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| 1. The first step in the planned change process is:   |  |  |  | | --- | --- | --- | |  | a. | Planning | |  | b. | ​Assessment | |  | c. | ​Engagement | |  | d. | ​Evaluation |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *LEARNING OBJECTIVES:* | LearningObj0 - Employ leadership skills needed to improve service delivery and the quality of social work services. | | *NATIONAL STANDARDS:* | EPAS 6 | |

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| 2. Generalist social work practice with small groups is        practice.   |  |  |  | | --- | --- | --- | |  | a. | Mezzo | |  | b. | Macro | |  | c. | Micro | |  | d. | Both a and c. |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *LEARNING OBJECTIVES:* | LearningObj1 - Employ leadership skills needed to improve service delivery and the quality of social work services. | | *NATIONAL STANDARDS:* | Engage Diversity and Difference - Engage Diversity and Difference in Practice | |

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| 3. The social work knowledge base includes content on the following:   |  |  |  | | --- | --- | --- | |  | a. | Research-informed practice | |  | b. | Human diversity | |  | c. | Management of ethical dilemmas | |  | d. | a and b only |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *LEARNING OBJECTIVES:* | LearningObj2 - Employ leadership skills needed to improve service delivery and the quality of social work services. | | *NATIONAL STANDARDS:* | EPAS 4 | |

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| 4. The        system involves larger numbers of clients, families, or groups of clients with similar characteristics or qualifications for receiving resources or services, or an agency or community that will be the beneficiary of the macro intervention process.   |  |  |  | | --- | --- | --- | |  | a. | Target | |  | b. | Change agent | |  | c. | Action | |  | d. | Macro client |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *LEARNING OBJECTIVES:* | LearningObj3 - Employ leadership skills needed to improve service delivery and the quality of social work services. | | *NATIONAL STANDARDS:* | EPAS 6 | |

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| 5. The system that social workers must modify or influence in order to accomplish their goals is the              system   |  |  |  | | --- | --- | --- | |  | a. | Target | |  | b. | Change agent | |  | c. | Action | |  | d. | Macro client |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *LEARNING OBJECTIVES:* | LearningObj4 - Employ leadership skills needed to improve service delivery and the quality of social work services. | | *NATIONAL STANDARDS:* | Assess Individuals | |

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| 6. The individual who initiates the macro change process is the     system.   |  |  |  | | --- | --- | --- | |  | a. | Target | |  | b. | Change agent | |  | c. | Action | |  | d. | Macro client |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *LEARNING OBJECTIVES:* | LearningObj5 - Employ leadership skills needed to improve service delivery and the quality of social work services. | | *NATIONAL STANDARDS:* | Engage in practices that advance - Engage in practices that advance social | |

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| 7. Those people who agree and are committed to work together in order to attain the proposed macro change compose the \_\_\_\_\_\_ system.   |  |  |  | | --- | --- | --- | |  | a. | Target | |  | b. | Change agent | |  | c. | Action | |  | d. | Macro client |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *LEARNING OBJECTIVES:* | LearningObj6 - Employ leadership skills needed to improve service delivery and the quality of social work services. | | *NATIONAL STANDARDS:* | EPAS 6 | |

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| 8. Policy that involves the actions of government that have a direct impact on the welfare of people by providing services and income is    policy.   |  |  |  | | --- | --- | --- | |  | a. | Organizational | |  | b. | Agency | |  | c. | Social | |  | d. | Environmental |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *LEARNING OBJECTIVES:* | LearningObj7 - Employ leadership skills needed to improve service delivery and the quality of social work services. | | *NATIONAL STANDARDS:* | Engage in Policy Practice | |

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| 9. Social work research has all of the following approaches *except*:   |  |  |  | | --- | --- | --- | |  | a. | Implementation | |  | b. | Evaluation | |  | c. | Description | |  | d. | Explanation |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *LEARNING OBJECTIVES:* | LearningObj8 - Employ leadership skills needed to improve service delivery and the quality of social work services. | | *NATIONAL STANDARDS:* | EPAS 4 | |

