

Murphy Deming College of Health Sciences - Mary Baldwin University Healthcare Administration (HCA) Program

HCA 385 – Writing a Grant Proposal

Credit Hours: 3 Spring 2021

Course Start and End Dates: January 11th, 2020 – April 19th, 2020

Course Instructor – Kim L. Nine, PhD

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Office Hours – available by appointment.

Course Description: Nonprofit organizations are driven by their important missions. Health care nonprofits like community health centers, mental health support, and community outreach programs (to name a few) often play an important role in their community, but frequently, their goals to impact and help community members is limited by lack of funding. Grant writing is an important way that organizations can fund programs that have an impact on their community. The results of these grants can have long lasting positive impacts.

Grant writers need to have excellent communication skills, research skills, and need to be able to tell a meaningful story. Their ability to demonstrate the positive impact of their program and tie the program activities to results will directly impact the likelihood of the program to secure funding. At the completion of this course, students will have gone through the exercise of creating their own grant proposal. This will involve research, decision making skills, planning and clear, concise, impactful writing. The skills learned in this class are beneficial to both students that want to pursue grant writing as a career opportunity, those that might want to start their own nonprofit one day, and to any student that could benefit from research and writing opportunity to improve their skills.

Course Prerequisites: Junior or senior HCA major status. Student must have a 2.0 GPA in the HCA major, a cumulative GPA of 2.0, and a “C” in HCA 101 in order to enroll in this course.

Course Objectives: At the completion of this course, students will have researched and written a grant for a nonprofit program of their choice. Students will be able to demonstrate and refine their ability to do effective research, outline their proposal, and write an effective grant using their best writing/storytelling skills.

Course Textbooks and Other Learning Resources:

Arcade Publishing. (2015). How to Write a Nonprofit Grant Proposal: Writing Winning Proposals to Fund Your Programs and Projects (1st ed). Devereaux-Nelson, Robin

978-1519145055

Online resources

Murphy Deming College of Health Sciences Policies:

Americans with Disabilities Act:

Students with Disabilities – Academic Resource Center, Accessibility Services Program
Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 require Mary Baldwin University/Murphy Deming College of Health Sciences to provide academic adjustments or accommodations for students with documented disabilities. Students who require reasonable accommodations must identify themselves as having a disability and/or medical condition and provide current diagnostic documentation to Dr. Carey Usher, Director, Academic Resource Center / Accessibility Services Program Coordinator. All information is confidential. Please visit the office’s website at <https://go.marybaldwin.edu/learning-skills/swd/> or contact Dr. Usher at cusher@marybaldwin.edu. Additional information about accessibility services can be found in the student handbook.

Academic Integrity Policy and Professional Behavior Expectations:

The students, faculty, and administration of the Murphy Deming College of Health Sciences join together in support of the Honor Code for the purposes of a) providing an atmosphere of mutual trust, concern, and respect; b) fostering honorable and ethical behavior; and c) cultivating lifelong professional conduct. To promote these purposes matter regarding misconduct shall fall under the jurisdiction of the Honor Code, while other aspects of a student’s graduate education will be covered by the guidelines stated in the Student Handbook.

Students are expected to adhere to the ethical and professional standards associated with their programs and academic courses. Unethical or unprofessional behavior will be treated in the same manner as academic dishonesty.

Please see the complete Social Media Policy in the Student Handbook.

For additional information related to Academic Integrity and/or Professional Behavior expectations please see the Student Handbook.

Communication Between the Program and Students:

E-mail- All official student communication from the Vice President, School and Program Directors, Course Instructor, faculty, and staff will be sent to the student’s MBU e-mail address ONLY. The program will not send e-mail to personal accounts other than MBU. Students are required to check their MBU email accounts often, even while on vacation or away from campus.

Attendance Policy:

Attendance in the online course is required and defined as active participation in the course. Online courses will, at a minimum, have weekly assignments to record student participation, which can be documented by any or all the following methods:

- Completion of tests
- Submission/completion of assignments
- Participation in Discussion Forums
- Communication with the instructor

Students who do not log on to the course within the drop/add period will be dropped from the course. (Drop/add and withdrawal dates are listed in the published semester schedule and University Academic Catalog). Students who fail to maintain active participation in an online course as defined in the course syllabus will be processed in accordance with the University's current attendance policy, which may include any of the following actions:

- Meeting with the course instructor or the Program Director
- Meeting with the faculty advisor
- Referral to the faculty committee to determine an appropriate course of action which may include any of the following:
 - Warning letter to be placed in the student's temporary file
 - Letter of reprimand to become part of the permanent record with the Registrar
 - Dismissal from the Program

Mandatory Follow Up with Instructor:

Students scoring a grade of "C" or below on the first scheduled examination/test/assignment in a course will be required to meet with the course instructor to discuss test/assignment performance. Students are expected to have reviewed the examination/test/assignment and be prepared to talk with the course instructor about strategies for improvement.

