

**SAN DIEGO STATE UNIVERSITY
COLLEGE OF HEALTH AND HUMAN SERVICES
SCHOOL OF SOCIAL WORK**

SPRING 2020 QUALIFYING EXAM GUIDELINES (Rev 3/12/20)

INTRODUCTION

All students must pass a Qualifying Examination administered by the School as one of the requirements for the MSW degree. The exam is a test of your knowledge of the foundation content in social work. Mastery of this content is deemed essential before moving on to the advanced specialized course material. Those students not passing the exam will not be allowed to continue in the program until they pass. Thus, the examination should be taken quite seriously.

QUALIFYING EXAMINATION TIME LINE	
April 27, 2020	Eligibility criteria must be met
May 4, 2020	Eligibility emailed to students
May 11, 2020	Students take the Examination: Time: 09:00-11:30am Location: TBD
May 18, 2020	Results are emailed to students.
May 19-22, 2020	Students failing the exam should schedule an appointment with Kellie Scott (Graduate Adviser)
July 6, 2020	Tentative Retake Examination.

ELIGIBILITY

To be eligible to take the written qualifying exam you must complete (or be registered in) all foundation year classes (31 units) with a minimum grade in each course of C. If you become eligible after the Spring Semester 2020 you make take the exam at the retake (tentatively scheduled for 7/6/2020), otherwise you will have to wait until the Spring Semester 2021 to take the examination. This sitting for the exam assumes that your eligibility problem has been resolved. There are no exceptions to this rule. It is the student's responsibility to ensure that they meet all eligibility criteria.

ELIGIBILITY LIST

All eligible students will be emailed by May 4, 2020 confirming their eligibility status. If you do not receive notification, it means:

- a. You have not met one or more eligibility criteria
- b. We made an error

If you did not receive an email, please contact Dr. Fuentes (dahlia.fuentes@sdsu.edu) at (619) 594-3555, or stop by her office at HH-119.

EXAMINATION FORMAT

The examination will be a 135-minute (2-hour and fifteen minute) 100 question multiple-choice test of foundation content in social work. Content comes from first year coursework in Micro and Macro Practice (SW 630, 631, 632), Policy and Services (SW 601), Research (SW 690, SW 610) and HBSE (SW 619 & 620). Test questions were developed by the instructors of those courses. Approximately 14 to 15 questions are drawn from each course except for 610 & 690 which are treated as a single course. You must answer at least 70% of the items correctly in order to pass the exam. All questions are subject to an item-analysis. Poorly performing items are discarded before calculating your final score.

WHAT TO BRING

The School will provide a Scantron form. You should bring the following items with you to the examination:

- a. Your RED ID for identification
- b. #2 pencil(s) for filling out the Scantron answer sheet
- c. A good quality eraser for changing your answers on the Scantron answer sheet

****No cell phones are allowed in the exam room.****

NO SHOWS

The policy on students who miss the examination is:

- a. If you are ill on the examination day, you must notify the School by either calling the main telephone number 619-594-6865 and leaving a phone message, or informing HH 119 office staff directly, or by emailing Dr. Fuentes (dahlia.fuentes@sdsu.edu). You must bring a letter from a doctor verifying your illness to be eligible to take the exam on the second examination day as your first try.
- b. You may have an unanticipated event or emergency of a serious nature that prevents you from taking the examination. You should call the School office and follow the procedures outlined in a. above. In addition, contact the School as early as possible so your request can be evaluated before the exam. If you are unable to make this early contact you must present a justification with supporting documentation that includes: (1) a description of the event that caused you to miss the exam, (2) a justification of why the event was unanticipated and necessitated missing the exam, (3) and you must present satisfactory reasons for why you were not

able to contact the School prior to the exam. Based on the evidence you provide, the School will decide whether or not you are eligible to take the exam on the second examination day as your first attempt.

- c. If you do not meet the conditions in a and b, or the School decides based on the evidence that you present that your reason for missing that exam was not justified, you forfeit your first examination attempt. Eligibility will be reassessed for the July 6 retake examination day (date tentative).

APPEALING FAILING GRADES

If a student sits for the exam, the grade will stand, unless they can demonstrate either of the following two conditions. (1) A student may believe that the School has not followed procedures outlined in this document. It is the student's responsibility to present evidence that this is the case. (2) A student can demonstrate that the answer key used to score grades was unambiguously wrong.

