



SWOK 4685-110- CRN 60015
Social Work Field Placement II
Bachelor of Social Work Program

Semester:	Summer
Meeting Time/Place:	This course meets face-to-face Mondays and Wednesdays from 5:00pm-7:30pm, in WH 312; supplemental materials made available online through the A&M-Central Texas Canvas Learning Management System [https://tamuct.instructure.com/]
Instructor:	Vené C. Baggett, MSW, LMSW, ACUE- Associate Lecturer/Field Coordinator
Office	Office - 254-501-5947; Cell - 254-981-4545; Email - vcbaggett@tamuct.edu
Phone & E-Mail:	Tuesdays/Thursdays 9:30-11:00AM; Wednesdays 9:30-11:30 AM & 2:00-4:00pm. Virtual appointments can also be scheduled during office hours. Field students will have access to me 24 hours a day via my cell phone in case of emergencies.

Generalist Social Work Practice: Work with individuals, families, groups, communities, and organizations in a variety of social work and host settings. Generalist practitioners view clients and client systems from a strength's perspective to recognize, support, and build upon the innate capabilities of all human beings. They use a professional problem-solving process to engage, assess, broker services, advocate, counsel, educate, and organize with and on behalf of clients and client systems. In addition, generalist practitioners engage in community and organizational development. Finally, generalist practitioners evaluate service outcomes to continually improve the provision and quality of services most appropriate to client needs. Generalist social work practice is guided by the NASW Code of Ethics and is committed to improving the well-being of individuals, families, groups, communities and organizations and furthering the goals of social justice.

Emergency Warning System for Texas A&M University-Central Texas

SAFEZONE. SafeZone provides a public safety application that gives you the ability to call for help with the push of a button. It also provides Texas A&M University-Central Texas the ability to communicate emergency information quickly via push notifications, email, and text messages. All students automatically receive email and text messages via their myCT accounts.

Downloading SafeZone allows access to push notifications and enables you to connect directly for help through the app.

You can download SafeZone from the app store and use your myCT credentials to log in. If you would like more information, you can visit the [SafeZone](http://www.safezoneapp.com) website [www.safezoneapp.com].



To register SafeZone on your phone, please follow these 3 easy steps:

1. Download the SafeZone App from your phone store using the link below:
 - o [iPhone/iPad](https://apps.apple.com/app/safezone/id533054756): [https://apps.apple.com/app/safezone/id533054756]
 - o [Android Phone / Tablet](https://play.google.com/store/apps/details?id=com.criticalarc.safezoneapp)
[https://play.google.com/store/apps/details?id=com.criticalarc.safezoneapp]
2. Launch the app and enter your myCT email address (e.g. {name}@tamuct.edu)
3. Complete your profile and accept the terms of service

For updates on COVID information, please monitor the University [website](https://www.tamuct.edu/covid19/)
[https://www.tamuct.edu/covid19/]

COURSE INFORMATION

Course Overview and description

Field II (6 hours) --- Field II is a continuation of Field I with an emphasis on the generalist social work practice and the interrelationships among human behavior, social policy, research, and practice. Hence, the Field II experience emphasizes identifying as an entry-level social work practitioner and identifying and developing macro interventions that will benefit the agency and clients. The course continues to provide students with an opportunity to explore issues related to social work practice and the interaction between micro, mezzo, and macro systems and interventions. The course content focuses on exploration of issues that occur at this level of the field placement site as well as additional topics of interest for future social workers. Ethical issues, use of supervision, and decision--- making skills continue to be honed. A minimum of 225 hours is required to be completed and participation in a three hour per week seminar (in regular semesters) and five hour per week seminar (in the summer). Practice behaviors assessed include a continued evaluation of 31 practice behaviors that define the 9 CSWE Core Competencies.

Course Objectives

The objectives for this course, that support the CSWE related practice behaviors, are:

1. Demonstrate the ability to apply the scope of social work practice for a BSW as defined by the Texas State Health Services Board of Social Work Examiners.
2. Apply a working knowledge of community resources to formulate an individualized case plan to assist clients on all three levels of practice.
3. Demonstrate an ability to identify as a professional social worker and adopt a professional role and demeanor by assuming responsibility to meet agency and class work standards, by behaving appropriately toward clients and colleagues, and by adhering to the Social Work Code of Ethics and the field placement agency code of conduct.



4. Demonstrate effective communication skills by organizing information effectively in oral and written forms to fulfill class assignments and to complete documentation required by the field placement agency.
5. Demonstrate self-awareness in terms of knowledge of their own strengths and weaknesses, their reactions to authority, conflict, and stress, and demonstrate awareness and control of prejudices, biases, and stereotypes when working with people.
6. Demonstrate the knowledge and ability to practice with diverse client systems to conduct an assessment, develop an intervention plan that identifies objectives and appropriate interventions, work toward those objectives, and evaluate outcomes.
7. Demonstrate the ability to engage in research-informed practice within the agency, utilizing the “best practice” information available.
8. Apply knowledge acquired to demonstrate an understanding and application of behavioral and practice theories and will continue to apply critical thinking skills in the assessment, intervention, and evaluation of work with clients and systems. This will include an application of their knowledge of human behavior and the social environment.
9. Understand and develop a respect for the positive value of diversity and global interconnections, with an awareness of the problems, issues, and strengths of all contexts of human diversity including but not limited to age, gender, sexual orientation, and socioeconomic status. Whenever possible, they will work to advance human rights and social, environmental, and economic justice within the framework of field placement agency policy and guidelines.

Academic Integrity

Texas A&M University -Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Academic integrity is defined as a commitment to honesty, trust, fairness, respect, and responsibility. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. Academic misconduct is any act that improperly affects a true and honest evaluation of a student’s academic performance and includes, but is not limited to, cheating on an examination or other academic work, plagiarism and improper citation of sources, using another student’s work, collusion, and the abuse of resource materials. All academic misconduct concerns will be reported to the university’s Office of Student Conduct. Ignorance of the university’s standards and expectations is never an excuse to act with a lack of integrity. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action.



