

# **SOCIAL WORK CONTENT EXAM TEST PREP SESSIONS**

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INST 217

# AGENDA

MSW Graduation Requirements

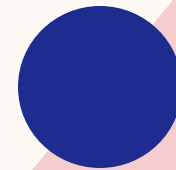
ILTS Testing Windows

Content Exam Preparatory Materials

Tips from 238 Passers

Q & A

Practice Questions Together



# MSW GRADUATION REQUIREMENTS

A passing content exam score is not required for your upcoming May graduation from AU; you will earn your MSW on May 6 from AU, and your PEL will be awarded once a passing content exam score populates in your ELIS account.

Feel free and focus on wrapping up your AU semester before tackling the exam - perhaps mid to late May feels good...

## CURRENT SCHOOL TRACK DATA FOR MAY AND JULY GRADUATES

There are 166 School Track students graduating in May and 8 in July.

The majority of the 174 students took and passed exam 238 before it faded away this past August.

18 students have passed 238, and 68 students, or 39% of the current School Track population, still need to pass exam 238; of those 68 students, 32 have taken it [at least once] and failed it.



# ILTS TESTING WINDOWS

<i>4/10/2023–4/23/2023</i>	<i>5/5/2023</i>
<i>4/24/2023–5/7/2023</i>	<i>5/19/2023</i>
<i>5/8/2023–5/21/2023</i>	<i>6/2/2023</i>
<i>5/22/2023–6/4/2023</i>	<i>6/16/2023</i>
<i>6/5/2023–6/18/2023</i>	<i>6/30/2023</i>
<i>6/19/2023–7/2/2023</i>	<i>7/14/2023</i>
<i>7/3/2023–7/16/2023</i>	<i>7/28/2023</i>
<i>7/17/2023–7/30/2023</i>	<i>8/11/2023</i>

# CONTENT EXAM PREPARATORY MATERIALS

- SSW Licensing Info Moodle Shell (ONL or on-campus)
- 238 and 184 Practice Tests
- Study.com & ASWB Practice Exams
- School Social Work Best Practice Guide
- Quizlet

# TIPS FROM 238 PASSERS

*I think the best tip that I got when preparing for this test was truly to pause and consider what the question is asking/looking for instead of thinking about which answer looks like the best "social worky" answer. This is what I think really helped me with passing it.*

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My advice for the exam would be for the test taker to really focus on exactly what the question is asking. One question on the exam asked for what the most "effective" answer to the stated scenario was while another question focused on the most "efficient" answer. While I may have had different opinions on what I personally would have done in those scenarios/questions, I focused solely on what the question was asking.

The test also asked many questions about what to do in teacher scenarios, i.e. how to best support teachers.

These are the most useful tips/tricks I can think of. Unfortunately, I believe this exam heavily emphasizes the test taker's reading comprehension skills rather than school social work knowledge.

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*Once you do the practice test, they show you the test again with your wrong answers as well as an explanation to why it was wrong. On top of that, I studied any terms that were featured on the test that I did not know, then made a study guide from there.*

*Other than that, I took my time on the test, and flagged a ton of questions to go back to if I wasn't 100% sure.*

*If you over think it too much, all of the answers become confusing and all seem wrong or right. Answer what you think your supervisor might recommend in the situational questions!*

# TIPS FROM 238 PASSERS

I studied practice questions that were created on quizlet of the previous exam. I felt like content and question wise this helped a lot even though the test is less questions than before. The other thing that helped me was ensuring I walked into the testing center with a ton of confidence. I was not confident at all when I took the exam the first time, and I also feel like the place I tested at (COD) was too busy and distracting. The second test I took was at the IT center in Naperville and that location was way less distracting, and I felt a lot more confident going into the second exam because I knew what to expect. I also highly recommend looking into interventions of grade levels you are not interning at. I am placed at an elementary school, which I feel like did not prepare me as well for middle school or high school questions, and I focused more on that while studying to take the second exam.

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*All I can offer as tips and tricks is to use positive self-talk and study terms we do not understand. If a question on the exam comes to the process of elimination, select the two best choices, make a note, and come back to it. Take your time in answering the "hard questions" and see yourself in the scenario. Reading through the school social work best practice manual is something I did differently from the first attempt.*

# ***KATH'S TIPS AND TRICKS***

Read through every question once. Ask yourself, "What is the question asking? Does my response answer the question?" If you are unsure, flag it and move on to return to later. Do not review all of your responses at the end. Simply return to the flagged questions and make your final decision on those. Do not change responses that you've already "locked in and feel good about".