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| 10. The primary code established by the International Federation of Social Workers and the International Association of Schools of Social Work is titled:   |  |  |  | | --- | --- | --- | |  | a. | ​Ethics in Social Work, Statement of Principles | |  | b. | ​Code of Ethics | |  | c. | ​Guidelines for Social Workers, Principles to Live By | |  | d. | ​Federation of Principles and Ethics in Social Work |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *LEARNING OBJECTIVES:* | LearningObj9 - Recognize sources that guide professional values and ethics in practice. | | *NATIONAL STANDARDS:* | Demonstrate Ethical and Professi - Demonstrate Ethical and Professional Behavior | |

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| 11. ​All of the following are core values of the National Association of Social Workers Code of Ethics *except*:   |  |  |  | | --- | --- | --- | |  | a. | ​Competence | |  | b. | ​Social justice | |  | c. | ​Intuition | |  | d. | ​Service |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *LEARNING OBJECTIVES:* | LearningObj10 - Recognize sources that guide professional values and ethics in practice. | | *NATIONAL STANDARDS:* | EPAS 1a | |

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| 12. ​Historically, casework involved:   |  |  |  | | --- | --- | --- | |  | a. | ​Working with organizations | |  | b. | ​Working primarily on a direct level with individual clients and their families | |  | c. | ​Organizing and running a wide variety of groups | |  | d. | ​Working with communities |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *LEARNING OBJECTIVES:* | LearningObj11 - Describe the wide range of practice skills used to target systems of any size. | | *NATIONAL STANDARDS:* | EPAS 6 | |

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| 13. “Six local church congregations work together to provide a community meal on separate days during the week” is an example provided in the text for:   |  |  |  | | --- | --- | --- | |  | a. | ​Social action | |  | b. | ​Policy practice | |  | c. | ​Resiliency | |  | d. | ​Strengths perspective |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *LEARNING OBJECTIVES:* | LearningObj12 - Differentiate client empowerment, strengths, and resiliency. | | *NATIONAL STANDARDS:* | EPAS 7c | |

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| 14. ​is the ability of an individual, family, group, community, or organization to recover from adversity and resume functioning even when suffering serious trouble, confusion, or hardship.   |  |  |  | | --- | --- | --- | |  | a. | ​Recovery | |  | b. | ​Strength training | |  | c. | ​Protection | |  | d. | ​Resiliency |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *LEARNING OBJECTIVES:* | LearningObj13 - Differentiate client empowerment, strengths, and resiliency. | | *NATIONAL STANDARDS:* | Engage Diversity and Difference - Engage Diversity and Difference in Practice | |

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| 15. ​The act of treating people differently because they belong to a particular group rather than on their own merit is called:   |  |  |  | | --- | --- | --- | |  | a. | ​Discrimination | |  | b. | ​Oppression | |  | c. | ​Stereotyping | |  | d. | ​Human diversity |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *LEARNING OBJECTIVES:* | LearningObj14 - Engage human diversity. | | *NATIONAL STANDARDS:* | Engage in practices that advance - Engage in practices that advance social | |

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| 16. Putting extreme limitations and constraints on some group or institution is called:   |  |  |  | | --- | --- | --- | |  | a. | Discrimination | |  | b. | Oppression | |  | c. | Stereotyping | |  | d. | Human diversity |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *LEARNING OBJECTIVES:* | LearningObj15 - Engage human diversity. | | *NATIONAL STANDARDS:* | EPAS 3a | |

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| 17. A fixed mental picture of members of some specified group based on some attribute or a group of attributes that reflect an overly simplified view of that group, without consideration or appreciation for individual differences, is called:   |  |  |  | | --- | --- | --- | |  | a. | Discrimination | |  | b. | Oppression | |  | c. | A stereotype | |  | d. | Human diversity |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *LEARNING OBJECTIVES:* | LearningObj16 - Engage human diversity. | | *NATIONAL STANDARDS:* | Engage Diversity and Difference - Engage Diversity and Difference in Practice | |

