

Glocalizing Structural Poverty: Reclaiming Hope for Children and Families

Continuing Education Quiz

1. How many people live in poverty throughout the world?
 - a) 1 million
 - b) 1 billion
 - c) 1.5 billion
 - d) 2.5 billion
2. How many Americans will experience at least a year in poverty by the age of 75?
 - a) 75%
 - b) 66%
 - c) 46%
 - d) 25%
3. Research suggests that families need income of at least _____ the federal poverty level (FLP) to take care of basic needs.
 - a) a quarter of the FLP
 - b) half the FLP
 - c) twice the FLP
 - d) three times the FLP
4. Individually-focused government policy responses to poverty lead to a _____ approach to dealing with poverty.
 - a) preventative
 - b) holistic
 - c) comprehensive
 - d) remedial
5. Which of the following are *not* terms used by scholars for the individual explanation of poverty?
 - a) pathological
 - b) behavioral
 - c) systemic
 - d) flawed-character
6. The culture of poverty refers to a combination of:
 - a) group and individual values
 - b) group values and individual behavior
 - c) structural forces and individual or group values
 - d) societal values and individual behavior
7. What are factors identified in the article that prevent children from advocating for themselves?
 - a) lack of initiative
 - b) they do not know what they deserve and could ask for
 - c) their parents do not take children's issues seriously
 - d) children are not as deeply affected by poverty

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8. What is one of the positive functions of poverty identified in the article?
- it gives people motivation to succeed
 - it serves to maintain the comfortable living standard of more favored members of the community
 - it keeps prices lower
 - it punishes people who are unwilling to work
9. The large majority of the American public believes that the causes of poverty beyond the control of poor people.
- true
 - false
10. About half of all Americans believe that welfare recipients could get along without their welfare benefits.
- true
 - false
11. Social work students ranked structural factors as the most important factor contributing to poverty.
- true
 - false
12. The dominant ideology in the U.S. reinforces that:
- the structure, policies and practices of the ruling elites are desirable
 - the capitalist system causes poverty and inequality
 - the market must be corrected to ensure human rights are protected
 - government should not be responsible for the needs of vulnerable citizens
13. The author cites arguments that political liberty as framed by the constitution is tied to _____ and not to democracy.
- property
 - freedom
 - liberty
 - the market
14. What keeps poverty from being recognized as a public problem?
- structural inequality
 - the structural dependence of the public will
 - separation between classes
 - corrupt politicians
15. Rather than solely valuing individualism, the author suggests that it should be complimented with values of:
- a strong work ethic
 - family values
 - scholarship
 - community and cooperation
16. Glocalization is a strategy which includes:
- global action and local support
 - global thinking and local action
 - global power sharing and local change
 - global unity and local revolution
17. The Millennium Development Goals include:
- addressing the debt crisis
 - global trade policy
 - science for development
 - a and b only
 - all of the above

18. Effective workforce development requires cooperation between:
- a) employers, community based organizations, the private sector and law enforcement
 - b) employers, community based organizations, the public sector and educational institutions
 - c) employers, employees, human resources, and community based organizations
 - d) the private sector, the public sector, community based organizations and educational institutions
19. According to the article reform efforts must include:
- a) public education about the structural effects of poverty
 - b) a reinvention of the mental image of poverty by influencing the media portrayal of poverty
 - c) individual accountability
 - d) a and b
20. Rather than corporate capitalism, the article advances the idea of:
- a) national socialism
 - b) free market economics
 - c) self-governing enterprises that are controlled by workers
 - d) nationally owned businesses run by the government

Welfare Reform: The Role of Preschool Children's Health on Child Care and Mother's Work

Continuing Education Quiz

1. Adequate child care funding was included when TANF was reauthorized in 2006.
 - a) true
 - b) false
 - c) the Illinois General Assembly
 - d) the Chicago City Council
2. What percentage of preschool-aged children in the United States attend some form of child care?
 - a) 5%
 - b) 25%
 - c) 50%
 - d) 75%
3. Children from low-income families are more likely to be in center-based child care.
 - a) true
 - b) false
4. How many children on TANF have a chronic illness?
 - a) 1 in 20
 - b) 1 in 10
 - c) 1 in 4
 - d) more than half
5. Welfare recipients themselves identify child illness as a barrier to work.
 - a) true
 - b) false
6. Who mandated study of the implementation of welfare reform?
 - a) the U.S. Congress
 - b) the Government Accountability Office (GAO)
 - c) the Illinois General Assembly
 - d) the Chicago City Council
7. Which two departments supply administrative data for the study?
 - a) U.S. families receiving TANF assistance
 - b) Illinois families receiving TANF assistance
 - c) Cook County families receiving TANF assistance
 - d) families in the City of Chicago receiving TANF assistance
8. What population was the sample drawn from?
 - a) U.S. families receiving TANF assistance
 - b) Illinois families receiving TANF assistance
 - c) Cook County families receiving TANF assistance
 - d) families in the City of Chicago receiving TANF assistance
9. Why was the sample weighted?