Program Framework

The Social Work Program curriculum is rooted in a framework established by the Council on Social Work Education (CSWE). Specifically, the program endeavors to develop social workers who promote human and community well-being by being able to demonstrate the following 9 core competencies upon graduation:

Competency 1: Demonstrate Ethical and Professional Behavior

Competency 2: Engage Diversity and Difference in Practice

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

Competency 4: Engage in Practice-informed Research and Research-informed Practice

Competency 5: Engage in Policy Practice

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Each core competency has specific, measurable practice behaviors that help students, and their professors determine if the competency has been achieved. The complete list of practice behaviors can be found by reviewing the student handbook.

COURSE REQUIREMENTS

Course Objectives & Related CSWE Practice Behaviors

The following table shows the relationship between: A) the course objectives, B) the CSWE related competency, and C) the assignments used to assess your ability to fulfill the objective related to the practice behavior:

A. Objectives <i>(By the completion of the course, it is expected that you will be able to...)</i>	B. CSWE Related Competency <i>(This is the practice behavior that objective supports)</i>	C. Course Assignments <i>(This is the assignment used to assess your ability to fulfill the objective related to the practice behavior)</i>
1. Demonstrate the ability to apply the scope of social work practice for a BSW as defined by the Texas State	1.c	<ul style="list-style-type: none"> • Field Practicum • Field Evaluation of Students (FIRS) • Learning Contract • Competency Assignments



Health Services Board of Social Work Examiners.		<ul style="list-style-type: none">• Oral Journals
2. Apply a working knowledge of community resources to formulate an individualized case plan to assist clients on all three levels of practice.	1a	<ul style="list-style-type: none">• Field Practicum• Field Evaluation of Students (FIRS)• Oral Journals• Learning Contract
3. Demonstrate an ability to identify as a professional social worker and adopt a professional role and demeanor by assuming responsibility to meet agency and class work standards, by behaving appropriately toward clients and colleagues, and by adhering to the Social Work Code of Ethics and the field placement agency code of conduct.	1a	<ul style="list-style-type: none">• Field Practicum• Field Evaluation of Students (FIRS)• Learning Contract• Oral Journals• Course engagement
4. Demonstrate effective communication skills by organizing information effectively in oral and written forms to fulfill class assignments and to complete documentation required by the field placement agency.	1c	<ul style="list-style-type: none">• Field Practicum• Field Evaluation of Students (FIRS)• Learning Contract• Course engagement
5. Demonstrate self-awareness in terms of knowledge of their own strengths and weaknesses, their reactions to authority, conflict, and stress, and demonstrate awareness and control of prejudices, biases, and	2 a 2b 2c 3	<ul style="list-style-type: none">• Field Practicum• Field Evaluation of Students (FIRS)• Learning Contract• Oral Journals• Course engagement



stereotypes when working with people.		
6. Demonstrate the knowledge and ability to practice with diverse client systems in order to conduct an assessment, develop an intervention plan that identifies objectives and appropriate interventions, work toward those objectives, and evaluate outcomes.	6 a 6b 8d	<ul style="list-style-type: none">• Field Practicum• Field Evaluation of Students (FIRS)• Learning Contract• Oral Journals• Course engagement
7. Demonstrate the ability to engage in research-informed practice within the agency, utilizing the “best practice” information available.	4 a 4b	<ul style="list-style-type: none">• Field Practicum• Field Evaluation of Students (FIRS)• Oral Journals• Learning Contract
8. Apply knowledge acquired to demonstrate an understanding and application of behavioral and practice theories and will continue to apply critical thinking skills in the assessment, intervention, and evaluation of work with clients and systems. This will include an application of their knowledge of human behavior and the social environment.	7a 8b 9b, c and d	<ul style="list-style-type: none">• Field Practicum• Field Evaluation of Students (FIRS)• Learning Contract• Oral Journals• Course engagement



<p>9. Understand and develop a respect for the positive value of diversity and global interconnections, with an awareness of the problems, issues, and strengths of all contexts of human diversity including but not limited to age, gender, sexual orientation, and socioeconomic status. You will work to advance human rights and social, environmental and economic justice within the framework of field placement agency policy and guidelines.</p>	<p>5a 5b 5c 3</p>	<ul style="list-style-type: none">• Field Practicum• Field Evaluation of Students (FIRS)• Learning contract• Course engagement
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This course has no required textbook. Reading assignments will be placed on electronic reserve at the University Library or will be placed on Canvas. Students are expected to read and be prepared to discuss the content with the class. Additional materials and/or instructions for the upcoming week will be determined by the instructor as needed.

Suggested reading:

- [NASW Code of Ethics](#)
- [Texas Board of Social Work Examiners webpage](#)
- [NASW Guidelines for Social Work Safety in the Workplace](#)
- [NASW Standards for Cultural Competence in Social Work Practice](#)
- [Indicators for the Achievement of the NASW Standards for Cultural Competence in Social Work Practice](#)
- [Social Work Practice](#)
- [NASW Standards for Social Work Case Management](#)
- [NASW Best Practice Standards in Social Work Supervision](#)
- [Council on Social Work Education](#) – Core Competencies



Grading Criteria Rubric and Conversion

Field Practicum Assignments

Learning Contract	250 points	25%
Midterm and Final Evaluation	200 points	20%

Field Seminar Assignments

Group Macro Project	275 points	27.5%
Competency Papers (7@ 25 points)	175 points	17.5%
Oral Field Journals (4 @ 25 points)	100 points	10%

Total Points	1000 points	100%
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Points and Corresponding Grades:

900-1000 = A 800-899= B 700-799 = C 600-699 = D Less than 600 = F

All citations for references used in written work and all reference lists must follow the American Psychological Association Manual, 7th Edition (2019). Failure to cite a reference or follow the APA guidelines will affect your grade.