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| 18. ​is the act of representing, championing, or defending the rights of others.   |  |  |  | | --- | --- | --- | |  | a. | ​Brokering | |  | b. | Networking​ | |  | c. | ​Orientation | |  | d. | ​Advocacy |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *LEARNING OBJECTIVES:* | LearningObj17 - Advocate for human rights and social and economic justice. | | *NATIONAL STANDARDS:* | Engage in practices that advance - Engage in practices that advance social | |

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| 19.                 involve(s) the premise that all people, regardless of characteristics or circumstances are entitled to basic rights and fair, humane treatment.   |  |  |  | | --- | --- | --- | |  | a. | Economic justice | |  | b. | Human rights | |  | c. | National rights | |  | d. | Amnesty |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *LEARNING OBJECTIVES:* | LearningObj18 - Advocate for human rights and social and economic justice. | | *NATIONAL STANDARDS:* | EPAS 3a | |

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| 20. ​                concerns the distribution of resources in a fair and equitable manner.   |  |  |  | | --- | --- | --- | |  | a. | ​Political ideology | |  | b. | ​Cultural justice | |  | c. | ​Monetary rights | |  | d. | ​Economic justice |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *LEARNING OBJECTIVES:* | LearningObj19 - Advocate for human rights and social and economic justice. | | *NATIONAL STANDARDS:* | Engage in practices that advance - Engage in practices that advance social | |

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| 21. ​The formal and informal manner in which tasks and responsibilities, lines of authority, channels of communication, and dimensions of power are established and coordinated within an organization is called:   |  |  |  | | --- | --- | --- | |  | a. | ​Agency culture | |  | b. | ​Agency hierarchy | |  | c. | ​Organizational channels | |  | d. | ​Organizational structure |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *LEARNING OBJECTIVES:* | LearningObj20 - Work effectively within an organizational structure. | | *NATIONAL STANDARDS:* | EPAS 8 | |

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| 22. ​The professional role that provides support, encouragement, and suggestions to members of a macro client system so that the system may proceed more easily and successfully in completing tasks or solving problems is the               role.   |  |  |  | | --- | --- | --- | |  | a. | ​Mediator | |  | b. | ​Educator | |  | c. | ​Enabler | |  | d. | ​Facilitator |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *LEARNING OBJECTIVES:* | LearningObj21 - Attend to a wide range of professional social work roles. | | *NATIONAL STANDARDS:* | EPAS 1c | |

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| 23. ​The        role involves resolving arguments or disagreements among micro, mezzo, or macro systems in disagreement.   |  |  |  | | --- | --- | --- | |  | a. | ​Mediator | |  | b. | ​Educator | |  | c. | ​Enabler | |  | d. | ​Facilitator |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *LEARNING OBJECTIVES:* | LearningObj22 - Attend to a wide range of professional social work roles. | | *NATIONAL STANDARDS:* | EPAS 8b | |

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| 24. ​The        role in social work involves assuming some level of administrative responsibility for a social services agency or some other organizational system.   |  |  |  | | --- | --- | --- | |  | a. | ​Manager | |  | b. | ​Integrator/coordinator | |  | c. | ​Analyst/evaluator | |  | d. | ​Broker |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *LEARNING OBJECTIVES:* | LearningObj23 - Attend to a wide range of professional social work roles. | | *NATIONAL STANDARDS:* | EPAS 1c | |

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| 25. ​The        role involves giving information and teaching skills to other systems.   |  |  |  | | --- | --- | --- | |  | a. | ​Mediator | |  | b. | ​Educator | |  | c. | ​Enabler | |  | d. | ​Facilitator |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *LEARNING OBJECTIVES:* | LearningObj24 - Attend to a wide range of professional social work roles. | | *NATIONAL STANDARDS:* | EPAS 4c | |