10. What were two key dependent variables?
 - a) type of child care and child care availability
 - b) child care concerns and child behavior problems
 - c) type of child care and child behavior problems
 - d) type of child care and child care concerns
11. Which group was excluded from the child care concern analysis?
 - a) child care centers
 - b) grandparent child care
 - c) non-relative child care
 - d) other relative child care
 - e) both A and D
12. How did the researchers identify which mothers had unhealthy children?
13. Which demographic variable was *not* considered in this study?
 - a) mother's age
 - b) mother's education level
 - c) mother's primary language
 - d) mother's race
14. What percentage of mothers in the study reported having one unhealthy child under the age of 5?
 - a) 41%
 - b) 25%
 - c) 18%
 - d) 4%
15. Working mothers in the study were most likely to report using a child care center as their form of child care.
 - a) true
 - b) false
16. Mothers with at least one unhealthy child had significantly more child care concerns even after controlling for demographic variables.
 - a) true
 - b) false
17. Mothers of unhealthy children were significantly more likely to receive child care subsidies.
 - a) true
 - b) false
18. What was *not* identified as a concern of mothers in this study regarding child care?
 - a) availability during work hours
 - b) dependability
 - c) cost
 - d) overcrowding
 - e) quality
19. Name three risks of low-quality day care for children with health problems.
20. What do the authors suggest may ease the health-related concerns of mothers?
 - a) inclusion of a health component in child care centers
 - b) more support for relative care
 - c) a reduction in work requirements
 - d) none of the above

Understanding Caseworker Perspectives on a Pediatric Medical Home for Children in Foster Care

Continuing Education Quiz

1. Describe the difference between a pediatric medical home and a foster care medical home.
2. The pediatric medical home uses a _____ setting to address the needs of a child.
 - a) clinical
 - b) group home
 - c) multidisciplinary
 - d) psychiatric
3. The authors state that “[a] medical home may . . . reduce the need for health care to be provided in emergency departments, walk-in clinics, and other urgent-care facilities.” What theory or evidence do they give to support this claim of a reduction in urgent-care use?
4. The purpose of this paper was to investigate and understand the strengths and weaknesses of a medical foster home situation, and how communication between the health clinic and _____ might be improved.
5. The investigators created a questionnaire for the caseworkers who were interviewed as part of the research into the medical foster home program. What was the point of the line of questioning?
6. Name two primary challenges to the foster care system identified by respondent caseworkers.
7. According to caseworkers, how would having ready access to mental health services help?
8. Many of the caseworkers specifically noted the medical director’s valuable work in the clinic, including responding with _____ to children who have been abused, assisting with subsidy paperwork, and providing necessary court documentation.
 - a) speed
 - b) sensitivity
 - c) efficiency
 - d) proper training

9. One benefit of co-location of social services and medical services was improved communication among _____, foster care parents, and health providers.
10. Where did the foster children receive medical care before they began using the medical foster home?
 - a) outpatient clinics
 - b) they did not receive medical care
 - c) emergency rooms
 - d) local health department
11. Name two barriers to receiving adequate health care that the authors listed.
12. One suggested improvement was to employ mental health care professionals at the treatment facility.
 - a) true
 - b) false
13. Overall consensus of the participants in this study was that this health care model would be well suited to meet the complex health needs of this population only if substantial changes were made, such as enlarging the space and increasing staff size.
 - a) true
 - b) false
14. In what way(s) did the caseworkers feel that the foster care clinic made their work easier?
15. Even though specialized health care clinics for children in foster care are a new phenomenon, they are being replicated across the country.
 - a) true
 - b) false
16. All homes based on this model take the same approach to treating foster children in-house.
 - a) true
 - b) false
17. Effective health care models should bridge the gap between _____ and _____, and facilitate an ongoing dialogue among disciplines to enhance the care of the child or youth in foster care.
18. The term *medical home* is quite popular in the field of social services.
19. What do the authors suggest that familiarity with systems such as the one outlined in this paper can do for the foster care population?
20. What do the authors suggest for the future of medical foster homes?

