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HUMAN BEHAVIOR IN THE POLITICAL ENVIRONMENT

HUMAN BEHAVIOR IN THE POLITICAL ENVIRONMENT

A CONTENT ANALYSIS OF POLITICAL CONTENT IN HBSE TEXTBOOKS

A Dissertation Presented to

The Faculty of the Doctor of Social Work Program of

Kutztown University|Millersville University of Pennsylvania

In Partial Fulfillment

of the Requirements for the Degree Doctor of Social Work

By Brendan P. Young, LSW

March, 2022

HUMAN BEHAVIOR IN THE POLITICAL ENVIRONMENT

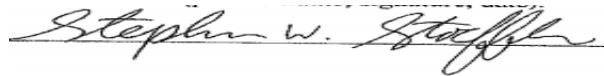
This Dissertation for the Doctor of Social Work
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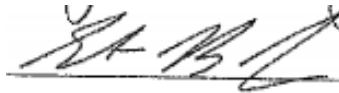
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3/3/2022

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HUMAN BEHAVIOR IN THE POLITICAL ENVIRONMENT

ABSTRACT OF THE DISSERTATION

Human Behavior in the Political Environment: A Content Analysis of Political Content in
HBSE Textbooks

By

Brendan P. Young, LSW

Kutztown University| Millersville University, 2022

Kutztown, Pennsylvania

Directed by Stephen W. Stoeffler, Ph.D.

To address the problem that social workers feel inadequately prepared to engage in the political system, the current study utilizes a content analysis approach to review political participation content in Human Behavior in the Social Environment (HBSE) textbooks. Thus, this study seeks to address the question: How do HBSE textbooks address political components of CSWE EPAS Competency 5: Engage in Policy Practice? Initially, literature regarding social work political participation and political practice in social work curriculum as well as an overview of competency-based education is provided. Additionally, a review of the Civic Volunteerism Model, Systems Theory, and Bloom's Taxonomy is explored. Through the Council on Social Work Education's (CSWE) Competency 5, the Civic Volunteerism Model, Niemi et al. (1991) internal political efficacy scale, and Bloom's Taxonomy, a coding rubric incorporating twelve political practice activities was developed. The coding rubric was used to review for frequency of political content, both implicitly and explicitly, as well as the integration of political content in textbook learning objectives. Utilizing the Faculty Center Network (FCN), a sample of six HBSE textbooks was developed. In total, 607 learning objectives were

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reviewed, of which 222 incorporated political components of Competency 5. The content analysis identified three key findings. Primarily, while political themes are addressed in HBSE textbooks, these themes are largely implicit and tend to ignore the role that politics play in individual development. Additionally, learning objectives do not adequately connect political practice to social work practice. Also, the textbooks did not include any learning objectives related to the electoral system, ignoring the role of electoral advocacy. The findings of the present study necessitate that future HBSE textbooks include more explicit connection to political participation in chapter learning objectives. Political content must also integrate throughout textbooks and should not just cluster in chapters and books addressing macro practices. Additionally, textbooks must clearly link social work practice with policy practice. Finally, textbooks must incorporate components of electoral advocacy. The current exploratory content analysis is only an initial step in understanding the role social work education plays in preparing political practitioners.

Keywords: Political Social Work Practice, Internal Political Efficacy, Content Analysis, HBSE, CSWE EPAS, Competency-based education, CVM

HUMAN BEHAVIOR IN THE POLITICAL ENVIRONMENT

Dedication:
To my father, Kevin Young.

HUMAN BEHAVIOR IN THE POLITICAL ENVIRONMENT

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A dissertation, much like a political campaign, requires extensive resources, support, and collaboration. Throughout this process, there are several people and institutions that have made this dissertation possible. Primarily, I would like to thank my dissertation committee for their tireless efforts throughout this process. To my dissertation chair, Dr. Stephen W. Stoeffler, thank you for the constant encouragement. Our weekly meetings have been helpful in not only keeping me on track for the dissertation, but also for my larger career goals. I look forward to the opportunity to continue to work with you to expand the knowledge base within the social work profession and social work education. To Dr. Steve Lem, thank you for your patience and detailed guidance in preparing and executing a content analysis. Throughout this process, you challenged me to think critically, and your insights invariably made this dissertation stronger. To Dr. Laura Granruth, thank you for demonstrating the important role that a social work educator can play in influencing the political system. Namely, I appreciated the conversations and connections you helped me to make, and I look forward to becoming more involved in Influencing Social Policy as my career develops.

My journey to doctoral education, and ultimately to completing this dissertation, started with the support of the faculty who first introduced me to social work practice in my BSW Program at La Salle University. Thank you, Professor Janine Mariscotti, for all of your guidance throughout my social work career. It was after our conversation during a Social Work Advisory Board dinner, at Robert Block Restaurant, that I even began to explore the possibility of obtaining a DSW. Your mentorship during my praxis, as well as your extensive knowledge of CSWE competencies informed this dissertation significantly. Additionally, to Denise Nooe and the Office of Senator Barbara Mikulski,

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if it were not for my experience with your office during graduate school, I would never have been introduced to the concept of political social work practice.

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Human Behavior in the Political Environment: A Content Analysis of Political Content in HBSE Textbooks

Chapter 1: Introduction

In the midst of a national crisis, social workers, like Harry Hopkins and Frances Perkins, were instrumental in developing social policy that aided the recovery of the United States during the Great Depression. However, historically, a dichotomy in social work's professional identity has occurred between grass-roots macro-practice and micro-level clinical practice (Gasker, 2022). While both the NASW (2021) Code of Ethics and the Council on Social Work Education (CSWE) (2015) Educational Policy and Accreditation Standards (EPAS) emphasize the importance for social workers to engage in the political process, it appears that the profession has not met its ethical requirements to engage the political system (Hamilton & Fauri, 2001; Ritter, 2007; Rome & Hoehstetter, 2010; Wolk, 1981). In fact, while social workers tend to be more politically involved than the general population, social workers also report that their education inadequately prepared them to engage in political practice, presenting a major problem that demands additional study (Miller et al., 2019; Ritter, 2007; Rome & Hoehstetter, 2010). As the United States continually faces economic, public health, and social justice crises, it is imperative that political content is integrated throughout the social work curriculum in order to enhance the profession's impact in the political arena.

Nature and Scope of Problem

The social work profession actively engages and intervenes with society's most vulnerable populations. Inequities within these vulnerable populations are often a direct result of inequitable social policies advanced in local, state, and federal legislatures

(Abramovitz, 2005; Witt, 2020). Therefore, it is essential that social workers are adequately prepared not only to engage in direct clinical practice, but also to engage with the political system in order to advance policies that impact their clients favorably. Consistently, social work practitioners report that they are more active than the general population in engaging with the political system (Domanski, 1998; Ezell, 2003; Felderhoff et al., 2016; Hamilton & Fauri, 2001; Mary, 2001; Ritter, 2007; Rome & Hoechstetter, 2010; Wolk, 1981). However, social work political participation typically is limited to voting and does not include content-rich advocacy, such as engaging in political campaigns or lobbying legislators (Hamilton & Fauri, 2001). Underpinning the limited role of practitioners in politics is the concerning notion that social workers feel that their education does not adequately prepare them to engage the political system (Miller et al., 2019; Ritter, 2007; Rome & Hoechstetter, 2010). Social work education's failure to prepare social workers to engage in political practice has a reverberating impact on social work practice, the political system, and the client systems that social workers serve.

Social work education has a critical role in ensuring that social work practitioners are competently prepared to operate in a number of practice areas, which includes engaging directly with and on behalf of clients through policy (CSWE, 2015). In fact, social work students are more likely to be politically involved if they experience networks that intentionally foster political activism (Swank, 2012). Thus, social work educators must energize their students to be active participants in the political system. Additionally, practitioners indicate that internal political efficacy, or feeling competently prepared to engage with the political system, is a main predictor for political participation

(Hamilton & Fauri, 2001). Therefore, if social workers feel confident to engage in the political system, they are more likely to do so, which ultimately elevates the role that social workers play in impacting policy. However, without adequate preparation to engage with the political system, social workers continue to feel inadequate when engaging in extensive political practice.

Social workers' feeling of inadequacy when engaging with the political system has an ongoing effect on the profession's role in the political arena. Often, engagement with the political system is out of a necessity for the administrative role that social workers take in agencies, and less about an active effort on behalf of social work advocates to advance social policy (Hamilton & Fauri, 2001). Regardless of the rationale behind engagement, it is necessary that social work voices are heard as legislation is drafted. In fact, given the profession's unique position working with vulnerable populations, social workers' insights are critical for legislatures as they draft social policy (Wyers, 1991). Unfortunately, despite the level of participation from social work professionals, and the unique insights that social workers can impart when advancing social policy, the profession has not been effective when interacting with the political system. As Wolk (1981) notes: "The incessant pleas for increased participation suggest the contrary: that despite the apparent numbers of professional social workers engaged in political activism, the profession plays a minimal role in shaping policies and decisions at the local, state, and federal level" (p. 288). Thus, it is incumbent on social work education to equip students with the necessary skills to engage in political practice upon graduation.

Additionally, failure to develop social work students' skills in political practice will ultimately result in a decreased representation of social workers in the political

sphere. Former studies of social workers identified 467 social workers that either held or ran for elected office (Lane & Humphreys, 2011). While more than half of the respondents indicated that their education had prepared them for their elected positions, there is also not a clear connection between social work education and an individual's recruitment to seek elected office (Lane & Humphreys, 2011). Currently, in the 117th Congress, only five members of Congress hold either a Bachelors of Social Work (BSW) or a Masters of Social Work (MSW), representing less than 1% of all members of Congress. The minimal number of social workers in the 117th Congress is a far cry from the 175 members who hold a law degree (American Bar Association, 2021). Thus, social work education's inability to prepare students to engage in the political system and to motivate them to seek elected office minimizes social work voices in advancing policy and legislation. Therefore, social work education must assure that political content is infused throughout social work curricula, so that social work practitioners are adequately prepared, motivated, and effective in political practice.

Brief History

Social work practitioners' engagement in political practice is not a novel concept for the profession. In fact, political participation was a cornerstone of the Settlement House Movement, where Settlement House workers campaigned for political candidates who espoused the movement's ideals and advocated for policies that impacted low-income individuals and immigrants (Ritter, 2007). Hull House, recognized as a birthplace of the social work profession, was a beacon of macro-based approach early in the social work movement (Glicker, 2011). In fact, the Settlement House Movement was so intertwined with the political system, that components of the movement's agenda were integrated with Theodore Roosevelt's Progressive Party (Abramovitz, 1998).

Additionally, in 1916, social worker Jeannette Rankin, became the first female elected to Congress (Pritzker & Lane, 2016). It is clear that since the profession's foundation, cohorts within social work recognized the importance of engaging with the political system when advancing social change.

As previously noted, during the Great Depression in the 1930s, the social work profession played an enormous role in developing social policies. It was a social worker, Harry Hopkins, who drafted and championed policies through the creation of the New Deal, such as the Workers Progress Administration (WPA) (Glicker, 2011).

Concurrently, social worker Frances Perkins, President Franklin Roosevelt's Secretary of Labor, was influential in drafting the Social Security Act (SSA) (Pritzker & Lane, 2017). New Deal policies, such as the WPA and SSA, were some of President Roosevelt's most effective policies utilized to ease the economic pain of millions, while lifting the United States out of the Great Depression.

During the 1960s and 1970s, the United States faced multiple social movements, including the Civil Rights Movement and the War on Poverty, which demanded the attention of the social work profession. In 1964, as President Lyndon Johnson and Congress introduced the Civil Rights Act, it was social workers, like Whitney Young and Dorothy Height, who led grassroots organizing efforts that resulted in its passage (Bent-Goodley, 2014). Also in the 1960s, the notion that over 40 million people were living in poverty gripped the nation (Glicker, 2011). As a result, President Johnson declared a "War on Poverty" and advanced a number of social program legislations known as the "Great Society." Again, social workers played a pivotal role in advocating for the expansion of social welfare programs that aimed to alleviate suffering, expand health

coverage through Medicare and Medicaid, provide food resources through Food Stamps, and establish the department of Housing and Urban Development (HUD) (Glicker, 2011).

The subsequent decades saw less involvement of social workers within political practice, as well as a decrease in the number of social welfare programs. Under the Nixon, Regan, Bush, and Clinton administrations, a conservative approach was taken towards social welfare programs (Glicker, 2011). Social workers remained relatively quiet as austerity measures and punitive welfare reform legislation were advanced in state and federal legislatures (Abramovitz, 1998). During the Great Recession, President Barack Obama advanced progressive policies towards economic stimulus and revamped the United States healthcare system; however, the social work profession played a minimal role in drafting and advancing these policies. As the United States faces a mounting health and economic crisis through COVID-19, it remains to be seen what role social workers will play in advancing equitable relief legislation.

While social work history is replete with examples of active political participation, there is also a history of ambivalence towards engaging with the political system. While Settlement House workers were active in the political system, Mary Richmond and the Charity Organization Society (COS) advocated for non-partisanship (Ostrander et al., 2017). However, as Abramovitz (1998) notes: “Yet social work has always been political, in that it deals either with human consciousness or the allocation of resources. Arguing for neutrality on professional or public policy issues represents a political stance that favors the status quo by letting it stand unchallenged” (p. 524). The divide between active political participation and non-partisan social work activity has

continued throughout the profession's history, demanding a reappraisal of its role in the political sphere.

Yet, social workers remain ambivalent about engaging in the political system because of the often-perceived notion that politics is “a dirty business”(Ezell, 1993, p.81). Similarly, social work students vocalize ambivalence to engaging with the political system because of the perceived power dynamics (Reisch & Jani, 2012). Additionally, there has been hesitance and resistance from social work educators to engage in political practice through courses and field placements because of the value-laden complexities inherent in political practice (Pritzker & Lane, 2018; Ritter, 2013). However, the continued a-politicization of the social work profession in practice and education will ensure a minimized position for the profession when addressing economic and social strife in the United States.

Impact for Social Work Leadership and Education

Social workers' inadequacy in engaging with the political system has major implications for both social work leadership and social work education. Primarily, practitioners' failure to engage with the political system actively and effectively conflicts with the profession's ethical mandate. The NASW Code of Ethics (2021) standard 6.04 clearly states: “Social workers should engage in social and political action that seeks to ensure that all people have equal access to the resources, employment, services, and opportunities they require to meet their basic human needs and to develop fully.” However, it appears that the profession has not met its directive to engage with the political system.

Thus, advancing social work's role in the political arena will have a resounding impact on the profession as a whole. Through ensuring that legislatures are comprised of

individuals who espouse social work values, social workers can directly impact policies that most affect their clients. As Abramovitz (2005) notes, previous welfare reform efforts had a negative impact on social service delivery, decreased autonomy among practitioners, and an overall demoralizing effect. Therefore, effectively engaging with the political sphere will fortify social workers as leaders in developing public policy, not underlings tasked with carrying out policies dictated by legislatures.

However, developing competency to engage in political practice requires a strong foundation in social work education. CSWE, social work education's main accreditation body, has outlined the importance of political practice, and social work educators are tasked with the mandate to expand students' political action. The call to expand social work students' political action is codified in Competency 5: Engage in Policy Practice, which demands that social work students are adequately prepared to analyze public policy and to develop skills to advance equitable policies (CSWE, 2015). Of note, CSWE is currently revising the EPAS, and the proposed revisions in 2022 EPAS maintains an emphasis on engaging in political practice. The components of the proposed revisions and their impact for future study will be explored in greater detail throughout this dissertation.

The current literature, however, has made clear that social workers have not felt that their education has competently prepared them to engage with the political system (Miller et al., 2019; Ritter, 2007; Rome & Hoechstetter, 2010). Thus, it is apparent that schools of social work have failed to uphold their charge: to prepare students for lifelong political engagement. Proponents of social work education's efficacy in political content would argue that social work education does implement policy practice into curricula

through policy courses. Nonetheless, it is important that political content is not relegated to one sequence of policy courses; it must permeate throughout the curriculum (Anderson et al., 2001; Bloom et al., 1956; Bracy, 2018; Willingham, 2009). In particular, Human Behavior in the Social Environment (HBSE) courses, which emphasize development of theoretical knowledge, as well as the various systems in which client systems interact, is a natural location for political content. Therefore, it is essential that future studies review components of the social work curriculum and determine where increasing the integration and frequency of political content might be necessary.

Research Question and Methodology

The problem of social work education's inadequacy in preparing students to engage in the political process requires further study. Additionally, addressing social work education's role in preparing political practitioners demands a study rooted in CSWE's charge first highlighted in Competency 5: Engage in Policy Practice, which requires students to have competence to engage in the political system. The limited knowledge base of strategies social work education has employed to address political competency in courses outside of policy courses requires an exploratory approach. Thus, this study looks to address the following question: How do HBSE textbooks address political components of CSWE EPAS Competency 5: Engage in Policy Practice?

To address the identified research question, a content analysis approach is employed. Through the development of a coding rubric based on political activities identified in the 2015 CSWE EPAS Competency 5, the researcher hopes to analyze how HBSE textbooks address political content. For the current research question, a content analysis approach is advantageous for three reasons. Primarily, the social work literature regarding political participation in social work education has utilized a quantitative

approach; thus, this study provides a fresh perspective to address the current problem. Additionally, reviewing textbooks enables the researcher to explore a component of social work education that transcends individual programs and courses, and interacts with a significant portion of social work educators and students. Finally, a content analysis approach allows the researcher to focus on how political content is addressed in textbooks and to analyze the content through CSWE Competency 5 and the theoretical paradigms underpinning the study. Ultimately, by conducting an analysis of HBSE textbooks, the researcher hopes to establish a baseline understanding of how one of social work education's theoretical courses, HBSE, address political components of CSWE Competency 5.

Researcher Reflexivity Statement

The researcher, as a white educated male with privilege, has faced minimal barriers to engaging with the political system, and in fact, has been encouraged to engage in the political process. The researcher's experience does not mimic the experience of many social work students and practitioners, who often come from diverse backgrounds and face a number of barriers to political entry. As a result, it is important that the researcher identifies and is sensitive to his privileges and worldview to prevent them from clouding the development of the study, the coding process, and the analysis of research findings.

Topics related to political participation and political efficacy tends to be particularly value-laden. As a progressive-liberal and active participant in political circles, the researcher took steps to ensure his own political psychology did not impact the objectivity of the research. Namely, the coding rubric and rules for this study are developed through the language of CSWE, prevailing political science research, and

educational pedagogy (Bloom et al., 1956; CSWE, 2015; Niemi et al., 1991; Verba, 1995). By grounding the coding rules and rubrics in both the language of social work education's accrediting body and theoretical perspectives, the researcher mitigated his personal political views from impacting the study. Additionally, while the study purports the importance of social workers to engage in political practice, it does not argue for students to engage in political activities based upon a specific political ideology, thus ensuring that the study remains non-partisan.

Also, the researcher has over six years of experience as a social work educator. In particular, the researcher has instructed multiple HBSE courses, including courses that incorporate both a life cycle approach and a systems theory approach. Therefore, the researcher's previous experience with developing and leading HBSE courses provides the researcher with an intimate understanding of content within these courses. Additionally, the researchers' teaching philosophy and pedagogy impacts the assumptions within this study. Namely, the researcher believes that education is a tool for students to translate content within courses through their own experiences, which they use to develop skills for professional practice. Ultimately, the researcher believes that the knowledge and skills students obtain within the classroom enables education to reach its aim: providing growth and change for both individuals and society at large.

Organization of the Dissertation

This chapter argues that there is a concerning problem that social work education does not adequately prepare social workers to engage in the political process. The presenting problem demands a review of social work education's current practices when developing students' political competency. Therefore, this dissertation looks to address the following question: How do HBSE textbooks address political components of CSWE

EPAS Competency 5: Engage in Policy Practice? Therefore, the subsequent chapters of this dissertation outline the content analysis approach for reviewing HBSE textbooks. In Chapter Two, a review of the literature includes an extensive overview of social work political participation and social work education's role in preparing political practitioners as well as an overview of competency based education. Chapter Three outlines the methodological approach utilized in this study, including a detailed overview of the coding rubrics and rules utilized. Chapter Four provides a synopsis of the key findings of the content analysis. Finally, Chapter Five provides an analysis of the findings and outlines implications for social work education, leadership, and future study. Ultimately, this dissertation seeks to develop knowledge regarding how components of social work education address political content.

