SW 698A: Thesis Project I

Instructor: **Telephone:**
Office: **E-mail:**

Office Hours:

Catalog Description:
Prerequisites: SW 594A, SW 594B. Completion of 30 MSW units with a minimum cumulative GPA of 3.0, and advancement to candidacy. Under the direction of the Thesis/Project Advisor, the student completes a thesis/project proposal, instruments and IRB protocol (if applicable), and drafts literature review. Letter grade only (A-F). A grade of "B" or better is required for successful completion

Course Description:
The Master's thesis/project is one of two possible options to complete a culminating project for the MSW degree at CSULB. Under the direction of a faculty thesis/project advisor and thesis/project committee, students will complete a research or scholarly project that contributes to the advancement of knowledge and practice in social work. The Master's thesis or project is completed in two semesters. Thesis/Project I is the first semester course.

"Research" is defined broadly, including, but not limited to, case studies, single-system designs, oral histories, community risk assessments, ethnographies, historical analyses, policy analyses, secondary data analyses, content analyses, agency-based research and use of extant datasets, as well as quantitative and qualitative surveys and interviews. Practice-relevant and/or agency-based research is encouraged.

Scholarly projects include but are not limited to grant writing and curriculum development. See Appendix B for sample descriptions and chapter outlines for a wide range of thesis/project options.

Course Objectives:
Upon successful completion of the course, the student will be able to:

1. Complete a substantive research or scholarly project that contributes to the social work knowledge base.

2. Utilize a multicultural perspective in the design of social work research, programs, or training.

3. Apply knowledge of ethical conduct in social work practice and research to an independently conducted research study or scholarly project.

4. Synthesize content from previous theory, practice, and policy courses as applicable to the thesis or project topic.

5. Apply such content to the formulation, interpretation, and scholarly, well-written description of an independently conducted research study or scholarly project.

Course Format:
Students will meet individually and/or in small groups with their thesis/project advisor on a weekly basis throughout the semester.

Recommended Textbook:
American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). https://doi.org/10.1037/0000165-000

Assignments and Examinations:
As part of the requirements for Thesis/Project I, students must prepare a final proposal describing all phases of the thesis or project (see Appendix A). The desired length is five to seven pages. The proposal should include the following components: (a) statement of topic to be addressed; (b) summary of relevant literature; (c) statement of purpose; (d) definitions of terms, if appropriate; (e) multicultural relevance; and (f) relevance to the social work profession.
Each section should be delineated by appropriate headings and subheadings.

All proposals will also contain a methods section that will describe the entire process by which the student will successfully complete his/her research study or scholarly process. The components of the methods section will be specific to the study/project the student is undertaking and will be refined by the thesis/project advisor. For example, is the methods section for a quantitative thesis would likely include (a) design; (b) sample selection procedures and anticipated size; (c) data collection procedures; (d) description of instrument (along with discussion of reliability and validity, if appropriate); and (e) data analysis plan. The methods section for a grant writing project would likely include (a) methods for identifying potential funding sources, (c) criteria for final grant selection, (d) resources to use in grant problem statements, and (d) potential funding guidelines.

The midterm grade for Thesis/Project I will be based on the initial proposal, protocol for the Protection of Human Subjects, consent letter(s), and instrument or another appropriate project measure as designated by the thesis/project advisor. The materials required for a midterm grade must be submitted to the thesis/project committee by the end of the 6th week**.** For a final grade, the remaining materials (draft literature review) must be submitted to the thesis advisor 2 weeks

prior to the 1st day of finals. The thesis/project advisor assigns the grade.

Assignment	Points	Weight
Proposal	30	30%
Chapter 2	30	30%
Individual Assignment	30	30%
Advising Preparation	10	10%

Grading Scale:

Percent Range	Letter Grade
90 – 100%	A
89 – 80%	B
79 – 70%	C
69 – 65%	D
Below 64%	F

Social Work Competencies
The Council on Social Work Education (CSWE) accredits the School of Social Work. Below are the specific social work competencies and behaviors in this course (SW698A) that meet the Educational Policy and Accreditation Standards (EPAS). This course extends and enhances the nine core competencies to prepare students for practice in the area of their specialization.

EPAS Competencies and Behaviors Assessed in this Course*

Competencies Addressed	Behaviors	Assignments
C1. Demonstrate Ethical and Professional Behavior	Apply ethical decision-making skills (e.g., competing values, client/constituent rights, legal parameters, and shifting societal mores) that affect research, the provision of services and relationships with clients/constituents. Identify professional strengths, limitations, and challenges and seek supervision/consultation to enhance professional development.	Advising Preparation IRB protocol

C2. Engage diversity and difference in practice.	Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro and macro levels	Proposal section on multicultural aspects. Literature review on diversity.
C4. Engage in Practice-informed Research and Research-informed Practice	Engage in critical analysis of quantitative and qualitative research methods and research findings	Literature review IRB protocol
C5. Engage in Policy Practice	Utilize knowledge in social policy and planning theory to formulate changes in social welfare policies and programs.	Proposal (Policy Analysis, Grant, Community Needs Assessment)
C6. Engage with Individuals, Families, Groups, Organizations, and Communities	Demonstrate skills (i.e., leadership, critical thinking, interpersonal skills) required for effectively engaging constituents.	Individual Assignment Obtaining permission from organizations, and individuals to conduct research or write a grant.

In response to increasing phishing attacks and cyber scams, the university will implement a change on August 2, 2018 that all official CSULB announcements and notices will be sent to your campus-provided "BeachMail" (Outlook) email account. This change means that official University email communications will be sent to your @student.csulb.edu email account only.

As part of this change, *you will no longer be able to assign a third-party email address (e.g., Gmail, Hotmail, Yahoo, etc.) as your "preferred" email account in MyCSULB.* However, if you wish to continue receiving official campus communication at your personal email accounts, you may Use Rules to Automatically Forward Messages from your BeachMail account to your preferred personal email account. You can access your BeachMail (Outlook) account within the campus Single Sign-On (SSO) service. If you have any questions about this service update, please contact DoIT-ServiceManagement@csulb.edu or the Technology Help Desk at (562) 985-4959.

