Curriculum Module
Content & Style Guide
(5th Revised Edition)

2010

Cheryl Fujii, MPA, Resource Specialist
Elizabeth Gilman, JD, MA, Curriculum Specialist
Carin Harkness, LCSW, Curriculum Specialist
Rick Smith, PhD, Graduate Student Researcher
Amy D. Benton, PhD, Graduate Student Researcher
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One of CalSWEC’s goals is to produce evidence-informed curriculum modules for MSW programs that provide useful content presented in a recognizable, consistent, and readable format. This style guide will assist you in following CalSWEC guidelines.

The guide contains three chapters: Curriculum Development Module Components, Procedures, and Format & Style Guide. The Curriculum Development Module Components chapter outlines the different types of content and the order in which these should appear. The Procedures chapter addresses steps to follow in the development and dissemination of this document. The Format & Style Guide contains formatting requirements and provides information on margins, typeface, and copyright, as well as key writing style requirements. All CalSWEC modules are required to conform to APA citation standards using the 6th edition of the APA *Publication Manual* (2009).

If questions arise, please direct them as follows:

- For content questions, contact Elizabeth Gilman, *Curriculum Specialist*, at 510-642-9273.
- For formatting questions, (e.g., making charts, displaying data) or the inclusion of materials such as handouts, contact Cheryl Fujii, *Resource Specialist*, at 562-985-4570.
CHAPTER I

CURRICULUM DEVELOPMENT MODULE COMPONENTS
CHAPTER I: 
Curriculum Development Module Components

All Modules must include the basic elements listed below in boldface type, in the order indicated. Optional elements are in regular type.

I. Title Page
   See Chapter 3, Format and Style Guide, for more information about what to include in the title page.

II. Table of Contents
   See Chapter 3, Format and Style Guide, for more information about how to format the Table of Contents.

III. Abstract
   The abstract should be no more than 250 words.
   - The first section should introduce the topic or problem area in the context of social work practice.
   - The second section should summarize the study conducted under the auspices of CalSWEC and include a short statement of the research design, sample size, relevant effect sizes or other conclusions.
   - The last section should include the learning objectives for the curriculum.

IV. CalSWEC preface (inserted by Resource Specialist)

V. About the author(s) (Optional)
   If included, the authors’ biographies should be in the order of authorship and be no more than 100 words each. Emphasize work and research related to this curriculum.

VI. Acknowledgements
   Please include an acknowledgement off all funding sources, in kind contributions, and those who otherwise supported the research. Specifically, you must acknowledge the following funding sources:
   - CalSWEC,
   - California Department of Social Services, and
   - US Department of Health & Human Services
If you are using copyrighted material, include a statement that this is done with permission here.

VII. Introduction
The Introduction, addressing the components below, should not exceed two (2) pages, double-spaced.

a. Rationale for the Module
Explain why you chose this area to research and disseminate. This may be in the form of a problem statement that specifies the relationship of the problem and its hypothesized causal mechanism and magnitude.

b. Background
The background may be a short paragraph on the history of the social problem or intervention that is the subject of the curriculum. This may include the history of the problem, policy, or intervention; how policies and public funding may have altered over time; and/or how the social work or research view of the problem, policy, or intervention has changed.

c. Literature Review
This should be a short summary of the key theoretical debates or empirical findings in the literature. Do not cut and paste the literature from the research report. You may refer to the report as an attachment in the Appendix. Tailor the literature review to your intended audience and within the context of the learning objectives identified in curriculum overview below. The section should close with how the CalSWEC-funded research adds to the literature.