## **Content from 4/19 exam:**

PIE (application question)

Piaget (application question)

Group phases

NASW code of Ethics

Goal Attainment Scaling (GAS) (involves establishing goals and specifying a range of outcomes or behaviors that would indicate progress toward achieving those goals; baseline GAS scores aren't possible – GAS scores are collected at end of year)

Validity of assessment tool

Multicultural education

Ecological-biological

Ecological perspective

Substance use support – Alanon; phone call from HS parents (both scenarios)

Self-assessment process & value

SDS

FBA

Consultation w/ teachers





**NOTE: THE REMAINING SLIDES ARE PRACTICE TEST QUESTIONS THAT ARE STRICTLY MY OPINION. PLEASE KNOW THAT I MAY OR MAY NOT BE CORRECT IN ALL OF MY RESPONSES.**

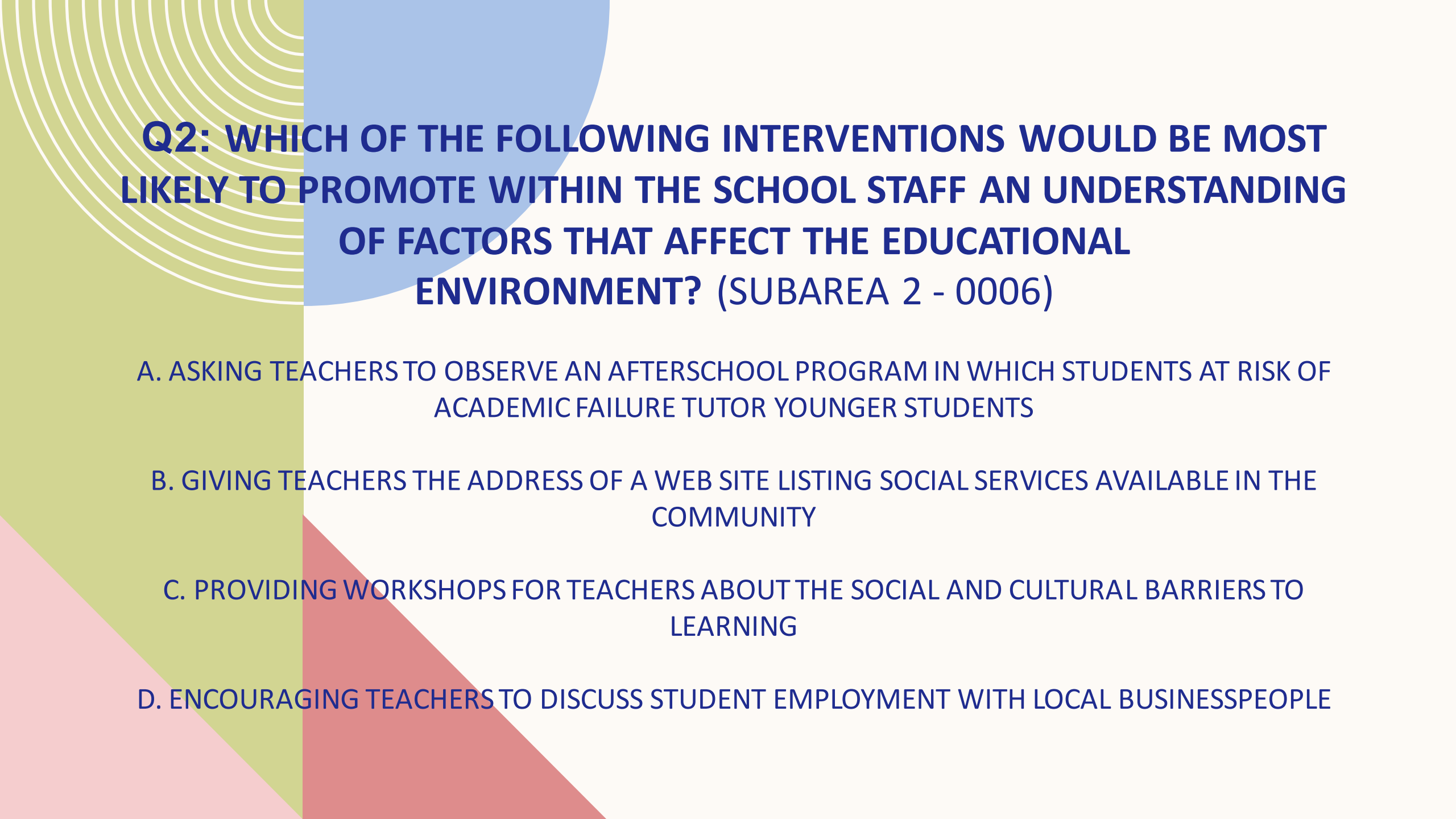


**Q1: WHICH OF THE FOLLOWING DESCRIBES THE FIRST STEP A SCHOOL SOCIAL WORKER SHOULD TAKE BEFORE INITIATING REFERRALS TO COMMUNITY AGENCIES FOR A STUDENT'S FAMILY? (SUBAREA 3 - 0010)**