Factors Affecting Permanency Outcomes for Foster Children Before and After Passage of the Adoption and Safe Families Act of 1997

Continuing Education Quiz

1. Which of the following is *not* one of the issues identified by the author that caused difficulty in the implementation of federal child welfare legislation?
 - a) disagreement about the role of government in protecting children and preserving families
 - b) lack of political interest in child safety and reform
 - c) difficulties in assessment of the need for in-home versus out-of-home care
 - d) the allocation of resources between prevention and treatment services
2. Why is the role of the Adoption and Safe Families Act (ASFA) in increasing adoptions difficult to discern?
 - a) there are too many alternative influencing factors.
 - b) it appears that adoptions have actually decreased since the act was passed.
 - c) the act was not widely implemented.
 - d) there is a lack of pre- and post-implementation data.
3. What evidence cited in the article indicates that states were not fully implementing the Adoption Assistance and Child Welfare Act?
 - a) increased litigation seeking state compliance and systemic reform
 - b) a rising number of deaths of children in out-of-home care
 - c) documented cases of children returning to highly abusive homes
 - d) a low number of adoptions and increased length of stay in out-of-home care
4. The ASFA requires more extended timelines for permanency to ensure that children are placed in an appropriate home.
 - a) true
 - b) false
5. Which of the following is *not* a permanency outcome option for children who have not reached adolescence?
 - a) adoption
 - b) reunification with biological parents
 - c) emancipation
 - d) guardianship

6. What methodological difficulty regarding foster care outcome research did the author note?
 - a) there is no statistical data regarding children in foster care.
 - b) significant information is lacking regarding children who have left foster care.
 - c) informal adoptions and care by relatives are not tracked.
 - d) officials often alter the data to make outcomes appear more favorable.

7. Welfare reform may actually have created more difficulties for families with children in foster care.
 - a) true
 - b) false

8. Half of all children who enter foster care after their first birthday:
 - a) are likely to be adopted.
 - b) experienced physical abuse with their biological families.
 - c) experience abuse or neglect while in out-of-home care.
 - d) are reunited with their families.

9. What two factors may account for the disproportionate representation of African-American children in foster care?
 - a) increased behavior problems and multiple placements
 - b) increased entry into foster care and decreased likelihood to achieve permanence
 - c) increased delinquency and older age entering care
 - d) older age entering care and lower rate of adoptions

10. Which issue does *not* affect children of substance-abusing parents in foster care?
 - a) they are more likely to have experienced physical and sexual abuse.
 - b) they are more likely to have experienced severe and chronic neglect.
 - c) they are more likely to have behavioral and conduct disorders.
 - d) they are more likely to be older when entering foster care.

11. Which of the following family functioning factors affect foster care outcomes?
 - a) the household is headed by a single parent
 - b) the parents experience multiple problems
 - c) the parents request the child's placement into care
 - d) b and c only
 - e) all of the above

12. The likelihood of reunification decreases only after the child has spent three or more years in an out-of-home placement.
 - a) true
 - b) false

13. How might poverty affect the likelihood of reunification?
 - a) parents are less motivated to have children return home when they are experiencing poverty.
 - b) parents will not have legal representation in court reunification hearings.
 - c) parents may be in low-wage jobs that tend to be unstable, have difficult hours, and do not provide benefits.
 - d) parents are more likely to turn to crime to support their families.

14. How was the sample divided in this study?
- a) children were divided by race.
 - b) children were divided based on when the child left foster care in relation to ASFA.
 - c) children were divided based on when they entered foster care in relation to ASFA.
 - d) children were divided based on their age at entry into foster care.
15. Which of the following outcomes was *not* included as achieving permanency?
- a) reunification
 - b) adoption
 - c) relative foster care
 - d) guardianship with a relative or nonrelative
16. The children achieving permanency after ASFA implementation showed significantly more behavioral problems when they achieved permanency.
- a) true
 - b) false
17. Children who left foster care after ASFA implementation were more likely to go into a more restrictive setting or experience a lateral move.
- a) true
 - b) false
18. Which of the following statements is not true of children in this study?
- a) as a child grows older, he or she is more likely to achieve permanency.
 - b) as a child's behavioral problems increase, he or she is less likely to achieve permanency.
 - c) children who left foster care after ASFA implementation were more likely to achieve permanency.
 - d) all children in the study were part of a specialized foster care program.
19. Which factor do the authors say was critical in achieving higher rates of permanency?
- a) increased funding for services
 - b) increased responsiveness by courts
 - c) decreased entry into out-of-home placements
 - d) the availability of a subsidized guardianship option
20. What is one limitation of this study, as identified by the authors?
- a) the children were more likely to have behavioral or health problems due to their placement in a specialized foster care program.
 - b) the two groups were not matched by gender, age, and race.
 - c) the agency records were incomplete or inaccurate.
 - d) none of the findings reached statistical significance.

