

SW 699A: Thesis/Project II

Instructor:

Telephone:

Office:

E-mail:

Office Hours:

Catalog Description

Prerequisite: SW 698A. Under the direction of the Thesis/Project Advisor, the student finalizes the literature review and completes the remaining chapters (typically, introduction, methodology, results, discussion, and implications) of thesis/project. Letter grade only (A-F). A grade of "B" or better is required for successful completion.

Course Description

The Master's thesis or project is a requirement for the Master of Social Work degree and represents a culminating project of the Master's program. Under the direction of a faculty thesis/project advisor and thesis/project committee, students will complete 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 II is the second-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 data sets, as well as quantitative and qualitative surveys and interviews. Practice-relevant and/or agency-based research is encouraged. Scholarly projects are limited to grant writing and curriculum development.

Course Objectives

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

1. Complete 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.

Course Format

Students will meet individually or in small groups with their thesis/project advisor on an ongoing basis throughout the semester.

Textbook

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

Assignments and Examinations

Course assignments leading to the completion of your thesis are designed to facilitate the integration of classroom content and fieldwork and are structured to facilitate a sequential understanding of the subject matter. They are designed to provide opportunities to use analytic, verbal, and written skills, parallel to social work practice/research related to the course focus. They include the following activities:

Assignment	Points	Weight
First three chapters of thesis/project completed		20%
Chapter 4 completed		30%
Completed thesis/project APPROVED by committee		30%
Dissemination of results		10%
Advisement preparation		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 (SW 699A) that meet the Educational Policy and Accreditation Standards (EPAS).

EPAS Competencies and Behaviors Assessed in this Course*

Competencies Addressed	Course Objectives	Behaviors	Assignments
C1. Demonstrate ethical and professional behavior	3	Apply ethical decision-making skills (e.g., competing values, client/constituent rights, legal parameters, and shifting social mores) with emphasis on issues related to the area of specialized practice.	Advising Preparation, Observing ethical research practices

C2. Engage diversity and difference in practice	2, 5	Demonstrate an appreciation of the influence of culture and diversity related to the area of specialized practice.	Chapter 5: section on multicultural aspects. Chapter 2: Literature diversity
C4. Engage in practice-informed research and research-informed practice	1, 4	Critically evaluate best practices and evidence-based interventions related to the area of specialized practice.	Chapter 2: Literature review, Chapters 4, 5
C5. Engage in policy practice	4, 5	Demonstrate knowledge of social policy and planning theory and the ability to formulate changes in social welfare policies and programs aimed at enhancing the wellbeing of clients in the area of specialized practice.	Proposal (Policy Analysis, Grant, Community Needs Assessment).
C5. Engage with individuals, families, groups, organizations, and communities	3	Demonstrate skills (i.e., leadership, critical thinking, interpersonal skills) required for effectively engaging individuals, groups, their families, the organizations serving them, and/or their communities.	Obtaining permission from organizations and interviewing individuals to conduct research or write a grant.

*Includes knowledge, values, skills, cognitive and affective processes.

Thesis/Project II: Process and Product

1. Course Prerequisites: Satisfactory completion of SW698A: Thesis/Project I.
2. Advancement to Candidacy: Per University regulations, students may enroll in thesis/project only after they have been advanced to candidacy. The requirements for advancement to candidacy are (a) completion of 12 units in the program, (b) a minimum 3.0-grade point average, (c) satisfactory completion of the Writing Proficiency Examination (WPE), and (d) current enrollment status.
3. Thesis/Project Advisor and Committee: Selection of thesis/project advisors and thesis/project committees must conform to University requirements as outlined in CSULB Policy Statement 95-07.

The thesis/project advisor will serve as chair of the student's thesis/project committee. "Any change in the composition of the committee requires justification and must be approved by

the appropriate school graduate advisor and college dean or director of graduate studies" (CSULB Policy Statement 95-07).

The thesis/project advisor and the committee will remain the same throughout both Thesis/Project I and Thesis/Project II (barring unforeseen circumstances such as disability or retirement of faculty). No changes of thesis/project advisor or committee assignments can be made without first contacting the Graduate Coordinator of the School of Social Work. That individual will, if unable to resolve the issue, refer it to the Student Affairs Committee of the School of Social Work.

