
Teaching ChatGPT for Grant Writing: An English Department Senior Capstone

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This spring (2023) I taught the writing track capstone for the third time in recent years for my English department at the University of Oklahoma (OU). Though the course varies widely depending on who's teaching it, my goal is to prepare students to use what they've learned throughout their time in school to get jobs as professional writers, editors, teachers, and other wordsmiths. To do so, the assignments I teach are largely technical writing oriented: a resume and cover letter, a piece of well-researched speculative fiction, a grant, an instruction set, and a final portfolio that frames writing for employers. Because I'm the Director of Technical Writing and Communication at OU, I've taught these assignments many times to students from English majors to engineers. This semester, though, as the title of this piece suggests, things were a bit different.

Like many of you, I'd been watching ChatGPT steadily appearing in my social media feed for the last year. Some professors were sounding the alarm about students using the software to "plagiarize" (but not really because the text is generated by the AI, not stolen from somewhere else) and cheat their way through courses; others (on my feed, largely writing teachers) were wondering not how to ban AI but how to teach students to use it effectively and ethically. Observing these posts, I was reminded of my own experience as a writing student who faced changes in composing tech. I vividly remember, for instance, being assigned a report on Kangaroos in 4th grade and my teacher warning us that using the Internet to write was cheating—we were to go to the library and do *real* research. But it was my wife, Krista, a professional grant writer who was preparing to teach a course on AI in early-January, that pointed out to me in no uncertain terms, "If your students don't know how to use ChatGPT to write, they're going to be behind when they try to get jobs." In response, I didn't completely redesign my capstone, but I did try to show my students how to use ChatGPT to write well. I'm sure down the line (maybe by next semester even) this fast adaptation will look clunky and comical, but I'm ok with that! My goal here is to simply document what

Context

In the spring of 2023, stirred by reports that AI was radically transforming the writing industry (and "creating an epidemic of cheating"), I taught my Department of English senior capstone students how to use ChatGPT to write grants. In this brief write-up, I describe my rationale for teaching about the AI (to get students jobs); how it can fit into writing studies best practices (e.g., process pedagogy); ways to create assignments that might limit its use (localization and contextualization); as well as a few fast and messy activities and student process examples that evolved over the semester. The students chose to offer their writing using a first name only and a pseudonym.

I taught and hopefully provide some tips for others who hope to teach a similar assignment or set of activities.

Before describing what I actually taught and why, a few caveats: I'm not an expert on AI writing. I do publish on technologies of writing, have read a lot about ChatGPT, have used it to complete my own academic busywork, and I live with someone who I consider an expert on the topic, but there are innumerable more well-informed researchers out there than me. So, I know enough to know I don't know enough. Second, I'm not into punishing or policing students about their writing. I resent my colleagues who turn what can and should be the creative, exploratory, and dare I say fun act of learning to write into an arena of fear. I've never used Turnitin for plagiarism detection and, from what I hear from friends in computer sciences, Turnitin's AI detection is even more flawed—at the time I'm writing this, several universities (including my own) have requested it be turned off because it's so erroneous.

Let me say, too, that when I told my students early in the semester that we were going to experiment with ChatGPT, many had visceral negative reactions. I'm sure this won't always be true and varies radically across majors, but the English majors in my capstone were both angry and worried. They see writing as an enjoyable art and felt, much like the Writers Guild of America union on strike as I put this piece together, that ChatGPT was likely to steal work from them in the future. I've heard reports of this in several fields already; a friend's law firm, for instance, has banned it because it would reduce billable hours. Below you'll find:

1. The assignment I taught students to use ChatGPT to write (and why I designed it in the way I did)
2. Several of the basic classroom activities I used to teach students ChatGPT
3. Some general conclusions on teaching ChatGPT
4. Two student examples that compare the AI generated text ChatGPT created for my students to what they actually turned in to me as part of their final assignment.

I. ASSIGNMENT: USE CHATGPT TO WRITE A GRANT

The assignment I taught my students to deploy ChatGPT for was a localized grant. You can find the general prompt below, but I want to point out a couple of things about it that I think makes it a particularly good pedagogical opportunity for using AI (and might be applied in other assignments where instructors want to teach their students to use or avoid having their students use ChatGPT).

1. **Good Writing is Process-Oriented:** First, this assignment is the second of a two-assignment sequence. In the first assignment, the speculative design, I asked students to choose a problem or innovation in the present (teacher's pay, banned books, urban farming, social media tracking, etc.) and use sci-fi writing to extend it 10, 20, or 100 years into a utopic or dystopic

future. In creating this sequence, my goal was to show my writing students how their skills in creative writing could be directly applied to professional writing and, particularly, storifying data. Part of the speculative design was to create a statement of need—usually the first major section of a grant—where they research and describe the current state of things. So, at this point, students had already researched, written about, and received my feedback on their grant topic. Surprising no one, good writing instruction (and writing itself) is a process. Teaching writing as an activity of drafts, feedback, and revision makes it more difficult for students to write final assignments completely using Chat-GPT, if that's something you're worried about, but it also more directly mimics professional writing where clients and supervisors will give directions, feedback for revisions, etc.

