Plan B students must pass a Comprehensive Examination administered by the School as one of the requirements for the MSW degree. “A comprehensive examination is an assessment of the student’s ability to integrate the knowledge of the area, show critical and independent thinking, and demonstrate mastery of the subject matter. The results of the examination evidence independent thinking, appropriate organization and high level of writing competency, critical analysis, and accuracy of documentation” (The SDSU Bulletin of the Graduate Division, San Diego State University, 2020-2021, p. 80). The School has developed a written comprehensive examination to meet this University requirement. Students are permitted to take the examination up to three times. If a student is unable to pass the examination after three attempts the School will disqualify them from the MSW program and the degree will not be awarded. Thus, the examination is seen by the School and the University as the culmination of your educational process and should be taken quite seriously.

**EXAM SCHEDULE**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>March 19, 2021</td>
<td>Eligibility Criteria Must be Met</td>
</tr>
<tr>
<td>March 26, 2021</td>
<td>Email sent to students regarding eligibility status</td>
</tr>
<tr>
<td>April 5 - 12, 2021</td>
<td>Direct practice &amp; Admin/CD students take Examination:</td>
</tr>
<tr>
<td></td>
<td>• Time: The exam will open at 8:00am on April 5th and will close at 12:00pm (noon) on April 12th.</td>
</tr>
<tr>
<td></td>
<td>• Location: Blackboard</td>
</tr>
<tr>
<td>April 23, 2021</td>
<td>Students will be notified of their exam results through the Blackboard Grade Center.</td>
</tr>
<tr>
<td>April 23 - 26, 2021</td>
<td>Students who fail the exam may contact their assigned faculty reviewer to review the exam. Direct practice students should contact Dr. Eunjeong Ko. Macro students should contact Dr. Urada for the identity of their reviewer.</td>
</tr>
<tr>
<td>April 27 - May 4, 2021</td>
<td>Retake Examination</td>
</tr>
<tr>
<td></td>
<td>Time: The exam will open at 8:00am on April 27th; close at 12:00pm (noon) on May 4th. Location: Blackboard.</td>
</tr>
<tr>
<td>May 14, 2021</td>
<td>Results of the Retake Exam will be accessible through the Blackboard Grade Center.</td>
</tr>
</tbody>
</table>
ELIGIBILITY
To be eligible to take the written comprehensive examination you must meet ALL of the following criteria by the deadline date:

1. Complete all first-year classes (31 units) and SW 744 or 740, SW 791, and 750 or 755 (4 units) with a minimum grade in each course of C in each letter-graded course
2. Be advanced to candidacy
3. Have a cumulative 3.0 GPA
4. Have no Incomplete (or RP) grades
5. Have filed for May graduation or be eligible to graduate in August or December

If you are not eligible to take the examination, you will have to wait until the Spring 2022 semester to take the examination. Taking the exam assumes that your eligibility problem has been cleared up. **There are no exceptions to this rule so it is the students’ responsibility to ensure that they meet all eligibility criteria.**

ELIGIBILITY LIST
All eligible students will receive an email indicating their eligibility by concentration on March 26, 2021. If you do not receive an email indicating your eligibility, it means:

a. You are a Plan A student doing a thesis or doing the Alternative publication option;
b. You have not met one or more eligibility criteria; or
c. We made an error

If you were left off the list, put under the wrong concentration, or do not plan to take the examination, please contact Dr. Fuentes by email (Dahlia.Fuentes@sdsu.edu) as soon as possible.

EXAMINATION FORMAT
Due to the ongoing COVID-19 pandemic and the virtual instruction arrangement that is in place during the Spring semester of 2021, on December 2, 2020 the Curriculum Committee of the School of Social Work discussed and voted to modify the preparation and administration of the Comprehensive Exam. The format of the examination will be an in-home examination composed of essay questions that address advanced social work competencies and behaviors as per the Council of Social Work Education (CSWE) Educational Policy and Accreditation Standards (EPAS). The examination is a week-long take-home exam focusing on your second-year concentration in either the direct practice or administrative practice area. The macro students will be given essay questions that may include a practice case. Direct practice students will be given essay questions that may include case vignette(s). Students will answer essay questions in relation to the case(s) or vignette(s). The essay questions require students to use appropriate social work intervention models, knowledge/skills, and methods of evaluating those interventions.