Course Policies:

Schedule Management:

Students are expected to keep track of the course schedule and assignments, as well as any changes that are announced. If conflicts arise please notify the instructor immediately.

Communication of Problems:

Students having difficulty with grasping course content, assignments, or time management should talk to the instructor for assistance as early as possible.

Recorded Lectures:

Duplication or redistribution of recorded materials by students is prohibited. Students may not copy or redistribute lecture capture materials. Unauthorized duplication or dissemination of lecture capture materials may violate federal or state law and University policy. Violation of University policy may result in disciplinary action.

Course Content Outline: Course Schedule

All assignments due by 11:59 p.m. Eastern Standard Time (EST)

	Module Title/Topics and Readings	Start Date	End Date	Learning Activities and Due Dates
<p>Module Week 1</p>	<p>Introductions and Overview of Health Program Evaluation</p> <p>Readings/Resources: https://www.guidestar.org/NonprofitDirectory.aspx?cat=4 https://www.connectva.org/nonprofit-directory/</p> <p>Chapter 1, 2 ,3– Devereaux-Nelson</p>			<p>Discussion Board Forum 1: Our discussion this week will be your elevator pitch – make a short pitch that describes your nonprofit and how it could benefit the community with additional funding. These pitches need to be to the point and persuasive! Your classmates can ask questions and provide constructive feedback around the pitches with the goal of refining and improving your elevator pitch!</p> <p>Respond to at least 2 of your peers</p> <p>Optional Synchronous Session: Date/time TBD</p> <p>Assignment: Learning Activity 1</p>
<p>Module Week 2</p>	<p>Topic: Mission/Statement of Need</p> <p>Optional Readings/Resources: https://grantcraft.org/content/blog/getting-out-into-the-community-identifying-gaps-and-leverage-points-for-cha/ https://www.ncvhs.hhs.gov/wp-content/uploads/2017/04/Measuring-Health-at-the-Community-Level-Data-Gaps-and-Opportunities.pdf</p> <p>Chapter 4,5, - Devereaux-Nelson</p>			<p>Discussion Board Forum 2: When choosing your nonprofit/program, what were some of your considerations/deciding factor? With so many gaps/needs in health care, how do you decide what is most important for your community?</p> <p>Respond to at least 2 of your peers</p> <p>Optional Synchronous Session: Date/time TBD</p> <p>Assignment: Learning Activity 2</p>

Module Week 3	Topic: Goals, Objectives, and Outcomes Optional Readings/Resources: https://www.councilofnonprofits.org/tools-resources/grant-research-tools https://www.councilofnonprofits.org/tools-resources/grant-research-tools https://snowballfundraising.com/nonprofit-grant-writing-guide/ https://snowballfundraising.com/grant-proposal-template/ https://www.doctemplates.net/grant-proposal-templates/			Discussion Board Forum 3: What is the difference between a goal, an objective, and an outcome? Why are each of these things important? Respond to at least 2 of your peers Optional Synchronous Session: Date/time TBD Assignment: Learning Activity 3
Module Week 4	Topic: Timelines and Implementation Optional Readings/Resources: https://asana.com/resources/create-project-management-timeline-template https://www.councilofnonprofits.org/tools-resources/strategic-planning-nonprofits https://www.policegrantshelp.com/columnists/linda-gilbertson/articles/developing-a-timeline-for-a-grant-funded-project-q1Csr0XyMCHh8nEx/			Discussion Board Forum 4: As you build out your implementation timeline, it is important to build in check points to assess how your program is doing. What types of check points will you build into your program? How frequently? How will you measure if you are meeting your goals? Respond to at least 2 of your peers Optional Synchronous Session: Date/time TBD Assignment: Learning Activity 4