Chapter 2: Literature Review

Thus far, this work has reviewed the problem of inadequate preparation of social work practitioners within the political sphere, and has purported a need to review how social work education currently addresses political content within its courses. The following literature review addresses current research into social work political participation, political content in social work curricula, and competency within social work education. Additionally, the review explicates three key theories that help to guide the current study: the Civic Volunteerism Model (CVM), Systems Theory, and Bloom's Taxonomy. Subsequently, the current literature and accompanying theoretical perspectives decipher the political, social, economic, and cultural impacts of the present study. However, before reviewing the literature, it is essential to define a number of key concepts that are integral to this study.

Definitions and Concepts

Policy Practice: The concept of policy practice is articulated by Weiss-Gal (2013) through the following definition: "Policy practice may be defined as activities that are carried out by social workers as an integral part of their professional work, which is aimed at influencing the development, enactment, implementation, modification, or preservation of social welfare policies at the organizational, local, national, and international levels" (p. 304). CSWE EPAS Competency 5: Engage in Policy Practice combines notions of both policy practice and political participation, as defined below. Thus, it is important to recognize that policy practice is concerned more with the process of developing, analyzing, and implementing policies and less about the political power dynamics behind policies.

Political Participation: Closely related to the concept of policy practice, but distinctly separate, is the concept of political participation. For this study, components of political participation are viewed through the lens of the American political system. Verba et al. (1995) defines political participation as: "...activity that has the intent or effect of influencing government action- either directly by affecting the making or implementation of public policy or indirectly by influencing the selection of people who make those policies." As noted, Competency 5: Engage in Policy Practice incorporates components of both policy practice and political participation. Addressing the different components of Competency 5 occurs later in this study.

Ultimately, political participation is rooted in specific political activities. Thus, it is requisite to conceptualize components of political participation further. Primarily, there is a distinction between **content-rich political participation**, such as testifying before a legislative committee or volunteering on a campaign, and other forms of political participation, such as voting or writing a representative (Hamilton & Fauri, 2001). The difference between content-rich political participation and other forms of participation is the amount of resources, such as time, money, and civic skills that are needed to engage in the specific activity. The more resources that are required, the more likely one is engaging in content-rich political participation activities.

Additionally, one can divide political participation into traditional forms of political participation and alternative forms of political participation. **Traditional forms of political participation** include engaging in activities that occur within the political sphere. These activities include, but are not limited to, voting, volunteering on campaigns, or lobbying legislators (Pontes et al., 2018). **Alternative forms of political**

participation include activities, such as engaging in political social media campaigns and protesting. While alternative forms of political participation are an essential component and worthy of study, this particular study is more focused with addressing components of traditional forms of political participation.

Finally, a distinction is made between legislative and electoral participation.

Legislative participation involves components of influencing public policy development at the legislative level through activities, such as lobbying or writing legislators.

Electoral participation addresses political participation that occurs in the electoral process, including voting and volunteering for political campaigns.

Political Social Work Practice: The crux of this study is aimed at preparing social work students to practice within the political sphere. Therefore, a definition of political social work practice is necessary. Thus, political social work "...is defined as practice, research, and theory which pays explicit attention to power dynamics needed to create social change, both in policy-making and the political process" (Lane et al., 2018 p. 3). This particular definition of political social work practice helps to bridge the policy-political participation divide and addresses the ambiguity inherent in Competency 5: Engage in Policy Practice.

Internal Political Efficacy: The conceptualization for internal political efficacy utilized throughout social work literature is explicated by Niemi et al. (1991) who defines internal political efficacy as: "...beliefs about one's own competence to understand, and participate effectively in politics..." (p. 1407). While measuring internal political efficacy is outside the scope of this study, this concept is notable as the ultimate goal in the

process of increasing social work students' political competency and is a foundational component of the instrumentation within this study.

Competency-Based Education: Ensuring students have achieved competency in political practice is rooted in a shared notion of competence and competency-based education.

Competency in social work education is defined as the ability to integrate and apply necessary practice knowledge, skills, and values in an intentional way while promoting well-being (CSWE, 2015). With an understanding of competency, CSWE (2015) defines **competency-based education** as: "...an outcomes-oriented approach to curriculum design. The goal of the outcomes approach is to ensure that students are able to demonstrate the integration and application of the competencies in practice" (p.6).

Review of Literature

In reviewing the literature, three distinct areas of review were amalgamated. Primarily, literature regarding political participation, both within the social work profession and in general, was reviewed. As political participation literature notes, there is a connection between social work education and an individual's perceived internal political efficacy and motivation to engage with the political system (Hamilton & Fauri, 2001; Swank, 2012). Therefore, literature regarding current attempts by social work academia to address political content within curricula was explored. Lastly, given the competency-based approach of social work education, and the emphasis of CSWE Competency 5: Engage in Policy Practice, a review of competency-based education was conducted.

Political Participation

In a participatory democracy, such as the United States, political participation from the population is essential. However, historic studies point to a level of

disengagement amongst the American public related to political participation. Social work literature comparing the profession's rate of political participation to that of the general public often cite the Woodward & Ropers (1950) seminal study of American political participation, which found that only 27% of American adults identified themselves as either fairly active or very active. Even in 2018, a midterm election year touted for its record turnout, only 55% of Americans exercised their right to vote (Misra, 2019). Depressed participation in America's political system is partially a result of apathy, but is also a concerted effort on behalf of members of the dominant culture to utilize power to disenfranchise communities and to prevent individuals from engaging with the political system (Parker et al., 2018). Conspicuously, America's rates of political participation are staggeringly low.

Despite low levels of political participation in the United States as a whole, the social work profession's ethical code emphasizes a need for political participation within the profession. Historically, social work literature has argued that social work fails to meet its mandate to engage with the political system; however, it was not until the 1980s that social work literature began to explore the rates and types of political participation among social work practitioners (Wolk, 1981). Consistently, research into the political participation of social work practitioners has determined that social workers are more involved than the general population in engaging with the political system (Domanski, 1998; Ezell, 2003; Felderhoff et al., 2016; Hamilton & Fauri, 2001; Mary, 2001; Ritter, 2007; Rome & Hoechstetter, 2010; Wolk, 1981). Concerningly, Mattocks' (2018) recent study into political participation among social work professionals found a slight decrease in political involvement compared to previous studies; however, it is difficult to

determine if this study signals an ongoing trend. Additionally, no recent studies into political participation have been identified, requiring additional study to determine if any rate changes have occurred (Mattocks, 2018).

The general consensus within the literature regarding rates of social work political participation also identifies consensus around types of political participation. There is agreement in the literature that social workers tend to vote in high numbers, with studies identifying between 80%-97% of social workers who vote (Domanski, 1998; Felderhoff et al., 2015; Hamilton & Fauri, 2001; Mattocks, 2018; Mary, 2001; Rome & Hoechstetter, 2010; Ritter, 2007). Additionally, social workers, to a lesser extent, indicate that they have participated in some type of outreach to legislators, either through letter writing campaigns or other forms of constituent outreach (Ezell, 1993; Felderhoff et al., 2015; Hamilton & Fauri, 2001; Mary, 2001; Ritter, 2007; Rome & Hoechstetter, 2010; Wolk, 1981). However, social workers tend to have less involvement in content-rich activities, such as volunteering, donating to campaigns, or testifying in legislative committees (Ezell, 1993; Felderhoff et al., 2015; Hamilton & Fauri, 2001; Ritter, 2007; Rome & Hoechstetter, 2010; Wolk, 1981). Given the variability in the types of activities in which social workers participate, and that social workers tend to engage in less content-rich activities, it is no wonder that the social work profession has not demonstrated efficacy in the political arena. As Ritter (2013) purports: “This may indicate that social workers do not have the requisite skills or efficacy to perform these types of political activities” (p.3). Thus, the profession must take steps to increase social work practitioners' ability to engage in content-rich activities that impact the political process.

In addition to literature regarding rates and types of political participation among social work practitioners, the literature also identifies indicators and barriers for engaging with the political system. Unsurprisingly, macro-level practitioners tend to have more political involvement than their micro-level counterparts (Ezell, 1993; Hamilton & Fauri, 2001; Mattocks, 2018; Wolk, 1981). Higher level of macro-practitioner involvement in the political sphere is often a result of practitioners' job related responsibilities (Hamilton & Fauri, 2001). Individuals are more likely to become politically involved if they feel connected to an activist identity and when their networks foster political engagement (Swank, 2012). Also, when students feel confident in their skills to engage in political practice, they are more likely to participate (Hamilton & Fauri, 2001). Fostering an activist identity and increasing confidence and competence in political participation is integral to expanding the social work profession's role in more content-rich avenues of political participation.

Unfortunately, a number of barriers to political participation are present throughout the literature. As previously noted, perceived political power dynamics present a major barrier to political participation, as the profession continues to struggle with the macro-micro divide (Reisch & Jani, 2012). Also, there remains a perception that social workers must remain impartial and a-political, and even a concerning notion among social work students that political participation is unethical (Rome & Hoechstetter, 2010). Additionally, Rocha et al. (2010) note that perceived legal barriers for social work political engagement limit the level of political engagement. Rocha et al. (2010) also note that the misunderstanding of anti-lobbying laws for non-profits and the Hatch Act limit practitioners' political participation.

Along with perceived power dynamics, ethical conflicts, and legal conflicts, social work education continues to present a major barrier to ongoing political participation. Repeatedly, social work practitioners indicate that they either feel inadequately prepared by their education to engage with the political system or wish that they had additional knowledge and skills when engaging in political practice (Miller et al., 2019; Ritter, 2007; Rome & Hoechstetter, 2010). Given that an individual's confidence to engage with the political system remains a main predictor for ongoing political engagement, it is necessary that social work education take an active step to increase students' internal political efficacy. Thus, it is necessary to review the current literature regarding current steps in social work academia to address competency in political practice.

Political Practice in Social Work Curriculum

Current literature addressing the integration of political content in social work curriculum have identified three main avenues that social work educators utilize to increase internal political efficacy and competency. Naturally, literature regarding political practice in social work curriculum has heavily explored the integration of political content in policy courses. In fact, literature has determined that students' exposure to the political process in policy courses have led to an increase in internal political efficacy (Halvor, 2016). Additionally, and to a lesser extent, literature has explored the integration of political content in field practicum opportunities. Finally, programs and CSWE initiatives have integrated political content through implicit curriculum.

After Ritter's (2007) study of engagement among social work practitioners noted that social workers did not feel adequately prepared by their education to engage with the political system, social work literature has increasingly been concerned with the efficacy of current policy curricula. Prior to Ritter's (2007) study, only one study had addressed the efficacy of policy courses regarding political participation and political efficacy (Rocha, 2000). Rocha (2000) advocated that policy courses must not remain theoretical, but must utilize some experimental methodology. Through experimental methodology in policy courses, students obtain necessary skills to engage with the political system, which ultimately translates into a perception of confidence when engaging in ongoing political action (Rocha, 2000). The literature surrounding policy courses maintains agreement that skill development is a necessary component of policy curricula in order to increase competency in political practice (Halvor, 2016; Hylton et al., 2018; Ritter, 2013; Rocha, 2000; Schwartz-Tayri et al., 2020).

Thus, research into policy courses has largely explored skill development and has proposed possible formative and summative assessment measures. Ritter (2013) developed a framework for policy courses that advocated that they function as practice courses. Additionally, Ritter argued that policy courses should include components of both passive policy analysis, as well as active skills, such as preparing legislative testimony (Ritter, 2013). Another assessment suggestion for policy courses includes implementing genograms, which has proven advantageous in assisting students in identifying their own political socialization (Crowell, 2017).

Exposing students to the political system through classroom activities has also proven efficacious. For example, Hylton et al. (2018) found that assignments geared

towards advancing voter engagement had the double effect of registering 385 individuals to vote, while also positively increasing social work students' attitudes towards voting. Consistently, utilizing policy courses as a mechanism to develop political skills has resulted in an increase in political interest, political efficacy, and political motivation (Halvor, 2016; Schwartz-Tayri et al., 2020). However, one should also note that a main limitation surrounding the studies of policy course efficacy is that they have largely been normed on individual assignments and individual courses at a small sample of universities. No current research has conducted an expansive review of curricula or teaching modalities across social work programs, which is needed to determine the efficacy of course content related to political practice throughout social work education.

In addition to research related to policy courses, a smaller subset of literature addresses political field practicums as an avenue for social work students to gain exposure to the political system. The field practicum experience is an integral component of social work education and has even been described as social work's "signature pedagogy" (Anastas, 2010, p. 95). While it is apparent that field practicums are a critical part of social work education, there are minimal opportunities for students to engage in political practicums (Wolk et al., 1996). Even where political field practicums are available, the variability in field opportunities have resulted in decreased field satisfaction by social work students (Fisher et al., 2001). As Fisher et al. (2001) notes: "The lower levels of satisfaction with the field as compared to curriculum content may result from the de-politicized nature of the field of social work; that is, students find less opportunity to practice than study political social work" (p. 51). An inability to connect the study of

political content with the practice of political content has implications that present major barriers to political field placements.

Recently, social work education has integrated political content in the implicit curriculum. Since 2016, CSWE has offered the Policy Practice in Field Education Grant, which funds opportunities for addressing policy content both within and outside the field practicum experience (CSWE, n.d.). While CSWE has published the evaluative results of each grantee's program, there is no formal research into the efficacy of these programs. There is, however, research into various programs utilized to develop social work skills in political practice. One of the main opportunities for students to experience engagement with political and policy practice occurs in local NASW lobby days (Beimers, 2015; Derigne et al., 2014). Lobby days have proven particularly effective, as up to 92% of MSW students who participated in a legislative advocacy day reported that they would continue to engage in policy practice (Beimers, 2015). However, lobby days are not the only opportunity for social work students to gain exposure to political practice outside of the classroom.

Lately, a number of political practice training opportunities, or "political boot camps" are offered at various schools of social work. For example, the Humphrey Institute for Political Social Work at the University of Connecticut runs the Campaign School for Social Workers where they: "... have trained more than 2,000 students & advocates to be leaders in policy and politics at UConn and around the country" (Humphreys Institute, n.d., para. 3). A number of studies have addressed the efficacy of programs that provide training around political social work practice (Ostrander et al., 2017; Lane et al., 2018). Political social work training is connected with an increase in

participants' internal political efficacy (Ostrander et al., 2017). Additionally, engagement in political social work training increases an individual's likelihood to engage in future political activities (Ostrander et al., 2017; Lane et al., 2018).

Despite opportunities for integrating political content into implicit curriculum, there remains a level of ambivalence in social work academia for providing political practice opportunities, particularly in electoral participation. Social work faculty often engage their students in conversations around voting and encourage students to vote, but do not provide students with the opportunity to connect with political campaigns (Pritzker & Burwell, 2016). In fact, Pritzker & Burwell (2016) note: "Our findings indicate that a substantial number of social work programs offer minimal or no curricular or cocurricular opportunities designed to strengthen students' electoral involvement" (p. 443). Findings that social work programs encourage voting but do not provide options for electoral involvement mimic findings that social workers tend to vote in high numbers, but are less likely to get involved in political campaigns.

It is encouraging that recent social work literature has explored the role that social work education plays in preparing students to engage in political practice upon graduation. However, major limitations and gaps remain within the literature. As noted, outside of Wolk et al. (1996) and Pritzker & Burwell's (2016) study, few studies have explored political social work curricula outside of their home institutions. Therefore, minimal knowledge exists regarding the transmissibility of findings regarding political practice curriculum across universities.

Additionally, current literature largely addresses content in policy courses, field practicum courses, and the implicit curriculum. While the literature argues that other

areas of social work curriculum, such as Introduction to Social Work courses (Crowell, 2017) and Human Behavior in the Social Environment courses (HBSE) (Pritzker & Burwell, 2016), should include political participation content, minimal studies have been identified at this time. In fact, only the Taylor et al. (2005) study of HBSE textbooks incorporated a review of political content, and only in a smaller sub context of political economy.

Integrating policy in HBSE curriculum, in particular, will help to “guide students in exploring how the broad political environment and political ideology affect the experience of their individual clients and client groups” (Pritzker & Burwell, 2016, p. 445). Additionally, Rosenwald et al. (2013) identified HBSE as an area of the curriculum where students can explore their own political ideology. Therefore, it is imperative that a review of courses, such as HBSE, is undertaken, in order to identify where fortifying political content within the social work curriculum is needed.

Competency-Based Education

The literature related to political participation in social work contends that when social workers feel competent to engage in the political system, they are more likely to do so. Developing competence in a particular topic area has roots in education (Poulin & Matis, 2015). As the cost of higher education increases and the prevalence of degree mills in academia become pervasive, it is now necessary that academic programs implement competency-based education in order to equip students with necessary knowledge and skills as well as to prove academia’s worth (Drisko, 2014). Historically, social work education's accreditation body, CSWE, has had the task of ensuring that social work programs adequately prepare social work students for practice. In the 1970s, social work

education started to propose utilizing performance based-education to measure student's outcomes (Armitage & Clark, 1973). However, it was not until 2008, and the implementation of the 2008 EPAS, that CSWE adapted a competency-based model for social work education in the explicit curriculum (Bracy, 2018; Khulmann, 2009).

Building on the 2008 EPAS, CSWE developed the 2015 EPAS, which takes a holistic view of competence. A holistic view of competencies argues that competence is demonstrated through specific practice behaviors, which include: knowledge, values, skills, and cognitive and affective processes (CSWE, 2015; Poulin & Matis, 2015).

Currently, the proposed revisions to the 2022 CSWE EPAS maintain a competency-based approach (CSWE, 2022). Therefore, it is incumbent upon social work programs to ensure that students are competent in each of the nine practice areas determined by CSWE, and that students can demonstrate practice behaviors within each competency. Additionally, outcomes and assessment measures are an essential component of competency-based education (Bracy, 2018; CSWE, 2015; Drisko, 2014; Poulin & Matis, 2015). Therefore, programs must demonstrate that students are adequately prepared to practice in each competency area prior to graduation.

Competency-based education also depends on the interconnectedness of competencies within the curriculum. Bracy (2018) argues that competency-based education requires vertical and horizontal integration throughout the curriculum. Therefore, pre-established competencies must permeate throughout the curriculum, and should not remain relegated to one course or sequence of courses. Unfortunately, it appears that CSWE Competency 5: Engage in Policy Practice, is often consigned to the policy sequence. However, Poulin & Matis (2015) outline: "Policy practice and research

competence are informed by the competencies of diversity, social justice, and ethical behavior and in turn inform social work practice with clients and constituencies” (p. 119). Without additional study, it is difficult to determine how integrated Competency 5 is throughout social work curricula, and to what extent students are obtaining competency.

Additionally, it is important to understand the history of the incorporation of political themes and policy content within CSWE’s accreditation standards. Understanding social policy and its impacts have been an essential component of social work accreditation standards since the foundation of CSWE accreditation standards (Colby, 2019). In fact, since the adaptation of CSWE’s first Curriculum Policy Statement (CPS) in 1952, a precursor to the EPAS, CSWE has consistently incorporated policy practice as a key standard for social work programs (Colby, 2019). When CSWE adopted a competency-based approach in the 2008 EPAS, political and policy practice, as well as corresponding practice behaviors, were incorporated in Educational Policy 2.1.8: Engage in policy practice to advance social and economic well-being and to deliver effective social work services (CSWE, 2008). As noted, the current 2015 EPAS codifies political and policy practice in Competency 5: Engage in Policy Practice. In Chapter Three, a detailed review of Competency 5 is provided, including a dissection of the political practice activities identified in this competency. Currently, CSWE is in the process of drafting the 2022 EPAS, with all programs anticipated to operate under the 2022 EPAS by July, 2025 (CSWE, 2022) The current draft of the 2022 EPAS maintain Competency 5: Engage in Policy Practice as an essential competency within social work education.

In addition to understanding the role of policy practice in social work accreditation standards, it is also important for this study to understand the role of HBSE

courses within social work education. HBSE courses have had a long history in social work education and were formally incorporated in the 1962 CSWE CPS (Brooks, 1986). As Butler (1959, as cited in Brooks, 1986) notes, HBSE courses are: “the foundation on which the remainder of the curriculum must be based.” Thus, HBSE is an integral component of social work education. In the 2008 EPAS, HBSE was incorporated in the core competencies through Educational Policy 2.1.: Apply knowledge of human behavior and the social environment (CSWE, 2008). The 2015 EPAS does not include a separate competency for HBSE, but it does require students to obtain competency in applying HBSE content when engaging, assessing, intervening, and evaluating across five systems levels: individuals, families, groups, organizations, and communities (CSWE, 2015). The current proposed revisions to the 2022 EPAS maintain an incorporation of HBSE when engaging, assessing, intervening, and evaluating across the five systems levels (CSWE, 2022).