- A. IDENTIFY THE APPROPRIATE AGENCY TO MEET THE FAMILY'S NEEDS.
- B. ASSIST THE STUDENT'S PARENTS/GUARDIANS AS THEY COMPLETE AN AGENCY'S FORMS.
- C. ENSURE THAT THE FAMILY IS FINANCIALLY ABLE TO PAY AN AGENCY'S FEES FOR SERVICE.
- D. ASSESS THE EFFECTIVENESS OF THE PROGRAMS PROVIDED BY AN AGENCY.

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**A. IDENTIFY THE APPROPRIATE AGENCY TO MEET THE FAMILY'S NEEDS.**

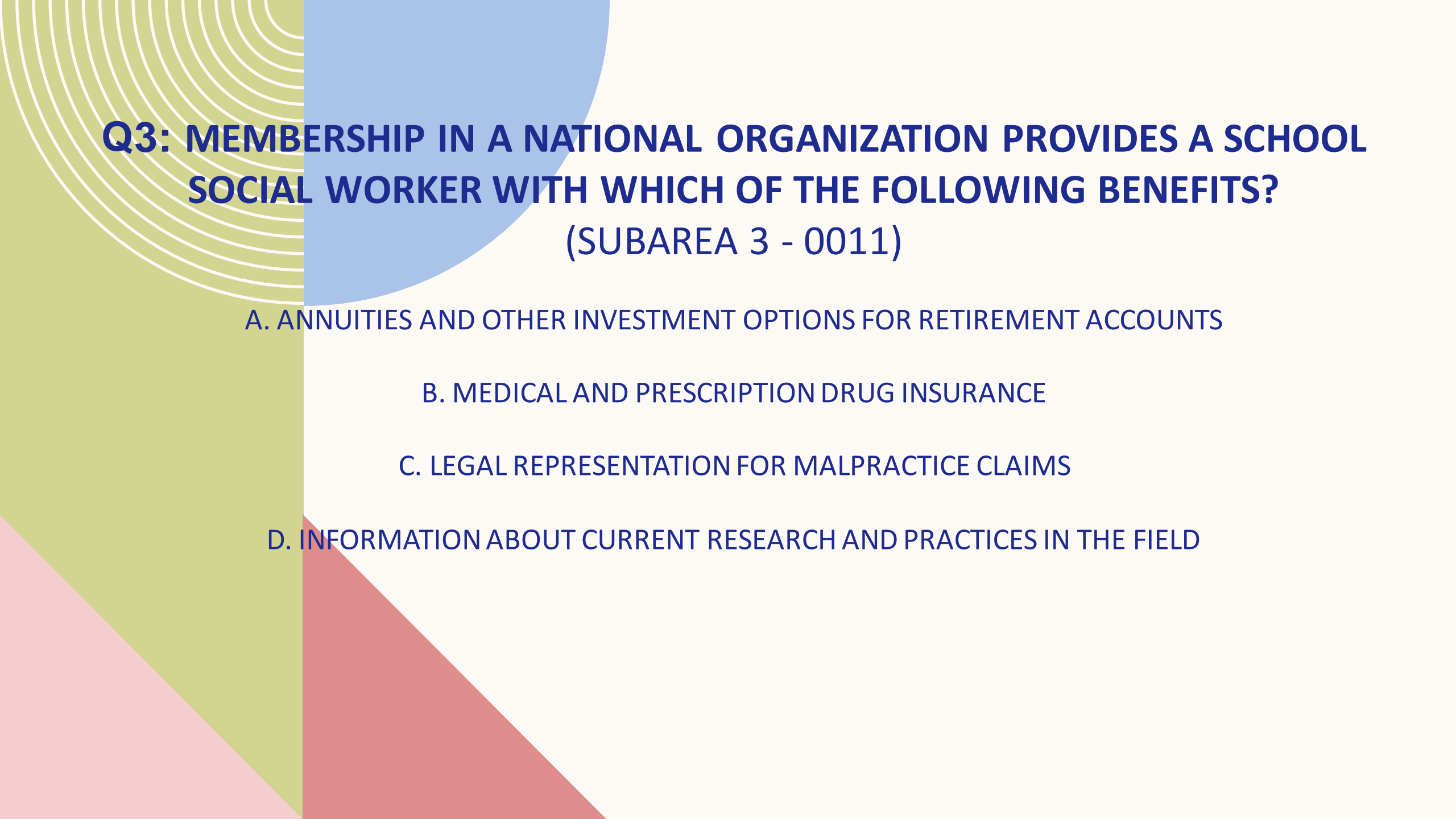


**Q2: WHICH OF THE FOLLOWING INTERVENTIONS WOULD BE MOST LIKELY TO PROMOTE WITHIN THE SCHOOL STAFF AN UNDERSTANDING OF FACTORS THAT AFFECT THE EDUCATIONAL ENVIRONMENT? (SUBAREA 2 - 0006)**

- A. ASKING TEACHERS TO OBSERVE AN AFTERSCHOOL PROGRAM IN WHICH STUDENTS AT RISK OF ACADEMIC FAILURE TUTOR YOUNGER STUDENTS
- B. GIVING TEACHERS THE ADDRESS OF A WEB SITE LISTING SOCIAL SERVICES AVAILABLE IN THE COMMUNITY
- C. PROVIDING WORKSHOPS FOR TEACHERS ABOUT THE SOCIAL AND CULTURAL BARRIERS TO LEARNING
- D. ENCOURAGING TEACHERS TO DISCUSS STUDENT EMPLOYMENT WITH LOCAL BUSINESSPEOPLE

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**C. PROVIDING WORKSHOPS FOR TEACHERS ABOUT THE SOCIAL AND CULTURAL BARRIERS TO LEARNING.**



**Q3: MEMBERSHIP IN A NATIONAL ORGANIZATION PROVIDES A SCHOOL  
SOCIAL WORKER WITH WHICH OF THE FOLLOWING BENEFITS?  
(SUBAREA 3 - 0011)**