Youth Aging Out of Foster Care: University Support

Continuing Education Quiz

1. According to this article, what factors pose challenges for youth who are aging out of foster care?
2. The authors state that because the youth are unprepared, aging out leaves them _____ vulnerable. In what way(s) are they vulnerable?
3. Describe two things that foster parent training focuses on.
4. The authors cite research conducted by Dent and Cameron (2003), which states that _____ youth in foster care experience a decrease in risk factors upon aging out.
 - a) true
 - b) false
5. Adolescents aging out are at high risk for what kind of difficulties?
 - a) physical
 - b. financial
 - c. emotional
 - d. mental
 - e. both a and d
 - f. both b and c
 - g. none of the above
6. What is an “independent living program”?
7. What instigated the implementation of independent living programs?
8. According to the GAO, one limitation of independent living programs is that most of the _____ training is done _____ as opposed to _____.
9. The authors point to studies that have compared the outcomes of aging-out adolescents _____ who have used the independent living programs with the outcomes of those who have not. What were the general findings the authors cited?
10. How is it that a great many youth thrive even without this independent living training?

11. Caring and support, high expectations, and encouragement of children's participation are all protective factors in the school, but not in the home.
 - a) true
 - b) false

12. What three "domains" contain protective factors that contribute to an individual's resilience?

13. List two attributes of resilient children.

14. According to PAL research results, a key aspect in ensuring success for foster children is to work with the foster parents.
 - a) true
 - b) false

15. What two theories does the Social Work Department at Texas A & M University–Commerce employ to help foster children prepare for independent living?
 - a) behavioral management theory and cognitive theory
 - b) resiliency theory and behavioral management theory
 - c) family systems theory and resiliency theory
 - d) family systems theory and behavioral management theory

16. Failing to achieve their educational potential is one of the most serious risks faced by foster children, and it has the most serious long-term effects.
 - a) true
 - b) false

17. About one-half of the youth in juvenile justice suffer from mental health issues. What percent actually receive help for their problems?

18. How does the Social Work Department at Texas A&M University–Commerce propose to identify and aid students coming from foster care, without invading the students' privacy?

19. In what area(s) is the program at Texas A&M University–Commerce lacking in resources or ability to help foster children age out successfully?

20. If you were creating a policy for university involvement with youth aging out of foster care, what would you want to keep in mind, given the findings from this article?

Policy Analysis: California Welfare and Institutions Code 16002: Siblings in Foster Care

Continuing Education Quiz

1. Among the states with policies regarding siblings and foster care, California is considered to be the most:
 - a) progressive
 - b) comprehensive
 - c) lax
 - d) inconsistent
2. Why is it important to consider siblings' placement in relation to other children in foster care from the same family?
3. The author states that "[t]he immediate needs of siblings in foster care were likely a major concern throughout the creation and discussion of [the California Welfare and Institution Code 16002]" (p. 9). Name one such immediate need and discuss how that need might or should affect the decision to place a sibling of a fostered child into foster care.
4. Name the two most commonly cited reasons for keeping siblings together, based on Smith's survey.
5. When considering separating siblings, what long-term implications must be thought through first?
6. In what ways are the characteristics of the California policy on siblings in foster care similar to the core values of the social work profession?
7. How might having the choice to maintain contact with their siblings give youth a greater sense of empowerment?
8. According to the author, why is it surprising that the California policy on siblings in foster care has characteristics similar to social work values?
9. Social workers often do not feel that they have sufficient knowledge about the significance of sibling relationships. Why does this present a problem when placing foster children?

10. Describe one way, not listed in this article, in which the California policy on siblings in foster care adheres to the core values of social work.
11. Attachment and relational theories do not play a significant role when it comes to making decisions to separate or maintain sibling groups.
 - a) true
 - b) false
12. _____ and _____ are the only states other than California that have multifaceted policies concerning siblings in foster care, and even these policies are far less extensive than California Welfare and Institutions Code 16002.
 - a) New Jersey and Wisconsin
 - b) Michigan and Florida
 - c) New York and Illinois
 - d) Massachusetts and Illinois
13. Other states that have policies mandating sibling-with-sibling placements experience difficulties with policy implementation. In what ways are California child welfare professionals also experiencing difficulties?
14. California's policy on siblings in foster care is largely considered to be the most complex and progressive approach to this issue.
 - a) true
 - b) false
15. Being in a _____ has traditionally been a key predictor of sibling separation.
 - a) home with no father figure
 - b) small sibling group
 - c) large sibling group
 - d) home where the grandparents raised the children
16. The author states that "while . . . training foster parents and caseworkers on the significance of sibling relationships may initially seem expensive, the long-term impact of such efforts may in fact be extremely cost-effective" (p. 17). According to the author's logic, how might this be explained?
17. Convincing child welfare professionals to give the issue of siblings in foster care higher priority is not the only _____ that must be addressed.
18. How does the author propose we "take the sibling group into consideration" when considering how to improve existing policies?
19. Sibling association has not been established as a right; therefore, it is very difficult for caseworkers and courts to determine that sibling placement and contact are not in the best interest of the child.
 - a) true
 - b) false
20. Describe how the approach the author posits will empower those placed in foster care.