SPECIAL ARRANGEMENTS

Special testing arrangements are available for students identified through Student Ability Success Center (SASC). Students requiring these arrangements must contact Kellie Scott (Graduate Advisor) and/or complete the appropriate procedures and documentation at SASC.

EVALUATING THE EXAMINATION

Students must mark their Scantron form carefully using a #2 pencil. To change an answer a student must **completely erase** the former answer with a **clean eraser**. If a student has doubts about whether an answer was completely erased, please complete a new Scantron.

A Scantron machine will be used to score this test. The grade will be based on how the machine reads the Scantron. There will be 100 questions used to calculate the student's score, and a score of 70 or more is a passing score. Students will have up to 135 minutes to complete the exam. Questions may be included on the exam that are under consideration for use in future presentations of the exam. These will not be identified in the exam, but they will not be used in the calculation of your final score.

NOTIFICATION OF RESULTS

Notification will be emailed to students on May 18, 2020. If a problem arises in the notification process, you will be contacted by Dr. Fuentes.

EXAMINATION REVIEW-FAILURES

A grade of at least 70 is needed to pass the exam. For students who fail the exam, Kellie Scott (Graduate Advisor) will provide a summary of the content covered in the exam and the areas that the student performed poorly. The exam itself will not be made available for review. Students who fail the exam are responsible for reviewing material on their own. Those students not passing the exam will not be allowed to continue in the program until they pass. For students needing to take the exam a 3rd time or more, the exam will be given only once a year in May.

It is the students' responsibility to file the Leave of Absence (LOA) when they are not matriculating.

SECOND EXAMINATION PROCEDURE

Students who were not successful on the examination can take the examination again. Procedures duplicate the conditions of the first examination process. All the same expectations of the first examination will apply again and different examinations will be given. The retake examination, however, will reflect the same set of knowledge and skills requirements, as the initial examination required. The exam must be taken prior to enrolling for the Fall semester. If you plan to retake the examination, you must notify Dr. Fuentes by email (dahlia.fuentes@sdsu.edu), by phone, 619-594-3555, or stop by her office in HH-119. If you do not notify us, you will not be permitted to sit for the examination(s).

SECOND EXAMINATION EVALUATION/NOTIFICATION

Students will be informed by email of the results of the second test.

EXAM INTEGRITY

Your exam will be numbered and you will sign for receipt, and again when you return it. The Exam must be returned in order for you to receive a grade. **No cell phones are allowed in the exam room.** If you need to leave the room during the exam you must ask the Proctor for permission. The Proctor will hold your Scantron while you are out of the room. Violations of any of the above may lead to the disqualification of your exam.

STUDY GUIDE

The exam contains multiple choice questions that will test first year general concepts across subject areas outlined in the master syllabus, will be based on the study outline that follows; which are Micro Practice (SW 630 & SW 631), Macro Practice (SW 630 & SW 632), Human Behavior and Social Environment (SW 619 & 620), Social Welfare Policy (SW 601), and Social Work Research (SW 610 & SW 690). The instructors who taught these courses have constructed the study guide. The texts related to the topics that are outlined are suggested references based on the most common text or readings used in your first year courses. Common refers to those items in use across sections.

STUDY GUIDE

A. Human Behavior and the Social Environment - SW 619

Questions will be based on the following topics that were covered either in lecture, readings or both. Prior to Fall 2019, all course readings were selected from relevant book chapters and research articles. In Fall 2019, the course adopted a textbook. The Qualifying Exam **will not** include material that was **not** covered across cohorts.