Posting of Grades

Grades will be posted no later than one week after it is due. All grades will be posted on the Canvas Grade book where you can monitor status.

Grading Policies

Life happens. When it does, it is best to communicate with me as soon as possible if an assignment will be late. Work turned in less than 12 hours after the due date will receive full credit. Failure to submit your assignments on the assigned date will result in a 10-point deduction for the first day and a 5-point deduction for each day after the posted deadline. No papers or postings will be accepted more than one week past the assigned due date.

Course Assignments

The following activities will be completed during the semester:

Macro group project will be explained in depth during class. (See pages 28-30 for brief description.)

Oral Field Journals: (4 @ 25 pts each)

Learning to be concise and succinct are important skills for social workers. Each student will discuss an event that occurred in their field internship. The focus should be on examining all the ways in which the field placement experience is helping the student grow and develop as a



social work professional, as well as increasing understanding of the theoretical frameworks that are being used in your field activities. For this assignment, you are required to:

- Briefly outline an event that your agency hosted or participated in
- Discuss one theory that applied to this event. Include why this theory was appropriate for this interaction.
- Describe skills and feelings related to the event.
- Because of this experience, what are your future goals and/or strategies to help continue your professional growth?

You will have 5 minutes to outline the event It is advised to prepare in advance; rehearsing with a clock to make sure that you can complete the presentation with all the required information before the time runs out.

Learning Contract Competency Papers (7 @ 25 points each – 175 points total)

Each week, we will review one of the 9 CSWE competencies with the class in depth. You will share your knowledge of that weeks’ competency by writing a 1-2-page paper on that competency(ies). The paper will include how you met each of the corresponding practice behaviors in your field placement. The paper should include:

- Brief competency summary (in your own words)
- A brief summary of a peer-review article that supports the activity(ies) related to the competency.
- How the information will support your professional career

Someone not familiar with social work could understand and make the connections of how each behavior aligns with your activity. These will be graded on content and grammar using APA 7th edition guidelines.

COURSE OUTLINE AND CALENDAR

Date	Description
6/5	Review Syllabus; “What I Want to Learn” Worksheet Discuss Learning Contract Overview - Oral Exam Oral Exam Prep – Competency 1
6/7	Macro practice – Community Connections (Literacy Program) Oral Exam Prep – Competency 1 (continued)
6/11	Timesheets and supervision notes due by 11:59pm
6/12 – via WebEX	Oral journals – beginning of class Oral Exam Prep - Competency 2 Competency 1 paper due



6/14	Oral Exam Prep – Competency 2 (continued) Common Theories (Part 1) Group Macro Project- Grant Writing
6/18	Timesheets and supervision notes due by 11:59pm
6/19	Juneteenth Holiday
6/21	Oral Exam Prep - Competency 3 Spirituality, and other potential dilemmas for social workers Current events- Here's what's in the debt ceiling deal CNN Politics Competency 2 paper due
6/25	Timesheets and supervision notes due by 11:59pm
6/26	Oral journals – beginning of class Oral Exam Prep - Competency 4 Group Macro Project- Grant Writing Competency 3 paper due
6/28	Review “What I Want to Learn” worksheet Oral Exam Prep - Competency 4 (continued) Common theories (Part 2) – (continued) Midterm evaluations will be sent this week.
7/2	Timesheets and supervision notes due by 11:59pm
7/3	July 4th Holiday - tentative
7/5	Review of Competencies 1-5; Questions Common theories (Part 3) Oral Exam Prep - Competency 6 Competency 4 paper due Be on the lookout for Exit Surveys and Oral Exam Sign-ups
7/9	Midterm evaluation, timesheets, supervision notes due by 11:59pm
7/10	Oral journals Oral Exam Prep - Competency 7 Group Project Work Competencies 5 & 6 paper due
7/12	Oral Exam Prep - Competency 7 (Continued) Group Macro Project- Grant Writing
7/16	Timesheets and supervision notes due by 11:59pm
7/17	Review of Competencies 1-7; Competency 8 & 9 Current Events- TBD Competency 7 paper due
7/19	Review of Competencies Future planning (steps to graduate school, licensure, employment, loan forgiveness, etc....)
7/23	Timesheets and supervision notes due by 11:59pm



7/24	Oral journals Discuss implications of terminating from Field settings Competencies 8 & 9 paper due
7/26	Current events – TBD Self-Care/ Signs of Burnout
7/30	Timesheets and supervision notes due by 11:59pm
7/31	The Licensure Exam, ASWB Exam Practice Test Questions Current Events - TBD Learning Contract due Final evaluations sent this week
8/2	Group Macro Presentations
8/6	Timesheets and supervision notes due by 11:59pm
8/7	Group Macro Presentations
8/9	Field Family Fun Day
8/9	FINAL TIMESHEETS AND SUPERVISION NOTES DUE by 12PM

***Professor reserves the right to amend this syllabus at any time.**

Important University Dates

<https://www.tamuct.edu/registrar/academic-calendar.html>

TECHNOLOGY REQUIREMENTS AND SUPPORT

This course will use the A&M-Central Texas Instructure Canvas learning management system. We strongly recommend the latest versions of Chrome, Firefox, Edge, or Safari browsers. Canvas will run on Windows, Mac, Linus, iOS, android, or any other device with a modern web browser. **Canvas no longer supports any version of Internet Explorer.** Logon to A&M-Central Texas Canvas [<https://tamuct.instructure.com/>] or access Canvas through the TAMUCT Online link in myCT [<https://tamuct.onecampus.com/>] by clicking on the “TAMUCT Online Canvas” tile. You will then log in through our Microsoft portal.

Username: Your MyCT email address. Password: Your MyCT password

Canvas Support

Use the Canvas Help tab, located at the bottom of the left-hand menu, for issues with Canvas. You can search the support articles or use the Email, Call, or Chat buttons at the bottom of the support pop-up to contact the Canvas Help Desk. For issues related to course content and requirements, contact your instructor.