For those unfamiliar with social work education, in particular HBSE courses, it is necessary to describe the context of HBSE courses in the larger social work curriculum, as well as understand the typical structure for HBSE courses. CSWE accredits programs at the baccalaureate (BSW) and graduate (MSW) level. All BSW programs, and the foundation year of an MSW program, require a curriculum based in generalist social work practice across the five systems (CSWE, 2015). Additionally, MSW programs require a specialization year, where programs develop areas of specialization in which students gain competence. HBSE courses, and their connections with the five systems levels, are typically embedded in the generalist curriculum. As both the BSW and MSW address generalist practice, the present study does not make a distinction between BSW

and MSW HBSE courses, as understanding human behavior is an essential component of generalist practice.

HBSE courses, as their name indicates, seek to assist students in understanding the reciprocal relationships between the five systems levels and their environments. However, there is a significant difference in the content of HBSE courses, and thus how textbooks for HBSE courses are structured. In the Taylor et al. (2005) study of HBSE textbooks, Taylor et al. (2005) proposed three distinct categories of HBSE textbooks, including: life cycle textbooks, systems textbooks, and theory textbooks. While it is important to know the distinctions of the different types of HBSE textbooks, the outline of systems theory, which is subsequently provided in the theoretical perspectives section of this chapter, identifies that political themes can be found within the context of all three categories. Therefore, when reviewing the identified textbook, the researcher notes the category in which a textbook falls, but does not provide separate weight by category, as political content is essential in all HBSE textbooks.

Current literature related to social work competency-based education presents a fairly descriptive notion of competency and its implementation within the curriculum. Presently, the literature has not conducted a review of social work competencies to determine if programs are adequately preparing their students within each competency and practice behavior. Social work literature related to political participation has determined that social workers feel that their education inadequately prepares them to engage in the political process; thus, it appears that social work education has not truly developed students' competence in Competency 5: Engage in Policy Practice. Therefore,

future reviews of social work curricula and competency-based education must take a prescriptive approach, to address competency development.

Theoretical Perspectives

The review of the literature, thus far, has determined the interconnectedness of social work education in enhancing students' competency within political practice and the role that practitioners have within the political sphere. Below, three key theoretical perspectives are explored to identify a framework for reviewing social work education's role in political practice. Primarily, the Civic Volunteerism Model (CVM) outlines key indicators for political participation. Additionally, General Systems Theory, as well as Bronfenbrenner's Ecological Systems Approach, assists in framing the current political system and the interrelated nature of the political system with other social systems in which social workers interact. Finally, Bloom's Taxonomy informs how competency development connects with developing students' knowledge and skills for political practice.

Civic Voluntarism Model (CVM)

Political science theory has had interest in understanding the main motivation behind who is most likely to participate politically. Therefore, the CVM was developed by Sidney Verba, Kay Scholzman, and Henry Brady to explain the key factors that predict political engagement. Verba et al. (1995) proposed a model for political participation based on three predictive factors: resources, psychological engagement with politics, and access to networks where individuals are recruited for political life. Below, an explanation of each of these factors is noted:

Resources: include factors that would enable an individual to engage in the political process, such as time, money, and necessary civic skills. Ultimately,

Brady et al. (1995) finds that resources are one of the most predictive components of an individual's political participation, and expands on the resource component of the CVM when developing a more specific Resource Model. The Resource Model argues that resources are not solely linked to an individual's socioeconomic status, and are far more predictive of engagement than an individual's psychological engagement. Not only do the identified resources predict involvement but they also predict the type of involvement in which individuals engage. For example, individuals with free time are more likely to engage in content-rich political participation activities, such as volunteering on campaigns (Brady et al., 1995). Brady et al. (1995) also note that civic skills are typically developed through access to a community that fosters engagement. Communities that foster engagement include connection to faith-based institutions, such as a church, or education level and degree attainment.

Psychological engagement: includes an individual's political ideology as well as an individual's perception of their efficacy to engage in the political process (Verba et al, 1995). The literature has purported that psychological engagement typically is fostered by the age of 16 (Niemi et al., 1991).

Access to Recruitment Networks: Verba et al. (1995) also note that individuals are more likely to engage politically if they are personally asked to participate and are recruited to engage in the political process. However, Verba et al. (1995) note: “Recruitment to political activity-being asked to take part-plays an important role, but participation can, and does, take place in the absence of specific requests for activity” (p. 270).

CVM as a framework for social work political participation and political efficacy is consistently established as an essential framework throughout the literature related to social work political engagement and political efficacy (Halvor, 2016; Hamilton & Fauri, 2001; Lane & Humphreys, 2011; Ostrander et al., 2017; Pritzker & Burwell, 2016; Ritter, 2007; Schwartz-Tayri et al., 2020; Swank, 2012). Utilizing the CVM, studies into social work, political participation, and political efficacy have reviewed the role that resources, psychological engagement, and recruitment play for social work students and practitioners. For example, despite an emphasis on resources in the CVM, social work research into the Resource Model found that money and education attainment were not correlated with social work political participation (Hamilton & Fauri, 2001). Nevertheless, ensuring that social work practitioners have access to necessary resources for engagement is still necessary.

Additionally, when reviewing political psychology, social work literature has argued that expanding an individual's previous psychological engagement through their education is crucial in fostering a social work student's future connection with the political system (Hamilton & Fauri, 2001). Therefore, educational opportunities for students must expand on their foundational psychological engagement. Finally, while the CVM notes that access to recruitment networks is not an essential component of general political participation, research into social work political engagement finds that fostering networks, such as connection to NASW Political Action, is necessary for ongoing engagement. As Lane & Humphreys (2011) found, social workers who ran for office reported that professional networks were important to their decision to run for office.

Additionally, Swank (2012), found that the mobilizing factor of activist networks is the most consistent predictor of social work student political participation.

While some findings in social work literature have run counter to the tenets of CVM, the utility of CVM to understand factors, mechanisms, and types of political participation is unequivocal. Therefore, exploring social work education through the lens of the CVM will help to understand how social work education can foster students' and practitioners' resources, political psychology, and activist networks for future political and civic engagement.

Systems Theory

Systems Theory is a main theoretical perspective that is explored throughout social work education. In fact, during the 1960s and 1970s, Systems Theory was the dominant theory in social work education (Hutchison, 2017). Originally, Systems Theory was developed within the field of biology, but has since been applied to various disciplines including: mathematics, technology, philosophy, and the social sciences (von Bertalanffy, 1972). Von Bertalanffy (1969) proposed that systems are a set of elements that interact with each other and develop a whole. Systems, thus, establish boundaries to manage these interactions, which can be either closed or open. Closed systems are systems isolated from their environment, while open systems interact with their environment, which is essential for the system's survival (von Bertalanffy, 1969).

Everything external to the system is known as the suprasystem, and the system receives inputs from the suprasystem. Internally, the system is divided into smaller parts, or subsystems. Once inputs are received, the system goes through a process of conversion operations, where inputs are processed into outputs. From outputs, systems receive either

positive or negative feedback through a process known as the feedback loop, which either reinforce their functioning or calls for course correction (von Bertalanffy, 1969).

Ultimately, systems work to achieve homeostasis, or stability, and aim towards self-preservation (Haight & Taylor, 2013).

Building on von Bertalanffy's General Systems Theory, Urie Bronfenbrenner developed the Ecological Systems approach, which proposed five interacting system levels that are necessary for human development. These five systems are: the microsystem, the mesosystem, the exosystem, the macrosystem, and the macrochronological system (Bronfenbrenner, 1979; Bronfenbrenner & Morris, 2006).

Below, a brief description of each system is provided:

Microsystem: consists of the immediate setting for the individual. This immediate setting can comprise the individual's household, work, school, or any other component of the individual's day-to-day reality (Bronfenbrenner, 1979).

Mesosystem: is the interconnection between two or more components of the microsystem. For example, a student's academic performance is as much a reflection on an individual's school environment as it is of their home environment, and the connection between the two as they support the student's development.

Exosystem: involves a system that an individual is not directly related with, but maintains an impact on their development. For example, Bronfenbrenner (1979) argues that parental employment can significantly impact a child's development, as work stressors and economic impact can permeate the child's life.

Macrosystem: includes the cultural patterns and context of the various micro, meso, and macro systems. Macrosystems include societal values and beliefs, as well as societal structures and major institutions (Haight & Taylor, 2013). For example, a society that values primary education and provides a free quality education will impact a child's development in vastly different ways than a society that does not.

Macrochronological system: added by Bronfenbrenner in later works, the macrochronological system argues that individual development is shaped by historical times and trends that occur within an individual's life (Bronfenbrenner & Morris, 2006).

Incorporating Systems Theory into a study regarding social work education's role in preparing political practitioners is necessary for three distinct reasons. Primarily, Systems Theory is a core theoretical perspective that is introduced in the HBSE curriculum. Assisting students with determining the political underpinnings of the various systems in which clients interact is essential. Additionally, politics is a system. Thus, viewing the CVM through the lens of Systems Theory is informative when analyzing political systems. CVM's emphasis on resources, such as time, money, and civic skills, complements Systems Theory perspective of open systems as well as the connection with the suprasystem for input, outputs, and feedback loops. Understanding how resources impact sustaining a political system is integral to understanding the nature of the political system. Finally, Bronfenbrenner's Ecological Systems approach recognizes the interacting role between each system level in individual development. Thus, Bronfenbrenner, when viewed in conjunction with CVM, helps to explain how political

psychology and recruitment play in political participation. However, while Systems Theory is a key component in understanding the complexities of political participation, without determining an educational pedagogy, social work educators will not identify steps to develop students' skills in political practice.

Bloom's Taxonomy

As the CVM notes, an individual's access to civic skills is a main indicator of an individual's likelihood to participate politically. Additionally, literature regarding the curricular components of social work political participation finds that skill development is a central component to developing a student's political participation and internal political efficacy (Halvor, 2016; Hylton et al., 2018; Ritter, 2013; Rocha, 2000; Schwartz-Tayri et al., 2020). Thus, it is logical to explore educational pedagogy that incorporates skill development. In the 1940s and 1950s, a similar conversation surrounding student skill development among college examiners at the American Psychological Association (APA) conference necessitated an exploration of how educational objectives are classified and framed within educational behaviors (Bloom et al., 1956). To address the inquiries of the APA examiners, Benjamin Bloom developed Taxonomy of Educational Objectives.

Bloom's Taxonomy originally sought to explain three domains of learning: cognitive, affective, and psychomotor; however, in his original taxonomy, only the cognitive domain was explored. Within the cognitive domain, Bloom's essential goal was to develop a system to classify student behaviors, which represented the intended outcomes of the educational process (Bloom et al., 1956). Thus, Bloom outlined a hierarchical structure comprising six major classifications: knowledge, comprehension,

application, analysis, synthesis, and evaluation (Bloom et al., 1956). Within the classification, the most basic and foundational form of learning is knowledge, while the apex of learning is a student's ability to create new meaning and judgments based on the information that they receive (Apgar & Parada, 2018). Additionally, each component after knowledge highlights various skills and abilities obtained through the learning objectives. However, critics of Bloom take exception towards the hierarchical nature of the structure and the limited research evidence supporting the theoretical structure (Soozandehfar & Adeli, 2016). Bloom himself was aware of some of the inherent weaknesses within his taxonomy, and argued that the structures were open to revision and debate.

Understanding the need to develop Bloom's Taxonomy further, Anderson et al. (2001) proposed a revised version of Bloom's Taxonomy, which is widely recognized today. Anderson et al. (2001) built on Bloom's cognitive domains, and developed a taxonomy structure based on learning behaviors rooted in actions. Therefore, the revised taxonomy incorporates six distinct action behaviors: remember, understand, apply, analyze, evaluate, and create (Anderson et al., 2001). Below, Figure 1 shows an adapted graph from Apgar & Parada (2018), which is provided to further explicate the dimensions of the Bloom's Reised Taxonomy, as well as its applicability to social work policy curricula:

Figure 1:*Bloom's Revised Taxonomy for a Policy Class*

Note. Adapted from Apgar & Prada (2018).

The pedagogical approach of Bloom's Taxonomy is informative to social work curricula's development. In fact, the cognitive processes and practice behaviors outlined within the taxonomy underpin the competency and accrediting components of CSWE, as programs intentionally develop curricula objectives geared towards building students' skills and abilities within each competency area. Developing skills and abilities within CSWE EPAS Competency 5: Engage in Policy Practice is notable to this study. In particular, it is the author's belief that foundational knowledge of Competency 5: Engage in Policy Practice must occur early in a student's social work education. Thus, as students progress through their education, they will have the capacity to develop additional skills and abilities within Competency 5, based on foundational knowledge. Ensuring that students are able to develop necessary skills and practice behaviors inherent within

Competency 5 will hopefully lead to an increase in their civic skills, which conceivably will increase their likelihood of engaging with the political system.

Relevant Political, Social, Economic, and Cultural Implications

Political

This present study into the educational preparedness for social work practitioners to engage with the political process is at its core, political. Therefore, the literature related to this topic is rooted in the political components of social work practice. As noted, the social work profession has historically struggled with an identity crisis when it comes to engaging with the political system. Some have argued that the profession should remain a-political (Rome & Hoehstetter, 2010). However, as Ritter (2007) notes: “Others argue that the social work profession cannot avoid working with the political system since all social work is intrinsically political by virtue of the fact that it is concerned with social change and a quest for social justice” (p. 63). Ultimately, both the NASW Code of Ethics (2021) and the CSWE EPAS (2015) demand that social work practitioners and students engage in political practice and obtain the competency to do so. Thus, a growing body of literature has explored social work education's role in preparing students for political participation (Apgar & Prada, 2018; Beimers, 2015; Crowell; 2016; Derigne et al., 2014; Fisher et al., 2001; Halvor, 2016; Hylton et al., 2008; Lane et al., 2018; Ostrander et al., 2017; Pritzker & Burwell, 2016; Pritzker & Lane, 2018; Rocha, 2000; Ritter, 2013; Schwartz-Tayri, 2020; Wolk et al., 1996). Hence, it is essential that additional study into the intersection of social work and politics, specifically social work education's role, is conducted.

Social

An individual's motivation to engage with the political system directly connects to their social reality. As the CVM notes, psychological engagement and access to recruitment networks have a prominent impact on ongoing civic engagement (Verba et al., 1995). Concurrently, the Ecological Systems Theory proposes that human development is directly connected to interacting systems that comprise an individual's environment (Bronfenbrenner, 1979). Therefore, an individual's political psychological development is connected to their social realities. As Swank (2012) notes, one of the major predictors of social work students' political engagement is a student's access to an activist network. Additionally, Niemi et al. (1991) finds that political psychology is often developed by the age of 16. Thus, an individual's networks, as well as an individual's political psychology, are developed by the social systems in which they find themselves.

Economic

Social work practitioner's engagement in the political system has multiple corresponding economic factors that are seen in both the literature and the integrating theoretical perspective. For instance, Verba et al. (1995) argued in the CVM that resources are a major predictor of civic engagement. Money is at the heart of resources within the CVM. In fact, money has a significant role in the American political system, as political actors are increasingly more beholden to financial donors than they are to vox populi (Felderhoff et al, 2015). However, political contributions by NASW compared to other professional organizations are astonishingly low, minimizing the voice the social work profession has in policy formulation (McNutt, 2011). Having a minimized role in developing policy has a reverberating impact on social work practitioners and their

clients' economic realities. As Reisch (2000) notes, social work has played a significant role in developing social safety net programs; however, political trends have resulted in the dismantling of these programs. Social work practitioners have an ethical obligation to address ongoing economic struggles, such as opposition to a \$15 minimum wage, widening of wealth inequality, and increasing austerity measures in government-sponsored programs. As negative economic policies, contrary to the profession's values, are proposed in state and federal legislatures, social work practitioners must take an active role in the political process to advocate for equitable economic policies.

Cultural

Traditionally, American culture is apathetic when it comes to engaging with the political system. Historical studies have indicated that Americans are largely disconnected with the political system, and tend to report low levels of political participation (Woodward & Roper, 1950). Currently, a Pew Research study regarding the 2020 election found that even in a year with high voter turnout, an individual's political participation still remains low, with only 25% of individuals donating to campaigns and 10% attending a political event (Daniller & Gilberstadt, 2020). America's low levels of political participation are only partially explained by the American public's apathy. Instead, there is a culture in the American political system where individuals in power utilize their privilege to maintain power (Parker et al., 2018). Often, to maintain power structures, individuals within the dominant culture utilize the political system to disenfranchise communities, particularly communities of color, from engaging within the political system.

Additionally, there remains a culture of ambivalence within the social work profession to engage with the political system. Ambivalence to engage reportedly comes from perceived power dynamics within politics or even ethical ambiguity regarding social work's role in political participation (Reisch & Jani, 2012; Rome & Hoechstetter, 2010). However, it is also important to note that social workers, demographically, tend to identify as women or people of color--communities that have seen historic disenfranchisement and barriers when engaging in politics (Schilling, Morrish, & Liu, 2008). Therefore, it is critical to recognize the cultural and structural barriers that prevent social workers from engaging with the political system and to equip practitioners with the necessary tools to transcend these cultural and structural barriers.

Implications

Ongoing study into the role of social work education in preparing social work practitioners for political practice has significant implications for both social work education and social work leadership. Additionally, the selected theoretical perspectives, when viewed in conjunction, have implications for future evidence-based practices. Thus, it is vital to review the implication that future study regarding social work education's role in preparing political practitioners has at the theoretical, micro, mezzo, and macro levels.

Throughout the literature review, three key theoretical perspectives were explicated, which include: the CVM, Systems Theory, and Bloom's Taxonomy. As previously noted, when these three theoretical perspectives are viewed together, a framework for reviewing social work education's role in political practice becomes evident. The CVM provides key indicators for an individual's political involvement. When viewed through the lens of Systems Theory, the CVM illuminates the importance

of resources in impacting the political system. One of the key resources required for political engagement is civic skills (Verba, et al. 1995). In line with Bloom's Taxonomy, current social work curricular interventions targeting students political participation and internal political efficacy focus on skill development. However, Bloom highlights the importance of knowledge as a foundational component of his taxonomy (Bloom et al., 1956). Without previous exposure to political themes in lower level social work courses, students do not gain the necessary knowledge to develop skills for political engagement. Without skills for political engagement, social workers do not have a fundamental resource needed to impact the political system. Thus, the interconnectedness of the theoretical perspectives elucidate the need to develop political knowledge early in a social work student's education, in order to transcend the current problem of social work practitioners' ill-preparedness for political practice.

Hence, equipping social work students with the necessary knowledge and skills for political practice will have resounding implications for a student's development at the micro level. In addition to the CVM's emphasis on resources, the CVM also highlights the need for a connection to political psychology (Verba et al.,1995). Thus, enabling students to obtain competence in political practice has the double effect of increasing students' confidence to engage politically, as well as connecting students to their own political identity. Understanding how social work education develops students' political skills and connects their skills to their political identity, demands continual review of how social work education prepares students for political practice.

Therefore, reviewing the current role that social work education has in preparing political practitioners has an impact on social work education at the mezzo level.

Presently, social work education fails to meet its mandate to prepare students for political practice (Miller et al., 2019; Ritter, 2007; Rome & Hoehstetter, 2010). However, current review of social work education has only explored a small subset of courses that naturally integrate Competency 5: Engage in Policy Practice. Thus, further review of social work education will assist in identifying aspects of social work courses where infusing political content is necessary. This study has the possibility of impacting how social work education views political content, and provides strategies to make sure that political content permeates throughout the curriculum, ensuring that Competency 5: Engage in Policy Practice is adequately addressed.

Ensuring that students feel confident to engage with the political system and adequately preparing students to obtain competency in political practice will result in macro level impact. Social work is a values-based profession with values including social justice as well as dignity and worth of the individual (NASW, 2021). Enabling social work practitioners to have a more effective role in the political space will ensure that social work values are incorporated in policy. Elevating the social work profession's role in policy development will hopefully translate into more equitable policies that provide assistance to society's most vulnerable. Thus, addressing the current problem of social work practitioners' inadequacy in engaging the political system will impact an individual's political development, address social work education's inadequacy in preparing political practitioners, and ensure that social work values are upheld in legislation.

