

WRITING FELLOWSHIP PROPOSALS: HEALTH PROMOTION, EDUCATION, AND BEHAVIOR

National Fellowships

Matt Klopfenstein



SESSION GOALS

- **Visualize the logic of proposal organization**
- **Understand the purpose of main proposal components**
- **Recognize effective proposal features**



PROPOSAL WRITING BASICS

- Proposals are a particular **genre** of writing
 - Future-oriented
 - First-person (usually)
- Proposals are **arguments**
 - Goal: show that your research is
 - Interesting and innovative
 - Feasible
 - Good fit



PROPOSAL WRITING BASICS

- Proposals require a **grants mindset**: moving from statements to guidance

	Statements	Guidance
Orientation to reviewer	Peer <i>"It is hard to improve health behaviors in work settings."</i>	Expert <i>"Improving health behaviors in work settings will require training managers on benefits and providing resources."</i>
Orientation to time	Paper Mindset. Stuck in present or recent past. <i>"Post disaster responses have been well studied among adults."</i>	Grants mindset. Oriented to the future. <i>"Post-disaster research with adults is insufficient for understanding children's responses to disasters."</i>
Attitude to evidence	Observational. Fails to summarize meaning of evidence. <i>"Disaster exposure is associated with negative outcomes for children."</i>	Evaluates what evidence means and lessons learned. <i>"Children are a vulnerable population after disasters."</i>
Direction of sentences	Neutral with no opinion or directions embedded. <i>"Integrative data analysis is a recently developed methodology."</i>	Offers directions on next steps. Has momentum. <i>"Integrative data analysis is an innovative methodology that will help resolve inconsistent findings across child disaster studies."</i>

From Lai, *The Grant Writing Guide*, 108

PROPOSAL WRITING FORMAT

- No universal format
 - Certain agencies/competitions have standard/expected formats
 - **Always** follow specific guidelines
- General applicable components
 - Adapt/rearrange to fit specific opportunity
- Key point: don't make your reader think about structure



PROPOSAL WRITING FORMAT

Sample format for a social science proposal:

- I. Introduction/statement of problem
- II. Theoretical orientation and significance (lit review)
- III. Methodology/work plan
- IV. Possible additional sections
 - I. Timeline, budget justification, data management plan

Sample format for an NIH proposal:

- I. Specific aims
- II. Research strategy
 - I. Significance
 - II. Innovation
- III. Research approach
 - I. Rationale
 - II. Preliminary data
 - III. Experimental design