4. Thesis/Project Advisor and Committee Responsibilities: The primary responsibility for monitoring the student's progress in Thesis/Project II rests with the student's thesis/project advisor. However, the thesis/project committee will review the student's work while the student is enrolled in the course.

The thesis/project committee is responsible for approving the final thesis/project. Approval will be indicated on a form requiring the signature of all committee members. If the committee does not approve the final thesis/project, it will indicate the specific changes required for approval. The thesis/project advisor will prepare a report of these changes for delivery to and discussion with the student, with a copy retained for departmental files. Each committee member and the School Director is also required to sign the University thesis signature page prior to submission of the final thesis/project to the Thesis Review Office.

Committee members are allowed a maximum of 10 working days to review and respond to materials submitted to them.

5. Thesis/Project Topic: The thesis or project topic must be consistent with the student's area of specialization. In addition, the thesis/project must (a) address a multicultural issue, (b) focus on a racial/ethnic minority or multicultural group, (c) include a subsidiary analysis and/or discussion of a racial/ethnic minority or multicultural group in the literature review, or (d) discuss the implications and limitations of research on the topic that fails to consider the diversity of the groups served by social work. Each of these options requires the inclusion of relevant background literature.

The thesis or project topic for students receiving a CalSWEC/DCFS stipend must also be relevant to the field of child welfare. Students who do not adhere to this policy will be required to pay back the amount of their stipend. Options for compliance parallel those pertaining to multicultural content. The options are: (a) focus on the specific population (e.g., DCFS children, families, foster families, workers, or programs), (b) compare a child welfare sample to another sample, or (c) discuss the specific implications of the study or project for child welfare practice and/or policy.

All students should be aware that MSW theses/projects are published documents available to the public through library resources in online versions. MSW students must consider the possible privacy and confidentiality issues involved in publishing their thesis/project, including the implications for themselves and others (e.g., individuals, agencies, organizations, and institutions) who could be identified (despite the use of pseudonyms). When possible, discuss plans with relevant persons and/or entities. MSW students must carefully weigh the risks/benefits in terms of these issues.

6. Final Thesis/Project: Students are required to complete their research study or scholarly project to successfully complete Thesis/Project II. In the absence of extenuating circumstances, the student is expected to carry out the activities indicated in the final proposal that was approved by his/her committee during Thesis/Project I. Students who collected data from human subjects or from records based on human subjects were required to obtain approval from the CSULB Institutional Review Board prior to the actual data collection. See Appendix B for sample descriptions and chapter outlines for a wide range of possible thesis/project endeavors.

Departments shall be responsive to any extraordinary circumstances that may develop during the thesis effort over which the student, thesis committee, or department has no control, such as reductions in funding, equipment failures, unobtainable supplies, the departure of qualified faculty, etc. In most cases, an amended graduate program, a redesigned thesis proposal, or a reassignment of faculty to the thesis committee will be sufficient to alleviate the circumstances (CSULB Policy Statement 95-07).

7. Statistical Consultation: Students may not hire a statistical consultant to conduct their data analysis or write their results chapter for them. Those students needing or desiring extra assistance in this regard are encouraged to attend quantitative or qualitative analysis workshops offered by the School.
8. Defense of Thesis/Project: No formal defense of the thesis or project is required. However, the thesis/project committee may, at its discretion, request that the student meets with the committee to respond to questions. The thesis/project committee has four options upon review of the final thesis or project: (a) accept, (b) approve subject to minor revisions (do not resubmit), (c) approve subject to major revisions (resubmit), or (d) reject.
9. The format of Final Thesis/Project:

The final thesis/project must be in the form of traditional written research or project report and must conform to all requirements outlined in the manual, *University Style and Format Guidelines for Master's Theses and Project Reports*. The student must use the most recent edition of this manual, as of the semester during which the thesis/project is submitted. The manual is available online.

The School of Social Work uses the APA (American Psychological Association) 6th ed. format. The most recent edition of the *Publication Manual of the American Psychological Association* should be purchased and is available in the bookstore.

10. Copyright Release: If a previously published instrument is used to gather data and the student wishes to reproduce the instrument in the final thesis as an appendix, a copyright release from the author or publisher must be obtained and submitted to the Thesis Review Office. Forms for this purpose are available from the Thesis Review Office. Reference librarians will help locate the address of the relevant journal or book publisher.