I. The Role of Theory in the Human Services

- A. What is theory?
- B. Distinctions between types of theories in the human services
- C. What is the role of theory in practice and research?
 - 1. Evidenced Based Practice
 - 2. Practice Wisdom
- D. Concepts and Conceptualization
- E. Evaluating theory
- F. Knowledge base of the human services and social work

II. Macro Theories of Human Behavior

- A. General Systems Theory
- B. Ecological Theory & Ecosystems
- C. Structural Functionalism
- D. Conflict Theory
- E. Person-in-Environment Perspective

III. Culture, Diversity and Human Behavior

- A. Sources of diversity
- B. Define and distinguish between culture, ethnicity, & race
- C. Basic Elements of Culture
 - 1. Values & Norms
 - 2. Language
 - 3. World view
 - 4. Life styles
- E. Socialization and social control
- F. Ascription vs. achievement
- G. Non-dominant Groups
 - 1. Race
 - 2. Gender
 - 3. Sexual Orientation
 - 4. Disabilities
- H. Change and strain
 - 1. Processes (assimilation, accommodation, acculturation, bi-cultural)
 - 2. Diversity and immigration
- I. Oppression
- J. Cultural competence

IV. Social Class

- A. Defining social class
- B. Stratification and social status.
- C. Latent and manifest functions of stratification
- D. Inequality
- E. Mobility

V. Groups and Human Behavior

- A. What is a group?
- B. Theories of group development (stages)
- C. Group Structure
 - 1. Composition
 - 2. Roles
 - 3. Culture (norms, conformity deviance, socialization, social control)
 - 4. Status and prestige
 - 5. Leadership
 - 6. Cohesion
 - 7. Subgroups
 - 8. Boundaries
- E. Group Dynamics
 - 1. Goals
 - a) Importance
 - b) Criteria (START)
 - 2. Theories of group decision making
 - a) Methods
 - b) Correlates of poor decision making
 - c) Group Think
 - d) Group Polarization
 - e) Shared Information Bias
 - f) Normative Model of Decision Making
 - 3. Theories of group performance
 - a) Social Interdependence Theory
 - b) Social Facilitation
 - c) Social Exchange
 - d) Social Loafing
 - e) Brainstorming
 - 4. Theories of group conflict and conflict reduction
 - a) Types of conflict
 - b) Resolving conflict
 - 5. Group leadership
 - 6. Power, influence, & change
 - a) Basis of power
 - 7. Trust

VI. Community

- A. Communities and Human Behavior
 - 1. What is community?

- a. Gesselshaft and Gemeinschaft
- b. Community, neighborhood, and public life
- c. Locational (Place) communities
- d. Non-place Communities (of identification)
- 2. Functions of community
- 3. Human Ecology and communities
 - a. Competition
 - b. Adaptation
 - c. Ecological processes
- 4. Patterns of power and relationships.
 - a. Structure and dynamics
 - b. Power distribution
 - 1. Power and influence
 - 2. Elitist, Pluralist, and Conflict Theory
 - c. Mediating structures
- 5. Systems Theory
 - a. Integration
 - b. Behavioral
 - c. Supra-systems
- 6. Capital
 - a. Financial
 - b. Human
 - c. Social
 - d. Cultural
- 7) Social network and support systems

VII. Organizations

- A. Types of Organizations
 - 1. Basic Concepts and Definitions
 - 2. Historical perspectives on Organizations
 - 3. HSO classifications
- B. HSO attributes
- C. Organizations, Organizational Theory, Models, and Human Behavior
 - 1. Organizational Theory (be able to describe basic concepts and differences among theory)
 - a. Rational-Legal Model
 - (1) Scientific Management
 - (2) Bureaucratic Theory (Classical)
 - b. Human Relations Theory
 - c. Contingency Theory
 - (1) Technology types (Perrow)
 - d. Systems Theory
 - e. Political Economy Theory
 - f. Institutional Theory
- D. Organizational Culture and Climate
- E. Organizational Structure

- G. Motivation in the work place
- H. Organizational Change
 - 1. Type of organizational change
 - 2. Theoretical approaches to organizational change
 - 3. Diversity as organizational change
- I. Leadership
 - 1. Roles, decision making,
- J. Diversity in organizations
 - 1. Challenges
 - 2. Barriers
 - 3. Performance pressure
 - 4. Managing diversity

Readings:

