Curriculum Module
Style Guide
(Third Edition)
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INTRODUCTION

CalSWEC’s goal is to produce curriculum modules 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 four sections: Curriculum Development Module Components, Format Guide, Style Guide, and Curriculum Dissemination. The *Curriculum Development Module Components* section outlines the different types of content and the order in which these should appear. The *Format Guide* contains formatting requirements and provides information on margins, typeface, copyright, and the like. The *Style Guide* sets forth the writing style guidelines. All CalSWEC modules are required to conform to APA citation standards. Module authors are expected to participate in disseminating their products to a broad child welfare audience. For example, the *Curriculum Dissemination* section suggests procedures for presenting the module content to designated CalSWEC Project Coordinators, Board members, or training academy groups.

If questions arise, please direct them as follows. For content questions, please contact Elizabeth Gilman, the CalSWEC Curriculum Specialist, at 510-642-9273. For formatting questions, (e.g., making charts or displaying data) or the inclusion or production of materials such as handouts, transparencies, or data disks, contact Cheryl Fujii, the CalSWEC Resource Specialist, at 562-985-4570.
CHAPTER I
CURRICULUM DEVELOPMENT MODULE COMPONENTS
CURRICULUM DEVELOPMENT MODULE COMPONENTS

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

I. Title Page

II. Abstract

III. Table of Contents

IV. CalSWEC preface (inserted by Resource Specialist)

V. About the author(s)

VI. Acknowledgements

VII. Introduction
   a. Rationale for module
   b. Background
   c. Literature review

VIII. Curriculum Overview
   a. Objectives
   b. Intended audience
   c. Description of how curriculum is organized
   d. Time estimates to conduct each unit
   e. Tips on conducting training sessions
   f. Suggested tools and materials

IX. Curriculum Units – Each section should be usable as a discrete training unit.
   a. For each section include: Learning objectives, Public Child Welfare Competencies addressed, agenda, materials needed, references.
   b. For each section include: Practice exercises, vignettes, and questions for class discussion, as appropriate to topic.

X. Appendixes
   a. Glossary of terms
   b. Legislation, forms, handouts, etc.
   c. Additional reading, if appropriate
   d. Transparencies or PowerPoint presentation disks, if appropriate

CHAPTER II

FORMAT GUIDE
FORMAT GUIDE

All modules should be written in clear English prose suitable for presentation in a classroom or in-service training setting. Citations and presentation of findings should conform to current American Psychological Association (APA) style guidelines (2001). All modules should be written using Microsoft Word.

Text typeface and spacing

Use the following typeface and point sizes:

<table>
<thead>
<tr>
<th>Type</th>
<th>Font and Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chapter Title Page</td>
<td>Arial 16 Pt. Bold Caps</td>
</tr>
<tr>
<td>Chapter Heading</td>
<td>Arial 14 Pt. Bold Caps</td>
</tr>
<tr>
<td>Document Text</td>
<td>Arial 12 Pt.</td>
</tr>
<tr>
<td>Text Subheadings</td>
<td>Arial 12 Pt. Bold Italic</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 the margin settings indicated below. The wide margins are needed to accommodate hole punching for binders when users wish to shelve the curricula in that format.

<table>
<thead>
<tr>
<th>Margin Type</th>
<th>Setting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Top and bottom margins</td>
<td>1.00”</td>
</tr>
<tr>
<td>Left and right margins</td>
<td>1.25”</td>
</tr>
</tbody>
</table>

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

Pages should be numbered in the lower center of each page in Arial 10 point type. Use Roman numerals to number all content prior to the first section or chapter of the module. Do not number the title page, but please include it in the page count (thus the first page that follows the title page will be numbered “ii”).

Begin using Arabic numerals with the first page of the first chapter or section of the 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 indicated:

- Two line CalSWEC header, centered (22 point Times New Roman, bold italic)
- Solid line
- Title of module, centered (25 point Times New Roman, bold main title, 20 point for secondary title)
- Solid line
- Author(s) & affiliation, centered (22 point Times New Roman, bold italic)
- Year module completed, centered (22 point Times New Roman, bold italic)

**Outline Format**

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.

**Tables, Charts and Graphs**

Graphic material that illustrates points made in text should appear in proximity to the textual material rather than at the end of the module.