11. **Additional Costs:** Students are advised that thesis/project can involve certain costs in addition to tuition. These include copy costs (for thesis/project committee review, human subjects review, informed consent letters, and questionnaires or interview guides); purchase costs for proprietary instruments; fees for thesis typist/editor; and copy costs for the final thesis/project. These vary widely but have been known to add up to several hundred dollars. Students are encouraged to seek clarification with thesis typist and or editor regarding all fees and all tasks to be completed prior to entering into a contractual relationship with a thesis typist and/or editor. The School of Social Work is not responsible for contractual arrangements between students and thesis typist and/or editors.
12. **Deadlines:** It is the responsibility of the student to meet deadlines as agreed upon with the thesis/project advisor as well as University deadlines for submission of the final thesis/project. The exact dates of University deadlines vary slightly from year to year. For the academic year (May/June graduation), this deadline is normally 6 weeks prior to the last day of class; for summer sessions (August graduation), this deadline is normally 2 weeks prior to the last day of Session III.

For on-time graduation, the final thesis/project should be submitted to the thesis/project committee at least 4 weeks prior to the University deadline.
13. **Dissemination of Findings:** Upon completion of the thesis/project, students must disseminate their findings or products to the professional community. The expected option for dissemination is submitted for the electronic poster session sponsored annually by the School of Social Work. Alternately, students must discuss with their thesis/project advisor other options for fulfilling this requirement. The research sequence has developed a list of approved dissemination methods.

Supplemental Bibliography

Journal Articles

National Association of Social Workers (2017). *Writing for NASW press: Information for authors*. Retrieved from: <https://www.naswpress.org/authors/guidelines/00-contents.html>

Books

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

California State University, Long Beach. (2016). *University style and format guidelines for Master's theses and project reports*. Long Beach, CA: Author.

National Association of Social Workers. (2015). *Social work speaks* (10th ed.). Washington, DC: NASW Press.

Pyrczak, F., & Bruce, R. R. (2014). *Writing empirical research reports: A basic guide for students of the social and behavioral sciences* (8th ed.). 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. (2011). *Writing with style: APA style for social work*. Belmont, CA: Wadsworth/Thomas Learning.

Strunk, W., & White, E. B. (2016). *Elements of style*. New York, NY: MacMillan.

Yuen, F. K., Terao, K. L., & Schmidt, A. M. (2009). *Effective grant writing and program evaluation for human service professionals*. Pasadena, CA: John Wiley & Sons.

APPENDIX A

REQUIREMENTS FOR THESIS/PROJECT II

1. Chapter 1 (introduction, statement of problem/purpose of study/project, the definition of terms). With all revisions.
2. Final Chapter 2 (background/literature review).Revisions completed. Submit to Turnitin.
3. Chapter 3 (methods).
4. Chapter 4 (results of the study, project product [i.e., quantitative research, grant]).
5. Chapter 5 (discussion, lessons learned, linkage to social work practice and policy).
6. Completion of activities necessary for official submission of thesis/project to the University.
7. Thesis/Project Dissemination

UNIVERSITY (U) SCHOOL(S) AND INSTRUCTOR (I) POLICIES- 2020-2021

POLICY REGARDING EMAIL ADDRESS FOR ALL OFFICIAL UNIVERSITY EMAIL CORRESPONDENCE TO STUDENTS (U)

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 faculty 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/.

GRANT THESIS PROPOSAL REQUIREMENTS: FALL, 2020

First Assignment, Part A: Thesis Proposal Draft to Thesis Advisor-Due Friday, September 25th.

As part of the requirements for Thesis I, students prepare a proposal describing all phases of the final thesis. The paper must be no more than seven pages. The proposal must include the following components, which should be delineated by appropriate headings and subheadings.

SSW PE 4.1 ASSESSED

Chapters 1, 2, 3, 4 and 5

1. Statement of the Problem (1-2 paragraphs)

A. Problem Statement: This is a good place to place your research in the broad context of an important social issue. You want to describe the nature of the problem, its extent, manifestations and seriousness. The idea is to get the reader interested and involved in the general world of the social problem. What is it that you are going to be studying? Is it child maltreatment, mental health issues in the community, homelessness or what? At the end of this section the reader should have a clear idea of what the problem is and how it presents itself in our communities.