- Buddel, N. (2011). Queering the workplace. *Journal of Gay and Lesbian Social Services*, 23, 131-146.
- Dale, O., Smith, R., Norlin, J., and Chess, W. (2009). *Human behavior and the social environment: Social systems theory, 6th edition*. Boston: Allyn and Bacon.
- Denhardt, R.B., Denhardt, J.V., & Aristigueta, M.P. (2012). *Managing human behavior in public and nonprofit organizations, 2nd Edition*. Thousand Oaks: Sage Publications.
- Eichler, M. (2007). *Consensus organizing: Building communities of mutual self-interest*. Thousand Oaks, CA: Sage Publications.
- Forsyth, D.R. (2009). *Group Dynamics*. Belmont, CA: Wadsworth.
- Lloyd, C., King, R. & Chenoweth, L. (2002). Social work, stress and burnout: A review. *Journal of Mental Health*, 11(3), 255-265.
- Mor Barak, & Travis (2010). Diversity and organizational performance. In Y. Hasenfeld (Ed.), *Human services as complex organizations* (pp. 341-378). Thousand Oaks, CA.: Sage Publications, Inc.
- Pyles, L., & Cross, T. (2008). Community revitalization in post-Katrina New Orleans: A critical analysis of social capital in an African-American neighborhood. *Journal of Community Practice*, 16(4), 383-402.
- Van Wormer, K. & Besthorn, F.H. (2017). *Human Behavior and the social environment: Groups, communities, and organizations* (3rd ed.). New York, NY: Oxford University Press.

B. Human Behavior in the Social Environment - SW 620

- I. Psychosocial Approach to Human Development
 - A. Interaction of the Biological, Psychological, and Societal Systems
 - B. The Life Span
- II. Major Theories of Human Development
 - A. Theories and Development
 - B. Evolution theory
 - C. Psychoanalytic theory
 - D. Cognitive Developmental theories
 - E. Social Learning theory
 - F. Cultural theory
 - G. Social Role theory
 - H. Systems theory

- III. Psychosocial theory
 - A. Concepts
 - B. Developmental stages / Psychosocial Crisis
 - C. Evaluation

- IV. Pregnancy and Prenatal Development
 - A. Genetics and Development
 - B. Normal Fetal Development
 - C. Cultural Context of Pregnancy and Childbirth
 - D. Mental Health and psychological reactions
 - 1. Psychosocial impact of abortion

- V. Infancy
 - A. Developmental Tasks
 - 1. Sensory/Perceptual and Motor functions
 - 2. Sensorimotor Intelligence
 - 3. Communication
 - 4. Emotional Development
 - B. Attachment theory
 - C. Psychosocial Crisis

- VI. Toddlerhood
 - A. Developmental tasks
 - 1. Locomotion
 - 2. Language development
 - 3. Fantasy Play
 - 4. Self-Control, temperament
 - B. Psychosocial Crisis
 - C. Poverty and Psychosocial Development

- VII. Early School Age
 - A. Developmental Tasks
 - B. Gender Identification
 - 1. Gender identity and expression
 - 2. Sexuality
 - C. Moral Development
 - 1. Theories, Stages, Empathy and Caring
 - 2. Media impact
 - D. Self-Theory
 - 1. Culture, Self-Esteem, Peer Play
 - E. Psychosocial Crisis
 - F. School readiness, risk factors, disability

VIII. Middle Childhood

- A. Developmental Tasks
 - 1. Friendship and Social Competence
- B. Concrete Operations / Piaget
- C. Skill Development
- D. Self-Evaluation
- E. Psychosocial Crisis
- F. Exposure to violence

IX. Early Adolescence

- A. Developmental Tasks
 - 1. Physical maturation
 - 2. Cultural context of puberty
 - 3. Human Sexuality – relationships, contraception, sexually transmitted disease, parenthood
 - 4. Sexual Orientation
- B. Formal Operations
 - 1. Brain Development
 - 2. Piaget's theory of Formal Operational Thought
- C. Emotional Development
 - 1. Neuroscience of emotion and cognition
 - 2. Depression, Suicide
- D. Peer Group membership
- E. Group Identity
 - 1. Ethnic identity
- F. Alcohol and Drug Use

X. Later Adolescence

- A. Developmental tasks
 - 1. Autonomy from Parents, Self-Sufficiency
 - 2. Gender Identity
 - 3. Internalized Morality
 - 4. Career Choice and Decision-Making
- B. Psychosocial Crisis