A. ANNUITIES AND OTHER INVESTMENT OPTIONS FOR RETIREMENT ACCOUNTS

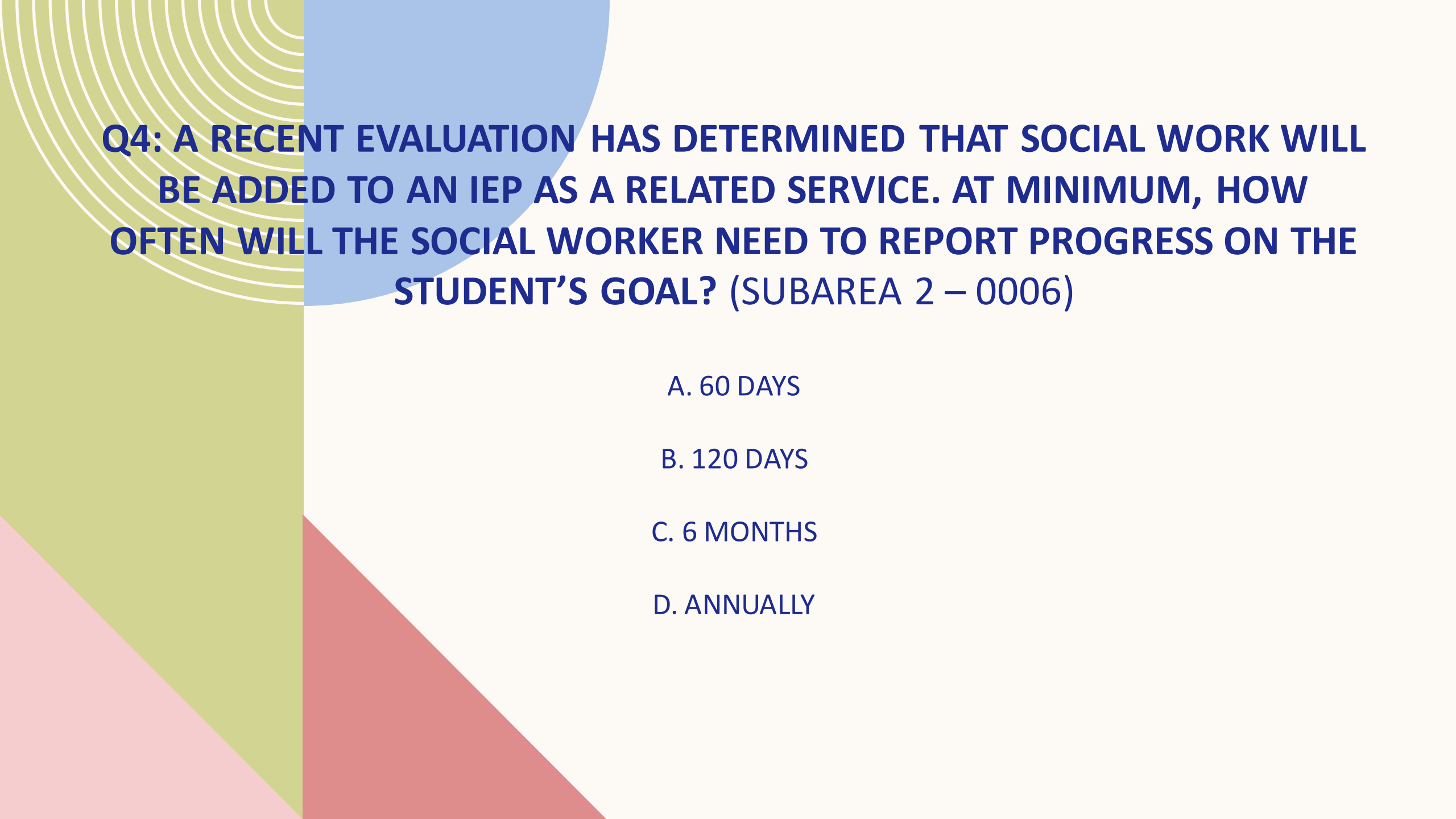
B. MEDICAL AND PRESCRIPTION DRUG INSURANCE

C. LEGAL REPRESENTATION FOR MALPRACTICE CLAIMS

D. INFORMATION ABOUT CURRENT RESEARCH AND PRACTICES IN THE FIELD



**D. INFORMATION ABOUT CURRENT RESEARCH AND PRACTICES IN THE FIELD.**



**Q4: A RECENT EVALUATION HAS DETERMINED THAT SOCIAL WORK WILL BE ADDED TO AN IEP AS A RELATED SERVICE. AT MINIMUM, HOW OFTEN WILL THE SOCIAL WORKER NEED TO REPORT PROGRESS ON THE STUDENT'S GOAL? (SUBAREA 2 – 0006)**