Conclusion

Presently, the social work literature spotlights the notion that social work education is not adequately preparing social work students for political practice upon

graduation. While social work practitioners report high levels of political participation as opposed to the general population, they also report feeling inadequately prepared by their education to engage in the political system. While previous studies of social work curriculum have proposed solutions to this problem, they stop short of addressing political content outside of predetermined courses. However, Bloom's Taxonomy, when informed by the CVM and Systems Theory, demands that knowledge is developed prior to obtaining the necessary skills, or resources, to engage the political system. Thus, future studies must review alternate aspects of the curriculum that may require additional knowledge development for political practice.

Ultimately, addressing political participation and internal political efficacy within the social work curriculum will have a reverberating impact on how social workers interact with the political system. The impact will hopefully strengthen social work values and ethics in legislation and ensure that legislatures are comprised of individuals advancing social work causes. Similar to the crisis facing Harry Hopkins and Frances Perkins during the Great Depression, the United States is currently at an inflection point, and it is pivotal that social work practitioners are prepared to meet this political moment.

Chapter 3: Methodology

The review of the literature identifies that the problem of social work education's inadequacy in preparing social work practitioners to engage with the political system requires additional study. Thus far, research into social work education's role in preparing political practitioners has focused on policy courses, field courses, and the implicit curriculum. However, other aspects of the social work curriculum, such as HBSE courses, have not been explored. Therefore, this study will take an exploratory approach to address the following research question: How do HBSE textbooks address political components of CSWE EPAS Competency 5: Engage in Policy Practice?

To identify how HBSE textbooks address political components of Competency 5, a content analysis approach is utilized. Krippendorff (2013) defines content analysis as: "... a research technique for making replicable and valid inferences from texts (or other meaningful matter) to the context of their use" (p. 24). Therefore, this study aims to explore the level in which political content is included as a component of the learning objectives (LOs) within HBSE textbooks, which assists in establishing a baseline understanding of the role that political content plays within subjects of social work curriculum.

Ultimately, the literature purports that social workers are not adequately prepared to engage with the political system (Miller et al., 2019; Ritter, 2007; Rome & Hoechstetter, 2010). However, social work's ethical guidelines, as outlined by the NASW (2021) Code of Ethics, demand that social workers practice in the political arena and engage in political practice. Thus, it is essential that social workers have a level of internal political efficacy to engage the political system effectively. Therefore, CSWE's

Competency 5: Engage in Policy Practice provides the necessary practice activities that social workers should prepare to implement in their work to effect positive change. This study is grounded in the notion that effective social work political practitioners are developed through social work education and that competency is developed through the CSWE EPAS. A significant component of social work courses are the textbooks that become the frame for course development. Thus, a content analysis of the LOs within these textbooks will help to understand how social work education prepares political practitioners. Below, an explanation of the content analysis approach, the research sample, and data collections methods are provided.

Variables

Descriptions of key concepts that inform this study are provided in Chapter Two. However, it is important to provide additional context regarding the specific variables utilized in the development of the methodology and instrumentation process. To address political content within HBSE textbooks, and more closely, the inter-relation between political content and practice skills, requires variables grounded in social work educational competency. Therefore, the researcher utilized CSWE Competency 5: Engage in Policy Practice to develop variables based on the corresponding practice activity that Competency 5 addresses. A detailed description of the dissection of Competency 5 and the corresponding variables can be found in the Data Analysis section of this chapter. In total, twelve practice activities were identified, and a detailed listing of each is found in Figure 2 within the Data Analysis section. These twelve variables are measured utilizing a Likert scale response (0-2) to identify how well each textbook addresses the various practice activities within CSWE Competency 5.

Units of Analysis

When conducting a content analysis, the units of analysis, including the sampling units, recording/coding units, and context units, require definition (Krippendorff, 2013). For the present study, the sampling units include the HBSE textbooks identified for analysis. A detailed explanation for the development of the sample population and the selection of the textbooks is provided below. The recording/coding units are typically contained within sampling units and are the specific components of content that are categorized (Krippendorff, 2013). For the purpose of this study, the recording/coding units are the LOs for each chapter within the HBSE textbooks. The context units for this study include the various chapter content in which the LOs are embedded.

Rationale for Research Design

This exploratory research study addresses the following question: How do HBSE textbooks address political components of CSWE EPAS Competency 5: Policy Practice? To address the research question, a content analysis approach is employed. A basic content-analysis approach, such as word counts and analytic reviews of text, typically incorporate quantitative research methods (Drisko & Maschi, 2015). While this current study utilizes components of a basic-content analysis, the study also incorporates components of qualitative content analysis. According to Drisko & Maschi (2015), qualitative content analysis is defined as: "...a set of techniques for the systematic analysis of texts of many kinds addressing not only manifest content but also the themes and core ideas found in texts as primary content" (p. 5). The research question aims not only to determine the frequency of political components of CSWE Competency 5 in HBSE textbook, but also the context in which political content occurs, thus requiring incorporation of components of qualitative content analysis.

Additionally, a qualitative content analysis design is appropriate for the current research question as it is often used for descriptive and exploratory purposes. Qualitative content analysis findings are often used as a starting point for addressing wider advocacy claims that go beyond the current data (Drisko & Maschi, 2015). Thus, the exploratory nature of the study, and the overall aim to provide context for the current role of social work education in educating political practitioners, makes qualitative content analysis a natural fit.

Additionally, employing a content analysis diverges from the norm when addressing the problem of political participation and efficacy in social work curriculum. Traditionally, studies related to political participation within social work curriculum have employed a quantitative approach, with the exception of Pritzker & Lane's (2018) qualitative study of social work students in political field placements. Specifically, quantitative studies regarding political participation typically execute either a pre-experimental or quasi-experimental design. Additionally, the literature tends to include a small sample population, analyzing either assignments or courses at a subset of social work programs. Other than Wolk et al. (1996) and Pritzker & Burwell's (2016) studies, no studies include a sample from a wide range of social work programs.

While content analyses are not prevalent in research related to social work political participation, they have been used in social work research since the 1940s (Drisko & Maschi, 2015). Only one study, the Taylor et al. (2005) content analysis of HBSE textbooks, incorporated a component of political content, specifically political economy, as part of their coding mechanism. However, there are several examples of content analysis in social work textbooks in various courses including in policy courses,

introduction to social work courses, and across the curriculum (Baretti, 2016; Kramer et al., 2003; Strier et al., 2012; Tompkins et al., 2006). In fact, a significant amount of textbook content analysis in social work have explored various content in HBSE courses, including overall HBSE content, disability content, poverty content, and immigration content (Lee & Hernandez, 2009; Lehning, 2007; Reid-Cunningham; 2009; Taylor et al., 2005). Despite not focusing exclusively on political content, the previous social work textbook content analyses significantly informed the development of the present study's methodology.

Thus, the rationale of a content analysis approach is threefold. Primarily, utilizing a study design that has not been extensively used to address the topic of political content within social work curriculum will provide additional knowledge to the field of study. Additionally, a content analysis approach allows the researcher to review textbooks that are utilized throughout multiple social work programs. While the limitations in a content analysis approach discussed in the limitations section of this chapter does restrict the study's generalizability, having access to a curricula component that transcends a specific school of social work provides a broader knowledge base regarding the intent behind how social workers are trained for practice. Finally, the hermeneutic nature of a qualitative content analysis allows the incorporation of concepts from educational pedagogy, such as Bloom's Revised Taxonomy, and theoretical perspectives, such as Systems Theory and the CVM, to assist in making inferences about the analyzed text (Anderson et al, 2001; Bloom et al., 1956; Bronfenbrenner, 1979; Bronfenbrenner & Morris, 2006; Verba et al., 1995; von Bertalanffy, 1972).

Research Setting and/or Context

Access to electronic textbooks informed both the sourcing of the textbooks, as well as the physical setting of the content analysis. The researcher gained access to electronic copies for the sample population, which enabled ease of coding information and importing the data into Excel for analysis.

However, the current cultural context of the study provided significant implications, which were considered in the study's development. Primarily, political polarization in America is on the rise (Wilson et al., 2020). Thus, any study into political activities, particularly within education, might encounter skepticism. In fact, recent attempts are underway within state legislatures to pass laws under the guise of fostering intellectual freedom and limiting indoctrination, that request faculty and students to identify their political beliefs (Andrade, 2021). Simultaneously, NASW has advocated for the political participation of social work practitioners. In response to George Floyd's death, NASW amplified a message on its social media accounts that "Social Work is Political" and that "there is no such thing as a non-political social worker" (NASW, 2020).

Thus, a dichotomy has arisen between the political landscape and the social work profession. However, it is important to note that while this study aims to address political content in HBSE courses, the aim of the study is not to impart a particular partisan view. Instead, social workers are guided by the NASW (2021) Code of Ethics, as values-based professionals. Likewise, this study is guided by the same ethical code. Thus, the researcher has made attempts to ensure that the study, while purporting a call for politicization, remains non-partisan. Also, the exploratory nature of the study aims at identifying themes within social work textbooks, which takes a descriptive approach of

the content's role, and not necessarily a prescriptive approach for how to alter the content for partisan means.

Additionally, the study is occurring during a time when CSWE is in the process of revising its competencies. CSWE proposes that revisions will be completed by the Spring of 2022; however, these revisions are not presently in place (CSWE, 2022). Therefore, this study is operating within the context of the 2015 CSWE EPAS. Despite possible revisions that may have an impact on CSWE Competency 5, the methodology and instrumentation noted below was developed to easily adapt for any changes to CSWE competencies for future study.

Research Population, Sample, and Data Source

The overall population for this study is textbooks utilized in HBSE courses. As it was not feasible to gain access to all textbooks that are utilized in HBSE curriculum across the 750 CSWE-accredited social work programs, a sample of the textbooks was devised utilizing relevance sampling (CSWE, 2021). According to Krippendorff (2013), relevance sampling: "...aims at selecting all textual units that contribute to answering given research questions" (p.120). Thus, to establish the appropriate textual units of the most frequently utilized textbooks in HBSE, a search of the Faculty Center Network (FCN) was conducted. FCN data has been employed in multiple studies that have conducted content analysis of textbooks, within and outside social work academia (Baretti, 2016; Ethan et al., 2014; Kramer et al., 2003; Strier et al., 2012). Thus, the methodology utilized within the FCN is effective when determining the most frequently utilized textbooks within a subject area.

Prior to conducting a review of the FCN, steps were taken to ensure that ethical implications were addressed and mitigated. The researcher inquired to the Kutztown

University Institutional Review Board (IRB) if IRB submission is necessary.

Confirmation was received from the IRB indicating that the present sample population is composed of textbooks and not human subjects; therefore, no IRB is needed (see Appendix A).

The FCN was developed as a resource from the Missouri Textbook Exchange (MBS) to provide faculty with data necessary when determining adaptation of textbooks for courses (FCN, 2021). The MBS includes a network of nearly 3,600 college and university bookstores and provides data to the FCN related to textbook demands within these institutions (Baretti, 2016). Methodologically, the FCN ranks textbooks from over 10,000 publishers on a scale from 0-5, based on demand history, as determined by largest content order for a textbook within its subject area. Similar to Baretti's (2016) study, this study explored textbooks with a rank of 4 or above. A rank of 4 or above includes textbooks within the 95.5-100 percentile in terms of demand (FCN, 2021).

The FCN was reviewed for possible HBSE textbooks in the summer of 2021. The FCN organizes textbooks into various subcategories for each subject and discipline. For example, the category of Social Work and Welfare includes subcategories such as: Introductory Social Work, Admin & Case Management in Social Work, and Social Work with Groups. In reviewing the FCN database, a specific subcategory for HBSE courses was not included. Thus, a review of three subcategories within social work textbooks was conducted, including: Introductory Social Work, Social Work Theory, and Other Social Work Texts. These three subcategories were selected, as they were most likely to include texts that provide introductory and theoretical knowledge, which is an essential component within HBSE courses.

To identify textbooks within the subcategories that were utilized specifically for HBSE courses, an inclusion criterion of texts containing Human Behavior within their titles was utilized. The researcher reviewed the list of all the texts within the subcategories and any that did not contain the term “Human Behavior” in the title were excluded from the final sample. The Introductory Social Work subcategory included two textbooks that fit the inclusion criteria. The Social Work Theory subcategory included three textbooks that fit the inclusion criteria. The Other Social Work Texts included one textbook that fit the inclusion criteria. In total, six textbooks were identified within the subcategories of the FCN that had a rank of four or above and included Human Behavior within their title (see Appendix B). Additionally, when sourcing the textbooks from the publishers, the most recent version of the textbooks were utilized.

Data Collection Methods

After the textbooks were sourced, the researcher initiated the data collection process within each textbook. Collecting the data occurred during the 2021 Fall semester. The researcher identified the LOs for each chapter of the textbook. When available, the researcher downloaded a PDF of the LOs. Unfortunately, some of the textbooks did not include PDF versions; therefore, the researcher transcribed the LOs verbatim into a Word document. The researcher then reviewed each LO to ensure that the exact wording utilized within the textbook matched the wording within the document. Any deviation from the textbook wording was corrected before data analysis. Ultimately, each LO was itemized in an Excel spreadsheet, utilizing the naming convention outlined in the Data Analysis section.

Data Analysis Methods

After the LOs were compiled in Excel, the researcher completed a qualitative review of the LOs to identify how the LOs address the political component of CSWE Competency 5, which will hopefully enhance students' internal political efficacy. To code the data, the researcher developed a codebook utilizing a priori codes, or codes defined in prefigured categories (Creswell & Poth, 2017). The codebook is referred to as the coding rubric throughout this study. Presently, no research of political content within social work courses through the CSWE EPAS has utilized a content analysis approach. Thus, a standardized coding instrument to analyze the political components of CSWE Competency 5 does not exist. Hence, an instrument was developed to assist in reviewing the key concepts that are essential within Competency 5 and that are determined essential for increasing students' internal political efficacy. When developing the instrument, the author first reviewed CSWE Competency 5 as listed below:

Competency 5: Engage in Policy Practice Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels, and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation,

and evaluation. Social workers: Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services; assess how social welfare and economic policies impact the delivery of and access to social services; apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice. (CSWE, 2015, p. 8)

Additionally, this study's aim is to identify key practice activities within Competency 5 that are highlighted within HBSE textbooks that can enhance a student's internal political efficacy. Presently, no qualitative tool has been developed to identify components of curriculum that can address internal political efficacy. However, standardized measures for internal political efficacy do exist. Current literature addressing social work students' internal political efficacy often utilize the Niemi et al. (1991) Internal Political Efficacy scale, which includes four questions that gauge respondents' internal political efficacy based on likert-scale responses (Halvor, 2016 & Ritter, 2007). Thus, the author reviewed the components of Niemi et al. (1991) Internal Political Efficacy, which are included below:

1. I consider myself to be well qualified to participate in politics (Self-qualified)
2. I feel that I have a pretty good understanding of the important political issues facing our country. (Understand)
3. I feel like I could do as good of a job in public office as most other people. (Public office)
4. I think I am better informed about politics and government than most people. (Informed) (P. 1408)

The Niemi et al. (1991) Internal Political Efficacy scale includes essential components for one's competence and self-belief to engage with the political system. The four components included within the scale are: an individual's self-qualification to engage with the political system, an understanding of the political system, a sense of one's ability to execute functions of public office, and a belief that one is well informed of the political system. The components of the internal political efficacy scale mirror the components first discussed in Bloom's Revised Taxonomy (Anderson et al., 2001; Bloom et al., 1956). For example, the informed and understanding components of the Internal Political Efficacy scale are consistent with the early level remember and understand components within Bloom's Revised Taxonomy (Anderson et al., 2001; Bloom et al., 1956; Niemi et al. 1991). Additionally, the self-qualified component and public office component of the Internal Political Efficacy scale align with the higher level apply, analyze, evaluate, and create components of the Bloom's Revised Taxonomy (Anderson et al., 2001; Bloom et al., 1956; Niemi et al. 1991). Thus, it was incumbent for the author to review the activities outlined in Competency 5 and to identify how they address a student's internal political efficacy. Below, Table 1 outlines where the practice activities within Competency 5 are categorized based upon their potential impact on a student's internal political efficacy.

Table 1

Political Efficacy Practice Activities of Competency 5

<u>Quadrant 1: Related to Informed</u> Bloom's: Remember	<u>Quadrant 2: Related to Understanding</u> Bloom's: Understand	<u>Quadrant 3: Related to Self Qualified</u> Bloom's: Apply, Analyze	<u>Quadrant 4: Related to Public Office</u> Bloom's: Evaluate, Create
(101) History of Structures and/or Services	(201) Role of Policy in Human Rights & Social Justice	(301) Assess Social Welfare & Economic Welfare Policies	(401) Advocate for Policies
(102) Identification of Policy Impact on Well-being	(202) SWK Role in Policy Development, Implementation, Formulation, Analysis, and/or Evaluation	(302) Assess Impacts on Delivery and/or Access to Social Services	(402) Advance Human Rights
(103) Identification of Policy Impact on Service Delivery and/or Access to Social Services.		(303) Critical Thinking Towards Policy Analysis and Formulation	(403) Advance Social and/or Economic Justice (404) Effect Change

Note: Categorization of Competency 5 practice activities utilizing Niemi et al. (1991) Political Activity Scale and Bloom's Revised Taxonomy.

By utilizing Bloom's Revised Taxonomy and Niemi et al. (1991) Internal Political Efficacy scale, in conjunction with CSWE Competency 5, a deductive approach was taken to develop coding categories, referred to as "practice activities" throughout this study. The four quadrants noted above include twelve practice activities, which form the basis of the coding rubrics utilized in analyzing the LOs (see Appendix C). Each of the practice activities was provided a numerical categorization based on its quadrants. For example, components of the "Related to Informed" quadrant are categorized as 101-103, while the "Related to Understanding" are categorized as 201-202.

Each practice activity is also weighted based on the level of connection between the LOs and the component of CSWE Competency 5. Items are weighed on a scale of 0-2. A score of 0 indicates that the LO does not address CSWE Competency 5. A score of 1 indicates that the LO incorporates implicit connection to the political component of Competency 5. A score of 2 indicates an explicit connection to the political component of Competency 5 occurs. A review of the categorization of implicit and explicit is provided in the Syntax and Semantics section of this chapter. Additionally, each practice activity within the rubric includes a clear description to assist the coder in identifying if the LO addresses the component of CSWE Competency 5, and the level at which it addresses each component. Of note, the differentiation between practice activities within quadrants is consistent with the five systems levels that are components of generalist practice (CSWE, 2015). Table 2 provides a sample of the History of Structures practice activity, while the coding rubric for the other practice activities is provided in Appendix C.

Table 2

History of Structures Categorization

Component of Competency 5	Brief Description of practice activity	(0) Does not address Competency 5	1. Implicit connection to political component of competency 5	2. Explicit connection to political component of Competency 5
(101) History of Structures and/or Services	The LO provides a descriptive approach to outlining the history of structures and/or services but not an analysis of how these structures and services impact individuals, families, groups, communities or organizations.			

Note: A sample of the coding rubric. The full rubric can be found in Appendix C.

While the above portion outlines the steps to create the coding instrument, it is also essential to identify the implementation of the instrumentation process and the specific steps a coder must take to ensure that the instrument is utilized reliably.

Krippendorff (2013) notes that content analysts “...must formulate recording instructions that they and other researchers can reliably execute” (p. 126). Further, Krippendorff

(2013) explicates four essential areas that instructions for coding must include: coder qualifications, process for training coders, syntax and semantics, and the nature and administration of the records. Below, a description of the recording instructions for this study is provided.

Coder Qualifications

The present study incorporated one primary coder; however, six additional coders were used to confirm the reliability of the coding instrument. Additionally, future utilization of the coding instrument necessitates an outline of coder qualifications. Primarily, coders must have the cognitive ability to understand the rules within the coding process (Krippendorff, 2013). Additionally, coders must have familiarity with the phenomenon under consideration for the study (Krippendorff, 2013). For this study, each coder was selected for their familiarity with political participation, as well as social work curriculum and competency within social work education.