XI. Early Adulthood

- A. Theoretical Views of Adult Development
- B. Life course
- C. Self-Acceptance and Self-Actualization
- D. Developmental tasks
 - 1. Intimate relationships / Attachment and relationship formation
 - 2. Cohabitation – communication and conflict
 - 3. Career, Life Pace/Balance, Social Network
- E. Psychosocial Crisis

XII. Middle Adulthood

- A. Developmental Tasks
 - 1. Managing a career

- 2. Nurturing an intimate relationship
 - 3. Expanding interpersonal skills and caring relationships
 - 4. Managing the Household
 - B. Developmental Stages of Families
 - 1. One-parent families
 - 2. Homelessness
 - C. Psychosocial Crisis
 - D. Discrimination
- XIII. Later Adulthood
 - A. Developmental Tasks
 - 1. Accepting One's Life and Erikson
 - 2. Life goals and satisfaction
 - 3. Personality and well-being
 - 4. Illness, disability, and health
 - B. Promoting intellectual vigor
 - 1. Neuroplasticity and Aging
 - 2. Memory
 - C. Redirecting energy to new roles and activities
 - 1. Grand parenting, widowhood
 - D. Developing a point of view about death
 - E. Psychosocial Crisis
 - F. Retirement
- XIV. Elderhood
 - A. Longevity
 - B. Developmental tasks
 - 1. Coping with the physical, behavioral, and sensory changes
 - 2. Dementia
 - 3. Developing a Psychohistorical perspective
 - 4. Living arrangements
 - 5. Romance and sexuality
 - 6. Erikson – coping with aging
- XV. Death, Dying, and Bereavement
 - A. Definitions of death
 - 1. Advanced Directives
 - B. The Process of Dying
 - 1. Ethical issues
 - 2. Death-related rituals
 - 3. Survivors
 - C. Bereavement and Grief
 - 1. Psychosocial growth through bereavement

Reading:

Newman, B., and Newman, P., (2018). *Development through life: A psychosocial approach*. (13th ed.), Boston, MA: Cengage Learning. (The previous edition is also acceptable).

C. Generalist Social Work Practice – SW 630

- I. Overview of Social Work Practice
 - A. Mission, Purpose and Function of Social Work
 - B. Ecological Systems Model and Systems Theory
 - C. Generalist Social Work Practice
 - 1. Definition
 - 2. Micro, mezzo, macro levels
 - 3. Social work roles
 - D. Social Work Values, Laws, and Ethics
 - 1. Cardinal social work, e.g. confidentiality, self-determination, informed consent, personal vs. professional values
 - 2. Ethical principles, ethical dilemmas, and NASW Code of Ethics
 - 3. Laws regulating social work practice
 - E. Phases of the Helping Process
- II. Exploration, Engagement, and Assessment of Client Systems
 - A. Effective Communication and Exploring Skills
 - B. Verbal and Non-verbal Communication Patterns
 - C. The Interview Skills
- III. Assessment of the Client System
 - A. Overview of the Multidimensional Assessment
 - 1. Assessment and diagnosis -brief introduction to DSM
 - 2. Cultural formulation assessment
 - 3. Emphasizing strengths in assessment
 - 4. Identifying the problem and critical concerns
 - 5. Generalist Intervention model in assessment
 - B. Assessment – Intrapersonal, Interpersonal, and Environmental Factors
 - 1. Assessment of physical, cognitive/perceptual, affective, and behavioral functioning including mental status examination
 - 2. Assessment of motivation, cultural, spiritual, and environmental factors
 - 3. Use and abuse of medications, alcohol, and drugs
 - 4. High risk factors: suicidal risk; homicidal risk; child abuse and neglect; elder/dependent adult abuse and neglect; domestic violence.
 - 5. Assessment tools: genograms; ecomaps; culturagrams
 - 6. Developmental assessment
 - 7. Assessment with minors (children, adolescents) and older adults
 - 8. Assessment with voluntary vs. involuntary clients
 - C. Assessing Family Functioning
 - 1. Family Assessment - System Framework
 - 2. Family system in social environment
 - 3. Family assessment skills and tools (Genogram, Ecomap, Culturagram)
- IV. Developing Goals and Formulating Contracts
 - A. Negotiating Goals and Process

- B. Evaluation and Measuring Progress
- C. Introduction to the Evidence-Based Practice (EBP) Process
 - 1. The Evidence-Based Practice Perspective
 - 2. Steps of the EBP Process