Questions to think about: what is the nature of the problem? How widespread is the problem? How many people are affected by the problem? Who is affected and how? What are the demographics? (age, gender, ethnicity, sexual orientation, socio-economic status, etc).

Essentially, you want to create 1-2 paragraphs that presents the necessary data that demonstrates that **this is a social problem** that needs to be investigated, examined, looked at.

B: Definitions of terms that is relevant for the grant proposal (1-2 paragraphs). This means that there are terms in the proposal that are not commonly known, ie., family preservation, immigrant, older adult, etc.

2. BRIEF Literature Review (3-4 pages)

A. Detailed information about the problem- causes (risk factors), conditions, characteristics. This section is not about the numbers, or the statistics of the problem.

This is about why and how the problem exists in our communities. Ex: what are the causes of homelessness? What does the research state about the reasons why there are significant amounts of people who are homeless?

Questions to think about for Section A: What does the research say about this social problem? What are the dominant themes, characteristics etc? What are the causes of this problem? How are people affected by this problem?

B. Programs that are effective with this population. This section is about what works for a particular group. For example, if the population is adolescents experiencing depression, what methods are most effective? Is it individual therapy? Group therapy? Family therapy? A combination of certain methods? You want to find evaluations of programs that have shown promising and/or effective results.

Questions to think about for Section B: What programs appear to be effective for this population? In other words, what works? What has shown to be helpful, useful for the target group? What does the research say about effective interventions?

The Literature Review is a BRIEF review of literature relevant to your topic and will include a review of current and relevant literature related to your topic which will further substantiate why this grant proposal is needed.

3. Purpose of the Project (1 paragraph)

Dicuss how you will design a program, identify potential funding sources and write a grant to fund a certain type program in a specific city.

4. Methods (2-3 pages)

A. Target population: What population will the proposed program serve?

For example, age, ethnicity gender, socio-economic status, etc.

B. Strategies for identifying and selecting potential funding sources: Where are you going to look for possible funding? Note: at some point, need to state in the proposal that you will look at local, state, federal and foundation grants.

C. Potential sources for information for the needs assessment of the grant:

The purpose of a needs assessment statement is to provide data that shows there is a need for a program for a target population in a specific geographic area. In this section you are going to name the websites, articles, books, etc that you will go to get the information for the needs assessment.

D. Projected budget for a one year program: What kind of budget are you anticipating? How much money will it cost to run your program for one year? This includes staff salaries, supplies, computer equipment, etc. It is an estimated number; you do not need to have an exact number.

E. Multi-cultural relevance: 1. In this section, you want to dig deeper about how race, ethnicity, age, sexuality, gender, social-economic class (select the ones that are pertain to your group) impact this group. For example, in what ways does race influence this group's ability to access services? 2. How will the proposed program account for these multi-cultural factors? For example, does the program require a bilingual LCSW to oversee the program?

F. Social Work Relevance: Discuss the possible contribution your program will make to the consumers, communities and the social work profession.

5. References.

Second Assignment, Part A: Literature Review Outline Due on Monday, October 26th to thesis advisor

1) Read and select the articles, governmental reports, white papers, books, etc. that are to be included in your literature review.

2) Create a detailed outline of how the literature review will be structured.

What headings and sub-headings are going to be used? What ideas are going to be presented first, second, etc. This outline allows you and the thesis advisor to ensure that we are both on the same page when you write the final literature review draft. This is an informal document, does not need to look a specific way, can be sent in an email.

Second Assignment, Part B: Literature Review Draft Due on Monday, November 30th, to thesis advisor

This draft is based on the outline submitted and approved by the thesis advisor.

Third Assignment: Grantsmanship Paper: Due Monday, December 14th to the thesis advisor

In this assignment you will identify and discuss 5 potential sources of funds for your proposed program. In the paper, the following areas should be addressed: (a) How you located the funding source; (b) Identify the types of funding located (ie., Private, public, etc.); (c) Why you are considering applying to those particular funding sources; (d.)What are

the limitations to using each funding source and how would those limitations affect your proposed program. The paper must be no more than 5 double-spaced pages.

Students are strongly encouraged to use the Foundation Directory On-line. It is a database that allows you to search for foundation funding opportunities. The address is: <https://fconline.foundationcenter.org/fdo-search/member-index/> It is also on our BeachBoard course. There are also additional resources on the BB site.

