College of Health and Human Services
School of Social Work

MSW GENERALIST PROGRAM ASSESSMENT GUIDELINES

SPRING 2026

INTRODUCTION

The Council for Social Work Education (CSWE) is a national organization that accredits social work programs in the United States. Through the Educational Policy and Accreditation Standards (EPAS), CSWE promotes academic excellence and prepares students for professional social work practice. The MSW program on the SDSU San Diego Campus has been proudly accredited by CSWE since 1966, shortly after the School was founded in 1963. The MSW program at the Imperial Valley Campus has been accredited since its inception in 1981.

The Generalist Program Assessment assesses MSW student knowledge of the generalist social work coursework and is one of many important accreditation requirements of the SDSU School of Social Work. Results are compiled and aggregated to inform student competency on the nine CSWE EPAS. The aggregate results indicate the percentage of students who score 75% or higher and are shared with CSWE and the public on our School of Social Work website: https://socialwork.sdsu.edu/academics. Accredited Schools of Social Work are required to assess student competency at each level (i.e., generalist level and advanced/specialized level). As such, the Generalist Program Assessment is similar to the Comprehensive Exam that is required to be passed in the advanced year, and thus should be taken quite seriously.

All MSW students (except Advanced Standing Program, ASP) must participate in the Generalist Program Assessment administered by the School as one of the requirements for advancement to candidacy and the MSW degree. While only your participation is utilized for your advancement to candidacy, your mastery of this content is deemed essential before moving on to the advanced specialized course material and will set you up for success in your advanced year. Thus, studying for the Generalist Program Assessment is important and expected.

GENERALIST PROGRAM ASSESSMENT TIMELINE	
April 20, 2026	Eligibility criteria must be met
April 27, 2026	Eligibility emailed to students
May 4, 2026	Students take the Assessment: Time: 09:00 AM - 11:30 AM Location: Aztec Student Union (Templo Mayor)
May 11, 2026	Results are emailed to students

ELIGIBILITY

To be eligible to take the Generalist Program Assessment you must complete (or be registered in) all generalist (600-level) courses (31 units) with a minimum grade in each course of C, and have no RP or Incomplete grades. If you become eligible after the Spring Semester 2026 you may take the exam in the Summer (tentatively scheduled for 8/10/2026). Otherwise, you will wait until the Spring Semester 2027 to take the assessment. This sitting for the assessment 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 April 27, 2026, 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) using the subject line "Eligibility for Program Assessment" or you can call (619) 594-3555, or stop by her office at HH-119. Provide your name and SDSU ID number.

FORMAT/STUDY GUIDE

The assessment will be a 135-minute (2-hour and fifteen minute) 100-question multiple-choice exam of generalist content in social work. Content comes from the following coursework:

- Direct Practice/Clinical and Admin/CD (Macro) Practice (SWORK 630, 631, 632),
- Policy and Services (SWORK 601),
- Research (SWORK 690 & 610), and
- HBSE (SWORK 619 & 620).

The assessment questions were developed by the instructors of those courses. For SWORK 610 and 690, approximately 14-15 questions are drawn across both courses. Approximately 14 to 15 questions are drawn from each other course listed above. All questions are subject to an item analysis. Poorly performing items are discarded before calculating the final scores. Definition of grades for graduate students can be found in the University Policies section of the SDSU Catalog. The Study Guide begins on page 5. In the Study Guide, the texts related to the outlined topics are suggested references based on the most common text or readings used in courses in your generalist year(s). Common refers to those items used across sections.

WHAT TO BRING

The School will provide your GradeScope bubble sheet. You should bring the following items with you to the program assessment:

a. Your SDSU ID for identification
b. #2 pencil(s) for filling out the GradeScope bubble sheet
c. A good quality eraser for changing your answers on the bubble sheet

Laptops are not allowed and cell phones must be turned off and put away at the back of the exam room.

NO SHOWS

The policy on students who miss the assessment is:

a. If you are ill on the assessment 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 assessment in the summer.

b. You may have an unanticipated event or emergency of a serious nature that prevents you from taking the assessment in May. You should call the School office and follow the procedures outlined in a. above. You must present a justification with supporting documentation that includes: (1) a description of the event that caused you to miss the assessment, and (2) a justification of why the event was unanticipated and necessitated missing the assessment. You must present satisfactory reasons for why you were not able to contact the School prior to the assessment and provide verifiable justification for missing to be eligible to take the assessment in the summer.

SPECIAL ARRANGEMENTS

Special testing arrangements are available for students identified through Student Disability Services (SDS). Students requiring these arrangements must contact Shelly Paule (Graduate Advisor, slpaule@sdsu.edu) and/or complete the appropriate procedures and documentation at SDS.

