COURSE OUTLINE: GER235 - PROPOSAL WRITING

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Course Code: Title	GER235: PROPOSAL WRITING AND RESEARCH
Program Number: Name	3041: GERONTOLOGY
Department:	DEAN, HEALTH & COMM. SERV.
Academic Year:	2024-2025
Course Description:	In this course students will learn how to write research proposals to request funding for new programming to benefit older persons. In addition to recognizing the importance of obtaining required evidence to support funding requests, students will also look at how evidence-based research can be used to strengthen the body of knowledge on aging.
Total Credits:	3
Hours/Week:	3
Total Hours:	42
Prerequisites:	There are no pre-requisites for this course.
Corequisites:	There are no co-requisites for this course.
Vocational Learning Outcomes (VLO's) addressed in this course: Please refer to program web page for a complete listing of program outcomes where applicable.	**3041 - GERONTOLOGY** VLO 2 Apply an evidence based perspective to inform current interventions, senior care plan, navigate and advocate for senior care VLO 3 Consider the availability and effectiveness of community resources and referrals to plan, navigate and advocate for senior care VLO 4 Analyze the strengths and needs of seniors independently or with an inter-professional team to plan, implement and evaluate programs
Essential Employability Skills (EES) addressed in this course:	EES 1 Communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience. EES 2 Respond to written, spoken, or visual messages in a manner that ensures effective communication. EES 4 Apply a systematic approach to solve problems. EES 5 Use a variety of thinking skills to anticipate and solve problems. EES 6 Locate, select, organize, and document information using appropriate technology and information systems. EES 7 Analyze, evaluate, and apply relevant information from a variety of sources. EES 8 Show respect for the diverse opinions, values, belief systems, and contributions of others. EES 9 Interact with others in groups or teams that contribute to effective working relationships and the achievement of goals. EES 10 Manage the use of time and other resources to complete projects. EES 11 Take responsibility for ones own actions, decisions, and consequences.

Course Evaluation:	Passing Grade: 50%,
	A minimum program GPA of 2.0 or higher where program specific standards exist is required for graduation.
Books and Required Resources:	Only FREE Open Educational Resources will be used for this Course/Section. Access information will be supplied by the instructor. The professor will provide links to various open sources and database materials.

Course Outcomes and Learning Objectives:

Course Outcome 1	Learning Objectives for Course Outcome 1
1. Distinguish research from reports and other non-research articles.	1.1 Distinguish between the common use of the term research and the true nature of the research process used in context of an academic setting. 1.2 Use the checklist provided to assist in determining research from non-research articles. 1.3 Provide examples of research and non-research articles on a topic of interest in class exercises. 1.4 Identify various strategies used to obtain information on a topic of research interest. 1.5 Differentiate between anecdotal and scientifically-based research findings.
Course Outcome 2	**Learning Objectives for Course Outcome 2**
2. Identify the fundamental tools for conducting evidence-based research.	2.1 Understand the dynamic and cyclic nature of research in academic settings. 2.2 Differentiate between inductive and deductive reasoning. 2.3 Demonstrate appropriate use of research terminology as it relates to studying a research topic of interest. 2.4 Identify examples of how 6 general research tools play a significant role in a conducting the research project: (a) the library and its resources, (b) computer technology, (c) measurement, (d) statistics, (e) language, and (f) critical thinking. 2.5 Describe steps to explore a research topic in your field of interest. 2.6 Demonstrate how to effectively communicate in writing on your topic of research.
Course Outcome 3	**Learning Objectives for Course Outcome 3**
3. Recognize the importance of conducting a literature review to aid in the development of the research question.	3.1 Understand the role of the literature review for research question refinement. 3.2 Describe several purposes that a review of the literature can serve during the planning phases of a research project. 3.3 Describe best-practice strategies to utilize your library/search time efficiently in reviewing the literature. 3.4 Identify planned use of the five general resources that aim to locate related literature on your topic of interest: (a) the library catalog, (b) on-line databases, (c) reference librarians, (d) Internet search engines, and (e) other researcher`s reference lists.

