

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

SPRING 2017 QUALIFYING EXAM GUIDELINES

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. Students are permitted to take the examination twice. A student who fails the examination the second time will be disqualified from the MSW program and from the University. Thus, the examination should be taken quite seriously.

QUALIFYING EXAMINATION TIME LINE	
April 24, 2017	Eligibility criteria must be met
May 1, 2017	Eligibility List emailed to students
May 8, 2017	Students take the examination: Time: 9:00-11:30am Location: TBD
May 15, 2017	Results will be emailed to students.
May 16-18, 2017	Students failing the exam should schedule an appointment with Dr. Ko.
July 10, 2017	Tentative Retake Examination Date

ELIGIBILITY

To be eligible to take the written qualifying exam you must complete (or be registered in) all first year classes (31 units) with a minimum grade in each course of C. If you become eligible after the Spring Semester 2017 you make take the exam at the retake (tentatively scheduled for 7/10/17), otherwise you will have to wait until the Spring Semester 2018 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 insure that they meet all eligibility criteria.

ELIGIBILITY LIST

All eligible students will be emailed by May 1, 2017. If you do not received 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. Min by phone at (619) 594-6893, or by email (jwmin@mail.sdsu.edu) or stop by his office at HH-119C.

EXAMINATION FORMAT

The examination will be a 2-hour and fifteen minute 100 question multiple-choice test of foundation content in social work. Content comes from first year course work 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 Scantron forms. 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 594-6865, and leaving a message on the VMS, or informing HH 119 office staff directly, or by emailing Dr. Min (jwmin@mail.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. This forfeit means you have only 1 chance to take the examination. You are eligible to take the examination on the retake examination day (July 10, 2017, 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 Disability Services (SDS). Students requiring these arrangements must contact Dr. Ko and/or complete the appropriate procedures and documentation at SDS.

NOTIFICATION OF RESULTS

Notification will be emailed May 15, 2017.

EXAMINATION REVIEW-FAILURES

A grade of at least 70 is needed to pass the exam. For students who fail the exam, the graduate advisor (Dr. Ko) 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 will also meet with the faculty responsible for teaching foundation courses to review the exam content. Those students not passing the exam the second time will be required to leave the program for at least one semester. After one semester they may apply for re-entry.

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. Each student can choose to retake the exam in either a multiple choice or short answer/essay format. The retake examination 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. Min by email (jwmin@mail.sdsu.edu), or stop in at his office in HH-119.

SECOND EXAMINATION EVALUATION/NOTIFICATION

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

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.

EXAM SECURITY

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

A. 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. Culturally competent 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. Understanding Neighbors and Communities

- 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.
- Gitterman, A. & Knight, C. (2013). Evidence-guided practice: Integrating the science and art of social work. *Families in Society: The Journal of Contemporary Social Services*, 94(2), 70-78.
- Kirst-Ashman, K. K., & Hull, G. (2015). Ch. 1 : Introduction to generalist practice with organizations and communities. In K. K. Kirst-Ashman & G. Hull, G. (6th Ed.). *Generalist practice with organizations and communities* (pp.2-42). Cengage Learning: Stamford, CT.
- Kirst-Ashman, K. K., & Hull, G. (2015). Ch. 7: Understanding neighborhoods and communities. In K. K. Kirst-Ashman & G. Hull, G. (6th ed.). *Generalist practice with organizations and communities* (pp.258-301). Cengage Learning: Stamford, CT.
- National Association of Social Workers. (2008). *NASW code of ethics*. Washington, DC: Author.
- Recommended:*
- Lukas, S. (1993). *Where to start and what to ask: An assessment handbook*. New York: W. W. Norton.

B. 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, Dialectical behavior therapy

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. (2008). *NASW code of ethics*. Washington, DC: Author.

C. Social Work Practice: Organization and Communities – SW 632

1. Human service organizations and the environment

- a) Need assessment
- b) Community assets and strengths approaches
- c) Community collaborations

2. Planning and program design

- a) Organizational vision and mission
- b) Strategic planning
- c) Goals and objectives
- d) Program design: evidence-based practice, logic model (inputs, throughputs, outputs, outcomes)
- e) Marketing: publics, product, price, place, promotion

3. Managing human resources

- a) Job design
- b) Performance appraisal: BARS, MBO, critical incident techniques
- c) Job stress: job restructuring, supportive supervision, shared purpose
- d) Diversity: valuing, creating, and sustaining a diverse workforce