- V. Planning and Implementing Change-Oriented Strategies
 - A. Task-Centered Model
 - B. Crisis Intervention Model
 - C. Case Management

- VI. Macro Social Work Practice with Organizations and Communities
 - A. Generalist Intervention Model
 - B. Social Work Roles in Macro Practice
 - C. Macro practice intervention strategies
 - D. Developing resources and advocacy
 - E. Engaging in community organization

- VII. Managing Micro and Macro Barriers to Change
 - A. Burnout, Compassion Fatigue, and Vicarious Trauma
 - B. Cross-Cultural Barriers
 - C. Transference / Countertransference

- VIII. Evaluation and Termination

Readings:

Hepworth, D. H., Rooney, R. H., Rooney, G. D., & Strom-Gottfried (2017). *Direct social work practice: Theory and skills* (10th ed.). Pacific Grove, CA: Brooks/Cole.

Drisko, J. W., & Grady, M. D. (2015). Evidence-based practice in social work: A contemporary perspective. *Clinical Social Work Journal*, 43, 274-282. DOI 10.1007/s10615-015-0548-z

National Association of Social Workers. (2017). *NASW code of ethics*. Washington, DC: Author. www.socialworkers.org

Hook, J. N., Davis, D., & Owen, J., & DeBlaere, C. (2017). *Cultural Humility: Engaging Diverse Identities in Therapy*. American Psychological Association, Washington DC.

Recommended:

Lukas, S. (1993). *Where to start and what to ask: An assessment handbook*. New York: W.W. Norton.

D. Social Work Practice: Individuals, Families, and Groups – SW 631

- I. Assessment (Review from SW 630)
 - A. Review of Multidimensional Biopsychosocial Assessment:
 - 1. Assessing the individual /family/ group in the situation
 - B. Review of High Risk Assessment:

- C. Overview / Review of legal and ethical issues impacting social work practice
 - D. Mental Status Exam
 - E. Review EBP and Social Work Practice
 - F. Culturally Responsive Assessment of Diverse Groups: Race, Ethnicity, Gender
 - G. Reviewing case conceptualization, goals and contracts, beginning treatment planning.
- II. Assessment Skills and Diagnostic Formulation
- A. DSM - Use and Overview: rationale, organization, structure, and major diagnostic categories
 - B. Cultural Considerations and Formulation in Making a Diagnosis
- III. Assessment and Case Conceptualization using Theory and Practice Theory
- A. Overview of Theories and Practice Theories
 - B. Social Work Perspective with Practice
 - C. Strengths-Oriented Practice and Client Empowerment; Risk and Resiliency
 - D. Diversity and Multiculturalism
- IV. Theories in Social Work Practice – Overview, Origins, Concepts, Assessment, Worker/Client Relationship, Intervention, and Evaluation
- A. Ego Psychology
 - B. Behavior Theory, Behavioral Analysis
 - C. Cognitive Theory, Cognitive restructuring
 - D. Solution-Focused Therapy and Solution-Focused Brief Therapy (SFBT)
 - E. Motivational Interviewing, motivating change, trans-theoretical stages of change (TSOC) model
- V. Family Therapy and Practice - Overview, Origins, Concepts, Assessment, Intervention and Evaluation
- A. Review of Family Functioning, Definition, Assessment, and Relationships
 - 1. Review family functioning in diverse family and cultural contexts
 - B. Family Systems
 - C. Multigenerational Systems – M. Bowen
 - D. Structural Family Theory - S. Minuchin
- VI. Introduction to Group Treatment
- A. Formation and assessment of groups
 - B. Group dynamics and process
 - C. Ethical and legal issues in group work
 - D. Group preparation / beginning a group
- VII. Group Development and Stages of Group
- A. Initial/preaffiliation stage
 - B. Transition/power and control stage
 - C. Intimacy stage
 - D. Differentiation stage
 - E. Termination stage

VIII. Termination (Review)

- A. Evaluating progress and measuring treatment outcomes
- B. Preparing for termination
- C. Intervention strategies and techniques for termination

Readings:

Hepworth, D. H., Rooney, R. H., Rooney, G. D., & Strom-Gottfried (2017). *Direct social work practice: Theory and skills* (10th ed.). Pacific Grove, CA: Brooks/Cole.

