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2024 Analysis of the Practice of Social Work

Final Report

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2024 Analysis of the Practice of Social Work

Executive Summary

This report describes the process and outcomes of the analysis of the practice of social work conducted in 2023–2024 by the Association of Social Work Boards. This is the seventh such study for ASWB — the first analysis was completed in 1981, and subsequent studies were carried out approximately every five to seven years thereafter. The current approach involved gathering and integrating multiple sources of data about the social work profession to update the blueprints for the Bachelors, Masters, Advanced Generalist, and Clinical licensure exams. Practice analysis is critical for ensuring that the content of each exam is relevant to current professional practice and reflects the perspectives and expertise of a diverse group of stakeholders.

The 2024 practice analysis involved surveying a large sample of social workers in the United States and Canada and using the results to inform updates to the content, structure, and weighting of the licensure examination blueprints. This process was managed by the Practice Analysis Task Force, made up of social work professionals who collectively possess a substantial, diverse base of expertise and experience. Their knowledge of and insight into the social work profession, the licensure exam development process, and the intricacies involved in creating a valid licensure examination were tremendous contributions to this study. The 2024 practice analysis was administered concurrently with a separate background questionnaire that served as a social work workforce study.¹ Together, the practice analysis and the workforce study comprise the Social Work Census. Results from the workforce study were analyzed separately for sharing with the broader social work community to promote increased understanding of the workforce and promote more inclusion and equity.

Data from a total of 25,263 social workers who completed the practice analysis survey were analyzed. Among these respondents, 23,055 were licensed and worked in the United States and 2,208 were registered and worked in Canada. Statistical comparisons of the survey responses indicated minimal differences in ratings between the United States and Canada. Accordingly, the blueprints for all four categories of licensure exams reflect a valid, reliable interpretation of the social work profession in both countries.

The changes made to the licensing exam blueprints based on this practice analysis include structural and editorial modifications for comprehensiveness and currency. Structurally, all examination blueprints were updated from four content areas to three and were reorganized because of the similarities in the practice of social work in all categories of practice. The restructuring maintains the distinct nature of each exam category and its corresponding practice category. Editorial updates included changing wording to reflect current practice and combining statements to reduce overlap.

¹ The Social Work Census included all licensed and non-licensed social worker respondents. Data analyzed for the practice analysis, including demographic information and knowledge statement ratings, were derived from licensed social worker respondents only.

Introduction and Overview

This report documents the process, methodology, and outcomes of the ASWB analysis of the practice of social work conducted in 2023 and 2024. The primary aim of this study was to examine the current state of social work practice in the United States and Canada and use the results to update the blueprints for the licensure exams maintained by ASWB. The study was carried out with the assistance of the Human Resources Research Organization (HumRRO), a nonprofit personnel research and consulting firm that also led the practice analysis for ASWB in 2016.

ASWB and Social Work Licensing Exams

ASWB is the nonprofit organization made up of jurisdictional social work regulatory boards in the United States and Canada. ASWB was incorporated in 1979, and its primary mission is to provide support and services to the social work regulatory community to advance safe, competent, and ethical practices to strengthen public protection. ASWB's primary resources in service of this mission are the social work licensing examinations used by member jurisdictions as part of the criteria to determine a licensure candidate's minimum competence to practice social work.

During the administration of the practice analysis survey in 2024, ASWB's membership included all 50 U.S. states, the District of Columbia, the U.S. Virgin Islands, Guam, Northern Mariana Islands, and all 10 Canadian provinces.

The licensure examinations measure the applied knowledge required for competent, entry-level social work practice and are offered in five categories: Associate, Bachelors, Masters, Advanced Generalist, and Clinical. Currently, each exam is composed of 170 multiple-choice items, 150 of which count toward a candidate's score. The remaining 20 items are pretest questions for which statistics are gathered to evaluate their validity and reliability. The Associate and Bachelors examinations share the same items but have different passing scores. (In this report, all references to the Bachelors exam content and category include the Associate exam content and category.) The Bachelors, Masters, Advanced Generalist, and Clinical exams are distinct from one another in terms of the depth and breadth of content they cover. Table 1 describes the intended purpose of each examination.

Table 1. ASWB Examination Categories

Examination Category	Requirements	Purpose
Associate	None	For use in jurisdictions that issue licenses to applicants who do not possess a social work degree
Bachelors	Bachelor's degree in social work	Basic generalist practice of baccalaureate social work
Masters	Master's degree in social work	Practice of master's social work including the application of specialized knowledge and advanced practice skills

Table 1. (Continued)

Examination Category	Requirements	Purpose
Advanced Generalist	Master’s degree in social work; two years (or commensurate experience as defined by the jurisdiction) of experience in nonclinical settings	Practice of advanced generalist social work that occurs in nonclinical settings and may include macro-level practice
Clinical	Master’s degree in social work; two years (or commensurate experience as defined by the jurisdiction) of experience in clinical settings	Practice of clinical social work requiring the application of specialized clinical knowledge and advanced clinical skills

Note: Adapted from the ASWB Examination Guidebook (ASWB, 2024, p. 5).

The Current Analysis

The approach used to update the blueprints in 2024 involved gathering and integrating multiple sources of data about the social work profession to ensure that the content of each exam (a) is relevant to current professional practice and (b) reflects the perspectives and expertise of a diverse group of social workers. The primary sources of data included a web-based occupational survey administered to social work professionals across the United States and Canada and focus groups composed of social work subject matter experts (SMEs). These SMEs included social workers from a wide range of practice settings, demographics, and geographic locations.

Why Analyze Practice?

A practice analysis is the primary link to a licensure examination's validity, where “validity” can be defined in terms of the degree to which the test measures what it is intended to measure. Because licensure examinations are designed to evaluate whether a test-taker has, and can apply, the knowledge necessary to perform a job or practice a profession, the content of the examinations themselves must be job related. Thus, a licensing test must measure what a candidate should know for entry to social work practice and must be built based on a rationale that clearly shows how the content of the examination reflects that applied knowledge.

The degree to which a licensure examination measures applied knowledge related to the job or profession for which the license grants entry is referred to as content validity. Establishing content validity requires a way of finding out what people in the profession are actually doing and how important — and even critical — those activities are to competent entry-level performance. This is precisely what a practice analysis is designed to do. Through a carefully structured practice analysis, an accurate picture of a profession is created. By relying on the results of the practice analysis, examinations can be developed that define the boundaries of the applied knowledge required for entry to practice. Importantly, because of their direct link to current knowledge, practice analyses are crucial to the legal defensibility of licensure examinations. A practice analysis that covers the full range of applied knowledge needed for effective entry-level social work practice and draws from an adequate number of respondents is the basis for the construction of valid examinations.

The portrait of the profession captured in a practice analysis is not everlasting, however. Professions change over time, so new practice analyses must be conducted to reexamine job-related applied knowledge. Consequently, ASWB policy mandates that a practice analysis be

conducted approximately every five to seven years to ensure its licensing examinations are rooted in the contemporary status of the field. This is the seventh such study for ASWB. Prior analyses were done in 1980–81, 1987–88 (a job analysis verification study), 1995–96, 2001–03, 2008–09, and 2015–16.

The Results

The changes made to the licensing exam blueprints based on this practice analysis include structural and editorial modifications for comprehensiveness, consistency, and currency. At the content-area level, the four exam blueprints (Bachelors, Masters, Advanced Generalist, and Clinical) were restructured from four content areas to three, as a reflection of current practice. At the statement level, typical modifications included:

- (a) refining the wording of individual knowledge statements to ensure they continue to provide a clear and accurate depiction of social work,
- (b) combining statements to reduce redundancies and overly narrow ranges of practice, and
- (c) classifying statements into consistent content areas and sub-content areas across the exam categories.

An emphasis was placed on ensuring statements would be easy for test-takers to understand and meaningful for individuals involved in exam development activities.

What Changed?

Appendix D presents the final recommendations for the examination blueprints, and Appendix E presents the recommended content outlines of applied knowledge captured by the blueprints. The new blueprints represent a restructuring of the content areas (from four content areas to three) and consistent renaming or recategorization of the sub-content areas across the four examination categories (Bachelors, Masters, Advanced Generalist, Clinical). These changes capture similarities among the exam categories, providing a common framework for applied knowledge that spans across the practice of social work. Subject matter expert input about knowledge statements' application to each exam category, which was informed by input from the tens of thousands of social workers who responded to the survey, helped to ensure that only the most relevant applied knowledge is included on the blueprints. (Note: While the content outlines for the four exam categories are similar, the questions on the exams are not the same. ASWB's examination development process includes the development of exam-specific questions by different groups of subject matter experts. Each exam question is individually validated for use in the exam category for which it was developed.)

Before the updates to the practice analysis began, ASWB shared the list of 2016 statements with the Social Work Workforce Coalition, a group that includes a range of U.S. and Canadian social work organizations and represents diverse perspectives. The coalition's members reviewed this content and made suggestions for possible revisions next to relevant statements. Their suggestions included emerging trends to add to exam content, adjustments to wording to improve clarity, and specific examples to illustrate the statements.

Members of the Practice Analysis Task Force took the coalition's suggestions into account when reviewing the 2016 statements and making their own recommendations for revision. The

task force's recommendations were further informed by members' own judgments regarding important trends in the practice of social work, personal experiences as experts working in a wide variety of settings, and recognition of the need to ensure the creation of a high-quality exam that tests knowledge critical for entry-level competence.

A summary of changes for each examination category is provided below.

Bachelors Examination Category

Updates to the Bachelors licensure exams, like the other exams, included reducing the number of content areas from four (*I. Human Development, Diversity, and Behavior in the Environment, II. Assessment, III. Interventions with Clients/Client Systems, and IV. Professional Relationships, Values, and Ethics*) to three (*I. Values and Ethics, II. Assessment and Planning, and III. Intervention and Practice*) and updating the subdomain names within each content area to align across exam categories.

Masters Examination Category

Changes to the Masters licensure exam content areas were identical to those of the Bachelors exam: four content areas (*I. Human Development, Diversity, and Behavior in the Environment, II. Assessment, III. Interventions with Clients/Client Systems, and IV. Professional Relationships, Values, and Ethics*) became three content areas (*I. Values and Ethics, II. Assessment and Planning, and III. Intervention and Practice*). Likewise, the subdomain names (e.g., *IC. Diversity and Social Justice*) were updated to align across the license categories.

Advanced Generalist Examination Category

The Advanced Generalist exam blueprint underwent the same restructuring as the other exam categories, with four content areas reduced to three (*I. Values and Ethics, II. Assessment and Planning, and III. Intervention and Practice*). Subdomain names (e.g., *IC. Diversity and Social Justice*) likewise were updated for each content area to match current social work practice and maintain a consistent framework across exam categories.

Clinical Examination Category

The Clinical blueprint was also updated from four content areas (*I. Human Development, Diversity, and Behavior in the Environment, II. Assessment, Diagnosis, and Treatment Planning, III. Psychotherapy, Clinical Interventions, and Case Management, and IV. Professional Values and Ethics*) to three (*I. Values and Ethics, II. Assessment and Planning, and III. Intervention and Practice*). Subdomain names were updated accordingly to maintain consistency in the framework.

The Goal

The purposes of the practice analysis were to:

1. Obtain an understanding of the current practice of social work from a broader sample of social workers in the United States and the 10 provinces of Canada via an online survey.
2. Compare the practice of social work in the United States and Canada to determine whether the practice of social work is similar enough that entry-level competence can be measured by the same exams.

3. Update the blueprints for the Bachelors, Masters, Advanced Generalist, and Clinical exams.

The Process

The practice analysis was conducted in four phases. In the first phase, we developed and pilot-tested a survey of the social work profession (i.e., practice analysis survey). In Phase II, we administered the survey to social workers in the jurisdictions cited above to collect data on the current state of social work practice. In Phase III, we analyzed the results of the survey to inform potential updates to the blueprints for all categories of ASWB's social work licensure examinations. In Phase IV, we worked with subject matter experts to determine changes and make content weighting recommendations for all blueprints. We describe each phase in the sections that follow.

Phase I: Creating the Survey

Phase I of the practice analysis process was focused on the development of an online survey instrument to assess elements of current social work practice in the United States and Canada. This phase involved a rigorous planning process that was supported by SME groups, as well as examination development, psychometric, and programming experts from ASWB and HumRRO.

Planning for Exam Blueprint Updates

Before updating the survey content, we first needed to identify the ideal process for developing and administering the survey. Through discussions with ASWB, we agreed to implement a similar approach to the one used in 2016, which consisted of (1) refining the exam content statements with the help of SMEs, (2) administering a survey to gather importance and frequency information about those statements, and (3) finalizing the statements to recommend for inclusion on the blueprints.

As an additional step, ASWB presented the list of knowledge statements from the 2016 practice analysis to the Social Work Workforce Coalition for review. The coalition consisted of 14 social work organizations representing various social work organizations across the United States and Canada who provided diverse perspectives on social work practice (Association of Social Work Boards, n.d.; see Appendix A for details about the coalition). The coalition reviewed the statements and provided feedback on emerging trends in social work practice for review. The coalition's considerations were included alongside their corresponding statements to capture this valuable input as the statements advanced to the next step in the process.

Establishing Knowledge Statements

With a general direction for the survey established, the work of the 2022–2024 Practice Analysis Task Force could begin. ASWB selected 40 individuals to serve on the task force to provide “subject matter expertise to ASWB’s next analysis of the practice of social work” (Association of Social Work Boards, 2023). Selection criteria for the task force ensured that members were representative of the profession in terms of practice setting, specialty area, geographic location, and demographic characteristics. (See Appendix A for demographic and other details about the task force, including the list of the 32 members who ultimately served.)

The task force convened September 7–9, 2023, to review the knowledge statement content that would form the practice analysis survey. Task force members were each assigned to one of four

subgroups, one for each exam (i.e., Bachelors, Masters, Advanced Generalist, Clinical), with each subgroup group consisting of seven to nine members. Each subgroup held a discussion, guided by HumRRO facilitators and ASWB staff, to review the content, wording, and format of the knowledge statements. To elicit feedback and ensure a comprehensive review of the statements, the facilitators asked questions including:

- Is the list comprehensive in terms of the knowledge statements required to perform successfully at the entry level?
- What additional knowledge requirements contribute to successful performance at the entry level?
- Are any knowledge statements currently on the list not required to perform successfully at the entry level?
- Does the wording of each knowledge statement accurately reflect what is needed to perform successfully?
- Is the wording of each knowledge statement clear and succinct?
- Does the list reflect emerging practice areas?

During this review, the subgroups consolidated knowledge statements to address redundancies and made edits to improve grammatical consistency and clarity. Task force members also provided written feedback regarding updates to the blueprint (e.g., reducing the number of content areas) for further consideration after the meeting.

ASWB Review and Finalization

After the task force meeting, ASWB reviewed task force member feedback to finalize the knowledge statements for the survey. This step was primarily focused on incorporating written and verbal feedback received from the task force that was not implemented during the meeting itself. Specifically, task force members suggested reducing the number of content areas and further consolidating the knowledge statements to address any remaining overlap, which time did not permit them to do during the meeting. ASWB consulted with HumRRO on the task force's feedback and decided to adopt task force recommendations for the survey, including reducing the number of content areas, resulting in the consolidation of the four content areas into three. The content of the background questionnaire and knowledge survey are presented in Appendix B.

Translation

As in the previous practice analysis, ASWB translated the survey into Canadian French. For the 2024 practice analysis survey, ASWB also translated the survey into Spanish to offer an additional language option for social workers in the United States and Canada.

Programming and Pilot Testing

The survey was programmed to run on HumRRO's survey platform. Several rounds of internal review and testing were then conducted to identify any issues related to content or functionality. After the internal tests were completed, ASWB recruited 11 subject matter experts to pilot test

the survey. Pilot test-takers were emailed an invitation that included a link to the survey. They were asked to complete and return a feedback form that inquired about the details of their device (e.g., browser, operating system) and their experience completing the survey, noting any areas in which improvements could be made. Pilot testers did not identify any critical flaws with the survey, and most comments pertained to issues such as clarity of instructions, removal of typographical errors, and improvement of some aspects of survey functionality (e.g., the number of options for a given dropdown menu). ASWB reviewed the individual-level pilot tester feedback, created a summary document detailing the changes to make to the survey, and sent it to HumRRO to implement.

The Finalized Survey Design

The finalized version of the survey, hosted on HumRRO's server, was designed to be available to any device connected to the internet (e.g., desktop, laptop, mobile). It included two sections. The first section consisted of background questions designed to elicit information about the demographic characteristics of the sample (i.e., social workers who responded to the survey).² This included multiple-choice (i.e., select one response) and multiple-response (i.e., select all that apply) type questions.

The second part of the survey consisted of a list of statements describing types of applied social work knowledge accompanied by two Likert-type rating scales for evaluating their importance and frequency of application. Below are the instructions respondents received:

- Each topic describes knowledge that may be needed for safe and ethical social work practice by entry-level social workers (those with zero to three years of experience) who practice at the same category or hold the same category of license/registration that you do. As you review each topic, keep this definition in mind.
- Indicate how *frequently* the knowledge is needed and how *important* the knowledge is.
- Hover over the buttons to see the options.
- If you choose *Never* for the frequency rating, choose *Prefer not to answer* for the importance rating.
- Some topics are followed by examples of the knowledge enclosed in parentheses. These lists do not include all possibilities.
- Frequency options:
 - Never
 - Once a year
 - Once a month
 - Once a day
 - More than once a day
 - Prefer not to answer

² The demographic information section included responses from licensed and unlicensed respondents. Data analyzed for the practice analysis, including demographic information and knowledge statement ratings, were derived from licensed social worker respondents only.

- Importance options:
 - Not important
 - A little important
 - Important
 - Very important
 - Extremely important
 - Prefer not to answer

Phase II: Distributing the Survey

Phase II of the practice analysis process centered around distributing the practice analysis survey to social workers across the United States and Canada. Findings from the survey were intended to inform decisions about how to adjust the blueprints for each exam category (i.e., Bachelors, Masters, Advanced Generalist, Clinical). This phase also involved communicating the importance of social worker participation.

ASWB substantially increased its outreach compared to past practice analyses to include input from as many social workers as possible. These efforts included:

- A custom-built website, swcensus.org, with all content provided in English, French, and Spanish, went live on November 5, 2023, and began collecting contact information from individuals wishing to be notified.
- An extensive marketing campaign included a paid social media element that began by focusing on the candidate email database. This aspect of the campaign generated 18.6 million impressions by 3.7 million users, more than 216,000 engagements, and 130,000 clicks, with 48,532 users eventually clicking through to survey. Organic social media led to 170 posts, 271,607 impressions, 12,875 engagements, and 5,562 post clicks.
- Multiple outreach efforts accompanied the marketing campaign. ASWB hosted an exhibit booth at several conferences and symposia in 2024 (e.g., National Association of Social Workers, National Association of Social Workers West Virginia Chapter), in addition to holding workshops and panel discussions at others (e.g., Council on Social Work Education, National Association of Deans and Directors). The following states also provided email addresses of licensees, allowing them to be directly notified of the survey: Florida (18,685), New Mexico (5,456), North Carolina (16,478), Ohio (28,564), Rhode Island (1,777), and Vermont (2,718).
- Many Social Work Workforce Coalition members provided additional assistance to ASWB in publicizing the survey. The Canadian Association of Social Workers promoted Census in its newsletter, the Clinical Social Work Association posted content and graphics to its social media platforms, the U.S. Department of Veterans Affairs distributed an email to internal list serves, and the National Association of Deans and Directors of Schools of Social Work featured ASWB CEO Stacey Hardy-Chandler as a panelist to discuss the survey.

Respondents could access the survey using a link provided in the email invitation or the link posted on the Social Work Census website. Both communication methods included

explanations of the content and purpose of the survey. To incentivize participation, all respondents who completed the survey were eligible to receive two hours of continuing education credit and were invited to select a charitable organization to receive a \$1.00 donation.

The survey launched on March 1, 2024, and was initially scheduled to close on May 31, 2024. ASWB ultimately extended this deadline to June 30 to encourage more participation. During survey administration, two email addresses were made available to participants, one for technical questions, such as login difficulties (social.work.census.support@humrro.org), and one for more general questions about the survey itself, such as “Who was consulted in developing the questions?” (questions@swcensus.org). HumRRO staff assisted participants with technical questions, and ASWB staff replied to general questions.

To encourage participation, email reminders were sent throughout the duration of the survey. On April 1, messages were sent to those who signed up on the Social Work Census website and the candidate database of individuals who had passed an exam (514,082). A subsequent message was sent to people who hadn't opened the April 1 email (169,443). A final email was sent to people who hadn't opened the second message *and* everyone who had passed an exam since the candidate list for the April 1 email was formed.

Phase III: Data Analysis

Planning and Preparation of Data Files

After the survey was administered, the raw survey data were cleaned in preparation for the analysis. In an effort to ensure that only the most relevant data were used, HumRRO analysts examined response patterns to eliminate responses indicating a lack of respondent attention. Over a period of several weeks, ASWB and HumRRO engaged in an iterative process to establish reasonable thresholds for flagging instances of unusable responses based on statistical, structural, and substantive considerations. These thresholds are described in more detail in the sections that follow.

Survey Response Data

Overall, 84,775 individuals accessed the survey, of which 27,477 completed the entire survey (32%). For the purposes of the practice analysis, HumRRO did not analyze a participant’s data if they 1) completed the survey in such an unreasonably short amount of time as to suggest carelessness and/or 2) indicated they did not possess a social work license. The final usable sample included 25,263 responses (92%) — a greater number than the 23,343 responses used in the 2015–16 practice analysis. Nearly all participants used the English version of the survey; 195 completed the French language version and 23 completed the Spanish language version.

Table 2 displays usable responses for each examination category for the 2023–24 practice analysis survey.

Table 2. Sample Sizes for Importance and Frequency Ratings by Examination Category

Examination Category	N	%
Bachelors	2,838	11
Masters	8,116	32
Advanced Generalist	671	3
Clinical	13,410	53
Not applicable	228	1
Total	25,263	100

Note: Sample sizes for ratings of Importance and Frequency were identical.

Sample Description

U.S. respondents were licensed in nearly every U.S. state or territory, with an average of 427 respondents per state/territory. The largest proportion of respondents was observed for Texas ($n = 1,488$) and the smallest for the U.S. Virgin Islands ($n = 2$). Thirteen Canadian jurisdictions were represented, with the largest number of respondents being registered in Ontario ($n = 496$) and the smallest in Northwest Territories or Nunavut ($n = 2$). Summary tables displaying the full set of demographic results are presented in Appendix C. We provide some highlights of respondent demographics below.

- 87% of the respondents were female, 10% were male, and 3% were nonbinary, did not indicate a gender, or indicated a gender not listed in the survey.

- 91% were currently employed or self-employed in a social work position.
- 85% of the respondents possessed a master's degree in social work.
- 78% of the U.S. respondents were white, and 11% were Black.
- 71% of the Canadian respondents were white; the second largest racial group was multiracial at 6%.
- Half (50%) of all respondents indicated that their primary role was a direct service provider, such as a clinician, therapist, or counselor.
- Nearly one-third (31%) of the respondents indicated that their primary practice/work setting was a not-for-profit organization.

Analysis of Knowledge Survey Results

For each knowledge statement, HumRRO computed the sample size (i.e., number of respondents who provided a frequency and/or an importance rating), mean frequency and importance ratings, standard deviation, and response percentage (i.e., proportion of respondents indicating they use the knowledge at least annually). Because the purpose of the practice analysis is to identify knowledge that is relevant to current professional practice, a decision rule was needed to differentiate statements in terms of their relevance. For the previous practice analysis, ASWB and HumRRO determined that a knowledge statement would be considered relevant if at least 25% of respondents rated it as necessary to perform social work *and* the average importance rating was 3.00 out of 5.00 or higher. This same decision rule was implemented for the current practice analysis. All statements met these criteria. Because it is atypical for all statements from a practice analysis to be included in a test blueprint, as a confirmatory measure, statements with the lowest importance (i.e., the bottom 25%, rank ordered by average importance rating) were flagged for subsequent review by the Practice Analysis Task Force (see Phase 4 below).

Interrater Consistency and Agreement

An important assumption underlying large-scale practice analysis surveys is that people within a profession are required to possess similar bodies of knowledge. As a result, they are expected to agree with one another more often than not about what they need to know. The level of agreement between how respondents rated the knowledge statements in the current practice analysis survey can be assessed by examining the extent to which their ratings were the same or trending in similar directions for similar knowledge statements. Due to the large number of respondents from the United States and Canada and the diversity of their backgrounds and professional experiences, some variation should be expected.

Two types of statistics were computed to assess the degree of consistency and agreement among the survey respondents. In this context, “consistency” refers to the relative similarity among the respondents’ ratings (e.g., “Knowledge statement X is rated as more important than knowledge statement Y and less important than knowledge statement Z.”) “Agreement” indicates the extent to which the respondents’ ratings are exactly the same (e.g., “Rater A and rater B rated knowledge statement X as extremely important.”) Thus, agreement estimates are more stringent, requiring exact agreement across respondents.