<p>Module Week 5</p>	<p>Topic: Collaboration and Community Partners</p> <p>Readings/Resources:</p> <p>http://www.cnuengage.org/community-development</p> <p>https://www.downtownblacksburg.com/community-partners-blacksburg.aspx</p> <p>https://www.fairfaxcounty.gov/homeless/nonprofit-partners</p> <p>http://www.vacap.org/page.cfm/members</p>			<p>Discussion Board Forum 5: Why is it important to involve the community in your program? Why isn't it enough just to develop and offer a good program without the additional work of identifying and involving community partners? How will you communicate how your program is important for your community?</p> <p>Respond to at least 2 of your peers</p> <p>Optional Synchronous Session: Date/time TBD</p> <p>Assignment: Learning Activity 5</p>
<p>Module Week 6</p>	<p>Topic: Community Needs and Resources</p> <p>Readings/Resources:</p> <p>https://www.forbes.com/sites/forbesnonprofitcouncil/2019/10/01/12-ways-to-differentiate-your-nonprofit-when-others-share-your-mission/#17c313956f45</p> <p>https://nonprofitquarterly.org/competitive-positioning-why-knowing-your-competition-is-essential-to-social-impact-success/</p> <p>https://816nyc.com/6-clever-ways-to-differentiate-your-nonprofit-and-why-it-matters/#.XmpXL5NKg_U</p> <p>https://www.nonprofitkinect.org/article/10688-focus-on-your-nonprofit-s-unique-differentiation</p>			<p>Discussion Board Forum – No discussion board forum this week</p> <p>Optional Synchronous Session: Date/time TBD</p> <p>Assignment: Learning Activity 6</p>

Module Week 7	<p>Topic: Constituents, Consumers, and Clients- Who Does this Nonprofit serve?</p> <p>Readings/Resources: Uscensus.org Kidscount.org https://wilkes.libguides.com/c.php?g=191969&p=1266588 https://www.dummies.com/business/nonprofits/grants/how-to-uncover-hard-to-find-statistics-for-your-grant-application/</p>			<p>Discussion Board Forum 6: Why is it important to know as much information as you can about the population that you plan to serve?</p> <p>Respond to at least 2 of your peers</p> <p>Optional Synchronous Session: Date/time TBD</p> <p>Assignment: Learning Activity 7</p>
Module Week 8	<p>Topic: Staff Training, Education, and Expected Certifications</p> <p>Readings/Resources: https://www.missionbox.com/article/200/staffing-a-nonprofit-how-to-find-and-keep-the-right-people https://www.shrm.org/resourcesandtools/tools-and-samples/how-to-guides/pages/how-to-develop-a-staffing-plan.aspx</p>			<p>Discussion Board Forum 7: What are next steps when you realize you have gap in experience/abilities in your staff?</p> <p>Respond to at least 2 of your peers</p> <p>Optional Synchronous Session: Date/time TBD</p> <p>Assignment: Learning Activity 8</p>
Module Week 9	<p>Topic: Program Sustainability</p> <p>Readings/Resources: https://nonprofithub.org/fundraising/program-sustainability-is-not-just-about-funding/ https://www.hhs.gov/ash/oah/sites/default/files/oah-framework-for-program-sustainability-508-compliant.pdf</p>			<p>Discussion Board Forum 8: Why is it important to have a sustainability plan in place when you launch your program? What are some of the challenges that you might face?</p> <p>Respond to at least 2 of your peers</p> <p>Optional Synchronous Session: Date/time TBD</p> <p>Assignment: Learning Activity 9</p>

	https://nonprofithub.org/fundraising/program-sustainability-is-not-just-about-funding/			
Module Week 10	Topic: Evaluation Readings/Resources: https://www.prattlibrary.org/research/tools/index.aspx?cat=107&id=4646 https://www.bridgespan.org/insights/library/nonprofit-management-tools-and-trends/program-evaluation https://www.socialsolutions.com/blog/top-5-reasons-to-focus-on-nonprofit-program-evaluation/ https://managementhelp.org/free-nonprofittraining/program-evaluation-plan-framework.htm			Discussion Board Forum 9: Why does the evaluation plan need to be in place at the beginning of the program? Respond to at least 2 of your peers Optional Synchronous Session: Date/time TBD Assignment: Learning Activity 10
Module Week 11	Topic: Executive Summary Readings/Resources: https://sites.google.com/site/jillbenhengrant/parts-of-the-grant/executive-summary https://www.business2community.com/strategy/common-mistakes-avoid-writing-executive-summary-business-0763478			Discussion Board Forum 10: What are some common mistakes you want to avoid when writing your executive summary? Respond to at least 2 of your peers Optional Synchronous Session: Date/time TBD Assignment: Learning Activity 11
Module Week 12	Putting it all Together			Discussion Board Forum - No discussion board forum this week