**Spelling and Grammar**

Authors are responsible for insuring that submitted manuscripts are free of spelling, word usage, 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 be submitted with the module. Please insert these materials in the text when appropriate. A second set should be included at the end of the module. Please number and label the overheads and/or handouts. To insure that users can assemble handout pages correctly, they should be clearly labeled with a header on each page using this format:

Module I                                                                                                 Handout #1
Module I                                                                                                 Handout #2

In addition, if the module includes a PowerPoint presentation or data set, it will be included in any electronic transmittal or copied onto a diskette for modules distributed in hard copy. Any diskettes distributed with modules will be formatted for IBM/PC systems. Please do not submit excessively long PowerPoint presentations. Presentations consisting of more than 20 slides per unit or section of the module are not acceptable.

Copyright Requirements

Most professionally written products are copyright protected; thus, you must seek permission from an author before using copyrighted materials. If you do not have permission to use the item for free, we must pay a fee for each copy of each page of text used (i.e., 50 copies of a 10 page article incurs a 500 page fee). If you choose to include copies of articles, handouts from conferences, or any other copyrighted materials as part of your module, you must let us know the status of each item. If you have obtained written permission for free usage from an author, a copy of that permission must be submitted for our files.

An acknowledgement on the first page of the text must also be included in this form: Used with permission of [author or copyright holder].

Every copyrighted item must be fully documented. CalSWEC will take care of obtaining copyright permission for published items you include and will pay any royalty fees incurred for our distribution of your module.

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.

**Manuscript 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 other materials produced with Microsoft Word or PowerPoint. You should have one Word document for the module and supplemental materials such as Appendixes, and Handouts.
- Post one hard copy of all supplemental materials not included in the above submission. Do not send poor quality Xeroxes of anything. You will just be asked to provide a clear copy, or asked to remove the information from your module if you are not able to provide a clear copy.

Any questions regarding hard copy materials should be directed to the Resource Specialist at 562-985-4570.

The Curriculum and Resource Specialists will review your module to insure compliance with the CalSWEC style. If there are issues with format, grammar, style, punctuation, and/or clarity of content, a marked up copy of the module will be returned to you for revisions or clarifications as indicated. Module authors are responsible for making the revisions in a timely manner (this means weeks, not months). Do not throw away your supporting materials until the revision process is completed. Submit your revisions to the Resource Specialist. Additional revisions may be required. Each set of revisions should be sent to the Resource Specialist.
CHAPTER III

STYLE GUIDE
STYLE GUIDE

All modules should be written following the 5TH edition of the APA Publication Manual (2001). Consult it for assistance with specific situations that fit your module. The 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.

The following are some of the more common style areas that can be problematic for writers.

PUNCTUATION

Period

- Put one space after the period between initials of names. J. L. Jones
- There is no space after the period between initials of things. U.S. Government
- Watch out for Latin abbreviations. i.e., e.g., and vs.
- There is no period for state names or districts CA, MD, DC, acronyms or organizations NASW, ANOVA, or measurement abbreviations ft, SD except for inches. in.

Comma

- Use commas between items in a group of three or more items including before and and or. research, results, and conclusions; students, parents, or teachers
- To separate a date using month, day, and year from other text October 16, 2000, was the day… but not when using just a month and year. …employees hired between April 2000 and April 2001…
- To identify an author and publication date in a parenthetical citation. …statistically significant (Smith, 2000)
- To separate a nonessential clause from the main clause. The bill, which the senator endorsed, increases funding for...

- Do not use commas to separate parts of a measurement. The subject was 10 years 1 month old...

**Colon**

- Use a colon between an introductory clause that can stand alone and a final phrase/clause that expands on the preceding clause. This module has two goals: familiarizing users with current research and providing users with a six-hour classroom curriculum.

- When used between two clauses that can stand alone, the second clause begins with a capital letter. Research results were inconclusive: Study participants were inconsistent in responding to the survey pretest and posttest questions.

**Semicolon**

- Use a semicolon to separate two independent clauses that are not joined by a conjunction. The training was held on two days; participants chose which day to attend.

- To separate items in a group that already uses commas. This module addresses the research, testing, and presentation of results; the training curriculum, overheads, and class handouts; and...