4. Supervision
 - a) Theories of motivation: process, content, Maslow, Herzberg, McClelland, management by objectives
 - b) Participative decision making
5. Financial management
 - a) Line item and program budgets
 - b) Grants and contracts, performance-based contracts
6. Information systems
 - a) Approaches to performance measurement: goal, internal process, strategic constituencies, human resources
 - b) Inputs, throughputs, outputs, and outcomes
7. Program evaluation
 - a) Process evaluation
 - b) Outcome evaluation
 - c) Efficiency and effectiveness
 - d) Participatory evaluation
8. Leadership and organizational change
 - a) Transformational and transactional leadership
 - b) Charismatic leadership
 - c) Servant leadership
 - d) Exemplary leadership
 - e) Visionary leadership
 - f) Staff-initiated organizational change
 - e) Consultation technologies: organization development, business process reengineering, total quality management
9. Organizational excellence
 - a) Organizational life cycles
 - b) Employee attitude surveys
 - c) Management audit
 - d) Learning organization
10. Community change
 - a) Confronting oppression
 - b) Resistance
 - c) Empowerment
 - d) The community as a client
11. Theoretical framework for community change
 - a) Systems theory and communities, a theory of change
 - b) Organizing models for community change

- c) Cornerstones of community building
 - d) Healthy communities
12. Relating community change to professional practice
- a) Basic purposes of social welfare
 - b) Traditional approaches to professional practice
13. Knowing your community
- a) Perspectives on community
 - b) Participatory action research
 - c) Needs assessments, asset assessments
14. Power
- a) What is power
 - b) Fear of power, who has power, and bases of power
 - c) Assessing and building power
 - d) Empowering others
15. Powerful planning
- a) Basic reasons for planning
 - b) Basic planning elements
 - c) Obstacles
16. Building the organizing effort
- a) Mobilizing issues and selecting issues for action
 - b) Developing your organization
 - c) Coalitions
 - d) Responsibilities of an organizer
17. Strategies and tactics
- a) confrontation
 - b) negotiation
 - c) collaboration
 - d) co-optation
 - e) advocacy
18. Enhancing the quality of neighborhoods
- a) Processes of neighborhood change
 - b) Types of neighborhood organizations
 - c) Activities of neighborhood organizations

READINGS

Lewis, J., Packard, T., and Lewis, M. (2012). *Management of human service programs* (5th ed.). Belmont, CA: Thomson Higher Education.

Hohman, M. (2016). *Promoting community change. Making it happen in the real world* (6th Ed.).

Belmont, CA: Brooks/Cole.

D. 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.

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. Gessellschaft 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
 - Scientific Management
 - 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:

Alinsky, S. (1971). *Rules for radicals*. New York: Random House. Chapter 7 (pgs. 126-164).

Behfar, K.J, Mannix, E.A., Peterson, R.S., & Trochim, W.M. (2011). Conflict in small groups: The meaning of consequences of process conflict. *Small Group Research*, 42, 127-176.

Brown, R. (2000). *Group Processes: Dynamics within and between groups*. Oxford, UK: Blackwell Publishers, Ltd. Chapters 6 & 7, pgs. 225-308.

- 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. Chapter 3 (pgs. 44-66), Chapters 14 & 15 (pgs. 371-431).
- Denhardt, R.B., Denhardt, J.V., & Aristigueta, M.P. (2012). *Managing human behavior in public and nonprofit organizations, 2nd Edition*. Thousand Oaks: Sage Publications. Chapter 4 (pgs. 91-121).
- Depoy, E. & Gilson, S.F. (2012). *Human behavior theory and applications: A critical thinking approach*. Thousand Oaks, CA: Sage Publications. Chapter 1 (pgs. 3-21) and Chapter 19 (pgs. 325-335).
- Eichler, M. (2007). *Consensus organizing: Building communities of mutual self-interest*. Thousand Oaks, CA: Sage Publications. Chapters 1 & 2 (pgs. 1-42).
- Fellin, P. (2001). *The Community and the social worker*. Itasca, IL: F.E. Peacock Publishers Inc. Chapter 3 (pgs. 49-69).
- Forsyth, D.R. (2009). *Group Dynamics*. Belmont, CA: Wadsworth. Chapters 10 & 11 (pgs. 281-350).
- French, J. & Raven, B. (1959). The basis of social power. In D. Cartwright (Ed.), *Studies in social power* (pp. 150-167). Ann Arbor: University of Michigan Press.
- Hardcastle, D., Powers, P., & Wenocur, S. (2011). *Community practice: Theories and skills for social workers, 3rd Edition*. New York: Oxford University Press. Chapter 4 (pgs. 94-128).
- Hasenfeld, Y. (Ed.). (2010). *Human Services as complex organizations, 2nd edition*. Los Angeles, CA.: Sage. Chapter 2 (pgs. 9-32) & Chapter 3 (pgs. 33-57).
- Hudson, C.G. (2010). *Complex systems and human behavior*. Chicago, IL.: Lyceum Books Inc. Chapter 13 (pgs. 503-553).
- Johnson, D. & Johnson, F. (2009). *Joining together: Group theory and group skills, 10th edition*. Boston: Pearson. Chapter 3 (pgs. 67-129).
- 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.