EVALUATING THE ASSESSMENT

Students must mark their GradeScope bubble sheet 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 bubble sheet. A GradeScope machine will be used to score this assessment. Individual scores will be based on how the machine reads the bubble sheet. There will be 100 questions used to calculate the student's score. Definition of grades for graduate students can be found in the University Policies section of the SDSU Catalog. Students will have up to 135 minutes to complete the assessment. Questions may be included on the assessment that are under consideration for use in future presentations of the assessment. These will not be identified in the assessment, but they will not be used in the calculation of your final score. Only the aggregate results from all students taking the assessment will be posted, and will indicate the percentage of students who score 75% or higher on the assessment.

NOTIFICATION OF RESULTS
Notification will be emailed to students on May 11, 2026. If a problem arises in the notification process, you will be contacted by Dr. Fuentes.

EXAMINATION REVIEWS
The assessment itself will not be made available for students to review.

ASSESSMENT INTEGRITY
Your individual assessment will be numbered and you will sign for receipt, and again when you return it. **The assessment must be returned in order for you to receive a score and be advanced to candidacy.** Cell phones shall not be turned on during the assessment. If you need to leave the room during the assessment you must ask the Proctor for permission. The Proctor will hold your bubble sheet, assessment, and cell phone while you are out of the room. Violations of any of the above may lead to the disqualification of this assessment process.

STUDY GUIDE

A. Human Behavior and the Social Environment - SWORK 619

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
   D. Socialization and social control
   E. Ascription vs. achievement
   F. Non-dominant Groups
      1. Race
      2. Gender
      3. Sexual Orientation
      4. Disabilities
   G. Change and strain
      1. Processes (assimilation, accommodation, acculturation, bi-cultural)
      2. Diversity and immigration
   H. Oppression
   I. Cultural competence/humility

IV. Social Class
    A. Defining social class
    B. Stratification and social status.
    C. Latent and manifest functions of stratification
    D. Inequality
    E. Mobility
    F. Adverse Childhood Experiences (ACEs)

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
    D. 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) Gesellschaft 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
F. Motivation in the workplace
G. Organizational Change
    1. Type of organizational change
    2. Theoretical approaches to organizational change
    3. Diversity as organizational change
H. Leadership
    1. Roles, decision making
    2. NASW Managing Stress and Anger
I. Diversity in organizations
    1. Challenges
    2. Barriers
    3. Performance pressure
    4. Managing diversity
    5. Diversity Equity Inclusion

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 - SWORK 620A

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 - Erikson
   C. Evaluation
IV. Pregnancy and Prenatal Development
   A. Genetics and Development
   B. 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/Stranger Anxiety
C. Psychosocial Crisis
D. Cognitive- Piaget

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. Definitions & LGBTQ Community
C. Moral Development (Kohlberg)
    1. Theories, Stages, Empathy and Caring
D. Self-Theory
    1. Culture, Self-Esteem, Peer Play
E. Psychosocial Crisis
F. Racism/Discrimination

VIII. Middle Childhood

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

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

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

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

Readings:

Diagnostic and Statistical Manual of Mental Health (DSM) 5th edition

Hutchinson, E.D., & Wood, Charlesworth, L. (Eds.) (2023). Dimensions of human behavior: The changing life course. 7th or 8th ed.

C. Generalist Social Work Practice – SWORK 630

I. Overview of Social Work Practice
   A. Mission, Purpose, and Function of Social Work
   B. Direct Social Work Practice
      1. Definition
      2. Micro, mezzo, macro levels
      3. Social work roles and values
   C. Orienting Perspectives
      1. Ecosystems perspective
      2. Strength perspective
      3. Cultural humility
      4. Anti-oppressive social work
      5. Trauma-informed social work
      6. Evidence-informed social work practice
         a) The Evidence-Based Practice Perspective
         b) Steps of the EBP Process
   D. Phases of the Helping Process
   E. Social Work Values, Laws, and Ethics
      1. Cardinal values of social work (e.g., social justice, integrity, competence etc.)
      2. Key ethical principles (e.g., self-determination, professional boundaries etc.)
      3. Ethical dilemmas, and NASW Code of Ethics

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. Source of information for 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. Biopsychosocial assessment
8. Assessment with minors (children, adolescents) and older adults
9. 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. Selecting and defining goals with minors
C. Evaluation and Measuring Progress
D. Contract

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

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

VII. Evaluation and Termination

Readings:

Hepworth, D. H., Vang, P. D., Blakey, J. M., Schwalbe, C., Evans, C.B.R., Rooney, R. H., Rooney, G. D., & Strom, K. (2023). Direct social work practice: Theory and skills (11th ed.). Boston, MA: Cengage.

Kousteni, I. D. (2022). Toward an extended view of evidence-based psychotherapy: Diversity and societal factors. Journal of Humanistic Psychology, 62(1), 31–43.