Statement of Non-discrimination (U)
http://catalog.csulb.edu/content.php?catoid=2&navoid=34#nondiscrimination-policy
Protected Status: Genetic Information, Marital Status, Medical Condition, Nationality, Race or Ethnicity (including color or ancestry), Religion or Religious Creed, and Veteran or Military Status.
The California State University does not discriminate on the basis of age, genetic information, marital status, medical condition, nationality, race or ethnicity (including color and ancestry), religion (or religious creed), and veteran or military status - as these terms are defined in CSU policy - in its programs and activities, including admission and access. Federal and state laws, including Title VI of the Civil Rights Act of 1964 and the California Equity in Higher Education Act, prohibit such discrimination. Larisa E. Hamada, Director of campus Equity & Diversity has been designated to coordinate the efforts of California State University, Long Beach to comply with all applicable federal and state laws prohibiting discrimination on these bases. Inquiries concerning compliance may be presented to this person at larisa.hamada@csulb.edu, 6300 State University Dr. #120, Long Beach, CA 90815, (562) 985-8256. CSU Executive Order 1097 Revised October 5, 2016 (www.calstate.edu/EO/EO-1097-rev-10-5-16.pdf) (or any successor executive order) is the system-wide procedure for all complaints of discrimination, harassment or retaliation made by students against the CSU, a CSU employee, other CSU students or a third party.

Preferred Gender Pronoun (U)
This course affirms people of all gender expressions and gender identities. If you prefer to be called a different name than what is on the class roster, please let me know. Feel free to correct me on your preferred gender pronoun. You may also change your name for BeachBoard and MyCSULB without a legal name change. To submit a request, go to MyCSULB/Personal Information/Names. If you have any questions or concerns, please do not hesitate to contact me.

Statement of Accessibility (U)
http://www.csulb.edu/divisions/aa/academic_technology/itss/course_materials/accessibility/

All instructors shall be familiar with best practices in making their syllabus and course documents accessible to all students and upon request provide the format need for the student. Instructors can access best practices at the following link.

Accommodation (U)
It is the student's responsibility to notify the instructor in advance of the need for accommodation of a university verified disability (PS 11-07, Course Syllabi and Standard Course Outlines).
Students needing special consideration for class format and schedule due to religious observance or military obligations must notify the instructor in advance of those needs.
Students who require additional time or other accommodation for assignments must secure verification/assistance

from the Bob Murphy Access Center (BMAC) (formerly DSS). The telephone number is (562)985.5401 and they are located in the Student Success Center (SSC) Room 110. Email address is BMAC@csulb.edu.

Accommodation is a process in which the student, BMAC, and instructor each play an important role. Students contact BMAC so that their eligibility and need for accommodation can be determined. BMAC identifies how much time is required for each exam. The student is responsible for discussing his/her need with the instructor and for making appropriate arrangements. Students who are eligible to receive accommodation should present an Accommodation Cover Letter and a BMAC Student/Teacher Testing Agreement Form to the instructor as early in the semester as possible, but no later than a week before the first test. (It takes one week to schedule taking an exam at the BMAC office.) The instructor welcomes the opportunity to implement the accommodations determined by BMAC. Please ask the instructor if you have any questions.

Campus Behavior (U)
General Policies
CSULB Statement on Civility and Acts of Violence
http://catalog.csulb.edu/content.php?catoid=2&navoid=34#csulb-statement-on-civility-and-acts-of-violence

California State University, Long Beach, takes pride in its tradition of maintaining a civil and non-violent learning, working, and social environment. Civility and mutual respect toward all members of the University community are intrinsic to the establishment of excellence in teaching and learning. They also contribute to the maintenance of a safe and productive workplace and overall healthy campus climate.

The University espouses and practices zero tolerance for violence against any member of the University community (i.e., students, faculty, staff, administrators, and visitors). Violence and threats of violence not only disrupt the campus environment, they also negatively impact the University's ability to foster open dialogue and a free exchange of ideas among all campus constituencies.

To fulfill this policy, the University strives: 1) to prevent violence from occurring; and 2) to enforce local, state, and federal laws, as well as University regulations, regarding such conduct. The University also has established procedures for resolving and/or adjudicating circumstances involving violence, as well as threats of violence. A threat of violence is an expression of intention that implies impending physical injury, abuse, or damage to an individual or his/her belongings. All allegations of such incidents (i.e., acts and threats) will be aggressively investigated. Allegations that are sustained may result in disciplinary action up to and including dismissal from employment, expulsion from the University, and/or civil and criminal prosecution.

Members of the campus community are encouraged to promptly report any acts of violence, threats of violence, or other behavior which by intent, act, or outcome harm themselves or others. (Approved October 1997)

Classroom Expectations
All students of the California State University system must adhere to the Student Conduct Code as stated in Section 41301 of the Title 5 of the California Code of Regulations as well as all campus rules, regulations, codes and policies. Students as emerging professionals are expected to maintain courtesy, respect for difference, and respect for the rights of others.

Unprofessional and Disruptive Behavior
It is important to foster a climate of civility in the classroom where all are treated with dignity and respect. Therefore, students engaging in disruptive or disrespectful behavior in class will be counseled about this behavior. If the disruptive or disrespectful behavior continues, additional disciplinary actions may be taken.

School of Social Work Policy Regarding Application of the NASW Code of Ethics in all Classes (S)
The NASW Code of Ethics outlines a set of core values that form the basis of social work's purpose and perspective. The core values are:
- Service
- Social justice
- Dignity and worth of the person
- Importance of human relationships
- Integrity

- Competence

The School of Social Work also applies the Code to classroom interactions and comportment. That is, students as emerging professionals are expected to maintain confidentiality, respect for difference and are expected to take personal responsibility for timely attendance and consistent commitment to the learning experience by being active and responsible members of each class or group.

The School of Social Work considers all students as citizens who are subject to all federal, state and local laws in addition to regulations that exist as part of their responsibility to the School/College/University governing student conduct and responsibility. A student may be suspended or disqualified from the BASW or MSW program for violating laws, rules or regulations.