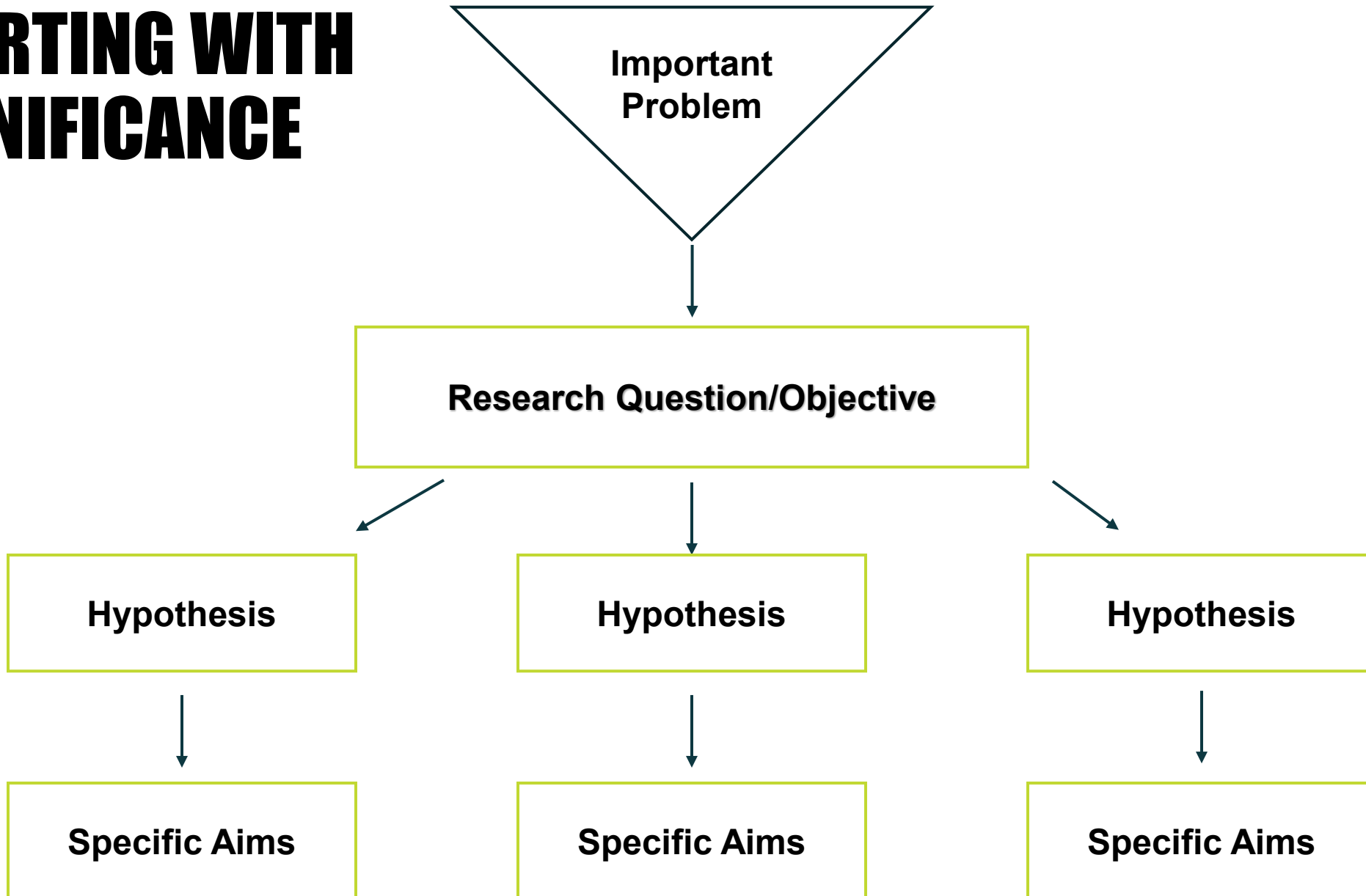
STARTING WITH SIGNIFICANCE

Your proposal needs to:

- Identify an important problem in your field
 - Scope will depend on competition
- Identify a **significant knowledge gap** in your field
 - More than just new data
- Suggest a novel and innovative approach
- Have potential to make a substantive impact
 - More than incremental change
- Represent a logical next step in research
- Be feasible



STARTING WITH SIGNIFICANCE



STARTING WITH SIGNIFICANCE

Outline for specific aims/problem statement/prospectus:

- Significant area
- What's been done
- What's the problem
- Best way to solve the problem
- Feasible and innovative plan to solve it
- Outcomes of work



STARTING WITH SIGNIFICANCE

Linking Electronic Health Records and In-depth Interviews to Uncover Barriers to Social Mobility and Health in a Declining Coal Mining Community

This research is situated at the nexus of poverty, social mobility, and health among low-income, racially diverse women in rural Pennsylvania. Poor health is a barrier to social mobility, and marginalized populations are both more likely both to experience poor health and to receive inadequate medical care. Yet the relationship between economic disadvantage and health is complex, and our awareness of the mechanisms that drive health attitudes and behaviors in poor communities is inadequate. Our research design is uniquely suited to uncover the mechanisms through which social inequalities of class, race, and gender shape women's health experiences and behaviors on the one hand, and how these experiences and behaviors compound poverty and reduce social mobility on the other (Murray 2006). Conducting this research is crucial to improving the physical and emotional well-being of poor women in poor communities.

While research in the social sciences documents disadvantaged people's health care challenges, this existing scholarship usually provides only the individual's perspective on their health and health care and may not be a reliable source of health data (e.g., healthcare utilization, medication prescribing and use, or diagnoses). In studies based only on medical health care data, in contrast, the voice of the patient is often missing, especially among marginalized groups, leaving the pathways through which social inequality and health experiences and outcomes interact unknown. Our research rectifies these omissions by developing an innovative mixed methods approach that links electronic health record (EHR) data from Central Health System, an integrated health system, with consented patients' own accounts of their experiences, worldviews, struggles, and obstacles to social, physical, emotional, and economic well-being.