If you have any questions at all about these deadlines or what is expected

of you, please remember I am here to help. Reach out any time so I can

support your success.

POLICY THESIS PROPOSAL REQUIREMENTS: FALL, 2020

First Assignment, Part A: Thesis Proposal Draft to Thesis Advisor-Due Friday, September 25th.

As part of the requirements for Thesis I, students prepare a proposal describing all phases of the final thesis. The paper must be no more than seven pages. **The proposal must include the following components, which should be delineated by appropriate headings and subheadings.**

Statement of the Problem (1-2 paragraphs)

A. Problem Statement: This is a good place to place your research in the broad context of an important social issue. You want to describe the nature of the problem, its extent, manifestations and seriousness. The idea is to get the reader interested and involved in the general world of the social problem. What is it that you are going to be studying? Is it child maltreatment, mental health issues in the community, homelessness or what? At the end of this section the reader should have a clear idea of what the problem is and how it presents itself in our communities.

Questions to think about: what is the nature of the problem? How widespread is the problem? How many people are affected by the problem? Who is affected and how? What are the demographics? (age, gender, ethnicity, sexual orientation, socio-economic status, etc).

Essentially, you want to create 1-2 paragraphs that presents the necessary data that demonstrates that **this is a social problem** that needs to be investigated, examined, and looked at.

B. Purpose Statement: Why should we study this policy? What is the rationale?

BRIEF Literature Review (3-4 pages)

A. Detailed information about the historical treatment of the problem (causes, conditions, characteristics) and the related legislation that that was passed to address the issues.

This section is not about the numbers, or the statistics of the problem.

This is about why and how the problem exists in our communities. Ex: what are the causes of homelessness? What does the research state about the reasons why there are significant amounts of people who are homeless?

Questions to think about: What does the research say about this social problem from a historical perspective? What were the causes, dominant themes, characteristics? What legislation was passed due to these problems? Do not include an analysis of your current policy that you have chosen to study, this is the focus of your thesis.

B. Definitions of terms specific to your policy analysis. This means that there are terms in the proposal that are not commonly known, ie., family preservation, immigrant, older adult, etc.

Methods (2½ pages)

A. Research Design (you are going to use a qualitative design analyzing secondary data in exploring this policy).

B. Policy Analysis Framework that will be used for the study.

Policy Analysis Framework

SECTION A: ISSUES DEALT WITH BY THE POLICY

1. Nature, scope, and distribution of the issues.
2. Casual theory(ies) or hypothesis(es) concerning the issues.

SECTION B: OBJECTIVES, VALUE PREMISES, THEORETICAL POSITIONS, TARGET SEGMENTS, AND **SUBSTANTIATIVE** EFFECTS OF THE POLICY

1. Policy Objectives: overt objectives and covert objectives.
2. Value premises and ideological orientations underlying the policy objectives: explicit and implicit value premises.
3. Theory(ies) or hypothesis(es) underlying the strategy and the substantive provisions of the policy.
4. Target segments(s) of society- those at whom the policy is aimed:
 - a. Ecological, demographic, biological, psychological, social, economic, political, and cultural characteristics.
 - b. Size of relevant subgroups and of entire target segments projected over time.
5. Short and long-range effects of the policy on target and nontarget segment(s) in ecological, demographic, biological, psychological social, economic, political, and cultural spheres.
 - a. Intended effects and extent of attainment of policy objectives.

- b. Unintended effects.
- c. Overall costs and benefits.

SECTION C: IMPLICATIONS OF THE POLICY FOR THE OPERATING AND OUTCOME VARIABLES OF SOCIAL POLICIES

1. Changes concerning reproduction, socialization, and social control.
2. Consequences of changes concerning resources, work and production, rights, governance and legitimation, and reproduction, socialization, and social control, for:
 - a. Circumstances of living of individuals, groups, and classes.
 - b. Power of individuals, group, and classes.
 - c. Nature and quality of human relations among individuals, groups, and classes.
 - d. Overall quality of life (pp.71-75).

C. Sampling/Data Collection: You will use a nonprobability, purposive sampling method, using primary data sources (actual policies, documents that are related to the policy, etc) and secondary data sources (peer review articles, governmental databases, etc).