A. 60 DAYS

B. 120 DAYS

C. 6 MONTHS

D. ANNUALLY





**D. ANNUALLY**



**Q5: WHAT IS THE BEST WAY FOR A SCHOOL SOCIAL WORKER TO HELP FOSTER THE HEALTH AND WELL-BEING OF LGBTQ STUDENTS?**

**(SUBAREA 2 – 0007)**

**A. PROVIDE PROFESSIONAL DEVELOPMENT TO STAFF REGARDING THE NEEDS OF LGBTQ STUDENTS**

**B. MEET WITH THE STUDENTS TO OFFER SUPPORT AND TALK ABOUT SCHOOL RESOURCES**

**C. HELP INITIATE A GAY-STRAIGHT ALLIANCE GROUP**

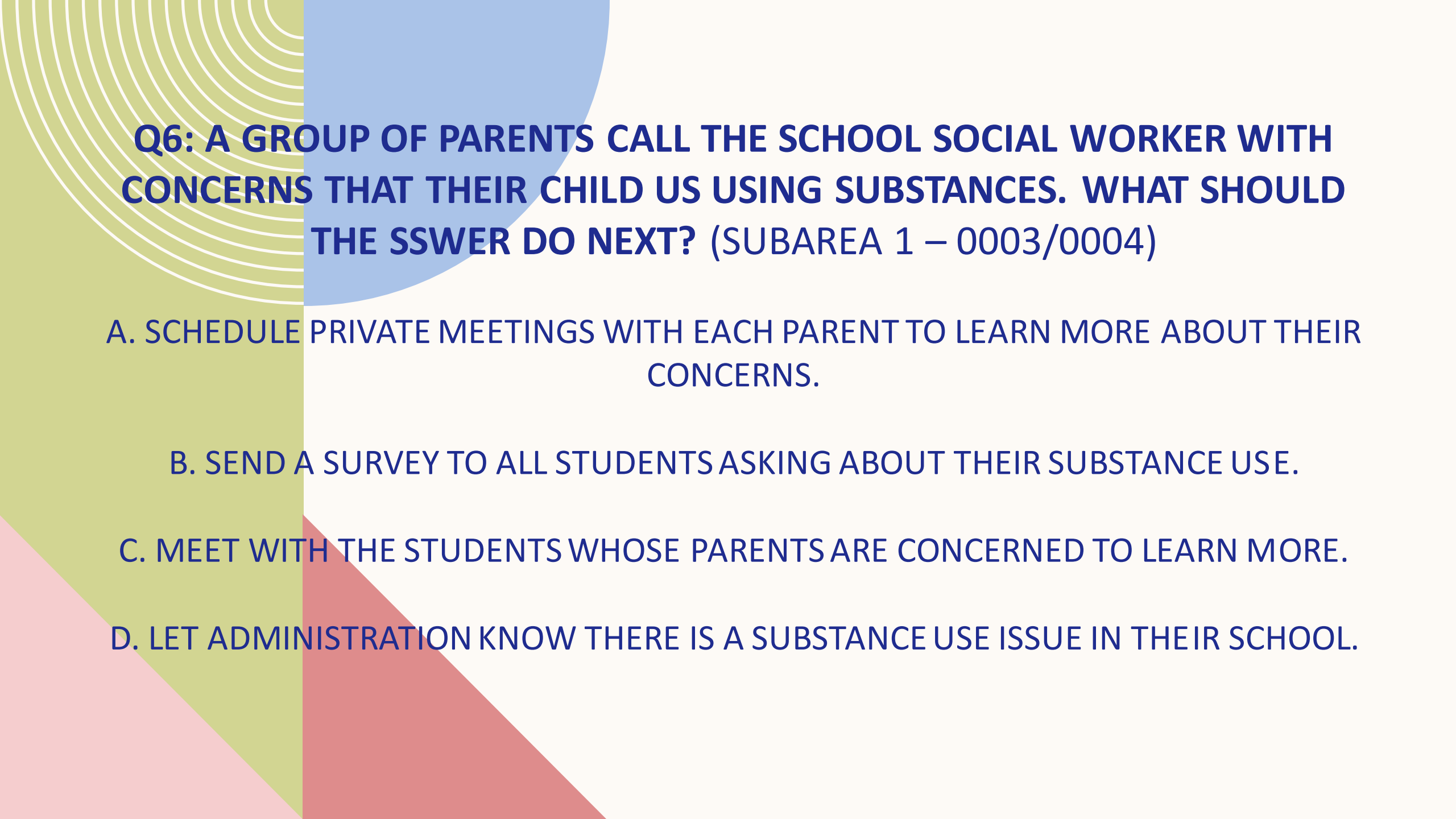
**D. ASK THE SCHOOL NURSE TO HELP**



~~**B. MEET WITH THE STUDENTS TO OFFER SUPPORT AND TALK ABOUT  
SCHOOL RESOURCES (APRIL 19 RESPONSE)**~~

**A. PROVIDE PROFESSIONAL DEVELOPMENT TO STAFF REGARDING THE NEEDS  
OF LGBTQ STUDENTS (JUNE 6 RESPONSE)**

**(I CHANGED MY RESPONSE FROM MY FIRST ATTEMPT; IN THINKING MORE ABOUT IT,  
ALL OPTIONS FEEL IMPORTANT, BUT TAKING TIME TO TRAIN TEACHING STAFF WHO  
MEET WITH STUDENTS DIRECTLY WILL HELP FOSTER A HEALTHY AND SAFE LEARNING  
ENVIRONMENT THAT STUDENTS WILL FEEL EVERY PERIOD OF THE DAY.)**



**Q6: A GROUP OF PARENTS CALL THE SCHOOL SOCIAL WORKER WITH CONCERNS THAT THEIR CHILD IS USING SUBSTANCES. WHAT SHOULD THE SSWER DO NEXT? (SUBAREA 1 – 0003/0004)**

- A. SCHEDULE PRIVATE MEETINGS WITH EACH PARENT TO LEARN MORE ABOUT THEIR CONCERNS.
- B. SEND A SURVEY TO ALL STUDENTS ASKING ABOUT THEIR SUBSTANCE USE.
- C. MEET WITH THE STUDENTS WHOSE PARENTS ARE CONCERNED TO LEARN MORE.
- D. LET ADMINISTRATION KNOW THERE IS A SUBSTANCE USE ISSUE IN THEIR SCHOOL.

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**C. MEET WITH THE STUDENTS WHOSE PARENTS ARE CONCERNED TO LEARN MORE.**

**THANK YOU  
AND GOOD  
LUCK!**

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