Online Proctored Testing

A&M-Central Texas uses Proctorio for online identity verification and proctored testing. This service is provided at no direct cost to students. If the course requires identity verification or proctored testing, the technology requirements are: Any computer meeting the minimum computing requirements, plus web camera, speaker, and microphone (or headset). Proctorio requires use of the Chrome web browser with their custom plug in installed.

Other Technology Support

For log-in problems, students should contact Help Desk Central, 24 hours a day, 7 days a week

Email: helpdesk@tamu.edu

Phone: (254) 519-5466

[Web Chat](http://hdc.tamu.edu): [<http://hdc.tamu.edu>]

Please let the support technician know you are an A&M-Central Texas student.

UNIVERSITY RESOURCES, PROCEDURES, AND GUIDELINES

Academic Accommodations

At Texas A&M University-Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to a barrier-free education. The Warrior Center for Student Success, Equity and Inclusion is responsible for ensuring that students with a disability receive equal access to the university's programs, services and activities. If you believe you have a disability requiring reasonable accommodations, please contact the Office of Access and Inclusion, WH-212; or call (254) 501-5836. Any information you provide is private and confidential and will be treated as such.

For more information, please visit our [Access & Inclusion](https://tamuct.instructure.com/courses/717) Canvas page (log-in required) [<https://tamuct.instructure.com/courses/717>]

Academic Integrity

Texas A&M University-Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. All academic misconduct concerns will be referred to the Office of Student Conduct. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action.

For more [information regarding the student conduct process](https://www.tamuct.edu/student-affairs/student-conduct.html), [<https://www.tamuct.edu/student-affairs/student-conduct.html>].

If you know of potential honor violations by other students, you may [submit a referral](https://cm.maxient.com/reporting.php?TAMUCentralTexas), [<https://cm.maxient.com/reporting.php?TAMUCentralTexas>].

Drop Policy

If you discover that you need to drop this class, you must complete the [Drop Request](#) Dynamic



Form through Warrior Web.

[<https://federation.ngwebsolutions.com/sp/startSSO.ping?PartnerIdId=https://eis-prod.ec.tamuct.edu:443/samlSso&SpSessionAuthnAdapterId=tamuctDF&TargetResource=https%3a%2f%2fdynamicforms.ngwebsolutions.com%2fSubmit%2fStart%2f53b8369e-0502-4f36-be43-f02a4202f612>].

Faculty cannot drop students; this is always the responsibility of the student. The Records and Admissions Office will provide a deadline on the Academic Calendar for which the form must be completed. Once you submit the completed form to the Records and Admissions Office, you must go into Warrior Web and confirm that you are no longer enrolled. If you still show as enrolled, FOLLOW-UP with the Records and Admissions Office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the drop deadline or fail to follow the procedure, you will receive an F in the course, which may affect your financial aid and/or VA educational benefits.

Pregnant and/or Parenting Students Rights and Accommodations

A&M-Central Texas supports students who are pregnant, experiencing pregnancy-related conditions, and/or parenting. In accordance with requirements of [Title IX and related guidance from US Department of Education's Office of Civil Rights](#), the Associate Dean in the Division of Student Affairs, (254) 501-5909, can assist students who are pregnant, experiencing pregnancy-related conditions, and/or parenting by provide flexible and individualized reasonable accommodations. Students should seek out assistance as early in the pregnancy as possible through the [Pregnancy & Parenting webpage](#) [<https://www.tamuct.edu/student-affairs/pregnant-and-parenting-students.html>]. For more information, please visit [Student Affairs](#) [<https://www.tamuct.edu/student-affairs/pregnant-and-parenting-students.html>]. If you would like to read more about these [requirements and guidelines](#) online, please visit the website [<http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf>]. [Title IX of the Education Amendments Act of 1972](#) specifically prohibits discrimination against a student based on pregnancy, childbirth, false pregnancy, termination of pregnancy, or recovery from any of these conditions [<https://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.html>].

Students experiencing any form of discrimination due to any of these conditions are encouraged to reach out to the Title IX Coordinator, 254.519.5716, titleix@tamuct.edu, Founders Hall 317B, or the Associate Dean of Student Affairs, 254.501.5909, Warrior Hall 105.

Title IX Rights and Reporting Responsibilities

A&M-Central Texas is committed to creating a safe and open learning environment for all students. If you or another student has experienced any form of gender discrimination or sexual misconduct, including sexual harassment, sexual assault, dating/domestic violence, and/or sex-based stalking, help and support are available. Our university strongly encourages all members of our campus community to report incidents and seek support for gender discrimination and sexual misconduct through the Title IX Office. You may contact the Title IX Office at 254.519.5716, titleix@tamuct.edu, Founders Hall 317B, or learn more by visiting



the [Title IX webpage](https://www.tamuct.edu/compliance/titleix.html) [https://www.tamuct.edu/compliance/titleix.html].

Please be aware that that under [Title IX](#), [Texas Senate Bill 212](#), and [System Regulation 08.01.01](https://policies.tamus.edu/08-01-01.pdf), [https://policies.tamus.edu/08-01-01.pdf] all university employees are mandated reporters and are required to disclose information about suspected or alleged violations as listed above and defined in System Regulation 08.01.01. If the Title IX Office receives information about an incident, they will reach out to offer information about resources, rights, and procedural options as a member of the campus community. Although I have an obligation to report, you will, in most cases, control how your case will be handled. When working with the Title IX Office you will have access to resources and accommodations but also have the opportunity to express if you wish to move forward with an investigation. Our goal is to make sure you are aware of the options available to you as a student. Community members are not required to respond to this outreach.

If you or another student wishes to speak to a confidential employee who does not have this reporting responsibility, you can contact the [Student Wellness & Counseling Center](https://www.tamuct.edu/student-affairs/student-counseling.html), [https://www.tamuct.edu/student-affairs/student-counseling.html], 254.501.5955, or swacc@tamuct.edu, located in Warrior Hall Room 207L or the Student Support Advocate, 254.501.5978 or ssa@tamuct.edu, located in founder Hall Room 317D.