VIII. Curriculum Overview
The Curriculum Overview should begin with a broad statement that summarizes the one major goal of each unit in the curriculum. Addressing the components listed below, it should not exceed six (6) pages, doubled-spaced, except if authors use tables, which should be single-spaced.

a. Competencies & Objectives
State the specific competencies that this module will address. Please do not list all the competencies. State clearly at least three behavioral objectives for each unit. For example: By the end of this session, the participants will be able to explain three ways to enhance collaboration with clients. These should be repeated in each unit.

b. Intended audience
Indicate to whom you are delivering the material. Is it working professionals? Does it warrant continuing education units? Is it part of a structured class in
an MSW, BSW, or AA program? If it is for multiple audiences, give direction on how to customize materials for each audience.

c. Description of how curriculum is organized
This section should describe how each unit relates to the other. Should they be taught in a sequence? Can they be in any order? Also list the major sections of each unit.

d. Time estimates to conduct each unit
This section should give in minutes the length of each unit. Breaking down the unit subsections is optional. This section may be presented as a table.

e. Tips on conducting module sessions
In this section, one may give instruction on how to customize the material for different kinds of audiences or courses.

f. Suggested tools and materials
List all tools and materials needed for the unit. For example, does the unit require video, audio, transparencies, a projector, handouts, flip chart paper, markers, special books or anything else? State if they are mandatory or recommended. Give some substitutions. For example, if the unit requires that each student have their own computer, how would the session be adapted if students had to share computers?

IX. Curriculum Units: Each section should be usable as a discrete module. For each section, include:

a. Public Child Welfare Competencies Addressed: Include only the three to five most relevant competencies from the CalSWEC Title IV-E curriculum. A good unit should have focus on a small set of competencies and be doable within the allotted time frame.

b. Learning Objectives: These should be behavioral objectives and the same as the ones listed in the overview.

c. Agenda: This can be a short bulleted or numbered list. Please indicate which sections may be cut for time and give alternate scenarios depending on the audience.

d. Materials Needed: A list with the same items listed in the overview.

e. Practice Exercises: For each in-class activity in the unit, have a detailed explanation. This may be in the form of a text box with numbered steps and instructions for each participant.
f. **Vignettes**: These stories can be based on typical client experiences to be used for group discussion. They may be one to two pages long and help illustrate a specific competency.

g. **Questions for Class Discussion** (as appropriate to topic): These would be discussion points for the vignette(s) or some other section of the unit.

X. **Appendixes (Optional)**
   a. Glossary of terms
   b. Legislation, forms, handouts, etc.
   c. Additional reading, if appropriate
   d. Overheads or PowerPoint presentations, if appropriate
   e. A copy of the CalSWEC-funded research article, if appropriate

References
CHAPTER II

PROCEDURES
CHAPTER II: Procedures

FIELD TESTING
Field testing of the curriculum in a class or with adult learners in the field is recommended. Some suggestions for field testing include:

- Inviting stakeholders to attend a focus group to review the curriculum prior to its release in final form,
- Circulating the curriculum to faculty likely to use the material in a class,
- Asking a local staff developer or training academy trainer to review the curriculum, and
- Using it in a classroom or field setting to learn how instructors use it and what revisions may be needed to make it more effective.

COPYRIGHT REQUIREMENTS
Most professionally written products are copyright protected; thus, you must seek permission from an author/publisher before using them in another publication. If you do not have permission to use the item for free, we will not able to reproduce it with your module. As there is a fee for each page of text, and as the material is being placed online at no cost, we cannot incur a fee for its dissemination (and we would have no way of knowing how many copies were downloaded/viewed). If you believe that the use of copyrighted material (such as an article) is imperative in your curriculum, you may provide the bibliographic reference for it in your text, and users of the curriculum can retrieve the item themselves.

If you have permission to use someone else’s material, this acknowledgement must appear on the first page of that text: *Used with permission of [author or copyright holder]*.

CURRICULUM SUBMISSION AND REVIEW
When your module is complete, please submit the following to the CalSWEC Curriculum Specialist:
Email a copy of the module and any supplementary materials produced with Microsoft Word or PowerPoint. **You should have one Word document for the module and supplemental materials, and you might also have a PowerPoint document.**

Also see Chapter 3, *Format & Style Guide*, for more information about supplementary resources. If you have questions about this requirement or other materials needs, contact the Resource Specialist (562) 985-4570 for assistance.