Consistency and agreement statistics are reported in Table 3. The 1-Rater values can be interpreted as the level of consistency (or agreement) to be expected between the ratings provided by any single rater with any other randomly selected single rater. The *k*-Rater values indicate the degree of consistency (or agreement) to be expected between the sample of respondents in this study and another theoretical sample randomly selected from the same population. In other words, if the study were repeated with another set of similarly sized samples, there is a strong expectation that the same results would be obtained. Because all the *k*-Rater estimates are near 1.00 (i.e., near perfect consistency or agreement), it can be concluded that the data are highly consistent across raters, strengthening confidence in the results.

Table 3. Estimates of Interrater Reliability and Agreement

Rating Scale/Exam Category	Number of Items	Type of ICC			
		Consistency		Agreement	
		1-Rater	<i>k</i> -Raters	1-Rater	<i>k</i> -Raters
Knowledge Importance					
Bachelors	128	.40	.99	.39	.99
Masters	128	.40	.99	.38	.99
Advanced Generalist	128	.42	.99	.40	.99
Clinical	128	.37	.99	.35	.99
Knowledge Frequency					
Bachelors	128	.36	.99	.29	.98
Masters	128	.34	.99	.27	.98
Advanced Generalist	128	.33	.98	.27	.98
Clinical	128	.32	.98	.24	.98

Note: ICC = intra-class correlation coefficient. Consistency and agreement ICCs are estimated for a single rater (1-Rater) and for the average number of raters (*k*-Raters).

Subgroup Comparisons

HumRRO conducted supplementary analyses to identify potentially important group differences based on country of origin (United States versus Canada) within the survey results. This was indicated by computing the mean importance rating and estimating the weight of each content area. Table 4 displays the results of this analysis for content areas in each examination category and compares U.S. and Canadian statistics. The table shows that the United States and Canada did not have responses that were different enough to affect the relative importance of the content areas.

Table 4. Summary of Country Differences in Mean Importance Ratings and Content Area Weights

Examination Category/Content Areas	Mean Importance		Content Area Weights	
	United States	Canada	United States	Canada
Bachelors				
Values & Ethics	4.35	4.30	0.35	0.36
Assessment & Planning	4.15	4.03	0.33	0.33
Intervention & Practice	3.93	3.77	0.32	0.31
Masters				
Values & Ethics	4.38	4.28	0.35	0.36
Assessment & Planning	4.20	3.98	0.33	0.33
Intervention & Practice	3.95	3.66	0.32	0.31
Clinical				
Values & Ethics	4.40	4.36	0.35	0.35
Assessment & Planning	4.22	4.17	0.34	0.34
Intervention & Practice	3.95	3.84	0.31	0.31

Notes: Content area weight estimates were calculated by taking the average of the importance ratings for a given content area and dividing it by the sum of the average importance ratings for each of the three content areas. No Canadian provinces use the Advanced Generalist exam, so it is excluded in the country-level subgroup analysis.

Empirical Weight Computation

HumRRO computed empirical weights for each blueprint based on the results of the practice analysis survey. The weights were computed by taking the average of the importance ratings for a given content area and dividing it by the sum of the average importance ratings for each of the three content areas. While important, empirical weights are only one factor to consider in an overall evaluation of the weights to be assigned to each exam content area. The empirical weights computed by HumRRO were provided to the Practice Analysis Task Force as a level-setting mechanism to help the members determine the final weights for each content area on the exam blueprints.

Phase IV: Exam Blueprint Update

Blueprint Recommendations

ASWB assembled the 2022–24 Practice Analysis Task Force for a second workshop on September 7–8 to review the proposed changes to the blueprints. The task force confirmed which knowledge statements were relevant and applicable enough to include on the blueprint for each examination category.

Task force members formed subgroups of six to nine SMEs, corresponding with the four examination categories (i.e., Bachelors, Masters, Advance Generalist, and Clinical). The task force members were initially asked to make judgments about the survey results to determine which applied knowledge statements are critical for competent entry-level practice. The task force reviewed the knowledge statements identified by the decision-rule thresholds discussed in the section, *Analysis of Knowledge Survey Results*, described in Phase III of this report. Trained

facilitators guided the discussions and provided additional considerations to aid the decision-making process. As task force members carefully reviewed each statement, they were asked to consider their own social work knowledge and expertise in conjunction with several factors:

- Should this knowledge statement be **kept**?
 - Essential to social work?
 - Protection of the public?
 - Critical to some areas of practice, even if less important to others?
- Should this knowledge statement be **removed**?
 - Not important for *entry-level* social workers?
 - Important, but social workers do not have to know “off the top of their head”?

Each subgroup member individually reviewed and rated between 30 and 35 knowledge statements, depending on the exam. Then the full subgroup discussed the statements and decided which to remove (See Table 5). Knowledge statements that did not meet the decision-rule thresholds were not reviewed by the subgroups and were retained on the recommended blueprint.

Table 5. Removed Statements by Examination Category

Exam Category	Statements Before Review	Statements Reviewed	Statements Removed	Statements Remaining
Bachelors	128	34	18	110
Masters	128	30	19	109
Advanced Generalist	128	35	13 ³	115
Clinical	128	30	12	116

The second activity of the workshop involved establishing new content weights for each examination blueprint. To achieve that goal, the task force subgroups reviewed the blueprint, which included all remaining knowledge statements — those the subgroup retained in the first review and those that did not require initial review (i.e., exceeded the decision-rule thresholds). Members independently assigned a percentage value to each content area of the exam. This percentage reflected the proportion of the exam each felt was appropriate to allocate to that content area. When making their independent judgments, they were reminded to consider:

- Results of the survey, including:
 - The mean importance rating for each knowledge statement
 - The empirical weight for each content area
- Their own experience and knowledge of the profession
- The depth and breadth of knowledge within each of the content areas (e.g., number of statements, level of specificity)

³ The SMEs remained undecided about two statements during the meeting. After the meeting, ASWB consulted with HumRRO and considered SME feedback from the meeting and survey data to inform the decision to remove the two undecided statements.

Next, the subgroup members shared their individual ratings, which were averaged across the subgroup. They participated in a discussion about the resulting percentage allocations. Throughout the discussion, facilitators encouraged the members to strive for consensus, but individual members were allowed to disagree if they felt strongly about a particular topic or issue. Once the discussion was complete, members made a final decision on adjusting the percentage values up or down or keeping them the same.

After the blueprint meeting, the revised examination blueprints were shared with ASWB staff for their review and approval by the ASWB Board of Directors.

Acknowledgments

Many people were instrumental in conceptualizing and completing the work described in this report. The study was carried out in partnership with HumRRO, the psychometric consulting firm retained by ASWB. HumRRO is a nonprofit personnel research and consulting firm dedicated to creating quality testing and training programs that improve human, occupational, and organizational effectiveness. HumRRO staff to the project were Sara Trevino, MA; Harrison Kell, Ph.D.; Dannele Ferreras, MA; Jiayi Liu, Ph.D.; Nate Voss, Ph.D.; Cathedia Rose, MA; and Kevin Bradley, Ph.D.

ASWB would like to acknowledge the Practice Analysis Task Force members who volunteered their time and expertise to support the validity of the process, as well as members of the Social Work Workforce Coalition, who provided invaluable guidance and input on updating the practice analysis content. Additionally, translation of the entire survey from English to Spanish and Canadian French was provided by a third-party translator, Comms Multilingual. Finally, ASWB would like to thank the thousands of social workers who completed the practice analysis survey in support of this important effort.

References

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- Association of Social Work Boards (2024). *Examination guidebook*. <https://www.aswb.org/wp-content/uploads/2023/10/ASWB-Exam-Guidebook.pdf>
- Association of Social Work Boards (May 10, 2023). *Practice Analysis Task Force contributes expertise to social work competence assessment update*. <https://www.aswb.org/practice-analysis-task-force-contributes-expertise-to-social-work-competence-assessment-update/>

Appendix A. Subject Matter Expert Groups

2023–2024 Practice Analysis Task Force Members

Sara Manisco Chapo, MSW, LCSW Texas	Joi Griffin Showell, PhD, LCSW* Delaware
Navita Bhinderjit Senghera, MSW, RSW British Columbia	Jacqueline Guigue-Glaspell, MSW, RSW Ontario
Andrea Canales, MSW British Columbia	Declan Harrison, MSW, RSW British Columbia
Charina Carothers, MSW, LICSW Washington	Radinka Jeyathas, BSW, RSW Ontario
Melvin Cheatem, MSW, LICSW Minnesota	Deana Jones, MSW, LCSW Maine
Vivian Colón, MSW, LCSW New York	Veronica Knowles, MSW, LCSW Mississippi
Erika Dautruche, MSW, LMSW New York	Jerome Land, DSW, LSW New Jersey
Alexis Diaz, MSW, LMSW New York	Blake McCullough, MSW, LMSW Michigan
Jolene Engelking, MSW, LISW Minnesota	Courtney McFadden, MSW, LCSW Virginia
Donna Ennis, BSW, LSW Wisconsin	Julie Ouellette, BSW, RSW* New Brunswick
Cheryl Ferguson, DSW, LMSW Tennessee	Endsley Real, MSW, LCSW Georgia
Theresa Flowers, Ph.D., LCSW Arkansas	Carisa E. Sanchez, MSW, LMSW Connecticut
Liz Gallaspy, MSW, LMSW Georgia	Charnell Smith, MSW, LCSW Louisiana
René Garcell, MSW, LCSW* Florida	Tammy Sung, MSW, LMSW Texas
Jodi Gore, MSW, LISW-S Ohio	Sandra Turner, MSW, LCSW New Mexico
Victoria Gray, MSW, LCSW Florida	Raina Williams-Caldwell, MSW, LMSW Louisiana

**Denotes one-year (2023) participation.*

Table A.1. Task Force Demographics

Demographic Variable	<i>n</i>	%
Gender		
Male	5	16
Female	26	81
Nonbinary	1	3
Age		
20–29	1	3
30–39	10	31
40–49	8	25
50–59	12	38
60 or older	1	3
Country		
United States	26	84
Canada	6	16
Race/Ethnicity		
Asian	2	6
Black	13	41
Hispanic/Latino	6	19
Multiracial	1	3
Native American/First Nations	4	13
White	6	19
Current Job Function/Role		
Social work educator	0	0
Social work practitioner	16	50
Both social work educator and social work practitioner	15	47
Medical and Acute care	1	3
Current Social Work Licensure, Certification, or Registration		
Bachelors	7	22
Masters	8	25
Independent Generalist (2 or more years post-MSW nonclinical experience)	2	6
Clinical Practice (2 or more years post-MSW clinical experience)	14	44
Missing	1	3

Demographic Variable	<i>n</i>	%
Current Practice Designation		
Bachelors (direct or macro practice)	3	9
Masters (direct or macro practice)	3	9
Independent Generalist (2 or more years post-MSW nonclinical practice experience)	7	22
Clinical Practice (2 or more years post-MSW clinical practice experience)	19	59
Highest Social Work Degree Held		
Bachelor's in Social Work	3	9
Master's in Social Work	25	78
Doctorate in Social Work	4	13
Total Number of Years in Social Work Practice		
2–5 years	3	9
6–10 years	7	22
11–15 years	2	6
16–20 years	8	25
More than 20 years	12	38
Time spent in social work practice since receiving highest social work degree		
Less than 2 years	3	9
2–5 years	6	19
6–10 years	6	19
11–15 years	6	19
16–20 years	3	9
More than 20 years	8	25

Social Work Workforce Coalition Member Organizations

Baccalaureate Program Directors
Canadian Association for Social Work Education
Canadian Association of Social Workers
Canadian Council of Social Work Regulators
Clinical Social Work Association
Council on Social Work Education
Howard University
Latino Social Workers Organization
National Association of Black Social Workers
National Association of Deans and Directors of Schools of Social Work
National Association of Social Workers
Thunderbird Circle – Indigenous Social Work Educators’ Network
U.S. Department of Veterans Affairs
Association of Social Work Boards

ASWB Practice Analysis Staff Members

Carl Hokanson, MSW, LGSW
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Lavina Harless, MSW, LCSW
Senior Director of Examination Services

Linda Hogan, M.A., M.Ed.
Examination Services Program Manager

Stacey Hardy-Chandler Ph.D., J.D., LCSW, PGDip
Chief Operating Officer

Appendix B. Occupational Survey

English Version - Landing Page

Select a language.

- English
- French
- Spanish

Consent Form

CONSENT

Background

The Social Work Census is a comprehensive survey of the social work profession in the United States and Canada. The data from this survey will be aggregated and used to develop a comprehensive and up-to-date picture of who social workers are and what they do.

The census has two sections. The first asks for demographic information that will help build an understanding of the social work workforce to be shared with the profession. The second asks about the knowledge needed to practice social work safely and ethically upon entry to practice and will be used to build the blueprint for the next iteration of the social work licensing exams.

Your responses are completely confidential and will be merged with the responses of other social workers and social service workers.

Who should participate in the Social Work Census?

Anyone who practices social work or social service work, whether licensed or unlicensed, should participate in the census.

Format

The Social Work Census has two distinct components.

The workforce study is the first component and asks questions about you, your experiences as a social worker or social service worker, and the clients you serve.

The second component is the analysis of the practice of social work. It contains a series of statements describing various types of knowledge. You will be asked to rate how important you think each statement is for entry-level social workers to perform their jobs effectively and how frequently you think entry-level social workers must call upon this knowledge in order to perform their jobs effectively and safely.

Instructions

Use the **Next** and **Previous** buttons at the bottom of the screen to advance to the next page or to move back to a previous page. **Caution:** Do **not** use the **back arrow** or **reload** buttons on your web browser as you proceed through the survey. **Doing so will result in the loss of your responses!**

If you choose to complete the survey in multiple sessions, click the **Continue later** link at the upper right. An access code will be displayed on the screen. **Save this access code** to log in and continue the survey later. **If you lose the code, you will not be able to access the survey you already started and will have to start over from the beginning.**

To ensure the results are as comprehensive as possible, participants must provide responses to all questions on the survey.

For the first component of the survey, provide as much information as possible to expand understanding of the social work profession.

For the second component of the survey, provide importance and frequency ratings for all knowledge statements.

We expect the survey to take about 90 minutes to complete.

Recognition

We recognize and appreciate your willingness to participate in the Social Work Census and your understanding of the importance of this research to the profession and to public protection. To thank you for completing the survey, we will provide two hours of continuing education credit and offer you the opportunity to select a charity to receive US\$1.00. Follow the link at the end of the survey to complete a few additional steps to receive this credit and select a charity. We will provide continuing education credit and a charitable donation only for participants who have completed both components of the survey.

If you have technical problems with the survey, email **swcensusquestions@aswb.org**.

If you have questions regarding the project in general, email **paquestions@aswb.org**.

At the end of the survey, click **Submit survey** to send your responses.

To agree to the above and participate in the survey, click **Next** below.

Part I: Workforce Study

Part I of the Social Work Census contains questions about you, your experiences as a social worker or social service worker, and the clients you serve. Provide as much information as possible to expand the understanding of the social work profession.

Social Work Workforce Demographic Questions

Note: If you hold more than one paid job in social work or social service work, this survey asks about your primary job — the job that you usually spend the most hours on.

1. Are you currently employed as a social worker in your primary job?
 - Currently employed or self-employed in a social work position
 - Currently employed or self-employed in a non-social work position
 - Not currently employed
2. Do you have any education beyond high school?
 - Yes
 - No

Education

3. Enter information about all the educational degrees you have earned. If you have more than one degree of the same level, choose the most recent one.

You will be asked about educational programs in which you are currently enrolled on the next page.

- Associate degree
- Bachelor's degree
- Master's degree
- Doctorate degree
- Ph.D. degree
- Not applicable

If Associate degree, Bachelor's degree, Master's degree, Doctorate degree, and/or Ph.D. degree is/are chosen, then the respective drop-downs are shown:

Associate

Major _____

Year degree granted _____

Full-time/Part-time?

- Full-time
- Part-time

Participation type?

- Online
- In-person
- Hybrid

Concentration/Track (Enter N/A if not applicable) _____

Bachelor's

Major _____

Year degree granted _____

Full-time/Part-time?

- Full-time
- Part-time

Participation type?

- Online
- In-person
- Hybrid

Concentration/Track (Enter N/A if not applicable) _____

Master's

Major _____

Year degree granted _____

Full-time/Part-time?

- Full-time
- Part-time

Participation type?

- Online
- In-person
- Hybrid

Concentration/Track (Enter N/A if not applicable) _____

Doctorate

Major _____

Year degree granted _____

Full-time/Part-time?

- Full-time
- Part-time

Participation type?

- Online
- In-person
- Hybrid

Concentration/Track (Enter N/A if not applicable) _____

Ph.D.

Major _____

Year degree granted _____

Full-time/Part-time?

- Full-time
- Part-time

Participation type?

- Online
- In-person
- Hybrid

Concentration/Track _____

4. Enter information about all the educational degree programs in which you are CURRENTLY ENROLLED.

- Associate degree
- Bachelor's degree
- Master's degree
- Doctorate degree
- Ph.D. degree
- Not applicable

If Associate degree, Bachelor's degree, Master's degree, Doctorate degree, and/or Ph.D. degree is chosen, then the respective drop-downs are shown:

Associate

Major _____

Year degree anticipated _____

Full-time/Part-time?

- Full-time
- Part-time

Participation type?

- Online
- In-person
- Hybrid

Concentration/Track (Enter N/A if not applicable) _____

Bachelor's

Major _____

Year degree anticipated _____

Full-time/Part-time?

- Full-time
- Part-time

Participation type?

- Online
- In-person
- Hybrid

Concentration/Track (Enter N/A if not applicable) _____

Master's

Major _____

Year degree anticipated _____

Full-time/Part-time?

- Full-time
- Part-time

Participation type?

- Online
- In-person
- Hybrid

Concentration/Track (Enter N/A if not applicable) _____

Doctorate

Major _____

Year degree granted _____

Full-time/Part-time?

- Full-time
- Part-time

Participation type?

- Online
- In-person
- Hybrid

Concentration/Track (Enter N/A if not applicable) _____

Ph.D.

Major _____

Year degree anticipated _____

Full-time/Part-time?

- Full-time
- Part-time

Participation type?

- Online
- In-person
- Hybrid

Concentration/Track (Enter N/A if not applicable) _____

5. How much was/will be your total student loan debt upon graduation with your highest degree?

- I did not/will not graduate with any student debt.
- Less than US\$10,000
- US\$10,000–US\$30,000
- US\$30,000–US\$50,000
- US\$50,000–US\$75,000
- More than US\$75,000
- Not applicable

6. How much do you still owe on your student loan debt?

- I did not graduate with any student debt.
- Less than US\$10,000
- US\$10,000–US\$30,000
- US\$30,000–US\$50,000
- US\$50,000–US\$75,000
- More than US\$75,000
- Not applicable

Credential/License

7. Do you have a social work license or registration?
- Yes
 - No

<If No, go to questions 8; If Yes, go to questions 9-12>

8. What are your reasons for not having a social work license? Choose all that apply.
- I am currently in the licensing process.
 - My position is exempt from licensure.
 - Licensure is not needed where I practice for my category of practice.
 - My employer or job does not require a license.
 - Licensure fees are too high.
 - I have been unsuccessful on the licensing exam.
 - I do not have enough time or resources to complete the licensure process.
 - I do not have a social work degree.
 - I do not value having a license.
 - I do not work in social work.
 - Other _____
 - Not applicable

<Go to question 13>

9. Enter information on social work licenses or registrations you have earned. Choose all that apply.

You will be asked about Canadian registration on the next page.

U.S. License

- Associate
- Bachelors (direct or macro practice)
- Masters (direct or macro practice)
- Independent generalist (Two or more years post-MSW experience)
- Clinical (Two or more years post-MSW clinical experience)
- Not applicable

If Associate, Bachelors (direct or macro practice), Masters (direct or macro practice), Independent generalist (Two or more years post-MSW experience), and/or Clinical (Two or more years post-MSW clinical experience) is selected, display the following respective fields:

Associate

- List up to five jurisdictions where you are licensed. For each jurisdiction, include the year the license was issued and its status (active/inactive).

Bachelors (direct or macro practice)

- List up to five jurisdictions where you are licensed. For each jurisdiction, include the year the license was issued and its status (active/inactive).

Masters (direct or macro practice)

- List up to five jurisdictions where you are licensed. For each jurisdiction, include the year the license was issued and its status (active/inactive).

Independent generalist (Two or more years post-MSW experience)

- List up to five jurisdictions where you are licensed. For each jurisdiction, include the year the license was issued and its status (active/inactive).

Clinical (Two or more years post-MSW clinical experience)

- List up to five jurisdictions where you are licensed. For each jurisdiction, include the year the license was issued and its status (active/inactive).No

Canadian licensure/registration

- Social service worker license or registration
- Bachelors license or registration
- Masters license or registration
- Clinical license or registration
- Not applicable

If Social service worker license or registration, Bachelors license or registration, Masters license or registration, and/or Clinical license or registration selected, show the following respective fields:

Social service worker license or registration

- List up to five jurisdictions where you are licensed/registered. For each jurisdiction, include the year the license/registration was issued and its status (active/inactive)

Bachelors license or registration

- List up to five jurisdictions where you are licensed/registered. For each jurisdiction, include the year the license/registration was issued and its status (active/inactive)

Masters license or registration

- List up to five jurisdictions where you are licensed/registered. For each jurisdiction, include the year the license/registration was issued and its status (active/inactive)

Clinical license or registration

- List up to five jurisdictions where you are licensed/registered. For each jurisdiction, include the year the license/registration was issued and its status (active/inactive)

10. Are you approved by a regulatory body to provide clinical supervision?

- Yes
- No
- Not applicable

11. If supervision was required for your licensure or registration, did you pay for supervision?
- Yes
 - No
 - Not required
 - Not applicable
12. How satisfied were you with the way your supervisor facilitated your preparation for your social work job?
- Very satisfied
 - Moderately satisfied
 - Neither satisfied nor dissatisfied
 - Moderately dissatisfied
 - Very dissatisfied
 - Not applicable

Employment

13. Does your current or most recent social work position require you to hold a social work degree?
- A social work degree is/was required.
 - A social work degree is/was preferred but not required.
 - A social work degree is/was neither preferred nor required.
 - Not applicable
14. Does your current or most recent social work position require you to hold a social work licensure or registration?
- A social work license or registration is/was required.
 - A social work license or registration is/was preferred but not required.
 - A social work degree is/was neither preferred nor required.
 - Not applicable
15. How many years have you been employed in social work? Enter numerals, not words. Enter N/A if not applicable. _____
16. Which of the following best describes the type of your current social work employer?
- Self-employed: Private sole practice
 - Self-employed: Group practice
 - Self-employed: Independent contractor
 - Private, for-profit
 - Private, nonprofit
 - Federal government
 - State government
 - Local government
 - Not currently employed
 - Not applicable

17. Where is your primary job headquartered?
- State/Province _____
 - County/district _____
 - Zip/Postal code _____
 - I work primarily online.
 - I do not work primarily online.
 - Not applicable
18. How many hours per week and weeks per year do you usually work at your primary job? Include paid vacation and sick leave as work. (Enter N/A if not applicable)
- Number of hours per week _____
 - Number of weeks per year _____
19. How many jobs do you have? Enter numerals, not words. (Enter N/A if not applicable)_____
20. What was your annual gross income from your primary job in 2023? Enter numerals, not words. (Enter N/A if not applicable)_____
21. What benefits are offered by your current employer? Choose all that apply.
- Health insurance
 - Dental insurance
 - Life insurance
 - Retirement savings plan
 - Employer contribution to retirement savings plan
 - Family and medical leave
 - Tuition reimbursement
 - Flexible work schedule
 - Other (Enter your response in the text box below): _____
 - No benefits offered
 - Not applicable
22. Counting all locations where your primary employer operates, how many employees work for your employer?
- 1–9 employees
 - 10–49 employees
 - 50–99 employees
 - 100–499 employees
 - 500–999 employees
 - 1,000 or more employees
 - Not applicable
23. Enter the month and year you began working for your current primary employer. (Enter N/A if not applicable)_____

24. What are your career and educational plans or goals for the next two years? Choose all that apply.

- Remain in current position
- Seek new opportunity or promotion as a social worker
- Increase work hours as a social worker
- Decrease work hours as a social worker
- Pursue a social work degree
- Pursue a non-social work degree
- Leave social work field but continue working
- Pursue a social work license
- Pursue a non-social work license
- Retire
- Pursue further training in social work
- Stop working
- Obtain a job
- Other (Enter your response in the text box below): _____
- No plans for change
- Not applicable

Practice

25. Which practice setting best describes your current or most recently held social work job?

- Individual and family services agency
- Agency for justice, public order, and safety activities
- Administration of human resource program
- Psychiatric and substance abuse hospital
- Outpatient care center
- Elementary or secondary school
- Nursing care facility (skilled nursing facility)
- Residential care facility, except skilled nursing facility
- Civic, social, advocacy organization and grantmaking agency
- General medical and surgical hospital or specialty hospital
- Public administration, including executive office or legislative body
- Community food and housing and emergency services agency
- Home health care services agency
- Other health care services agency
- Insurance-related agency
- Child day care services agency
- College, university, or professional school, including junior/community college
- Vocational rehabilitation services agency
- Office of physician(s)
- Other (Enter your response in the text box below): _____
- Not applicable

26. Which function best describes the practice setting of your current or most recently held social work job? Choose all that apply.

