

## Appendix H: Sample S Wrk 275 Quiz

### S Wrk 275

### Quiz

#### Short Answer Questions (100 points)

Select **TEN** questions from those written below. Answer each question concisely but completely. Each complete and correctly answered question is worth ten points. **Note:** There is no “extra credit” for answering additional questions.

1. Four students were killed over the weekend in a drunken driving accident. You are a school social worker at the high school and a co-leader of the school crisis team. **LIST the SIX steps in the crisis intervention process and briefly explain each one.**
2. Based on the Joe & Bryant (2007) reading, **explain the difference between a risk factor and a warning sign for suicide.** Provide an example of each to support your explanation.
3. Joanne has been referred to you for evaluation of suicide risk. The teacher reports that she has been tearful and despondent for several days and her friends have expressed concern that she is talking about wanting to die. **LIST the most important aspects of her functioning that you need to assess** when you meet with Joanne to evaluate her suicidality.
4. You have students on your caseload at the middle school that have problems with defiance, anxiety, and social skills. **List two behavioral interventions** that are effective for each of these three problem areas (i.e. a total of 6 interventions). **Briefly explain** how the interventions are different for the three different problem areas.
5. David is a 10 year old student in the 4<sup>th</sup> grade who has been referred by the teacher because of problems with behavior in the classroom. David talks too much, doesn't complete his work, disrupts lessons, and daydreams. **Develop a contingency contract to address the presenting concerns.**
6. **LIST the SIX essential components** of the cognitive-behavioral curriculum presented in the Phillips, Corcoran & Grossman (2003) reading.
7. The principal at one of your schools has asked you to provide anger management groups to help reduce discipline referrals. Based on course material on groups, **LIST FIVE practice guidelines** that will be necessary to follow in order to provide effective anger management groups.
8. **Briefly explain the “no fault” principle** of group process in schools that was addressed in the Johnson (2005) reserve reading.
9. **Name two techniques** for counseling resistant adolescents from the Hanna (2008) training that was presented in class. Briefly explain the effectiveness of the techniques named.
10. Javier is an 8 year old, Hispanic male in the third grade who has been referred to you for problems with bullying and fighting. He is easily angered when frustrated and has poor

impulse control. **Name three play therapy techniques** that you would use in your work with Javier and **briefly explain why they are appropriate choices.**

11. **Select two play therapy techniques** from the Hall, Kaduson & Schaefer (2002) reading. **Briefly describe each technique and provide an example** of an appropriate application of each one.
12. Based on course material, **briefly explain** the challenges of implementing play therapy in a school setting.