CalSWEC will review your module to insure compliance with the guidelines set forth in this manual. If there are issues with format, grammar, style, punctuation, and/or clarity of content, a marked-up copy of the module will be emailed back to you for revisions or clarifications as indicated. Module authors are responsible for making the revisions in a timely manner. Do not discard your supporting materials until the revision process is completed. Submit your revisions to the Curriculum Specialist. Additional revisions may be required.

**NOTE:** *If the curriculum is not received and approved within the designated timeline, the final invoice will not be approved for payment.*

**CURRICULUM DISSEMINATION**

As a condition of funding, grant awardees agree to CalSWEC promoting the dissemination of your module in several ways:

- Your module is listed, described, and posted on the CalSWEC website under the Curriculum Development link and may be accessed from the home page.
- It is also listed, described, and posted on the California Child Welfare Resource Library website. The potential audience for your module is extensive: The Library has filled module orders from Australia, Canada, Hungary, South Africa, and New Zealand as well as numerous states.
- The Library and CalSWEC promote your work through module release announcements to the California child welfare community and at select conferences throughout the United States. A catalog of CalSWEC curriculum and research projects is also available on the California Child Welfare Resource Library website.

Additionally, curriculum module developers are asked to present material from their module (a) at a regular meeting of the CalSWEC Board of Directors, (b) at a meeting of
the CWDA Children’s Committee and/or Regional Training Academies, and (c) via Webinar™ to a diverse constituent audience. These presentations may include:

- Presenting a summary of the module’s content, its bases in research and practice, and methods of delivery to students.
- Involving the group in one or more exercises used in the module to demonstrate the material.
- Making a short presentation of the material as delivered in a class, with an explanation of its appropriate use.

To enhance dissemination, material from modules may also be presented to project coordinator, child welfare, and training academy director groups, as well as meetings of other child welfare educators and stakeholders.
CHAPTER III

FORMAT & STYLE GUIDE
CHAPTER III: Format & Style Guide

All modules should be written in clear English prose suitable for presentation in a classroom or in-service training setting. Module authors are required to use Microsoft Word or OpenOffice provided it is saved as a Word document. All modules should be written following the 6th edition of the APA *Publication Manual* (2009), except for where specifically otherwise indicated in this guide. Additionally, the Child Welfare Research Library has two APA resources that you may borrow while writing your module. Contact the Resource Specialist (562-985-4570) to borrow:

- *Presenting Your Findings: A Practical Guide for Creating Tables*, or
- *Electronic Reference Formats Recommended by the American Psychological Association*.

**TEXT TYPEFACE AND SPACING**

Use the following typeface and point sizes (not APA):

<table>
<thead>
<tr>
<th>Chapter Title Page</th>
<th>Arial 16 Pt. Bold Caps</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chapter Heading</td>
<td>Arial 14 Pt. Bold Caps</td>
</tr>
<tr>
<td>Chapter Subheadings</td>
<td>Arial 12 Pt. Bold Caps</td>
</tr>
<tr>
<td>Chapter <em>Sub-subheadings</em></td>
<td>Arial 12 Pt. Bold Italic</td>
</tr>
<tr>
<td>Document Text</td>
<td>Arial 12 Pt.</td>
</tr>
</tbody>
</table>

*A smaller point size may be used for charts or graphs. Where appropriate, use bold type or italics rather than underlining. Text must be double-spaced.*

**MARGINS AND PARAGRAPHS**

Use 1-inch margin settings. Paragraph margins should be right and left justified. The first line of a paragraph should be indented five spaces.

When bullets are used, single-space the bulleted text and double space between bullets.
PAGINATION

Page numbers should appear centered in the footer in Arial 10 point. Use Roman numerals to number all content prior to the first section or chapter of the module. Do not number the title page. Page i is the first page of the Table of Contents. Begin using Arabic numerals with the title page of the first chapter/section/module.

Use sequential numbering throughout the module; do not begin each section or unit with page 1. Pagination of supplemental materials should follow in sequence with pages of the main text.