Coder Training

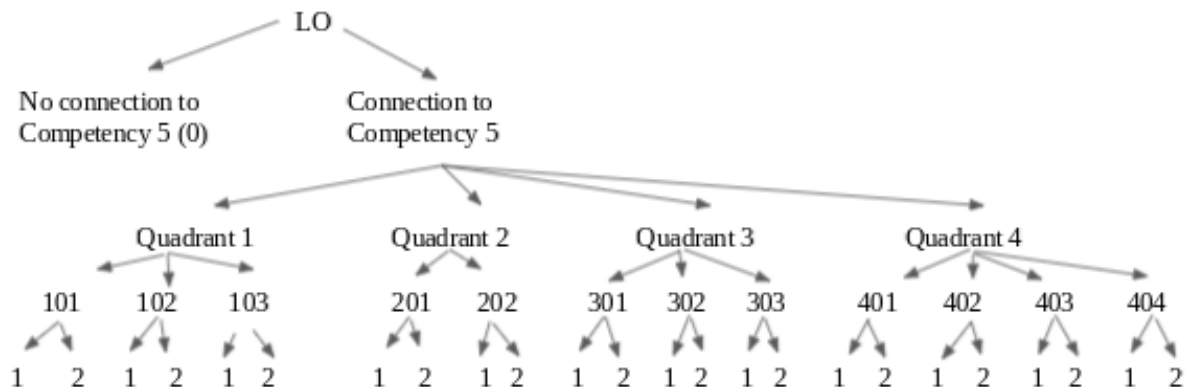
As noted, this study only incorporated one primary coder; however, six additional coders were utilized to test the reliability of the instrument. Coder training for the present study included a combination of a pre-recorded detailed overview of the developed instrument and a virtual training over Zoom. A copy of the training is provided in Appendix D. The training included a conceptualization of policy and political content, in order for the coder to identify the distinction between those two components within Competency 5. Additionally, details regarding decisions between what is considered implicit and explicit content, as outlined below, were noted.

Syntax and Semantics

To assist in completing the coding process, a decision scheme was implemented. According to Krippendorff (2013): “In a decision scheme, each recorded datum is regarded as the outcome of a predefined sequence decision” (p. 135). For the study, four steps were incorporated as part of the decision scheme. The information regarding the decision scheme was also provided to each coder prior to coding. Below, each step in the decision scheme process is provided. Figure 2 includes an overview of the decision scheme followed by a narrative of the process.

Figure 2:

Coding Decision Scheme



Note: 101-401 corresponds to the practice activities in Appendix C. 1 corresponds to implicit and 2 corresponds to explicit.

In step one, a coder reviews a practice activity to determine if a LO includes a connection to Competency 5. To determine if a LO includes a connection to Competency 5, a coder reviews not only the language in the specific LO, but also the language within the textbook chapter that relates to that LO. If the content in the LO and/or the chapter content includes either an implicit or explicit reference to one of the concepts highlighted

in the CVM and provided in Figure 6, the coder proceeds to step two. If the LO and/or chapter content does not contain a connection to Competency 5, the coder codes the LO as a 0.

In step two, the coder determines which quadrant the LO occurs. To determine the quadrant, the coder must identify which component of the Bloom's Revised Taxonomy the LO seeks to address (Anderson, 2001; Bloom et al., 1956). This task is accomplished by reviewing the root word in the LO and determining which quadrant that root word occurs. After the quadrant is determined, the coder proceeds to step three. Table 3 provides an exhaustive list of root words and the corresponding quadrants that were utilized within this study.

Table 3

Root Words

Q1:Remember	Q 2: Understand	Q3: Apply/Analyze	Q4: Evaluate/ Create
Describe	Give Examples	Analyze	Apply
Recognize	Provide Examples	Critique	Demonstrate
Identify	Examine	Compare	Suggest
List	Role of Social Work	Explain	
Summarize	Answer	Evaluate	
Provide	Specify	Discuss	
		Differentiate	

Note: A list of LO root words by quadrant.

In step three, the coder determines which practice activity occurs. To determine which practice activity, the coder reviews the rubric provided in Appendix C. As previously noted, each practice activity includes a description that assists the coder in determining which practice activity to select. After the coder has identified the corresponding practice activity, the coder proceeds to step four.

In step four, the coder determines if the LO is either implicit or explicit. To distinguish between the implicit and explicit political components of Competency 5, one must first revisit the concept of political participation. Verba et al. (1995) define political participation as: "...activity that has the intent or effect of influencing government action—either directly by affecting the making or implementation of public policy or indirectly by influencing the selection of people who make those policies" (p. 38-39). Additionally, Verba et al. (1995) outlines key activities that incorporate political participation. Identifying activities that are labeled as explicitly political in Competency 5 helps to guide the development of key terms that are utilized to differentiate between implicit and explicit. Table 4 includes keywords developed from Verba et al. (1995) definition of political activities.

Table 4

Political Activities

<u>Vote</u>	<u>Campaign Work</u>	<u>Campaign Contribution</u>	<u>Contact an Official</u>	<u>Overall</u>
Vote	Campaign	Political Action Committee (PAC)	Advocacy	Political
Voting	Election	Donation	Constituent	Politics
	Electoral		Legislature	
			Legislative	
			Committee	
			Testify	

Note: List and categorization of political activities based on Verba et al. (1995).

Thus, if a LO incorporates any of the key words or activities that are listed above, it is considered as explicitly addressing the political component of CSWE Competency 5 and coded as a 2. However, if the LO does not explicitly include one of the key words or activities, but one can reasonably infer, through a review of the corresponding chapter content, that the LO addresses political practice within CSWE Competency 5, the LO is considered implicit and coded as a 1. If a LO neither explicitly incorporates the terminology identified above, and one cannot reasonably infer, through corresponding chapter content, that it would assist in addressing political practice in CSWE Competency 5, it is coded as a 0. Specific criterion for each category is provided in the rubrics attached in Appendix C.

Records

In organizing the data for analysis, a standardized approach was used to record the units. As noted, this study utilized Excel to analyze the data. Each textbook chapter is listed in the columns in Excel. The following uniform system was used to organize each learning objective:

FirstAuthor_Year_Chapter_Learning Objective #

For example, if a coder was reviewing three LOs within chapter three of the Hutchison (2018) textbook, *Dimensions of Human Behavior: Person in Environment*, the following categorization would be used:

Hutchison_2018_3_1
Hutchison_2018_3_2
Hutchison_2018_3_3

Additionally, each practice activity includes its own number. As noted above, components of the “Related to Informed” quadrant were categorized as 101-103, components of “Related to Understanding” were categorized as 201-202, components of

“Related to Self Qualified” were categorized as 301-303, and components of “Related to Public Office” were categories as 401-404. The categories are listed in the rows in Excel. The standardization of the categories is included within the rubrics, and the coder must maintain fidelity to the pre-established coding category numbers (see Appendix C).

Issues of Trustworthiness

The definition of content analysis depends on the reliability and the validity of inferences identified from texts. Therefore, steps were taken to mitigate concerns of trustworthiness within the study by addressing concerns for reliability and validity. Reliability in research requires that the findings within a given study are replicable (Krippendorff, 2013). In developing coding rules, a decision scheme was used to assist with enhancing reliability (Krippendorff, 2013). To further address concerns of reliability in the present study, the researcher utilized inter-coder reliability. Inter-coder reliability is dependent upon more than one coder utilizing an instrument to score the same phenomenon (Faulkner & Faulkner, 2019).

The process of establishing inter-coder reliability for this study took two steps. Initially, the researcher had incorporated twenty-three different practice activities in the coding rubric. Utilizing the above coding rules, the researcher completed coding of eleven LOs across two of the identified textbooks. Concurrently, four alternate coders coded the same data. Krippendorff’s Alpha was utilized on the initial data set, with an alpha of .16.

Given the low reliability in the initial coding rubric, the researcher completed debriefings with coders through Zoom and electronic correspondence. Utilizing feedback from coders, it was determined that the twenty-three practice activities were not mutually exclusive and exhaustive. Thus, the researcher condensed similar practice activities,

creating twelve practice activities, and enhanced the description for each category.

Utilizing the same eleven LOs across two textbooks, the researcher and two other coders completed coding of the data. The Krippendorff's Alpha for the second round explored reliability of the practice activities (.459), as well as within the quadrants (.775).

Additionally, steps were taken to ensure the coding rubric's validity. Validity in research identifies if the instrument measures what it is intended to measure. While validity is critical in research, Drisko & Maschi (2015) note that within content analysis: "Since the data are most often described in detail using well-established methods, validity is not questioned" (p. 21). Developing the instrument for this study directly from the language of CSWE Competency 5 as well as the detailed instructions for the coding mechanism, at minimum, ensures face validity for the study. However, by grounding the instrumentation in the theoretical perspective of Bloom's Revised Taxonomy, as well as the previously utilized Internal Political Efficacy scale and the CVM, the researcher can triangulate the findings (Anderson et al., 2001; Bloom et al. 1956; Niemi et al., 1991; Verba et al., 1995). According to Tracy (2010): "Triangulation in qualitative research assumes that if two or more sources of data, theoretical frameworks, types of data collected, or researchers converge on the same conclusion, then the conclusion is more credible" (p.844). Thus, developing a coding procedure grounded in both theory and previous quantitative findings enhances the present study's validity.

Limitations and Delimitations

While care and attention was paid to limit issues of trustworthiness and weaknesses within the study design, limitations are still inherent. Primarily, financial resources and time constraints limited the size of the sample population. Ultimately, a review of all HBSE textbooks would be beneficial, but it was not feasible at this time.

However, the researcher utilized pre-established criteria to identify the most appropriate textbooks for inclusion into the study to address weaknesses inherent in the population size.

Another significant limitation to the study is that the new proposed 2022 EPAS were not available for implementation within this study. Despite the fact that the 2022 EPAS were not available, reviewing textbook learning objectives utilizing the current 2015 EPAS is still advantageous for three reasons. Primarily, while the proposed revision adds an additional layer of reviewing policy through an anti-racist and anti-oppressive lens, the crux of the practice activities identified within the proposed 2022 EPAS remain consistent with that of the 2015 EPAS (CSWE, 2022). Additionally, the textbooks reviewed within this study were all developed within the context of the 2015 EPAS. Lastly, programs have until July 1st, 2025 to update their curriculum to align with the 2022 EPAS, therefore, many programs will remain accredited under the 2015 EPAS until that date.

Additionally, while the selection of textbooks was based on the most frequently utilized textbooks within social work programs, the nature of the qualitative content analysis approach limits the finding's generalizability to the specific LOs in the identified textbooks. More specifically, this study cannot determine if the LOs translate directly into an increase in internal political efficacy among students. Several limitations prevent the extrapolation of the findings to infer the ultimate outcomes of the LOs related to Competency 5. Namely, while it is the researcher's assumption that instructors of an HBSE course would maintain fidelity with the textbook and the specific content within the textbook, the possibility remains that the LOs within each textbook are not

necessarily applied in the classroom. Thus, this study can reasonably determine LOs within the context of each author's intent, and not their applications within practice.

The researcher also incorporated one delimitation to limit the scope of the study. The demand for social workers to prepare for political practice is noted in multiple competencies within the CSWE EPAS. In particular, CSWE Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice addresses preparing for political practice. However, the researcher opted only to include CSWE Competency 5: Engage in Policy Practice, in the development of the instrumentation process for this study. Focusing on CSWE Competency 5 allowed the researcher to address the traditional forms of political participation that are outlined within the competency, as opposed to alternate forms of political participation that are identified within other competencies.

Summary

This exploratory study addressed the question: How do HBSE textbooks address political components of CSWE EPAS Competency 5: Policy Practice? To address the research question, a qualitative content analysis was employed. Utilizing the FCN, a sample of six HBSE textbooks was identified for analysis. Within each textbook, the LOs from the various chapters were analyzed through a coding rubric, to identify how the various practice activities within Competency 5 are incorporated within the outcomes for each text. Additional steps were taken to increase the trustworthiness of the study and counter any possible limitations. Ultimately, this study seeks to increase knowledge in the literature related to political participation in social work curriculum and to serve as a baseline for identifying how political content is infused in HBSE courses.

Chapter 4: Findings

Introduction

Thus far, this study has argued that social work education does not meet its mandate to prepare students to engage in the political system. Guided by the literature, and the foundation of theoretical perspectives, the previous chapter outlined a comprehensive review of a content analysis approach to address the following question: How do HBSE textbooks address political components of CSWE EPAS Competency 5: Engage Policy Practice? Through the previously described coding scheme, 607 LOs in six of the most frequently utilized HBSE textbooks were reviewed to determine if their LOs have a connection to political components of CSWE Competency 5: Engage in Policy Practice, and if this connection is implicit or explicit.

This chapter includes the findings of the review of the LOs. The chapter begins with a detailed explanation of the standard of judgment used to assess each textbook. Subsequently, detailed findings for each textbook are provided. Textbook findings are focused on the frequency of political themes and how integrated political themes are within each textbook. Additionally, a review of each of the twelve practice activities within Competency 5 is provided, which includes a review of each quadrant of the coding scheme, as well as a review of the explicit LOs. Ultimately, the findings of this section assist in developing the knowledge base of the current integration of political content within social work textbooks.

Standards of Judgment

The current research study takes an exploratory approach to address the following research question: How do HBSE textbooks address the EPAS Competency 5: Engage in

Policy Practice? However, to address the current research question, it is imperative to develop standards of judgment to guide the dissemination of the findings and provide context for the analysis of the findings. For the current study, the following four standards were explored:

- The frequency of overall political content within chapter LOs.
- The frequency of implicit political content within chapter LOs
- The frequency of explicit political content within chapter LOs.
- The level of integration of political content within the textbook.

Therefore, the standards of judgment are structured to address both the frequency of political content, as well as the integration of political content. Thus, it is essential to define both the concept and rationale for the inclusion of frequency and integration within the standards of judgment. Frequency is simply defined as: “the number of times a response occurs” (Faulkner & Faulkner, 2019, p. 153). Hence, for the present study, frequency includes a review of the number of occurrences of political content within chapter LOs at the implicit and explicit level.

Reviewing the frequency of content has a long history within content analysis and is imperative to understanding the amount of emphasis that the current HBSE textbooks place on political content. As Krippendorf (2013) notes: “The frequency with which a symbol, idea, reference, or topic occurs in a stream of messages is taken to indicate the *importance of, attention to, or emphasis on* that symbol, idea, reference, or topic in the messages” (p.62). Additionally, reviewing for the frequency of content, even if it is not specifically political content, is within the norm of past content analysis that have been conducted into social work textbooks (Lee et al., 2009; Lehning et al., 2007; Reid-

Cunningham, 2009; Taylor et al., 2005; Tompkins et al., 2006). Therefore, incorporating a review of frequencies of political content assists in establishing a baseline for how political content is currently addressed in HBSE textbooks.

In addition to reviewing the frequency of political content, it is also essential to review how the textbooks integrate political content. For this study, integration is measured by the number of chapters that political content is addressed within each book. While knowing the frequency in which content occurs is important, it is equally important to understand the context in which content is discussed, thus making the integration of political content necessary. Reviewing the integration of political content is rooted in the cognitive process of learning that underpins this study (Anderson et al., 2001; Bloom et al., 1956; Willingham, 2009). As Willingham (2009) notes: “Memory is the residue of thought” (p. 54). Therefore, it is important to determine, not only how frequently political content is addressed, but also how content permeates throughout textbooks, and the context in which it is addressed, thus requiring a review of the integration of political content throughout the textbooks.

Thus far, four standards of judgment and the rationale of these standards were reviewed. However, a mechanism for reviewing the standards of judgment has not been established. Traditionally, standards of judgment are: “prescribed or legitimated by institutions” (Krippendorf, 2013, p. 61). The current study is rooted in an understanding of competency that was developed and prescribed by the social work education accreditation body, CSWE. So, to identify the level of integration and frequency anticipated within the social work textbooks, the researcher reviewed standards provided by CSWE. A review of the current 2015 EPAS did not identify a quantitative standard for

frequency and integration of content based upon CSWE's established competencies (CSWE, 2015). In fact, a former commissioner for the Commission on Accreditation (COA) noted: "CSWE, or more specifically, the COA, which is accredited by CHEA [Council for Higher Education] has over the past 20 years moved progressively away from being prescriptive in standards" (J. Mariscotti, Personal Communication, January 10, 2022).

Additionally, the researcher reviewed current social work content analysis literature that addressed frequency and integration of content within textbooks. However, none of these analyses developed a quantitative standard of judgment (Lee et al., 2009; Lehning et al., 2007; Reid-Cunningham, 2009; Taylor et al., 2005; Tompkins et al., 2006). Given the exploratory nature, it is not surprising that no clear quantitative standard of judgment was identified. Therefore, for this study, the researcher reviewed the six HBSE textbooks against each other to assist with addressing the standards of judgment regarding integration and frequency. Ultimately, the percentage of frequency among political content and integration of political content within each textbook is compared against each other to assist in developing the standards of judgment for this analysis.

Findings by Textbook

In the subsequent section, detailed findings for each textbook are provided. The textbooks are presented in alphabetical order. Additionally, any textbook with the same author is organized by alphabetical and chronological order. For each textbook, a brief description of the textbook, as well as any qualitative notes from the textbook review is included. Additionally, each textbook's findings include a table with a description outlining the frequency of occurrences of each practice activity within the LOs of the

textbook. Also noted for each textbook is a graph with a brief description of how LOs with political content are integrated throughout the textbook.

Ashford et al. (2018): Human Behavior in the Social Environment: A Multidimensional Approach

The Ashford et al. (2018) textbook is a life cycle textbook that heavily emphasizes individual development. As Ashford et al. (2018) notes: “In this edition, we take another important step toward helping students improve their assessment abilities and biopsychosocial case formulations” (p. i). Thus, this textbook is designed to prepare social work students with necessary skills for assessment and practice with individuals.

Ashford et al. (2018) includes ten chapters, with LOs varying between eight per chapter and twenty per chapter. Ashford et al. (2018) is structured with the LOs at the end of each chapter. In addition to the descriptive LOs, Ashford et al. (2018) also explicitly states which CSWE Competency is reasonably addressed with the identified LOs. The Ashford et al. (2018) textbook provides in-chapter references to LOs, which allow a reader to connect chapter content with the identified LOs. Of note, some of the chapters include chapter content that incorporates political themes but are not directly connected to a LO. For example, Chapter 3: Pregnancy, Birth, and the Newborn discuss topics such as the Family Medical Leave Act (FMLA) and abortion but does not incorporate these themes as a part of the LO. Table 5 includes a detailed review of the LOs within the Ashford et al. (2018) textbook.

Table 5*Ashford et al. (2018) Practice Activity Frequency*

<u>Ashford et al. (2018)</u>			
<u>Related to Informed</u>	<u>Related to Understanding</u>	<u>Related to Self-Qualified</u>	<u>Related to Public Office</u>
<u>Overall: 4</u>	<u>Overall: 2</u>	<u>Overall: 2</u>	<u>Overall: 0</u>
101: 3	201: 1	301: 0	401: 0
102: 1	202: 1	302: 1	402: 0
103: 0		303: 1	403: 0
			404: 0

Note. Number of LOs = 129. Number of LOs without political content: 121.

In total, 129 LOs were reviewed within the Ashford et al. (2018) textbook. Of the 129 LOs, 6% (n=8) included a connection to political content, with 6% (n=8) of LOs having an implicit connection and 0% (n=0) of LOs having an explicit connection. Of the LOs that included political content, 50% (n=4) were categorized within the Related to Informed Quadrant. Practice activity 101: History of Structures and/or Services had the highest prevalence (n=3). In total, six practice activities did not include any connection to political components of Competency 5, including 103, 301, 401, 402, 403, and 404 (n=0). In fact, Quadrant 4: Related to Public Office, did not include any LOs. Below, Figure 3 notates the integration of content throughout the chapters within the textbook.

Figure 3:

Ashford et al. (2018) Integration of LOs by Chapter



In total, 50% of the chapters included at least one LO that was connected to CSWE Competency 5. Five of the chapters, or 50% of the chapters, did not include any political connection to CSWE Competency 5. Conversely, Chapter 1: Introduction to Human Behavior in the Social Environment had the highest prevalence with four LOs with a connection to Competency 5.

Hutchison (2018): Dimension of Human Behavior: Person in Environment

The Hutchison (2018) textbook includes an extensive review of theory that impacts individual, family, group, organization, and community development. Hutchison (2018) describes the purpose of the textbook in the following way: “The purpose of this book is to breathe life into the abstract idea of person-in-environment. As I did in the first

five textbooks, I identify relevant dimensions of both person and environment, and my colleagues and I present up-to-date reports on theory and research about each of these dimensions” (p. xxii). As a person-in-environment themed textbook, the book places emphasis on identifying the connection between micro level and macro level development and practice.