- Mental/behavioral health
- Medical, hospital, or health services
- Family and children's services
- Advocacy
- Substance abuse/addiction services
- Psychiatric services
- Elder services
- Child welfare and child protective services
- Homeless services
- Public social services
- School social services
- Community organizing
- Domestic violence services
- Intellectual/development services
- Hospice care
- Rehabilitation services
- Managed care
- Adoption/foster care services
- Residential treatment services
- Veterans services
- Adult protective services
- Employee assistance services
- Law enforcement or correction services
- Higher education
- Other (Enter your response in the text box below): _____
- Not applicable

27. What population groups are mainly served by your current or most recently held social work job? Choose all that apply.

- Children (under 11)
- Adolescents (12–17)
- Adults (18–65)
- Older adults (66 or older)
- Racially minoritized groups
- Immigrants and refugees
- Sexually minoritized groups
- People whose income is below the poverty level
- U.S. only: People who are Medicaid eligible
- People with mental health disorders
- People with substance use disorders
- People involved with the child welfare system
- People in need of assistance with activities of daily living
- People whose primary language is English
- People whose primary language is French

- People whose primary language is Spanish
- People whose primary language is not English, French, or Spanish
- Not applicable

28. What is/was your primary role in your current or most recently held job?

- Direct service provider (e.g., clinician, therapist, counselor)
- Case manager or discharge planner
- Administrator or program manager
- Supervisor
- Service coordinator
- Consultant
- Advocate
- Educator or academician
- Trainer, instructor, or facilitator
- Investigator
- Evaluator or researcher
- Community organizer
- Policy analyst
- Speaker
- Liaison
- Assessor
- Foster care worker
- Forensic interviewer
- Mediator
- Community support
- Mentor
- Multiple roles, write in: _____
- Not applicable

29. What percentage of the time do you provide services electronically (e.g., using the internet, social media, online chat, text, email, smartphone, telephone, video)?

- Never
- 1–25%
- 26–50%
- 51–75%
- 76–99%
- 100%
- Not applicable

30. Which of the following best describes the category of your current practice?

- Social service worker
- Associate
- Bachelors (direct or macro practice)
- Masters (direct or macro practice)
- Independent generalist (2 or more years post-MSW experience)
- Clinical (2 or more years post-MSW clinical experience)
- Not applicable

Demographics/Intersectionality

31. What is the month and year of your birth?

- Month _____
- Year _____

32. Where do you currently live?

- State/Province _____
- County/district _____
- Zip/Postal code _____

33. What is your gender?

- Female
- Male
- Nonbinary
- A gender not listed here _____

34. How do you describe your sexual orientation? _____

35. **U.S. RESPONDENTS:** What is your race? Choose all that apply.

- Not applicable/Not a U.S. respondent
- Asian/Native Hawaiian/Pacific Islander
- Black
- Native American/Indigenous peoples
- White
- A race not listed here: _____

36. **CANADIAN RESPONDENTS:** What is your race? Choose all that apply.

- Not applicable/Not a Canadian respondent)
- First Nations
- Métis
- Inuk (Inuit)
- White
- South Asian (e.g., East Indian, Pakistani, Sri Lankan)
- Chinese
- Black
- Filipino
- Arab
- Latin American
- Southeast Asian (e.g., Vietnamese, Cambodian, Laotian, Thai)
- West Asian (e.g., Iranian, Afghan)
- Korean
- Japanese
- Other group _____

37. What is your ethnicity?

- Hispanic/Latino
- Not Hispanic/Latino

38. What is your religious affiliation or world view? (Optional) _____

39. Do you have a physical, mental health, or developmental condition (including a disability or neurodiversity)?

- I have a physical health condition.
- I have a mental health condition.
- I have another type of condition. _____
- None

If any response other than “None” is chosen, the following question is displayed:

40. Does the condition limit the kind and amount of work you can do?

- Yes
- No

41. What is your citizenship status?

U.S. RESPONDENTS

- Not a U.S. respondent
- U.S. citizen by birth
- Naturalized U.S. citizen
- Non-U.S. citizen

CANADIAN RESPONDENTS

- Not a Canadian respondent
- Canadian citizen by birth
- Naturalized Canadian citizen
- Non-Canadian citizen

42. Indicate your use of language. Choose all that apply.

- English
- French
- Spanish
- Other (In the text box below enter the name of the language and then list if it is your primary language, you are fluent in that language, and/or you use that language in practice. If you enter multiple languages provide this information for each language)

If English, French, Spanish, and/or Other is selected, then display the following respective fields:

English

- Primary
- Fluent
- Use in practice

French

- Primary
- Fluent
- Use in practice

Spanish

- Primary
- Fluent
- Use in practice

Other

- Primary
- Fluent
- Use in practice

43. How many children 13 and under live in your household?

- 0
- 1
- 2
- 3 or more

Part I: Workforce Study - End Page

Thank you for completing Part I of the Social Work Census. You can now begin Part II.

Part II: Practice Analysis – Landing Page

Part II: Practice Analysis

Part II of the Social Work Census asks you to review a list of topics.

Instructions:

- Each topic describes knowledge that may be needed for safe and ethical social work practice by **entry-level social workers** (those with zero to three years of experience) who **practice at the same category or hold the same category of license/registration** that you do. As you review each topic, keep this definition in mind.
- Indicate how *frequently* the knowledge is needed and how *important* the knowledge is.
- Hover over the buttons to see the options.
- If you choose **Never** for the frequency rating, choose **Prefer not to answer** for the importance rating.
- Some topics are followed by **examples** of the knowledge enclosed in parentheses. These lists do not include all possibilities.

Frequency options:

- Never
- Once a year
- Once a month
- Once a week
- Once a day
- More than once a day
- Prefer not to answer

Importance options:

- Not important
- A little important
- Important
- Very important
- Extremely important
- Prefer not to answer

Knowledge Survey Statements

Values and Ethics

1. Professional values and principles (e.g., competence, social justice, integrity, dignity and worth of the person)
2. Legal and ethical issues related to the practice of social work, including responsibility to clients/client systems, colleagues, the profession, and society
3. Principles and processes of obtaining informed consent
4. Legal and ethical issues regarding confidentiality, including limitations of confidentiality (e.g., HIPAA, PHI, privacy)
5. Identifying and resolving ethical dilemmas
6. Professional boundaries in the social worker-client/client system relationship (e.g., power differences, influence, privilege, conflicts of interest, self-disclosure, dual relationships)
7. Protecting and enhancing client/client system self-determination (e.g., medication, medical treatment, counseling, placement, right to refuse services)
8. Legal and ethical issues related to death and dying
9. Anti-oppressive and anti-racist approaches
10. Social, racial, environmental, and economic justice principles
11. Social justice, truth and reconciliation, and restorative practices related to clients/client systems from historically oppressed and marginalized communities
12. Cultural impacts of exploitation across marginalized communities (e.g., financial, immigration status, trafficking, Missing and Murdered Indigenous Women)
13. Impact of culture, race, ethnicity, and intersectionality on behaviors, attitudes, and identity formation
14. Privilege and bias and their impact on client/client systems (e.g., implicit bias, microaggressions)
15. Power differential and racial privilege (e.g., internalized racial and ethnic inferiority and superiority)
16. Impact of globalization, immigration, and refugee or immigration status on clients/client systems and service delivery
17. Accessibility including language, physical, and cultural access (e.g., translation and interpretation, neurodiversity, American Sign Language)
18. Legal and ethical issues regarding documentation (e.g., maintaining client records)
19. Responsible billing practices (e.g., managed care, insurance reimbursement, incident to billing)
20. Legal and ethical issues regarding mandatory reporting (e.g., abuse, threat of harm, impaired professionals, duty to warn)
21. Ethical issues in supervision and management
22. Legal and ethical issues regarding termination

23. Research ethics (e.g., institutional review boards, use of human subjects, informed consent)
24. Importance of professional development activities to improve practice and maintain current professional knowledge (e.g., in-service training, licensing requirements, reviews of literature, workshops, on-going supervision, consultation)
25. Impact of governmental policies on service delivery (e.g., local, state, federal legislation and policy)
26. Ethical issues related to electronic practice
27. Social worker self-care principles
28. Burnout, secondary trauma, and compassion fatigue

Assessment and Planning

1. Biopsychosocial assessment model and related components and factors
2. Methods of assessing risk of harm to self and others
3. Methods, techniques, and instruments for assessing client/client system strengths, resources, needs, and challenges
4. Principles and techniques of interviewing (e.g., supporting, clarifying, confronting, validating, feedback, reflecting, language differences, use of interpreters)
5. Impact of poverty on individuals, families, groups, organizations, and communities (e.g., social determinants of health)
6. Methods for obtaining sensitive and/or confidential information (e.g., substance use, sexual abuse)
7. Components and function of the mental status examination
8. Methods of involving clients/client systems in problem identification, problem solving, and intervention planning
9. Typical and atypical physical, cognitive, emotional, and sexual development throughout the lifespan (e.g., indicators of sexual fluidity)
10. Indicators, dynamics, and impact of physical, sexual, and psychological abuse and neglect on individuals, families, groups, organizations, and communities
11. Characteristics of perpetrators of abuse, neglect, and exploitation
12. Indicators, dynamics, and impact of exploitation across the lifespan (e.g., financial, immigration status, trafficking)
13. Indicators of mental and emotional illness throughout the lifespan
14. Use of the Diagnostic and Statistical Manual of Mental Disorders in assessment and common indicators of mental health and brain-related conditions
15. Effects of physical and mental ability throughout the lifespan
16. Client/client system competence, self-determination, and self-monitoring techniques (e.g., financial decisions, treatment decisions, emancipation, age of consent, permanency planning)
17. Co-occurring disorders and conditions

18. Racial, ethnic, cultural, and spiritual/faith development throughout the lifespan
19. The influence and impact of technology, including social media, on client/client-systems (personal and professional)
20. Basic principles of human genetics (e.g., sickle-cell anemia, biological disorders, sex chromosomes, epigenetics)
21. Use and side effects of common prescription, over-the-counter, and alternative medications
22. Methods of incorporating information from records and evaluations (e.g., employment, medical, psychological, school)
23. Methods for assessing resilience and coping abilities
24. Indicators of and methods of assessing motivation, barriers, and readiness for change
25. Methods of assessing clients'/client systems' communication skills
26. Defense mechanisms and their effects on behavior and relationships
27. Impact of aging on the individual and family systems
28. Impact of caregiving on families
29. Assessing the availability of and determining appropriate community resources
30. Indicators and impact of addiction and substance use and abuse on individuals, families, groups, organizations, and communities
31. Factors influencing self- and body-image (e.g., culture, race, religion/spirituality, age, ability, trauma, gender, sexuality, size)
32. Indicators and impact of trauma, stressors, violence, and crises on individuals, families, groups, organizations, and communities (e.g., intergenerational, historical, and complex)
33. Dynamics of interpersonal relationships and relationship development (e.g., family, couples, groups, polyamory)
34. Family dynamics and functioning and the effects on individuals, families, groups, organizations, and communities
35. Impact of out-of-home placement (e.g., hospitalization, foster care, residential care, criminal justice system) on clients/client systems
36. Factors of out-of-home displacement (e.g., homelessness, immigration, and refugee status on clients/client systems)
37. Impact of urbanization, globalization, environmental hazards, and climate change on individuals, families, groups, organizations, and communities
38. Factors and processes used in goal planning, treatment planning, triage, and service plans
39. Cultural considerations in the creation of an intervention plan
40. Criteria used in the selection of intervention/treatment modalities (e.g., client/client system abilities, developmental level, culture, life stage)
41. Indicators of client/client system readiness for termination

Intervention and Practice

1. Principles and techniques for building and maintaining a helping relationship (e.g., acceptance, empathy, rapport)
2. Contracting and goal-setting techniques (e.g., partializing, measurable objectives)
3. Strengths-based and empowerment strategies and interventions
4. Methods and approaches for providing trauma-informed care for various types of trauma (e.g., complex, vicarious)
5. Approaches to and methods of advocacy for needed services and resources
6. The social worker's role in the problem-solving process
7. Limit and boundary setting techniques
8. Verbal and nonverbal communication (e.g., body language, congruence, feedback)
9. Evidence-based practices (e.g., cognitive behavioral therapy, dialectical behavior therapy, mindfulness based stress reduction, motivational interviewing, eye movement desensitization and reprocessing)
10. Principles of active listening and observation
11. Methods for engaging and motivating voluntary and involuntary clients/client systems
12. Role play techniques
13. Role modeling techniques
14. Harm reduction techniques
15. Methods of teaching coping and other self-care skills to clients
16. Techniques and methods for addiction intervention
17. Crisis intervention and treatment approaches
18. Anger management techniques
19. Stress management techniques
20. Emotional regulation techniques
21. Assertiveness training techniques
22. Task-centered approaches
23. Psychoeducation methods
24. Problem-solving models and approaches
25. Conflict resolution methods
26. Couples interventions and treatment approaches
27. Parenting capacities and skill building
28. Permanency planning (e.g., child welfare)
29. Family therapy models, interventions, and approaches
30. Practice with clients experiencing loss, separation, and grief

31. End of life practice (e.g., continuity of care, hospice, palliative care, stages of death and dying)
32. Group work techniques and approaches (e.g., developing and managing group processes and cohesion)
33. Social change and social planning methods
34. Community organizing, development, and mobilizing community participation
35. Establishing service networks or community resources
36. Case management techniques (e.g., case recording, documentation, case presentation)
37. Developing formal documents (e.g., grants, proposals, reports, evaluations)
38. Discharge, aftercare, wrap-around services, and follow-up
39. Networking methods
40. Interdisciplinary and intra-disciplinary team collaboration (e.g., co-therapy, care conference, IEP)
41. Techniques for evaluating progress and effectiveness of intervention, treatment, and service plans
42. Methods of establishing program objectives and outcomes
43. Methods, techniques, and instruments used to evaluate social work practice
44. Policies, procedures, regulations, and legislation and their impact on social work practice and service delivery
45. Methods of evaluating agency programs (e.g., needs assessment, formative/summative assessment, cost-effectiveness, cost-benefit analysis, outcomes assessment)
46. Program evaluation and related impact on services
47. Basic and applied research design and methods, data collection and analysis methods, and methods to assess reliability and validity in social work research (e.g., objective, subjective, qualitative, quantitative)
48. Leadership and management techniques
49. Employee recruitment, training, retention, performance appraisal, evaluation, and discipline
50. Organizational development, structure, and functioning (e.g., policies, procedures)
51. Methods for creating, implementing, and evaluating policies and procedures for safe, inclusive, and a healthy work environment
52. Methods for creating, implementing, and evaluating policies and procedures that minimize risk for individuals, families, groups, organizations, and communities
53. Strategic planning methods
54. Supervision and consultation models and techniques (e.g., individual, peer, group, case recording)

55. Supervisee's role in supervision (e.g., identifying learning needs, self-assessment, prioritizing)
56. Transference and countertransference within supervisory relationships
57. Fiscal management and resource allocation techniques
58. Fundraising and development
59. Quality assurance (e.g., program reviews and audits by external sources)

Part II: Practice Analysis – End Page

Thank you for your participation. To finish the census and submit your responses, click **Submit survey** below.

Incentives Page

Thank you again for your participation! Click the link below to receive two hours of continuing education credit and select a charity to receive US\$1.00.

French Version - Landing Page

Sélectionnez une langue.

- Anglais
- Français
- Espagnol

CONSENTEMENT

Contexte

Le recensement sur le travail social est une enquête approfondie sur la profession de travailleur social aux États-Unis et au Canada. Les données issues de cette enquête seront agrégées et utilisées pour dresser un tableau complet et actualisé des travailleurs sociaux et de leurs activités.

Le recensement comporte deux sections. La première porte sur des informations démographiques qui permettront de comprendre la main-d'œuvre du secteur du travail social et qui seront partagées avec la profession. La seconde pose des questions sur les connaissances requises pour exercer dans le secteur du travail social en toute sécurité et de façon éthique lorsque l'on débute dans le métier et permettra d'établir le schéma directeur de la prochaine édition des examens d'autorisation à exercer la profession de travailleur social.

Vos réponses sont entièrement confidentielles et seront combinées à celles d'autres travailleurs sociaux et professionnels des services sociaux.

Qui doit participer au recensement sur le travail social ?

Toute personne exerçant dans le secteur du travail social ou des services sociaux doit participer au recensement, qu'elle soit agréée ou non.

Format

Le recensement sur le travail social inclut deux parties distinctes.

La première partie correspond à l'étude de la main-d'œuvre et pose des questions sur vous, vos expériences en tant que travailleur social ou professionnel des services sociaux, et les clients que vous servez.

La seconde concerne l'analyse de la pratique du travail social. Elle contient un ensemble d'énoncés décrivant différents types de connaissances. Il vous sera demandé d'évaluer l'importance de chaque énoncé en ce qui concerne l'efficacité au travail des travailleurs sociaux débutants et la fréquence à laquelle vous estimez qu'ils doivent recourir à ces connaissances pour effectuer leur travail avec efficacité et en toute sécurité.

Instructions

Utilisez les boutons **Suivant** et **Précédent** en bas de l'écran pour passer à la page suivante ou revenir à la page précédente. **Attention** : n'utilisez **pas** la **flèche retour** ou le bouton **Rafraîchir** de votre navigateur lorsque vous répondez à l'enquête. **Vos réponses seront alors perdues!**

Si vous choisissez de répondre à l'enquête en plusieurs fois, cliquez sur le lien **Continuer plus tard** en haut à droite. Un code d'accès apparaîtra à l'écran. **Enregistrez ce code d'accès** pour

vous connecter et continuer l'enquête plus tard. **Si vous perdez ce code, vous ne pourrez plus accéder à l'enquête à laquelle vous avez déjà commencé à répondre et devrez tout recommencer depuis le début.**

Pour que les résultats soient aussi complets que possible, les participants doivent répondre à toutes les questions de l'enquête.

Pour la première partie de l'enquête, veuillez fournir autant d'informations que possible afin d'élargir la compréhension de la profession de travailleur social.

Pour la seconde partie de l'enquête, indiquez votre estimation, en termes d'importance et de fréquence, pour tous les énoncés.

L'enquête devrait vous prendre environ 90 minutes.

Reconnaissance

Nous reconnaissons et apprécions votre volonté de participer au recensement sur le travail social et votre compréhension de l'importance de cette recherche pour la profession et la protection du public. Pour vous remercier d'avoir répondu à l'enquête, deux heures de crédit de formation continue vous seront accordées et vous pourrez choisir une organisation caritative à qui donner 1,00 dollar américain. Suivez le lien à la fin de l'enquête pour effectuer quelques étapes supplémentaires afin de recevoir ce crédit et sélectionner une organisation caritative. Le crédit de formation continue et le don à une organisation caritative ne seront accordés qu'aux participants ayant répondu aux deux parties de l'enquête.

Pour obtenir une assistance technique ou poser des questions générales, envoyez un courriel à l'adresse **social.work.census.support@humrro.org**.

À la fin de l'enquête, cliquez sur *Envoyer l'enquête* pour envoyer vos réponses.

Pour accepter ce qui précède et participer à l'enquête, cliquez sur le bouton **Suivant** ci-dessous.

Partie I : Étude sur la main-d'œuvre

La première partie du recensement sur le travail social comprend des questions sur vous, vos expériences en tant que travailleur social ou professionnel des services sociaux, et les clients que vous servez. Donnez autant d'informations que possible pour élargir la compréhension de la profession de travailleur social.

Questions démographiques sur la main-d'œuvre du secteur du travail social

Remarque : si vous occupez plus d'un emploi rémunéré dans le secteur du travail social ou des services sociaux, cette enquête concerne votre **emploi principal**, celui auquel vous consacrez le plus d'heures.

1. Occupez-vous actuellement un poste de travailleur social comme emploi principal?
 - Actuellement employé(e) ou exerçant une activité indépendante dans le secteur du travail social
 - Actuellement employé(e) ou exerçant une activité indépendante dans un secteur qui n'est pas lié au travail social
 - Actuellement sans emploi
2. Avez-vous suivi des études au-delà de l'enseignement secondaire?
 - Oui
 - Non

Formation

3. Entrez des informations sur tous les diplômes que vous avez obtenus. Si vous avez plus d'un diplôme de même niveau, choisissez le plus récent.
 - À la page suivante, vous serez interrogé(e) sur les programmes de formation auxquels vous êtes actuellement inscrit(e).
 - Associé
 - Baccalauréat
 - Maîtrise
 - Doctorat
 - Ph.D. degree
 - Sans objet

If Associé, Baccalauréat, Maîtrise, Doctorat, and/or Ph.D. is/are chosen, then the respective drop-downs are shown:

Associé

Majeure _____

Année d'obtention du diplôme _____

Temps complet/temps partiel?

- Temps complet
- Temps partiel

Type de participation?

- En ligne
- En présentiel
- Hybride

Champ d'études/cours intensif (Indiquez S. O. si cela ne vous concerne pas) _____

Baccalauréat

Majeure _____

Année d'obtention du diplôme _____

Temps complet/temps partiel?

- Temps complet
- Temps partiel

Type de participation?

- En ligne
- En présentiel
- Hybride

Champ d'études/cours intensif (Indiquez S. O. si cela ne vous concerne pas) _____

Maîtrise

Majeure _____

Année d'obtention du diplôme _____

Temps complet/temps partiel?

- Temps complet
- Temps partiel

Type de participation?

- En ligne
- En présentiel
- Hybride

Champ d'études/cours intensif (Indiquez S. O. si cela ne vous concerne pas) _____

Doctorat

Majeure _____

Année d'obtention du diplôme _____

Temps complet/temps partiel?

- Temps complet
- Temps partiel

Type de participation?

- En ligne
- En présentiel
- Hybride

Champ d'études/cours intensif (Indiquez S. O. si cela ne vous concerne pas) _____

Ph.D.

Majeure _____

Année d'obtention du diplôme _____

Temps complet/temps partiel?

- Temps complet
- Temps partiel

Type de participation?

- En ligne
- En présentiel
- Hybride

Champ d'études/cours intensif (Indiquez S. O. si cela ne vous concerne pas) _____

4. Entrez des informations sur les programmes de formation menant à un diplôme auxquels vous êtes ACTUELLEMENT INSCRIT(E).

- Associé
- Baccalauréat
- Maîtrise
- Doctorat
- Ph.D. degree
- Sans objet

If Associé, Baccalauréat, Maîtrise, Doctorat, and/or Ph.D. is/are chosen, then the respective drop-downs are shown:

Associé

Majeure _____

Année prévue d'obtention du diplôme _____

Temps complet/temps partiel?

- Temps complet
- Temps partiel

Type de participation?

- En ligne
- En présentiel
- Hybride

Champ d'études/cours intensif (Indiquez S. O. si cela ne vous concerne pas) _____

Baccalauréat

Majeure _____

Année prévue d'obtention du diplôme _____

Temps complet/temps partiel?

- Temps complet
- Temps partiel

Type de participation?

- En ligne
- En présentiel
- Hybride

Champ d'études/cours intensif (Indiquez S. O. si cela ne vous concerne pas) _____

Maîtrise

Majeure _____

Année prévue d'obtention du diplôme _____

Temps complet/temps partiel?

- Temps complet
- Temps partiel

Type de participation?

- En ligne
- En présentiel
- Hybride

Champ d'études/cours intensif (Indiquez S. O. si cela ne vous concerne pas) _____

Doctorat

Majeure _____

Année prévue d'obtention du diplôme _____

Temps complet/temps partiel?

- Temps complet
- Temps partiel

Type de participation?

- En ligne
- En présentiel
- Hybride

Champ d'études/cours intensif (Indiquez S. O. si cela ne vous concerne pas) _____

Ph.D.

Majeure _____

Année prévue d'obtention du diplôme _____

Temps complet/temps partiel?

- Temps complet
- Temps partiel

Type de participation?

- En ligne
- En présentiel
- Hybride

Champ d'études/cours intensif (Indiquez S. O. si cela ne vous concerne pas) _____

5. Quel a été/sera le montant total de votre dette étudiante après avoir obtenu votre diplôme le plus élevé?

- J'ai obtenu/obtiendrai mon diplôme sans contracter de dette étudiante.
- Moins de 10 000 USD.
- 10 000-30 000 USD.
- 30 000-50 000 USD.
- 50 000-75 000 USD.
- Plus de 75 000 USD.
- Sans objet

6. Quel montant de votre dette étudiante vous reste-t-il encore à rembourser?

- J'ai obtenu mon diplôme sans contracter de dette étudiante.
- Moins de 10 000 USD.
- 10 000-30 000 USD.
- 30 000-50 000 USD.
- 50 000-75 000 USD.
- Plus de 75 000 USD.
- Sans objet

Titre professionnel/permis d'exercice/inscription à un ordre professionnel

7. Êtes-vous titulaire d'un permis d'exercer ou êtes-vous inscrit(e) à un ordre professionnel en tant que travailleur social?
- Oui
 - Non

< Si la réponse est non, passez à la question 8. Si la réponse est oui, passez à la question 9-12.>

8. Quelles sont les raisons pour lesquelles vous n'avez pas de permis d'exercer en tant que travailleur social? Sélectionnez toutes les réponses pertinentes.
- La procédure de délivrance de permis d'exercer est en cours.
 - Mon poste ne nécessite pas la délivrance d'un permis d'exercer.
 - Le permis d'exercer n'est pas nécessaire pour la catégorie dans laquelle je pratique.
 - Mon employeur, ou mon emploi, n'exige pas de permis d'exercer.
 - Les frais de délivrance du permis d'exercer sont trop élevés.
 - Je n'ai pas réussi l'examen d'accréditation.
 - Je n'ai pas assez de temps ou de ressources pour entreprendre la procédure de délivrance de permis d'exercer.
 - Je n'ai pas de diplôme de travailleur social.
 - Je ne vois pas l'intérêt d'obtenir un permis d'exercer.
 - Je ne travaille pas dans le secteur du travail social.
 - Autre (entrez votre réponse dans la zone de texte ci-dessous) _____
 - Sans objet

< Passez à question 13>

9. Entrez les informations concernant vos permis d'exercer ou vos inscriptions à un ordre professionnel en tant que travailleur social. Sélectionnez toutes les réponses pertinentes.