Course Outcome 4	Learning Objectives for Course Outcome 4
4. Identify how the research question sets the direction for conducting the research process.	4.1 Examine the literature to determine gaps in knowledge in relation to question development in a research topic of interest. 4.2 Identify all components of a research question to aid in determining an appropriate approach for research study. 4.3 Identify assumptions (general and philosophical) that underlie research questions to assist in research process decisions. 4.4 Develop a concept map to explore the components of a research topic as it evolves into a research question for study. 4.5 Identify the goal of a research endeavor in a given scenario based on the set of research questions provided in the exercise. 4.6 Critically scrutinize the planning approach for ones research efforts based on the research questions that reflect the goal for the proposed research study.
Course Outcome 5	Learning Objectives for Course Outcome 5
5. Correctly utilize various research tools to assist in planning a focused research study.	5.1 Demonstrate the use of research informatics to assist in data management of those findings obtained from a limited review of the literature on a topic of research interest. 5.2 Identify the value of a gold standard data collection instrument for use in a focused study on a topic of research interest. 5.3 Differentiate between primary and secondary study findings provided in published research articles. 5.4. Identify resources to consider for researcher use during each of the seven textbook phases of the cyclical research process. 5.5 Compare quantitative, qualitative and mixed methodologies in terms of their ability to best answer the research question/problem/hypothesis proposed for a research study. 5.6 Describe various strategies to enhance both the credibility and generalizability of research findings in a study.
Course Outcome 6	Learning Objectives for Course Outcome 6
6. Appropriately select the research plan that best suits the identified research question.	6.1 Identify research paradigms best associated with selected research questions. 6.2 Identify research methodologies appropriate for use used with each paradigm. 6.3 Differentiate between quantitative and qualitative methodologies in relation to questions/problems on a topic of interest for research study. 6.4 Identify components of a basic descriptive research design that is appropriately matched with its research question. 6.5 Identify components of basic experimental research

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3.5 Recognize the value of both current (within the last 5 years) and seminal research studies (historical) found in the research literature.
3.6 Describe concrete strategies to evaluate, organize, and synthesize literature related to your research topic of interest.

	designs that are appropriately matched with a research question.
	6.6 Identify components of basic quasi-experimental research designs that are appropriately matched with a research question.
	6.7 Identify components of basic qualitative research designs that are appropriately matched with a research question.
	6.8 Identify components of basic mixed method research designs that are appropriately matched with a research question.
	6.9 Critically scrutinize ones research proposal efforts based on the research question that reflects the goal for the proposed research study.

Course Outcome 7	**Learning Objectives for Course Outcome 7**
7. Recognize the importance of research quality for each phase of the research process.	7.1 Identify strategies to improve the rigor of quantitative research studies. 7.2 Identify strategies to improve the rigor of qualitative research studies. 7.3 Differentiate between types of validity and reliability in research studies. 7.4 Ascertain problems with validity and reliability in research assessment strategies. 7.5 Select credible data collection tools that obtain the data required to answer the research question(s) posed in the research study. 7.6 Utilize professional research checklists to assess the quality of a selected process for a research study. 7.7 Employ research strategies that minimize bias in the planning, execution and dissemination of quantitative research studies. 7.8 Include plans for qualitative research bias transparency in qualitative research studies. 7.9 Recognize the opportunity that a pilot study offers for previewing study feasibility as well as quality study components.

Course Outcome 8	**Learning Objectives for Course Outcome 8**
8. Identify all the required components of a formal research proposal.	8.1 Describe the purpose of a research proposal. 8.2 Describe three general characteristics of a formal research proposal. 8.3. Identify strategies for organizing and writing the research proposal. 8.4 Identify common weaknesses in research proposals. 8.5 Identify strategies for effectively revising to strengthen your research proposal. 8.6 Appropriately utilize American Psychological Association (APA) guidelines in writing a research proposal. 8.7 Effectively utilize the research proposal as a basis to support a funding/grant application.

Course Outcome 9	**Learning Objectives for Course Outcome 9**

9. Define the process for transforming a research proposal into a grant funding application.	9.1 Identify all components required for writing a successful grant application. 9.2 Clearly identify written goal and objectives for a grant application. 9.3 Find two potential grant funding resources that match the written goals and objectives for a grant request. 9.4 Demonstrate pre-planning skills by developing a Gantt Chart to outline timelines, actions, and responsible parties for grant activities. 9.5 Use a spreadsheet to document the direct and indirect costs presented in the budget component of your grant application. 9.6 Prepare an evidence-based evaluation component in a ROI (return on investment) context. 9.7 Develop a written statement plan for sustainability of a proposed grant request.
Course Outcome 10	**Learning Objectives for Course Outcome 10**
10. Understand the important role that ethics plays in all phases of the research/grant application process.	10.1 Define ethics and its role in relation to current law for protection of human subjects identified in all types of research and grant activities. 10.2 Complete the Tri-Council Protection of Human Subject Modules to assist in identifying potential risks for human subjects in research studies. 10.3 Link the role of ethical compliance in relation to individual researcher/grant writer integrity as well as the integrity of the larger system to which individuals are associated. 10.4 Regularly utilize standard ethical checklists in reviewing all components of research proposals/grants to critically scrutinize planning efforts formatively. 10.5 Explore strategies to manage transparency of various types of potential ethical issues for research study, grant applications, follow-up reports, resource utilization, and dissemination of findings. 10.6 Employ evidence-based efforts in all phases of the research/grant application process.

Evaluation Process and Grading System:

Evaluation Type	Evaluation Weight
Exams/Tests	50%
Practice Activities	25%
Presentation/Project	25%

Date: August 19, 2024

Addendum: Please refer to the course outline addendum on the Learning Management System for further information.