Tutoring and Success Coaching

Tutoring and success coaching services are available to all A&M-Central Texas students, both virtually and in-person.

To schedule tutoring sessions or view tutor availability, please contact Warriorcenter@tamuct.edu or visit Warrior Hall, 111.

If you have questions about these or other academic support services or are interested in becoming a tutor, please contact the Warrior Center for Student Success, Equity and Inclusion at (254) 501-5836, email us at WarriorCenter@tamuct.edu. You are welcome to visit the Warrior Center at Warrior Hall, suite 212.

Chat live with a remote tutor 24/7 for almost any subject from on your computer! Tutor.com is an online tutoring platform that enables A&M-Central Texas students to log in and receive online tutoring support at no additional cost. This tool provides tutoring in over 40 subject areas except writing support. Access Tutor.com through Canvas.

University Library & Archives

The University Library & Archives provides many services in support of research across campus and at a distance. We offer over 350 electronic databases containing approximately 631,525 eBooks and 75,149 journals, in addition to the 97,443 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at A&M-Central Texas are available through our website to help students navigate these resources. On campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders.

Research assistance from a librarian is also available 24 hours a day through our online chat



service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance, and may take place virtually through WebEx, Microsoft Teams or in-person at the library. [Schedule an appointment here](https://tamuct.libcal.com/appointments) [https://tamuct.libcal.com/appointments]. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments.

Our 27,000-square-foot facility on the A&M-Central Texas main campus includes student lounges, private study rooms, group workspaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library frequently offers workshops, tours, readings, and other events. For more information, please visit our [Library website](https://tamuct.libguides.com/index) [https://tamuct.libguides.com/index]

University Writing Center

University Writing Center: For the summer semesters, all University Writing Center (UWC) tutoring services are entirely online. The hours of operation are from 10:00 a.m.-4:00 p.m. Monday through Thursday with additional hours Monday through Thursday nights from 6:00-9:00 p.m. The UWC is also offering hours from 12:00-3:00 p.m. on Saturdays.

Tutors are prepared to help writers of all levels and abilities at any stage of the writing process. While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. By providing a practice audience for students' ideas and writing, our tutors highlight the ways in which they read and interpret students' texts, offering guidance and support throughout the various stages of the writing process. In addition, students may work independently in the UWC by checking out a laptop that runs the Microsoft Office suite and connects to WIFI, or by consulting our resources on writing, including all of the relevant style guides. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the UWC is here to help!

Students may arrange a one-to-one session with a trained and experienced writing tutor by making an appointment via [WCOonline](https://tamuct.mywconline.com/) [https://tamuct.mywconline.com/]. In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu if you have any questions about the UWC, need any assistance with scheduling, or would like to schedule a recurring appointment with your favorite tutor.

OTHER POLICY STATEMENTS

A Note about Sexual Violence at A&M-Central Texas

Sexual violence is a serious safety, social justice, and public health issue. The university offers support for anyone struggling with these issues. University faculty are mandated reporters, so if someone discloses that they were sexually assaulted (or a victim of Domestic/Dating Violence



or Stalking) while a student at TAMUCT, faculty members are required to inform the Title IX Office. If you want to discuss any of these issues confidentially, you can do so through Student Wellness and Counseling (254-501-5955) located on the second floor of Warrior Hall (207L). Sexual violence can occur on our campus because predators often feel emboldened, and victims often feel silenced or shamed. It is incumbent on ALL of us to find ways to actively create environments that tell predators we don't agree with their behaviors and tell survivors we will support them. Your actions matter. Don't be a bystander; be an agent of change. For additional information on campus policy and resources visit the [Title IX webpage](https://www.tamuct.edu/compliance/titleix.html) [<https://www.tamuct.edu/compliance/titleix.html>].

Behavioral Intervention

Texas A&M University-Central Texas cares about the safety, health, and well-being of its students, faculty, staff, and community. If you are aware of individuals for whom you have a concern, please make a referral to the Behavioral Intervention Team. Referring your concern shows you care. You can complete the [referral](https://cm.maxient.com/reporting.php?TAMUCentralTexas) online [<https://cm.maxient.com/reporting.php?TAMUCentralTexas>].

Anonymous referrals are accepted. Please see the [Behavioral Intervention Team](https://www.tamuct.edu/bit) website for more information [<https://www.tamuct.edu/bit>]. If a person's behavior poses an imminent threat to you or another, contact 911 or A&M-Central Texas University Police at 254-501-5805.

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CODE OF CONDUCT

As a Field II student,

1. You are expected to exhibit behaviors which align with the National Association of Social Workers (NASW) Code of Ethics, TAMUCTs Code of Conduct, and the Social Work Program class policies. It is the goal of the Field Coordinator to hold you accountable to those professional behaviors as social work interns and future generalist social workers. Unethical behaviors or concern can result in potential removal from a field placement. A student intervention plan will be implemented if certain behaviors persist. A TAMUCT Social Work faculty member will be assigned to help provide additional supervision and report any concerns to the Field Coordinator.
2. You are strongly encouraged to engage in discussion in a respectful and appropriate manner. It is expected that students will not speak to/hold conversations with/pass notes to other students, use cell phones, or engage in other types of unprofessional behaviors once class has begun. Talking during lecture, out of turn, or while other students are talking is disruptive to the learning environment, disrespectful to peers, and unprofessional in demeanor. This includes avoidance of the use of language that degrades women, people of color, gays, lesbians, bisexuals, transgendered, and other diverse and at-risk populations. All students are expected to display the utmost respect for all people, regardless of differences.
3. To support the academic learning environment, please refrain from sharing personal information in class that will not support/add significantly to the class discussion. Sharing of personal stories and/or issues that are not related to the topic can distract class learning and limit knowledge sharing by the professor and other students. In this regard, please note that the professor reserves the right to redirect/limit such conversations in class unless students are expressly asked to share such information by the instructor.
4. Any student who violates class and/or university policies regarding Academic Honesty will be sanctioned according to the University and program guidelines. More information on university policies can be found at www.ct.tamus.edu/studentconduct. A copy of the University's policy is also located at the end of this syllabus.