Walsh, J. (2013). *Theories for direct social work practice: (3rd ed.)*. Independence, KY: Cengage Learning.

National Association of Social Workers. (2017). *NASW code of ethics*. Washington, DC: Author. www.socialworkers.org

Hook, J. N., Davis, D., & Owen, J., & DeBlaere, C. (2017). *Cultural Humility: Engaging Diverse Identities in Therapy*. American Psychological Association, Washington DC.

E. Social Welfare Policy - SW 601

I. Basic Policy

- A. The structure of social policy
- B. Social needs/social problem
- C. Claims making
- D. Policy development process
- E. Strength-perspective
- F. Ideologies: conservative, liberal, radical, and feminist

II. Major Historical Eras

- A. Early Republic
- B. Progressive Era
- C. The New Deal
- D. The Great Society
- E. The Conservative Eclipse – Nixon through Obama administrations

III. Major Social Welfare Programs

- A. Social Insurance Programs
 - 1. OASDI
 - 2. Unemployment Insurance
 - 3. Medicare
- B. Public Assistance Programs
 - 1. TANF
 - 2. Medicaid & CHIPRA
 - 3. Supplemental Nutrition Assistance Program (Food Stamps) & WIC
 - 4. SSI
 - 5. The Earned Income Tax Credit

- C. Child Welfare Policy
 1. The Adoption Assistance and Child Welfare Act of 1980
 2. Child Abuse Prevention and Treatment Act of 1974
 3. Independent Living Act of 1986
 4. Indian Child Welfare Act
- D. Aging Policy
 1. The Age Discrimination in Employment Act of 1967
- E. Poverty
 1. Calculation of Poverty Level
 2. Size and demographic characteristics of poverty
 3. Income inequality
- F. Human Rights and Civil Rights
 1. The Civil Rights Acts of 1964 and 1965
 2. Universal Declaration of Human Rights 1948

Readings:

Chapin, Rosemary K. (2017). *Social Policy for Effective Practice* (4th edition). New York: McGraw Hill.

Healy, Lynne M. (2008). "Exploring the History of Social Work as a Human Rights Profession." *International Social Work*. 51(6): 735-748.

Murray, Charles. (1984). *Losing Ground*. (Basic Books: New York). (Chapter 10, Constraints on Helping

F. Social Work Practice 632 – Organization and Communities

- I. Evidence-based macro practice
- II. Knowing your community
 - A. Community needs assessment
 - B. Participatory action research
 - C. Asset-based community assessments
 - D. Social capital
- III. Theoretical framework for community change
 - A. Social determinants of health
 - B. A theory of change
- IV. Strategies and techniques for mobilizing communities
 - A. Collective impact
 - B. Community collaborations
 - C. Confronting oppression (e.g., historical community trauma)
- V. Management: organizational context and the environment
 - A. Assessing the agency environment

- B. Program planning
 - C. Strategic planning, mission, vision
 - D. Social problem assessment and analysis
- VI. Program design
- A. Logic models (inputs, throughputs, outputs, outcomes, impact), program hypotheses
 - B. Goals and objectives (process and outcome)
 - C. Diversity issues in program design
- VII. Information systems and program evaluation
- A. Data systems and elements (coverage, equity, process)
 - B. Formative and summative evaluations; cost efficiency and cost effectiveness
 - C. Performance measurement, monitoring
- VIII. Financial management
- A. Financial control: revenue and expenses
 - B. Incremental, political, and rational budgeting
 - C. Line item, functional, and program budgets
 - D. Direct and indirect costs

Readings:

Evidence-Based Macro Practice, Ch. 4 in Nair, M. & Guerrero, E. (2014). *Evidence-based macro practice in social work*. Wheaton, IL: Gregory Publishing Company.

Kettner, P., Moroney, R., & Martin, L. (2017). *Designing and managing programs: An effectiveness-based approach*, 5th ed. Thousand Oaks, CA: Sage Publications. (Chapters indicated on the course syllabus.)

Kania, J. & Kramer, M. (2011). Collective Impact. *Stanford Social Innovation Review*, 1(9), 36-41.