D. Limitations of the Study.

Implications (1 page)

A. Multi-Cultural Relevance: what groups (age, gender, race, socio-economic status, sexual orientation, etc) are the most impacted by this policy? How does the analysis of this policy assist this group?

B. Importance to Social Work: why should social workers know and understand this policy? What are the practice implications?

C. References.

Second Assignment, Part A: Literature Review Outline Due on Monday, October 26th to thesis advisor

1) Read and select the articles, governmental reports, white papers, books, etc. that are to be included in your literature review.

2) Create a detailed outline of how the literature review will be structured.

What headings and sub-headings are going to be used? What ideas are going to be presented first, second, etc. This outline allows you and the thesis advisor to ensure that we are both on the same page when you write the final literature review draft. This is an informal document, does not need to look a specific way, can be sent in an email.

Second Assignment, Part B: Literature Review Draft Due on Monday, November 30th, to thesis advisor

This draft is based on the outline submitted and approved by the thesis advisor.

Third Assignment: Discussion of David's Gil's Framework Paper: Due Monday, December 14th to the thesis advisor

Read Gil's policy analysis framework located on our beachbroad site. Review each section and write down two questions for each section. We will set up a

time to discuss the framework and how it relates to your law that you have chosen to analyze.

If you have any questions at all about these deadlines, or what is expected of you,

please remember I am here to help. Reach out any time so I can support your success.

QUANTITATIVE OR QUALITATIVE THESIS PROPOSAL REQUIREMENTS: FALL, 2020

First Assignment, Part A: Thesis Proposal Draft to Thesis Advisor-Due Friday, September 25th.

As part of the requirements for Thesis I, students prepare a proposal describing all phases of the final thesis. The paper must be no more than seven pages. **The proposal must include the following components, which should be delineated by appropriate headings and subheadings.**

Statement of the Problem/Purpose/Research Questions (1-2 pages)

A. Problem Statement-prevalence, incidence, statistics. This is a good place to place your research in the broad context of an important social issue. You want to describe the nature of the problem, its extent, manifestations and seriousness. The idea is to get the reader interested and involved in the general world of the problem. What is it that you are going to be studying? Is it child abuse, mental health, homelessness, adoption, or what? At the end of this section the reader should have a clear idea of what the problem is and how it presents itself in our communities.

Questions to think about: what is the nature of the problem? How widespread is the problem? How many people are affected by the problem? What are the causes, factors? Who is affected and how? What are the demographics? (age, gender, sexuality, ethnicity, socio-economic status, etc).

Essentially, you want to create 1-2 paragraphs that presents the necessary data that demonstrates that **this is a social problem** that needs to be investigated, examined, looked at.

B. Statement of Purpose or Research Questions: Why should this study be conducted? What is the rationale? How does it contribute to our knowledge?

SSW PE 2.1 ASSESSED

BRIEF Literature Review (3-4 pages)

A. Detailed information about the problem- causes (risk factors), conditions, characteristics. This section is not about the numbers, or the statistics of the problem. This is about why and how the problem exists in our communities. Ex: what are the causes of homelessness? What does the research state about the reasons why there are significant amounts of people who are homeless?

Questions to think about for Section A: What does the research say about this social problem? What are the dominant themes, characteristics etc? What are the causes of this problem? How are people affected by this problem?

B. Gaps in research knowledge about this problem/Benefits of your research: This section is about what is missing in the research about your topic? What do we not know about this area? Then, how will your research add to, contribute to the current knowledge base?

C. Definition of terms: This means that there are terms in the proposal that are not commonly known, ie., family preservation, immigrant, older adult, etc.

D. Multi-Cultural Relevance: In what ways does race, ethnicity, sexuality, social economic status, age etc., play out in this research? How is it addressed? Is there other "isms" (ie., discrimination, oppression, racism, sexism, etc.) that need to be addressed?

E. Social Work Relevance: How does your research contribute to social work practice, policy? Why is it important to social work for this research to be conducted?

SSW PE 1.3 ASSESSED

Methods (2-3 pages)

A. Research Design: Descriptive, exploratory, qualitative or quantitative, survey research, open-ended interviewing, use of existing data, etc.

