm.
- (i) understand common criticisms of proposals and learn specific writing structures to avoid them.
- (j) understand how to interpret and respond to review summaries.

**Attendees**

The target workshop audience is primarily junior faculty and postdoctoral fellows with limited experience in developing proposals for NIH. The seminar would also be useful for more advanced researchers who have not been funded specifically by NIH. Attendees should have a PhD in a social or behavioral research field and a keen interest in developing a funded research career through NIH.

Session will be limited to 30 participants. Participants should bring their own lap tops

**Materials**

- Research/innovation concept instructions. Four weeks prior to the conference, attendees will be asked to develop a preliminary, one-page research/innovation concept to bring with them to the workshop.
- Grant Writing 101 Binder. The following will be aggregated into a binder for participants:
  - Copies of PowerPoint slides
  - Checklists
    - Are you ready to contact a program officer?
    - Are you ready to write?
    - Is your proposal ready to go?
  - Activity sheets
    - Searching for funding announcements
    - Using NIH Reporter
    - Refining your research/innovation concept
    - Your first call to a program officer
  - Examples of grant text
    - Linearity: Taking the reader by the hand
    - Using narrative structures to build enthusiasm
    - Conceptual models
    - Leveraging relationships to enhance credibility

**Outline**

- 8:30AM      *What Does NIH Fund and Why? Program Priorities in Prevention Research*  
                   Activity: Researching and understanding funding announcements  
                   Activity: Using NIH Reporter to review funded proposals
- 9:30-10:15    *Funding Mechanisms at NIH*  
                   Activity: At what stage of maturity is my research program?

10:15-10:30	<b>Break</b>
10:30-11:00	<i>The Process of Submission, Review, and Award</i> Activity: Researching panels at CSR
11:00-11:30	<i>Anatomy of an "R" Series Grant</i>
11:30-12:00	<i>The Grant Planning Process: Developing a Research/Innovation Concept</i> Activity: Refining your research/innovation concept
12:00-1:00	<b>Lunch</b>
1:00-2:00	<i>The Grant Planning Process: Engaging Program Officers and Collaborators</i> Activity: Practicing your "pitch"
2:00-2:45	<i>Persuasive Communication in the Research Strategy</i> Video: The review process
2:45-3:00	<b>Break</b>
3:00-4:30	<i>Tactics of Persuasion and Criticism Prevention</i>
4:30-5:00	<i>Discussion and Questions</i>

Steven M. Kogan, Ph.D. is an Associate Professor of Human Development and Family Science at The University of Georgia. Dr. Kogan's research focuses on the prevention of substance use and high-risk sexual behavior among African American adolescents and young adults. His research involves identifying individual and contextual factors that protect African American youth and young adults from high-risk behavior and translating these findings into efficacious, ecologically appropriate prevention programs. Dr. Kogan is currently the Principal Investigator on two major NIH grants that investigate the etiology or prevention of risky behavior. Since 2004, Dr. Kogan has participated as Principal or co-Investigator on the submission of more than 19 federal grant applications, primarily to NIH, which garnered more than 30 million dollars of funding to support family-centered developmental studies, research infrastructure, postdoctoral training, and randomized prevention trials. Dr. Kogan organizes the Owens Institute of Behavioral Research's mentoring and training program, designed to support junior faculty in the behavioral sciences in the development of grantsmanship skills. Dr. Kogan's CV is appended to this document.