Special Considerations for Field Placement

During your field placement, you will be a representative of Texas A&M University-Central Texas and the field placement agency. Your conduct and performance will reflect on both of these institutions. You are expected to conform to acceptable standards of dress, professionalism, and courtesy to your supervisors, your fellow workers, staff members of the agency, and your clients. You are to abide by the policies and regulations of the field placement



agency. You are to be present at your field placement agency according to your established schedule, viewing it as a professional job even though you are not receiving a salary. Your responsibilities as well as those of your field agency supervisor and field seminar professor are detailed in the [Texas A&M University-Central Texas Social Work Program Field Instruction Manual](#). You are expected to be familiar with and to abide by the policies and procedures contained in that manual. In addition, please note the following:

1. Field is your opportunity to learn social work in a real agency setting with real clients who are dealing with real-life stresses and situations. Make the best use of this opportunity that you can. Every agency and every placement will be different. Instead of worrying about what other students are doing or not doing, focus on learning the most you possibly can from your agency placement.
2. You are in your field placement as a learner. You are not expected to know everything when you enter your agency. You are expected to have some skills, abilities and social work values, but mainly supervisors want you to be willing and eager to learn as you go. Part of this learning will involve you receiving feedback and constructive criticism from your field agency supervisor. Do not try to avoid feedback; rather, try to listen non-defensively, consider carefully, and make changes in your behavior and attitudes based on the feedback. This skill is called the “ability to make effective use of supervision” and is an important aspect of being a social worker. Your supervisor will assign tasks for you based on his/her judgment of the best way for you to learn. For example, you may feel you are ready to run a group, but your supervisor may want to watch you at simpler tasks first. Don’t be too quick to assume that you are an expert at simple tasks; most of us have much to learn. If your supervisor has concerns about letting you take on additional responsibilities, you need to talk with them about this and accept their feedback about ways in which you need to improve your work performance to show that you are ready to carry more responsibility.
3. During your field placement you will be expected and encouraged to ask questions to facilitate your learning process. It is extremely unlikely that your own ideas regarding “how things ought to be run” will be of sufficient merit to justify immediate implementation. However, do not hesitate to share your ideas with your field agency supervisor, who will listen and be interested. It may be that your ideas will warrant serious consideration by the agency in due time. Keep in mind that the people with whom you are working have more experience than you do.
4. Occasionally you may need to spend some time in your agency working on a written field assignment because you need to talk with your field supervisor and/or other agency staff to get information for those assignments. This will be true of your agency analysis, your learning objectives, and your process recording. However, do NOT go to your agency and tell your field supervisor that you can’t do any field activities that day because you want to



spend the day writing one of your papers. The time you spend within the agency is valuable for the opportunities it offers, and you need to show willingness and enthusiasm for maximizing those opportunities. When there is a slow period at the agency, your field supervisor will probably be willing to let you work on schoolwork; but let this be a fallback activity, not something you insist on.

5. Realize that you are developing your reputation as a social worker in your field placement. When you go to apply for a job after graduation, future employers will be very interested in hearing what your field agency supervisor thought of your work (and they will be much less interested in your GPA). They will want to know not only about your social work skills, but also about your work ethic, your ability to get along with co-workers, your promptness and dependability, your enthusiasm and concern for clients, and your ability to accept supervision and criticism and to fulfill your responsibilities.
6. Do not enter into personal relationships with clients. Do not make promises to clients to provide favors or special treatment during field placement or afterwards. Do not join with clients in any criticism of the practice setting to which you are assigned. Do not make arrangements to meet with clients away from the agency after working hours. Do not allow a client to come to your home. **NEVER TRANSPORT A CLIENT IN YOUR PERSONAL VEHICLE; THIS IS STRICTLY PROHIBITED. IF YOUR FIELD SUPERVISOR ASKS YOU TO DO THIS, EXPLAIN THAT YOU ARE NOT ALLOWED TO AND REFER THEM TO THE FIELD SEMINAR PROFESSOR.**
7. Keep confidences as you would in any professional situation. Do not discuss the affairs of the agency with the general public. Say nothing that will identify any individual client, employee, or situation. The information you discuss with your field agency supervisor and/or your field seminar professor is confidential in nature, as is information discussed in field seminar classes regarding your field placement activities. All students who attend the Field Seminar are expected to keep what is discussed there strictly confidential.
8. Students may be removed from a field placement and/or receive a failing grade in this class for a serious or repeated violation(s) of these expectations, of the student's responsibilities, of the ethics of the social work profession or of the policies of the agency.
9. Students are expected to complete a total of 225 hours during the semester at their field placement agency in order to pass the course. This averages to be slightly less than 23 hours per week. The student is responsible for making an agreeable schedule with his/her agency supervisor.



Use of Technology in the Field:

The Internet has created the ability for students and social workers to communicate and share information quickly and to reach millions of people easily. Participating in social networking and other similar Internet opportunities can support a students' personal expression, enable individual social workers to have a professional presence online, foster collegiality and camaraderie within the profession, provide opportunity to widely advocate for social policies and other communication. Social networks, blogs, and other forms of communication online also create new challenges to the social worker-client relationship. Students should weigh a number of considerations when maintaining a presence online:

- Students should be cognizant of standards of client privacy and confidentiality that must be maintained in all environments, including online, and must refrain from posting identifiable client information online or conducting searches using client information.
- When using the Internet for social networking, students should use privacy settings to safeguard personal information and content to the extent possible, but should realize that privacy settings are not absolute and that once on the Internet, content is likely there permanently. Thus, students should routinely monitor their own Internet presence to ensure that the personal and professional information on their own sites and, to the extent possible, content posted about them by others, is accurate and appropriate.
- Students should never interact with clients, co-workers, or supervisors via social media. Students must maintain appropriate boundaries of the social worker-client relationship in accordance with professional ethical guidelines, just as they would in any other context.
- To maintain appropriate professional boundaries students should consider separating personal and professional content online. Should a client seek out a student online, the student should direct the client with the student's professional contact information.
- Students must recognize that actions online and content posted may negatively affect their reputations among clients and colleagues, may have consequences for their social work careers and can undermine public trust in the social work profession.