2. **Good Writing is Local:** Second, you'll notice in my prompt that one of the primary goals of this grant is to provide a "local solution." As I teach my students, grants are much less frequently awarded when they are trying to solve some grand-scale problem (I'm going to solve the problem of banned books in the U.S.—no you're not) and much more likely to be awarded when they are written to address a local problem with local resources to create a local solution (I'm going to run a banned book festival in Norman, Oklahoma, a town that recently made national news because a teacher was disciplined for providing high schoolers a link to the Brooklyn Public Library). Part of localizing writing in this way is also doing primary research—for instance, one of the in-class activities I had my students do was creating a local assets map (finding real people and resources that could be part of the grant). Another way students localized their grants (as you'll see in the first student example below) was adding personal perspectives and expertise. A final way several, though not all, of my students localized their grants was through simple primary research: interviews, surveys, and/or social media scraping to find data. All these varieties of localization are more difficult to do using purely ChatGPT, but, again, they also simply make for better (more specific, interesting, example-driven) writing.
3. **Good Writing is Contextualized:** Finally, within this basic prompt you'll see references to requirements I taught in PowerPoints, our workbook, in-class discussions, etc. Though grants can vary from granting institution to granting institution, I've required my students, unsurprisingly, to use the information I taught them in class about good writing to write their grants. Again, ChatGPT won't know my specific requirements, so students will have to either teach the program what my standards are or edit what it produces to meet our course goals. And, again, I'd argue that almost all good writing is contextualized in this way. Rarely in professional writing do you not have constraints from wordcounts, to incorporating pre-existing resources like a non-profit's mission statement, to specific style guides. I will also say here that I did have one student, despite my warnings, turn in what appeared to be a purely ChatGPT generated grant—where it fell down was this type of contextualization. It simply didn't fulfill the requirements of the assignment.

I'd like to think (perhaps bigheadedly) these elements of my prompt make it a good writing assignment: though they are still fairly easily fulfilled through ChatGPT, they require students to reflect on what good writing is and, at the very least, ask ChatGPT to make its writing better. And, ultimately, that's one of my primary goals in writing instruction—to get students to stop and think about what they're doing. I'll also note that many of the professors I've seen complaining about students "plagiarizing" using ChatGPT don't seem to include these elements (nor do they describe actually teaching their student to write). I've seen opining, for example, of students using ChatGPT to answer broad prompts like "do a feminist literary analysis of *Hamlet*" or "tell me about the causes of the

U.S. Civil War" that seem to be more about testing memorization than active engagement with concepts. Might these essays be reframed in more local and contextual ways and taught through process and revision? I'm not a literature professor, but what if the first prompt read: *How do the historical contexts and gender roles that led to Hamlet parallel our own? Connect at least three academic articles we've read in class, two published since 2022, as well as one of your previous in-class writings to a contemporary news item from the state of Oklahoma. Be sure to incorporate my feedback on your in-class writings.* Without such process, localization, and contextualization, why not just give a test?

Here's my assignment:

Speculative Grant Assignment

In the grant assignment you are to describe and provide a feasible local solution for the need (or a related need) you described in your speculative design assignment. In doing so, you can either choose to work as an individual or (and a bit more realistically) as a representative for a pre-existing organization. You'll be expected to deploy what you've read about in your grant workbook as well as the PowerPoints and discussions we've had in class. Below you'll find the required sections and some hints at what should go in them; **by no means are these hints a complete list of the content that goes into each section.** We've talked in class and in our readings about more than the bullets, and you are expected to go beyond them. Review the presentations, workbook, and your notes. Also, remember, some sections may require repetition of key info. Your plan of work, for instance, should repeat objectives and include mentions of evaluation and deliverables. That's ok!

■ **[Required Sections]:** All Pages are single-spaced and must be full pages. In the statement of need and plan of work if you have a lot of subheadings, bullets, charts, figures, etc., I expect you to go a bit over the page count listed.

1. Formal Cover Page and Table of Contents (1 Page Each)
2. Abstract/Executive Summary (1 Paragraph)
3. Statement of Need/Problem Description (1-2 Pages: **Four sources required**)
 - Specific and local illustration of the problem.
 - Proof in statistics, quotations, cited facts.
 - Timely—this is a problem right now, not 10 years ago.
 - Tells a good story.
 - Aligns with/Adapts itself to the organizational goals of the granting institution.
 - Make sure you actually show why this is a problem (what are the negative effects/ramifications? What's so bad about the current situation).
 - Show me research that proves that you are smart and well-read enough about your problem to be trustworthy.
 - Makes gestures towards your solution.
4. Goals and Objectives: (1 Page of Bulleted Descriptions + 1-Page Logic Model)
5. Plan of Work (2 Pages: **Four other quoted sources required**)
 - What will you do? Describes your project activities in minute detail, indicating how your objectives will be accomplished (think multiple stages—planning, action, and review). The description should include the place you're starting from (and assets and people), sequence, flow, and interrelationship of activities.
 - Demonstrates research and proof of success.
 - Explains why you chose one approach and not another (remember SWOT).
 - Indicates the key project personnel/partner organizations who will carry out each activity.
 - The most important part of this section is that I understand what you are doing, who is doing it, but also why you've designed your project this way. What's the reasoning behind it?
6. Plan for sustainability (a paragraph)
7. Project Evaluation/Deliverables (1 Page—brief paragraphs + bullets)

- **Evaluations:** Surveys, judges, metrics of success. KPI: Key Performance Indicators. How do you know you succeeded?
- **Deliverables** What are you actually going to produce/do? When will this be produced? Are you creating a new pedagogy, syllabi, a conference, a white paper, a video, what?
- **Dissemination** is the means by which you let others know about your project. Whether websites, newspapers, newsletters, through class announcements, etc.