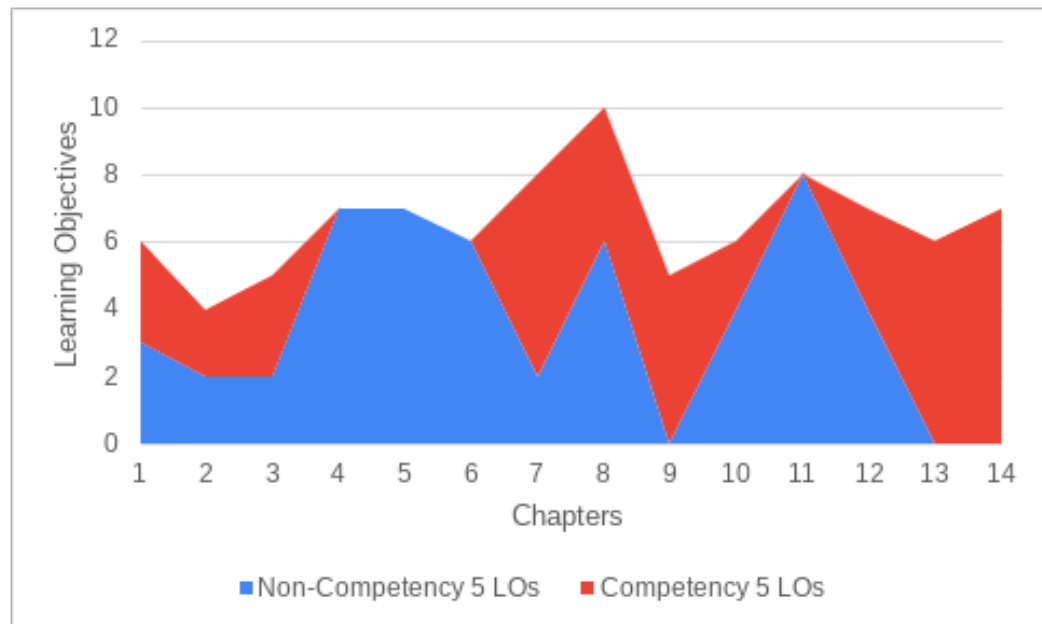
In terms of reviewing the book, Hutchison (2018) includes fourteen chapters, with LOs varying between four per chapter and ten per chapter. Each chapter is organized with the LOs incorporated at the start of the chapter, and indicators throughout for when a LO connects to chapter content. Additionally, each chapter begins with case studies that apply to the chapter content. At the conclusion of each chapter, Hutchison (2018) provides avenues for the application of the chapter content in practice. While the chapter content typically aligned with the LOs, there were occasions where the chapter content discussed political content but was not directly connected to a LO. For example, Chapter 6: The Spiritual Person, provided an extensive overview of White House initiatives around religion and spirituality, but this was not connected to any one specific LO. Table 6 provides an in-depth review of the frequency of LOs related to each practice activity

Table 6*Hutchison (2018) Practice Activity Frequency*

<u>Hutchison (2018)</u>			
<u>Related to Informed</u>	<u>Related to Understanding</u>	<u>Related to Self-Qualified</u>	<u>Related to Public Office</u>
<u>Overall: 19</u>	<u>Overall: 6</u>	<u>Overall: 7</u>	<u>Overall: 10</u>
101: 7	201: 4	301: 1	401: 2
102: 9	202: 2	302: 1	402: 3
103: 3		303: 5	403: 5
			404: 0

Note. Number of LOs = 93. Number of LOs without political content: 51

In total, 93 LOs were reviewed within the Hutchison (2018) textbook. Of the 93 LOs, 45% (n=42) included a connection to political content, with 42% (n=39) of LOs having an implicit connection and 3% (n=3) of LOs having an explicit connection. Of the LOs that included political content, 48% (n=19) were categorized within the Related to Informed quadrant. Practice activity 102: Identification of Policy Impact on Well-Being had the highest prevalence (n=9). Practice activity 404: Effect Change did not have any occurrences (n=0). Below, Figure 4 notates the integration of content throughout the chapters within the textbook.

Figure 4*Hutchison (2018) Integration of LOs by Chapter*

In total, 71% of the Chapters included at least one LO that was connected to CSWE Competency 5. Chapters 4-6 and 11 did not include any connection to Competency 5, accounting for 29% of all chapters. Chapters 9, 13-14 incorporated a connection to Competency 5 within each LO, accounting for 21% of the Chapters.

Hutchison (2019): The Changing Life Course

Hutchison (2019) is a companion book to the Hutchison (2018) textbook; however, the context between the two textbooks is distinctly different. In Hutchison (2019), Hutchison utilizes a life cycle perspective, which emphasizes biological, psychological, and social adaptation for individuals over time. Hutchison (2019) describes the purpose of her text in the following way: “Organized around life course time, this book tries to help you understand, among other things, the relationship between time and human behavior” (p. xix). As a life cycle textbook, the emphasis is placed on

individual development, and not necessarily the connection between the individual and the larger macro environment.

Hutchison (2019) includes ten chapters, with LOs varying between six per chapter and eleven per chapter. Similar to Hutchison (2018), Hutchison (2019) structures each chapter with the LOs provided in the start of the chapter, a case study that connects to chapter content, and a summary section that connects chapter content with potential components for practice. Unlike the companion textbook, the LOs within Hutchison (2019) did not diverge from the content within the chapter. Table 7 provides an in-depth review of the frequency of LO related to each practice activity.

Table 7

Hutchison (2019) Practice Activity Frequency

<u>Hutchison (2019)</u>			
<u>Related to Informed</u>	<u>Related to Understanding</u>	<u>Related to Self-Qualified</u>	<u>Related to Public Office</u>
<u>Overall: 13</u>	<u>Overall: 3</u>	<u>Overall: 7</u>	<u>Overall: 8</u>
101: 1	201: 2	301: 2	401: 1
102: 12	202: 1	302: 4	402: 4
103: 0		303: 1	403: 3
			404: 0

Note. Number of LOs = 88. Number of LOs without political content: 57

In total, 88 LOs were reviewed within the Hutchison (2019) textbook. Of the 88 LOs, 35% (n=31) included a connection to political content, with 35% (n=31) of LOs having an implicit connection and 0% (n=0) of LOs having an explicit connection. Of the LOs that included political content, 48% (n=19) were categorized within the related to

informed quadrant. Practice activity 102: Identification of Policy Impact on Well-Being had the highest prevalence (n=12). Practice activity 103: Identification of Policy Impact on Service Delivery and/or Access to Services and Practice activity 404: Effect Change did not have any occurrences (n=0). Below, Figure 5 notates the integration of content throughout the chapters within the textbook.

Figure 5

Hutchison (2019) Integration of LOs by Chapter



In total, 100% of the Chapters included at least one LO that was connected to CSWE Competency 5. Chapter 9: Late Adulthood and Chapter 10: Very Late Adulthood had the lowest prevalence, with only one LO with a connection to Competency 5. Conversely, Chapter 2: Conception, Pregnancy, and Childbirth had the highest prevalence, with six LOs with a connection to Competency 5.

Kirst-Ashman & Hull (2018): Human Behavior in the Macro Social Environment

The Kirst-Ashman & Hull (2018) textbook is structured specifically to explore social work in the macro social environment with an emphasis on theoretical perspectives at the group, organization, and community level. Kirst-Ashman & Hull (2018) notes the following purpose for their text: “The intent is to provide a sound knowledge base for understanding how the macro social environment works and make it easier for students to apply theory in subsequent practice courses” (p. v). This textbook is designed as either a stand-alone textbook for a macro-focused HBSE course, or with a companion textbook that focuses on individual life cycle paradigms.

Kirst-Ashman & Hull (2018) includes thirteen chapters, with LOs varying between seven per chapter and thirteen per chapter. Kirst-Ashman & Hull (2018) not only provides an overview of LOs within the textbook, but also provides in-chapter references to LOs. This allows a reader to connect chapter content with the identified LO clearly. Of note, the Kirst-Ashman & Hull (2018) textbook includes the highest prevalence of LOs with explicit connection to Competency 5 (n=7) of any of the reviewed textbooks. Additionally, Kirst-Ashman & Hull (2018) is the only textbook that includes a reference to the electoral system when discussing political practice and political activities; however, Kirst-Ashman & Hull (2018) does not connect the electoral content to a specific LO. A more detailed review of the LOs within Kirst-Ashman & Hull (2018) is provided in Table 8.

Table 8*Kirst-Ashman & Hull (2018) Practice Activity Frequency*

<u>Kirst-Ashman & Hull (2018)</u>			
<u>Related to Informed</u>	<u>Related to Understanding</u>	<u>Related to Self-Qualified</u>	<u>Related to Public Office</u>
<u>Overall: 28</u>	<u>Overall: 15</u>	<u>Overall: 22</u>	<u>Overall: 3</u>
101: 8	201: 5	301: 1	401: 0
102: 2	202: 10	302: 17	402: 0
103: 18		303: 4	403: 3
			404: 0

Note. Number of LOs = 121. Number of LOs without political content: 61

In total, 121 LOs were reviewed within the Kirst-Ashman & Hull (2018) textbook. Of the 121 LOs, 50% (n=60) included a connection to political content, with 44% (n=53) of LOs having an implicit connection and 6% (n=7) of LOs having an explicit connection. Of the LOs that included political content, 46% (n=28) were categorized within the Related to Informed quadrant. Practice activity 103: Identification of Policy Impact on Service Delivery and/or Access to Social Services (n=18) saw the highest frequency. In total, three practice activities did not include any connection to political components of Competency 5, including 401, 402, 404 (n=0). Below, Figure 6 notates the integration of content throughout the chapters within the textbook.

Figure 6*Kirst-Ashman & Hull (2018) Integration of LOs by Chapter*

In total, 100% of the chapters included at least one LO that was connected to CSWE Competency 5. Chapter 8: Human Behavior, Management, and Empowerment Organization had the lowest prevalence with only two LOs with a connection to Competency 5. Conversely, Chapter 10: Assessment of Geographic Communities and Empowerment and Chapter 11: Neighborhood had the highest prevalence with nine LOs with a connection to Competency 5.

Robbins et al. (2019): Contemporary Human Behavior Theory

The Robbins et al. (2019) textbook is a theoretically intensive textbook that incorporates theoretical perspectives across the spectrum of human behavior, ranging from individual theory to organizational and societal theories. Robbins et al. (2019) noted four specific aims for their textbook. First, Robbins et al. (2019) notes: “Rather than

relying on the largely psychological (and traditional) approach to human behavior that utilizes a person-in-environment framework, we have adopted a broader definition of human behavior that focuses on the person and the environment, giving equal focus to each” (p. viii). Additionally, the Robbins et al. (2019) textbook aims to develop a multidisciplinary theoretical approach, operate with an understanding that all theory is socially constructed, and provide a platform to enhance social work students’ critical thinking.

Robbins et al. (2019) includes fourteen chapters, with LOs varying between five per chapter and six per chapter. The structure of the chapter includes an overview of the LOs at the start of each chapter, as well as a list of each theoretical perspective addressed within the chapter content. Of note, this edition includes a new chapter, Chapter 4, which explicates theories of empowerment and social capital (Robbins et al., 2019). Additionally, in the Introduction to Theory section, Robbins et al. (2019) connects the importance of political ideology to reviewing theory. In particular, Robbins et al. (2019) notes that the predominant theoretical perspectives within social work education come from a conservative ideology. Table 9 provides an in-depth review of the frequency of LOs related to each practice activity.

Table 9*Robbins et al. (2019) Practice Activity Frequency*

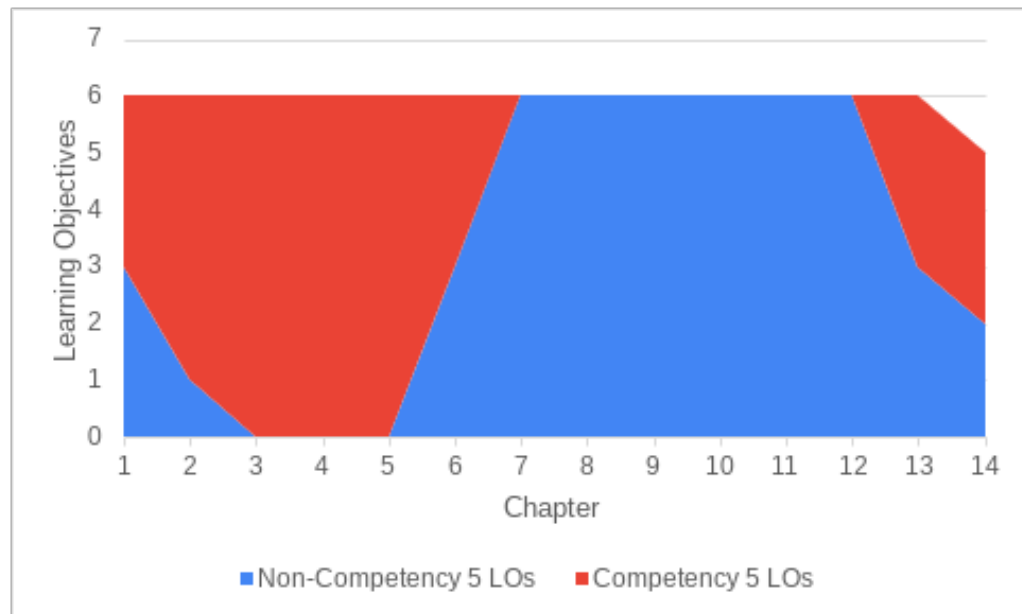
<u>Robbins et al. (2019)</u>			
<u>Related to Informed</u>	<u>Related to Understanding</u>	<u>Related to Self-Qualified</u>	<u>Related to Public Office</u>
<u>Overall: 16</u>	<u>Overall: 0</u>	<u>Overall: 12</u>	<u>Overall: 7</u>
101: 8	201: 0	301: 1	401: 1
102: 4	202: 0	302: 1	402: 0
103: 4		303: 10	403: 6
			404: 0

Note. Number of LOs = 82. Number of LOs without political content: 47.

In total, 82 LOs were reviewed within the Robbins et al. (2019) textbook. Of the 82 LOs, 43% (n=35) included a connection to political content, with 39% (n=32) of LOs having an implicit connection and 4% (n=3) of LOs having an explicit connection. Of the LOs that included political content, 46% (n=16) were categorized within the Related to Informed quadrant. Practice activity 303: Critical Thinking Towards Policy Analysis and Formulation had the highest prevalence (n=10). In total, four practice activities did not include any connection to political components of Competency 5, including 201, 202, 402, and 404 (n=0). Of note, the related to understanding quadrant did not include any LOs connected to political components of Competency 5. Below, Figure 7 notates the integration of content throughout the chapters within the textbook.

Figure 7

Robbins et al. (2019) Integration of LOs by Chapter



In total, 57% of the Chapters included at least one LO that was connected to CSWE Competency 5. In total, six chapters, or 42% of the chapters, did not include any LOs with a connection to political components of Competency 5. Conversely, three chapters, or 21% of the textbooks, incorporated political activities of Competency 5 in all LOs.

Schrivier (2020): Human Behavior in the Social Environment

The Schrivier (2020) textbook takes a traditional and alternative theoretical paradigm approach to address all five systems levels: individual, family, group, organization, and community. As Schrivier (2020) notes: “The traditional and alternative paradigm framework is an organized but flexible way of understanding the relationship of theories of human behavior and the social environment used in social work practice to critical concerns of the social work profession” (p. v). In general, Schrivier (2020)

structures the book to align with the competency approach presented by CSWE and identifies the mutual role that all five systems play.

Schrivier (2020) includes twelve chapters, with LOs varying between four per chapter and eleven per chapter. In the Schrivier (2020) textbook, each chapter begins with an outline of the LOs. Of note, in Chapter One, Schrivier (2020) outlines the connection between each of the CSWE competencies and how they connect to HBSE courses. However, while eight of the CSWE competencies are addressed, Schrivier (2020) does not address Competency 5: Engage in Policy Practice. It is not clear if the decision to forgo the inclusion of Competency 5 was intentional or an oversight. Regardless, as Table 10 identifies, Schrivier (2020) does incorporate components of CSWE Competency 5 in LOs and content throughout the textbook.

Table 10

Schrivier (2020) Practice Activities Frequency

<u>Schrivier (2020)</u>			
<u>Related to Informed</u>	<u>Related to Understanding</u>	<u>Related to Self Qualified</u>	<u>Related to Public Office</u>
<u>Overall: 29</u>	<u>Overall: 1</u>	<u>Overall: 7</u>	<u>Overall: 1</u>
101: 13	201: 0	301: 0	401: 0
102: 6	202: 1	302: 3	402: 1
103: 10		303: 4	403: 0
			404: 0

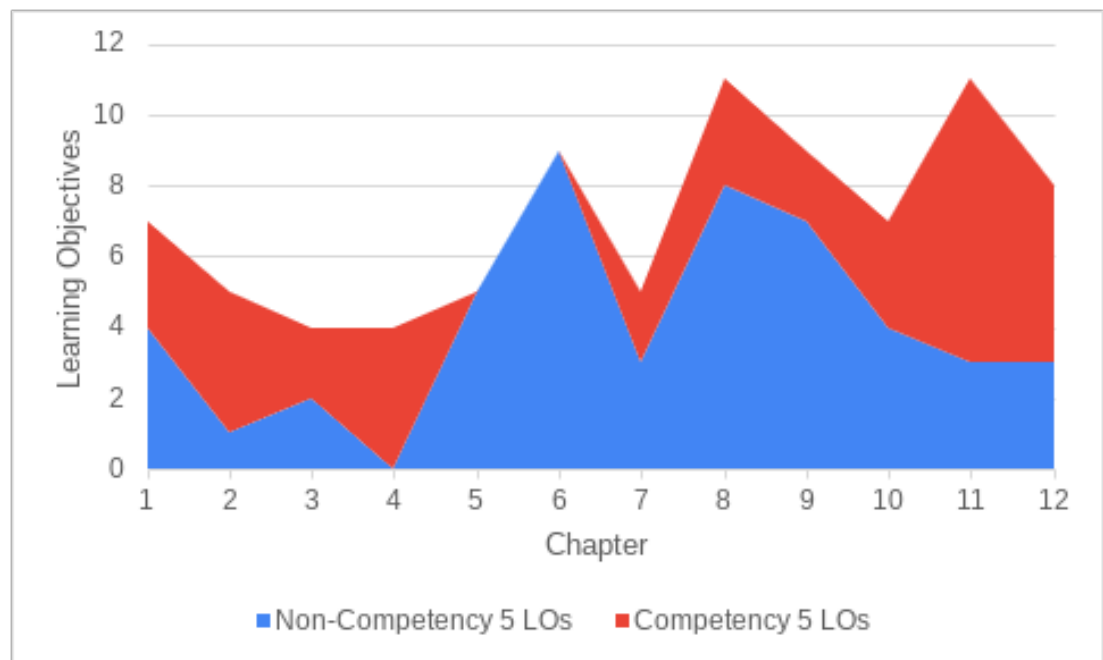
Note. Number of LOs = 87. Number of LOs without political content: 49.

In total, 87 LOs were reviewed within the Schrivier (2020) textbook. Of the 87 LOs, 44% (n=38) included a connection to political content, with 43% (n=37) of LOs

having an implicit connection and 1% (n=1) of LOs having an explicit connection. Of the LOs that included political content, 76% (n=29) were categorized within the Related to Informed quadrant. Practice activity 101: History of Structures and Services had the highest prevalence (n=13). In total, five practice activities did not include any connection to political components of Competency 5, including 201, 301, 401, 403, and 404 (n=0). Below, Figure 8 notates the integration of content throughout the chapters within the textbook.