Cheating and Plagiarism (U)
http://catalog.csulb.edu/content.php?catoid=2&navoid=30#cheating-and-plagiarism

Definition of Plagiarism
Plagiarism is defined as the act of using the ideas or work of another person or persons as if they were one's own, without giving credit to the source. Such an act is not plagiarism if it is ascertained that the ideas were arrived at through independent reasoning or logic or where the thought or idea is common knowledge. Acknowledgment of an original author or source must be made through appropriate references, (i.e., quotation marks, footnotes, or commentary). Examples of plagiarism include, but are not limited to, the following: the submission of a work, either in part or in whole, completed by another; failure to give credit for ideas, statements, facts or conclusions which rightfully belong to another; in written work, failure to use quotation marks when quoting directly from another, whether it be a paragraph, a sentence, or even a part thereof; or close and lengthy paraphrasing of another's writing or programming. A student who is in doubt about the extent of acceptable paraphrasing should consult with the instructor. Students are cautioned that, in conducting their research, they should prepare their notes by: (a) either quoting material exactly (using quotation marks) at the time they take notes from a source; or (b) departing completely from the language used in the source, putting the material into their own words. In this way, when the material is used in the paper or project, the student can avoid plagiarism resulting from verbatim use of notes. Both quoted and paraphrased materials must be given proper citations.

Definition of Cheating
Cheating is defined as the act of obtaining or attempting to obtain or aiding another to obtain academic credit for work by the use of any dishonest, deceptive or fraudulent means. Examples of cheating during an examination would include, but not be limited to the following: copying, either in part or in whole, from another test or examination; discussion of answers or ideas relating to the answers on an examination or test unless such discussion is specifically authorized by the instructor; giving or receiving copies of an exam without the permission of the instructor; using or displaying notes; "cheat sheets," or other information or devices inappropriate to the prescribed test conditions, as when the test of competence includes a test of unassisted recall of information, skill, or procedure; allowing someone other than the officially enrolled student to represent the same. Also included are plagiarism as defined and altering or interfering with the grading procedures. It is often appropriate for students to study together or to work in teams on projects. However, such students should be careful to avoid use of unauthorized assistance, and to avoid any implication of cheating, by such means as sitting apart from one another in examinations, presenting the work in a manner which clearly indicates the effort of each individual, or such other method as is appropriate to the particular course.

Academic Action
One or more of the following academic actions are available to the faculty member who finds a student has been cheating or plagiarizing. These options may be taken by the faculty member to the extent that the faulty member considers the cheating or plagiarism to manifest the student's lack of scholarship or to reflect on the student's lack of academic performance in the course. These actions may be taken without a request for or before the receipt of a Report from the Academic Integrity Committee.
   a. Review – no action.
   b. An oral reprimand with emphasis on counseling toward prevention of further occurrences;
   c. A requirement that the work be repeated;

d. Assignment of a score of zero (0) for the specific demonstration of competence, resulting in the proportional reduction of final course grade;
e. Assignment of a failing final grade;
f. Referral to the Office of Student Conduct and Ethical Development for possible probation, suspension, or expulsion.

Attendance Policy (U/S)

Attendance
http://catalog.csulb.edu/content.php?catoid=2&navoid=30

Students are expected to attend classes regularly. Classroom participation is a necessary and important means of learning and is essential to the educational objectives of all MSW and BASW courses. Faculty members may drop students who fail to attend class during the first week of the semester. However, students should not presume that they will be dropped by the faculty member. Students who have registered for a class, but never attended, should verify whether or not they are officially enrolled. It is the student's responsibility to withdraw officially from the class.

Excused Absences
Students may have a valid reason to miss a class. When any of the following reasons directly conflict with class meeting times, students are responsible for informing faculty members of the reason for the absence and for arranging to make up missed assignments, tests, quizzes, and class work insofar as this is possible. Excused absences include, but are not limited to:
a. Illness or injury to the student
b. Death, injury, or serious illness of an immediate family member or the like
c. Religious reasons (California Education Code section 89320)
d. Jury duty or government obligation
e. University sanctioned or approved activities (examples include: artistic performances, forensics presentations, participation in research conferences, intercollegiate athletic activities, student government, required class field trips, etc.)
Faculty are not obligated to consider other absences as excused and may require students to provide documentation for excused absences.

Extended or Multiple Absences
Attendance in all Social Work classes is crucial since student participation is essential. This is particularly true for School Social Work since certain content must be covered for students to be eligible for the PPSC. Absences impact a student's academic work and performance as well as the participation of other students. Participation points will be deducted for every absence. To gain full participation points each week, students must be on time and stay the entire class. Students who anticipate extended or multiple absences during a particular semester should consult with the Graduate Program Coordinator before enrolling in this class to determine whether it will be possible to complete the course requirements successfully.

Medical-Restriction and Disability-Related Absences
Attendance related matters involving a medical restriction or disability must be reviewed and approved as soon as possible by the Bob Murphy Access Center (BMAC formerly DSS) at (email: BMAC@csulb.edu, telephone: (562) 985-5401, location: Student Success Center (SSC) Room 110). BMAC is the University office authorized to review medical documentation and authorize reasonable accommodations for academic-related matters based on a disability or medical restriction(s).

References: Class Attendance – Academic Information, Policies and Regulations, Course Catalog
        http://web.csulb.edu/divisions/aa/catalog/current/academic_information/class_attendance.html
        Academic Senate – Attendance Policy, Policy Statement 01-01
        http://web.csulb.edu/divisions/aa/grad_undergrad/senate/documents/policy/2001/01/

Visitors to Classes (U)
Only students registered for the class either as regular students or as auditors and invited guests of the instructor may attend classes at CSULB. Persons wishing to become guests of the instructor should seek the instructor's permission prior to the beginning of the class session.