- Scott, J. (2005). Life at the top in America isn't just better, it's longer. In B. Keller (Ed.), *Class Matters* (pp. 27-50). New York: Henry Holt & Co.
- Snipp, M.C. (2010). Defining race and ethnicity: The constitution, the Supreme Court, and the census. In H.R. Marcus & P.M.L. Moya (Eds.), *Doing Race: 21 Essays for the 21st Century* (pp. 105-122). New York: W.W. Norton & Co.
- Van Wormer, K. & Besthorn, F.H. (2011). *Human Behavior and the social environment: macro level*, New York: Oxford. Pgs. 55-87.

E. Human Behavior in the Social Environment - SW 620

- 1) The psychosocial approach to human development
 - a. The biological, psychological, and societal systems
- 2) Major Theories of Human Development
 - a. Evolution theory
 - b. Cognitive developmental theories
 - c. Theories of learning
 - d. Cultural Theory
 - e. Social Role Theory
 - f. Systems Theory
 - g. Psychosocial Theory
- 3) Basic concepts of psychosocial theory
- 4) Evaluation of psychosocial theory
- 5) Pregnancy and Prenatal Development
 - a. Genetics and development
 - b. Normal fetal development
 - c. The cultural context of pregnancy and childbirth
- 6) Infancy
 - a. Developmental tasks
 - i) Sensory/motor development
 - b. Attachment theory
 - c. Emotional development
- 7) Toddlerhood
 - a. Developmental tasks
 - b. Language development
 - c. Self-control
 - d. Fantasy play and development
- 8) Early School Age
 - a. Developmental Tasks
 - b. Self Theory
 - c. Gender identification
 - d. Moral development
- 9) Middle Childhood
 - a. Developmental tasks
 - b. The contribution of friendship to development

- c. Concrete operations—Piaget’s theory of cognitive development
- d. Self-evaluation
- 10) Early Adolescence
 - a. Developmental Tasks
 - i) Physical maturation
 - ii) Cultural context of puberty
 - iii) Sexual orientation
 - b. Formal operations—Piaget’s theory of cognitive development
 - c. Emotional development
 - d. Peer group membership
 - e. Group identity
 - i) Racial/ethnic identity
- 11) Later Adolescence
 - a. Developmental tasks
 - i) Autonomy from parents
 - ii) Gender identity
 - iii) Internalized morality
 - iv) Career choice
- 12) Early Adulthood
 - a. Developmental tasks
 - i) Intimate relationships
 - ii) Child rearing
 - iii) Work
 - b. Social roles
 - c. Fulfillment theories
 - d. Life course theories
- 13) Middle Adulthood
 - a. Developmental Tasks
 - i) Managing a career
 - ii) Nurturing an intimate relationship
 - iii) Expanding caring relationships
 - iv) Managing the household
- 14) Later Adulthood
 - a. Developmental tasks
 - i) Accepting one’s Life
 - ii) Life goals, satisfaction and happiness
 - iii) Promoting intellectual vigor
 - iv) Dementia and Alzheimer’s disease
 - v) Redirecting energy to new roles and activities
 - vi) Developing a point of view about death
 - b. Post operational thinking
- 15) Elderhood
 - a. Longevity
 - b. Developmental tasks
 - i) Coping with the physical changes of aging

- ii) Developing a psychohistorical perspective
- iii) Living arrangements
- 16) Death, dying, and bereavement
 - a. The definition of death
 - b. The process of dying
 - c. Bereavement
 - i) Psychosocial growth and bereavement

Reading:

Newman, Barbara & Newman, Phillip (2012). **Development Through Life: A Psychosocial Approach.** 10th Edition. New York: Brooks/Cole Publishing Company. (2009 edition is also acceptable).