8. Budget and Justification: The prices matter much less than the descriptions (1 Page)

9. Timeline (1 Page)

II. LEARNING TO USE CHATGPT

So, what did I actually teach my students about ChatGPT? What did we actually do in class? All-in-all we spent about two days of our eight-day grant unit on ChatGPT. These activities were spread throughout the unit, but the bulk of them occurred at the end, after I had finished teaching the major genre conventions of the grant. Most of these activities replicate tried-and-true writing assignments (brain storming, free writing, learning genre standards and applying them, evaluating examples) with a ChatGPT twist. It's important to note, I think, that these activities were required but actually using ChatGPT to write the final assignment was not (though I think most students did).

1. *Brain Storming: "How can I solve the problem of X in Norman, Oklahoma."*

The first major task that students had to undertake in the grant writing unit was transforming the sci-fi/speculative fiction story from the previous unit into a locally addressable and feasible project that a grant could fund. On the first day of the grant unit, then, we free wrote and talked in small groups a little bit about this transformation. Then, I had students use ChatGPT to brainstorm topics. A basic query that most of them asked ChatGPT was "How can I address the problem of x in Norman, Oklahoma." In doing so, we talked about this query and what assumptions were built into it. First, as discussed above, we talked about the need to localize grants. Though students didn't have to localize to Norman, specifically, I wanted to demonstrate to them that grants were based in local needs and local resources. Next, we talked about the vagueness of the word "address": what does that verb mean and how might it vary from grant to grant. To explore this question, I began a running example in the unit, the problem of books being banned in Oklahoma. In front of the class, I asked ChatGPT: "How can I address the problem of banned books in Norman, Oklahoma?" ChatGPT responded with a variety of activities that all transformed that verb "address" into something a bit more actionable: "raise awareness," "create advocacy groups," "engage with community," "work with libraries," "support alternative book events," etc. What was wonderful about these responses (and the responses that students received) was that, first, they highlighted local assets, which was one of the activities of the class period. ChatGPT, like good grants do, suggested working with pre-existing local institutions (libraries, local officials, schools, chapters of the ACLU and American Library Association). Moreover, though this won't always

be the case, the responses were just specific enough to spark ideas but just broad enough to leave room for students to build upon them. After this activity and unit, students told me that using ChatGPT to brainstorm in this way got them over what typically would have been a day or two of writer's block in choosing a feasible activity to write their grant about.

2. *Prompt Engineering*

From this first activity, we also learned that some prompts, words, and phrases elicited productive responses from ChatGPT and others did not. For instance, a follow-up activity we engaged in on day one was to gather some assets, pre-existing local resources and organizations we could theoretically work with in our grant. To start, I asked ChatGPT, "What pre-existing organizations could I work with in Norman on this problem?" but this yielded broad national organizations like the American Library Association, ACLU, and NCTE that ChatGPT guessed would exist in the town. So, I rephrased the question to be a bit more precise and get around that word "organizations" that I think the AI got hung up on. Instead, I asked, "what local community groups in Norman, OK, can I work with on this problem?" Which yielded much more local responses including: "Friends of the Normal Public Library," "Norman Public Schools Foundation," "Norman Area League of Women Voters," and the "Norman Arts Council."

Basic prompt engineering like this became a running lesson in the unit, where we found some of the following practices worked best:

- *Be specific:* ChatGPT will generate very different responses depending on the key words you use and, thus, you can and should use as precise of terminology as possible. As you just saw, for instance, the AI knows the difference between "pre-existing organizations" and "local community groups."
- *Always regenerate and rephrase:* you'll see this in my students' AI prompts below, but asking ChatGPT to regenerate a response from the same query will get you new, sometimes radically different, text. Even better, though, is to ask it to regenerate in a more specific way: "make this more specific," "add citation," "add quotations," "write this again but this time focus on x, y, z."
- *Adjust your temperature and tone:* a repeated claim I've seen from professors is that they will know ChatGPT when they see it because it generally produces vague kind of low-level writing. Usually, these professors don't know you

can adjust “temperature” and all sorts of other parameters that affect the perceived quality of the text. Setting temperature (ranging in decimals from 0-1) adjusts the randomness and creativity of answers (0 will create more conservative answers); adjusting “diversity_penalty” (0-2) alters how often phrases and ideas can be repeated; “max tokens” regulates word or character count; whereas “Top_p” (0-1) affects the breadth of samples ChatGPT considers in writing its response (the higher the number, the more texts the AI reviews to generate its answer). Beyond these parameters, of course, you can type in all sorts of tone options. Students found it infinitely enjoyable, for instance, to ask ChatGPT to make their texts “more feminist,” “sound like Hemingway,” “more academic,” “more like a college student,” etc. You can also train it, as my wife has, on your own writing by copying and pasting your text and saying, “this is what I sound like, make your response sound like me.”