B. Sample selection and size: Who they are (e.g., eligibility criteria) and where you will find them. Convenience, snowball, sequential, quota, etc. Anticipated sample size.

C. Data collection procedures: Where and how (e.g., pass out questionnaires in group setting, conduct individual interviews in a private location).

D. Instrument: Describe instrument section by section (include references if pre-existing). Discuss any known reliability and validity information or say that reliability and validity are unknown (if instrument was developed by the researcher).

E. Data analysis plan: Describe statistical test(s) to be conducted (if quantitative). Describe how you'll look for patterns and trends (if qualitative). Demographics will be

presented using frequencies and percents. Qualitative information will be summarized using frequencies and percents, supplemented by verbatim, narrative quotes.

F. Limitations: Limited generalizability. Unknown reliability and validity of instrument (if developed by the researcher). Any biases you can think of such as sampling bias, cultural bias, interpretation of results, etc.

Implications (1 or 2 paragraphs)

Potential implications for social work practice and policy: If it is found that....., social workers may use these results to.....

References

The following documents must be submitted to the thesis committee for approval:

1. Final approved proposal (with references).
2. Final approved IRB Application.
3. Data gathering instrument.
- 4. Informed consent letter.**
- 5. Letters of approval from agency.**

Once the revisions have been approved, you will receive a handout about IRB protocol and I will complete the faculty supervisor form. You will then submit your IRB application on-line. See appendix A for additional information.

Second Assignment, Part A: Literature Review Outline Due on Monday, October 26th to thesis advisor

1) Read and select the articles, governmental reports, white papers, books, etc. that are to be included in your literature review.

2) Create a detailed outline of how the literature review will be structured.

What headings and sub-headings are going to be used? What ideas are going to be presented first, second, etc. This outline allows you and the thesis advisor to ensure that we are both on the same page when you write the final literature review draft. This is an informal document, does not need to look a specific way, can be sent in an email.

Second Assignment, Part B: Literature Review Draft Due on Monday, November 30th to thesis advisor

This draft is based on the outline submitted and approved by the thesis advisor.

If you have any questions at all about these deadlines or appendix, or what

is expected of you, please remember I am here to help. Reach out any time

so I can support your success.

Appendix A-Institutional Review Board (IRB) Application Process

The IRB consists of three sections:

1) Application for CSULB IRB Review

This is the application you will need to fill out for your research study. It needs to be printed out for your committee members and will be submitted online for IRB approval. Use the following address to access the necessary IRB forms:

<http://www.csulb.edu/divisions/aa/research/our/compliance/irb/>

2) Completion of the IRB Orientation Modules and Certification:

Go to the below website and review instructions on how to complete your training on-line. You must complete this training before you can submit your IRB application.

http://www.csulb.edu/divisions/aa/research/our/compliance/orientation/modules/human_subjects/index.html

3. IRB Submission Process-ONLINE ONLY

All IRB applications must be submitted electronically through IRBNet.

View the [IRBNet Training Resources](#) using the following credentials:

- Username: csulb
- Password: training1

When you have finished the training, visit [IRBNet](#) to register and create IRBNet account.

Chapter 4 Thesis Chapter Outline Spring, 2021

PROPOSAL NARRATIVE

Proposal Narrative: please use this format presented below. Discuss how you will design a program, identify potential funding sources and write a grant to fund a certain type program in a specific city.

Problem Statement (specifically addresses the need (social problem, statistics, demographics, etc.) and rationale for the program in the particular location of the agency (ie., why does this program need to exist in Long Beach or Los Angeles?) & why the agency can benefit from the program).

Proposed Program Description- complete description of your planned project including:

Program Intent (what type of interventions will be provided?) and Overall Goal (ie.,

a statement of the desired longer-term, global impact of the program. In other words, what types of changes do you want to see occur in the consumer because of the implementation of this program?

Program Objectives and Activities:

Objectives: Provide the action steps on how, when, and who will do what to achieve the stated goal and how you will know that you have achieved them.

Objectives must be measurable to ensure that the goal of the program will be achieved.

Activities: what types of services, activities will be provided in order to achieve the stated objectives?

Number of consumers served and expected outcomes:

In this section you talk about how many consumers will be provided services and talk about the expected outcomes, ie., what will the participants gain from your program? Example: participants will learn..Participants will learn to access...