Street Children: Getting to Know Them

Continuing Education Quiz

1. Why is it difficult to define the term *street children*?
 - a) racial profiling
 - b) terrorism
 - c) unfortunate circumstances
 - d) natural disasters
2. According to Scheper-Hughes and Hoffman (1994), street children should be classified as victims of:
 - a) racial profiling
 - b) terrorism
 - c) unfortunate circumstances
 - d) natural disasters
3. The author defines "street children," in Trinidad and Tobago, as children, aged 10 to sixteen 16 years, who do not enjoy the comfort and security of _____ and seek refuge on the streets as _____.
 - a) a family; a means of survival
 - b) a home; invisible as possible
 - c) an education; homeless persons
 - d) meaningful friendships; outcasts
4. List two reasons the author gives for children becoming street children.
5. Even though the term *street children* is difficult to define, the author states that it is safe to say the term conveys _____ and _____ meanings.
 - a) similar; shameful
 - b) negative; derogatory
 - c) unfitting; imaginative
 - d) scary; racist
6. Children "on" the streets are homeless and live on the streets all day and night.
 - a) true
 - b) false
7. Use the author's points to compare the lives of children "on" the streets and children "of" the streets.
8. It can be said that children "of" the streets are typically more aggressive and more violent than children "on" the streets.
 - a) true
 - b) false
9. Data from a group interview clearly indicate that children "of" the street, in Trinidad and Tobago, are:
 - a) growing in substantial proportions
 - b) interested in trying to modify their lives
 - c) being removed from the country
 - d) remaining stagnant in numbers

10. _____, which provides that warmth and nurturing atmosphere, and brings stability to the lives of many children, is absent in the lives of street children.
11. Sometimes, it is through _____ that some street children are able to survive.
12. How might what the author calls a “sympathetic public” possibly unwittingly contribute to the continuing presence of street children?
13. What danger does the author see in allowing street children to beg?
14. The Children Act (1980) of Trinidad and Tobago protects children who beg on the streets and any public premises, allowing them to do so with police protection.
15. How might street life negatively affect the children’s long-term development?
16. Most people convey thoughts and feelings through the use of language and grammar, however, street children are different and don’t need linguistics to communicate.
17. The _____ and _____ contexts in which children find themselves exert an influence on their intellectual processes.
18. Why does the author posit that street children are slow at learning how to think critically and how to comprehend the subject matter that some of their peers are in the process of mastering?
19. What are some reasons that street children might have difficulty with language?
20. Street children, on the whole, have no desire to do anything more with their lives.

- a) true
- b) false

- a) scavenging
- b) sacrifice
- c) fasting
- d) robbery

- a) private; public
- b) social; economic
- c) parental; friendship-making
- d) social; emotional

- a) true
- b) false

A Young Mothers' Group: A Safe Haven and Secure Base for Motherhood

Continuing Education Quiz

1. What do the authors note is pivotal to the transition of young people who are becoming new parents?
 - a) solid financial planning
 - b) unconditional love
 - c) sensitivity and responsiveness
 - d) support from extended family members
2. What do the authors propose is the at the core of children's healthy development?
 - a) parents' ability to react appropriately
 - b) respect and care between parenting partners
 - c) suppression of reactions to children
 - d) transferring tension to the child
3. The authors combine which two theories as the foundation of the formation of the mother's group?
 - a) attachment and psychodynamic theories
 - b) attachment and cognitive behavioral theories
 - c) biopsychosocial and system theories
 - d) attachment and system theories
4. Which of the following is not identified as inhibiting a mother's ability to be responsive to her infant?
 - a) fatigue
 - b) work
 - c) depression
 - d) stress
5. Mothers engaging responsively with their infants should:
 - a) initiate activities
 - b) watch, wait, and wonder
 - c) get down on the floor
 - d) b and c
 - e) all of the above
6. Each mother's group session included:
 - a) a concurrent father's group
 - b) discussion of topics related to child care
 - c) structured activities for the children
 - d) handouts for the mothers to take home
7. Which of the follow was *not* one of the methods used to collect data?
 - a) notes taken by students
 - b) interviews with each mother
 - c) videotaping of each session
 - d) notes by the counselors
8. Which of the following was *not* a topic of discussion?
 - a) sleep routines
 - b) feeding and nursing
 - c) partners as fathers
 - d) developmental delays