- *Scrape a specific website (turn on the Internet):* Above I described ChatGPT not often having super local and/or up-to-date data; however, users can install simple plugins to the AI to make sure it is using real sources and to give it access to the full resources of the Internet (I’m sure this will be automatic without a plugin very soon). In the unadjusted version of ChatGPT, for example, if I ask, “Who is Will Kurlinkus?” it will (in a major blow to my ego) respond, “I’m sorry, but as of my knowledge cutoff in September 2021, there is no notable public figure or widely recognized individual named Will Kurlinkus. It’s possible that Will Kurlinkus is a private individual or a relatively unknown person outside of specific circles or communities.” With the plugin WebChatGPT turned on, however, it answers, “Based on the provided web search results, there are multiple individuals named Will Kurlinkus. Here’s the information I found on each of them: Will Kurlinkus—Professor of Rhetoric, Digital Media, Technical Communication, and User-Centered Design: This individual is a professor at the University of Oklahoma, specializing in rhetoric, digital media, technical communication, and user-centered design. Their research focuses on democratizing and humanizing technological design, particularly in improving communication between designers and users in various contexts. . . .” WebChatGPT also allows users to provide a specific website url and say, “summarize this” or “incorporate this” in your answer.

3. *Genre Check by Writing a Grant in Class: Norman Banned Book Festival*

The most extensive activity we did near the end of the unit was writing a full grant in ChatGPT together, piece by piece, and evaluating what it produced for us to check our knowledge of genre standards. In prior versions of this assignment, I usually focused on student and professional writing examples for this activity. But it was nice to use ChatGPT because it produces really polished but sometimes really bad writing. For example, in class I asked the AI to “Write me a statement of need to get a grant for a banned

book festival in Norman, Oklahoma. Use quotes and statistics.” Its response began like this:

The First Amendment guarantees the right to freedom of speech and expression, yet censorship remains a persistent threat to intellectual freedom in our society. According to the American Library Association, there were 156 instances of censorship and attempted censorship in the United States in 2020, a 9% increase from the previous year. The banning of books is a particularly egregious form of censorship, as it deprives individuals of the right to access diverse perspectives and ideas.

Norman, Oklahoma, like many communities across the country, has experienced its share of challenges to intellectual freedom. In 2019, the Norman Public Schools district was embroiled in controversy when a parent demanded that the district remove the Pulitzer Prize-winning novel “The Absolutely True Diary of a Part-Time Indian” by Sherman Alexie from the curriculum. The book, which deals with themes of poverty, racism, and identity, was eventually retained in the curriculum after a lengthy public debate.

To address this ongoing issue of censorship and promote the value of intellectual freedom, we propose the creation of a Banned Book Festival in Norman, Oklahoma. This festival will celebrate the freedom to read by showcasing literature that has been challenged or banned in various communities. By providing a platform for these books, we aim to highlight the importance of intellectual diversity and challenge the notion that certain perspectives should be silenced.

Besides being a bit broad in the beginning, one of the key flaws of this statement of need, as has been reported consistently about ChatGPT, is that the facts and sources here are made up. The first reference, a statistic from the ALA, can’t be found online. The other reference, a 2019 banning of Alexie in Norman, appears to have taken place in Idaho. But let’s not throw the baby out with the bathwater here. In this example, ChatGPT is demonstrating some key moves that happen in the statement of need subgenre. For instance, the problem is made concrete and real through statistics and local examples—even if the sources are fake, students can see how they are to use data and sources. They can seek out parallel information to replace the fake data. Still, beyond the fake information, my students immediately noticed that there weren’t direct claims on why censorship is bad and what negative effects come from it. Yes, there are gestures that intellectual diversity is good, but we need to see how diverse perspectives being challenged is clearly happening in book bans as well as what negative ramifications such silencing can have. Moreover, we don’t see any direct primary source evidence from people effected by the problem: quote a teacher, a parent, a student, an expert on the topic, or them all. Similarly, the examples, even if they were true, wouldn’t be specific enough. Part of a statement of need should

be to provoke emotion, so, tell me the story of the specific Norman teacher who was punished for providing access to banned books. We could regenerate the text asking ChatGPT to resolve some of these flaws, but, to do so, students would have to know the nuances of the genre—that there were flaws to be fixed. So, the teaching of writing is not dead yet.