Other select articles/websites (e.g. theory of change, social determinants of health, historical community trauma)

G. Social work research - SW690 & 610

Basic Research Concepts You Should Know

- Be able to define science and its minimal tenets.
- Know the strengths and limitations of evidence based practice.
- Describe the different paradigms (e.g., positivist, interpretivist) discussed in the text and how they differ.
- Define what is meant by theory, its components, and use in research.

- Distinguish between concepts, attributes, and variables.
- Know what a logic model is.
- Understand what is involved in problem formulation.
- Be able to write a good hypothesis.
- Be clear on what conceptualization and operationalization involves.
- Know the different levels of measurement.
- Define the ecological fallacy.
- Know the difference between independent, dependent and extraneous variables.
- Be able to articulate the different types of reliability (inter-rater, internal consistency and measurement validity (face, content, convergent, criterion, convergent, discriminant)).
- Be able to identify what is needed to determine causation.
- Be able to identify the strengths and limitations of different sampling designs.
- Be clear on the differences between experimental and quasi experimental designs.
- Be able to describe survey research.
- What is qualitative research and how is it different from quantitative research?
- Define mixed methods research.
- Identify the strengths/limitations of qualitative research and its purpose.
- Know the different types of study designs, and be able to distinguish between them (longitudinal, cross-sectional, trend studies, cohort studies, panel studies, case control, time series, pretest-posttest, classical experimental design, multiple time series, etc.).
- What advantage does probability sampling give you over non-probability sampling?
- What are threats to internal validity, and how does a control group address them?
- Discuss program evaluation—why, how, when, what makes for good quality results.
- Know and describe sampling designs; random, stratification, probability vs. non-probability; quota, convenience, cluster, systematic, etc.
- Know the strengths and weaknesses of experimental design and survey research
- Describe the difference between random assignment and random sampling

- What advantage does random assignment give the researcher?
- Identify methods of data collection and their strengths and weaknesses (interviews, mail surveys, random digit dialing, and data abstraction).
- What is the role of pretesting?
- Describe principles of instrument construction.
- Describe what a standardized instrument is and how it would be useful in your research.
- Know issues around internal validity (definition and threats).
- Know what improves external validity.
- Give the conditions for establishing causation.
- What are missing data and describe problems it poses for researcher? Give some solutions to the problem of missing data.
- What are the strengths and limitations of doing different types of unobtrusive data collection, measures, etc.
- Be able to define population, sample frame, and sample
- Be able to describe different types of measurement validity.
- Identify methods of data collection and their strengths and weaknesses (interviews, mail surveys, random digit dialing, data abstraction).
- What are the strengths and limitations of doing different types of unobtrusive data collection, measures, etc.
- Know what measures of central tendency and dispersion statistics are.
- Describe differences between descriptive and inferential statistics.
- What is treatment fidelity and why is it important?
- Discuss and distinguish different types of research designs and their corresponding statistical approaches to analyze the data from the research designs.
- Discuss program evaluation—why, how, when, what makes for good quality results.
- Know sampling designs; simple random sampling, stratification, probability vs. non-probability; quota, convenience, cluster, systematic, etc..
- Know issues around internal validity (definition and threats).
- Know what improves external validity.
- Distinguish between cross-sectional and longitudinal research.

- Distinguish between trends studies, cohort studies, and panels.
- Know the strengths and weaknesses of experimental design and survey research.
- What is treatment fidelity and why is it important?
- Be able to describe some of the common elements of ethical research.
- Know what is involved in culturally competent research.

Readings:

Rubin, A. and Babbie, E. Research Methods for Social Work, (2014), 8th or 9th Edition. Belmont, CA: Brooks/Cole Publishing Company. ISBN-10: 1285173465 ISBN-13: 9781285173467

Rowntree, D. (2004). Statistics without tears: A primer for non-mathematicians. Boston: MA. Allen and Bacon Classics.

Field, A. (2009; 2013). Discovering Statistics Using SPSS. SAGE Publications. Third Edition or Fourth Edition.

These will also be useful:

Trochim, W. M., & Donnelly, J. P. (2001). Research methods knowledge base.

Trochim, W. M., Donnelly, J. P., & Arora, K. (2016). Research Methods: The Essential Knowledge Base. Wadsworth Publishing.