À la page suivante, vous serez interrogé(e) sur l'inscription à un ordre professionnel canadien.

Permis d'exercer aux États-Unis

- Associé
- Baccalauréat (pratique directe ou macro)
- Maîtrise (pratique directe ou macro)
- Généraliste indépendant(e) (deux ans ou plus d'expérience après la maîtrise en travail social)
- Clinicien (deux ans ou plus d'expérience clinique après la maîtrise en travail social)
- Sans objet

If Associé, Baccalauréat, Maîtrise, Généraliste indépendant(e), Clinicien is/are selected, display the following respective fields:

Associé

- Indiquez jusqu'à cinq juridictions dans lesquelles vous détenez un permis d'exercice. Pour chaque juridiction, indiquez l'année de délivrance du permis et son statut (actif/inactif).

Baccalauréat (pratique directe ou macro)

- Indiquez jusqu'à cinq juridictions dans lesquelles vous détenez un permis d'exercice. Pour chaque juridiction, indiquez l'année de délivrance du permis et son statut (actif/inactif).

Maîtrise (pratique directe ou macro)

- Indiquez jusqu'à cinq juridictions dans lesquelles vous détenez un permis d'exercice. Pour chaque juridiction, indiquez l'année de délivrance du permis et son statut (actif/inactif).

Généraliste indépendant(e) (deux ans ou plus d'expérience après la maîtrise en travail social)

- Indiquez jusqu'à cinq juridictions dans lesquelles vous détenez un permis d'exercice. Pour chaque juridiction, indiquez l'année de délivrance du permis et son statut (actif/inactif).

Clinicien (deux ans ou plus d'expérience clinique après la maîtrise en travail social)

- Indiquez jusqu'à cinq juridictions dans lesquelles vous détenez un permis d'exercice. Pour chaque juridiction, indiquez l'année de délivrance du permis et son statut (actif/inactif).

Délivrance de permis d'exercer/inscription à un ordre professionnel au Canada

- Permis d'exercer ou inscription à un ordre professionnel en tant que travailleur social
- Permis d'exercer de niveau baccalauréat ou inscription à un ordre professionnel
- Permis d'exercer de niveau maîtrise ou inscription à un ordre professionnel
- Permis d'exercer de niveau clinique ou inscription à un ordre professionnel
- Sans objet

If Permis d'exercer ou inscription à un ordre professionnel en tant que travailleur social, Permis d'exercer de niveau baccalauréat ou inscription à un ordre professionnel, Permis d'exercer de niveau maîtrise ou inscription à un ordre professionnel, and/or Permis d'exercer de niveau clinique ou inscription à un ordre professionnel is/are selected, show the following respective fields:

Permis d'exercer ou inscription à un ordre professionnel en tant que travailleur social

- Indiquez jusqu'à cinq juridictions dans lesquelles vous détenez un permis d'exercice. Pour chaque juridiction, indiquez l'année de délivrance du permis et son statut (actif/inactif).

Permis d'exercer de niveau baccalauréat ou inscription à un ordre professionnel

- Indiquez jusqu'à cinq juridictions dans lesquelles vous détenez un permis d'exercice. Pour chaque juridiction, indiquez l'année de délivrance du permis et son statut (actif/inactif).

Permis d'exercer de niveau maîtrise ou inscription à un ordre professionnel

- Indiquez jusqu'à cinq juridictions dans lesquelles vous détenez un permis d'exercice. Pour chaque juridiction, indiquez l'année de délivrance du permis et son statut (actif/inactif).

Permis d'exercer de niveau clinique ou inscription à un ordre professionnel

- Indiquez jusqu'à cinq juridictions dans lesquelles vous détenez un permis d'exercice. Pour chaque juridiction, indiquez l'année de délivrance du permis et son statut (actif/inactif).

10. Êtes-vous agréé(e) par un organisme de réglementation pour assurer une supervision clinique?

- Oui
- Non
- Sans objet

11. Si vous avez dû être supervisé(e) pour obtenir votre permis d'exercer ou votre inscription à un ordre professionnel, avez-vous payé cette supervision?

- Oui
- Non
- Ce n'était pas nécessaire
- Sans objet

12. Dans quelle mesure avez-vous été satisfait(e) de la façon dont votre superviseur a facilité votre préparation à votre emploi de travailleur social?

- Très satisfait(e)
- Plutôt satisfait(e)
- Ni satisfait(e) ni insatisfait(e)
- Plutôt insatisfait(e)
- Très insatisfait(e)
- Sans objet

Emploi

13. Votre poste de travailleur social actuel ou le plus récent exige-t-il que vous soyez titulaire d'un diplôme de travailleur social?

- Un diplôme de travailleur social est/était requis.
- Un diplôme de travailleur social est/était préférable mais n'est/n'était pas requis.
- Un diplôme de travailleur social n'est/était ni préférable ni requis.
- Sans objet

14. Votre poste de travailleur social actuel ou le plus récent exige-t-il que vous soyez titulaire d'un permis d'exercer ou inscrit(e) à un ordre professionnel?
- Un permis d'exercer ou une inscription à un ordre professionnel est/était requis.
 - Un permis d'exercer ou une inscription à un ordre professionnel est/était préférable mais n'est/n'était pas requis.
 - Un permis d'exercer le travail social ou une inscription à un ordre professionnel n'est/n'était ni préférable ni requis.
 - Sans objet
15. Depuis combien d'années travaillez-vous dans le secteur du travail social? Indiquez des chiffres et non des mots. Indiquez S. O. si cela ne vous concerne pas. _____
16. Parmi les propositions suivantes, laquelle décrit le mieux votre type d'employeur actuel dans le domaine social?
- Indépendant : cabinet individuel privé
 - Indépendant : cabinet collectif
 - Indépendant : entrepreneur indépendant
 - Privé, à but lucratif
 - Gouvernement fédéral
 - Privé, sans but lucratif
 - Gouvernement provincial
 - Collectivité locale
 - Actuellement sans emploi
 - Sans objet
17. Où se trouve le siège de votre emploi principal (menus déroulants)
- État/province _____
 - Comté/district _____
 - Code postal _____
 - Je travaille principalement en ligne.
 - Je ne travaille pas principalement en ligne.
 - Sans objet
18. Combien d'heures par semaine et de semaines par an consacrez-vous d'habitude à votre emploi principal? Incluez les congés payés et les congés maladie. Indiquez des chiffres et non des mots. Indiquez S. O. si cela ne vous concerne pas.
- Nombre d'heures par semaine _____
 - Nombre de semaines par an _____
19. Combien d'emplois avez-vous? Indiquez des chiffres et non des mots. Indiquez S. O. si cela ne vous concerne pas. _____
20. Quel a été le revenu annuel brut provenant de votre emploi principal en 2023? Indiquez des chiffres et non des mots. Indiquez S. O. si cela ne vous concerne pas. _____

21. Quels avantages vous offre votre employeur actuel? Sélectionnez toutes les réponses pertinentes.
- Assurance maladie
 - Assurance dentaire
 - Assurance vie
 - Plan d'épargne retraite
 - Contribution de l'employeur au plan d'épargne retraite
 - Congé familial et médical
 - Remboursement des frais de scolarité
 - Horaire de travail flexible
 - Autre (préciser _____)
 - Aucun avantage offert
 - Sans objet
22. En prenant en compte tous les lieux d'activité de votre employeur principal, combien d'employés travaillent pour lui?
- 1 à 9 employés.
 - 10 à 49 employés.
 - 50 à 99 employés.
 - 100 à 499 employés.
 - 500 à 999 employés.
 - 1 000 employés ou plus.
 - Sans objet
23. Indiquez le mois et l'année où vous avez commencé à travailler pour votre employeur principal actuel. (Indiquez S. O. si cela ne vous concerne pas) _____
24. Quels sont vos projets ou objectifs en termes de carrière et de formation pour les deux prochaines années? Sélectionnez toutes les réponses pertinentes.
- Rester à mon poste actuel
 - Rechercher une nouvelle opportunité ou une promotion en tant que travailleur social
 - Augmenter mes heures de travail en tant que travailleur social
 - Réduire mes heures de travail en tant que travailleur social
 - Poursuivre des études de travailleur social
 - Poursuivre des études dans un secteur qui n'est pas lié au travail social
 - Quitter le secteur du travail social mais continuer de travailler
 - Obtenir un permis d'exercer en tant que travailleur social
 - Obtenir un permis d'exercer dans un secteur qui n'est pas lié au travail social
 - Prendre ma retraite
 - Poursuivre une formation complémentaire en travail social
 - Arrêter de travailler
 - Obtenir un emploi
 - Autre _____
 - Aucun projet de changement
 - Sans objet

Pratique

25. Quel milieu de pratique décrit le mieux votre emploi de travail social actuel ou le plus récent?

- Agence de services individuels et familiaux
- Agence pour la justice, l'ordre public et les activités liées à la sécurité
- Administration d'un programme de ressources humaines
- Hôpital psychiatrique et centre de désintoxication
- Centre de soins ambulatoires
- Enseignement primaire ou secondaire
- Maison de soins infirmiers (établissements de soins infirmiers qualifiés)
- Établissement de soins, à l'exception des établissements de soins infirmiers qualifiés
- Agence civique, sociale, de défense des droits et d'octroi de subventions
- Hôpital de médecine générale et chirurgicale ou hôpital spécialisé
- Administration publique, y compris bureau de direction ou organe législatif
- Agence communautaire pour l'alimentation, le logement et les services d'urgence
- Agence de soins de santé à domicile
- Agence d'autres soins de santé
- Agence liée à l'assurance
- Agence de services de garde d'enfants
- Collège, université ou établissement d'enseignement professionnel, y compris le collège/lycée communautaire
- Agence de services de réadaptation professionnelle
- Cabinet médical
- Autre (entrez votre réponse dans la zone de texte ci-dessous) _____
- Sans objet

26. Quelle fonction décrit le mieux le milieu de pratique de votre travail social actuel ou le plus récent? Sélectionnez toutes les réponses pertinentes.

- Santé mentale/comportementale
- Services de santé, hospitaliers ou médicaux
- Services destinés aux familles et aux enfants
- Défense des droits
- Services de traitement de la dépendance aux substances psychoactives et de désintoxication
- Services de psychiatrie
- Services aux personnes âgées
- Aide sociale à l'enfance et services de protection de l'enfance
- Services aux personnes sans-abri
- Services sociaux publics
- Services sociaux en milieu scolaire
- Organisation communautaire
- Services de lutte contre les violences familiales
- Services de développement et intellectuels
- Soins palliatifs
- Services de réadaptation
- Gestion intégrée des soins
- Services d'adoption/de placement en famille d'accueil

- Services de traitement en établissement
- Services aux vétérans
- Services de protection des adultes
- Services d'assistance aux employés
- Services d'application de la loi ou services correctionnels
- Enseignement supérieur
- Autre (entrez votre réponse dans la zone de texte ci-dessous) _____
- Sans objet

27. Quels sont les groupes de population principalement desservis par votre emploi actuel ou le plus récent dans le secteur du travail social? Sélectionnez toutes les réponses pertinentes.

- Enfants (moins de 11 ans)
- Adolescents (12 à 17 ans)
- Adultes (18 à 65 ans)
- Adultes plus âgés (66 ans ou plus)
- Groupes raciaux minoritaires
- Immigrants et réfugiés
- Groupes sexuels minoritaires
- Personnes dont le revenu est en dessous du seuil de pauvreté
- États-Unis seulement : Personnes admissibles à Medicaid
- Personnes avec des troubles de santé mentale
- Personnes avec des troubles liés à la consommation de substances psychoactives
- Personnes impliquées dans le système de protection de l'enfance
- Personnes ayant besoin d'assistance pour les activités de la vie quotidienne
- Personnes dont la langue maternelle est l'anglais
- Personnes dont la langue maternelle est le français
- Personnes dont la langue maternelle est l'espagnol
- Personnes dont la langue maternelle n'est ni l'anglais ni le français ni l'espagnol
- Sans objet

28. Quel est/était votre rôle principal dans votre emploi actuel ou le plus récent?

- Prestataire de services directs (par exemple, clinicien, thérapeute, conseiller)
- Gestionnaire de cas ou planificateur de sortie d'hôpital
- Administrateur ou gestionnaire de programme
- Superviseur
- Coordonnateur de services
- Conseiller
- Défenseur des droits
- Éducateur ou universitaire
- Formateur, instructeur ou animateur
- Enquêteur
- Évaluateur ou chercheur
- Organisateur communautaire
- Analyste politique
- Orateur
- Agent de liaison
- Asseseur

- Travailleur en foyer d'accueil
- Enquêteur judiciaire
- Médiateur
- Soutien communautaire
- Mentor
- Rôles multiples. Veuillez préciser : _____
- Sans objet

29. Quel pourcentage de temps consacrez-vous à la prestation de services par voie électronique (par exemple, Internet, médias sociaux, conservations en ligne, messages, courriels, smartphone, téléphone, vidéo)?

- Jamais
- 1 à 25 %
- 26 à 50 %
- 51 à 75 %
- 76 à 99 %
- 100 %
- Sans objet

30. Parmi les propositions suivantes, laquelle décrit le mieux votre catégorie de pratique actuelle?

- Travailleur social
- Associé
- Baccalauréat (pratique directe ou macro)
- Maîtrise (pratique directe ou macro)
- Généraliste indépendant (2 ans ou plus d'expérience après la maîtrise en travail social)
- Clinicien (2 ans ou plus d'expérience après la maîtrise en travail social)
- Sans objet

Démographie/intersectionnalité

31. Quels sont le mois et l'année de votre naissance?

- Mois _____
- Année _____

32. Où vivez-vous actuellement?

- État/province _____
- Comté _____
- Code postal _____

33. Quel est votre genre?

- Femme
- Homme
- Non binaire
- Autre genre _____

34. Comment décririez-vous votre orientation sexuelle? (Facultatif) _____

35. RÉPONDANTS DES ÉTATS-UNIS : Quelle est votre origine raciale? Sélectionnez toutes les réponses pertinentes.

- Sans objet/je ne suis pas américain
- Asiatique/autochtone hawaïen/insulaire du Pacifique
- Noir
- Peuples autochtones/amérindiens
- Blanc
- Autre origine raciale : _____

36. RÉPONDANTS DES CANADIENS : Quelle est votre origine raciale? Sélectionnez toutes les réponses pertinentes.

- Sans objet/je ne suis pas canadien
- Premières Nations
- Métis
- Inuk (Inuit)
- Blanc
- Asiatique du Sud (par exemple, Indien de l'Est, Pakistanais, Sri Lankais)
- Chinois
- Noir
- Philippin
- Arabe
- Latino-américain
- Asiatique du Sud-Est (par exemple, Vietnamien, Cambodgien, Laotien, Thaïlandais)
- Asiatique de l'Ouest (par exemple, Iranien, Afghan)
- Coréen
- Japonais
- Autre groupe _____

37. Quelle est votre origine ethnique?

- Hispanique/latino
- Non hispanique/latino

38. Quelle est votre appartenance religieuse ou votre vision du monde?
(Facultatif) _____

39. Avez-vous un problème de santé physique ou mentale ou un trouble du développement (y compris un handicap ou une neurodiversité)?

- J'ai un problème de santé physique.
- J'ai un problème de santé mentale.
- J'ai un autre type de problème de santé. _____
- Aucun.

If any response other than “Aucun” is chosen, the following question is displayed:

40. Ce problème limite-t-il le type et la quantité de travail que vous pouvez effectuer?

- Oui
- Non

41. Quel est votre statut de citoyenneté?

POUR LES RÉPONDANTS AMÉRICAINS UNIQUEMENT

- Je ne suis pas un répondant des États-Unis
- Citoyen américain de naissance
- Citoyen américain naturalisé
- Citoyen non américain

POUR LES RÉPONDANTS CANADIENS UNIQUEMENT

- Je ne suis pas un répondant canadien
- Citoyen canadien de naissance
- Citoyen canadien naturalisé
- Citoyen non canadien

42. Indiquez votre usage de la langue. Sélectionnez toutes les réponses pertinentes.

- Anglais
- Français
- Espagnol
- Autre (Saisissez la langue dans la zone de texte ci-dessous, puis indiquez s’il s’agit de votre langue principale, si vous parlez cette langue couramment et/ou si vous utilisez cette langue dans le cadre de votre travail. Si vous saisissez plusieurs langues, veuillez fournir ces informations pour toutes les langues.) _____

If Anglais, Français, and/or Espagnol is/are selected, then display the following respective fields:

Anglais

- Principale
- Courant
- Utilisation dans la pratique professionnelle

Français

- Principale
- Courant
- Utilisation dans la pratique professionnelle

Espagnol

- Principale
- Courant
- Utilisation dans la pratique professionnelle
-

Autre

- Principale
- Courant
- Utilisation dans la pratique professionnelle

43. Combien d'enfants de 13 ans et moins vivent dans votre foyer?

- 0
- 1
- 2
- 3 ou plus

Part I: Workforce Study - End Page

Nous vous remercions d'avoir répondu à la partie I du recensement sur le travail social. Vous pouvez à présent passer à la partie II.

Part II: Practice Analysis – Landing Page

Partie II: Analyse de la pratique

La seconde partie du recensement sur le travail social vous demande de passer en revue une liste de sujets qui décrivent les connaissances pouvant être nécessaires aux travailleurs sociaux débutants (c'est-à-dire les travailleurs sociaux ayant accumulé entre **zéro et trois ans d'expérience** après avoir commencé à exercer), qui exercent dans le même domaine que vous ou détiennent la même catégorie de permis d'exercice ou d'accréditation. Gardez à l'esprit cette définition de **débutant** lorsque vous répondrez à la seconde partie du recensement.

Déroulement de l'enquête

Répondez aux deux questions suivantes pour chaque énoncé:

- À quelle fréquence ces connaissances sont-elles utilisées dans la pratique par les travailleurs sociaux **débutants** (zéro à trois ans d'expérience) qui exercent dans le même domaine que vous ou détiennent la même catégorie de permis d'exercice ou d'accréditation?

Dans quelle mesure est-il important d'appliquer ces connaissances dans le cadre d'une pratique sécuritaire et éthique du travail social pour les travailleurs sociaux **débutants** (zéro à trois ans d'expérience) qui exercent dans le même domaine que vous ou détiennent la même catégorie de permis d'exercice ou d'accréditation?

- Répondez à tous les énoncés. Si vous estimez que les travailleurs sociaux **débutants** (zéro à trois ans d'expérience) qui exercent dans le même domaine que vous ou détiennent la même catégorie de permis d'exercice ou d'accréditation ne font pas appel à un certain type de connaissances dans leur travail, sélectionnez **Jamais** pour évaluer la fréquence de l'énoncé, puis **Pas important** pour évaluer l'importance de l'énoncé.
- Nous vous invitons à évaluer chaque énoncé en termes de fréquence et d'importance, afin d'améliorer la compréhension des connaissances requises pour exercer dans le secteur du travail social en toute sécurité et de façon éthique lorsque l'on débute dans le métier. Néanmoins, si vous préférez ne pas effectuer d'évaluation pour une raison quelconque, vous pouvez sélectionner **Je préfère ne pas répondre**.

Options de réponses pour évaluer la fréquence:

Jamais
Une fois par an
Une fois par mois
Une fois par semaine
Une fois par jour
Plus d'une fois par jour
Je préfère ne pas répondre

Options de réponses pour évaluer l'importance:

Pas important
Peu important
Important
Très important
Extrêmement important
Je préfère ne pas répondre

Certains énoncés sont suivis d'exemples de connaissances indiqués entre parenthèses. Ces exemples sont uniquement fournis à titre de clarification; les listes ne doivent pas être considérées comme incluant toutes les possibilités.

Knowledge Survey Statements

Valeurs et éthique

1. Valeurs et principes professionnels (aptitude, justice sociale, intégrité, dignité et valeur de la personne)
2. Questions juridiques et éthiques liées à la pratique du travail social, y compris la responsabilité envers les clients ou systèmes clients, les collègues, la profession et la société
3. Principes et processus d'obtention du consentement éclairé
4. Questions juridiques et éthiques liées à la confidentialité, y compris les restrictions en la matière (HIPAA, renseignements sur la santé protégés, vie privée)
5. Identification et résolution des dilemmes éthiques
6. Limites professionnelles dans la relation entre le travailleur social et le client ou le système clients (différences de pouvoir, influence, privilèges, conflits d'intérêt, dévoilement de soi, relations duelles)
7. Protection et renforcement de l'autodétermination du client ou du système clients (médicaments, traitements médicaux, conseils, placement, droit de refuser les services)
8. Questions juridiques et éthiques liées à la mort et à la fin de vie
9. Approches contre l'oppression et le racisme
10. Principes de justice sociale, raciale, environnementale et économique
11. Justice sociale, vérité et réconciliation et pratiques restauratives liées aux clients ou systèmes clients de communautés historiquement opprimées et marginalisées
12. Impacts culturels de l'exploitation sur les communautés marginalisées (situation financière, statut d'immigration, traite d'êtres humains, femmes autochtones disparues et assassinées)

13. Influence de la culture, de l'origine raciale ou ethnique et de l'intersectionnalité sur les comportements, les attitudes et la formation de l'identité
14. Privilèges et préjugés et leur impact sur le client ou les systèmes clients (préjugés implicites, micro-agressions)
15. Différence de pouvoir et privilège lié à l'origine raciale (infériorité et supériorité raciales et ethniques intériorisées)
16. Impact de la mondialisation, de l'immigration et du statut de réfugié ou d'immigrant sur le client ou les systèmes clients et la prestation des services
17. Accessibilité, y compris la langue et l'accès physique et culturel (traduction et interprétation, neurodiversité, langue des signes américaine)
18. Questions juridiques et éthiques liées à la documentation (tenue des dossiers du client)
19. Pratiques de facturation responsables (gestion des soins de santé, remboursement par l'assurance, facturation de soins dispensés par un professionnel de la santé non médecin)
20. Questions juridiques et éthiques liées à la déclaration obligatoire (mauvais traitements, menace de préjudices, professionnels incompetents, obligation de mise en garde)
21. Questions éthiques en matière de supervision et gestion
22. Questions juridiques et éthiques liées à la fin de l'intervention
23. Éthique de la recherche (commissions d'examen institutionnelles, utilisation de sujets humains, consentement éclairé)
24. Importance des activités de perfectionnement professionnel destinées à améliorer la pratique et à maintenir à jour les connaissances professionnelles (formation en cours d'emploi, exigence en matière de permis d'exercice, analyse de la documentation, ateliers, supervision permanente, consultation)
25. Impact des politiques gouvernementales sur la prestation de services (législation et politique locales, provinciales et fédérales)
26. Questions éthiques liées aux pratiques électroniques
27. Principes de prise en charge de soi-même par le travailleur social
28. Épuisement professionnel, traumatismes secondaires et usure de compassion

Évaluation et planification

1. Modèle d'évaluation biopsychosociale et composants et facteurs connexes
2. Méthodes d'évaluation des risques d'être un danger pour soi et pour les autres
3. Méthodes, techniques et instruments d'évaluation des points forts, ressources, besoins et difficultés du client ou système clients
4. Principes et techniques d'entretien (soutien, clarification, confrontation, validation, rétroaction, réflexion, différences linguistiques, recours à des interprètes)
5. Impact de la pauvreté sur les individus, familles, groupes, organisations et communautés (déterminants sociaux de la santé)
6. Méthodes d'obtention d'informations sensibles et/ou confidentielles (consommation de substances psychoactives, abus sexuels)
7. Composantes et fonction de l'examen de l'état mental
8. Méthodes d'implication des clients ou des systèmes clients dans l'identification des problèmes, la résolution des problèmes et la planification de l'intervention
9. Développement physique, cognitif, émotionnel et sexuel typique et atypique tout au long de la vie (indicateurs de fluidité sexuelle)
10. Indicateurs, dynamique et impact des abus physiques, sexuels et psychologiques et de la négligence sur les individus, familles, groupes, organisations et communautés
11. Caractéristiques des auteurs d'abus, de négligence et d'exploitation
12. Indicateurs, dynamique et impact de l'exploitation tout au long de la vie (situation financière, statut d'immigration, traite d'êtres humains)
13. Indicateurs de maladie mentale et émotionnelle tout au long de la vie
14. Utilisation du Manuel diagnostique et statistique des troubles mentaux pour l'évaluation et des indicateurs courants de santé mentale et de pathologies liées au cerveau
15. Effets des capacités physiques et mentales tout au long de la vie
16. Compétence, autodétermination et techniques d'autosurveillance du client ou système clients (décisions financières, décisions relatives au traitement, émancipation, âge du consentement, planification de placement permanent)
17. Troubles et pathologies concomitants
18. Développement de l'identité raciale, ethnique, culturelle et spirituelle/religieuse tout au long de la vie