Source: Russell Sage Foundation Grant (https://www.russellsage.org/sites/default/files/sample_proposals.pdf)



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LITERATURE REVIEW

- **Literature review**

- Also known as theoretical orientation or significance section
 - component of significance and innovation sections of NIH grants
- Establish knowledge gap
- Key works *relevant to your proposal*
 - “a story of how the work of others helped you arrive at your own idea” (Cassuto, *Academic Writing as if Readers Matter*, 82)
- Quality over quantity
- Works that have shaped your field
- Up-to-date references



LITERATURE REVIEW

- **Literature review**
 - Part of your overall argument
 - Purpose/goals:
 - Outline significant area of research
 - Identify a current “paint point”
 - Propose a solution that builds from past research



SAMPLE LITERATURE REVIEW EXCERPT

Natural disasters present a significant threat to children's mental health. Disaster management experts universally advocated that stepped care models of intervention are needed to effectively address children's postdisaster mental health needs. It is not clear how to stratify children based on their risk for persistent posttraumatic stress symptoms after disasters. To address this critical gap in the literature, this proposal uses modern methods (integrative data analysis and growth mixture modeling) to develop risk models for how to stratify children based on the risk for persistent posttraumatic stress symptoms. Person-centered research conducted among adults provides robust evidence for four prototypical adult trajectories of postdisaster responses. Person-centered approaches have begun to be utilized in child disaster research, but the findings to date are inconsistent.



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METHODOLOGY

- Also known as research plan, research strategy, project description
- Social science research plans should answer six key questions:
 - **Who** is the subject of the study?
 - **How** many will be assessed?
 - **What** methods will be used?
 - **When** will activities happen?
 - **Where** will the study be conducted?
 - **How** will data be analyzed?



METHODOLOGY

- What you will do to answer your research questions
 - The right tools/framework to answer your questions

Brainstorming tool: Methods Matrix

Research Question	Hypotheses/ anticipated outcomes	Data/evidence/ materials	Theoretical contribution	Method/procedure	Source	Analysis
Question 1						
Question 2						
Question 3						

From Walker and Unruh, *Funding Your Research in the Humanities and Social Sciences*, 109



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QUALITATIVE METHODS

- Qualitative methods can present distinct issues that should be addressed in proposals
- Strong proposals will address:
 - Exposure: amount of time spent with participants
 - Preliminary data
 - Rationale: choices are justified and potential weaknesses are acknowledged and accounted for
 - Anticipated follow-up