Withdrawal (U)
http://catalog.csulb.edu/content.php?catoid=2&navoid=30#cancellation-of-registration-or-withdrawal-from-csulb

Cancellation of Registration or Withdrawal from CSULB
Students who find it necessary to cancel their registration or to withdraw from all classes after enrolling for any academic term are required to follow the university's official withdrawal procedures. Failure to follow formal university procedures may result in an obligation to pay fees as well as the assignment of failing grades in all courses and the need to apply for readmission before being permitted to enroll in another academic term. Information on canceling registration and withdrawal procedures is available online at the Enrollment Services website.
Students who receive financial aid funds must consult with the Financial Aid Office prior to withdrawing from the university regarding any required return or repayment of grant or loan assistance received for that academic term or payment period. Students who have received financial aid and withdraw from the institution during the academic term or payment period may need to return or repay some or all of the funds received, which may result in a debt owed to the institution.

Withdrawal Policy (U)
Regulations governing the refund of student fees in the California State University system are prescribed by the CSU Board of Trustees; see California Code of Regulations, Title 5, Education, Section 41802.
      Withdrawal during the first two weeks of instruction:
Students may withdraw during this period and the course will not appear on their permanent records.
      Withdrawal after the second week of instruction and prior to the final three weeks of the regular semester (20% of a non-standard session) of instruction:
Withdrawals during this period are permissible only for serious and compelling reasons. The approval signatures of the instructor and department chair are required. The request and approvals shall state the reasons for the withdrawal. Students should be aware that the definition of "serious and compelling reasons" as applied by faculty and administrators may become narrower as the semester progresses. Copies of such approvals are kept on file by Enrollment Services.

      Withdrawal during the final three weeks of instruction:
Withdrawal during the final three weeks of instruction are not permitted except in cases such as accident or serious illness where the circumstances causing the withdrawal are clearly beyond the student's control and the assignment of an Incomplete is not practical. Ordinarily, withdrawal in this category will involve total withdrawal from the campus except that a Credit/No Credit grade or an Incomplete may be assigned for other courses in which sufficient work has been completed to permit an evaluation to be made. Request for permission to withdraw under these circumstances must be made in writing on forms available from Enrollment Services. The requests and approvals shall state the reasons for the withdrawal. These requests must be approved by the instructor of record, department chair (or designee), college dean (or designee), and the academic administrator appointed by the president to act in such matters. Copies of such approvals are kept on file by Enrollment Services.

      Limits on Withdrawal:
No undergraduate student may withdraw from more than a total of 18 units. This restriction extends throughout the entire undergraduate enrollment of a student at CSULB for a single graduation, including special sessions, enrollment by extension, and re-enrolling after separation from the University for any reason. The following exceptions apply:
Withdrawals prior to the end of the second week of a semester (13%) of instruction at CSULB,
Withdrawals in terms prior to fall 2009 at CSULB,
Withdrawals at institutions other than CSULB, and
Withdrawals at CSULB for exceptional circumstances such as serious illness or accident (the permanent academic record will show these as a WE to indicate the basis for withdrawal).

Catastrophic Withdrawal

CSULB may allow a student to withdraw without academic penalty from classes if the following criteria are met:

a. The Petition to Withdraw from Classes in the Final Three Weeks of Instruction and the appropriate Catastrophic Withdrawal Request (Medical or Beyond Student's Control) is submitted to Enrollment Services by the published deadlines,
and

b. The student presents evidence to demonstrate that a severe medical condition or other circumstances beyond the student's control prevented the student from attending and/or doing the required work of the courses to the extent that it was impossible to complete the courses.

Incomplete Grades (U)

An "Incomplete" grade ("I") signifies that a portion of the required coursework (normally not more than one-third) has not been completed and evaluated in the prescribed time period due to unforeseen, but fully justified reasons, and that there is still a possibility of earning credit. In cases where more than one-third of the work is outstanding, but the instructor feels that an "I" is appropriate, a justification must be provided. It is the responsibility of the student to bring pertinent information to the instructor to reach agreement on the means by which the remaining course requirements will be satisfied. Agreement to the conditions for removal of the incomplete shall be in writing with the instructor.

Confidentiality and Respect (I)

Students should know that social workers are expected to honor confidentiality. This means that the nature of the discussions regarding individual student comments should remain in the classroom. Issues that social workers must discuss can be challenging and uncomfortable. Students should know that social workers are expected to be respectful of each other's concerns and always respect age, ethnicity, gender, sexual orientation, cultural diversity, and spirituality. Professional behavior is expected in the classroom.

Writing Skills and Late Assignments (I)

All assignments are due on the dates indicated in the course schedule. Late assignments will automatically receive a 5 point reduction for each day they are late. Please try to plan your work accordingly; everyone has emergencies that arise. Those students who struggle to get their work in on time perceive negotiating individually with students as unfair. On all assignments, points are also assigned to writing style: use of complete sentences, correct grammar and spelling, and checking for editorial corrections. In other words, a student cannot receive an "A" on an assignment if it is poorly written. Please keep in mind that when a paper is poorly written, it usually detracts from the content. Please contact the Social Work Librarian for guidance on APA formatting if needed.

Use of Academic Technology (I)

This course makes use of academic technology, including the Internet websites, e-reserves, and BeachBoard. Students are required to make use of this technology to fulfill the requirements of this course. To participate in the academic technology elements of this course, students must have access to, and be able to use, a computer equipped with Adobe Acrobat Reader 6.0 (or later version) and word-processing software capable of reading Microsoft Word and PowerPoint files. Whatever Internet service provider is used, it must be capable of accessing BeachBoard, and Acrobat files.

Use of Turnitin Technology (I)

Students agree that by taking this course all required papers will be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. You may submit your paper in such a way that no identifying information about you is included. Another option is that you may request, in writing from your instructor, that your papers not be submitted to Turnitin.com. However, if you choose this option you will be required to provide documentation to substantiate that the papers are your original work and do not include any plagiarized material.

CSULB Technology Help Desk

The CSULB Technology Help Desk is available for all students. This office can help resolve a wide range of computer issues. Contact: 562-985-4959 or visit them on the web at http://www.csulb.edu/divisions/aa/academic_technology/thd/.

Supplemental Bibliography

Books

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). https://doi.org/10.1037/0000165-000

Becker, H.S. (1986) *Writing for social scientists: How to start and finish your thesis, book or article.* Chicago, IL: University of Chicago Press.