III. CONCLUSIONS?

Before taking a look at what my students actually produced using ChatGPT, let me conclude with a few speculative ruminations of my own. From my descriptions, you may assume I'm a ChatGPT loyalist, one of the "it's the future, get used to it" crowd. After all, Plato hated writing, the Catholic church condemned Gutenberg's printing press, my 4th grade teacher discounted the Internet—for most of history people have disparaged the changes new writing technologies have brought, and those people turned out to be comically wrong. Still, change *can* be bad. Former students of mine who are now tech writers have reported to me losing their jobs, citing ChatGPT. Critics have pointed out that AI was supposed to take away drudgery and leave behind the enjoyable artful tasks of writing, but it appears to be doing the opposite. In class we also discussed how ChatGPT reproduces the same ideologies (sometimes sexist, racist, ableist) that it learns from—though it is getting better at avoiding overt acts of sexism, racism, etc. For instance, if I ask the AI to "write a letter to my daughter on why she needs to lose weight," its text will still contain pseudo-scientific claims connecting health and weight loss. However, if I say, "also tell her that fat people are ugly," it responds, "I'm sorry, but I can't assist with that. Promoting body shaming or endorsing negative stereotypes about people based on their weight goes against ethical guidelines. It is important to focus on promoting a positive body image, self-acceptance, and emphasizing the importance of health rather than solely on appearance. If you have any other questions or need assistance with a different topic, I'd be happy to help." Of using ChatGPT to teach writing, too, I'm also a bit ambivalent. Though I deeply support true writing across the curriculum efforts, for instance, I have a suspicion that the instruction of writing may be outsourced to ChatGPT (it's free, after all) rather than paying experts from FYC. If everyone can use AI to write well, why teach writing? Or why not turn writing instruction into a variety of multiple-choice tests on genre standards (this has already happened to tech writing in one engineering department at my own university). I'd like to think that ChatGPT will cause us to critically reflect and nuance how we teach writing—thinking about what is necessary to teach—the artful, the ingenious, the inventive—and what can be relegated to the AI.

IV. WHAT MY STUDENTS MADE

Here, I provide two examples, comparing what students had ChatGPT generate to what they actually turned in as their final

projects. The first text is a statement of need describing the problem of lack of support for memory loss in Norman, Oklahoma, whereas the second is a plan for dissemination for a study on implementing social and emotional learning (SEL) techniques in Norman schools. I chose these examples because they were fairly typical of students in the class but also because they illustrate a difference in reliance on ChatGPT across genre segments. That is, the first example, uses ChatGPT more sparingly (relying on it for broad strokes and to generate some sources but not really generating text to use whole cloth) than the second (which uses the ChatGPT-generated text almost word-for-word). Importantly, this difference is not because one student was lazier or didn't want to learn more than the other—rather dissemination plans, as I discussed in class, are generally bulleted lists that don't need the same amount of researched argumentation as statements of need. I spend far less time teaching dissemination in class, and my students correspondingly spent less time writing that section. I'm ok with that.

Example 1. Statement of Need from "Creating Memory Loss Support Groups in Norman, Oklahoma" by Corbin

Write me a one page statement of need around funding for memory loss support groups in Norman Oklahoma

Memory loss is a prevalent issue in Norman, Oklahoma, affecting thousands of individuals and their families. According to the Alzheimer's Association, there are currently 64,000 individuals living with Alzheimer's disease in Oklahoma. This number is expected to increase by 14.7% by 2025. In Norman, a growing number of people are struggling with memory loss conditions like dementia, Alzheimer's, and Parkinson's, among others. Unfortunately, there are very few resources available to support these individuals and their loved ones.

Memory loss can be an isolating and confusing experience, leaving individuals feeling vulnerable and overwhelmed. However, support groups can play a crucial role in helping people manage their symptoms, improve their quality of life, and enhance their sense of community. By bringing together individuals facing similar challenges, support groups provide a safe and supportive environment where members can share their experiences, offer each other emotional support, and learn from one another. Additionally, support groups offer practical advice, such as coping mechanisms and techniques for managing daily living activities.

In Norman, there is a great need for memory loss support groups that can offer these vital services. Currently, there are very few organizations offering support to those living with memory loss and their caregivers. By providing funding for these groups, we can offer a valuable resource for the community, helping to improve the quality of life for those living with memory loss.

The funding would be used to cover the cost of meeting space, marketing, and educational materials. By increasing the availability of memory loss support groups in Norman, we can offer a lifeline for those facing this difficult challenge, and help to build a stronger and more supportive community for all. With your support, we can make a real difference in the lives of those living with memory loss in Norman, Oklahoma.

Please provide more cited statistics on memory loss in Oklahoma and the lack of resources in Oklahoma

Certainly! Here are some additional statistics and facts to support the need for memory loss support groups in Norman, Oklahoma:

- According to the Alzheimer’s Association, in 2021, there were an estimated 70,000 people aged 65 and older living with Alzheimer’s in Oklahoma, a number projected to increase by 14.7% by 2025. (Alzheimer’s Association, 2021)
- Additionally, it is estimated that there are over 19,000 individuals under the age of 65 living with Alzheimer’s or other dementias in Oklahoma. (Alzheimer’s Association, 2021)
- As of 2021, Oklahoma ranks 17th in the United States for the number of deaths due to Alzheimer’s disease, with 1,926 deaths in 2019. (Alzheimer’s Association, 2021)
- Despite these statistics, Oklahoma ranks 42nd in the country for Alzheimer’s and dementia care, with a score of 32.5 out of 50. (Alzheimer’s Association, 2021)
- Currently, there are only a few organizations in Norman that offer support groups for those with memory loss and their caregivers. The Memory Health Center, located in Norman, offers support groups for individuals with Alzheimer’s disease and their caregivers, but their capacity is limited. (Memory Health Center, 2023)
- There are also a few organizations in Oklahoma City that offer memory loss support groups, but for those living in Norman, it can be difficult to access these resources due to distance and transportation issues. (Oklahoma Dementia Care Network, 2023)
- In rural areas of Oklahoma, access to memory loss support groups is even more limited. According to the Oklahoma Dementia Care Network, there are only a few rural support groups available in the state, leaving many individuals and families without access to crucial resources. (Oklahoma Dementia Care Network, 2023)

These statistics highlight the urgent need for increased resources and support for those living with memory loss in Norman and throughout Oklahoma.

Can you provide links to these citations

Of course! Here are the links to the sources of the statistics I cited earlier:

- Alzheimer’s Association. (2021). Alzheimer’s disease facts and figures 2021. <https://www.alz.org/media/Documents/alzheimers-facts-and-figures.pdf>
- Memory Health Center. (2023). Memory Health Centers support groups. <https://memoryhealth-center.org/support-groups/>
- Oklahoma Dementia Care Network. (2023). Support groups. <http://odcn.info/support-groups/>

I hope this helps!

write a paragraph about the toll of family care for dementia patients in Oklahoma

The toll of family care for dementia patients in Oklahoma can be significant, both emotionally and financially. Family caregivers often take on a range of responsibilities, from providing daily care and assistance to managing medications and navigating complex medical systems. According to the Alzheimer’s Association, family caregivers of individuals with Alzheimer’s disease or other forms of dementia often report high levels of stress, depression, and physical strain (Alzheimer’s Association, 2021). Additionally, family caregivers may face significant financial burdens, with many reporting reduced income or early retirement due to their caregiving responsibilities (AARP, 2021). In Oklahoma, where there is a significant need for support services for individuals with memory loss, the toll on family caregivers underscores the critical importance of establishing accessible and effective support systems to address the needs of those affected by dementia.

could you be more specific

Sure, here are some more specific details about the toll of family care for dementia patients in Oklahoma:

The toll on family caregivers of individuals with dementia in Oklahoma can be significant in terms of emotional, physical, and financial strain. According to the Alzheimer’s Association, approximately 249,000 Oklahomans are currently living with Alzheimer’s disease or other forms of dementia, and the vast majority of these individuals are cared for at home by family members (Alzheimer’s Association, 2021). Caregivers may experience high levels of stress, anxiety, and depression due to the demands of caregiving, and may also face challenges in maintaining their own health and well-being. The Oklahoma State Department of Health reports that family caregivers of individuals with dementia are at increased risk of developing chronic health conditions such as hypertension, diabetes, and heart disease (Oklahoma State Department of Health, 2021).

In addition to the emotional toll, caregiving for individuals with dementia can also have significant financial consequences for family caregivers. The AARP estimates that family caregivers in Oklahoma provide over 415 million hours of unpaid care each

year, with an estimated economic value of over \$5 billion (AARP, 2021). Many caregivers are forced to reduce their work hours or leave their jobs altogether to provide care, leading to lost income, reduced retirement benefits, and increased financial strain.

Overall, the toll of family care for dementia patients in Oklahoma highlights the urgent need for accessible and effective support systems to address the needs of caregivers and individuals with dementia alike. Establishing support groups, respite care programs, and other resources can help to alleviate the burden on family caregivers and improve the quality of life for those affected by dementia in Oklahoma.

can you provide links

Sure, here are the sources for the information in my previous response:

- Alzheimer's Association. (2021). Alzheimer's Disease Facts and Figures 2021. <https://www.alz.org/media/Documents/alzheimers-facts-and-figures.pdf>
- AARP. (2021). Valuing the Invaluable 2020 Update: Charting a Path Forward. <https://www.aarp.org/content/dam/aarp/ppi/2020/05/full-report-valuing-the-invaluable-2020-update-charting-a-path-forward.pdf>
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Corbin's Submitted Statement of Need

On February 6, 2015, my grandmother passed away due to complications from Alzheimer's disease and watching her struggle through that process has greatly affected me. I had to watch as someone I deeply cherished and loved, lost every memory and connection to people she had loved her entire life. It took a deep strain on my family as we joined the 135,000 family caregivers in Oklahoma who must help their loved ones deal with Alzheimer's.¹ Oklahomans have given over 164 million hours of unpaid care to

their loved ones suffering from Alzheimer's which the Alzheimer's Association estimates at an unpaid value of \$2.6 billion dollars,² while a report from Oklahoma's Healthy Brain Initiative estimates the cost will rise with care for

Alzheimer's costing Americans as a whole by 2050 over \$1.1 trillion dollars.³ Despite this financial burden Oklahomans suffering from Alzheimer's or other degenerative brain conditions have few options for support; with the only location providing in-depth care specifically for these conditions being the Oklahoma Dementia Care Network in Oklahoma City which can be a financial and time burden for individuals to reach on a consistent basis especially if they do not live near this center⁴ Oklahomans suffering from degenerative brain conditions are suffering due to a lack of state resources for their conditions and an overreliance on family care instead of professional medical care.