9. Which topic was introduced by the mothers and not anticipated by the authors?
- partners as fathers
 - relations with the older generation
 - how to know when it is a good time for the next pregnancy
 - when someone outside the family cares for the child
10. What finding surprised the authors when they were reviewing the videotape?
- mothers sometimes cried during sessions
 - children never created a disturbance
 - the space was somewhat crowded
 - mothers made full use of the space
11. Which session appeared to have the most tension and negative emotion?
- partners as fathers
 - relations with the older generation
 - how to know when it is a good time for the next pregnancy
 - when someone outside the family cares for the child
12. Which session appeared to be the most relaxed for both children and mothers?
- partners as fathers
 - relations with the older generation
 - how to know when it is a good time for the next pregnancy
 - when someone outside the family cares for the child
13. What emotion was most evident in the counselors' notes that mirrored some of the mothers' feelings?
- depression
 - anxiety
 - excitement
 - rustration
14. Which of the following was *not* expressed in the mothers' comments?
- they gained self-confidence as a mother
 - they felt important and wanted in the group
 - they are now more open to advice from others
 - they realized they wanted to spend more time focusing on their child
15. Who suggested a meeting for the fathers/husbands?
- the fathers
 - the lead therapist
 - the supervising therapist
 - the mothers
16. How many of the fathers attended the father's group?
- 25%
 - 50%
 - 75%
 - 100%

17. What was the breakthrough point in the process, according to the mothers?
- a) during the second session, when the mothers began to share their personal stories
 - b) during the final session, when mothers realized what the group meant to them
 - c) after the fathers met
 - d) when the lead therapist shared her own experiences as a mother
18. By the end of the group, the children began to:
- a) sleep more easily
 - b) interact with one another
 - c) cry less frequently
 - d) stay closer to their mothers
19. According to the authors, the relationship with the child is a risk for a mother because:
- a) it is a new area she is unfamiliar with
 - b) it involves lack of sleep and a great deal of seclusion
 - c) she is not allowed any maternity leave in the country where this study was done
 - d) she deeply fears loss of the child
20. The authors believe that mothers need to prioritize:
- a) their relationships with their partners
 - b) their bond with their children
 - c) a safe haven to connect with their own needs, emotions, and internal life
 - d) professional assistance in caring for their children

Social Work Practice in Child Welfare from a Cross-Cultural Perspective: Concepts of Change Process

Continuing Education Quiz

1. Substantiated reports child maltreatment by Asians and Pacific Islanders have decreased since 1990.
 - a) true
 - b) false
2. The author uses the term *conflicting interpretation* is to describe:
 - a) stories about conflict between immigrants and child welfare officials.
 - b) stories of conflict between mental health professionals and child welfare officials.
 - c) narratives about conflict within abusive families.
 - d) narratives by child welfare and mental health professionals that do not sufficiently represent immigrants' lived experiences of actual events.
3. The author argues that dominant cultural narratives about child abuse overshadow Korean immigrants' narratives about their experience of child abuse.
 - a) true
 - b) false
4. Korean immigrants who go to the police about problems with their children:
 - a) do not disclose physical punishment because of fear of arrest.
 - b) expect the child to be arrested by the police.
 - c) expect help from the police and do not know that they may be arrested.
 - d) are always offered interpreters who speak Korean, to avoid miscommunication.
5. The author is investigating _____ in her research.
 - a) why some Korean families physically abuse their children
 - b) how narratives about abuse change during therapy
 - c) what the therapist contributes to changes in narratives during therapy
 - d) a and c
 - e) none of the above
6. What was one rationale for using a single-case study?
 - a) it is an objective experiment.
 - b) a single case can be used to generalize about all Korean families.
 - c) the single case represents the critical case in testing a well-formulated theory.
 - d) it is more realistic than using large-scale questionnaires.

7. To meet the criteria for the study,
 - a) the family had to be bilingual (i.e., fluent in both Korean and English).
 - b) the parents had to have lived into adulthood in Korea.
 - c) the children had to have been born in Korea.
 - d) the family could be first or second generation, but had to have strong ties to the Korean community in Chicago.

8. The course of therapy was altered due to the requirements of the research.
 - a) true
 - b) false

9. How was triangulation used to control for bias?
 - a) the investigator used multiple coding schemes.
 - b) the investigator had two research assistants code the same data to check for accuracy.
 - c) the investigator interviewed the school teacher and caseworker.
 - d) the investigator used two standardized measures in addition to the interviews.

10. How was cultural construct validity ensured?
 - a) by having Korean nationals also code the data
 - b) by including culturally relevant themes from Buddhism
 - c) by ensuring that coding was first conducted in Korean, then translated later
 - d) by using the Korean *han* transformational process to develop some coding categories

11. What is *not* one of the dialogic speech development stages?
 - a) social speech
 - b) asocial speech
 - c) monologic speech
 - d) internal dialogue

12. How often did the investigator transcribe the therapeutic sessions for analysis?
 - a) all 12 sessions were transcribed.
 - b) the first and last sessions were transcribed.
 - c) every other session was transcribed.
 - d) the first, sixth, and final sessions were transcribed.
 - e) only interviews, not therapeutic sessions, were transcribed.