Browning, B.A. (2014). Grant writing for dummies [electronic resource] http://ezproxy.library.csulb.edu/login?url=http://proquest.safaribooksonline.com/?uiCode=Incommon-member@co.calstate.edu&xmlId=9781118856505

California State University, Long Beach (latest year). *University style and format guidelines for Master's theses and project reports (latest ed.)*. Long Beach, CA: Author.

Chambers, D.E., Wedel, K.R., & Rodwell, M.K. (latest edition) Evaluating social programs. Boston, MA: Allyn and Bacon.

Miner, L.E., Miner, J.T., & Griffith, J. (latest edition) *Proposal planning and writing.* Phoenix, AZ: Oryx Press.

National Association of Social Workers (latest year). *Writing for NASW (latest ed.)*. Washington, DC: NASW Press.

National Association of Social Workers (latest year). *Social Work Speaks (latest ed.)*. Washington, DC: NASW Press.

Pyrczak, F.& Bruce, R. R. (latest edition) *Writing empirical research reports.* Los Angeles, CA Pyrczak Publishing.

Sisneros, J., Stakeman, C., Joyner, M.C., & Schmitz, C.L. (2008). *Critical multicultural social work.* Chicago, IL: Lyceum Books, Inc.

Szuchman, L.T. & Thomlison, B. (latest edition). *Writing with style: APA style for social work.* Belmont, CA: Wadsworth/Thomas Learning.

Strunk, W., & White, E. B. (latest year). *Elements of style (latest ed.)*. New York, NY: MacMillan.

Yuen, F. K., & Terao, K. L. (2002). *Practical grant writing and program evaluation*. Belmont, CA: Wadsworth.

Classic Literature

American Association of University Presses (1995). *Guidelines for bias-free usage (1995)*. New York, NY: Author.

APPENDIX A
REQUIREMENTS FOR THESIS/PROJECT I

The requirements for Thesis/Project I will vary depending on the type of research or project the student will undertake.

<u>Thesis</u>

1. Final proposal (with references).

2. Data gathering instrument, <u>if applicable</u>.

3. Protocol for the Protection of Human Subjects, <u>if applicable</u>.

4. Informed consent letter, <u>if applicable</u>.

5. Permission letter from agency, school, or other organization from which subjects are to be recruited or their records reviewed, <u>if applicable </u>(this involves a memo from the relevant faculty if data gathering will occur in a classroom).

6. Draft Chapter 2 (background/literature review).

7.   Substitute assignment if IRB is not necessary for the thesis

8. Preparation for Advising

NOTE: Items 1, 2, 3, and 4 are to be submitted to the thesis/project committee if appropriate.

Items 2, 3, 4, and 5 are to be submitted to the Office of University Research if appropriate.

<u>Project</u>

1. Final proposal (with references).

2. Data gathering instrument, <u>if applicable</u>.

3. Draft Chapter 2 (background/literature review).

4. Assignment for third grade point based on type of project

5. Preparation for Advising

NOTE: Items 1 and 2 are submitted to the thesis/project committee

Thesis 698A
Proposal Overview
Fall 2020

Thesis Advisor

Dr. Mimi Kim
SSPA 137
mimi.kim@csulb.edu

Thesis Committee Members

Dr. Molly Ranney
Dr. Janaki Santhiveeran

Fall Semester (Proposal)

*Note: This is a solid guide for general headers/subheaders. If in doubt or if you have questions, please ask me. Please also use APA (7th edition). Previous examples will often use APA 4th, 5th or 6th edition.

Below you will find an organizational outline for your proposal by thesis type:

Introduction (this is a general guideline for all introductions)

*NOTE: For your introduction's overview or problem statement, you will want to present:

a) Clear and concise statement of the current policy-related social problem
    i) What is the problem or issue area, including definition
    ii) Recent statistics from valid sources (e.g., government documents, recent journal articles, report(s) from well-respected institution)
    iii) If your project is geographically specific, include data relevant to the geographical area if available
    iv) Who is primarily affected by the problem

b) Brief historical background on the problem, including recent changes that warrant action today (may include policies that address problem – if you are writing a policy thesis, make sure to include at least a brief reference to policies)

SSW PE 1.4 ASSESSED
SSW PE 2.1 ASSESSED
SSW PE 3.1 ASSESSED
SSW PE 5.1 ASSESSED
SSW PE 8.1 ASSESSED
SSW PE 9.2 ASSESSED
SSW PE 9.3 ASSESSED
SSW PE 10.1 ASSESSED
SSW PE 10.2 ASSESSED

Traditional Thesis Proposal (5-7 pages) (Quantitative, Qualitative and Mixed-Methods)
Traditional Thesis Proposal (5-7 pages) (Quantitative, Qualitative and Mixed-Methods)
Traditional Thesis Proposal (5-7 pages) (Quantitative, Qualitative and Mixed-Methods)
Traditional Thesis Proposal (5-7 pages) (Quantitative, Qualitative and Mixed-Methods)
Traditional Thesis Proposal (5-7 pages) (Quantitative, Qualitative and Mixed-Methods)
Traditional Thesis Proposal (5-7 pages) (Quantitative, Qualitative and Mixed-Methods)
Traditional Thesis Proposal (5-7 pages) (Quantitative, Qualitative and Mixed-Methods)

I. Introduction (see more details on p. 1)
   A. Overview [of issue you are addressing]
   B. Project Purpose and Research Questions
   C. Definition of Terms (alphabetize)

II. Literature Review
III. Methods
   A. Research Design
   B. Data Collection
   C. Sample
   D. Instrument [including development, validity & reliability if appropriate]
   E. Description of Measures
   F. Analysis Plan
IV. Relevance
   A. Social Work Relevance (be sure to include racial and other intersectional considerations – such as vulnerability, disproportionate impact, lack of access to appropriate resources, etc.)
   B. Limitations
V. References
VI.