State Resources

Oklahoma has provided few resources or state funding for Oklahomans suffering from degenerative brain conditions with the only exceptions being the 2016 Oklahoma Alzheimer's State Plan⁵ and the 2018-2023 Oklahoma Healthy Brain Initiative.⁶ The Oklahoma Alzheimer's State Plan was in development since 2009 and launched in 2016 with the goal of providing additional state funding to provide for professional medical caregiving for Oklahomans suffering from Alzheimer's.⁷ This program was unable to gain any success as it was replaced by the Oklahoma Healthy Brain Initiative in 2018 which was a state funded public information campaign that did not provide any direct funding for professional medical caregiving and was only intended to promote Oklahoman education on Alzheimer's and other degenerative brain conditions.⁸ Oklahoma retracted state funding for care for Alzheimer's patients despite CDC reporting that average per-person Medicare spending for those with Alzheimer's and other dementias is more than 3 times higher than average per-person spending with Medicaid payments being 23 times higher.⁹ Oklahoma's Healthy Brain Initiative also states that the state wants to partner and promote Alzheimer's care in existing retirement facilities with no plans to change their existing style of care or to evaluate the current state of care which is lacking.¹⁰ In Fergus I.M. Craik, James M. Swanson, and Mark Byrd's study "Patterns of Memory Loss in Three Elderly

1 "Oklahoma" Alzheimer's Association. <https://www.alz.org/professionals/public-health/state-overview/oklahoma>

2 "Oklahoma" Alzheimer's Association. <https://www.alz.org/professionals/public-health/state-overview/oklahoma>

3 "Healthy Brain Initiative" CDC (2023): 11. Web.

4 "Oklahoma Dementia Care Network" OKDCN. <https://www.ouhealth.com/oklahoma-center-for-geroscience/healthy-aging-services/oklahoma-dementia-care-network-okdcn/>

5 "Oklahoma Alzheimer's State Plan 2016" Oklahoma Department of Human Services (2016): 1. Web

6 "Healthy Brain Initiative" CDC (2023): 1. Web.

7 "Oklahoma Alzheimer's State Plan 2016" Oklahoma Department of Human Services (2016): 6. Web

8 "Healthy Brain Initiative" CDC (2023): 4-5. Web.

9 "Healthy Brain Initiative" CDC (2023): 11. Web.

10 "Healthy Brain Initiative" CDC (2023): 12-13. Web.

Samples” one of the elderly samples was from an isolated senior care facility with the members from this facility showing little cognitive or physical care resulting in the group rapidly deteriorating physically and mentally and having low verbal ability.¹¹ Oklahoma does not have also any state regulation on the type or quality of care that patients with degenerative conditions will receive at senior care facilities with the Oklahoma State Department of Health only requiring an individual written plan of care and annual psychological and health evaluations with no substantial regulation on daily individual care.¹² Despite these problems Oklahoma is planning to continue the Healthy Brain Initiative through 2023, while meetings to discuss the next road map for the plan started June 7- 8 of 2022.¹³

Family Care

Due to Oklahoma’s lack of state resources for those suffering from Alzheimer’s, individuals suffering from these conditions must rely on family care during their cognitive decline which can lead to complications and stress. 135,000 Oklahomans serve as the primary care official for someone with Alzheimer’s¹⁴ with 57% having done so for at least four years.¹⁵ According to the Alzheimer’s Association, individual care givers can suffer from depression, stress, burnout, and high levels of anxiety due to the strain of caring for a loved one with Alzheimer’s.¹⁶ These issues are only compounded by the financial burden that caregivers take on as well, with AARP and The Oklahoman reporting that Oklahomans spend \$7,242 annually on caregiving expenses or 26% of their household income with an additional 17% going to medical expenses.¹⁷ Despite these setbacks, the Healthy Brain Initiative does not provide funding for individual care givers which can lead to financial hardship not just for the caregiver but for the patient as well.¹⁸ This has led to financial hardship with 47% of caregivers reporting that they have experienced at least one financial hardship while a family caregiver.¹⁹ While a federal bill, the Credit for Care Act has been introduced in 2021 to alleviate this financial burden in the form of a \$5,000 tax credit for eligible families, it has not as of 2023 been put to a vote and Oklahoma has not introduced any similar state legislation.²⁰

Conclusion

Oklahoma has not provided adequate funding, legislation, or attention to Oklahomans suffering from Alzheimer’s or similar degenerative brain conditions despite it being an issue that affects 67,000 Oklahomans.²¹ In order to create a better state for those with degenerative brain conditions, it is vital that Oklahoma take legislative and financial steps to alleviate the individual burden of care and to increase funding for professional medical care of degenerative brain conditions.