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| 26. ​The        role involves linking any size system with community resources and services.   |  |  |  | | --- | --- | --- | |  | a. | ​Manager | |  | b. | ​Integrator/coordinator | |  | c. | ​Analyst/evaluator | |  | d. | ​Broker |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *LEARNING OBJECTIVES:* | LearningObj25 - Attend to a wide range of professional social work roles. | | *NATIONAL STANDARDS:* | EPAS 1c | |

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| 27. ​A(n) is an intermediary who acts to settle disputes and/or resolve disagreements.   |  |  |  | | --- | --- | --- | |  | a. | ​Analyst/evaluator | |  | b. | ​Broker | |  | c. | ​Facilitator | |  | d. | ​Negotiator |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *LEARNING OBJECTIVES:* | LearningObj26 - Attend to a wide range of professional social work roles. | | *NATIONAL STANDARDS:* | EPAS 8a | |

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| 28. ​Critical thinking in social work practice involves:   |  |  |  | | --- | --- | --- | |  | a. | ​A predisposition to question conclusions that concern client care and welfare | |  | b. | ​Believing what is published | |  | c. | ​Recognizing what information is missing | |  | d. | ​a and c only |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *LEARNING OBJECTIVES:* | LearningObj27 - Use critical thinking skills. | | *NATIONAL STANDARDS:* | EPAS 8a | |

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| 29. ​The following are included in the Triple A approach to critical thinking except:   |  |  |  | | --- | --- | --- | |  | a. | ​Assert | |  | b. | ​Ask | |  | c. | ​Access | |  | d. | ​Assess |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *LEARNING OBJECTIVES:* | LearningObj28 - Use critical thinking skills. | | *NATIONAL STANDARDS:* | EPAS 8a | |

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| 30. ​When using critical thinking, assuming that if everyone else thinks this way, it must be right, is a fallacy to avoid, labeled in the text as:   |  |  |  | | --- | --- | --- | |  | a. | ​Appeal to tradition | |  | b. | ​Appeal to authority | |  | c. | ​Argumentation ad populum | |  | d. | ​Mental filter |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *LEARNING OBJECTIVES:* | LearningObj29 - Use critical thinking skills. | | *NATIONAL STANDARDS:* | EPAS 8a | |

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| 31. ​A term frequently used in social work that has a meaning similar to research-informed practice is practice.   |  |  |  | | --- | --- | --- | |  | a. | ​Personal-based | |  | b. | ​Conclusion-infused | |  | c. | ​Assessment-filtered | |  | d. | ​Evidence-based |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *LEARNING OBJECTIVES:* | LearningObj30 - Use a planned change process. | | *NATIONAL STANDARDS:* | EPAS 4 | |

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| 32. ​The initial period where practitioners orient themselves to the problem at hand and begin to establish communication and a relationship with the individual or individuals also addressing the problem is called:   |  |  |  | | --- | --- | --- | |  | a. | ​Engagement | |  | b. | ​Planning | |  | c. | ​Problem identification | |  | d. | ​Assessment |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *LEARNING OBJECTIVES:* | LearningObj31 - Use a planned change process. | | *NATIONAL STANDARDS:* | EPAS 6 | |

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| 33. ​The results of activities form the basis for developing, implementing, and modifying an intervention plan.   |  |  |  | | --- | --- | --- | |  | a. | ​Evaluation | |  | b. | ​Engagement | |  | c. | ​Assessment | |  | d. | ​Termination |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *LEARNING OBJECTIVES:* | LearningObj32 - Use a planned change process. | | *NATIONAL STANDARDS:* | Assess Individuals | |

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| 34. ​in generalist practice is the process of identifying goals, rationally considering various ways to implement them, and establishing specific steps to achieve them.   |  |  |  | | --- | --- | --- | |  | a. | ​Evaluation | |  | b. | ​Engagement | |  | c. | ​Assessment | |  | d. | ​Planning |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *LEARNING OBJECTIVES:* | LearningObj33 - Use a planned change process. | | *NATIONAL STANDARDS:* | Engage in Policy Practice | |