Protection of Human Subjects (if appropriate)
   A. Completed IRB form
   B. Completion of agency human subjects (if necessary)
   C. Recruitment documentation (if appropriate)
   D. Consent letter (if appropriate)
   E. Letter(s) of Approval from agencies (if appropriate)
   F. Letter of Approval from Thesis Advisor
   G. Survey/Data Collection Instrument(s)

Grant Writing Project (Proposal)
* **Note:** You will need an agency for which you are writing this grant, although this grant may not actually be submitted to a funder

I.   Introduction
   A. Overview [of the issue you are addressing] (see more details on p. 1)
   B. Definition of Terms (Alphabetize)
   C. Project Purpose (include concise description of the project)
II. Literature Review
III. Methods
   A. Organization
   B. Target Population
   C. Funding Strategy [plan to identify potential funding sources; funding source criteria]
   D. Sources of Information [potential data sources to determine needs for project]

IV. Relevance
   A. Social Work Relevance (be sure to include racial and other intersectional considerations – such as vulnerability, disproportionate impact, lack of access to appropriate resources, etc.)
   B. Limitations
V.   References
VI. Appendix: Letter of support from agency (signed – can be screenshot and inserted into word document)

Curriculum Development Project (Proposal)

I.   Introduction
   A. Problem Statement (see more details on p. 1)
   B. Definition of Terms
   C. Project Purpose (include concise description of the curriculum)
II. Literature Review
III. Methods
   A. Target Population
   B. Goals and Objectives
   C. Proposed Format and Learning Styles
   D. Evaluation
IV. Relevance
   A. Social Work Relevance (be sure to include racial and other intersectional considerations – such as vulnerability, disproportionate impact, lack of access to appropriate resources, etc.)
   B. Limitations
V.   References

Community Risk Assessment (Proposal)

I.   Introduction
   A. Overview [of issue you are addressing] (see more details on p. 1)
   B. Definition of Terms
   C. Project Purpose (include concise description of the risk assessment)
II. Literature Review
III. Methods
   A. Research Design
   B. Data Collection
   C. Community Description
   D. Instrument [including development, validity & reliability if appropriate]
   E. Description of Measurements
   F. Data Analysis Plan
IV. Relevance
   A. Social Work Relevance (be sure to include racial and other intersectional

considerations – such as vulnerability, disproportionate impact, lack of access to appropriate resources, etc.)
      B. Limitations
V.   References
VI. Appendix: Letter of support from participating agency (if appropriate)

<mark>SSW PE 1.1 ASSESSED</mark>
<mark>Policy (Proposal)</mark>

I.   Introduction
      A. Problem Statement (see more details on p. 1)
      B. Definition of Terms
      C. Purpose of Study (include concise description of the policy)
II.   Literature Review
II.   Methods
      A. Research Design
      B. Data Collection
      C. Data Analysis Plan
IV. Relevance
      A. Social Work Relevance (be sure to include racial and other intersectional considerations – such as vulnerability, disproportionate impact, lack of access to appropriate resources, etc.)
      B. Limitations
V.   References
VI. Appendix: Policy Analysis Framework

Historical (Proposal)

I.   Introduction
      A. Problem Statement (see more details on p. 1)
      B. Definition of Terms
      C. Purpose of Study and Research Questions (include concise description of the policy)
II.   Literature Review
II.   Methods
      A. Research Design
      B. Data Collection
      C. Data Analysis Plan
IV. Relevance
      A. Social Work Relevance (be sure to include racial and other intersectional considerations – such as vulnerability, disproportionate impact, lack of access to appropriate resources, etc.)
      B. Limitations
V.   References

Thesis SW 698A-699A
2020-21
Guidelines to Thesis
Prof. Mimi Kim

NOTE: This document begins with special detailed instructions to Chapter 1 (Introduction) and Chapter 2 (Literature Review) that will be relevant to all thesis methods. This will be followed by an overall outline for each specific thesis method.

Chapter 1 (special instructions for Chapter 1 – please note, this is not just a repeat of your proposal chapter 1 which was written before you started your research)

Some Notes on Chapter 1 – the difference between your Proposal Chapter 1 and your actual Thesis Chapter 1:

1) Think now about this being an introduction to your whole thesis and see how you might phrase things differently from the first proposal introduction. You have read so much more and have such a better handle on your topic area - and a better idea of what you will be working on for the body of the thesis.

2) You may have some overlapping information between the Chapter 1 and what you already written in Chapter 2. While you may refer to some of the same information, do not repeat the same sentences.

3) You may find yourselves wanting to make some revisions on Chapter 2 based on what you now have in Chapter 1.

4) Look closely at the Purpose Statement as this may have changed or developed significantly since your proposal.

5) You will add the Social Work Relevance sections to the end of Chapter 1. See how good a fit your proposed sections are now when they are placed at the end of the introduction. Make sure that you address race (you may also address other intersectional categories – gender, class, ethnicity, immigration status, sexuality, ability, age, religion, etc.) when you

discuss relevance.

6) Please get this to me by or before the first week of Spring semester.

Chapter 1: Introduction (general for all thesis types)
For our thesis, Chapter 1 is quite structured and standardized. See the outline below for a template:

A) Overview

    In the overview, you will want to present the following information – you can decide the order and flow and appropriate headers/subheaders up until the Social Work Relevance section and that which follows

    1) Description of social problem or issue area

        a) Clear and concise statement of the current social problem or issue area, including definition
        b) Recent statistics from valid sources (e.g., government documents, recent journal articles, report(s) from well-respected institution)
        c) If your project is geographically specific, include data relevant to the geographical area if available
        d) Who is primarily affected by the problem

    2) Brief historical background on the problem, including recent changes that warrant action today (may include policies that address problem – if you are writing a policy thesis, make sure to include at least a brief reference to policies). Note: you do not need to go back to ancient times.

    3) Recent approach or approaches to remedy the problem particularly relevant to your thesis area (and that point to what your thesis will be addressing) – you may also address gaps

The following will go at the end of Chapter 1 and are not optional. You have written these in your proposal. Please review and edit as appropriate the Purpose Statement, in particular, as this likely has changed and developed since your proposal.