HOW TO ACCESS THE COMPREHENSIVE EXAM.
In April, you will be added to a Blackboard course titled “**SWORK-2021COMP EXAM-HR (2021 Comprehensive Exam)**”. The questions for the Comprehensive Examination will be posted in the **Course Documents** tab of that Blackboard course on April 5th at 8:00 a.m. Note: There will be a total of up to 9 questions. Some questions are common to students of both MSW Concentrations (DP and Admin/CD). Other questions will vary by Concentration. For those, only answer the questions that pertain to your Concentration.
How to Submit your Responses to the Comprehensive Exam Questions
 Responses to the essay questions are to be uploaded as separate files (i.e., a separate Turnitin Assignment for each essay question) in the Assignments tab of the Blackboard course. In other words, each student will upload multiple Turnitin Assignments, which in total will comprise the 2021 Comprehensive Examination. Each of the exam files can be uploaded only once in Turnitin. In other words, you can upload your response to each question only once. Essays emailed to the School will not be accepted.

NO SHOWS
The policy on students who miss the examination is:

a. If you are ill during the examination period and cannot take the examination you must notify the School by e-mailing Dr. Fuentes (dahlia.fuentes@sdsu.edu) as soon as possible. You must provide a letter from a doctor verifying your illness to be eligible to complete the exam on the second examination period 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 notify the School office and follow the procedures outlined above. In addition, contact the School as early as possible so your request can be evaluated before the exam. If you are unable to inform the School of your request before exam you must present a justification and 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, and (3) you must present satisfactory reasons for why you were not able to contact the School prior to the exam. Based on the evidence you present; the School will decide whether or not you are eligible to take the exam on the second examination period as your first try.
c. If you do not meet the conditions in a and b, or the School decides based on the evidence you present that your reason for missing the exam was not justified, you forfeit your first examination try. This forfeit means you have only two (2) actual chances to take the examination. You are eligible to take the examination that begins on April 27, 2021, which is the period scheduled for the retake examination. You need to follow procedures outlined in this document in order to take the exam.

SPECIAL ARRANGEMENTS
Special testing arrangements are available for students identified through Student Ability Success Center (SASC). Students requiring these arrangements must contact Graduate Advisor, Kellie Scott (kscott@sdsu.edu) and go through the appropriate procedures and documentation at Student Ability Success Center.

How my Performance in the Comprehensive Exam will be Assessed.
Students are expected to write at a graduate level and produce clear, well-organized responses to each question with correct grammar and spelling. All papers must be typed, double-spaced with 12-point Times New Roman font and 1" margins. Each question is to be answered within the word limit indicated per question (accessible on April 5th). Proper citation of source material is required. APA guidelines (7th edition) should be followed regarding expression of ideas (i.e., writing style, grammar, and guidelines to reduce bias in language); reference citations in the text; reference list; margins; page numbering and headings. Please do not include a title page or an abstract with your essays. You will be provided with instructions and a specific word limit for each essay.
A grade of Pass or Fail will be attributed to the Comprehensive Exam as a whole based on Content, Clarity, Articulation, and Style and References:

- **Content.** The questions are answered and ideas are adequately supported. Each essay question will cover one or two of the nine (9) EPAS, and will require students to use appropriate social work intervention models, knowledge/skills, and methods of evaluating those interventions. Each response needs to clearly and adequately address the relevant EPAS competencies for that question.

- **Clarity.** Ideas are focused and organized.

- **Articulation.** Assignment is free of spelling, grammatical and punctuation errors. Fragmented or run-on sentences are avoided.

- **Style and References.** The specific requirements of the assignment are accomplished, as these relate to APA format and required number and quality of citations and references.