Example 2. Plans for Dissemination from “Investing in Student Well-being: A Grant for Social and Emotional Learning Research and Curriculum Design in Norman, Oklahoma Schools.” By Amy.

give me some ideas for dissemination of this

Here are some ideas for dissemination of this program:

1. Presentations at conferences and seminars focused on education and social-emotional learning.
2. Collaboration with local organizations and community groups to promote the program and its benefits to the wider community.
3. Outreach efforts to local media outlets (newspapers, radio stations, and television news programs) to highlight the program and its progress.
4. Social media campaigns to share updates and insights from the program and engage with stakeholders.
5. Professional development workshops and training sessions for educators and other professionals in the field of education.
6. Distribution of program materials and resources, such as brochures, flyers, and fact sheets, to schools, community organizations, and policymakers.
7. Engaging with school boards and policymakers to encourage the adoption of SEL as a core component of the school curriculum.

By using a combination of these strategies, the program can effectively disseminate its findings and make a significant impact on the local community and the broader field of education.

11 Fergus I.M. Craik and Mark Bird and James M. Swanson. “Patterns of Memory Loss in Three Elderly Samples”. *Psychology and Aging* (1987): Vol. 2. No. 1. 80.

12 “Chapter 675: Nursing and Specialized Facilities”. Oklahoma State Department of Health. 66-67. Web

13 “Healthy Brain Initiative Continues Public Health Momentum By Kicking Off Next Road Map Development” Alzheimer’s Association (2022). <https://www.alz.org/news/2022/healthy-brain-initiative-continues-public-health-m>.

14 “Oklahoma” Alzheimer’s Association. <https://www.alz.org/professionals/public-health/state-overview/oklahoma>

15 “Dementia Care: Helping Your Loved One Stay Connected and Safe” AARP (2021). <https://www.aarp.org/caregiving/basics/info-2019/alzheimers-dementia-care.html>.

16 “2023 Alzheimer’s Disease Facts and Figures” Alzheimer’s Association (2023): 26. Web.

17 Mary Overall. “Viewpoints: Oklahoma family caregivers need financial support, and they can’t wait any longer”. *The Oklahoman* (2021). 1. Web.

18 “Healthy Brain Initiative” CDC (2023): 12-13. Web.

19 Mary Overall. “Viewpoints: Oklahoma family caregivers need financial support, and they can’t wait any longer”. *The Oklahoman* (2021). 1. Web.

20 “H.R.3321—Credit for Caring Act of 2021” Congress. 1. Web.

21 “Oklahoma” Alzheimer’s Association. <https://www.alz.org/professionals/public-health/state-overview/oklahoma>

write me a couple sentences for #3

For outreach efforts to local media outlets, the program will develop press releases and media kits that highlight the program's key objectives, strategies, and milestones. We will also seek out opportunities for interviews and features in local news outlets to help raise awareness about the program and its impact on student mental health in Norman, Oklahoma.

do the same for social media

For social media campaigns, the program will create social media accounts on platforms such as Facebook, Twitter, and Instagram to share updates, insights, and resources from the program. The social media content will be designed to engage with stakeholders, including educators, parents, and students, and will be shared on a regular basis to keep the community informed about the program's progress. We will also use social media to promote events, workshops, and other activities related to the program, and to encourage community members to share their own experiences and feedback about the program.

do the same for engaging with school boards and policy makers

For engaging with school boards and policy makers, the program will establish a communication plan that includes regular updates, meetings, and presentations to the board and policymakers. Our team will work closely with school administrators to ensure that our program aligns with district goals and objectives, and we will provide regular progress reports to demonstrate the impact of our program on student mental health outcomes. We will also identify opportunities to collaborate with other community organizations and stakeholders, such as mental health professionals, to build support for our program and to advocate for the integration of SEL into school policies and programs.

Amy's Submitted Dissemination Plans

- **Website:** A website will be created to share our resources and findings with parents, students, educators, and the general community. Refer to the above section for more information pertaining to the website.
- **Local Media Outlets:** For outreach efforts to local media outlets, the program will develop press releases and media kits that highlight the program's key objectives, strategies, and milestones. We will also seek out opportunities for interviews and features in local news outlets to help raise awareness about the program and its impact on student mental health in Norman, Oklahoma. Eventually interviews will be sought out with larger networks.
- **Social Media:** For social media campaigns, the program will create social media accounts on platforms such as Facebook, Twitter, and Instagram to share updates, insights, and resources from the program. The social media content

will be designed to engage with stakeholders, including educators, parents, and students, and will be shared on a regular basis to keep the community informed about the program's progress. We will also use social media to promote events, workshops, and other activities related to the program, and to encourage community members to share their own experiences and feedback about the program.

- **School Boards/Policy Makers:** For engaging with school boards and policy makers, the program will establish a communication plan that includes regular updates, meetings, and presentations to the board and policymakers. Our team will work closely with school administrators to ensure that our program aligns with district goals and objectives, and we will provide regular progress reports to demonstrate the impact of our program on student mental health outcomes. We will also identify opportunities to collaborate with other community organizations and stakeholders, such as mental health professionals, to build support for our program and to advocate for the integration of SEL into school policies and programs.