**Dash**

- Use a dash to indicate a sudden break in the flow of a sentence. Research subjects participated in group interviews—before and after testing—to fulfill the mandate of the project.

**Quotation Marks**


- Surrounding a word or phrase that is used ironically, as slang, or as an invented expression. Use quotation marks the first time the word or phrase is
used; do not use quotation marks subsequently. …the “CPS variable”…the CPS variable

- To separate the title of an article or book chapter from the rest of the text Smith’s (2000) article, “Kinship care in the United States.”

- To reproduce a test item or verbatim instructions to participants. The second fill-in question was “A good social worker should ________.”

Do not use double quotation marks

- To introduce a technical term. Italicize the term instead. She utilized the person-in-environment system, which is discussed in the following section.

- When referring to the title of a complete volume (e.g., a book or journal). Italicize the title. In his book, Child Welfare Services,

- Around a direct quote longer than 40 words. Instead, indent the quoted material five to seven spaces without including the usual paragraph opening indentation. It should look like this:

  You may also want to include a floppy disk with a PowerPoint presentation on it. End users can utilize the floppy in one of three ways: as a master for a computer-run presentation…

- Use single quotation marks surrounding a quote within a quote. Mitchell (2001) claims, “The ‘TANF index’ demonstrates…”

- Periods or commas following quoted material must be placed before the closing quotation mark. Other punctuation that is not part of the quoted material is placed outside of the final quotation mark. The subject said that the experiment was “cool.” Which experiment did the subject categorize as “cool”?

Parentheses

- Use parentheses to separate structurally independent elements. …the results were significant (see Table 2).

- To separate in-text reference citations from the text. Martinez (1999) found…

- To introduce an abbreviation. the responsibility of child protective services (CPS)…
To enclose statistical values. …was significant (p < 0.5)

Do not use parentheses

Inside parentheses. Use brackets to avoid nested parentheses. (California Social Work Education Center [CalSWEC]).

Consecutively. Use (i.e., the caregiver; Wilson, 2001), not (i.e., the caregiver) (Wilson, 2001). Put a semi-colon between the two items.

**Hyphenation**

Hyphenate a compound with a participle when it precedes the term it modifies. *role-playing technique*

A phrase used as an adjective when it precedes the term it modifies. *trial-by-trial analysis*

An adjective-and-noun compound when it precedes the term it modifies. *middle-class families*

A compound with a number as the first element when the compound precedes the term it modifies. *12th-grade students*

Do not hyphenate

A compound including an adverb ending in –ly. *widely used text*

A compound including a comparative or superlative adjective. *less informed interviewers*

Foreign phrases used as adjectives or adverbs. *post hoc comparisons*

A modifier including a letter or numeral as the second element. *Group B participants*

Common fractions used as nouns. *One third of the participants*, or

When a compound adjective follows the term. *Children of the same sex*

These prefixes do not require hyphens (APA, 2001, p. 92):

---

**Spelling**

APA uses *Merriam-Webster’s Collegiate Dictionary* as the standard spelling reference. When given a spelling choice, use the first spelling listed. Preferred plurals for some common nouns include (APA, 2001, p. 89):

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appendix</td>
<td>Appendixes</td>
<td>Phenomenon</td>
<td>Phenomena</td>
</tr>
<tr>
<td>Datum</td>
<td>Data</td>
<td>Schema</td>
<td>Schemas</td>
</tr>
<tr>
<td>Matrix</td>
<td>Matrices</td>
<td>Curriculum</td>
<td>Curricula</td>
</tr>
</tbody>
</table>

**Using That Versus Which**

Many authors use the relative pronouns *that* and *which* interchangeably. The CalSWEC style maintains a distinction between the words. Refer to the *Publication Manual* (APA, 2001, p. 55) for a discussion of *that* versus *which*.

- Use *that* when including information essential to the relativized phrase. In other words, removing a *that* clause from the sentence would change the meaning of the sentence. Smith (2002) cites a study that found…while the study that Jones (2000) cites found…

- Use *which* when referring to nonessential information. Removing a *which* clause from a sentence would not alter the meaning of the sentence. Commas must surround a *which*-clause. The study, which Jones (2000) cites, found…

**Using i.e., Versus e.g.,**

- The abbreviation *i.e.*, accompanies a rephrasing of material in the text. The subjects in the CPS group (i.e., those involved in the child welfare system)...
 Meanwhile, *e.g.*, precedes an example of what the text discusses. The participants discussed their needs (*e.g.*, healthcare and childcare).