**How the Turnitln Similarity Index will be used.**

Each response to the exam questions will be examined for similarity against other sources, which include websites, publications, and other papers in the repository. Please cite your sources appropriately. We will examine the details of each paper with a Similarity Index of greater than 10% knowing that often-occurring phrases and terms will be used to answer the questions. If a Similarity Index is greater than 10%, we know that it does not always mean that there was cheating and/or plagiarism; and that perhaps the program has picked up on multiple commonly used phrases. We will make those assessments on an individual basis by reviewing assignments with a Similarly Index of greater than 10%. So long as you cite any language that is not yours (including class notes, ppts), you should be fine.

**NOTIFICATION OF RESULTS**

Results for the exam will be emailed to students by April 23, 2021. If a problem arises in the notification process, you will be contacted by Dr. Fuentes.

**EXAMINATION REVIEW-FAILURES**

For both Advanced Direct Practice and Administration and Community Development students, you will be assigned a faculty member to review your exam performance. The faculty member will not go over specific items in the exam nor will they allow you to read test items. The aim is to help you understand the areas in which you are weak as you prepare for your retake.

**SECOND EXAMINATION PROCEDURE**

Procedures duplicate the conditions of the first examination process. All the same expectations of the first examination will apply again and different examination questions will be given. The different examination questions, however, reflect the same set of knowledge and skills requirements, as the initial examinations required.

If you plan to retake the exam, you must notify Dr. Fuentes by email (dahlia.fuentes@sdsu.edu). If you do not notify us, you will not be permitted to sit for the examination(s).

**SECOND EXAMINATION EVALUATION/NOTIFICATION**

Evaluation and notification procedures for the second examination process are handled somewhat differently. Students will be emailed to confirm the date/time and process for the
retake exam. Results will not be communicated over the telephone. Results of the examination will be emailed to the students.

THIRD EXAMINATION PROCESS
If a student fails the examination a second time, a meeting must be scheduled with Kellie Scott (Graduate Advisor). At this meeting, a review of the issues and processes up to that point is made. No student is allowed to sit for the comprehensive examination for a third time until a written plan of action is developed and implemented to address the deficit areas or skills identified. The Student Affairs Committee must approve the written plan of action and approve its satisfactory completion. No student will be permitted to take the comprehensive examination for a third time until April 2022.

EXAM INTEGRITY AND ETHICS
While the 2021 Comprehensive Examination is a take-home, open-book and open-note exam, it remains an individual assignment not to be completed in collaboration with others. You are expected to work individually and not share the questions nor discuss your responses with anybody during the entire examination period. The School of Social Work has adopted the NASW Code of Ethics as an academic standard. By taking this exam, you agree to abide by the ethical principles, values, and standards reflected in the NASW Code of Ethics, as well as the SDSU standards for student conduct. Violations of any of the above may lead to the disqualification of your exam and reporting to the Center for Student Rights and Responsibility.

HOW TO PREPARE FOR THE 2021 COMPREHENSIVE EXAM.
The open-ended questions of the 2021 Comprehensive Exam will require that you reflect on what you have learned in your MSW program across the areas of human behavior and social environment, policy, research and practice. Further, the questions will represent the current CSWE competencies, and will be organized around current themes and events. You will apply your knowledge and demonstrate skills by answering questions from your personal experiences in specific scenarios relating to the current events and themes described in the questions.

There is no need for students to inquire with their instructors regarding the content of the Comprehensive Exam. This format of the Comprehensive Examination consists of broad questions and allows students to use their books, articles, class notes, and PowerPoint slides, etc.

As mentioned in a previous section, the format of the examination will be an in-home examination composed of essay questions that address advanced social work competencies and behaviors as per the Council of Social Work Education (CSWE) Educational Policy and Accreditation Standards (EPAS). The examination is a week-long take-home exam focusing on your second-year concentration in either the direct practice or administrative practice area. The macro students will be given essay questions that may include a practice case. Direct practice students will be given essay questions that may include case vignette(s). Students will answer essay questions in relation to the case(s) or vignette(s). Essay questions will cover the nine (9) EPAS, and will require students to use appropriate social work intervention models, knowledge/skills, and methods of evaluating those interventions. You may use the content below as a study guide.
Competency 1: Demonstrate Ethical and Professional Behavior (Advanced).
Social workers in advanced direct practice are cognizant about the importance of the therapeutic relationship applying social work values and ethical guidelines of professional behavior. Advanced social workers strive to maintain professional relationship by examining use of self and consistently analyzing professional demeanor in behavior, oral and written and electronic communication.