F. Social Welfare Policy - SW 601

1. Basic Policy

- a) The structure of social policy
- b) Social needs/social problem
- c) Claimsmaking
- d) Policy development process
- e) Strength-perspective
- f) Ideologies: conservative, liberal, radical, and feminist

2) Major Historical Eras

- a) Early Republic
- b) Progressive Era
- c) The New Deal
- d) The Great Society
- e) The Conservative Eclipse – Nixon through Bush administrations

3) Major Social Welfare Programs

- a) Social Insurance Programs
 - i) OASDI
 - ii) Unemployment Insurance
 - iii) Medicare
- b) Public Assistance Programs
 - i) TANF
 - ii) Medicaid & CHIPRA
 - iii) Supplemental Nutrition Assistance Program (Food Stamps) & WIC
 - iv) SSI
 - v) The Earned Income Tax Credit
- c) Child Welfare Policy
 - i) The Adoption Assistance and Child Welfare Act of 1980
 - ii) Child Abuse Prevention and Treatment Act of 1974
 - iii) Independent Living Act of 1986

- iv) Indian Child Welfare Act
- d) Aging Policy
 - i) The Older American Act (OAA)
 - ii) The Age Discrimination in Employment Act of 1967
- e) Poverty
 - i) Calculation of Poverty Level
 - ii) Size and demographic characteristics of poverty
 - iii) Income inequality
- f) Human Rights and Civil Rights
 - i) The Civil Rights Acts of 1964 and 1965
 - ii) Universal Declaration of Human Rights 1948

Readings:

Chapin, R. K. (2014). Social Policy for Effective Practice. (3rd edition) New York: McGraw Hill.

Steen, Julie A. (2006). The Roots of Human Rights Advocacy and a Call to Action. *Social Work*. 51(2): 101-104.

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 research paradigms (e.g., positivist, interpretivist) 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 different 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 (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 random assignment give?
- 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 sampling designs; random, stratification, probability vs. non-probability; quota, convenience, cluster, systematic, etc.
- Identify methods of data collection and their strengths and weaknesses (interviews, mail surveys, random digit dialing, and data abstraction).
- 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 is 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.
- Know what is involved in culturally competent research.
- Be able to describe some of the common elements of ethical research.
- Describe differences between descriptive and inferential statistics.
- Know what measures of central tendency and dispersion statistics are.
- 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.
- Know the choice of appropriate statistics based on types of variables.
- Know the difference between statistics and parameters.
- What are some strategies for answering research questions that examine relationships among variables:
 - Chi-square
 - Pearson's correlation coefficient (strength and direction)
 - Interpreting a Correlation Coefficient
- Strategies for answer research questions examining differences between samples
 - t-tests (two different types and when to use which t-test)
 - Oneway ANOVA
- Know hypothesis-testing procedures: alpha value, statistical values of each test, df, and p value
- Know the meaning of the alpha value, for example, .10, .05, .01, etc.

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.

APPENDIX

Sample Multiple Choice Questions

1. Administering multiple pretests in a non-equivalent comparison group design:
 - a. enables us to detect whether participants are already engaged in a change process before treatment begins.
 - b. increases the likelihood that improvement from pretest to posttest is a function of statistical regression.
 - c. makes it more difficult to detect trends in the data.
 - d. decreases the internal validity of the design.

2. Which of the following is an example of a variable with a **NOMINAL level of measurement**?
 - a. Years of formal schooling
 - b. The level of agreement to a statement ranging from Strongly Agree, Somewhat Agree, Somewhat Disagree, and Strong Disagree
 - c. An outcome variable of “drink” or “not drink”
 - d. The number of times a client saw his/her social worker per month

3. Which of the following is an example of a variable with an **ORDINAL level of measurement**?
 - a. Years of formal schooling
 - b. The level of agreement to a statement ranging from Strongly agree, Somewhat Agree, Somewhat Disagree, and Strong Disagree
 - c. An outcome variable of “drink” or “not drink”
 - d. The number of times a client saw his/her social worker per month

4. Research was conducted to assess which of three treatment modalities (CBT only, Medication only, or CBT+Medication) would work best in decreasing the level of depression of the clients. Which of the following is the best statistic to use for data analysis for the above research?
 - a. Pearson’s correlation coefficient
 - b. One-way ANOVA
 - c. Paired-samples t-test
 - d. Independent-samples t-test

5. Which of the following are variables?
 - a. female, Jewish, high school graduate.

- b. plumber, professor, dentist.
- c. occupation, political party preference, age
- d. 21, violent, wealthy.

6. Which of the following statements are true about the hypothesis: Child welfare workers with social work degrees are more effective in preventing child maltreatment than are child welfare workers without a social work degree?

- a. Type of degree is the dependent variable.
- b. Child maltreatment is the independent variable.
- c. Social workers is a variable.
- d. None of the above is true.

Answers: 1 (a) 2 (c), 3 (b), 4 (b) 5 (c) 6 (d)