19. Influence et impact de la technologie, y compris des médias sociaux, sur le client ou les systèmes clients (au niveau personnel et professionnel)
20. Principes fondamentaux de la génétique humaine (dépranocytose, troubles biologiques, chromosomes sexuels, épigénétique)
21. Utilisation et effets secondaires des médicaments courants sur ordonnance, en vente libre et alternatifs
22. Méthodes d'incorporation des informations provenant de dossiers et d'évaluations (données sur l'emploi, médicales, psychologiques et scolaires)
23. Méthodes d'évaluation de la résilience et des capacités d'adaptation
24. Indicateurs et méthodes d'évaluation de la motivation, de la résistance au changement et de l'acceptation du changement
25. Méthodes d'évaluation des compétences en communication du client ou des systèmes clients
26. Mécanismes de défense et leurs effets sur le comportement et les relations
27. Impact du vieillissement sur l'individu et les systèmes familiaux
28. Impact de la prestation de soins sur les familles
29. Évaluation de la disponibilité des ressources communautaires appropriées et leur identification
30. Indicateurs et impact de la dépendance, de la consommation et de l'abus de substances psychoactives sur les individus, familles, groupes, organisations et communautés
31. Facteurs influençant l'image de soi et de son corps (culture, origine raciale et ethnique, religion/spiritualité, âge, capacités, traumatisme, genre, sexualité, taille)
32. Indicateurs et impact des traumatismes, des facteurs de stress, de la violence et des crises sur les individus, familles, groupes, organisations et communautés (intergénérationnels, historiques et complexes)
33. Dynamique des relations interpersonnelles et développement des relations (famille, couple, groupe, polyamour)
34. Dynamique et fonctionnement de la famille et effets sur les individus, familles, groupes, organisations et communautés
35. Impact du placement en dehors du foyer (hospitalisation, placement en famille d'accueil, soins en établissement, système de justice pénale) sur les clients ou systèmes clients
36. Facteurs de déplacement en dehors du foyer (itinérance, immigration et statut de réfugié pour les clients ou systèmes clients)

37. Impact de l'urbanisation, de la mondialisation, des risques environnementaux et du changement climatique sur les individus, familles, groupes, organisations et communautés
38. Facteurs et processus utilisés dans la planification des objectifs ou du traitement, le triage et les plans de service
39. Considérations culturelles dans la création d'un plan d'intervention
40. Critères utilisés dans la sélection des modalités d'intervention/de traitement (capacités, niveau de développement, culture, étape de la vie du client ou des systèmes clients)
41. Indicateurs de l'acceptation de la fin de l'intervention par le client ou les systèmes clients

Intervention et pratique

1. Principes et techniques pour établir et maintenir une relation d'aide (acceptation, empathie, rapport humain)
2. Techniques du contrat et de la définition des objectifs (partialisation, objectifs mesurables)
3. Stratégies et interventions axées sur les points forts et l'autonomisation
4. Méthodes et approches permettant de fournir des soins en tenant compte de divers types de traumatismes (complexes, vicariants)
5. Approches et méthodes de plaidoyer en faveur des services et ressources nécessaires
6. Le rôle du travailleur social dans le processus de résolution des problèmes
7. Techniques de définition des limites et démarcations
8. Communication verbale et non verbale (langage corporel, congruence, rétroaction)
9. Pratiques axées sur des données probantes (thérapie cognitivo-comportementale, thérapie comportementale dialectique, réduction du stress basée sur la pleine conscience, entretien motivationnel, désensibilisation et retraitement par les mouvements oculaires)
10. Principes de l'écoute active et de l'observation participante
11. Méthodes d'implication et de motivation des clients ou systèmes clients volontaires et contraints
12. Techniques de jeux de rôles
13. Techniques de modèle de comportement

14. Techniques de réduction des risques
15. Méthodes d'enseignement de modes d'adaptation et d'autres compétences pour se prendre soi-même en charge aux clients
16. Techniques et méthodes d'intervention en toxicomanie
17. Intervention en cas de crise et approches thérapeutiques
18. Techniques de gestion de la colère
19. Techniques de gestion du stress
20. Techniques de régulation émotionnelle
21. Techniques de formation à l'affirmation de soi
22. Approches axées sur la tâche
23. Méthodes psychoéducatives
24. Modèles et approches de résolution des problèmes
25. Méthodes de résolution des conflits
26. Interventions auprès de couples et approches thérapeutiques
27. Renforcement des capacités et des compétences parentales
28. Planification de placements permanents (protection de l'enfance)
29. Modèles, interventions et approches en matière de thérapie familiale
30. Pratique avec des clients en situation de perte, de séparation ou de deuil
31. Pratique en matière de fin de vie (continuité des soins, hospice, soins palliatifs, stades de la mort et de la fin de vie)
32. Techniques et approches du travail en groupe (élaboration et gestion des processus collectifs et cohésion du groupe)
33. Méthodes de changement social et de planification sociale
34. Organisation et développement de la communauté et mobilisation de la participation communautaire
35. Établissement de réseaux de service ou de ressources communautaires
36. Techniques de gestion des cas (enregistrement, documentation et présentation des cas)

37. Élaboration de documents officiels (subventions, propositions, rapports, évaluations)
38. Sortie, postcure, services complets et suivi
39. Méthodes de réseautage
40. Collaboration entre équipes interdisciplinaires et intradisciplinaires (cothérapie, conférence sur les soins, plan d'enseignement individualisé)
41. Techniques d'évaluation des progrès et de l'efficacité des plans d'intervention, de traitement et de service
42. Méthodes d'établissement des objectifs et résultats escomptés du programme
43. Méthodes, techniques et instruments utilisés pour évaluer la pratique de travail social
44. Politiques, procédures, règlements et législation et leurs conséquences sur la pratique du travail social et la prestation de services
45. Méthodes d'évaluation des programmes de l'organisme (évaluation des besoins, évaluation formative et sommative, rentabilité, analyse coût-avantage, évaluation des résultats)
46. Évaluation du programme et effet connexe sur les services
47. Conception et méthodes de recherche élémentaire et appliquée, méthodes d'analyse et de collecte des données et méthodes d'évaluation de la fiabilité et de la validité dans la recherche sur le travail social (objectives, subjectives, qualitatives et quantitatives)
48. Techniques de leadership et de gestion
49. Recrutement, formation, fidélisation, suivi des performances, évaluation et discipline du personnel
50. Développement, structure et fonctionnement de l'organisation (politiques, procédures)
51. Méthodes de création, de mise en œuvre et d'évaluation des politiques et procédures qui favorisent un milieu de travail sécuritaire, inclusif et positif
52. Méthodes de création, de mise en œuvre et d'évaluation des politiques et procédures qui minimisent le risque pour les individus, familles, groupes, organisations et communautés
53. Méthodes de planification stratégique
54. Modèles et techniques de supervision et de consultation (individuellement, par les pairs, en groupe, enregistrement des cas)

55. Rôle du supervisé dans la supervision (identifier les besoins d'apprentissage, autoévaluation, définir les priorités)
56. Transfert et contre-transfert dans les relations de supervision
57. Techniques de gestion financière et d'affectation des ressources
58. Collecte de fonds et développement
59. Assurance qualité (analyse des programmes et vérification par des experts indépendants)

Part II: Practice Analysis – End Page

Merci pour votre participation. Pour terminer le recensement et envoyer vos réponses, cliquez sur ***Envoyer l'enquête*** ci-dessous.

Incentives Page

Merci encore pour votre participation ! Cliquez sur le lien ci-dessous pour recevoir deux heures de crédit de formation continue et choisir une organisation caritative à qui donner 1,00 dollar américain.

Spanish Version - Landing Page

Seleccione un idioma.

- Inglés
- Francés
- Español

English Version - Consent Form

CONSENTIMIENTO

Antecedentes

El Censo de Trabajo Social es una encuesta exhaustiva sobre la profesión del trabajo social en Estados Unidos y Canadá. Los datos de esta encuesta se considerarán en conjunto y se utilizarán para elaborar una imagen completa y actualizada de quiénes son los trabajadores sociales y qué hacen.

El censo tiene dos secciones. En la primera, se solicita información demográfica que ayudará a comprender mejor la fuerza de trabajo para compartir estos conceptos con la profesión. La segunda se refiere a los conocimientos necesarios para ejercer el trabajo social de forma segura y ética en el momento de comenzar la práctica y se utilizará para diseñar el proyecto de la próxima iteración de los exámenes para la obtención de la licencia de trabajo social.

Sus respuestas son totalmente confidenciales y se combinarán con las respuestas de otros trabajadores sociales y de servicios sociales.

¿Quién debe participar en el Censo de Trabajo Social?

Cualquier persona que ejerza el trabajo social o de servicios sociales, con o sin licencia, debe participar en el censo.

Formato

El Censo de Trabajo Social tiene dos componentes distintos.

El estudio de la fuerza de trabajo es el primer componente y plantea preguntas sobre usted, sus experiencias como trabajador social o de servicios sociales y los clientes a los que atiende.

La segunda parte es el análisis de la práctica del trabajo social. Contiene una serie de afirmaciones que describen diversos tipos de conocimiento. Se le pedirá que califique la importancia que cree que tiene cada afirmación para que los trabajadores sociales principiantes realicen su trabajo de forma eficaz y la frecuencia con la que considera que ellos deben recurrir a estos conocimientos para realizar su trabajo de forma eficaz y segura.

Instrucciones

Utilice los botones **Siguiente y Anterior** en la parte inferior de la pantalla para avanzar a la página siguiente o retroceder a una página anterior. **Precaución: No** utilice los botones de **flecha hacia atrás** o **cargar de nuevo** de su navegador web a medida que avance por la encuesta. **¡Si lo hace, perderá sus respuestas!**

Si decide completar la encuesta en varias sesiones, haga clic en el enlace **Continuar más tarde**, ubicado **en la parte superior de la pantalla**, junto a **Ayuda**. En la pantalla, aparecerá un enlace personal a la encuesta. **Guarde este enlace personal** para iniciar sesión y continuar la encuesta más tarde. **Si pierde el enlace, no podrá acceder a la encuesta ya iniciada y tendrá que volver a empezarla desde el principio.**

Para que los resultados sean lo más completos posible, los participantes deben responder todas las preguntas de la encuesta.

En la primera parte de la encuesta, proporcione tanta información como sea posible para entender en mayor profundidad la profesión de trabajo social.

En la segunda parte de la encuesta, califique la importancia y la frecuencia de todas las afirmaciones sobre conocimientos.

Completar la encuesta debería llevar unos 90 minutos.

Reconocimiento

Reconocemos y agradecemos su disposición para participar en el Censo de Trabajo Social y su comprensión de la importancia de esta investigación para la profesión y para la protección pública. Queremos agradecerle que haya respondido la encuesta, por lo que le proporcionaremos dos horas de créditos de capacitación continua y le ofreceremos la oportunidad de seleccionar una organización benéfica para que reciba US\$1.00. Siga el enlace que aparece al final de la encuesta con el fin de realizar algunos pasos adicionales para recibir este crédito y seleccionar una organización benéfica. Proporcionaremos créditos de capacitación continua y una donación benéfica solo a los participantes que hayan completado ambos componentes de la encuesta.

Si desea obtener asistencia técnica o realizar preguntas generales, envíe un correo electrónico a **social.work.census.support@humrro.org**.

Al final de la encuesta, haga clic en **Enviar encuesta** para enviar sus respuestas.

Para aceptar lo anterior y participar en la encuesta, haga clic en **Siguiente** a continuación.

Parte I: Estudio de la fuerza de trabajo

La parte I del Censo de Trabajo Social contiene preguntas sobre usted, sus experiencias como trabajador social o de servicios sociales y los clientes a los que atiende. Brinde tanta información como sea posible para ampliar la comprensión de la profesión de trabajo social.

Preguntas demográficas para la fuerza de trabajo social

Nota: Si usted tiene más de un trabajo remunerado en el ámbito del trabajo social o de los servicios sociales, en esta encuesta se le pregunta por su **empleo principal**, es decir, el trabajo al que suele dedicar más horas.

1. ¿Trabaja actualmente como trabajador social en su empleo principal?
 - Trabajo actualmente por cuenta propia o ajena en un puesto de trabajo social
 - Trabajo actualmente por cuenta propia o ajena en un puesto que no es de trabajo social
 - No trabajo actualmente
2. ¿Tiene estudios superiores a la secundaria?
 - Sí
 - No

Estudios

3. Brinde información sobre todos los títulos académicos que ha obtenido. Si tiene más de una titulación del mismo nivel, elija la más reciente.

En la página siguiente, se le preguntará acerca de los programas educativos en los que está matriculado actualmente.

- Técnico superior
- Licenciatura
- Maestría
- Doctorado
- Ph. D.
- No corresponde

If Técnico superior, Licenciatura, Maestría, Doctorado, and/or Ph.D. degree is chosen, then the respective drop-downs are shown:

Técnico superior

Principal _____

Año en que se obtuvo la titulación _____

¿Jornada completa/Jornada parcial?

- Jornada completa
- Jornada parcial

¿Tipo de participación?

- En línea
- En persona
- Mixta

Especialización/Itinerario (Indique N/C si no corresponde) _____

Licenciatura

Principal _____

Año en que se obtuvo la titulación _____

¿Jornada completa/Jornada parcial?

- Jornada completa
- Jornada parcial

¿Tipo de participación?

- En línea
- En persona
- Mixta

Especialización/Itinerario (Indique N/C si no corresponde) _____

Maestría

Principal _____

Año en que se obtuvo la titulación _____

¿Jornada completa/Jornada parcial?

- Jornada completa
- Jornada parcial

¿Tipo de participación?

- En línea
- En persona
- Mixta

Especialización/Itinerario (Indique N/C si no corresponde) _____

Doctorado

Principal _____

Año en que se obtuvo la titulación _____

¿Jornada completa/Jornada parcial?

- Jornada completa
- Jornada parcial

¿Tipo de participación?

- En línea
- En persona
- Mixta

Especialización/Itinerario (Indique N/C si no corresponde) _____

Ph.D.

Principal _____

Año en que se obtuvo la titulación _____

¿Jornada completa/Jornada parcial?

- Jornada completa
- Jornada parcial

¿Tipo de participación?

- En línea
- En persona
- Mixta

Especialización/Itinerario (Indique N/C si no corresponde) _____

4. Brinde información sobre todos los programas de titulación académica en los que está matriculado actualmente.

- Técnico superior
- Licenciatura
- Maestría
- Doctorado
- Ph. D.
- No corresponde

If Técnico superior, Licenciatura, Maestría, Doctorado, and/or Ph.D. degree is chosen, then the respective drop-downs are shown:

Técnico superior

Principal _____

Año en que se espera la titulación _____

¿Jornada completa/Jornada parcial?

- Jornada completa
- Jornada parcial

¿Tipo de participación?

- En línea
- En persona
- Mixta

Especialización/itinerario (Indique N/C si no corresponde) _____

Licenciatura

Principal _____

Año en que se espera la titulación _____

¿Jornada completa/Jornada parcial?

- Jornada completa
- Jornada parcial

¿Tipo de participación?

- En línea
- En persona
- Mixta

Especialización/itinerario (Indique N/C si no corresponde) _____

Maestría

Principal _____

Año en que se espera la titulación _____

¿Jornada completa/Jornada parcial?

- Jornada completa
- Jornada parcial

¿Tipo de participación?

- En línea
- En persona
- Mixta

Especialización/itinerario (Indique N/C si no corresponde) _____

Doctorado

Principal _____

Año en que se espera la titulación _____

¿Jornada completa/Jornada parcial?

- Jornada completa
- Jornada parcial

¿Tipo de participación?

- En línea
- En persona
- Mixta

Especialización/itinerario (Indique N/C si no corresponde) _____

Ph.D.

Principal _____

Año en que se espera la titulación _____

¿Jornada completa/Jornada parcial?

- Jornada completa
- Jornada parcial

¿Tipo de participación?

- En línea
- En persona
- Mixta

Especialización/itinerario (Indique N/C si no corresponde) _____

5. ¿A cuánto ascendía/ascenderá la deuda total de su préstamo estudiantil cuando se gradúe con su titulación más alta?
- No me gradué ni me graduaré con ninguna deuda estudiantil.
 - Menos de 10 000 USD
 - Entre 10 000 y 30 000 USD
 - Entre 30 000 y 50 000 USD
 - Entre 50 000 y 75 000 USD
 - Más de 75 000 USD
 - No corresponde
6. ¿Cuánto debe aún por su deuda de préstamo estudiantil?
- No me gradué con ninguna deuda estudiantil.
 - Menos de 10 000 USD
 - Entre 10 000 y 30 000 USD
 - Entre 30 000 y 50 000 USD
 - Entre 50 000 y 75 000 USD
 - Más de 75 000 USD
 - No corresponde

Credencial/licencia

7. ¿Tiene licencia o registro de trabajador social?
- Sí
 - No

< En caso negativo, vaya a la pregunta 8; en caso afirmativo, vaya a la pregunta 9-12 >

8. ¿Cuáles son sus motivos para no tener la licencia de trabajador social? Elija todas las respuestas que correspondan.
- Estoy actualmente en pleno proceso de obtener la licencia.

- Mi puesto está exento de la necesidad de licencia.
- En el lugar en el que ejerzo no es necesaria la licencia para mi categoría profesional.
- Mi empleador o mi trabajo no exigen licencia.
- Las tasas de licencia son demasiado elevadas.
- No he aprobado el examen para obtener la licencia.
- No dispongo de tiempo o recursos suficientes para completar el proceso de obtención de la licencia.
- No tengo un título de trabajo social.
- No valoro el hecho de tener la licencia.
- No trabajo en el ámbito del trabajo social.
- Otro _____
- No corresponde

<Vaya a la pregunta 13>

9. Brinde información sobre las licencias o registros de trabajo social que ha obtenido. Elija todas las respuestas que correspondan.

En la página siguiente, se le preguntará sobre el registro canadiense.

Licencia en EE. UU.

- Técnico superior
- Licenciatura (práctica directa o macro)
- Maestría (práctica directa o macro)
- Generalista independiente (dos o más años de experiencia posterior a la maestría en trabajo social [MSW, por sus siglas en inglés])
- Clínica (dos o más años de experiencia posterior a la MSW)
- No corresponde

If Técnico superior, Licenciatura, Maestría, Generalista independiente, Clínica is/are selected, display the following respective fields:

Técnico superior

- Enumere hasta cinco jurisdicciones en las que tiene licencia. Para cada jurisdicción, incluya el año en que se expidió la licencia y su estado (activo/inactivo).

•

Licenciatura (práctica directa o macro)

- Enumere hasta cinco jurisdicciones en las que tiene licencia. Para cada jurisdicción, incluya el año en que se expidió la licencia y su estado (activo/inactivo).

Maestría (práctica directa o macro)

- Enumere hasta cinco jurisdicciones en las que tiene licencia. Para cada jurisdicción, incluya el año en que se expidió la licencia y su estado (activo/inactivo).

Generalista independiente (dos o más años de experiencia posterior a la maestría en trabajo social [MSW, por sus siglas en inglés])

- Enumere hasta cinco jurisdicciones en las que tiene licencia. Para cada jurisdicción, incluya el año en que se expidió la licencia y su estado (activo/inactivo).

Clínica (dos o más años de experiencia posterior a la MSW)

- Enumere hasta cinco jurisdicciones en las que tiene licencia. Para cada jurisdicción, incluya el año en que se expidió la licencia y su estado (activo/inactivo).

Licencia/registro en Canadá

- Licencia o registro de trabajador de servicios sociales
- Licencia o registro de la licenciatura
- Licencia o registro de la maestría
- Licencia o registro clínico
- No corresponde

If Licencia o registro de trabajador de servicios sociales, Licencia o registro de la licenciatura, Licencia o registro de la maestría, and/or Licencia o registro clínico is/are selected, show the following respective fields:

Licencia o registro de trabajador de servicios sociales

- Enumere hasta cinco jurisdicciones en las que tiene licencia o registro. Para cada jurisdicción, incluya el año en que se expidió la licencia o registro, y su estado (activo/inactivo).

Licencia o registro de la licenciatura

- Enumere hasta cinco jurisdicciones en las que tiene licencia o registro. Para cada jurisdicción, incluya el año en que se expidió la licencia o registro, y su estado (activo/inactivo).

Licencia o registro de la maestría

- Enumere hasta cinco jurisdicciones en las que tiene licencia o registro. Para cada jurisdicción, incluya el año en que se expidió la licencia o registro, y su estado (activo/inactivo).

Licencia o registro clínico

- Enumere hasta cinco jurisdicciones en las que tiene licencia o registro. Para cada jurisdicción, incluya el año en que se expidió la licencia o registro, y su estado (activo/inactivo).

10. ¿Está autorizado por un organismo regulador para ejercer la supervisión clínica?

- Sí
- No
- No corresponde

11. Si se le exigió supervisión para obtener la licencia o el registro, ¿pagó por la supervisión?

- Sí
- No
- No necesario

- No corresponde
12. ¿Cuál fue su grado de satisfacción con la forma en que su supervisor le facilitó la preparación para su actividad laboral como trabajador social?
- Muy satisfecho
 - Moderadamente satisfecho
 - Ni satisfecho ni insatisfecho
 - Moderadamente insatisfecho
 - Muy insatisfecho
 - No corresponde

Empleo

13. ¿Su puesto de trabajador social actual o más reciente le exige estar en posesión de un título de trabajo social?
- Se exige/exigía un título de trabajo social.
 - Se prefiere/prefería un título de trabajo social, pero no se exige/exigía.
 - Ni se prefiere/prefería ni se exige/exigía un título de trabajo social.
 - No corresponde
14. ¿Su puesto de trabajador social actual o más reciente le exige estar en posesión de una licencia o registro de trabajo social?
- Se exige/exigía una licencia o registro de trabajo social.
 - Se prefiere/prefería una licencia o registro de trabajo social, pero no se exige/exigía.
 - Ni se prefiere/prefería ni se exige/exigía un título de trabajo social.
 - No corresponde
15. ¿Cuántos años lleva trabajando en el sector del trabajo social? Ingrese números, no palabras. Indique N/C si no corresponde. _____
16. ¿Cuál de las siguientes opciones describe mejor el tipo de empleador para el que trabaja actualmente como trabajador social?
- Autónomo: Práctica privada individual
 - Autónomo: Práctica en grupo
 - Autónomo: Contratista independiente
 - Privado, con ánimo de lucro
 - Gobierno federal
 - Privado, sin fines de lucro
 - Gobierno estatal
 - Gobierno local
 - No trabajo actualmente
 - No corresponde

17. ¿Dónde tiene su sede su empleo principal? (Indique N/C si no corresponde)
- Estado/provincia _____
 - Condado/distrito _____
 - Código postal _____
 - Trabajo principalmente en línea.
 - No trabajo principalmente en línea.
 - No corresponde
18. ¿ Cuántas horas a la semana y semanas al año suele trabajar en su empleo principal? Incluya las vacaciones pagadas y las licencias por enfermedad como trabajo. Ingrese números, no palabras. (Indique N/C si no corresponde)
- Número de horas a la semana _____
 - Número de semanas al año _____
19. ¿Cuántos empleos tiene? Indique N/C si no corresponde. _____
20. ¿Cuáles eran sus ingresos brutos anuales por su empleo principal en 2023? Ingrese números, no palabras. Indique N/C si no corresponde. _____
21. ¿Qué prestaciones ofrece su empleador actual? Elija todas las respuestas que correspondan.
- Seguro médico
 - Seguro odontológico
 - Seguro de vida
 - Plan de ahorros para la jubilación
 - Contribución del empleador al plan de ahorros para la jubilación
 - Licencia por motivos familiares y médicos
 - Reembolso de matrículas
 - Horario laboral flexible
 - Otra (especifique _____)
 - No ofrece prestaciones
 - No corresponde
22. Contando todos los lugares en los que opera su empleador principal, ¿cuántos empleados trabajan para él?
- 1–9 empleados
 - 10–49 empleados
 - 50–99 empleados
 - 100–499 empleados
 - 500–999 empleados
 - 1000 o más empleados
 - No corresponde
23. Indique el mes y el año en que empezó a trabajar para su empleador principal actual.
- _____

24. ¿Cuáles son sus planes u objetivos profesionales y educativos para los dos próximos años? Elija todas las respuestas que correspondan.

- Permanecer en el puesto actual
- Buscar una nueva oportunidad o ascenso como trabajador social
- Aumentar las horas de trabajo como trabajador social
- Disminuir las horas de trabajo como trabajador social
- Obtener un título de trabajo social
- Obtener un título distinto de trabajo social
- Dejar el campo del trabajo social pero seguir trabajando
- Obtener una licencia de trabajo social
- Obtener una licencia en un área distinta del trabajo social
- Jubilarme
- Proseguir con la capacitación en trabajo social
- Dejar de trabajar
- Conseguir un empleo
- Otro (especifique) _____
- No tengo planes de realizar ningún cambio
- No corresponde

Práctica

25. ¿Qué ámbito profesional describe mejor su empleo de trabajo social actual o más reciente?