- Skillfully identify and apply ethical principles in making practice decision.
- Examine professional use of self and self-regulation in practice situation.
- Identify professional strengths, limitations and challenges.

Competency 2: Engage Diversity and Difference in Practice (Advanced).
Social workers in advanced social work practice consistently demonstrate and articulate both an accurate awareness of self and knowledge of societal variables that may contribute to power imbalances and interpersonal and intercultural conflict among individuals. Advanced social work practitioners will further demonstrate they can perform socio-culturally appropriate assessments and can identify and apply an effective intervention at the appropriate level(s) of practice with individuals, families, groups, communities, and organizations.

- Consistently demonstrate skill of learning from client systems and from diverse cultures, being informed by such differences, and applying the knowledge to advanced social work practice.
- Research and apply knowledge of diverse populations to enhance client well-being.
- Identify and use practitioner/client differences from a strengths perspective.

Advanced practitioners critically analyze mechanisms of oppression and disparities in social systems. Operating from a strengths perspective that gives voice to individuals and communities, advanced practitioners advocate for policies and procedures that address human rights violations and impair dimensions of social justice.

- Identify the forms, mechanisms and interconnections of oppression and discrimination
- Engage in practices that advance social, economic, and environmental justice
- Demonstrate a functional knowledge of advocacy theory, skills and techniques and consistently engage in activities/tasks designed to promote social and economic justice in working with vulnerable populations.

Competency 4: Engage In Practice-informed Research and Research-informed Practice (Advanced).
In the advanced year, students in the Direct Practice Specialization move beyond a foundational understanding of the interplay between practice and research and how each informs the other, by developing specific skills to evaluate program outcomes and practice effectiveness. A major focus in the advanced curriculum is on strengthening practical research skills so that social workers can evaluate the quality of research studies upon which to base decisions, apply research findings to practice, and evaluate their own practice
interventions in the future. Among other more specialized skills are:

- Apply types of formative evaluation activities to social work practice situations;
- Critique the quality of measurement instruments that are used to evaluate practice effectiveness;
- Understand the strengths and weaknesses of types of non-probability and probability sampling;
- Apply different types of experimental and non-experimental designs to evaluate programs and understand their relative strengths.

**Competency 5: Engage in Policy Practice (Advanced).**

Social workers in Direct Practice Specialization are knowledgeable about the policy process and the impact of policy on services and their clients, families, and communities. Using principles of social justice, and human rights, advanced practitioners are able to critically analyze social policy with special attention given to how it affects vulnerable and marginalized populations. Advanced practitioners demonstrate the ability to advocate for policies that promote human and community well-being, as well as how to engage in or critically examine policy formulation and implementation (e.g., unintended consequences, increasing sensitivity and reach). Advanced practitioners learn how to enact policy change and exert influence in policymaking processes in specific areas of focus (e.g., health and aging, child welfare, and mental health,).

- Demonstrate knowledge of historical, legal, and socioeconomic forms of oppression and ability to develop inclusive and strength-based policy.
- Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels, and influence social change in policies.
- Articulate knowledge of current agency, state, and federal and global social policies and engage in effective development and implementation of ethical and effective social practices and policies.
- Demonstrate skill in applying research findings to policy analysis and advocacy.