National Association of Social Workers (2021). NASW Code of Ethics. Washington, DC. https://www.socialworkers.org/About/Ethics/Code-of-Ethics

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 – SWORK 631

I. Assessment (Review from SW 630)
   A. Review of Multidimensional Biopsychosocial Assessment:
   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, and structure.
   B. Cultural Considerations and Formulation in Making a Diagnosis

III. Overview of a Generalist-Eclectic Approach
   A. Elements of the Generalist Perspective
   B. An overview of Eclecticism

IV. Metatheories for Direct Social Work Practice
   A. Ecological Systems Theory
   B. Strengths-Based Practice

V. Theories in Social Work Practice – Overview, Origins, Concepts, phase of helping, Intervention, and Application
   A. The Psychodynamic Approach
   B. Cognitive Behavioral Theory and Treatment
   C. Client-centered Theory
   D. Motivational interviewing
   E. Solution-Focused Therapy
   F. Empowerment Theory
   G. Narrative Therapy

VI. Couple and Family Therapy and Practice - Overview, Origins, Concepts, Assessment, Intervention and Application
   A. Individual and Family Development Theories
   B. Overview of Tools for Practice (e.g., Ecomap, Genogram, and Culturagram)
   C. Couple Theory and Therapy (e.g., Attachment theory, Emotionally Focused Therapy, Sound Relationship House Theory, IMAGO Relationship Therapy Model)
   D. Bowenian Therapy
   E. Structural Family Theory - S. Minuchin

VII. 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

VIII. Group Development and Stages of Group
A. Initial/pre-affiliation stage
B. Transition/power and control stage
C. Intimacy stage
D. Differentiation stage
E. Termination stage

IX. Termination (Review)
A. Evaluating progress and measuring treatment outcomes
B. Preparing for termination
C. Intervention strategies and techniques for termination

Readings:

Hepworth, D. H., Vang, P. D., Blakey, J. M., Schwalbe, C., Evans, C.B.R., Rooney, R. H., Rooney, G. D., & Strom, K. (2023). Direct social work practice: Theory and skills (11th ed.). Boston, MA: Cengage.

Bolton, K. W. et al. (2022). Theoretical perspectives for direct social work practice (4th ed.) New York: Springer Publishing.

National Association of Social Workers (2021). NASW Code of Ethics. Washington, DC. https://www.socialworkers.org/About/Ethics/Code-of-Ethics

E. Social Welfare Policy - SWORK 601

I. Basic Policy
   A. The structure of social policy (e.g., goals, eligibility, benefits)
   B. Policy classification typologies such as personal social services, public social utilities, soft or hard benefits
   C. Policy evaluation criteria such as efficiency, effectiveness,
   D. Social needs/social problem
   E. Claims making
   F. Policy development process
   G. Strength-perspective
   H. 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, R.K., & Lewis, M. (2023). Social Policy for Effective Practice: A Strengths Approach (6th ed.). New York: Routledge.

Rodríguez, Luis J. (1994). Always Running: La Vida Loca. New York: Touchstone.

F. Social Work Practice – Organization and Communities (SWORK 632)

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

IX. Anti-racism Diversity Equity and Inclusion content (Khan-Cullors book)

Readings:

Kettner, P., Moroney, R., & Martin, L. (2022). Designing and managing programs: An effectiveness-based approach, 6th 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.

Khan-Cullors, P. & Bandele, A. (2017). When they call you a terrorist: a Black Lives Matter memoir. St. Martin's Griffin: New. York, 259p.

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

G. Social Work Research - SWORK 690 & 610

Basic Research Concepts You Should Know

- Be able to define the science method and its role in research.
- Know the strengths and limitations of evidence-based practice.
- Understand the concept of peer-reviewed scientific literature.
- Understand the importance of a literature review.
- Know the different types of reviews (such as meta-analyses, systematic reviews, scoping reviews, etc.).
- 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 its use in research.
- Distinguish between concepts, attributes, and variables.
- Understand what is involved in problem formulation.
- Be able to formulate a research question and hypothesis.
- Know the difference between a null hypothesis, alternative directional hypothesis, and alternative non-directional hypothesis.

- Understand the concept of PICO (population, intervention, control, and outcomes) when developing a research question.
- Be clear on what conceptualization and operationalization involves.
- Know the four 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 research designs and the different types within these two 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.
- What advantage does probability sampling give you over non-probability sampling?
- Discuss program evaluation—why, how, when, what makes for good quality results.
- Know and describe sampling designs; probability vs. non-probability; random, stratification, quota, convenience, cluster, systematic, etc.
- Understand about sampling error and how to reduce it.
- 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.
- Describe issues around internal validity (definition) and describe various threats to internal validity).
- Understand what improves external validity.
- What are missing data? Describe the problems it poses for a 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 a study population, sample frame, and sample
- Describe the measures of central tendency and measures of dispersion.
- Describe the 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.
- Distinguish between cross-sectional and longitudinal research.
- Distinguish between different types of longitudinal studies, such as trend, cohort, and panel studies.
- 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, (2017; 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