[Implementation Plan]

Initial Proposal Details:

As a student in the Bachelor of Social Work program, part of my job is to follow and abide by all of the National Association of Social Work's Code of Ethics (NASW, 2017). While also, demonstrating my capabilities to fulfill the required competencies listed in the, Council on Social Work Education's (CSWE) Educational Policy and Accreditation Standards (CSWE, 2015). Doing so may help me find my footing and scope of practice as a worker in the near future. Quickly I learned my area of expertise would be in (at) a macro-level placement(s). With this in mind, staff placed me at SUNY Brockport's Scholar and Grant Development Office (SGDO) for my field placement during my senior year. Over the course of the semester here at the SGDO I began to examine and study grant writing, and how it pertains to different sectors of social work, as well as institutions of Higher education.

Grant funding is a temporary economic tool used for accessing financial resources and getting them into high needs communities across the globe. Tremendous changes have occurred over the course of grant funding history. It has since developed several different facets, each containing their own type of grant funding opportunities and eligibility requirements. As previously mentioned, while interning at SUNY Brockport's Scholar and Grant Development Office (SGDO), scope of practice has focused on opportunities that public institutions of higher education are eligible for. Typically, there are two types of grants used in institutions of higher education, internal and external grants. In recent years individuals attempting to access, and utilize these forms of funds, has dwindled down to faculty with tenure award status at universities across the nation, and possibly the globe (Von Hippel, 2015, pg.4, Sullivan Johnathan, 2022, pg. 1). This growing reality makes it detrimental to understand, learn,

comprehend, and adapt, to ways the university may be able to improve (or expand) already

existing programs. Doing this will help me understand ways to better assist my client

population(s). Once I began to understand the process overall, I developed a macro-level plan of

change that best pertains to the current internship. Doing this demonstrates my ability, capability

and willingness, to follow and abide by all of the NASW's ethical guidelines and principals, as

well as all Core Competencies listed in the CSWE educational Accreditation policy and

procedure (2017, 2015).

My initial proposal was (without question) unfeasible. It consisted of multiple project objectives

in two completely different areas of focus. While, yes, my intentions were pure, and strived

towards achieving my own personal ambition(s). I had to realize and accept, that I was creating

two separate macro projects. Each heading in their own direction and containing their own

requirements and obligations. A major personal goal of mine is (and has been), to learn, pin-

point, and improve on my already existing capabilities. All while creating and maintaining a

healthy work-life balance. Doing this helps me disengage from obsessing over my work. Letting

me practice and improve on my self-care skills. Which at this point in my life are more important

than anything else I could be doing (if I am being frank/ honest). It has also been an extremely

helpful tool to use while improving on competencies I personally struggle demonstrating.

The first section of my proposal was geared towards the universities Institutional Review Board

(IRB). My plan consisted of creating a survey for students and staff that are applying for grant

funding or research project approval. The survey would gather information to see if (what) there

confusion on the required process. After collecting the data, I intended on creating a PowerPoint

presentation containing a step-by-step guide on the process. This section was a going to be a

program evaluation, focusing on social marketing), which is its own domain of change in macro-

level social work. The second portion of the proposal was focusing *only* on gathering, collecting, and producing data for a needs assessment. Afterward, collected data would then. Then after collecting the data and creating the needs assessment I would present it to SGDO project supervisor. Initially I hoped to implement a change, and move further into another domain of change and focus on social marketing. However, these tasks together could (would) require separate macro-level changes. Doing all sections of my *initial* plan would have required at the very least two different types of macro-level change. A task that unfortunately was/ is unrealistic for one student, especially during one semester.

Changes:

A crucial part of demonstrating Competency 1: Ethical and Professional Behavior (2015), is being able to accept limitations as they present themselves. Then being able to find ways to adapt under the circumstances according to your best skill set. With this in mind I took a moral inventory of personal limitations and strengths. I needed to decide which macro-level change seemed the most relevant and plausible for the faced time constraints. After speaking about it with both my supervisor and project supervisor, I decided I could reasonably commit to creating a needs assessment for the SDGO on internal grant funding, and how awardees viewed their experience throughout the grant supplication process. Then after collecting the data, I would let staff with the most experience, determine and implement the best course of action.