B) Purpose Statement (and Research Questions – if is a qualitative, quantitative or mixed-methods thesis) (use this as a heading – not optional)

C) Social Work Relevance (use this as a heading – not optional) (Can use the Social Work Relevance you wrote in Thesis Proposal – check with instructor)

D) Definition of Terms (alphabetize) (use this as a heading – not optional)

SSW PE 1.2 ASSESSED
SSW PE 4.1 ASSESSED
SSW PE 4.2 ASSESSED
SSW PE 4.3 ASSESSED
SSW PE 5.2 ASSESSED
SSW PE 6.4 ASSESSED
SSW PE 7.1 ASSESSED
SSW PE 7.2 ASSESSED
SSW PE 8.4 ASSESSED
SSW PE 8.5 ASSESSED
SSW PE 9.1 ASSESSED
SSW PE 10.3 ASSESSED

Chapter 2: Literature Review (general, for all thesis types)
Chapter 2: Literature Review (general, for all thesis types)
Chapter 2: Literature Review (general, for all thesis types)
Chapter 2: Literature Review (general, for all thesis types)
Chapter 2: Literature Review (general, for all thesis types)
Chapter 2: Literature Review (general, for all thesis types)
Chapter 2: Literature Review (general, for all thesis types)
Chapter 2: Literature Review (general, for all thesis types)

This is a general guideline for the literature review. Unlike for Chapter 1 where we have a standard outline, you have some leeway to organize your literature review differently depending upon your topic and method. However, these are some common components of a literature review.

Note: This is more of a skeleton outline – to which you may add more, modify and/or elaborate.

Page #: approximately 25 pages
References: at least 50

Overview/Introduction (Note: some of this information may be in your Chapter 1 Introduction. You can have some overlapping information, but make sure to write it using somewhat different wording from what you have in Chapter 1 – you do not want to repeat exact sentences)
1) Primary issue area – describe the issue area or problem area
2) Define the issue area or problem area
3) Prevalence/extent of the problem (perhaps nationally, statewide and/or locally, especially if your thesis will be addressing or targeting a local area)
4) Brief context of historical shifts in the definition of the problem and/or prevalence over time

Population (Can also be referred to as "Demographics")
1) Who does this impact the most?

2) Are there differences in prevalence based upon such categories as race, ethnicity, gender, immigration status, sexuality, age, language, ability, religion, etc.?

Theoretical or Conceptual Frameworks
1) What are the theoretical or conceptual frameworks that various literatures use to address this problem? (Think about how they view causal factors, e.g., individual vs structural; think of competing frameworks; think about the framework that you tend to favor)

Risk Factors
1) What are characteristics or conditions that increase risk for this social problem?
Note: for most social problems there is risk factor literature.

Protective Factors
1) What are characteristics or conditions that seem to protect against this social problem?
2) What are characteristics or conditions that seem to protect against the negative impacts of this social problem?

Impacts (can also be referred to as "Effects" or "Consequences")
1) What are the impacts of this social problem? (Think of areas like: health, mental health, stigma, income, employment, education, housing/homelessness, exposure to violence, incarceration, social connection/isolation, etc. – if you're interested in a particular area to address in your thesis, then you may want to spend more time elaborating on this area)

Policies
1) What are federal, state and/or local policies that have addressed this issue or influenced it?
2) What is the historical chronology – and shifts over time?
3) What are contemporary salient policies or policy debates?
Note: If you are doing a policy thesis, then this will be an important section and will serve as kind of a background/lead-in to your policy of choice which you will analyze in Chapter 4.

Interventions
1) What are some interventions that have been used to address this problem
Note: You might want to look at the literature and both categorize major types of intervention approaches and then highlight them with an example. Please see the Writing Rules on the Thesis Guidelines document to see an example of how to write up a quantitative and qualitative study.
Note: If you are pitching a type of curriculum or grant for a program, then make sure that you include examples that are informative for your curriculum or intervention – you might include common interventions and their limits; you should also include curricula or interventions that inform your choice.

Conclusion
1) This can be brief – summarize key points and highlight any significant points. Think of this as a kind of close to the literature review and lead in to your core thesis.

See the outlines of each of the Thesis types on the following pages.

Thesis Outlines (per method)

Outline of Traditional Thesis (Qualitative, Quantitative, Mixed Methods) – *Do not use the numbers and letters in your actual thesis*

    1. Title Page (use date of May 2021)
2. Abstract
3. Table of Contents [please see CSULB Thesis Guidelines for other requirements such as signature page; list of tables; list of figures – note, Acknowledgements are not required but may be something you would like to include]
4. Chapter 1: Introduction (see special instructions on Chapter 1 on pp. 1-2 above)
    a. Overview
    b. Purpose Statement and Research Questions
    c. Cross-Cultural Relevance (or Multicultural Relevance)
    d. Social Work Relevance
    e. Definition of Terms
5. Chapter 2: Literature Review (see special instructions on Chapter 2 on pp. 3-4 above)
6. Chapter 3: Methods
    a. Research Design
    b. Data Collection
    c. Sample
    d. Instrument (including development, validity & reliability if appropriate)
    c. Description of Measures
    d. Analysis Plan
7. Chapter 4: Results
8. Chapter 5: Summary and Implications
    a. Summary (summarize your results and put into the context of the literature; in this section, you can add personal observations/reflections)
    b. Implications for Social Work (Try to address both practice and policy)
    c. Directions for Future Research
    d. Limitations
9. References
10. Appendices (as appropriate)

Outline of Grant Writing Thesis – *Do not use the numbers and letters in your actual thesis*