13. In the study, the mother's speech moved from mostly _____ to _____.
 - a) internal dialogue to social speech
 - b) external dialogue to private speech
 - c) monologic speech to internal dialogue
 - d) the mother's speech patterns did not change

14. What is *not* one of the perspective-taking development levels?
 - a) multiple, mutual perspective taking
 - b) intersubjective perspective taking
 - c) subjective perspective taking
 - d) single, polarized perspective taking

15. Which type of perspective taking was *not* evident by the 12th session of therapy?
- a) single, polarized perspective taking
 - b) multiple mutual perspective taking
 - c) self-reflective perspective taking
 - d) all of the above
16. At which level of perspective taking is the client able to “step into another person’s shoes”?
- a) self-reflective perspective taking
 - b) multiple, mutual perspective taking
 - c) intersubjective perspective taking
 - d) subjective perspective taking
17. The client’s percentage of reflective narratives continued to increase as the sessions went on.
- a) true
 - b) false
18. The mother’s involvement mode went from mostly positive involvement to mostly neutral involvement.
- a) true
 - b) false
19. Which of the following themes increased by the 12th session?
- a) compassion
 - b) leadership
 - c) hierarchism
 - d) collectivism
 - e) a and b
20. What types of statements of coercive behavior were no longer present in the final session?
- a) corporal punishment
 - b) threat
 - c) negative demand
 - d) all types of statement were still present, but the quality changed

When Children Weep: Integrating Ecological Thinking into Child Welfare

Continuing Education Quiz

1. Child abuse in the United States is:
 - a) increasing
 - b) decreasing
 - c) staying the same
2. What are some of the challenges faced by child welfare systems that the authors identify?
3. How might adaptation work negatively for a child in the context of abuse?
4. What can happen if a child is returned to a family without addressing micro-level needs?
5. Name some of the factors, beyond personal attributes and experiences, that help an assessor more accurately view a maltreated child.
6. What age group is most at risk for abuse?
 - a) 6-year-olds and under
 - b) 6- to 10-year-olds
 - c) 10- to 14-year-olds
 - d) 15- to 18-year-olds
7. Who is at risk for abusing their children?
 - a) women who are battered by their partners
 - b) men who batter their partners
 - c) both
 - d) all men and women
8. What parts of the ecological system were neglected in the case of Ms. Estrada?
9. Why do the authors posit that single parenthood may relate to child maltreatment?
10. What systems may support families that are under strain and at risk for child maltreatment?

11. What may help prevent neglect more than traditional counseling for families?
12. What dimensions of the family should be assessed from an ecological perspective?
13. Name two issues related to diversity that child welfare professionals must consider when interacting with a family.
14. List some organizational problems that can interfere with the use of an ecological approach in child welfare.
15. What is the victimization rate for children in Florida?
16. What systemic issue has caused Florida to attract negative publicity related to child welfare cases?
17. What are the three states with the highest populations in foster care?
18. What are average caseloads for child welfare workers (number of cases per worker)?
 - a) 10–15
 - b) 20–25
 - c) 25–31
 - d) 30–50
 - e) 50–66
19. The Florida computer system is able to track families across states.
 - a) true
 - b) false
20. Research that could guide Florida's child welfare system is particularly lacking in what area?

Understanding the Impact of Wilderness Therapy on Adolescent Depression and Psychosocial Development

Continuing Education Quiz

- How many adolescents in the general population suffer from depression?
 - 1 in 20
 - 1 in 16
 - 1 in 8
 - 1 in 4
- What are some potential consequences of adolescent depression?
 - involvement in the criminal justice system
 - decreased depression in adulthood
 - suicide
 - all of the above
 - a and c only
- What are risk factors for suicide?
 - homosexual orientation
 - American Indian/Alaskan native ethnicity
 - female gender
 - all of the above
- Which factors are addressed in the context of psychosocial development?
 - neurobiological
 - developmental
 - relational
 - a and b only
 - all of the above
- What aspects of depression might wilderness therapy be particularly suited for addressing?
 - low self-worth
 - neurochemical imbalances
 - learned helplessness
 - dysfunctional family systems
 - a and c
- What was the age range defined for this study?
- Both bipolar and unipolar depression were examined in this study.
 - true
 - false
- Name three key components to wilderness therapy from the definition used for this study.
- What has previous research on wilderness therapy concluded?
 - wilderness therapy is an effective, evidence-based treatment for depression
 - wilderness therapy is harmful for adolescents with depression
 - wilderness therapy can be effective for at-risk youth