These abbreviations should only be used inside parentheses. Do not use these abbreviations in text. Instead, substitute *that is* for the abbreviation *i.e.*, and substitute *for example* for *e.g.*

**Numbers**

Represent numbers as figures for:

- Numbers 10 and above. **53 respondents**
- Numbers below 10 that are compared to numbers 10 and above. **8 of the 53 respondents**
- Numbers representing any measurement of time or space. **2 inches, 5 hours**
- Numbers that represent statistical or mathematical functions. **6 times as many, 7% of the respondents**
- Numbers in a series. **Figure 4, Section 3**
- Numbers in the abstract of the curriculum.

Use words for numbers

- Below 10 excluding those mentioned in the above categories. **three experiments**
- That begin sentences. **Seventy-three participants**
- That are part of common fractions. **one fifth of the sample**
- To pluralize numbers, whether they are spelled out or in numeral form, add an *s* or *es* without an apostrophe. **30s, threes and sixes, 1990s**

**Statistical Terms**

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

**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 (APA, 2001, pp. 67-69):

<table>
<thead>
<tr>
<th>Asian</th>
<th>Black</th>
<th>Latino</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian American</td>
<td>Chicano</td>
<td>Native American</td>
</tr>
<tr>
<td>African American</td>
<td>Hispanic</td>
<td>White</td>
</tr>
<tr>
<td>American Indian</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

• Do not place a hyphen between words in compound terms. **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**.

**In-text Citations**

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. Use the following conventions when citing materials:

• Use only parenthetical in-text citations; do not use footnotes.
- If the text refers to a specific quote or section of a source, the parenthetical citation must include the page number on which that quote or section appears (Evans, 1998, pp. 213-221).

- If a work has two authors, always include both in a citation. Conjoin the authors’ names with an ampersand; do not use and: (Fujii & Gilman, 2005)

- If a work cited has three, four, or five authors, include all names in the first text citation (Arthur, Black, & Crandall, 2000); in all subsequent citations, include the first author’s last name followed by et al. (Arthur et. al, 2000)

- If a work has six or more authors, cite only the first author’s last name followed by et al. on all occasions.

- If the author is an organization or a group, spell out the full name followed by its abbreviation in parentheses the first time it is cited. …the Child Welfare League of America (CWLA, 2005)... In all subsequent citations, use the abbreviation. (CWLA, 2005)

- Follow the above guidelines for citations of electronic materials. Note that many web pages and some printed materials do not have page numbers. To cite a section of a web page that does not contain page numbers, use the paragraph number. CalSWEC (2000, para. 3)

REFERENCES

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.

Abbreviations

The following abbreviations should be used in the reference list:

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>chap.</td>
<td>chapter</td>
</tr>
<tr>
<td>ed.</td>
<td>edition</td>
</tr>
<tr>
<td>Rev. ed.</td>
<td>revised edition</td>
</tr>
<tr>
<td>2nd ed.</td>
<td>second edition</td>
</tr>
<tr>
<td>Ed. (Eds.)</td>
<td>editor (editors)</td>
</tr>
<tr>
<td>Trans.</td>
<td>translator(s)</td>
</tr>
<tr>
<td>Tech. Rep.</td>
<td>technical report</td>
</tr>
<tr>
<td>n.d.</td>
<td>no date</td>
</tr>
<tr>
<td>p. (pp.)</td>
<td>page (pages)</td>
</tr>
<tr>
<td>Vol.</td>
<td>volume (as in Vol. 4)</td>
</tr>
<tr>
<td>vols.</td>
<td>volumes (as in 4 vols.)</td>
</tr>
<tr>
<td>No.</td>
<td>number</td>
</tr>
<tr>
<td>Pt.</td>
<td>part</td>
</tr>
<tr>
<td>Suppl.</td>
<td>supplement</td>
</tr>
</tbody>
</table>

**Formatting**

The first line of a reference entry should begin flush against the left margin. All subsequent lines in the entry must be indented five spaces. Single space each entry and place a double space between entries. Below are basic formats for references. Refer to the APA *Publication Manual* (2001, pp. 207-281) for a complete description of reference formatting for all situations.