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| 35. ​The final step in the defined planned change process is:   |  |  |  | | --- | --- | --- | |  | a. | ​Evaluation | |  | b. | ​Follow-up | |  | c. | ​Termination | |  | d. | ​Review progress |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *LEARNING OBJECTIVES:* | LearningObj34 - Use a planned change process. | | *NATIONAL STANDARDS:* | Facilitate effective transitions - Facilitate effective transitions and endings that advance mutually agreed-on goals | |

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| 36. ​Which of the following is considered a traditional model of community organization   |  |  |  | | --- | --- | --- | |  | a. | ​Community capacity development | |  | b. | ​Planning and policy practice | |  | c. | ​Locality development | |  | d. | ​Social advocacy |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *LEARNING OBJECTIVES:* | LearningObj35 - Work effectively within an organizational structure. | | *NATIONAL STANDARDS:* | EPAS 7c | |

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| 37. ​This model of community organization assumes that change is best accomplished when the people affected by problems are empowered with the knowledge and skills needed to understand their problems, and then work cooperatively together to overcome them:   |  |  |  | | --- | --- | --- | |  | a. | ​Social advocacy | |  | b. | ​Policy practice | |  | c. | ​Community capacity development | |  | d. | ​Social action |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *LEARNING OBJECTIVES:* | LearningObj36 - Describe the wide range of practice skills used to target systems of any size. | | *NATIONAL STANDARDS:* | EPAS 8b | |

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| 38. ​In the 1880s, places where ministers, students, or humanitarians lived and interacted with poor slum dwellers with the goal of improving community residents’ lives and conditions were called:   |  |  |  | | --- | --- | --- | |  | a. | ​Urban parks | |  | b. | ​Poor houses | |  | c. | ​Settlement houses | |  | d. | Immigration barrios​ |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *LEARNING OBJECTIVES:* | LearningObj37 - Use a planned change process. | | *NATIONAL STANDARDS:* | Evaluate Practice with Individua - Evaluate Practice with Individuals | |

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| 39. ​Traditional social casework developed from the               approach.   |  |  |  | | --- | --- | --- | |  | a. | ​Charity Organization Society | |  | b. | ​Settlement house | |  | c. | ​Public welfare |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *LEARNING OBJECTIVES:* | LearningObj38 - Use a planned change process. | | *NATIONAL STANDARDS:* | Apply knowledge of human behavio - Apply knowledge of human behavior and the social environment | |

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| 40. Generalist practitioners require a wide range of skills for helping individuals, groups, families, organizations, and communities.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *POINTS:* | 1 | | *LEARNING OBJECTIVES:* | LearningObj39 - Describe the scope of generalist practice. | | *NATIONAL STANDARDS:* | EPAS 1c | |

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| 41. Macro practice is the application of generalist practice skills with individuals and small groups.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *POINTS:* | 1 | | *LEARNING OBJECTIVES:* | LearningObj40 - Employ leadership skills needed to improve service delivery and the quality of social work services. | | *NATIONAL STANDARDS:* | EPAS 1c | |

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| 42. Sometimes the change agent system that initiates an idea will subsequently become the action system to implement the changes.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *POINTS:* | 1 | | *LEARNING OBJECTIVES:* | LearningObj41 - Employ leadership skills needed to improve service delivery and the quality of social work services. | | *NATIONAL STANDARDS:* | EPAS 1c | |

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| 43. Social policies include those standards adopted by individual organizations and programs that provide services (for example, a family service agency, a department of human services, or a nursing home).   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *POINTS:* | 1 | | *LEARNING OBJECTIVES:* | LearningObj42 - Employ leadership skills needed to improve service delivery and the quality of social work services. | | *NATIONAL STANDARDS:* | Engage in Policy Practice | |

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| 44. Research always falls into one of four categories.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *POINTS:* | 1 | | *LEARNING OBJECTIVES:* | LearningObj43 - Employ leadership skills needed to improve service delivery and the quality of social work services. | | *NATIONAL STANDARDS:* | EPAS 4a | |