				<p>Optional Synchronous Session: Date/time TBD</p> <p>Assignment: Learning Activity 12 (not graded) Start putting all the pieces of your grant together and submit it early if you want/need feedback. Consider this a draft and your chance to polish it up with the feedback I provide before it is due on 11/22</p>
<p>Module Week 13</p>	<p>Final Paper</p>			<p>Discussion Board Forum 11: Share with your classmates what you found to be most beneficial about the exercise that you have completed here? How important do you believe the grant writing process is?</p> <p>Respond to at least 2 of your peers</p> <p>Optional Synchronous Session: Date/time TBD</p> <p>Assignment: Final Paper Due</p>
<p>Module Week 14</p>	<p>Final Thoughts</p>			<p>Discussion Board Forum 12: What did you think about this grant writing course? Did you feel it was a useful alternative to the internship process? Do you feel you have learned a valuable skill that is greatly needed in healthcare?</p> <p>Respond to at least 2 of your peers</p>

Instructional Methods:

- Interaction with materials available on Canvas

- Assigned readings
- Internet searches for relevant subject matter
- Application of pertinent life experiences
- Participation in Discussion Board topics
- Written assignments

Evaluation Methods:

The course is worth 100%

12 Discussion Boards	20%
Learning Activity 1 – 11	50%
Final Paper	30%
TOTAL	100%

Late Assignments:

Students must notify the instructor if the assignment will be turned in late. Late assignments, unless otherwise indicated by the instructor, will be reduced by 1 (one) letter grade per day for up to 5 (five) days. After 5 (five) days, the late assignment will become a 0 (zero). Extensions are granted at the instructor’s discretion. Extenuating circumstances DO NOT include computer, internet, hardware/software issues or planned vacations.

Discussion Boards:

The **initial** posting for each Discussion Board forum is due no later than Thursday at 11:59pm EST. The two **response** postings are due no later than Sunday at 11:59pm EST. Discussion Board forums end each week on Sunday at 11:59pm EST, unless otherwise indicated. See course schedule for details.

Ten (10) points per day will be deducted for late **initial** discussion board postings, up to 3 days. After the third day late, the student will receive a "zero" for that component of the Discussion Board forum. Late response postings will automatically receive a grade of "zero" due to the inability to interact with peers and/or faculty once the Discussion Board forum has ended.

Assignment Descriptions:

Discussion Boards (10%):

A total of (12) discussion board forums on varied topics are assigned for your participation. You are required to post an original response to the discussion board question/scenario and at least two responses to your classmate’s posts. High-quality, thoughtful, and appropriate responses to the discussion prompts are expected.

Learning Activities (45%):

Learning activities are outlined in Appendix 1.

Final Paper (45%)

Final paper will include revisions and assembly of assignments 1-11 with the addition of an executive summary.

Optional Synchronous Sessions:

Optional synchronous sessions are live video sessions led by the instructor. The sessions are designed to give students and the instructor an opportunity for live, face-to-face interaction to discuss course topics. The sessions will be live and will also be recorded and posted in Blackboard. These sessions are optional, and attendance is not recorded. Attendance at these sessions is not mandatory or worth any percentage of the participation or final grade.

Course Evaluation:

Students are expected to provide feedback on the quality of instruction in this course by completing an online evaluation. Details will be provided before the end of the course, including specific times when the evaluation will be open.

Course Grading:

Letter grades for assignments will be as follows:

A = 100 - 94	D+ = 69-67
A- = 93 – 90	D = 66-64
B+ = 89 - 87	D- = 63-60
B = 86 – 84	F = 59 & below
B- = 83 - 80	
C+ = 79 - 77	
C = 76 - 74	
C- = 73 – 70	

See **Student Handbook** for additional information regarding Grading, Student Standing, and Academic Probation.

Copyright Statement:

COPYRIGHT NOTICE: The Copyright Act (17 U.S.C. § 10) governs the rights attributed to owners of copyrighted work. Under certain circumstances, educational institutions may provide copies of copyrighted works to students. The copies may not be copied nor used for any other purpose besides private study, scholarship, or research. Users should not provide electronic copies of any materials

provided on this course's Blackboard site to unauthorized users. If a user fails to comply with Fair Use restrictions, he/she may be held liable for copyright infringement. No further transmission or electronic distribution is permitted.