- Agencia de servicios individuales y familiares
- Agencia para actividades de justicia, orden público y seguridad
- Administración de programa de recursos humanos
- Hospital psiquiátrico y de abuso de sustancias
- Centro ambulatorio
- Escuela primaria o secundaria
- Centro de cuidados de enfermería (centro de enfermería especializada)
- Centro de atención residencial, excepto centro de enfermería especializada
- Organización cívica, social o de defensa y agencia de subvenciones
- Hospital médico-quirúrgico general u hospital especializado
- Administración pública, incluida la oficina ejecutiva o el órgano legislativo
- Agencia comunitaria de alimentación, vivienda y servicios de urgencia
- Agencia de servicios de salud a domicilio
- Agencia de otros servicios de salud
- Agencia relacionada con seguros
- Agencia de servicios de guardería
- Facultad, universidad o escuela profesional, incluida la universidad de primer ciclo/comunitaria
- Agencia de servicios de rehabilitación profesionales
- Consulta de uno o varios médicos
- Otro (especifique) _____
- No corresponde

26. ¿Qué función describe mejor el ámbito profesional de su empleo de trabajo social actual o más reciente? Elija todas las respuestas que correspondan.

- Salud mental/conductual
- Servicios médicos, hospitalarios o de salud
- Servicios para familias y niños
- Defensa
- Servicios para abuso de sustancias o adicción
- Servicios psiquiátricos
- Servicios para personas mayores
- Servicios de bienestar infantil y protección de la infancia
- Servicios para personas sin hogar
- Servicios sociales públicos
- Servicios sociales escolares
- Organización comunitaria
- Servicios contra la violencia doméstica
- Servicios intelectuales y de desarrollo
- Cuidados paliativos
- Servicios de rehabilitación
- Atención gestionada
- Servicios de adopción y guarda
- Servicios de tratamiento residencial
- Servicios para veteranos
- Servicios de protección para adultos
- Servicios de asistencia al empleado
- Servicios policiales o correccionales
- Educación superior
- Otra (especifique _____)
- No corresponde

27. ¿A qué grupos de población atiende principalmente su empleo de trabajo social actual o más reciente? Elija todas las respuestas que correspondan.

- Niños (menos de 11)
- Adolescentes (12–17)
- Adultos (18–65)
- Adultos mayores (66 o más)
- Grupos raciales minoritarios
- Inmigrantes y refugiados
- Grupos sexuales minoritarios
- Personas con ingresos inferiores al umbral de pobreza
- Solo en EE. UU.: Personas que reúnen los requisitos para Medicaid
- Personas con trastornos mentales
- Personas con trastornos por consumo de sustancias
- Personas que participan en el sistema de protección de la infancia
- Personas que necesitan ayuda para las actividades de la vida diaria
- Personas cuya lengua materna es el inglés
- Personas cuya lengua materna es el francés
- Personas cuya lengua materna es el español
- Personas cuya lengua materna no es el inglés, el francés o el español
- No corresponde

28. ¿Cuál es/era su función principal en su empleo actual o más reciente?

- Proveedor de servicios directos (p. ej., médico clínico, terapeuta, orientador)
- Gestor de casos o planificador de altas
- Administrador o gestor de programas
- Supervisor
- Coordinador de servicios
- Consultor
- Defensor
- Educador o académico
- Formador, instructor o facilitador
- Investigador
- Evaluador o analizador
- Organizador comunitario
- Analista de políticas
- Ponente
- Enlace
- Asesor
- Trabajador de servicios de guarda
- Entrevistador forense
- Mediador
- Colaborador comunitario
- Mentor
- Diversas funciones, escriba: _____
- No corresponde

29. ¿Qué porcentaje del tiempo presta servicios por medios electrónicos (p. ej., internet, redes sociales, chat en línea, mensaje de texto, correo electrónico, smartphone, teléfono, vídeo)?

- Nunca
- 1–25 %
- 26–50 %
- 51–75 %
- 76–99 %
- 100 %
- No corresponde

30. ¿Cuál de las siguientes opciones describe mejor la categoría de su práctica actual?

- Trabajador de servicios sociales
- Técnico superior
- Licenciatura (práctica directa o macro)
- Maestría (práctica directa o macro)
- Generalista independiente (2 o más años de experiencia posterior a la MSW)
- Clínica (2 o más años de experiencia posterior a la MSW)
- No corresponde

Datos demográficos/interseccionalidad

31. ¿En qué mes y año nació?

- Mes _____
- Año _____

32. ¿Dónde vive actualmente?

- Estado/provincia _____
- País _____
- Código postal _____

33. ¿Cuál es su género?

- Mujer
- Hombre
- No binario
- Un género que no figura en esta lista _____

34. ¿Cómo describiría su orientación sexual? (Opcional) _____

35. ENCUESTADOS DE EE. UU.: ¿Cuál es su raza? Elija todas las respuestas que correspondan.

- No corresponde/no es un encuestado de EE. UU.
- Asiático/nativo de Hawái/nativo de las Islas del Pacífico
- Negro
- Nativo americano/pueblos indígenas
- Blanco
- Una raza no incluida en esta lista: _____

36. ENCUESTADOS DE CANADÁ: ¿Cuál es su raza? Elija todas las respuestas que correspondan.

- No corresponde/No es un encuestado de Canadá
- Naciones Originarias
- Métis
- Inuk (Inuit)
- Blanco
- Del sur de Asia (p. ej., indio oriental, pakistaní, esrilankés)
- Chino
- Negro
- Filipino
- Árabe
- Latinoamericano
- Del sudeste asiático (p. ej., vietnamita, camboyano, laosiano y tailandés)
- De Asia occidental (p. ej., iraní, afgano)
- Coreano
- Japonés
- Otro grupo _____

37. ¿Cuál es su origen étnico?

- Hispano/latino
- No hispano/latino

38. ¿Cuál es su confesión religiosa o su visión del mundo? (Opcional) _____

39. ¿Padece alguna enfermedad física o mental (incluida una discapacidad o neurodiversidad) que limite el tipo o la cantidad de trabajo que puede realizar? Elija todas las respuestas que correspondan.

- Tengo una enfermedad física.
- Tengo una enfermedad mental.
- Tengo otro tipo de enfermedad. _____
- Ninguna

40. ¿La enfermedad limita el tipo y la cantidad de trabajo que puede realizar? (Sí/No)

- Sí
- No

41. ¿Cuál es su estado de ciudadanía?

ENCUESTADOS DE EE. UU.

- No es un encuestado de EE. UU.
- Es ciudadano estadounidense de nacimiento
- Es ciudadano estadounidense naturalizado
- No es ciudadano estadounidense

ENCUESTADOS DE CANADÁ

- No es un encuestado de Canadá
- Es ciudadano canadiense de nacimiento
- Es ciudadano canadiense naturalizado
- No es ciudadano canadiense

42. Indique su uso del idioma. Elija todas las respuestas que correspondan.

- Inglés
- Francés
- Español
- Otro (En el cuadro de texto a continuación, ingrese el nombre del idioma y, luego, indique si es su idioma principal, si lo habla con fluidez o si lo utiliza en la práctica. Si ingresa varios idiomas, indique esta información sobre cada uno de ellos.)

If Inglés, Francés, and/or Español is/are selected, then display the following respective fields:

Inglés

- Principal

- Fluido
- Uso en la práctica

Francés

- Principal
- Fluido
- Uso en la práctica

Español

- Principal
- Fluido
- Uso en la práctica

Otro

- Principal
- Fluido
- Uso en la práctica

43. ¿Cuántos niños de 13 años o menos viven en su hogar?

- 0
- 1
- 2
- 3 o más

Part I: Workforce Study - End Page

Gracias por completar la parte I del Censo de Trabajo Social. Ahora, puede empezar la parte II.

Part II: Practice Analysis – Landing Page

Parte II: Análisis de la práctica

En la Parte II del Censo de Trabajo Social, se le pide que revise una lista de temas.

Instrucciones:

- Cada tema describe los conocimientos que, para la práctica segura y ética del trabajo social, pueden necesitar los **trabajadores sociales principiantes** (de cero a tres años de experiencia) que **ejercen en la misma categoría o tienen la misma categoría de licencia/registro** que usted. Mientras repasa cada tema, recuerde esta definición.
- Indique con qué *frecuencia* se necesitan los conocimientos y qué *importancia* tienen.
- Pase el cursor sobre los botones para ver las opciones.
- Si elige **Nunca** para la calificación de la frecuencia, elija **Prefiero no responder** para la calificación de la importancia.
- Después de algunos temas hay **ejemplos** de conocimientos entre paréntesis. Estas listas no incluyen todas las posibilidades.

Opciones para la frecuencia:

- Nunca
- Una vez al año
- Una vez al mes
- Una vez a la semana
- Una vez al día
- Más de una vez al día
- Prefiero no responder

Opciones para la importancia:

- Nada importante
- Algo importante
- Importante
- Muy importante
- Sumamente importante
- Prefiero no responder

Knowledge Survey Statements

Valores y ética

1. Principios y valores profesionales (p. ej., competencia, justicia social, integridad, dignidad y valor de la persona)
2. Asuntos legales y éticos relacionados con la práctica del trabajo social, incluida la responsabilidad ante los clientes/sistemas de clientes, los colegas, la profesión y la sociedad
3. Principios y procesos para obtener el consentimiento informado

4. Asuntos legales y éticos relacionados con la confidencialidad, incluidas las limitaciones de la confidencialidad (p. ej., la Ley de Responsabilidad y Portabilidad de Seguros Médicos (Health Insurance Portability and Accountability Act, HIPAA), información médica protegida, privacidad)
5. Identificación y solución de dilemas éticos
6. Límites profesionales de la relación entre el trabajador social y clientes/sistemas de clientes (p. ej., diferencias de poder, influencias, privilegios, conflictos de intereses, divulgación voluntaria, dobles relaciones)
7. Protección y mejora de la autodeterminación de los clientes/sistemas de clientes (p. ej., medicamentos, tratamientos médicos, asesoramiento, asignación, derecho a rechazar servicios)
8. Asuntos legales y éticos relacionados con la agonía y la muerte
9. Enfoques antiopresivos y antiracistas
10. Principios de justicia social, racial, ambiental y económica
11. Reconciliación, veracidad y justicia social, y prácticas restauradoras en relación con clientes/sistemas de clientes en comunidades históricamente oprimidas y marginalizadas
12. Impacto cultural de la explotación en comunidades marginalizadas (p. ej., finanzas, estado migratorio, tráfico, mujeres indígenas desaparecidas y asesinadas)
13. Impacto de la cultura, raza, etnicidad e interseccionalidad en comportamientos, actitudes y formación de la identidad
14. Privilegio y sesgos, y su impacto en los clientes/sistemas de clientes (p. ej., sesgo implícito, microagresiones)
15. Diferencial de poder y privilegio racial (p. ej., superioridad e inferioridad étnica y racial internalizada)
16. Impacto de la globalización, de la inmigración y del estado de refugiado o migratorio en los clientes/sistemas de clientes y en la prestación de servicios
17. Accesibilidad, incluidos idioma, acceso físico y cultural (p. ej., traducción e interpretación, neurodiversidad, lenguaje de signos norteamericano)
18. Asuntos legales y éticos relacionados con la documentación (p. ej., mantenimiento de los expedientes de los clientes)
19. Prácticas de facturación responsables (p. ej., atención gestionada, reembolso de seguros, proceso desde el incidente hasta la facturación)
20. Asuntos legales y éticos relacionados con los informes obligatorios (p. ej., abuso, amenaza de lesiones, profesionales incapacitados, obligación de advertir)

21. Asuntos éticos relacionados con la supervisión y la gestión
22. Asuntos legales y éticos relacionados con el despido
23. Ética de la investigación (p. ej., comités de revisión institucional, utilización de sujetos humanos, consentimiento informado)
24. Importancia de las actividades de desarrollo profesional para mejorar las prácticas y mantener los conocimientos profesionales existentes (p. ej., capacitación durante el servicio, requisitos de licencias, revisión de la documentación, talleres, supervisión continua, consultas)
25. Impacto de las políticas gubernamentales en la prestación de servicios (p. ej., políticas y leyes locales, estatales y federales)
26. Asuntos éticos relacionados con las prácticas electrónicas
27. Principios de autocuidado del trabajador social
28. Agotamiento, trauma secundario y fatiga de compassion

Evaluación y planificación

1. Modelo de evaluación biopsicosocial y componentes y factores relacionados
2. Métodos de evaluación del riesgo de lesiones a sí mismo y a otras personas
3. Métodos, técnicas e instrumentos de evaluación de las fortalezas, los recursos, las necesidades y los retos de los clientes/sistemas de clientes
4. Principios y técnicas de entrevista (p. ej., soporte, clarificación, confrontación, validación, retroalimentación, reflexión, diferencias lingüísticas, uso de intérpretes)
5. Impacto de la pobreza en personas, familias, grupos, organizaciones y comunidades (p. ej., factores determinantes sociales de la salud)
6. Métodos de obtención de información de naturaleza delicada o confidencial (p. ej., consumo de sustancias, abuso sexual)
7. Componentes y funciones del examen del estado mental
8. Métodos de involucramiento de los clientes/sistemas de clientes en la identificación de problemas, la resolución de problemas y la planificación de las intervenciones
9. Desarrollo físico, cognitivo, emocional y sexual típico y atípico a lo largo de la vida (p. ej., indicadores de fluidez sexual)
10. Indicadores, dinámicas e impacto de la negligencia y el abuso físico, sexual y psicológico en personas, familias, grupos, organizaciones y comunidades
11. Características de los responsables de abuso, negligencia y explotación

12. Indicadores, dinámicas e impacto de la explotación a lo largo de la vida (p. ej., finanzas, estado migratorio, tráfico)
13. Indicadores de enfermedad mental y emocional a lo largo de la vida
14. Uso del Manual de diagnósticos y estadísticas de los trastornos mentales para la evaluación y los indicadores frecuentes de salud mental y afecciones relacionadas con el cerebro
15. Efectos de la capacidad física y mental a lo largo de la vida
16. Técnicas de autocontrol, autodeterminación y competencia de los clientes/sistemas de clientes (p. ej., decisiones financieras, decisiones de tratamiento, emancipación, edad de consentimiento, planificación de permanencia)
17. Trastornos y afecciones concurrentes
18. Desarrollo espiritual/de la fe, cultural, étnico y racial a lo largo de la vida
19. La influencia y el impacto de la tecnología, incluidas las redes sociales, en los clientes/sistemas de clientes (a nivel personal y profesional)
20. Principios básicos de la genética humana (p. ej., anemia falciforme, trastornos biológicos, cromosomas sexuales, epigenética)
21. Usos y efectos secundarios de medicamentos comunes de venta con receta, sin receta y alternativos
22. Métodos de incorporación de la información de expedientes y evaluaciones (p. ej., de empleo, médica, psicológica, escolar)
23. Métodos de evaluación de la resiliencia y las capacidades para abordar los problemas
24. Indicadores y métodos de evaluación de la motivación, obstáculos y disposición para el cambio
25. Métodos de evaluación de las habilidades de comunicación de los clientes/sistemas de clientes
26. Mecanismos de defensa y sus efectos en el comportamiento y las relaciones
27. Impacto de la edad en los sistemas individuales y familiares
28. Impacto de la prestación de cuidados en la familia
29. Evaluación de la disponibilidad y determinación de los recursos comunitarios adecuados
30. Indicadores e impacto de la adicción y del consumo y abuso de sustancias en personas, familias, grupos, organizaciones y comunidades

31. Factores que influyen en la autoimagen y la imagen corporal (p. ej., cultura, raza, religión/espiritualidad, edad, capacidades, trauma, género, sexualidad, tamaño)
32. Indicadores e impacto del trauma, los factores estresantes, la violencia y las crisis en personas, familias, grupos, organizaciones y comunidades (p. ej., intergeneracionales, históricos y complejos)
33. Dinámicas de relaciones interpersonales y desarrollo de relaciones (p. ej., familia, parejas, grupos, poliamor)
34. Dinámicas familiares y el funcionamiento y los efectos en personas, familias, grupos, organizaciones y comunidades
35. Impacto de la colocación fuera del hogar (p. ej., hospitalización, hogar sustituto, atención residencial, sistema de justicia penal) en clientes/sistemas de clientes
36. Factores del desplazamiento fuera del hogar (p. ej., indigencia, inmigración y estado de refugiado de clientes/sistemas de clientes)
37. Impacto de la urbanización, la globalización, los peligros ambientales y el cambio climático en personas, familias, grupos, organizaciones y comunidades
38. Factores y procesos usados en la planificación de objetivos, la planificación de tratamientos, el triaje y los planes de servicio
39. Consideraciones culturales en la creación de un plan de intervención
40. Criterios usados en la selección de modalidades de intervención/tratamiento (p. ej., habilidades de los clientes/sistemas de clientes, nivel cultural, cultura, etapa de la vida)
41. Indicadores de preparación de los clientes/sistemas de clientes para la finalización

Intervención y práctica

1. Principios y técnicas para establecer y mantener una relación de ayuda (p. ej., aceptación, empatía, buena relación)
2. Contratos y técnicas de establecimiento de objetivos (p. ej., parcialización, objetivos medibles)
3. Estrategias e intervenciones basadas en las fortalezas y el empoderamiento
4. Métodos y enfoques para proporcionar cuidados basados en el tipo de trauma (p. ej., complejos, indirectos)
5. Enfoques y métodos de apoyo para los servicios y recursos necesarios
6. Papel de los trabajadores sociales en el proceso de resolución de problemas
7. Técnicas para establecer límites y barreras

8. Comunicación verbal y no verbal (p. ej., lenguaje corporal, congruencia, retroalimentación)
9. Prácticas basadas en la evidencia (p. ej., terapia cognitiva del comportamiento, terapia dialéctica del comportamiento, reducción del estrés a través de la conciencia plena, entrevistas motivacionales, desensibilización y reprocesamiento por movimientos oculares)
10. Principios de observación y escucha activa
11. Métodos de atracción y motivación de clientes/sistemas de clientes voluntarios e involuntarios
12. Técnicas de juegos de rol
13. Técnicas de modelado de roles
14. Técnicas de reducción del daño
15. Métodos de enseñanza de abordaje de problemas y otras habilidades de autocuidado a los clientes
16. Técnicas y métodos de intervención en casos de adicción
17. Enfoques de tratamiento e intervención en casos de crisis
18. Técnicas de manejo de la ira
19. Técnicas de manejo del estrés
20. Técnicas de regulación emocional
21. Técnicas de capacitación en asertividad
22. Enfoques centrados en tareas
23. Métodos de psicoeducación
24. Modelos y enfoques de resolución de problemas
25. Métodos de resolución de conflictos
26. Enfoques de tratamiento e intervención para parejas
27. Capacidades de crianza y de desarrollo de habilidades
28. Planificación de permanencia (p. ej., ayuda social infantil)
29. Modelos, intervenciones y enfoques de terapia familiar
30. Práctica con casos en los que los clientes experimentan pérdida, separación y duelo

31. Prácticas para el final de la vida (p. ej., continuidad de la atención, cuidados para enfermos terminales, cuidados paliativos, etapas de la agonía y la muerte)
32. Enfoques y técnicas de trabajo en grupo (p. ej., desarrollo y manejo de procesos y cohesión de grupo)
33. Métodos de cambio social y planificación social
34. Organización comunitaria, desarrollo y movilización de la participación comunitaria
35. Establecimiento de redes de servicio o recursos comunitarios
36. Técnicas de gestión de casos (p. ej., registro de casos, documentación, presentación de casos)
37. Desarrollo de documentos formales (p. ej., subvenciones, propuestas, informes, evaluaciones)
38. Alta, cuidados posteriores al alta, servicios integrales y seguimiento
39. Métodos de establecimiento de redes
40. Colaboración en equipo interdisciplinaria e intradisciplinaria (p. ej., coterapia, conferencias sobre cuidados, programas educativos individualizados)
41. Técnicas de evaluación del progreso y la eficacia de la intervención, el tratamiento y los planes de servicio
42. Métodos de establecimiento de objetivos y resultados de los programas
43. Métodos, técnicas e instrumentos usados para evaluar la práctica de trabajo social
44. Políticas, procedimientos, regulaciones y leyes, y su impacto en la práctica del trabajo social y la prestación de servicios
45. Métodos de evaluación de los programas de las agencias (p. ej., evaluación de necesidades, evaluación formativa/sumativa, relación costo-eficacia, análisis de costo-beneficio, evaluación de los resultados)
46. Evaluación del programa y del impacto relacionado en los servicios
47. Diseño y métodos de investigación básicos y aplicados, métodos de recolección de datos y de análisis, y métodos de evaluación de la confiabilidad y la validez en la investigación sobre trabajo social (p. ej., objetivos, subjetivos, cualitativos, cuantitativos)
48. Técnicas de liderazgo y gestión
49. Reclutamiento, capacitación y retención de los empleados, y calificación del rendimiento, evaluación y disciplina

50. Estructura, funcionamiento y desarrollo organizativo (p. ej., políticas, procedimientos)
51. Métodos de creación, implementación y evaluación de políticas y procedimientos para un entorno de trabajo seguro, inclusivo y saludable
52. Métodos de creación, implementación y evaluación de políticas y procedimientos que minimicen el riesgo para personas, familias, grupos, organizaciones y comunidades
53. Métodos de planificación estratégica
54. Modelos y técnicas de supervisión y consulta (p. ej., individuales, de pares, de grupo, registro de casos)
55. Papel de los supervisados en la supervisión (p. ej., identificación de las necesidades de aprendizaje, autoevaluación, priorización)
56. Transferencia y contratransferencia dentro de las relaciones de supervisión
57. Gestión fiscal y técnicas de asignación de recursos
58. Desarrollo y recaudación de fondos
59. Aseguramiento de la calidad (p. ej., revisión de programas y auditorías por parte de recursos externos)

Part II: Practice Analysis – End Page

Gracias por su participación. Para finalizar el censo y enviar sus respuestas, haga clic en ***Enviar encuesta*** a continuación.

Incentives Page

¡Gracias de nuevo por su participación! Haga clic en el siguiente enlace para que se le acrediten dos horas de crédito de capacitación continua y para seleccionar una organización benéfica para que reciba US\$1.00.