**Competency 6: Engagement with Individuals, Families, and Groups (Advanced).**

Social workers in advanced direct practice respectfully establish working relationships with clients and community partners in accordance with social work values. Advanced practitioners utilize those relationships in forging treatment goals with the client. Applying the knowledge of interpersonal dynamics and other contextual factors that impact the therapeutic alliance, advanced social workers can demonstrate the ability to develop relationships and manage power differentials in routine and challenging client and partner situations at an advanced level. The advanced social worker uses high levels of empathy, applies effective therapeutic skills that are grounded in recovery and wellness, and establishes sound working relationships at multiple levels, including, when appropriate, the individual, family, group, organization and community.

- Develop a culturally responsive therapeutic relationship.
- Establish a relationally based process that encourages clients to be equal participants in the establishment of treatment goals and expected outcomes.
- Consciously utilize empathy, respect, understanding, and other interpersonal skills in establishing effective (therapeutic) relationship grounded in recovery, resilience, and
wellness.

- Establish effective and collaborative working relationship with individuals, families, groups, and communities.

**Competency 7: Assess Individuals, Families, and Groups (Advanced).**

Advanced social work practitioners are knowledgeable about conducting the ongoing assessment on their diverse clients, families, groups, organizations, and communities with inter-disciplinary and inter-professional collaboration. Advanced practitioners are able to apply advanced practice theories and models and utilize assessment tools (e.g., DSM diagnostic tool) to construct a comprehensive assessment. Advanced social workers know how to use qualitative and quantitative method to gather data and use the resulting information to create an intervention plan that meets the standards of advanced social work practice and create mutually agreeable goals reflecting respect for clients from diverse backgrounds.

- Utilize knowledge of efficacy of treatment models (e.g., evidence-based treatment, approaches) to develop a multidimensional treatment plan and select and modify appropriate intervention strategies.
- Apply a complex analysis of human development and life cycle issues within a strength-based perspective with the individual and his/her family members.
- Demonstrate ability to diagnose the major mental health disorders using the DSM V or other currently accepted diagnostic tools and identify the challenges and limitations of diagnosis in relationship to diverse racial, ethnic, sexual orientation, cultural, and lifestyle factors.
- Include active participation by the individual and his/her family in developing a consumer-driven assessment, treatment plan, and discharge plan and revises treatment plans as necessary.

**Competency 8: Intervene with Individuals, Families, and Groups (Advanced).**

Advanced social work practitioners are knowledgeable about interventions with individuals, families, groups, organizations and communities, using inter-professional collaboration as needed. Using principles of human behavior and the social environment, person-in-environment, and other theoretical approaches, including evidence-based practices, the advanced practitioner is able to intervene at all points of the client problem in multiple roles, including crisis intervention, prevention, early intervention and termination. Advanced practitioners demonstrate how to critically evaluate, select, and apply best practices and evidence-based interventions to address the issues and challenges of clients in all levels.

- Comfortably move among the roles of an advanced social worker and intervene effectively in those roles including enhancing client strengths, acting as a client advocate, and skillfully handling transitions and termination.
- Demonstrate the use of appropriate clinical techniques for a range of presenting concerns indemnified in the assessment, including crisis intervention strategies as needed.
- Collaborate with other professionals to coordinate treatment interventions.
- Demonstrate the ability to apply multiple interventions with consumers, families, and groups based on recovery principles in multiple areas of practice, including prevention, early intervention, and crisis intervention.
Competency 9: Evaluate Practice with Individuals, Families, and Groups (Advanced).
In the advanced year, students in the direct practice specialization move beyond a foundational understanding of the need for evaluation with individuals, groups, organizations, or communities. Social workers understand and can apply appropriate evaluation methods pertaining to single clients or systems as well as with groups, organization, or communities. Advanced Direct Practice students apply human behavior theories to explain the results of social work research and evaluation. Social workers can develop an appropriate formative or summative evaluation research design to evaluate practice effectiveness for individuals, families, groups, organizations, and communities. Social workers:

- apply appropriate evaluation strategies for use with single clients and systems, as well as groups;
- identify the relative strengths and appropriate application of qualitative and quantitative research;
- develop and present an original program or practice evaluation plan of an actual program that has not yet been evaluated. Includes demonstration of skills related to conceptualization, measurement, sampling, and evaluation research design.
ADMINISTRATION & COMMUNITY DEVELOPMENT: ADVANCED COMPETENCIES