Program Evaluation: Explain and present an evaluation design to find out whether this proposed program was successful. Specifically, describe how you plan to evaluate your proposed program and find how effective your project is in reaching the objectives (e.g., exit interview, survey, pre- and post-tests, and data gathered by the applicant organization, such as number of participants, demographics and frequency of attendance).

Communications: Describe the agencies/people that you will collaborate with to ensure the success/sustainability of your program and to recruit participants for your program.

Staffing: Provide staff titles and a brief description of each job assignment.

Timeline: Provide a month to month timeline for your program's activities. Specify what will be done each month to make your program operational for one year.

Budget Narrative Section: The first part includes an overall statement regarding the total amount of the budget and what it will pay for. The second part tells the reader where they can find the Line-Item Budget (see appendix A). The third part provides a detailed description for each budget item. It should indicate the total amount for each staff member and the program costs for each expense occurred. You should also specify direct costs (ie., salaries, office expenses, etc.) vs. indirect program costs (ie., program evaluator) as well as in-kind contributions (this is what the agency will provide ie., rent, utilities).

Chapter 4: Policy Analysis Results, 2021

Provide mapping statement: tell the reader what you are going to be talking about in this chapter.

SECTION A: ISSUES DEALT WITH BY THE POLICY

A-1. Nature, scope, and distribution of the issues

What is the social problem that the policy wants to address?

How is this social problem defined? How do the issues of race, gender, socio-economic class and sexual orientation play into the definition of the problem?

A-2. Casual theory(ies) or hypothesis(es) concerning the issues

What is causing the problem? What are the causes for this problem?

If _____ then _____ (If we have x problem, then the causes are...)

SECTION B: OBJECTIVES, VALUE PREMISES, THEORETICAL POSITIONS, TARGET SEGMENTS, AND SUBSTANTIATIVE EFFECTS OF THE POLICY

B-1. Policy Objectives: overt objectives and covert objectives

What are the stated objectives of the policy?

What are the covert objectives ie., underlying ones?

Can look at the detailed aspects of the policy and its implementation procedures.

B-2. Value premises and ideological orientations underlying the policy objectives:

explicit and implicit value premises.

What was important to the lawmakers, society in general?

Can look at objectives, resource allocation, work, and rights distribution in terms of attitudes, decisions and actions.

B-3. Theory(ies) or hypothesis(es) underlying the strategy and the substantive provisions of the policy. *If _____ then _____ in terms of the strategy.*

What do the lawmakers think will solve the problem?

What type of strategies are the lawmakers proposing that will fix the problem?

For example, if the issue is poverty and the causes are not enough jobs, then solutions could be work guarantee programs, living wage laws, etc.

B-4. Target segments(s) of society- those at whom the policy is aimed:

- a. Ecological, demographic, biological, psychological, social, economic, political, and cultural characteristics
- b. Size of relevant subgroups and of entire target segments projected over time

Who is the target population? What are the demographics (race, gender, socio-economic class, sexual orientation) of this group?

Will the target population increase, stay the same or decrease over time?

B-5. Short and long-range effects of the policy on target and non-target segment(s) in ecological, demographic, biological, psychological social, economic, political, and cultural spheres

What happened for the target population and for non-target population in terms of the intended effects? Did the intended effects actually occur?

What were the unintended or unanticipated effects?

SECTION C: IMPLICATIONS OF THE POLICY FOR THE OPERATING AND OUTCOME VARIABLES OF SOCIAL POLICIES

- C-1. Changes concerning exchange and distribution of goods and services for the target population and non-target population.

Depending on the policy (if the policy did not address goods or services, this section would not apply) questions to think about are: what changes in the services or goods were made? Was it more difficult or less difficult to obtain services? Did consumers get more services, less services, or different types of services? How did the issues of race, gender, socio-economic status, sexual orientation impact the services provision?

- C-2. Changes concerning rights and responsibilities for the target population and non-target population.

What changes in the rights and responsibilities were made? Were rights and responsibilities for the consumers reduced, increased or stayed the same? How does the issues of race, ethnicity, gender, socio-economic status and sexual orientation impact the consumers rights and responsibilities? What about the issues of power? Who got more power? Who got less power? What are the demographics of these groups? How was the power differentiated by race, gender, class, or sexual orientation?

Provide summary of chapter.