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| 45. Ethics are principles, qualities, and practices that a designated group, individual, or culture deems inherently desirable.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *POINTS:* | 1 | | *LEARNING OBJECTIVES:* | LearningObj44 - Recognize sources that guide professional values and ethics in practice. | | *NATIONAL STANDARDS:* | EPAS 1a | |

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| 46. Values involve how a person should behave based on a set of principles.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *POINTS:* | 1 | | *LEARNING OBJECTIVES:* | LearningObj45 - Recognize sources that guide professional values and ethics in practice. | | *NATIONAL STANDARDS:* | Use reflection and self-regulati - Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations | |

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| 47. Cohesion is one of the core values reflected in the National Association of Social Workers Code of Ethics.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *POINTS:* | 1 | | *LEARNING OBJECTIVES:* | LearningObj46 - Recognize sources that guide professional values and ethics in practice. | | *NATIONAL STANDARDS:* | Demonstrate Ethical and Professi - Demonstrate Ethical and Professional Behavior | |

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| 48. One concept in the NASW Code of Ethics is that professional social workers should maintain trustworthiness and sound adherence to moral ideals.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *POINTS:* | 1 | | *LEARNING OBJECTIVES:* | LearningObj47 - Recognize sources that guide professional values and ethics in practice. | | *NATIONAL STANDARDS:* | Demonstrate Ethical and Professi - Demonstrate Ethical and Professional Behavior | |

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| 49. Your personal values should always be identical to professional values.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *POINTS:* | 1 | | *LEARNING OBJECTIVES:* | LearningObj48 - Demonstrate awareness of personal values. | | *NATIONAL STANDARDS:* | Use reflection and self-regulati - Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations | |

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| 50. An ethical dilemma is a problematic situation where ethical standards are in conflict.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *POINTS:* | 1 | | *LEARNING OBJECTIVES:* | LearningObj49 - Demonstrate awareness of personal values. | | *NATIONAL STANDARDS:* | EPAS 1a | |

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| 51. To a great extent micro skills are based on macro skills.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *POINTS:* | 1 | | *LEARNING OBJECTIVES:* | LearningObj50 - Describe the wide range of practice skills used to target systems of any size. | | *NATIONAL STANDARDS:* | Assess Individuals | |

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| 52. Macro level skills have a basis both in mezzo and in micro skills.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *POINTS:* | 1 | | *LEARNING OBJECTIVES:* | LearningObj51 - Describe the wide range of practice skills used to target systems of any size. | | *NATIONAL STANDARDS:* | Assess Individuals | |

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| 53. Promoting empowerment means believing that people are capable of making their own choices and decisions.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *POINTS:* | 1 | | *LEARNING OBJECTIVES:* | LearningObj52 - Differentiate client empowerment, strengths, and resiliency. | | *NATIONAL STANDARDS:* | EPAS 7c | |

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| 54. Empowerment is the ability of an individual, family, group, community, or organization to recover from adversity and resume functioning even when suffering serious trouble, confusion, or hardship.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *POINTS:* | 1 | | *LEARNING OBJECTIVES:* | LearningObj53 - Differentiate client empowerment, strengths, and resiliency. | | *NATIONAL STANDARDS:* | EPAS 7c | |

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| 55. Class is defined as a way of life including widespread values, beliefs, and behavior.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *POINTS:* | 1 | | *LEARNING OBJECTIVES:* | LearningObj54 - Engage human diversity. | | *NATIONAL STANDARDS:* | Engage Diversity and Difference - Engage Diversity and Difference in Practice | |

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| 56. Political ideology is the relatively coherent system of ideas about human nature, institutional arrangements, and social processes that indicate how a government should be run and what principles that government should support.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *POINTS:* | 1 | | *LEARNING OBJECTIVES:* | LearningObj55 - Engage human diversity. | | *NATIONAL STANDARDS:* | EPAS 2a | |

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| 57. Social justice is an ideal condition in which all members of society have the same basic rights, protection, opportunities, obligations, and social benefits.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *POINTS:* | 1 | | *LEARNING OBJECTIVES:* | LearningObj56 - Advocate for human rights and social and economic justice. | | *NATIONAL STANDARDS:* | EPAS 3a | |