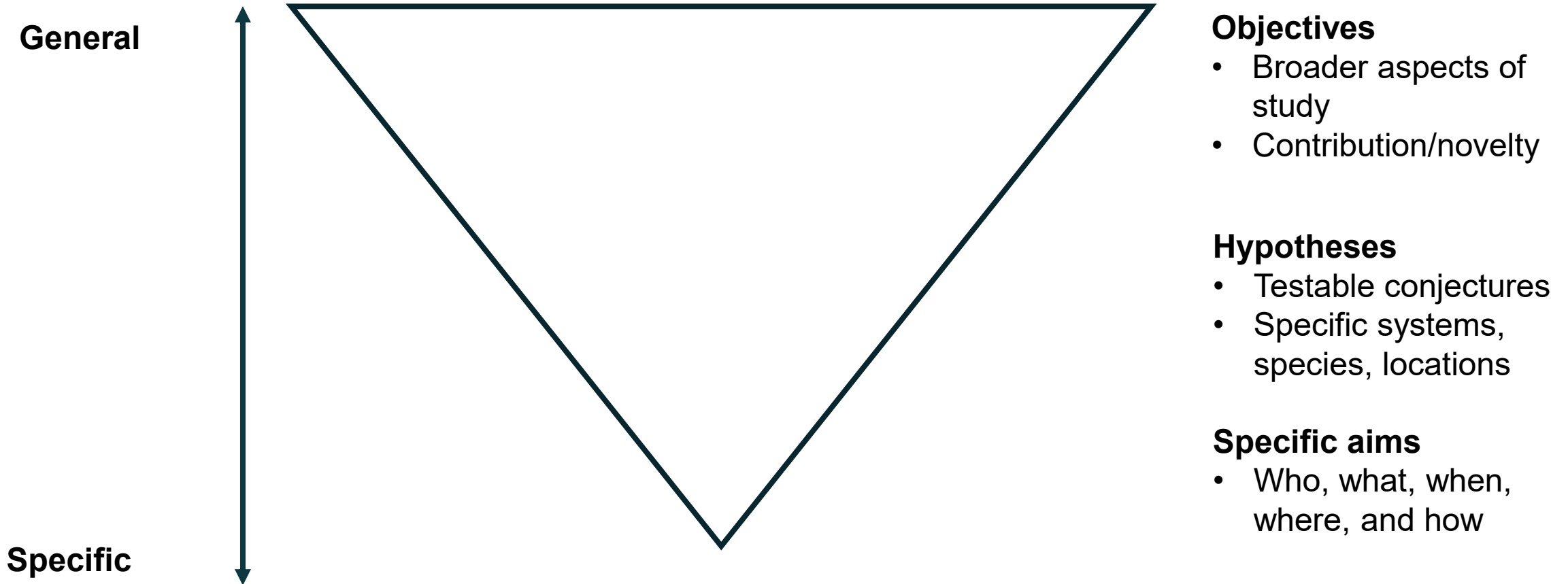
THE RESEARCH PLAN

- Builds on the problem/question
- *How* you will fill the knowledge gap
- Methods and experimental design

Goal: convince the reader that your project is feasible



THE RESEARCH PLAN



THE RESEARCH PLAN

Note: this is a visualization of **logical relationships**, not an outline (the order of elements may change based on specific instructions/disciplinary conventions)



THE RESEARCH PLAN

Key: always connect **what** you are doing to **why** you are doing it:

“We will investigate the self-perceived role of clinicians in [promoting or hindering breastmilk feeding] and identify barriers that they face in supporting mothers’ pumping for their infants.”

Versus

“By conducting focus groups with clinicians who care for the baby and mother, we will investigate the self-perceived roles of clinicians in this process and identify barriers that they face in supporting mothers’ pumping for their infants.”



SAMPLE RESEARCH PLAN EXCERPT

Aim 1: Compare the effectiveness of two learning collaborative training models (e.g. in-person train-the-trainer vs. facilitated online) for the OSNAP intervention.

Introduction. Studies have demonstrated the effectiveness of OST-based nutrition and physical activity interventions; however, there remains a critical need to evaluate training models for spreading these evidence-based strategies to real-world settings. The objective of this aim is to establish the effectiveness of two existing learning collaborative training models designed to build the skills and knowledge of OST staff for creating policy and practice changes around the following OSNAP goals: ban sugar-sweetened drinks from snacks served and brought in from outside the snack program; offer water as a drink at snack every day; offer a fruit or vegetable option every day at snack; ban foods with trans fats from snacks served; serve whole grains; offer 30 minutes of physical activity to all children daily; offer 20 minutes of vigorous physical activity to all children 3 times per week; and eliminate television, movies, and non-educational screentime. To attain this objective, we will test the working hypothesis that both training models will produce changes in OST nutrition and physical activity environment compared to controls. We will also investigate whether secondary outcomes of specific OSNAP goals and process outcomes, such as cost and feasibility, vary by training model. For instance, water and physical activity outcomes may be similarly amenable to change with both training models, while more complex outcomes such as fruits and vegetables or whole grains may require more hands-on interaction with the in-person train-the-trainer model. Similarly, implementation outcomes could vary: acceptability may be higher for the in-person training because this is the standard mode in the field and fidelity may be higher for the online training because it will be more closely controlled. By comparing outcomes before and after the intervention, we will be able to identify whether one or both of the training models are effective for creating healthier OST environments. When aim 1 has been completed, we will be able to identify whether the training models had differential impacts on specific nutrition, physical activity, and implementation outcomes. Such a finding would allow practitioners to choose the training model that best addresses the practice gaps in their setting and pinpoint areas for refinement of the OSNAP training model prior to large-scale dissemination.

Source: R01 grant by Rebekka Lee (https://cancercontrol.cancer.gov/sites/default/files/2020-06/SGA_9182511.pdf)



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THE RESEARCH PLAN

- Note how this excerpt
 - Moves from broader goals to specific tasks
 - Connects **what** and **why**



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PUTTING IT ALL TOGETHER

- **Proposals establish significance, then focus and funnel to your specific project**
- **Each section is part of an argument**
- **Goal: create knowledge (*what* and *why*)**



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GET IN TOUCH

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QUESTIONS?

Graduate Fellowship Advising



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