Appendix C. Background Questionnaire Results

Table C.1. Background Questionnaire Results

Demographic Variable	BA		MA		AG		CL		Total	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
What is the highest social work degree you currently hold?										
Associate in Social Work	30	1	1	<1	<1	<1	<1	<1	31	<1
Bachelor's in Social Work	1878	66	22	<1	<1	<1	47	<1	1989	8
Master's in Social Work	384	14	7768	96	623	93	12602	94	21519	85
Doctorate in Social Work	4	<1	94	1	14	2	347	3	460	2
Not applicable	542	19	231	3	34	5	414	3	1263	5
Indicate the total number of years you have been in social work practice.										
Less than 2 years	347	12	1685	21	31	5	152	1	2241	9
2-5 years	476	17	1677	21	113	17	1598	12	3889	15
6-10 years	503	18	1780	22	169	25	3616	27	6104	24
11-15 years	364	13	906	11	92	14	2429	18	3813	15
16-20 years	358	13	719	9	97	14	1789	13	3003	12
More than 20 years	710	25	1174	14	164	24	3785	28	5903	23
Not applicable	80	3	175	2	5	1	41	<1	301	1
Which of the following best describes your current social work license/certification/registration? (Choose all that apply)*										
Associate	98	3	27	<1	2	<1	61	<1	188	1
Bachelors	2766	97	647	8	73	11	784	6	4270	17
Masters	0	0	8116	100	334	50	3947	29	12397	49
Independent generalist	0	0	0	0	671	100	611	5	1282	5
Clinical	0	0	0	0	0	0	13410	100	13410	53
Not applicable	0	0	0	0	0	0	0	0	228	1
Which of the following categories best describes your current social work practice?										
Associate	28	1	8	<1	0	0	5	<1	42	<1
Bachelors (direct or macro practice)	1500	53	142	2	5	1	49	<1	1725	7
Clinical (2 or more years post-MSW clinical experience)	103	4	1196	15	115	17	11298	84	12762	51
Independent Generalist (2 or more years post-MSW experience)	19	1	394	5	334	50	256	2	1007	4

Demographic Variable	BA		MA		AG		CL		Total	
	n	%	n	%	n	%	n	%	n	%
Masters (direct or macro practice)	246	9	5399	67	149	22	1013	8	6861	27
Social service worker	719	25	475	6	21	3	234	2	1503	6
Not applicable	223	8	502	6	47	7	555	4	1363	5
In what jurisdiction(s) do you currently hold your primary license/certification/registration?										
Alabama	93	3	213	3	8	1	157	1	472	2
Alaska	0	0	12	<1	0	0	42	<1	54	<1
Arizona	6	<1	107	1	14	2	125	1	253	1
Arkansas	14	<1	45	1	1	<1	82	1	142	1
California	18	1	74	1	5	<1	666	5	771	3
Colorado	2	<1	84	1	9	1	260	2	356	2
Connecticut	0	0	86	1	8	1	209	2	307	1
Delaware	2	<1	12	<1	3	<1	61	<1	78	<1
District of Columbia (Washington)	1	<1	79	1	5	1	170	1	255	1
Florida	3	<1	34	<1	1	<1	395	3	437	2
Georgia	5	<1	217	3	19	3	313	2	558	2
Guam	6	<1	3	<1	0	0	6	<1	15	<1
Hawaii	0	0	21	<1	1	<1	51	<1	73	<1
Idaho	47	2	88	1	2	<1	99	1	236	1
Illinois	6	<1	145	2	19	3	575	4	749	3
Indiana	15	1	134	2	8	1	220	2	381	2
Iowa	13	<1	86	1	15	2	101	1	216	1
Kansas	39	1	214	3	9	1	170	1	432	2
Kentucky	11	<1	94	1	5	1	128	1	239	1
Louisiana	37	1	272	4	21	3	322	2	666	3
Maine	37	1	36	<1	2	<1	93	1	169	1
Maryland	16	<1	341	5	30	4	755	6	1148	5
Massachusetts	72	3	287	4	47	7	754	6	1166	5
Michigan	42	1	235	3	5	1	434	3	717	3
Minnesota	146	5	185	3	40	6	345	3	719	3
Mississippi	39	1	108	1	3	<1	84	1	236	1

Demographic Variable	BA		MA		AG		CL		Total	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Missouri	4	<1	155	2	4	1	345	3	510	2
Montana	0	0	8	<1	0	0	65	<1	73	<1
Nebraska	2	<1	10	<1	3	<1	39	<1	54	<1
Nevada	126	4	229	3	5	1	269	2	633	3
New Hampshire	1	<1	8	<1	5	1	128	1	142	1
New Jersey	6	<1	232	3	27	4	286	2	557	2
New Mexico	7	<1	62	1	5	1	126	1	201	1
New York	2	<1	675	8	60	9	691	5	1437	6
North Carolina	35	1	44	1	5	1	420	3	511	2
North Dakota	24	1	21	<1	1	<1	26	<1	72	<1
Ohio	188	7	248	3	84	13	372	3	895	4
Oklahoma	3	<1	44	1	4	1	89	1	142	1
Oregon	3	<1	37	<1	2	<1	230	2	273	1
Pennsylvania	10	<1	490	6	45	7	583	4	1135	5
Puerto Rico	1	<1	0	0	1	<1	1	<1	3	<1
Rhode Island	1	<1	10	<1	10	1	116	1	137	1
South Carolina	9	<1	174	2	6	1	155	1	345	2
South Dakota	9	<1	26	<1	3	<1	27	<1	66	<1
Tennessee	14	<1	258	3	8	1	223	2	505	2
Texas	111	4	692	9	31	5	650	5	1488	6
Utah	102	4	105	1	5	1	345	3	566	2
Vermont	0	0	7	<1	1	<1	52	<1	61	<1
Virgin Islands	1	<1	0	0	0	0	0	0	2	<1
Virginia	6	<1	88	1	3	<1	367	3	466	2
Washington	11	<1	37	1	9	1	296	2	355	2
West Virginia	95	3	97	1	18	3	71	1	293	1
Wisconsin	81	3	164	2	21	3	174	1	447	2
Wyoming	1	<1	4	<1	0	0	27	<1	32	<1
Alberta	210	7	99	1	1	<1	64	<1	384	2
British Columbia	171	6	153	2	1	<1	58	<1	387	2

Demographic Variable	BA		MA		AG		CL		Total	
	n	%	n	%	n	%	n	%	n	%
Manitoba	190	7	68	1	1	<1	22	<1	287	1
New Brunswick	259	9	48	1	0	0	25	<1	350	1
Newfoundland and Labrador	78	3	27	<1	0	0	7	<1	119	<1
Northwest Territories	0	0	1	<1	0	0	1	<1	2	<1
Nova Scotia	24	1	20	<1	0	0	10	<1	55	<1
Nunavut	1	<1	1	<1	0	0	0	0	2	<1
Ontario	143	5	285	4	1	<1	51	<1	496	2
Prince Edward Island	19	1	17	<1	0	0	11	<1	49	<1
Quebec	50	2	5	<1	0	0	6	<1	62	<1
Saskatchewan	82	3	12	<1	0	0	2	<1	99	<1
Yukon Territory	2	<1	4	<1	0	0	0	0	6	<1
Not Applicable	86	5	239	3	21	3	363	3	719	3
Which of the following best describes the type of your current social work employer?										
Federal government	56	2	326	4	59	9	1217	9	1658	7
Local government	260	9	586	7	51	8	851	6	1748	7
Not currently employed	90	3	249	3	26	4	345	3	710	3
Private, for-profit	283	10	1538	19	107	16	1980	15	3908	16
Private, nonprofit	754	27	2865	35	244	36	3893	29	7756	31
Self-employed: Group practice	16	1	181	2	15	2	660	5	872	3
Self-employed: Independent contractor	41	1	255	3	27	4	625	5	948	4
Self-employed: Private sole practice	60	2	249	3	21	3	1980	15	2310	9
State/Provincial government	1149	40	1527	19	95	14	1574	12	4345	17
Not applicable	129	5	340	4	26	4	285	2	780	3
What is/was your primary role in your current most recently held job?										
Administrator or program manager	195	7	597	7	83	12	1163	9	2052	8
Advocate	64	2	124	2	8	1	74	1	273	1
Assessor	48	2	78	1	5	1	85	1	218	1
Case manager or discharge planner	753	27	1411	17	98	15	1017	8	3330	13
Community organizer	6	<1	10	<1	0	0	11	<1	27	<1
Community support	61	2	76	1	3	<1	49	<1	194	1

Demographic Variable	BA		MA		AG		CL		Total	
	n	%	n	%	n	%	n	%	n	%
Consultant	34	1	90	1	7	1	140	1	276	1
Direct service provider	749	26	3724	46	301	45	7783	58	12638	50
Educator or academician	41	1	176	2	20	3	291	2	531	2
Evaluator or researcher	11	<1	50	1	2	<1	47	<1	110	<1
Forensic interviewer	6	<1	21	<1	3	<1	27	<1	57	<1
Foster care worker	56	2	52	1	1	<1	15	<1	127	1
Investigator	52	2	35	<1	1	<1	23	<1	114	<1
Liaison	26	1	57	1	5	1	49	<1	140	1
Mediator	2	<1	5	<1	0	0	6	<1	13	<1
Mentor	8	<1	17	<1	2	<1	20	<1	47	<1
Other	309	11	844	10	81	12	1474	11	2736	11
Policy analyst	8	<1	30	<1	1	<1	11	<1	51	<1
Service coordinator	125	4	210	3	11	2	165	1	518	2
Speaker	6	<1	2	<1	1	<1	8	<1	17	<1
Supervisor	199	7	365	4	28	4	816	6	1415	6
Trainer, instructor, or facilitator	38	1	74	1	9	1	98	1	223	1
Not applicable	41	1	68	1	1	<1	38	<1	156	1
What population groups are mainly served by your current or most recently held social work job? (Choose all that apply)										
Children	1166	41	3242	40	254	38	4775	36	9535	38
Adolescents	1265	45	3835	47	298	44	6384	48	11887	47
Adults	1880	66	5737	71	463	69	10663	80	18878	75
Older adults	1414	50	3790	47	316	47	6619	49	12234	48
Racially minoritized groups	792	28	2601	32	211	31	4379	33	8027	32
Immigrants and refugees	532	19	1657	20	114	17	2311	17	4643	18
Sexually minoritized groups	468	16	1367	17	96	14	2735	20	4694	19
People whose income is below the poverty level	1214	43	3404	42	270	40	5101	38	10053	40
U.S. only: People who are Medicaid eligible	542	19	2315	29	192	29	3864	29	6950	28
People with mental health disorders	1423	50	4308	53	350	52	8488	63	14670	58
People with substance use disorders	1135	40	3081	38	248	37	5428	40	9955	39
People involved with the child welfare system	883	31	1963	24	146	22	2863	21	5904	23

Demographic Variable	BA		MA		AG		CL		Total	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
People in need of assistance with activities of daily living	875	31	2125	26	190	28	2773	21	6013	24
People whose primary language is English	1349	48	4224	52	335	50	7981	60	13969	55
People whose primary language is French	243	9	272	3	17	3	328	2	869	3
People whose primary language is Spanish	336	12	1633	20	125	19	2487	19	4605	18
People whose primary language is not English, French, or Spanish	330	12	867	11	73	11	1196	9	2478	10
Not applicable	57	2	102	1	12	2	108	1	286	1
What is your age?										
Under 20 years	0	0	0	0	0	0	0	0	0	0
20–29 years	414	15	1525	19	41	6	536	4	2534	10
30–39 years	743	26	2877	35	211	31	4309	32	8188	32
40–49 years	719	25	1793	22	187	28	3588	27	6342	25
50–59 years	599	21	1173	14	135	20	2640	20	4609	18
More than 60 years	338	12	684	8	91	14	2245	17	3396	13
Prefer not to respond	25	1	64	1	6	1	92	1	194	1
Which of the following best describes your gender?										
Female	2524	89	7155	88	585	87	11633	87	22101	87
Male	259	10	754	9	77	12	1485	11	2592	10
Nonbinary	38	1	139	2	5	<1	199	2	385	2
A gender not listed	9	<1	37	<1	1	<1	45	<1	93	<1
If you are currently practicing in the U.S., select the racial and/or ethnic groups you identify with or consider yourself to be?										
Asian/Native Hawaiian/Pacific Islander	21	1	189	3	13	2	321	2	550	2
Black	143	9	1121	15	88	13	1269	10	2649	11
Multiracial	58	4	275	4	30	4	497	4	871	4
Native American/Indigenous peoples	14	1	32	<1	2	<1	70	1	122	1
Other	48	3	232	3	21	3	436	3	745	3
White	1289	79	5477	74	508	76	10500	80	17876	78
Prefer not to answer	34	2	31	<1	2	<1	41	<1	155	1
NA – Not a US respondent	15	1	23	<1	3	<1	24	<1	87	<1

Demographic Variable	BA		MA		AG		CL		Total	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
If you are currently practicing in Canada, select the racial and/or ethnic groups you identify with or consider yourself to be?										
Arab	0	0	4	<1.6	0	0	0	0	4	<1
Black	23	2	16	2.2	0	0	3	1	42	2
Chinese	17	1	25	3.4	0	0	4	2	46	2
Filipino	11	<1	7	1.0	0	0	2	1	20	1
First Nations	22	2	11	1.5	0	0	1	<1	34	2
Inuk	1	<1	1	<1	0	0	0	0	2	<1
Japanese	1	<1	0	0	0	0	1	<1	2	<1
Korean	2	<1	0	0	0	0	0	0	2	<1
Latin American	9	<1	7	1.0	0	0	2	1	18	1
Metis	36	3.0	11	1.5	0	0	4	2	51	2
Multiracial	67	6	43	5.9	0	0	19	8	129	6
Other	28	2	41	5.6	1	25	17	7	87	4
South Asian (e.g., East Indian, Pakistani, Sri Lankan)	17	1	35	4.8	0	0	2	1	54	2
Southeast Asian (e.g., Vietnamese, Cambodian, Laotian, Thai)	3	<1	1	<1	0	0	1	<1	5	<1
West Asian (e.g., Iranian, Afghan)	2	<1	2	<1	0	0	0	0	4	<1
White	866	71	516	71	3	75	187	74	1572	71
Prefer not to answer	95	8	1	<1	0	0	8	3	104	5
NA – Not a Canadian respondent	16	1	6	<1	0	0	1	<1	23	1
What is your ethnicity?										
Hispanic/Latino	160	6	730	9	38	6	1070	8	2020	8
Not Hispanic/Latino	2512	89	7245	89	626	93	12162	91	22738	90
Missing	166	6	141	2	7	1	178	1	505	2

Notes: The table reports four examination groups (BA=2,838; MA=8,116; IG=671; CL=13,410), but the total column includes all respondents including those who report their license categories as not applicable or prefer not to answer. Additionally, 507 respondents indicated they held a Social Service Worker license or registration only. Their responses were not analyzed as part of the practice analysis.

The denominator used to compute percentage estimates for racial and ethnic group affiliation is based on the total number of respondents.

*The current social work license/certification/registration question is a choose-all-that-apply question that allows separate entries for U.S. and Canadian license/certification/registration. Respondents selected any license/certification/registration options that apply to them.

Appendix D. Final Recommended Exam Blueprints

Bachelors Exam

	Percentage of Exam
<p>I. Values and Ethics Ethical Principles and Responsibilities Ethical Service Delivery Diversity and Social Justice</p>	35
<p>II. Assessment and Planning Assessment Concepts Assessment Methods and Techniques Assessment Practices</p>	33
<p>III. Intervention and Practice Practice Concepts Intervention Methods and Techniques Practice Evaluation and Research Supervision and Administration</p>	32
Total	100

Masters Exam

	Percentage of Exam
I. Values and Ethics	35
Ethical Principles and Responsibilities	
Ethical Service Delivery	
Diversity and Social Justice	
II. Assessment and Planning	33
Assessment Concepts	
Assessment Methods and Techniques	
Assessment Practices	
III. Intervention and Practice	32
Practice Concepts	
Intervention Methods and Techniques	
Practice Evaluation and Research	
Supervision and Administration	
Total	100

Advanced Generalist

	Percentage of Exam
I. Values and Ethics	35
Ethical Principles and Responsibilities	
Ethical Service Delivery	
Diversity and Social Justice	
II. Assessment and Planning	33
Assessment Concepts	
Assessment Methods and Techniques	
Assessment Practices	
III. Intervention and Practice	32
Practice Concepts	
Intervention Methods and Techniques	
Practice Evaluation and Research	
Supervision and Administration	
Total	100

Clinical Exam

	Percentage of Exam
I. Values and Ethics	36
Ethical Principles and Responsibilities	
Ethical Service Delivery	
Diversity and Social Justice	
II. Assessment and Planning	32
Assessment Concepts	
Assessment Methods and Techniques	
Assessment Practices	
III. Intervention and Practice	32
Practice Concepts	
Intervention Methods and Techniques	
Practice Evaluation and Research	
Supervision and Administration	
Total	100

Appendix E. Applied Knowledge

Bachelors Examination

I. VALUES AND ETHICS

IA. ETHICAL PRINCIPLES AND RESPONSIBILITIES

This section of the exam may include questions on the following topics:

- Legal and ethical issues related to the practice of social work, including responsibility to clients/client systems, colleagues, the profession, and society
- Principles and processes of obtaining informed consent
- Legal and ethical issues regarding confidentiality, including limitations of confidentiality (e.g., HIPAA, PHI, privacy)
- Identifying and resolving ethical dilemmas
- Professional values and principles (e.g., competence, social justice, integrity, dignity and worth of the person)
- Burnout, secondary trauma, and compassion fatigue
- Social worker self-care principles
- Importance of professional development activities to improve practice and maintain current professional knowledge (e.g., in-service training, licensing requirements, reviews of literature, workshops, on-going supervision, consultation)

IB. ETHICAL SERVICE DELIVERY

This section of the exam may include questions on the following topics:

- Professional boundaries in the social worker-client/client system relationship (e.g., power differences, influence, privilege, conflicts of interest, self-disclosure, dual relationships)
- Protecting and enhancing client/client system self-determination (e.g., medication, medical treatment, counseling, placement, right to refuse services)
- Legal and ethical issues regarding mandatory reporting (e.g., abuse, threat of harm, impaired professionals, duty to warn)
- Legal and ethical issues regarding documentation (e.g., maintaining client records)
- Impact of governmental policies on service delivery (e.g., local, state, federal legislation and policy)
- Legal and ethical issues related to death and dying
- Ethical issues in supervision and management
- Responsible billing practices (e.g., managed care, insurance reimbursement, incident to billing)
- Ethical issues related to electronic practice
- Legal and ethical issues regarding termination

IC. DIVERSITY AND SOCIAL JUSTICE

This section of the exam may include questions on the following topics:

- Anti-oppressive and anti-racist approaches
- Social, racial, environmental, and economic justice principles
- Impact of culture, race, ethnicity, sexual orientation, gender, and intersectionality on behaviors, attitudes, and identity formation
- Accessibility including language, physical, and cultural access (e.g., translation and interpretation, neurodiversity, American Sign Language)
- Social justice, truth and reconciliation, and restorative practices related to clients/client systems from historically oppressed and marginalized communities
- Cultural impacts of exploitation across marginalized communities (e.g., financial, immigration status, trafficking, Missing and Murdered Indigenous Women)
- Privilege and bias and their impact on client/client systems (e.g., implicit bias, microaggressions)
- Power differential and racial privilege (e.g., internalized racial and ethnic inferiority and superiority)
- Impact of globalization, immigration, and refugee or immigration status on clients/client systems and service delivery

II. ASSESSMENT AND PLANNING

IIA. ASSESSMENT CONCEPTS

This section of the exam may include questions on the following topics:

- Impact of poverty on individuals, families, groups, organizations, and communities (e.g., social determinants of health)
- Indicators and impact of trauma, stressors, violence, and crises on individuals, families, groups, organizations, and communities (e.g., intergenerational, historical, and complex)
- Indicators and impact of addiction and substance use and abuse on individuals, families, groups, organizations, and communities
- Indicators, dynamics, and impact of physical, sexual, and psychological abuse and neglect on individuals, families, groups, organizations, and communities
- Family dynamics and functioning and the effects on individuals, families, groups, organizations, and communities
- Dynamics of interpersonal relationships and relationship development (e.g., family, couples, groups, polyamory)
- Indicators of mental and emotional illness throughout the lifespan
- Impact of out-of-home placement (e.g., hospitalization, foster care, residential care, criminal justice system) on clients/client systems
- Factors of out-of-home displacement (e.g., homelessness, immigration, and refugee status on clients/client systems)
- Co-occurring disorders and conditions
- Factors influencing self- and body-image (e.g., culture, race, religion/spirituality, age, ability, trauma, gender, sexuality, size)
- Characteristics of perpetrators of abuse, neglect, and exploitation
- Impact of caregiving on families

- Indicators, dynamics, and impact of exploitation across the lifespan (e.g., financial, immigration status, trafficking)
- Biopsychosocial assessment model and related components and factors
- Effects of physical and mental ability throughout the lifespan
- Typical and atypical physical, cognitive, emotional, and sexual development throughout the lifespan
- Impact of aging on the individual and family systems
- Racial, ethnic, cultural, and spiritual/faith development throughout the lifespan
- Defense mechanisms and their effects on behavior and relationships
- The influence and impact of technology, including social media, on client/client-systems (personal and professional)
- Impact of urbanization, globalization, environmental hazards, and climate change on individuals, families, groups, organizations, and communities
- Client/client system competence, self-determination, and self-monitoring techniques (e.g., financial decisions, treatment decisions, emancipation, age of consent, permanency planning)

IIB. ASSESSMENT METHODS AND TECHNIQUES

This section of the exam may include questions on the following topics:

- Methods of assessing risk of harm to self and others
- Principles and techniques of interviewing (e.g., supporting, clarifying, confronting, validating, feedback, reflecting, language differences, use of interpreters)
- Methods of involving clients/client systems in problem identification, problem solving, and intervention planning
- Methods, techniques, and instruments for assessing client/client system strengths, resources, needs, and challenges
- Methods for obtaining sensitive and/or confidential information (e.g., substance use, sexual abuse)
- Methods for assessing resilience and coping abilities
- Indicators of and methods of assessing motivation, barriers, and readiness for change
- Components and function of the mental status examination
- Methods of assessing clients'/client systems' communication skills
- Methods of incorporating information from records and evaluations (e.g., employment, medical, psychological, school)

IIC. ASSESSMENT PRACTICES

This section of the exam may include questions on the following topics:

- Assessing the availability of and determining appropriate community resources
- Factors and processes used in goal planning, treatment planning, triage, and service plans
- Criteria used in the selection of intervention/treatment modalities (e.g., client/client system abilities, developmental level, culture, life stage)
- Cultural considerations in the creation of an intervention plan
- Indicators of client/client system readiness for termination
- Use and side effects of common prescription, over-the-counter, and alternative medications

III. INTERVENTION AND PRACTICE

IIIA. PRACTICE CONCEPTS

This section of the exam may include questions on the following topics:

- Principles and techniques for building and maintaining a helping relationship (e.g., acceptance, empathy, rapport)
- The social worker's role in the problem-solving process
- Strengths-based and empowerment strategies and interventions
- Interdisciplinary and intra-disciplinary team collaboration (e.g., co-therapy, care conference, IEP)
- End of life practice (e.g., continuity of care, hospice, palliative care, stages of death and dying)
- Parenting capacities and skill building
- Permanency planning (e.g., child welfare)
- Policies, procedures, regulations, and legislation and their impact on social work practice and service delivery
- Community organizing, development, and mobilizing community participation

IIIB. INTERVENTION METHODS AND TECHNIQUES

This section of the exam may include questions on the following topics:

- Principles of active listening and observation
- Verbal and nonverbal communication (e.g., body language, congruence, feedback)
- Methods and approaches for providing trauma-informed care for various types of trauma (e.g., complex, vicarious)
- Limit and boundary setting techniques
- Case management techniques (e.g., case recording, documentation, case presentation)
- Approaches to and methods of advocacy for needed services and resources
- Evidence-based practices (e.g., cognitive behavioral therapy, dialectical behavior therapy, mindfulness based stress reduction, motivational interviewing, eye movement desensitization and reprocessing)
- Methods for engaging and motivating voluntary and involuntary clients/client systems
- Contracting and goal-setting techniques (e.g., partializing, measurable objectives)
- Practice with clients experiencing loss, separation, and grief
- Emotional regulation techniques
- Crisis intervention and treatment approaches
- Stress management techniques
- Discharge, aftercare, wrap-around services, and follow-up
- Methods of teaching coping and other self-care skills to clients
- Techniques and methods for addiction intervention
- Establishing service networks or community resources
- Problem-solving models and approaches
- Harm reduction techniques
- Conflict resolution methods
- Anger management techniques

- Task-centered approaches
- Psychoeducation methods
- Group work techniques and approaches (e.g., developing and managing group processes and cohesion)
- Role modeling techniques
- Social change and social planning methods
- Assertiveness training techniques
- Role play techniques

IIIC. PRACTICE EVALUATION AND RESEARCH

This section of the exam may include questions on the following topics:

- Techniques for evaluating progress and effectiveness of intervention, treatment, and service plans
- Methods of evaluating agency programs (e.g., needs assessment, formative/summative assessment, cost-effectiveness, cost-benefit analysis, outcomes assessment)
- Methods, techniques, and instruments used to evaluate social work practice

IIID. SUPERVISION AND ADMINISTRATION

This section of the exam may include questions on the following topics:

- Organizational development, structure, and functioning (e.g., policies, procedures)
- Supervisee's role in supervision (e.g., identifying learning needs, self-assessment, prioritizing)
- Supervision and consultation models and techniques (e.g., individual, peer, group, case recording)
- Transference and countertransference within supervisory relationships

Masters Examination

I. VALUES AND ETHICS

IA. ETHICAL PRINCIPLES AND RESPONSIBILITIES

This section of the exam may include questions on the following topics:

- Principles and processes of obtaining informed consent
- Legal and ethical issues regarding confidentiality, including limitations of confidentiality (e.g., HIPAA, PHI, privacy)
- Legal and ethical issues related to the practice of social work, including responsibility to clients/client systems, colleagues, the profession, and society
- Identifying and resolving ethical dilemmas
- Professional values and principles (e.g., competence, social justice, integrity, dignity and worth of the person)
- Burnout, secondary trauma, and compassion fatigue
- Social worker self-care principles
- Importance of professional development activities to improve practice and maintain current professional knowledge (e.g., in-service training, licensing requirements, reviews of literature, workshops, on-going supervision, consultation)

IB. ETHICAL SERVICE DELIVERY

This section of the exam may include questions on the following topics:

- Professional boundaries in the social worker-client/client system relationship (e.g., power differences, influence, privilege, conflicts of interest, self-disclosure, dual relationships)
- Protecting and enhancing client/client system self-determination (e.g., medication, medical treatment, counseling, placement, right to refuse services)
- Legal and ethical issues regarding mandatory reporting (e.g., abuse, threat of harm, impaired professionals, duty to warn)
- Legal and ethical issues regarding documentation (e.g., maintaining client records)
- Impact of governmental policies on service delivery (e.g., local, state, federal legislation and policy)
- Legal and ethical issues related to death and dying
- Ethical issues in supervision and management
- Responsible billing practices (e.g., managed care, insurance reimbursement, incident to billing)
- Ethical issues related to electronic practice
- Legal and ethical issues regarding termination

IC. DIVERSITY AND SOCIAL JUSTICE

This section of the exam may include questions on the following topics:

- Anti-oppressive and anti-racist approaches
- Social, racial, environmental, and economic justice principles
- Impact of culture, race, ethnicity, sexual orientation, gender, and intersectionality on behaviors, attitudes, and identity formation

- Accessibility including language, physical, and cultural access (e.g., translation and interpretation, neurodiversity, American Sign Language)
- Privilege and bias and their impact on client/client systems (e.g., implicit bias, microaggressions)
- Power differential and racial privilege (e.g., internalized racial and ethnic inferiority and superiority)
- Cultural impacts of exploitation across marginalized communities (e.g., financial, immigration status, trafficking, Missing and Murdered Indigenous Women)
- Social justice, truth and reconciliation, and restorative practices related to clients/client systems from historically oppressed and marginalized communities
- Impact of globalization, immigration, and refugee or immigration status on clients/client systems and service delivery

II. ASSESSMENT AND PLANNING

IIA. ASSESSMENT CONCEPTS

This section of the exam may include questions on the following topics:

- Indicators and impact of trauma, stressors, violence, and crises on individuals, families, groups, organizations, and communities (e.g., intergenerational, historical, and complex)
- Family dynamics and functioning and the effects on individuals, families, groups, organizations, and communities
- Impact of poverty on individuals, families, groups, organizations, and communities (e.g., social determinants of health)
- Dynamics of interpersonal relationships and relationship development (e.g., family, couples, groups, polyamory)
- Indicators, dynamics, and impact of physical, sexual, and psychological abuse and neglect on individuals, families, groups, organizations, and communities
- Indicators of mental and emotional illness throughout the lifespan
- Impact of out-of-home placement (e.g., hospitalization, foster care, residential care, criminal justice system) on clients/client systems
- Impact of caregiving on families
- Indicators and impact of addiction and substance use and abuse on individuals, families, groups, organizations, and communities
- Co-occurring disorders and conditions
- Biopsychosocial assessment model and related components and factors
- Characteristics of perpetrators of abuse, neglect, and exploitation
- Indicators, dynamics, and impact of exploitation across the lifespan (e.g., financial, immigration status, trafficking)
- Defense mechanisms and their effects on behavior and relationships
- Effects of physical and mental ability throughout the lifespan
- Factors of out-of-home displacement (e.g., homelessness, immigration, and refugee status on clients/client systems)
- Impact of aging on the individual and family systems
- Factors influencing self- and body-image (e.g., culture, race, religion/spirituality, age, ability, trauma, gender, sexuality, size)
- Racial, ethnic, cultural, and spiritual/faith development throughout the lifespan

- Typical and atypical physical, cognitive, emotional, and sexual development throughout the lifespan
- The influence and impact of technology, including social media, on client/client-systems (personal and professional)
- Impact of urbanization, globalization, environmental hazards, and climate change on individuals, families, groups, organizations, and communities
- Client/client system competence, self-determination, and self-monitoring techniques (e.g., financial decisions, treatment decisions, emancipation, age of consent, permanency planning)

IIB. ASSESSMENT METHODS AND TECHNIQUES

This section of the exam may include questions on the following topics:

- Principles and techniques of interviewing (e.g., supporting, clarifying, confronting, validating, feedback, reflecting, language differences, use of interpreters)
- Methods of assessing risk of harm to self and others
- Methods of involving clients/client systems in problem identification, problem solving, and intervention planning
- Methods, techniques, and instruments for assessing client/client system strengths, resources, needs, and challenges
- Methods for obtaining sensitive and/or confidential information (e.g., substance use, sexual abuse)
- Methods for assessing resilience and coping abilities
- Indicators of and methods of assessing motivation, barriers, and readiness for change
- Methods of assessing clients'/client systems' communication skills
- Methods of incorporating information from records and evaluations (e.g., employment, medical, psychological, school)
- Components and function of the mental status examination

IIC. ASSESSMENT PRACTICES

This section of the exam may include questions on the following topics:

- Assessing the availability of and determining appropriate community resources
- Cultural considerations in the creation of an intervention plan
- Factors and processes used in goal planning, treatment planning, triage, and service plans
- Criteria used in the selection of intervention/treatment modalities (e.g., client/client system abilities, developmental level, culture, life stage)
- Use and side effects of common prescription, over-the-counter, and alternative medications
- Indicators of client/client system readiness for termination

III. INTERVENTION AND PRACTICE

IIIA. PRACTICE CONCEPTS

This section of the exam may include questions on the following topics:

- Strengths-based and empowerment strategies and interventions
- Principles and techniques for building and maintaining a helping relationship (e.g., acceptance, empathy, rapport)
- The social worker's role in the problem-solving process
- Interdisciplinary and intra-disciplinary team collaboration (e.g., co-therapy, care conference, IEP)
- End of life practice (e.g., continuity of care, hospice, palliative care, stages of death and dying)
- Parenting capacities and skill building
- Policies, procedures, regulations, and legislation and their impact on social work practice and service delivery
- Permanency planning (e.g., child welfare)
- Community organizing, development, and mobilizing community participation

IIIB. INTERVENTION METHODS AND TECHNIQUES

This section of the exam may include questions on the following topics:

- Limit and boundary setting techniques
- Verbal and nonverbal communication (e.g., body language, congruence, feedback)
- Methods and approaches for providing trauma-informed care for various types of trauma (e.g., complex, vicarious)
- Principles of active listening and observation
- Crisis intervention and treatment approaches
- Emotional regulation techniques
- Approaches to and methods of advocacy for needed services and resources
- Methods of teaching coping and other self-care skills to clients
- Practice with clients experiencing loss, separation, and grief
- Methods for engaging and motivating voluntary and involuntary clients/client systems
- Case management techniques (e.g., case recording, documentation, case presentation)
- Evidence-based practices (e.g., cognitive behavioral therapy, dialectical behavior therapy, mindfulness based stress reduction, motivational interviewing, eye movement desensitization and reprocessing)
- Stress management techniques
- Harm reduction techniques
- Contracting and goal-setting techniques (e.g., partializing, measurable objectives)
- Problem-solving models and approaches
- Discharge, aftercare, wrap-around services, and follow-up
- Conflict resolution methods
- Establishing service networks or community resources
- Techniques and methods for addiction intervention
- Psychoeducation methods
- Anger management techniques

- Group work techniques and approaches (e.g., developing and managing group processes and cohesion)
- Family therapy models, interventions, and approaches
- Social change and social planning methods

IIIC. PRACTICE EVALUATION AND RESEARCH

This section of the exam may include questions on the following topics:

- Techniques for evaluating progress and effectiveness of intervention, treatment, and service plans
- Methods, techniques, and instruments used to evaluate social work practice
- Methods of evaluating agency programs (e.g., needs assessment, formative/summative assessment, cost-effectiveness, cost-benefit analysis, outcomes assessment)
- Basic and applied research design and methods, data collection and analysis methods, and methods to assess reliability and validity in social work research (e.g., objective, subjective, qualitative, quantitative)

IIID. SUPERVISION AND ADMINISTRATION

This section of the exam may include questions on the following topics:

- Supervisee's role in supervision (e.g., identifying learning needs, self-assessment, prioritizing)
- Methods for creating, implementing, and evaluating policies and procedures for safe, inclusive, and a healthy work environment
- Methods for creating, implementing, and evaluating policies and procedures that minimize risk for individuals, families, groups, organizations, and communities
- Supervision and consultation models and techniques (e.g., individual, peer, group, case recording)
- Transference and countertransference within supervisory relationships

Advanced Generalist Examination

I. VALUES AND ETHICS

IA. ETHICAL PRINCIPLES AND RESPONSIBILITIES

This section of the exam may include questions on the following topics:

- Legal and ethical issues related to the practice of social work, including responsibility to clients/client systems, colleagues, the profession, and society
- Professional values and principles (e.g., competence, social justice, integrity, dignity and worth of the person)
- Legal and ethical issues regarding confidentiality, including limitations of confidentiality (e.g., HIPAA, PHI, privacy)
- Principles and processes of obtaining informed consent
- Identifying and resolving ethical dilemmas
- Burnout, secondary trauma, and compassion fatigue
- Social worker self-care principles
- Importance of professional development activities to improve practice and maintain current professional knowledge (e.g., in-service training, licensing requirements, reviews of literature, workshops, on-going supervision, consultation)

IB. ETHICAL SERVICE DELIVERY

This section of the exam may include questions on the following topics:

- Protecting and enhancing client/client system self-determination (e.g., medication, medical treatment, counseling, placement, right to refuse services)
- Professional boundaries in the social worker-client/client system relationship (e.g., power differences, influence, privilege, conflicts of interest, self-disclosure, dual relationships)
- Legal and ethical issues regarding documentation (e.g., maintaining client records)
- Legal and ethical issues regarding mandatory reporting (e.g., abuse, threat of harm, impaired professionals, duty to warn)
- Impact of governmental policies on service delivery (e.g., local, state, federal legislation and policy)
- Legal and ethical issues related to death and dying
- Responsible billing practices (e.g., managed care, insurance reimbursement, incident to billing)
- Ethical issues in supervision and management
- Ethical issues related to electronic practice
- Research ethics (e.g., institutional review boards, use of human subjects, informed consent)
- Legal and ethical issues regarding termination

IC. DIVERSITY AND SOCIAL JUSTICE

This section of the exam may include questions on the following topics:

- Anti-oppressive and anti-racist approaches
- Accessibility including language, physical, and cultural access (e.g., translation and interpretation, neurodiversity, American Sign Language)
- Social, racial, environmental, and economic justice principles
- Impact of culture, race, ethnicity, sexual orientation, gender, and intersectionality on behaviors, attitudes, and identity formation
- Privilege and bias and their impact on client/client systems (e.g., implicit bias, microaggressions)
- Cultural impacts of exploitation across marginalized communities (e.g., financial, immigration status, trafficking, Missing and Murdered Indigenous Women)
- Power differential and racial privilege (e.g., internalized racial and ethnic inferiority and superiority)
- Social justice, truth and reconciliation, and restorative practices related to clients/client systems from historically oppressed and marginalized communities
- Impact of globalization, immigration, and refugee or immigration status on clients/client systems and service delivery

II. ASSESSMENT AND PLANNING

IIA. ASSESSMENT CONCEPTS

This section of the exam may include questions on the following topics:

- Indicators and impact of trauma, stressors, violence, and crises on individuals, families, groups, organizations, and communities (e.g., intergenerational, historical, and complex)
- Family dynamics and functioning and the effects on individuals, families, groups, organizations, and communities
- Dynamics of interpersonal relationships and relationship development (e.g., family, couples, groups, polyamory)
- Impact of poverty on individuals, families, groups, organizations, and communities (e.g., social determinants of health)
- Indicators of mental and emotional illness throughout the lifespan
- Biopsychosocial assessment model and related components and factors
- Indicators, dynamics, and impact of physical, sexual, and psychological abuse and neglect on individuals, families, groups, organizations, and communities
- Co-occurring disorders and conditions
- Characteristics of perpetrators of abuse, neglect, and exploitation
- Impact of caregiving on families
- Effects of physical and mental ability throughout the lifespan
- Impact of out-of-home placement (e.g., hospitalization, foster care, residential care, criminal justice system) on clients/client systems
- Indicators, dynamics, and impact of exploitation across the lifespan (e.g., financial, immigration status, trafficking)
- Impact of aging on the individual and family systems
- Racial, ethnic, cultural, and spiritual/faith development throughout the lifespan

- Indicators and impact of addiction and substance use and abuse on individuals, families, groups, organizations, and communities
- Factors influencing self- and body-image (e.g., culture, race, religion/spirituality, age, ability, trauma, gender, sexuality, size)
- Typical and atypical physical, cognitive, emotional, and sexual development throughout the lifespan
- Factors of out-of-home displacement (e.g., homelessness, immigration, and refugee status on clients/client systems)
- Defense mechanisms and their effects on behavior and relationships
- The influence and impact of technology, including social media, on client/client-systems (personal and professional)
- Impact of urbanization, globalization, environmental hazards, and climate change on individuals, families, groups, organizations, and communities
- Client/client system competence, self-determination, and self-monitoring techniques (e.g., financial decisions, treatment decisions, emancipation, age of consent, permanency planning)

IIB. ASSESSMENT METHODS AND TECHNIQUES

This section of the exam may include questions on the following topics:

- Methods, techniques, and instruments for assessing client/client system strengths, resources, needs, and challenges
- Methods of involving clients/client systems in problem identification, problem solving, and intervention planning
- Methods of assessing risk of harm to self and others
- Principles and techniques of interviewing (e.g., supporting, clarifying, confronting, validating, feedback, reflecting, language differences, use of interpreters)
- Methods for assessing resilience and coping abilities
- Methods for obtaining sensitive and/or confidential information (e.g., substance use, sexual abuse)
- Indicators of and methods of assessing motivation, barriers, and readiness for change
- Methods of assessing clients'/client systems' communication skills
- Components and function of the mental status examination
- Methods of incorporating information from records and evaluations (e.g., employment, medical, psychological, school)

IIC. ASSESSMENT PRACTICES

This section of the exam may include questions on the following topics:

- Assessing the availability of and determining appropriate community resources
- Factors and processes used in goal planning, treatment planning, triage, and service plans
- Criteria used in the selection of intervention/treatment modalities (e.g., client/client system abilities, developmental level, culture, life stage)
- Cultural considerations in the creation of an intervention plan
- Use and side effects of common prescription, over-the-counter, and alternative medications
- Indicators of client/client system readiness for termination

III. INTERVENTION AND PRACTICE

IIIA. PRACTICE CONCEPTS

This section of the exam may include questions on the following topics:

- Strengths-based and empowerment strategies and interventions
- Interdisciplinary and intra-disciplinary team collaboration (e.g., co-therapy, care conference, IEP)
- The social worker's role in the problem-solving process
- Principles and techniques for building and maintaining a helping relationship (e.g., acceptance, empathy, rapport)
- End of life practice (e.g., continuity of care, hospice, palliative care, stages of death and dying)
- Developing formal documents (e.g., grants, proposals, reports, evaluations)
- Policies, procedures, regulations, and legislation and their impact on social work practice and service delivery
- Permanency planning (e.g., child welfare)
- Community organizing, development, and mobilizing community participation

IIIB. INTERVENTION METHODS AND TECHNIQUES

This section of the exam may include questions on the following topics:

- Verbal and nonverbal communication (e.g., body language, congruence, feedback)
- Limit and boundary setting techniques
- Emotional regulation techniques
- Case management techniques (e.g., case recording, documentation, case presentation)
- Methods of teaching coping and other self-care skills to clients
- Evidence-based practices (e.g., cognitive behavioral therapy, dialectical behavior therapy, mindfulness based stress reduction, motivational interviewing, eye movement desensitization and reprocessing)
- Crisis intervention and treatment approaches
- Stress management techniques
- Methods and approaches for providing trauma-informed care for various types of trauma (e.g., complex, vicarious)
- Contracting and goal-setting techniques (e.g., partializing, measurable objectives)
- Methods for engaging and motivating voluntary and involuntary clients/client systems
- Approaches to and methods of advocacy for needed services and resources
- Principles of active listening and observation
- Problem-solving models and approaches
- Practice with clients experiencing loss, separation, and grief
- Harm reduction techniques
- Conflict resolution methods
- Establishing service networks or community resources
- Discharge, aftercare, wrap-around services, and follow-up
- Anger management techniques
- Psychoeducation methods

- Group work techniques and approaches (e.g., developing and managing group processes and cohesion)
- Family therapy models, interventions, and approaches
- Techniques and methods for addiction intervention

IIIC. PRACTICE EVALUATION AND RESEARCH

This section of the exam may include questions on the following topics:

- Techniques for evaluating progress and effectiveness of intervention, treatment, and service plans
- Methods, techniques, and instruments used to evaluate social work practice
- Quality assurance (e.g., program reviews and audits by external sources)
- Methods of establishing program objectives and outcomes
- Program evaluation and related impact on services
- Methods of evaluating agency programs (e.g., needs assessment, formative/summative assessment, cost-effectiveness, cost-benefit analysis, outcomes assessment)
- Basic and applied research design and methods, data collection and analysis methods, and methods to assess reliability and validity in social work research (e.g., objective, subjective, qualitative, quantitative)

IIID. SUPERVISION AND ADMINISTRATION

This section of the exam may include questions on the following topics:

- Leadership and management techniques
- Methods for creating, implementing, and evaluating policies and procedures for safe, inclusive, and a healthy work environment
- Methods for creating, implementing, and evaluating policies and procedures that minimize risk for individuals, families, groups, organizations, and communities
- Transference and countertransference within supervisory relationships
- Supervisee's role in supervision (e.g., identifying learning needs, self-assessment, prioritizing)
- Supervision and consultation models and techniques (e.g., individual, peer, group, case recording)
- Organizational development, structure, and functioning (e.g., policies, procedures)
- Employee recruitment, training, retention, performance appraisal, evaluation, and discipline

Clinical Examination

I. VALUES AND ETHICS

IA. ETHICAL PRINCIPLES AND RESPONSIBILITIES

This section of the exam may include questions on the following topics:

- Legal and ethical issues regarding confidentiality, including limitations of confidentiality (e.g., HIPAA, PHI, privacy)
- Legal and ethical issues related to the practice of social work, including responsibility to clients/client systems, colleagues, the profession, and society
- Identifying and resolving ethical dilemmas
- Principles and processes of obtaining informed consent
- Professional values and principles (e.g., competence, social justice, integrity, dignity and worth of the person)
- Burnout, secondary trauma, and compassion fatigue
- Social worker self-care principles
- Importance of professional development activities to improve practice and maintain current professional knowledge (e.g., in-service training, licensing requirements, reviews of literature, workshops, on-going supervision, consultation)

IB. ETHICAL SERVICE DELIVERY

This section of the exam may include questions on the following topics:

- Protecting and enhancing client/client system self-determination (e.g., medication, medical treatment, counseling, placement, right to refuse services)
- Professional boundaries in the social worker-client/client system relationship (e.g., power differences, influence, privilege, conflicts of interest, self-disclosure, dual relationships)
- Legal and ethical issues regarding mandatory reporting (e.g., abuse, threat of harm, impaired professionals, duty to warn)
- Legal and ethical issues regarding documentation (e.g., maintaining client records)
- Responsible billing practices (e.g., managed care, insurance reimbursement, incident to billing)
- Legal and ethical issues related to death and dying
- Ethical issues in supervision and management
- Impact of governmental policies on service delivery (e.g., local, state, federal legislation and policy)
- Legal and ethical issues regarding termination
- Ethical issues related to electronic practice
- Research ethics (e.g., institutional review boards, use of human subjects, informed consent)

IC. DIVERSITY AND SOCIAL JUSTICE

This section of the exam may include questions on the following topics:

- Anti-oppressive and anti-racist approaches
- Social, racial, environmental, and economic justice principles

- Impact of culture, race, ethnicity, sexual orientation, gender, and intersectionality on behaviors, attitudes, and identity formation
- Accessibility including language, physical, and cultural access (e.g., translation and interpretation, neurodiversity, American Sign Language)
- Power differential and racial privilege (e.g., internalized racial and ethnic inferiority and superiority)
- Privilege and bias and their impact on client/client systems (e.g., implicit bias, microaggressions)
- Cultural impacts of exploitation across marginalized communities (e.g., financial, immigration status, trafficking, Missing and Murdered Indigenous Women)
- Social justice, truth and reconciliation, and restorative practices related to clients/client systems from historically oppressed and marginalized communities
- Impact of globalization, immigration, and refugee or immigration status on clients/client systems and service delivery

II. ASSESSMENT AND PLANNING

IIA. ASSESSMENT CONCEPTS

This section of the exam may include questions on the following topics:

- Indicators and impact of trauma, stressors, violence, and crises on individuals, families, groups, organizations, and communities (e.g., intergenerational, historical, and complex)
- Family dynamics and functioning and the effects on individuals, families, groups, organizations, and communities
- Dynamics of interpersonal relationships and relationship development (e.g., family, couples, groups, polyamory)
- Indicators, dynamics, and impact of physical, sexual, and psychological abuse and neglect on individuals, families, groups, organizations, and communities
- Indicators of mental and emotional illness throughout the lifespan
- Co-occurring disorders and conditions
- Biopsychosocial assessment model and related components and factors
- Indicators and impact of addiction and substance use and abuse on individuals, families, groups, organizations, and communities
- Impact of poverty on individuals, families, groups, organizations, and communities (e.g., social determinants of health)
- Factors influencing self- and body-image (e.g., culture, race, religion/spirituality, age, ability, trauma, gender, sexuality, size)
- Defense mechanisms and their effects on behavior and relationships
- Characteristics of perpetrators of abuse, neglect, and exploitation
- Impact of out-of-home placement (e.g., hospitalization, foster care, residential care, criminal justice system) on clients/client systems
- Impact of caregiving on families
- Indicators, dynamics, and impact of exploitation across the lifespan (e.g., financial, immigration status, trafficking)
- Typical and atypical physical, cognitive, emotional, and sexual development throughout the lifespan
- Effects of physical and mental ability throughout the lifespan
- Impact of aging on the individual and family systems

- Racial, ethnic, cultural, and spiritual/faith development throughout the lifespan
- Factors of out-of-home displacement (e.g., homelessness, immigration, and refugee status on clients/client systems)
- The influence and impact of technology, including social media, on client/client-systems (personal and professional)
- Impact of urbanization, globalization, environmental hazards, and climate change on individuals, families, groups, organizations, and communities
- Client/client system competence, self-determination, and self-monitoring techniques (e.g., financial decisions, treatment decisions, emancipation, age of consent, permanency planning)

IIB. ASSESSMENT METHODS AND TECHNIQUES

This section of the exam may include questions on the following topics:

- Methods of assessing risk of harm to self and others
- Principles and techniques of interviewing (e.g., supporting, clarifying, confronting, validating, feedback, reflecting, language differences, use of interpreters)
- Methods of involving clients/client systems in problem identification, problem solving, and intervention planning
- Indicators of and methods of assessing motivation, barriers, and readiness for change
- Methods for assessing resilience and coping abilities
- Methods, techniques, and instruments for assessing client/client system strengths, resources, needs, and challenges
- Methods for obtaining sensitive and/or confidential information (e.g., substance use, sexual abuse)
- Methods of assessing clients'/client systems' communication skills
- Use of the Diagnostic and Statistical Manual of Mental Disorders in assessment and common indicators of mental health and brain-related conditions
- Components and function of the mental status examination
- Methods of incorporating information from records and evaluations (e.g., employment, medical, psychological, school)

IIC. ASSESSMENT PRACTICES

This section of the exam may include questions on the following topics:

- Assessing the availability of and determining appropriate community resources
- Factors and processes used in goal planning, treatment planning, triage, and service plans
- Criteria used in the selection of intervention/treatment modalities (e.g., client/client system abilities, developmental level, culture, life stage)
- Cultural considerations in the creation of an intervention plan
- Use and side effects of common prescription, over-the-counter, and alternative medications
- Indicators of client/client system readiness for termination

III. INTERVENTION AND PRACTICE

IIIA. PRACTICE CONCEPTS

This section of the exam may include questions on the following topics:

- Strengths-based and empowerment strategies and interventions
- Principles and techniques for building and maintaining a helping relationship (e.g., acceptance, empathy, rapport)
- Interdisciplinary and intra-disciplinary team collaboration (e.g., co-therapy, care conference, IEP)
- The social worker's role in the problem-solving process
- End of life practice (e.g., continuity of care, hospice, palliative care, stages of death and dying)
- Parenting capacities and skill building
- Policies, procedures, regulations, and legislation and their impact on social work practice and service delivery
- Developing formal documents (e.g., grants, proposals, reports, evaluations)

IIIB. INTERVENTION METHODS AND TECHNIQUES

This section of the exam may include questions on the following topics:

- Methods and approaches for providing trauma-informed care for various types of trauma (e.g., complex, vicarious)
- Verbal and nonverbal communication (e.g., body language, congruence, feedback)
- Principles of active listening and observation
- Limit and boundary setting techniques
- Crisis intervention and treatment approaches
- Emotional regulation techniques
- Evidence-based practices (e.g., cognitive behavioral therapy, dialectical behavior therapy, mindfulness based stress reduction, motivational interviewing, eye movement desensitization and reprocessing)
- Methods of teaching coping and other self-care skills to clients
- Stress management techniques
- Practice with clients experiencing loss, separation, and grief
- Methods for engaging and motivating voluntary and involuntary clients/client systems
- Harm reduction techniques
- Approaches to and methods of advocacy for needed services and resources
- Psychoeducation methods
- Contracting and goal-setting techniques (e.g., partializing, measurable objectives)
- Problem-solving models and approaches
- Techniques and methods for addiction intervention
- Case management techniques (e.g., case recording, documentation, case presentation)
- Conflict resolution methods
- Anger management techniques
- Family therapy models, interventions, and approaches
- Discharge, aftercare, wrap-around services, and follow-up

- Group work techniques and approaches (e.g., developing and managing group processes and cohesion)
- Establishing service networks or community resources
- Assertiveness training techniques
- Role modeling techniques
- Couples interventions and treatment approaches
- Role play techniques

IIIC. PRACTICE EVALUATION AND RESEARCH

This section of the exam may include questions on the following topics:

- Techniques for evaluating progress and effectiveness of intervention, treatment, and service plans
- Methods of establishing program objectives and outcomes
- Program evaluation and related impact on services
- Methods of evaluating agency programs (e.g., needs assessment, formative/summative assessment, cost-effectiveness, cost-benefit analysis, outcomes assessment)
- Basic and applied research design and methods, data collection and analysis methods, and methods to assess reliability and validity in social work research (e.g., objective, subjective, qualitative, quantitative)
- Quality assurance (e.g., program reviews and audits by external sources)

IIID. SUPERVISION AND ADMINISTRATION

This section of the exam may include questions on the following topics:

- Supervisee's role in supervision (e.g., identifying learning needs, self-assessment, prioritizing)
- Supervision and consultation models and techniques (e.g., individual, peer, group, case recording)
- Transference and countertransference within supervisory relationships
- Methods for creating, implementing, and evaluating policies and procedures that minimize risk for individuals, families, groups, organizations, and communities
- Organizational development, structure, and functioning (e.g., policies, procedures)
- Fiscal management and resource allocation techniques