    1. Title Page (use date of May 2021)
2. Abstract
3. Table of Contents [please see CSULB Thesis Guidelines for other requirements such as signature page; list of tables; list of figures – note, Acknowledgements are not required but may be something you would like to include]
4. Chapter 1: Introduction (see special instructions on Chapter 1 on pp. 1-2 above)
    a. Overview

b. Purpose Statement

c. Organization (if appropriate)

d. Social Work Relevance

e. Definition of Terms

5. Chapter 2: Literature Review (see special instructions on Chapter 2 on pp. 3-4 above)

6. Chapter 3: Methods

a. Identification of Funding Sources (process you used to research your grants)

b. Criteria for Grant Selection (you may combine part a and part b – if so, make criteria clear)

c. Description of Funding Source (one you ultimately selected)

d. Target Population (please include data from the sources that you identify in part e – you might include organization/school data; census data; city/district data; other secondary data related to the population, community and/or problem you are addressing)

e. Sources for Grant Needs Assessment (there should be a match between these sources and the data/information that you include in part e – you may identify other potential sources if further needs assessment will be included as part of your grant activities – if so, make it clear)

7. Chapter 4: Grant Proposal

a. Proposal Narrative (Please note that some of this may be slightly altered depending upon the specific requirements of the funding source that you chose – you will need to both fulfill basic requirements of a general Grant Project Thesis while also specifically addressing the requirements of that grant – please work with your faculty advisor on this)

1] Project Title and Brief Description (This is similar to a brief introduction; the Project Description in this section should only be 1 or 2 sentences as you will expand below; you can add how this project fits into the mission and/or program areas of the funder since this is often an important part of demonstrating alignment)

2] Background or Problem Statement or Statement of Need (this might include facts about the social problem; local conditions; gaps in services – there's no recipe for this unless the funder asks for specifics, but this can be important in convincing the funder early on that you are knowledgeable about what you are proposing and can express this concisely and convincingly)

3] Agency Description (may be similar to what you have in Chapter 1, but generally concise including date of establishment, mission, scope of services [concise], population served, area served – any highlights that make your organization stand out, e.g., only agency serving X region or population – award winning – okay, if you don't have something like this to say)

4] Project Description (this is more expanded)

5] Target Population (concise version of Target Population in Methods

section)
6] Goals and Objectives
7] Activities (this may be combined with Project Description – discuss with instructor as you develop your Grant Proposal)
8] Evaluation
9] Project Personnel
10] Collaborative Partners (if appropriate)
11] Timeline
b. Budget
c. Budget Narrative (same categories as budget but with more detail and written in narrative form)
8. Chapter 5: Implications
a. Lessons Learned (include key learnings that you got from this thesis)
b. Implications for Social Work (try to include practice, policy and research)
c. Limitations (What are issue areas, populations, scope of work, etc. that this grant is not able to address – you do not need to be comprehensive and address *everything,* but think about key points)
9. References
10. Appendices (as appropriate)

Outline of Curriculum Development Project– *Do not use the numbers and letters in your actual thesis*

1. Title Page (use date of May 2021)
2. Abstract
3. Table of Contents [please see CSULB Thesis Guidelines for other requirements such as signature page; list of tables; list of figures – note, Acknowledgements are not required but may be something you would like to include]
4. Chapter 1: Introduction (see special instructions on Chapter 1 on pp. 1-2 above)
a. Overview
b. Project Purpose
c. Cross-Cultural Relevance (or Multicultural Relevance)
d. Social Work Relevance
e. Definition of Terms
5. Chapter 2: Literature Review (see special instructions on Chapter 2 on pp. 3-4 above)
6. Chapter 3: Methods
a. Target Population
b. Goals and Objectives
c. Learning Styles
d. Curriculum Format (Overview of Design & Modules)
e. Evaluation
7. Chapter 4: Curriculum
8. Chapter 5: Implications

a. Lessons Learned (include key learnings that you got from this thesis)

b. Implications for Social Work (try to include practice, policy and research)

c. Limitations (What are issue areas, populations, etc. that this curriculum is not able to address – you do not need to be comprehensive and address *everything,* but think about key points)

9. References

10. Appendices (as appropriate)

Outline of the Policy Thesis– *Do not use the numbers and letters in your actual thesis*

       1. Title Page (use date of May 2021)
       2. Abstract
       3. Table of Contents [please see CSULB Thesis Guidelines for other requirements such as signature page; list of tables; list of figures – note, Acknowledgements are not required but may be something you would like to include]
       4. Chapter 1: Introduction (see special instructions on Chapter 1 on pp. 1-2 above)
          a. Overview
          b. Purpose Statement
          c. Cross-Cultural Relevance (or Multicultural Relevance)
          d. Social Work Relevance
          e. Definition of Terms
       5. Chapter 2: Literature Review (see special instructions on Chapter 2 on pp. 3-4 above)
       6. Chapter 3: Methods
          a. Research Design
          b. Data Collection
          c. Data Analysis (what was the method you used)
       7. Chapter 4: Policy Analysis (follow Gil framework)
       8. Chapter 5: Implications
          a. Lessons Learned (include key learnings that you got from this thesis)
          b. Implications for Social Work (Try to address practice, policy and research)
          c. Limitations (What are issue areas, outcomes, populations, etc. that your historical analysis is not able to address – you do not need to be comprehensive and address *everything,* but think about key points)
       9. References
       10. Appendices (as appropriate)

Outline of the Historical Thesis– *Do not use the numbers and letters in your actual thesis*

       1. Title Page (use date of May 2021)
       2. Abstract
       3. Table of Contents [please see CSULB Thesis Guidelines for other requirements such as signature page; list of tables; list of figures – note, Acknowledgements are not required but may be something you would like to include]
       4. Chapter 1: Introduction (see special instructions on Chapter 1 on pp. 1-2 above)
          a. Overview
          b. Purpose Statement
          c. Cross-Cultural Relevance (or Multicultural Relevance)
          d. Social Work Relevance
          e. Definition of Terms
       5. Chapter 2: Literature Review (see special instructions on Chapter 2 on pp. 3-4 above)

6. Chapter 3: Methods
    a. Research Design
    b. Data Collection
    c. Data Analysis (what was the method you used)
7. Chapter 4: Historical Analysis
8. Chapter 5: Implications
    a. Lessons Learned (include key learnings that you got from this thesis)
    b. Implications for Social Work (Try to address practice, policy and research)
    c. Limitations (What are issue areas, outcomes, populations, etc. that your policy analysis is not able to address – you do not need to be comprehensive and address *everything,* but think about key points)
9. References
10. Appendices (as appropriate)