**Book**


- Remember the space between initials.
- If an author’s first name is hyphenated, keep the hyphen between the initials. *Smith, M.-J.*
- If the publisher and author are the same, write *Author* after the colon instead of repeating the full name of the publisher/author.
- Capitalize the first word of a title as well as proper nouns, and the first word of a subtitle after a colon.
- Use commas to separate authors’ names. When an entry has two or more authors, use a comma and an ampersand (&) before the final author.
- Spell out the full name of a corporate author. *National Association of Social Workers* not NASW
- If the work lists an author with the word *with*, include the author in parentheses. *Raymond, E. G. (with Hundley, J.)*
- If the work is an edited volume, place the editor’s or editors’ name in the author position, followed by the abbreviation *Ed.* or *Eds.* in parentheses. *Lee, J. (Ed.)*.
- Alphabetize prefixes such as M’, Mc, and Mac literally, not as though they were all Mac. MacNeil precedes McNeil, and M’Carthy precedes McNeil.

- If no date is available, write n.d. in parentheses.

- If the work has no author, move the title to the author position, before the date of publication. *Merriam-Webster’s collegiate dictionary.* (1993).

- Remember to use correct U.S. Postal Service abbreviations for states. Salem, MA not Salem, Mass

- If the publisher is a university that has the state name in the university name, do not include the state in the publisher’s location. *Berkeley: University of California at Berkeley*

- The following major cities should be listed without a state abbreviation or country:
  
  Amsterdam  London  New York  San Francisco  
  Baltimore  Los Angeles  Paris  Stockholm  
  Boston  Milan  Philadelphia  Tokyo  
  Chicago  Moscow  Rome  Vienna

**Book Chapter**


- Following the chapter title, insert *In*, followed by the name of the editor(s). Do not invert the editor’s last name and initials.

- For three or more editors, use commas to separate the editors; for two editors, do not use commas (C. J. Thompson & L. E. Barkley)

- Insert *Ed.* for a single editor or *Eds.* for multiple editors in parentheses following the final editor’s name:

- Give inclusive page numbers of the cited work in parentheses.
Journal Article


- Give the periodical title in full, using both uppercase and lowercase letters.
- Do not italicize the article title or surround it with quotation marks.

- Give the volume number of journals, magazines, and newsletters. Do not use *Vol.* before the number. If each issue of a journal begins on page 1, give the issue number in parentheses immediately following the volume number:

- If a journal or newsletter does not use volume numbers, include the month, season, or other unique designation with the year. **1998, Fall** or **1998, March**

- Italicize the name of the periodical and the volume number. Do not italicize issue numbers:

- Do not use *p.* or *pp.* before the page numbers.

- For articles that have been accepted for publication but that have not been published, put *in press* for the date of publication.

Electronic Materials


- Enter the author, date, and title as you would for printed materials. If no author is available, use the name of the organization that maintains the website in the author position.

- After the title, type *Retrieved* followed by the date of retrieval.

- Following the date of retrieval, enter *from* before the full URL. If a URL runs across a line or page break, break the URL after a slash or period; do not insert a hyphen at the break.

- Do not put a period after the web address in the citation.

- Unless the material cited is found on the website’s homepage, do not use the homepage URL in your citation. Use the URL for the page where the information is actually located.


- For non-print resources, information is provided after the title to describe the resource.

Annotated Bibliography


A study was conducted to determine whether variables could explain the well being of children in non-related foster care and those in kinship foster care. Seventy-seven children in kinship foster care, between ages 10 and 15, were interviewed in this study. The variables that were examined included the child’s individual case history, the mother’s life situation, the caregiver’s life situation, and the scale of involvement of children in decision-making processes. The findings were that both the mother’s and caregiver’s life situations were highly correlated with child well being.

- Include the full reference entry, remembering that all lines other than the first line are indented five spaces from the margin.

- Place comments directly below the reference entry, and indent them seven spaces from the margin.
CHAPTER IV

CURRICULUM DISSEMINATION
Curriculum Dissemination

CalSWEC promotes 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 by request from the California Child Welfare Resource Library.

Other modes of dissemination exist. Curriculum module developers are asked to present material from their module at a regular meeting of the CalSWEC Board of Directors. This presentation 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.

REFERENCE