Figure 8

Schrivver (2020) Integration of LOs by Chapter



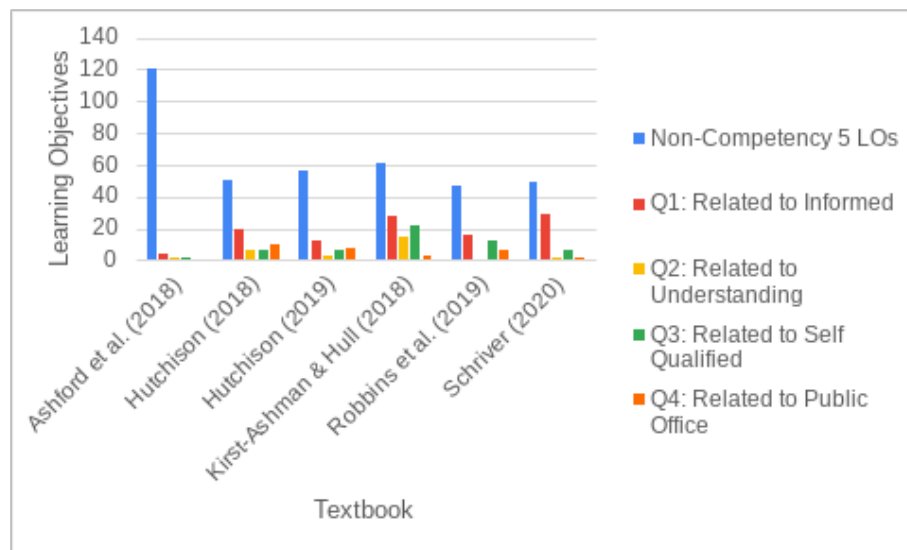
In total, 83% of the chapters included at least one LO that was connected to CSWE Competency 5. In total, two chapters, or 17% of the chapters, did not include any LOs with a connection to political components of Competency 5. Conversely, one chapter, or 8% of the textbooks, incorporated political activities of Competency 5 in all LOs.

Finding by Practice Activity

The following section provides detailed results of findings for each of the practice activities. The information within this section is broken down by quadrant, to give a detailed review of each practice activity. Each quadrant includes a graph indicating the overall number of LOs that fit each practice activity. Additionally, a review of the findings of the explicit LOs is provided. In total, 607 LOs were reviewed to identify if they included political implications of Competency 5. Of the 607 LOs, 37% (n=222) included either an implicit or explicit connection to Competency 5. However, only 2.3% (n=14) include an explicit connection to Competency 5. Figure 9 provides a detailed review of all the LOs by quadrant. The subsequent section provides an in-depth analysis for each quadrant.

Figure 9

LOs by Quadrant



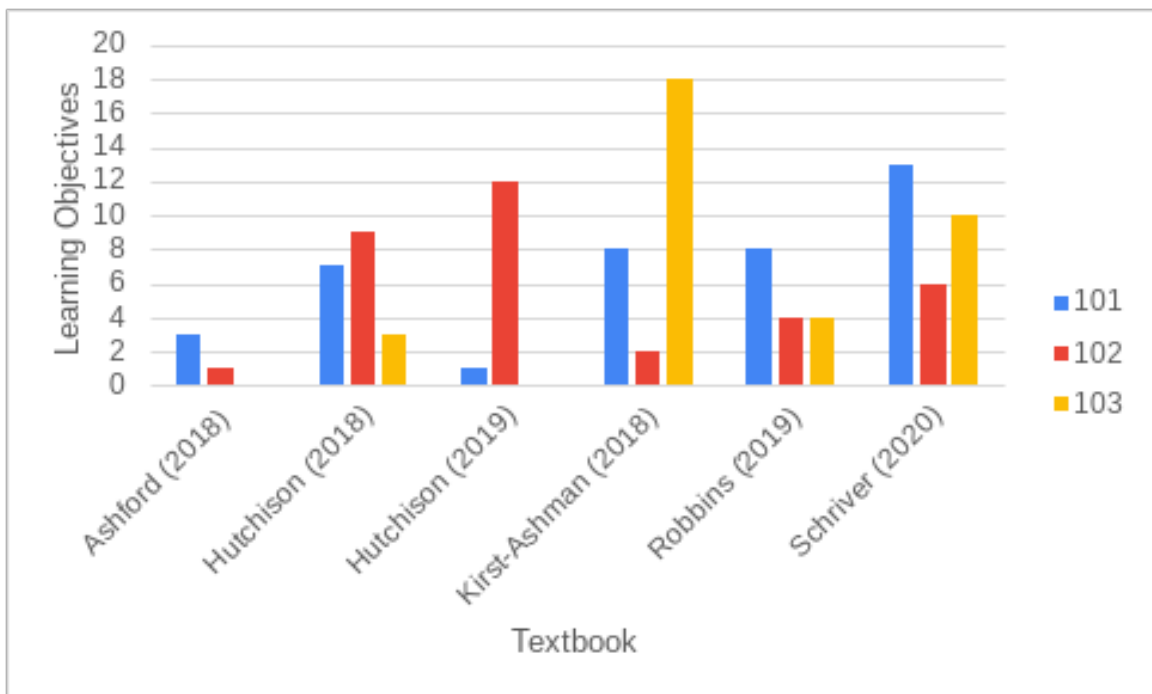
Quadrant 1: Related to Informed

As Figure 10 notes, Quadrant 1 saw the highest prevalence of LOs within each textbook. In total, 18% (n=109) of the LOs were coded within quadrant 1. Of the LOs

within Quadrant 1, practice activity 101: History of Structures and/or Services saw the highest prevalence (n=40). Practice activity 102: Identification of Policy Impact on Well-being comprised 31% (n=34) of the LOs within Quadrant 1, while practice activity 103: Identification of Policy Impact on Service Delivery and/or Access to Social Services comprised 32% (n=35) of the LOs within Quadrant 1.

Figure 10

Frequency of LOs in Quadrant 1: Related to Informed by Practice Activity



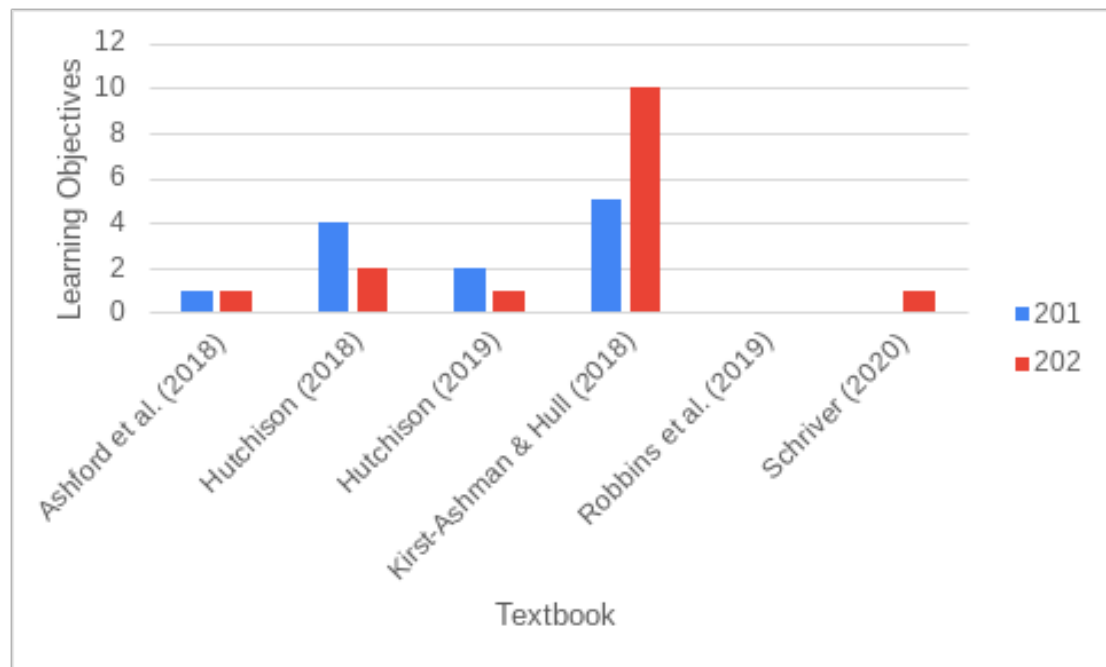
Quadrant 2: Related to Understanding

Conversely, Figure 11 shows that Quadrant 2 saw the lowest prevalence within each textbook. In total, 4% (n=27) of LOs were coded within Quadrant 2. In fact, the Robbins et al. (2019) textbook did not include any LO within quadrant 2. Practice activity 201: Role of Policy in Human Rights & Social Justice comprised 44% (n=12) of the LOs coded within quadrant 2. Practice activity 202: Social Work Role in Policy Development,

Implementation, Formulation, Analysis, and/or Evaluation saw the highest prevalence within quadrant 2, comprising 56% (n=15) of LOs within Quadrant 2.

Figure 11

Frequency of LOs in Quadrant 2: Related to Understanding by Practice Activity

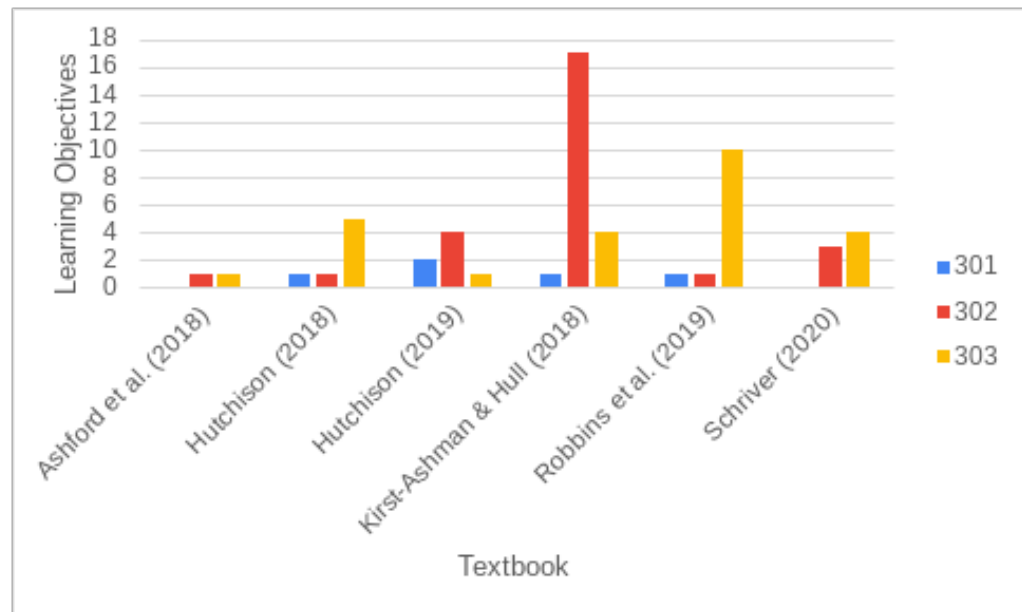


Quadrant 3: Related to Self-Qualified

As Figure 12 demonstrates, 9% (N=57) of the LOs were coded in Quadrant 3. Practice activity 301: Assess Social Welfare & Economic Welfare Policies saw the least prevalence in Quadrant 3, comprising 9% (n=5) of the LOs within the quadrant. Conversely, practice activity 302: Assess Impacts on Delivery and/or Access to Social Services saw the highest prevalence in Quadrant 3, comprising 47% (n=27) LOs within Quadrant 3. Practice activity 303: Critical Thinking Towards Policy Analysis and Formulation comprised 44% (n=25) of LO within Quadrant 3.

Figure 12

Frequency of LOs in Quadrant 3: Related to Self-Qualified by Practice Activity

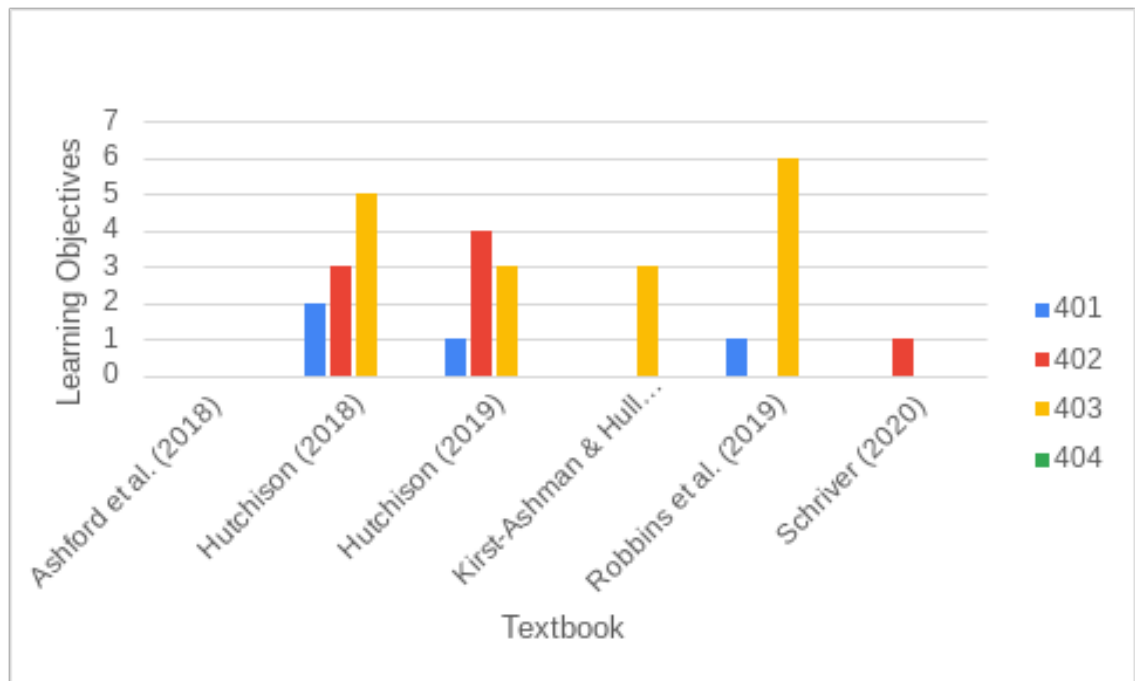


Quadrant 4: Related to Public Office

As Figure 13 notes, Quadrant 4 saw the second lowest prevalence. In total, only 5% (n=29) of LOs were coded in Quadrant 4. Of note, the Ashford et al. (2018) textbook did not include any LOs within Quadrant 4. Practice activity 403: Advance Social and/or Economic Justice saw the highest prevalence in Quadrant 4, comprising 58% (n=17) of the LOs. Conversely, practice activity 404: Effect Change did not include any LOs (n=0). In fact, practice activity 404 is the only practice activity that did not have any occurrences within the coding rubric. Practice activity 401: Advocate for Policies comprised 14% (n=4) of LOs in Quadrant 4, while practice activity 402: Advance Human Rights comprised 28% (n=8).

Figure 13

Frequency of LOs in Quadrant 4: Related to Public Office by Practice Activity



Explicit Connection to Competency 5

In addition to coding each LO by practice activity, coding also indicated if a LO had an implicit or explicit connection to CSWE Competency 5. Of the 607 LOs coded, only 2.3% (n=14) incorporated an explicit connection to political activities. Therefore, this section will focus on the explicit LOs, as the implicit LOs largely coincide with the overall frequency findings. Table 11 provides an overview of the LOs coded with an explicit connection, identifying the number of LOs per textbook, and the keywords that triggered the explicit coding.

Table 11*Frequency and Type of Explicit Learning Objectives*

Book	Number of Explicit Practice Activities	Percent of Explicit Practice Activities	Keyword
Ashford et al. (2018)	0	0%	N/A
Hutchison (2018)	3	3.22%	Advocate, Political
Hutchison (2019)	0	0%	N/A
Kirst-Ashman & Hull (2018)	7	5.79%	Legislative, Political, Politics, Legislation, Committee, Advocacy
Robbins et al. (2019)	3	3.66%	Policy, Political
Schrivver (2020)	1	1.15%	Policies

Two of the textbooks, Ashford et al. (2018) and Hutchison (2019) did not incorporate any explicit connection to CSWE Competency 5. Interestingly, both the Ashford et al. (2018) and Hutchison (2018) textbooks incorporated a life cycle design in the development of their books. Conversely, the Kirst-Ashman & Hull (2018) textbook, which focused largely on macro practice, included the highest prevalence of explicit LOs. Also, each of the LOs that included an explicit connection to CSWE incorporated a keyword that addresses a component of legislative advocacy, where none of the keywords incorporated a form of electoral advocacy. The connection between legislative and electoral advocacy will be discussed in detail in the subsequent chapter.

Conclusion

In the beginning of this chapter, four standards of judgment were provided for analyzing and reviewing the political content within the HBSE textbook. The first standard of judgment was the frequency of overall political content within chapter LOs. The second standard of judgment was the frequency of implicit political content within chapter LOs. The third standard of judgment was the frequency of explicitly political content within chapter LOs. Finally, the fourth standard of judgment was the level of integration by chapters of LOs that address political content. Table 12 provides a detailed review of each textbook based on the standards of judgment preceded by a brief narrative regarding the comparison of textbooks by the standard of judgment.

Table 12

Review of Each Textbook by Standard of Judgment

Textbook	Percentage of overall political content within LOs	Percentage of implicit content within LOs	Percentage of explicit content within LOs	Percentage of integration between chapters
Ashford et al. (2018)	6%	6%	0%	50%
Hutchison (2018)	45%	42%	3%	71%
Hutchison (2019)	35%	35%	0%	100%
Kirst-Ashman & Hull (2018)	50%	44%	6%	100%
Robbins et al. (2019)	43%	39%	4%	57%
Schrivier (2020)	44%	43%	1%	83%
Overall	37%	34%	2%	76%

Upon reviewing the textbooks, the Kirst-Ashman & Hull (2018) textbook saw the highest frequency of overall political content, with 50% of LOs having a connection to CSWE Competency 5. Three textbooks, the Hutchison (2018), Robbins et al. (2019), and Schriver (2020) contained over 40% frequency of political content within LOs. Conversely, the Ashford et al. (2018) textbook saw a significantly lower level of frequency, with only 6% of LOs having a connection to Competency 5. All textbooks tended to rely heavily on implicit content as opposed to explicit content. In fact, the two life cycle textbooks, Ashford et al. (2018) and Hutchison (2019), did not incorporate any explicit content. Regarding explicit content, the Kirst-Ashman & Hull (2018) textbook achieved the highest overall frequency, incorporating explicit content in 6% of LOs.

In terms of integration of political content, the Hutchison (2019) textbook and the Kirst-Ashman & Hull (2018) textbook incorporated a LO with a connection to the political components of Competency 5 within 100% of the textbook chapters. However, the Ashford et al. (2018) textbook and the Robbins et al. (2019) textbook saw a higher clustering of LOs within chapters, with the Ashford et al. (2018) textbook only incorporating political content in 50% of the chapters and Robbins et al. (2019) incorporating political content in 57% of the chapters.

Overall, the findings from the content analysis provide a detailed understanding of the current frequency and integration of political content within HBSE textbooks. The findings assist in addressing the essential question: How do HBSE textbooks address political components of CSWE EPAS Competency 5: Engage Policy Practice? Additionally, the findings provide an initial framework to review how political content is addressed in HBSE textbooks as well as avenues that social work education should

explore to increase political content in order to address the inadequacy of social work education in preparing political practitioners. The subsequent chapter will provide detailed analysis of the findings and the implications that the findings have for social work education and for future research.

Chapter 5: Analysis of Findings, Implications, and Conclusions

Introduction

In the previous chapters, a content analysis approach was utilized to address the question: How do HBSE textbooks address political components of CSWE EPAS Competency 5: Engage in Policy Practice? A content analysis approach of chapter LOs in six HBSE textbooks was utilized to address the identified research question. Ultimately, 607 LOs were reviewed, with 222 LOs incorporating political components of Competency 5. However, in reviewing the findings, it is apparent that they're a number of gaps within HBSE textbooks, which need addressing. Therefore, the following section provides a detailed analysis of the study's findings, including a review of the frequency of political content, the integration of political content, and the practice activities, all of which illuminate gaps within current HBSE textbooks, thus providing many implications for social work education, social work leadership, and future research. Ultimately, this chapter provides a summative review of the research project and proposes avenues for enhancing social work education's role in preparing political practitioners.

Analysis of Findings

The analysis of findings begins where Chapter Four concluded. Initially, Chapter Four identified four standards of judgment addressing the frequency and integration of political content within each textbook. Subsequently, a review of each textbook was provided, outlining the integration and frequency of political content within each. Additionally, a review of each practice activity was explicated. In reviewing the findings, some essential themes and gaps within the HBSE textbooks present themselves. Therefore, the analysis of findings follows a similar format to that of the previous

chapter. Primarily, an analysis of the frequency of political content, including overall content, implicit content, and explicit content, is provided. Additionally, the integration of political content within the textbook chapters is discussed. Finally, an analysis of the findings of the specific activities is reviewed. Thus, the analysis of findings establishes implications that will be explored in greater detail later in this chapter.