10. What level of intensity of treatment is wilderness therapy?
 - a) more intense than inpatient treatment
 - b) at the same level as inpatient treatment
 - c) less intense than outpatient treatment
 - d) between inpatient and outpatient treatment
11. List 5 of the moderating variables that the authors considered may influence their study.
12. What methodology did the researchers use?
 - a) qualitative
 - b) quantitative
 - c) mixed-methods
13. What two standardized instruments did the authors use to measure change?
14. Which one of these categories was created from the collected data?
 - a) substance abuse
 - b) previous anxiety diagnosis
 - c) previous depressive diagnosis
 - d) family conflict
 - e) school problems
15. What type of interview was conducted?
 - a) diagnostic interview
 - b) satisfaction survey
 - c) opened-ended interview
 - d) standardized interview
16. What was the outcome pre to post test?
 - a) decrease in depressive symptoms, but not statistically significant
 - b) increase in depressive symptoms
 - c) depressive symptoms remained stable
 - d) statistically significant decrease in depressive symptoms
17. Name five areas of positive psychosocial development that increased at post-test.
18. Name three elements of the program that participants identified as important.
19. What factor was *not* identified by the authors as an important change factor for decreasing depressive symptoms?
 - a) individual therapy
 - b) group process
 - c) family communication
 - d) challenge and adventure
20. What factors beyond cognitive restructuring are offered by a wilderness therapy experience?
 - a) corrective emotional experience
 - b) corrective behavioral experiences
 - c) engagement of the senses
 - d) engagement of affect
 - e) all of the above

From the Practitioner's Desk

Promoting Evidence-Informed Practice: Lessons from the United Kingdom

Continuing Education Quiz

1. EBP is a best-practices framework for identifying and incorporating appropriate, empirically based practices into clinical, programmatic, and policy decisions.
 - a) true
 - b) false
2. Effectively implementing EBP requires understanding how to _____ agencies and front-line practitioners as they begin to adopt this new approach to practice.
3. What is the primary difference between evidence-informed practice (EIP) and evidence-based practice (EBP)?
4. In EIP, acceptable evidence is not limited to findings from _____, as it can be in EBP, but rather is drawn from a range of sources that include the analysis of case studies and findings from agency-initiated program evaluations.
5. The author states that it is important to consider EIP as a part of social trend. Explain what that means in the context of this article.
6. What does the group Research in Practice do to attain the goals listed in its mission statement?
7. What are three elements of "research mindedness" identified in EIP research?
8. The effort to bridge the gap between research and practice has transformed standards for social care over the last decade most notably in which area of social services?
 - a) services to the elderly
 - b) housing services
 - c) child welfare
 - d) unemployment services

9. "Facilitating organizations" have performed important roles in shaping and supporting the shift to EIP by:
 - a) disseminating research findings and educating social workers about evidence-informed practice
 - b) conducting research on practice and educating social workers about research methods
 - c) publicizing EIP standards and educating the government on effective practices
 - d) setting EIP standards and evaluating research based on those criteria

10. Research in Practice (RIP) disseminates information about current research and:
 - a) evaluates program practices
 - b) identifies and overcomes organizational barriers to adoption of an integrated approach to research and practice
 - c) reports to the government about agencies' adherence to evidence-informed practices
 - d) funds initiatives to further research in practice

11. Name three barriers to implementing EIP standards in agency settings.

12. Name three RIP activities that agencies may participate in.

13. Change projects involve active exchanges between _____ and _____.
 - a) clients and workers
 - b) experts and clients
 - c) workers and experts
 - d) workers and community members

14. Change projects embody which five key principles promoted by Research in Practice?
 - a) week-long seminars focused on teaching facets of evidence-informed practice.
 - b) brief, focused interventions focused on teaching facets of evidence-informed practice.
 - c) public education forums focused on teaching facets of evidence-informed practice.
 - d) web-based programs focused on teaching facets of evidence-informed practice.

15. Learning events are:
 - a) week-long seminars focused on teaching facets of evidence-informed practice.
 - b) brief, focused interventions focused on teaching facets of evidence-informed practice.
 - c) public education forums focused on teaching facets of evidence-informed practice.
 - d) web-based programs focused on teaching facets of evidence-informed practice.

16. The RIP Web site does *not* include which of the following?
 - a) government research journals
 - b) a e-mail exchange for members
 - c) databases
 - d) web seminars

17. Describe the "Prompts" that are used in the RIP program.

18. Who presents information at the Making Research Counts events at local community agencies?
- a) social work faculty with research expertise in a practice or policy area
 - b) researchers with specialized knowledge in practice and policy
 - c) client representatives who address issues related to service delivery
 - d) workers who have participated in local research groups
19. List three U.S. Web sites focused on helping individuals and organizations access current research through the dissemination of best-practices guidelines, systematic reviews, research reviews, policy briefs, and government reports and by providing links to relevant databases related to child welfare services.
20. What are three practices that the author identifies from the UK model that could be beneficial in the United States?