Competency 1: Demonstrate Ethical and Professional Behavior (Advanced).
Advanced Administration and Community Development social work students recognize the importance of promoting inclusive communities and organizations and applying ethical reasoning in promoting human rights and social justice in assessment, intervention and evaluation of organizational and community practice. They can skillfully identify and apply ethical principles in making administrative and community practice decisions and articulate their application in routine and challenging ethical contexts. Specifically, they:

- Create and support an organizational and community culture that values professionalism, service, and ethical conduct.
- Engage in emotionally intelligent communications with all stakeholders.

Competency 2: Engage Diversity and Difference in Practice (Advanced).
Advanced administration and community development students will be able to deliver macro practice through a socially and culturally informed lens that recognizes and respects diversity and its intersectionality, not limited to age, race, class, culture, ethnicity, disability, gender identity, sexual orientation, immigration status, and religion, and how these differences can influence oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim in communities and organizations. Specifically, advanced macro social workers will:

- Demonstrate an acute awareness of historical and societal variables interacting with individuals, families, groups, communities, and the organizations and how they impact marginalized and oppressed groups in diverse settings and how such awareness can inform culturally sensitive management and community-level interventions.
- Be able to appraise and critique issues related to diversity and discrimination in an organizational and community setting (e.g. the extent structures and values may oppress, marginalize, alienate, or create and enhance privilege and power) and suggest ways to create a more culturally competent organization and society.

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice
Administration and community development students critically analyze mechanisms of oppression and disparities in social systems. Operating from a strengths perspective which gives voice to individuals and communities, advanced practitioners advocate for policies and procedures that address human rights violations and impair dimensions of social justice.

- Identify the forms, mechanisms and interconnections of oppression and discrimination
- Engage in practices that advance social, economic, and environmental justice
- Demonstrate a functional knowledge of advocacy theory, skills and techniques and consistently engage in activities/tasks designed to promote social and economic justice in working with vulnerable populations.
Competency 4: Engage In Practice-informed Research and Research-informed Practice
In the advanced year, students in the administration/community development specialization move beyond a foundational understanding of the interplay between practice and research, and how each informs the other, by developing specific skills to evaluate program outcomes and practice effectiveness. A major focus in the advanced curriculum is on strengthening practical research skills so that social workers can evaluate the quality of research studies upon which to base decisions, apply research findings to practice, and evaluate their own practice interventions in the future. Among other more specialized skills are:

- Apply types of formative evaluation activities to social work practice situations;
- Critique the quality of measurement instruments that are used to evaluate practice effectiveness;
- Understand the strengths and weaknesses of types of non-probability and probability sampling;
- Apply different types of experimental and non-experimental designs to evaluate programs and understand their relative strengths.

Competency 5: Engage in Policy Practice
Students in the administration/community development specialization are knowledgeable about the policy process and the impact of policy on services and their clients, families, and communities. Using principles of social justice, and human rights, advanced practitioners are able to critically analyze social policy with special attention given to how it affects vulnerable and marginalized populations. Advanced practitioners demonstrate the ability to advocate for policies that promote human and community well-being, as well as how to engage in or critically examine policy formulation and implementation (e.g., unintended consequences, increasing sensitivity and reach). Advanced practitioners learn how to enact policy change and exert influence in policymaking processes in specific areas of focus (e.g., health and aging, child welfare, and mental health,).

- Demonstrate knowledge of historical, legal, and socioeconomic forms of oppression and ability to develop inclusionary and strength-based policy.
- Apply their understanding of social, economic, and environmental justice to advocate for human rights and to foster organizations and community-based programs that promote social inclusion.
- Articulate knowledge of current agency, state, and federal and global social policies and engage in effective development and implementation of ethical and effective social practices and policies.
- Demonstrate skill in applying research findings to policy analysis and advocacy.