(Adopted from the American Medical Association, 2010)



TAMUCT BSW Learning Contract

Learning contracts are a road map for student mastery of the practice behaviors necessary for competent generalist social work practice. Not only does the learning contract provide a guide to navigate the semester's learning it also serves as an agreement between the student, the agency and the Social Work Program. The student and agency field instructor work together to identify and select which activities are relevant and appropriate in that agency setting. In addition to selecting the learning activities, identify the specific methods or tasks that will be used to ensure that the student has successfully demonstrated their ability to complete the learning activity.

If the student is unable to meet the objectives of the learning contract either the agency field practicum supervisor or the student should notify the field practicum coordinator to discuss alternatives.

Competency 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant policies, laws, and regulations that may affect practice with individuals, families, groups, organizations, and communities. Social workers understand that ethics are informed by principles of human rights and apply them toward realizing social, racial, economic, and environmental justice in their practice. Social workers understand frameworks of ethical decision making and apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize and manage personal values and the distinction between personal and professional values. Social workers understand how their evolving worldview, personal experiences, and affective reactions influence their professional judgment and behavior. Social workers take measures to care for themselves professionally and personally, understanding that self-care is paramount for competent and ethical social work practice. Social workers use rights-based, antiracist, and anti-oppressive lenses to understand and critique the profession's history, mission, roles, and responsibilities and recognize historical and current contexts of oppression in shaping institutions and social work. Social workers understand the role of other professionals when engaged in interprofessional practice. Social workers recognize the importance of lifelong learning and are committed to continually updating their skills to ensure relevant and effective practice. Social workers understand digital technology and the ethical use of technology in social work practice.

Practice Behaviors	Activities - How will you demonstrate that you are competent in each practice behavior?	Ongoing Progress
Make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of		



research, and additional codes of ethics within the profession as appropriate to the context.		
Demonstrate professional behavior; appearance; and oral, written, and electronic communication.		
Use technology ethically and appropriately to facilitate practice outcomes.		
Use supervision and consultation to guide professional judgment and behavior.		

Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice

Social workers understand that every person regardless of position in society has fundamental human rights. Social workers are knowledgeable about the global intersecting and ongoing injustices throughout history that result in oppression and racism, including social work's role and response. Social workers critically evaluate the distribution of power and privilege in society in order to promote social, racial, economic, and environmental justice by reducing inequities and ensuring dignity and respect for all. Social workers advocate for and engage in strategies to eliminate oppressive structural barriers to ensure that social resources, rights, and responsibilities are distributed equitably and that civil, political, economic, social, and cultural human rights are protected.

Practice Behaviors	Activities - How will you demonstrate that you are competent in each practice behavior?	Ongoing Progress
Advocate for human rights at the individual, family, group, organizational, and community system levels; and		
Engage in practices that advance human rights to promote social, racial, economic, and environmental justice.		

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and



education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected. Social workers:

Practice Behaviors	Activities - How will you demonstrate that you are competent in each practice behavior?	Ongoing Progress
Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.		
Engage in practices that advance social, economic, and environmental justice		

Competency 4: Engage in Practice-Informed Research and Research-Informed Practice

Social workers use ethical, culturally informed, anti-racist, and anti-oppressive approaches in conducting research and building knowledge. Social workers use research to inform their practice decision making and articulate how their practice experience informs research and evaluation decisions. Social workers critically evaluate and critique current, empirically sound research to inform decisions pertaining to practice, policy, and programs. Social workers understand the inherent bias in research and evaluate design, analysis, and interpretation using an anti-racist and anti-oppressive perspective. Social workers know how to access, critique, and synthesize the current literature to develop appropriate research questions and hypotheses. Social workers demonstrate knowledge and skills regarding qualitative and quantitative research methods and analysis, and they interpret data derived from these methods. Social workers demonstrate knowledge about methods to assess reliability and validity in social work research. Social workers can articulate and share research findings in ways that are usable to a variety of clients and constituencies. Social workers understand the value of evidence derived from interprofessional and diverse research methods, approaches, and sources.

Practice Behaviors	Activities - How will you demonstrate that you are competent in each practice behavior?	Ongoing Progress
Apply research findings to inform and improve practice, policy, and programs; and		



<p>Identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.</p>		
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Competency 5: Engage in Policy Practice

Social workers identify social policy at the local, state, federal, and global level that affects wellbeing, human rights and justice, service delivery, and access to social services. Social workers recognize the historical, social, racial, cultural, economic, organizational, environmental, and global influences that affect social policy. Social workers understand and critique the history and current structures of social policies and services and the role of policy in service delivery through rights based, anti-oppressive, and anti-racist lenses. Social workers influence policy formulation, analysis, implementation, and evaluation within their practice settings with individuals, families, groups, organizations, and communities. Social workers actively engage in and advocate for anti-racist and anti-oppressive policy practice to effect change in those settings.

Practice Behaviors	Activities - How will you demonstrate that you are competent in each practice behavior?	Ongoing Progress
<p>Use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services.</p>		
<p>Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.</p>		

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and person-in-environment and critically evaluate



and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers are self-reflective and understand how bias, power, and privilege as well as their personal values and personal experiences may affect their ability to engage effectively with diverse clients and constituencies. Social workers use the principles of interprofessional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

Practice Behaviors	Activities - How will you demonstrate that you are competent in each practice behavior?	Ongoing Progress
Apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies.		
Use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.		