After making this decision, my project became much more focused on individual tasks, rather than ambiguous repetition of thoughts and scattered ideas. I developed and fulfilled action steps for the who, what, when how and where portions of the proposal. First, I had to hold a meeting with my project supervisor and determine who my target audience is going to be, how I am going to be reaching them, and what tools I am going to use to collect the needed information. We

decided the best course of action would be to use the last five to seven years of individuals who have tenure status. We chose these individuals, because all tenure staff at the university who complete an internal at the college are required have to at the very least apply for an external grant though the SGDO within a two-year timeframe. This would give us necessary information and feedback on both, internal and external grant process(es). After deciding who my target audience is, I began to narrow down the problems, feedback, and information I was seeking to collect.

First, I had to understand previous attempts to collect this type of information in the past. Most of the data suggested that a survey would be the best tool to use in this current situation. With that in mind I began to research well known survey creating platforms. The one offered by the campus is called Qualtrics. Before I started creating survey questions to use in the survey tool, I had to understand how to navigate this platform correctly. This required me to view the training video a few times and practice using the site in a mock survey. Once I became familiar with the program, I created a separate document with my intended survey questions. Then I asked my supervisor for her thoughts and opinions; on types of questions to ask, and language she would prefer.

After gathering a list of approved questions, I began creating survey itself. My initial project assumed the target audience would be much larger, and therefore would have required gathering a significant amount of information. However, some of the questions that may have been required, would (may) not apply to the entire audience. Thus, completing them would be pointless, time consuming and perhaps not useful. Narrowing down the audience may have impacted the sample size; however, the data should reflect a much clearer picture on a specific issues, and assist in developing a well-rounded needs assessment.

After creating the survey, the student had to file for an expedited review from the IRB to approve the use of the tool. Having the survey approved by the IRB required its own proposal form. Essentially, the form contained the same objectives as the proposal assignment submitted earlier for the project. Creating the tool was more extensive than I originally planned. It was an excellent way to re-do the sloppy, half mapped proposal initially submitted. Allowing me to create a new, well-rounded, proposal with all objectives, goals, and used methods. Finally, after creating the survey, and submitting the IRB form, it awaits approval from the IRB coordinator. Once approved, I will be able to email the survey (and required consent forms) to my target audience. Which will lead into the creation and evaluation of data, to create a needs assessment based on the presenting information. Information and needs assessment(s) will then be presented to my project supervisor to determine the best course of action. Instead of adding an additional macro-level change, I concluded my responsibility was (is) to acknowledge my skill set and experience level, and to practice demonstrating Core Competency 1: Professional and Ethical Behavior, by staying focused on my own current scope of practice and limitations.

Barriers and Response to Challenges:

Despite the project objectives becoming significantly narrower, I was (am) faced with several different barriers. For example, creating the survey on the Qualtrics platform required some time to understand. This extra step in the process added an additional delay in the creation of the survey itself. Meaning the survey couldn't be distributed to the target audience until after I learned to navigate the system itself. Another significant barrier that presented itself was completing the IRB proposal form. After I struggled completing the first proposal assignment, this additional step unfortunately seemed daunting, and added several anxious thoughts over the feasibility of even this needs assessment.

However, even being pressed for time and being filled with anxiety, I was able to use emotional regulations skills to stop, think, breathe, and then act. Instead of letting it cripple me completely. I responded to both of these obstacles by shifting my thinking. Turning the anxious thoughts into positive encouragement. I rationalized that after these steps were completed the first time, I may not need to do them again in the future. Especially, useful if working in a paid position. I also began to use the barriers, confusion, and anxiety as a great example for basing my future work experiences on. Despite the barriers being unexpected, and requiring a great deal of time, I found myself thinking about how grateful I was for the opportunity. While teaching me how complicated, time consuming, and often tedious tasks can be inside the realm of grant writing. All of which helped me gain a truer image of what I am going to be faced with, and experience as a potential macro-level social worker.

Overall, the implementation portion of this macro-level change was insightful and brought to light several improvements for me to make. For example, it helped shape the type of work I want being done in my future career. It also helped shift my own personal expectations of being able to create several of these changes in a short period of time, or even throughout the entire course of my career. Helping me continue without burning myself out and submitting half completed project assignments.

SMART Goals:

Attached to this submission are my SMART Goal documents.

*Please note they may appear out of order; however, they are numbered (labeled) correctly. Also, the references provided are from gathering information, and (some) are not used in this assignment. We did not get a chance to meet so I could ask you, my questions. I concluded that writing this assignment in narrative form did not require using references however, if I cited something then it would require it. Fingers crossed that I was correct.

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