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| 58. Human trafficking is considered a denial of human rights.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *POINTS:* | 1 | | *LEARNING OBJECTIVES:* | LearningObj57 - Advocate for human rights and social and economic justice. | | *NATIONAL STANDARDS:* | Engage in practices that advance - Engage in practices that advance social | |

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| 59. Economic justice concerns the distribution of resources made in a fair and equitable manner.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *POINTS:* | 1 | | *LEARNING OBJECTIVES:* | LearningObj58 - Advocate for human rights and social and economic justice. | | *NATIONAL STANDARDS:* | EPAS 3a | |

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| 60. An agency’s organizational structure should always be formal.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *POINTS:* | 1 | | *LEARNING OBJECTIVES:* | LearningObj59 - Work effectively within an organizational structure. | | *NATIONAL STANDARDS:* | EPAS 8 | |

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| 61. Identification with the social work profession means that social workers should serve as representatives of the profession, its mission, and its core values.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *POINTS:* | 1 | | *LEARNING OBJECTIVES:* | LearningObj60 - Attend to a wide range of professional social work roles. | | *NATIONAL STANDARDS:* | EPAS 1c | |

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| 62. The method of critical thinking discussed in the text is called the Double A approach.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *POINTS:* | 1 | | *LEARNING OBJECTIVES:* | LearningObj61 - Use critical thinking skills. | | *NATIONAL STANDARDS:* | EPAS 8a | |

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| 63. Regarding critical thinking fallacies, mental filter refers to considering only two options when more than two should be considered.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *POINTS:* | 1 | | *LEARNING OBJECTIVES:* | LearningObj62 - Use critical thinking skills. | | *NATIONAL STANDARDS:* | EPAS 8a | |

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| 64. Evidence-based practice and research-informed practice mean basically the same thing.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *POINTS:* | 1 | | *LEARNING OBJECTIVES:* | LearningObj63 - Use critical thinking skills. | | *NATIONAL STANDARDS:* | EPAS 4 | |

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| 65. Practitioners engaged in evidence-based practice will be critical thinkers.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *POINTS:* | 1 | | *LEARNING OBJECTIVES:* | LearningObj64 - Use critical thinking skills. | | *NATIONAL STANDARDS:* | EPAS 4 | |

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| 66. In the assessment step of planned change it is important to identify client strengths.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *POINTS:* | 1 | | *LEARNING OBJECTIVES:* | LearningObj65 - Use a planned change process. | | *NATIONAL STANDARDS:* | EPAS 4c | |

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| 67. The three major social and economic changes that occurred between the Civil War and World War I that had significant effects on the evolution of social work practice were industrialization, gentrification, and the Great Depression.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *FEEDBACK:* | |  |  | | --- | --- | | *Correct* |  | | *Incorrect* | The three major social and economic changes that occurred between the Civil War and World War I that had significant effects on the evolution of social work practice were industrialization, gentrification, and the Great Depression. | | | *POINTS:* | 1 | | *LEARNING OBJECTIVES:* | LearningObj66 - Use a planned change process. | | *NATIONAL STANDARDS:* | EPAS 4c | |

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| 68. Settlement houses focused on curing individuals versus empowering communities.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *POINTS:* | 1 | | *LEARNING OBJECTIVES:* | LearningObj67 - Use a planned change process. | | *NATIONAL STANDARDS:* | Engage in Policy Practice | |

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| 69. Charity Organization Societies emphasized the empowerment of people.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *POINTS:* | 1 | | *LEARNING OBJECTIVES:* | LearningObj68 - Use a planned change process. | | *NATIONAL STANDARDS:* | EPAS 6 | |

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| 70. The 1960s produced a new focus on social change versus individual pathology.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *POINTS:* | 1 | | *LEARNING OBJECTIVES:* | LearningObj69 - Use a planned change process. | | *NATIONAL STANDARDS:* | EPAS 7b | |