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in culturally responsive assessment with clients and constituencies, including individuals, families, groups, organizations, and communities. Assessment involves a collaborative process of defining presenting challenges and identifying strengths with individuals, families, groups, organizations, and communities to develop a mutually agreed-upon plan. Social workers recognize the implications of the larger practice context in the assessment process and use interprofessional collaboration in this process. Social workers are self-reflective and understand how bias, power, privilege, and their personal values and experiences may affect their assessment and decision making.

Practice Behaviors	Activities - How will you demonstrate that you are competent in each practice behavior?	Ongoing Progress
Apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual		



frameworks, when assessing clients and constituencies; and		
Demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.		

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior, person-in-environment, and other interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in selecting culturally responsive interventions with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of identifying, analyzing, and implementing evidence-informed interventions and participate in interprofessional collaboration to achieve client and constituency goals. Social workers facilitate effective transitions and endings.

Practice Behaviors	Activities - How will you demonstrate that you are competent in each practice behavior?	Ongoing Progress
Engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals.		
Incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.		

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of diverse individuals, families, groups, organizations, and communities. Social workers evaluate processes and outcomes to increase



practice, policy, and service delivery effectiveness. Social workers apply anti-racist and anti-oppressive perspectives in evaluating outcomes. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers use qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

Practice Behaviors	Activities - How will you demonstrate that you are competent in each practice behavior?	Ongoing Progress
Select and use culturally responsive methods for evaluation of outcomes.		
Critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.		



Field II Macro Assignment – Grant Writing

Grant writing is often a skill many social workers do not have opportunity to practice before graduation. In this assignment, you and your colleague are responsible for securing a grant from the “It’s All Good Fund for Greatness.” Their mission is to extend the reach of nonprofits by supplying them with additional funding for innovative agency work. As your brainstorm, consider the following:

1. You will need thorough documentation of the problem your organization will address. No matter what you need the funding to accomplish—funding to help children succeed, funding to help the homeless, funding to help build healthy communities, funding for the arts, etc.—you’ll need lots of facts and figures that show what the situation you are concerned about looks like in your service area, why it is significant, and why it is happening. Start gathering data now.
2. You’ll have to propose specific, measurable, results that you plan to achieve. Vague promises are not enough. Stating that your organization’s project will “help children succeed,” “improve the quality of life,” “reduce hunger,” or “improve reading skills,” is not good enough. You’ll have to go much farther. Funding sources want to know how many people will be positively impacted, in what way, to what degree, within what time frame, and as measured by what? Start considering what changes you can realistically expect to achieve through your organization’s work.
3. You’ll have to propose a program approach that can realistically produce the results you expect to achieve. That means you’ll have to provide convincing evidence that the program is likely to work as you expect. Use evidence-based approaches to establish your grant.
4. Consider the role of the Core Competencies and the Code of Ethics when outlining your grant. Use at least 3 peer-reviewed articles to give additional support as to why your idea is needed in our community.

(Adapted from [Non Profit Federal Government Grant Funding | Federal Grants \(tqci.com\)](#))

Use the template from [IC-Non-Profit-Grant-Proposal-Template-PDF.pdf \(smartsheet.com\)](#) to complete your grant proposal.

The information below will provide additional information and guidance in developing your grant.

Considering the Audience, Purpose, and Expectations of a Grant Proposal

(Adapted from [UW-Madison](#) Writing Center, Grant Proposal Writing)

Before you start writing your grant proposal, you’ll want to make sure that you:



- develop a specific, meaningful, actionable plan for what you want to do and why you want to do it;
- consider how your plan will achieve positive results;
- locate a granting organization or source that funds projects like the one you have in mind;
- research that organization to make sure that its mission aligns with your plan;
- review the organization's proposal guidelines; and
- examine sample proposals from your department, peers, and/or the organization.

A grant proposal is a very clear, direct document written to a particular organization or funding agency with the purpose of persuading the reviewers to provide you with support because:

1. you have an important and fully considered plan to advance a valuable cause, and
2. you are responsible and capable of realizing that plan.

As you begin planning and drafting your grant proposal, ask yourself:

- Who is your audience? Think about the people from the agency offering this grant who will read this proposal. What are the agency's mission and goals? What are its values? How is what you want to do aligned with what this agency is all about? How much do these readers know about what you are interested in?
- Let your answers to these questions inform how you present your plan, what vocabulary you use, how much background you provide, and how you frame your goals. In considering your audience, you should think about the kind of information these readers will find to be the most persuasive. Is it numbers? If so, make sure that you provide and explain your data. Is it testimonials? Recommendations from other collaborators? Historical precedent? Think closely about how you construct your argument in relationship to your readers.
- What are the particular expectations for this grant? Pay attention to everything the granting organization requires of you. Your proposal should adhere exactly to these requirements. If you receive any advice that contradicts the expectations of your particular situation (including from this website), ignore it! Study representative samples of successful proposals in your field or proposals that have received the particular grant you are applying for.
- How do you establish your credibility? Make sure that you present yourself as capable, knowledgeable, and forward thinking. Establish your credibility through the thoroughness of your plan, the intentional way that you present its importance and value, and the knowledge you have of what has already been learned or studied. Appropriately reference any past



accomplishments that verify your ability to succeed and your commitment to this project. Outline any partnerships you have built with complementary organizations and individuals.

- How can you clearly and logically present your plan? Make sure that your organization is logical. Divide your proposal into predictable sections and label them with clear headings. Follow exactly the headings and content requirements established by the granting agency's call for proposals. Grant proposals are direct and to-the-point. This isn't a good place for you to embroider your prose with flowery metaphors or weave in subtle literary allusions. Your language should be uncluttered and concise. Match the concepts and language your readers use and are familiar with. Your readers shouldn't have to work hard to understand what you are communicating.