TITLE PAGE

The title page should include the following information in the order and format (not APA) indicated:

- Two-line CalSWEC header, centered (22 point Times New Roman, bold italic)
- Solid line
- Title of module, centered (24 point Arial bold for the main title, 20 point bold for the secondary title)
- Solid line
- Author(s) and affiliation, centered (22 point Times New Roman, bold italic)
- Year module completed, centered (22 point Times New Roman, bold italic)

See sample Title Page at the end of this chapter.

TABLE OF CONTENTS

Use bullets rather than numbers or letters to indicate levels or sections within your text outline. The order of bullets used for levels of the outline should be consistent throughout the module. Bullets should diminish in size to indicate lower levels within the outline.

See sample Table of Contents at end of this chapter.
TABLES, CHARTS, FIGURES, AND GRAPHS
Graphic material that illustrates points made in text should appear in proximity to the associated textual material rather than at the end of the module. Number all tables/charts/figures/graphs sequentially. Do not restart numbering with each chapter.

SPELLING AND GRAMMAR
Authors are responsible for ensuring that submitted manuscripts are free of spelling, word usage, citation style, and grammatical errors. Manuscripts will be returned for corrections.

SUPPLEMENTARY RESOURCES
Supplementary materials in the form of overhead transparencies, data disks, and/or handout masters may no longer be submitted in hard copy or on disk. Everything must be submitted electronically, and inserted into the text when appropriate. Your submission may include more than one type of file (e.g., Word and PowerPoint), but you may only have one file of each type (i.e. if you have five chapters in your module and a PowerPoint presentation for each chapter, don’t submit them as five documents. Put all five presentations into one PowerPoint file.

Label and number overheads/handouts/appendices in the header, right justified, using 10 point Arial type.

Overheads and handouts should be numbered and appendices should be lettered (e.g., Appendix A, Handout 1). Number Handouts or Overheads sequentially. Do not restart numbering with each chapter.

PowerPoint presentations should be concise. Presentations consisting of more than 20 slides per unit or section of the module are not acceptable.

STYLE REQUIREMENTS
As previously stated, curricula should follow the 6th edition of the APA Publication Manual (2009). In addition, CalSWEC wishes to stress the importance of a few style areas.
Sexist Language
CalSWEC products will not contain sexist language. To ensure that your project avoids gender bias, do not:

- Use either *he* or *she* to refer to a general population whose gender is not specific.
- Stereotype professions or groups of people by associating them with a gender.

Ethnic Terminology
All CalSWEC products will use ethnic sensitive language. A selected list of acceptable, general terms for ethnicities is below:

<table>
<thead>
<tr>
<th>Asian</th>
<th>Black</th>
<th>Latino</th>
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<tr>
<td>Asian American</td>
<td>Chicano</td>
<td>Native American</td>
</tr>
<tr>
<td>African American</td>
<td>Hispanic</td>
<td>White</td>
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<tr>
<td>American Indian</td>
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- Do not place a hyphen between words in compound terms, i.e., African American, not African-American.
- Always capitalize ethnic terms.
- When referring to ethnic groups, always be as specific as possible. For instance, if you are referring to a group of people from China, use *Chinese* instead of *Asians*.

Statistical Terms
- When using a statistical term in the narrative, always use the full term instead of a symbol. *Chi-square analysis shows*, not $\chi^2$ analysis shows.
- Use an uppercase, italicized $N$ ($N = 437$) when referring to the total number of members in a sample or population. Use a lowercase, italicized $n$ ($n = 39$) to refer to a subsample.

In-text Citations & References
Any facts, data, or ideas in your module that have been quoted or adapted from another source must be properly cited. Failure to do so is plagiarism. In addition, all cited sources must have a corresponding reference entry in the reference list. All references cited in the text must appear in the reference list, and all entries in the reference list
must be cited in the text. The author is responsible for ensuring that in-text citations identically match the reference list entries in regards to spelling and year.
California Social Work Education Center
CALSWEC

Community Organizations and Child Welfare Services:
Planning for Effective Partnership

Carrie Forward
University of California
2010
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