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| 71. Currently in the social work profession, the BSW is considered the entry-level degree and the MSW provides advanced, specialized training.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *POINTS:* | 1 | | *LEARNING OBJECTIVES:* | LearningObj70 - Use a planned change process. | | *NATIONAL STANDARDS:* | EPAS 1c | |

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| 72. ​Review the following case scenario. Propose possible micro, mezzo, and macro alternatives you might pursue on Mr. Pithon’s behalf.  ​  Suppose you are a generalist practitioner for a rural Midwest county. Your job entails receiving referrals from your supervisor (who routinely receives them from an intake worker). You then establish initial connections with clients by engaging them in the problem-solving process, familiarizing them with the agency and supplying them with information, soliciting data to assist in service provision, providing short-term counseling when needed, and making referrals to agency units and other community resources as appropriate.  You receive a referral involving an elderly individual, Monti Pithon. The person who called, Duke Earl, is one of Mr. Pithon’s concerned neighbors. Mr. Earl expressed concern because Mr. Pithon twice fell down on his icy sidewalk. On neither occasion was he able to get back up and into the house. Both times Mr. Earl happened to notice the fall and assisted Mr. Pithon into the house. While inside, Mr. Earl noticed extremely chaotic conditions. Rotting garbage was strewn around the kitchen and about a dozen cats wandered around at will. Mr. Earl noticed that one pitch- black cat with a white patch over her left eye was eating what seemed to be canned creamed corn mixed with ketchup from a plate on the table that looked like it might be Mr. Pithon’s lunch. Mr. Earl also expressed concern about Mr. Pithon’s diet in a general sense. Mr. Earl wondered whether Mr. Pithon was able to shop or cook adequately, as he looked gaunt and thin.  Initially, you call Mr. Earl to clarify any questions you have and to thank him for his interest and help. This means that you have engaged Mr. Earl in the problem-solving process. Subsequently, you proceed to figure out what to do about Mr. Pithon. You must also engage him as the client in the problem-solving process. Of course you, as a generalist practitioner, must work with the client to establish what he needs and wants.  During the assessment phase of the problem-solving process, you may decide to pursue planning and implementation at either the micro, mezzo, or macro level. You might also decide that intervention at more than one level would be appropriate.   |  |  | | --- | --- | | *ANSWER:* |  | | *POINTS:* | 1 | | *LEARNING OBJECTIVES:* | LearningObj71 - Employ leadership skills needed to improve service delivery and the quality of social work services. | | *NATIONAL STANDARDS:* | EPAS 2a | |

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| 73. Cite the six core values inherent in the NASW Code of Ethics.​   |  |  | | --- | --- | | *ANSWER:* |  | | *POINTS:* | 1 | | *LEARNING OBJECTIVES:* | LearningObj72 - Recognize sources that guide professional values and ethics in practice. | | *NATIONAL STANDARDS:* | Demonstrate Ethical and Professi - Demonstrate Ethical and Professional Behavior | |

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| 74. Cite four examples of how communities could be enhanced by the strengths perspective.​   |  |  | | --- | --- | | *ANSWER:* |  | | *POINTS:* | 1 | | *LEARNING OBJECTIVES:* | LearningObj73 - Differentiate client empowerment, strengths, and resiliency. | | *NATIONAL STANDARDS:* | Engage Diversity and Difference - Engage Diversity and Difference in Practice | |

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| 75. What is involved in defining an organization’s structure?​   |  |  | | --- | --- | | *ANSWER:* |  | | *POINTS:* | 1 | | *LEARNING OBJECTIVES:* | LearningObj74 - Work effectively within an organizational structure. | | *NATIONAL STANDARDS:* | EPAS 6 | |

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| 76. Identify three dimensions involved in assessment (as part of the planned change process). Explain why each sub- step is important.​   |  |  | | --- | --- | | *ANSWER:* |  | | *POINTS:* | 1 | | *LEARNING OBJECTIVES:* | LearningObj75 - Use a planned change process. | | *NATIONAL STANDARDS:* | Assess Individuals | |