Competency 6: Engagement with Individuals, Families, Groups, Organizations, and Communities
Drawing on a range of organizational and management theory (administration) and community development and change theory (CD), advanced practitioners use multidisciplinary theoretical frameworks to engage with communities, constituencies, and other professionals in order to induce change. Advanced practitioners demonstrate an understanding of diverse strategies of engagement with organizations and communities (e.g. models of community organizing and community consensus building, and
administrative leadership) and can apply these to specific areas of concentration and specialization (e.g., aging, child welfare, health, mental health). Specifically, they will be able to:

- Engage clients and communities to undertake collective action, going beyond solely services provision to include building social capital and civic engagement.
- Facilitate and strengthen the development of civic society and grassroots community groups most often excluded from community decision-making.
- Engage in relational building, bridging, establishing trust, and building consensus as an organizer to create sustainable action.
- Plan, think, and act strategically in concert with key stakeholders to position, evolve, and change organizations to assure success in the current and future environments.

**Competency 7: Assess Organizations and Communities**

Drawing upon knowledge and skills regarding the assessment of human service organizations, (including their workforces and administrative systems), their environments, and communities, advanced Administration/Community Development practitioners use administrative and community development technologies including strategic planning, market analysis, social entrepreneurialism, social capital, and mutual self-interest to identify needs and opportunities in the organization and its environment which can be used to develop intervention plans to provide new or improved programs and community interventions which will enhance the quality of life for clients and communities as well as to enhance the skills and quality of working life for staff who lead and manage organizations and provide services in the community. Assessment includes attention to relevant diversity and cultural competence issues and social work values with reference to fields including aging, child welfare, health, mental health. Specifically, they will be able to:

- Understand the organization’s relationship to its environment, the emerging internal and external forces affecting the organization, and position the organization within that environment for future and current success
- Readily identify changing factors that affect [child welfare] services and initiate culturally competent action to promote responsive, sustainable services
- Strategically plan organizational and community change and development relative to improved social, economic, political and environmental

**Competency 8: Intervene with Organizations and Communities**

Drawing upon knowledge and skills for intervening with human service organizations and communities, advanced Administration/Community Development practitioners use administrative and community development technologies to develop intervention plans to improve the functioning and services of human service organizations and to address needs and opportunities in communities. These practitioners will use evidence-based skills in strategic management, marketing, governance, social entrepreneurship, performance management, financial management, civic engagement, conflict and consensus organizing, coalitions, advocacy, and sustaining change. Interventions will be framed within relevant diversity and cultural competence issues and social work values with reference to fields including aging, child welfare, health, mental health. Specifically, they will be able to:

- Demonstrate strong critical thinking and problem-solving skills.
- Plan, think, and act strategically in concert with key stakeholders to position, evolve,
and change the organization to assure success in the current and future environments.

- Demonstrate a working knowledge of budget and finance, human resources, communication and marketing, applications of information technology, fundraising, and external relations; and an understanding or “feel” for the core work of the organization.
- Demonstrate leadership and skill in working with communities and community-based organizations in areas such as organizing, planning, collaboration, sustainable development and progressive/effective change, measured through self-assessment, field assessment, and curriculum assessment
- Use principles of social entrepreneurialism to design an initiative for a human service organization

**Competency 9: Evaluate Practice with Organizations and Communities**

In the advanced year, students in the direct practice and administration/community development concentrations move beyond a foundational understanding of the need for evaluation with individuals, groups, organizations, or communities. Social workers understand and can apply appropriate evaluation methods pertaining to single clients or systems as well as with groups, organizations, or communities. Social workers apply human behavior theories to explain the results of social work research and evaluation. Social workers can develop an appropriate formative or summative evaluation research design to evaluate practice effectiveness for individuals, families, groups, organizations, and communities. Social workers:

- Apply appropriate evaluation strategies for use with single clients and systems, as well as groups;
- Identify the relative strengths and appropriate application of qualitative and quantitative research;
- Develop and present an original program or practice evaluation plan of an actual program that has not yet been evaluated. Includes demonstration of skills related to conceptualization, measurement, sampling, and evaluation research design.