Frequency of Political Content

Previously, four standards of judgment were identified to analyze the results of the content analysis. This section explores the first three standards of judgment, which are related to the frequency of LOs within the textbook, and provides cross comparison of the textbooks. The first standard of judgment addresses the overall frequency of both implicit and explicit LOs. The second standard of judgment addresses the frequency of implicit political content within chapter LOs. The third standard of judgment addresses the frequency of explicit political content within chapter LOs. Additionally, the coding of the LOs gathered data related to the type of political activities that were explicitly identified. Developing the coding rubric of political content and political activities is directly grounded in the CVM. Therefore, the findings of the overall political content, implicit content, explicit content, and identified explicit practice activities are analyzed through the CVM.

As noted, the first standard of judgment sought to identify the overall frequency of political content within HBSE textbooks. When combining all textbooks, the overall incorporation of political content occurred in 37% of the LOs. Four textbooks incorporated political content in more than 40% of the LOs. The textbooks include Hutchison (2018) (45%), Kirst-Ashman & Hull (2018) (50%), Robbins et al. (2019)

(43%), and Schriver (2020) (44%). Conversely, two of the textbooks, Hutchison (2019) (35%) and Ashford et al. (2018) (6%) fell below the textbook average. Kirst-Ashman & Hull (2018), a systems theory textbook, saw the highest frequency of overall political content, while Ashford et al. (2018), a life cycle textbook, saw the lowest frequency.

Overall, the fact that four of the textbooks incorporate political content in more than 40% of the LOs is an optimistic notion that political content is incorporated within HBSE textbooks. Additionally, the finding that the overall political content was incorporated in 37% of the LOs shows that, at least on an implicit level, HBSE textbooks appear to address political themes. However, the two textbooks that incorporated the least political content both come from a micro-level life cycle focus, a common finding that is seen throughout the content analysis. Therefore, micro-level individual development HBSE textbooks must incorporate more political content and political themes.

Additionally, the textbooks heavily rely on implicit content, as the implicit content findings appear to parallel that of the overall content findings. In fact, of the 222 LOs identified with political content, 208 LOs included an implicit connection to Competency 5. Overall, 35% of LOs were implicitly connected. Again, Kirst-Ashman & Hull (2018) saw the highest frequency of implicit content at 44%. Four additional textbooks achieved frequency at or above the average, including Hutchison (2018) (40%), Hutchison (2019) (35%), Robbins et al. (2019) (39%), and Schriver (2020) (43%). Mirroring the overall findings, Ashford et al. (2018) (6%) saw the lowest frequency of implicit content.

While the overall frequency of political content provides an encouraging view of political content in HBSE textbooks, the narrower review of the frequency of explicit

content provides a more pessimistic outcome. In fact, only fourteen LOs included an explicit connection with Competency 5, accounting for only 2% of the LOs. Two of the textbooks, Hutchison (2019) and Ashford et al. (2018), did not incorporate any explicit political content within their LOs. The Kirst-Ashman & Hull (2018) textbook, a macro-focused textbook, achieves the highest integration of explicit political content at 6%. Thus, the content analysis has determined that textbooks do incorporate implicit political content but struggle to connect explicit political content directly to the stated LOs. The ambiguity inherent in relying heavily on implicit content may contribute to why social work students have trouble linking political practice with social work practice (Fisher, 2001). Consequently, HBSE textbooks must incorporate additional implicit political content, which will be discussed in greater detail in the Implications section.

In addition to reviewing the frequency of overall, implicit, and explicit content, the analysis also reviewed the types of explicit content identified within the textbooks. When reviewing a LO, a list of keywords was utilized to decipher explicit content from implicit content. The keywords were directly related to political participation activities used by Verba et al. (1996) in developing the CVM. In total, only fourteen LOs incorporated explicit content across the textbooks; thus, one should exercise caution when extrapolating from such a small sample size. However, it is notable that all fourteen of the explicit LOs were connected to activities that would feasibly address legislative participation. None of the explicit LOs address electoral activities, a theme seen throughout the content analysis, and one that is explored further in the implications section.

Ultimately, the development of the coding rules is grounded in the CVM, and therefore, the findings are also informed by the tenets of the CVM. As noted, the CVM indicates predictors for political engagement, including a connection to political resources (Verba et al., 1996). One of the resources necessary for engagement is political knowledge and political skills. The findings that political content is, at a minimum, implicitly connected to the LOs are a hopeful indicator that students have some level of political awareness through their coursework. However, one's political psychology is also a key predictor to political engagement (Verba et al., 1996). Part of political psychology is an understanding of one's political efficacy, or ability to impact the political system (Niemi et al., 1991). Yet, the ambiguity inherent in relying heavily on implicit content and avoiding explicit content raises questions about how the LOs enhance political efficacy. Nevertheless, reviewing the frequency of political content was only one component of the content analysis. Therefore, the subsequent sections discuss the level of integration of political content, as well as the specific findings by practice activity.

Integration Within Textbooks

In Chapter Four, a detailed description of integration of LOs by chapter was provided. Reviewing the integration of political content within the chapters is essential to determine if political content is infused throughout HBSE courses, or if it is relegated to sections within the textbooks. Additionally, the fourth standard of judgment seeks to identify the level of integration by chapters of LOs that address political content. Ultimately, there was significant variability by textbook in how political content is integrated throughout chapters. Thus, utilizing the Robbins et al. (2019) textbook as an example, an analysis of textbook chapters is provided to identify how social work

education could strengthen content within textbooks. Notably, Systems Theory, von Bertalanffy's General System Theory (1969), and Bronfenbrenner's Ecological System approach (1969) argue for increased integration of political content within HBSE textbooks, particularly by paying attention to how individual development impacts an individual's political psychology.

Overall, the textbooks incorporated political content in 71% of the chapters. Unsurprisingly, the Kirst-Ashman & Hull (2018), a systems textbook focused on Human Behavior in the macro-environment achieved 100% integration. Additionally, the Hutchison (2019) textbook, a life cycle textbook, also achieved 100% integration. However, it should be noted that while Hutchison (2019) did include at least one LO that addressed political content within every chapter, it saw the second lowest prevalence of LOs. Also of note, the Ashford et al. (2018), a life cycle textbook, only incorporated political content LOs within 50% of its chapters.

When reviewing the specific chapters and books by integration, a key theme appears. Namely, chapters with higher prevalence of LOs tend to focus more on macro-level practices, than micro-level practices. Utilizing Robbins et al. (2019) as an example, one can see how political content within HBSE textbooks varies and is often clustered in chapters addressing macro-level practice. Overall, the Robbins et al. (2019) textbook incorporated political content in just 57% of its chapters. However, there was significant variability and clustering of LOs in specific chapters. For example, three chapters incorporated political content within each of the chapter's LOs, including: Chapter Three: Conflict Theory, Chapter Four: Theories of Empowerment and Social Capital, and Chapter Five: Feminist Theory. Conversely, six chapters did not include political content

in any LOs: Chapter 7: Psychodynamic Theory, Chapter 8: Theories of Life Span Development, Chapter 9: Theories of Cognitive, Moral, and Faith Development, Chapter 10: Symbolic Interaction, Chapter 11: Phenomenology, Social Constructionism, and Hermeneutics, and Chapter 12: Behaviorism, Social Learning Theory, and Exchange Theory.

Reviewing Robbins et al. (2019), the textbook heavily clustered chapters with political content and chapters without political content. Also, the chapter titles and chapter content from Robbins et al. (2019) make a distinction between the integration of political content between macro-level, community, and society content, and micro-level, individual development content. Notably, the chapters addressing individual content do not seem to address political content at all. The review of Robbins et al. (2019) is a microcosm of what was noted when reviewing the textbooks overall. For example, the Kirst-Ashman & Hull (2018) textbook, a macro-focused system textbook saw one of the highest integrations among chapters, at 100%, while the Ashford et al. (2018) textbook, an individual development and life cycle textbook, saw the lowest integration at 50%. Therefore, when addressing theoretical perspectives and development across systems levels, an essential component of HBSE courses, a clear micro-macro divide regarding integration of political content emerges.

However, the micro-macro divide presents a great disservice to social work students when preparing practitioners to think critically about how politics impacts development across systems levels. Thus, through an understanding of Systems Theory, it is imperative that political themes are integrated throughout textbooks and not just clustered around macro-focused content. Primarily, HBSE courses, and textbooks within

these courses, are an interacting system. Content within the various chapters of the textbook are a component to develop the whole of the textbook as well as course curriculum (von Bertalanffy, 1969). Therefore, failure to address content adequately throughout the textbook negatively impacts the entire textbook.

Additionally, concepts addressed within textbooks across the micro-macro spectrum are impacted by the political system. Through clustering content regarding political content and the political system in macro-oriented textbooks and chapters, students are not challenged to think about how inputs from the political system impact individual and family development. For example, the Ecological Systems Approach identifies five systems, ranging from micro to macro chronological that impact an individual's development (Bronfenbrenner, 1979; Bronfenbrenner & Morris, 2006). These five system levels interact; however, the way that current HBSE textbooks address political content silos that content into the macrosystem. Failing to understand the political context of an individual's environment has significant ramifications in identifying the role that individual development plays in evolving one's political psychology. As Niemi et al. (1991) notes, most individual political development occurs before the age of 16. Additionally, a connection to one's political psychology is informative of an individual's likelihood to engage with the political system (Swank, 2012; Verba et al., 1996). Thus, it is essential that HBSE textbooks integrate political content, a component discussed in greater detail in the implications section.

Practice Activity Findings

Comparing the textbooks against the current standard of judgment was just one component of the content analysis approach. In addition, Chapter Four outlined the

frequency of occurrences of each of the twelve practice activities. While 222 of the LOs included some connection to Competency 5, there was a wide divergence between high prevalence practice activities and low prevalence practice activities. Thus, reviewing the practice activities through Bloom's Revised Taxonomy and previous findings in the literature provides both an instructive understanding of how HBSE textbooks assist students in achieving political competency and areas for possible growth.

Ultimately, of the 222 LOs with connection to Competency 5, Quadrant 1: Related to Informed saw the highest prevalence. In fact, 49% (n=109) of the LOs with a political connection fell into Quadrant 1. Also, Quadrant 1 saw a rather equal distribution between its three practice activities, thus providing equal attention to describing policy, micro-level impact of policy, and macro-level impact on policy. In addition to the high prevalence within Quadrant 1, Quadrant 3: Related to Self- Qualified saw a high prevalence of LOs with a political connection (n=57). The high prevalence in Quadrant 3 is partially due to practice activity 303: Critical Thinking Towards Policy Analysis and Formulation (n=25), which identified practice activities aimed at providing practice application based on theoretical paradigms.

The high prevalence of LOs in Quadrant 1 and Quadrant 3 present an encouraging notion that HBSE textbooks are, at least partially, meeting their aims. One of the key rationales for exploring HBSE textbooks, is that they are foundational social work courses aimed at building knowledge, that will later be translated to skills for practice during a student's academic career (Brooks, 1986). Furthermore, through an understanding of Bloom's Revised Taxonomy, building knowledge is an essential cognitive step in the learning process, which enables future application and evaluation

(Anderson et al., 2001; Bloom et al., 1956). Therefore, it is reasonable to anticipate that an introductory course, such as HBSE, would incorporate a significant number of LOs aimed at knowledge building and analysis of political themes through theoretical perspectives. In fact, the findings of this current study show that when LOs do incorporate political themes, they are more likely connected to practice activities that will address building knowledge and remembering.

While the review of the specific practice activities provides some optimistic notions, there are additional findings that necessitate opportunities for growth within the textbooks. Namely, evaluating the specific quadrants that incorporate minimal LOs is particularly instructive. Of the four identified quadrants, Quadrant 2: Related to Understanding, saw the lowest prevalence with just twenty-seven LOs. Specifically, practice activity 202: Social Work Role in Policy Development, Implementation, Formulation, Analysis, and/or Evaluation, saw just fifteen LOs, ten of which were identified in the Kirst-Ashman & Hull (2018) textbook.

The minimal incorporation of Quadrant 2, and specifically of practice activity 202, is notable for two reasons. Primarily, Quadrant 2, like Quadrant 1, addresses a lower-level component of Bloom's Revised Taxonomy. In the case of Quadrant 2, practice activities are intended to build understanding (Anderson et al., 2001; Bloom et al., 1956). While it is encouraging that LOs appear to address building knowledge and remembering, failing to translate that knowledge into understanding will have a reverberating impact throughout a student's educational career. Additionally, the minimal inclusion of practice activity 202 is particularly concerning. Practice activity 202 is aimed at assisting students in identifying a social worker's role in political practice. Ambiguity

amongst practitioners and students about their role in the political arena is seen throughout the literature (Fisher et al., 2010; Ritter, 2007, Rocha et a., 2010; Rome & Hoehstetter, 2020). Thus, failing to link political practice clearly and explicitly with social work practice perpetuates the problem of social workers' perceived inadequacy in the preparation for political practice.

Moreover, practice activity 404: Effect Change, was the only practice activity that did not have any occurrences in any of the LOs. The lack of incorporation of practice activity 404 is particularly notable since this is the only practice activity aimed at addressing electoral participation. Additionally, a qualitative review of the textbooks found minimal reference to electoral participation, and none of the explicit LOs were connected to the electoral system. The omission of electoral participation mimics findings in previous studies that social work educators often neglect opportunities for electoral participation, outside of encouraging students to register to vote (Pritzker & Burwell, 2016). Thus, it is essential that HBSE textbooks incorporate more information related to electoral participation.

The above analysis of practice activity findings provides an informative review of how HBSE textbooks currently address political components of Competency 5. When HBSE textbooks address Competency 5, it is usually within the context of building a student's knowledge and applying theory, which is an essential component of the HBSE sequence. However, HBSE textbooks fail to address building a student's understanding, in particular, understanding the role that social workers should play in the political system. Additionally, themes related to electoral participation within HBSE textbooks are almost non-existent. The review of the practice activities illuminates current gaps and

strengths within the textbooks, which is explored in greater detail within the implication section of this chapter.

Implications

The analysis of findings elucidates gaps within HBSE textbooks that need addressing to enhance social work education's place in preparing political practitioners. Therefore, implications from the present study arise. Primarily, there are a number of implications for social work education. Implications for social work education include increasing the frequency and integration of political content, as well as explicitly identifying the role that social workers play in the political sphere and proposing avenues for electoral engagement. Conceivably, enhancing political content in HBSE textbooks will impact students' political competency, which will ultimately have a reverberating effect on future social work leaders. Additionally, the exploratory nature of this study assumes that this is only the start of analyzing political content within social work textbooks, courses, assignments, and programs. Therefore, implications for future research are explored.

Social Work Education

At its core, the present exploratory study seeks to understand the role of social work education in enhancing a student's competency to engage in the political system. Specifically, the study seeks to explore how social work textbooks address political components of CSWE Competency 5. Therefore, the findings of this study provide an informative review of political content in HBSE textbooks and identify three key findings with significant implications for social work education. Primarily, HBSE textbooks must increase integration of political content, particularly the frequency of explicit content. Additionally, it is imperative that social work textbooks connect political practice with

social work practice. Finally, the dearth of content addressing electoral components of the political system is concerning and demands attention. Through a review of the theoretical perspectives, findings from the literature, and the findings from this present study, a road map is provided for how HBSE textbooks can modify and adequately address political components of CSWE Competency 5.

The analysis of findings identifies that there are two common implications when exploring the integration and frequency of CSWE Competency 5's political components. Primarily, reviewing the integration of political content within the chapters determined that political content tends to cluster in chapters related to macro-level systems and is less prevalent in micro-level systems. However, HBSE courses are often structured to address human development across the spectrum, from the micro-level to the macro-level. Within the micro-level system, HBSE courses address the theoretical perspectives and key concepts related to individual development. Therefore, the paucity of LOs with political content in chapters related to individual development is concerning and one that social work education must address.

The scarcity of political content on topics related to individual development runs counter to the theoretical perspectives and previous literature addressed in this study. Namely, Bronfenbrenner's Ecological Systems approach argues that all five systems levels interact to impact an individual's development (Bronfenbrenner, 1979; Bronfenbrenner & Morris, 2006). By omitting political content in chapters related to individual development, HBSE textbooks fail to connect how political systems and structures impact individual development. Failing to make the connection between political power structures and individual development is a disservice to social work

students, who are ultimately preparing for careers in agencies that seek to address the friction between these interacting systems (Abramovitz, 2005).

Additionally, excluding political content in topics related to individual development may prevent students from assessing their own political development. The CVM highlights an understanding of one's own political psychology as a key predictor of political engagement (Verba et al., 1996). Additionally, Swank (2012) found that social work students were more likely to engage with the political system if they felt connected to an activist identity. Thus, understanding one's own political psychology is essential. In fact, Niemi et al. (1991) found that political psychology is often solidified by the age of sixteen. Most of the individual development theories discussed in HBSE courses focus on these formative years, when individuals experience significant physical, social, emotional, and political growth. Therefore, neglecting to incorporate political development as part of individual development fails to give credence to both political development and individual development.

The second implication identified when reviewing the integration and frequency of political components of Competency 5 is the abysmally low number of LOs connected to explicit content. While the level of implicit content appears sufficient, there is a near absence of explicit content. In fact, only fourteen LOs directly referenced political activities that are an essential component of civic and political engagement (Verba et al., 1996). Consequently, it is understandable why the literature indicates that social workers are ineffective when engaging with the political system (Wolk, 1981). Through an understanding of Bloom's Revised Taxonomy, knowledge begets skill development and application, which is essential for adequately obtaining competence on a given topic

(Anderson et al., 2001; Bloom et al., 1956). Therefore, the lack of explicit connection to political content can presumably leave educators and students illiterate in connecting political themes to other themes identified in social work texts.

Fortunately, there are steps that social work education can take to enhance the weakness identified through the present study. Mainly, future textbooks must incorporate political content throughout textbooks, paying particular attention to the role that political systems and political development have on individual development. Additionally, when structuring LOs, future textbooks should ensure that more explicit connection is made to civic and political skills. Social work instructors should also make sure to incorporate political content in course lectures and course assignments. Fortuitously, the literature related to enhancing political efficacy in policy courses is instructive in implementing similar strategies within HBSE courses. For example, Crowell (2017) recommended that instructors utilize genograms, a common component of HBSE courses, in policy courses so that students can identify their own political socialization. Likewise, instructors in HBSE courses could incorporate political socialization components into their current genogram assignment, which enables students to connect political development with individual development earlier in their social work education. However, the Crowell (2017) assignment is just one example of ways that social work educators can creatively link HBSE content to political content.

In addition to analyzing findings related to the frequency and integration of political content, the present study also reviewed the findings for specific practice activities from Competency 5. From the review of the specific practice activities, two implications are clear. First, HBSE textbooks must improve connecting political practice

to social work practice. Additionally, textbooks must address the electoral components of political practice. Below, a detailed review of the implications by practice activities is provided.

Reviewing the practice activities determined that Quadrant 2: Related to Understanding saw the lowest prevalence of LOs. Incorporated in Quadrant 2 is practice activity 202: Social Work Role in Policy Development, Implementation, Formulation, Analysis, and/or Evaluation. Essentially, practice activity 202 aims at identifying LOs that would feasibly enhance a student's understanding of how social work practice is connected to political practice. Unfortunately, practice activity 202 was only incorporated in fifteen LOs, ten of which were from the same textbook. Therefore, it is foreseeable that the minimal incorporation of practice activity 202 in HBSE textbooks connects with the ambiguity that social work students and practitioners report (Fisher et al., 2010; Ritter, 2007; Rocha et al., 2010; Rome & Hoechstetter, 2010). Thus, it is essential that HBSE textbooks spend additional time connecting political practice to social work practice.

Additionally, a key theme throughout the content analysis was the minimal incorporation of electoral participation, not only in the specific LOs, but also within the chapter content that informed the LOs. In fact, practice activity 404: Effect Change, which was the practice activity utilized to identify electoral participation themes, was the only practice activity that had zero occurrences. Also, of the fourteen LOs identified with explicit content, none of them incorporate language that would have feasibly addressed electoral participation, instead providing preference for legislative participation. Concerningly, only one textbook, the Kirst-Ashman & Hull (2018) textbook, even mentioned electoral components of the political system. Therefore, a student assigned

readings from the reviewed HBSE textbooks would have had limited opportunities to explore the American electoral system and electoral participation. However, it is essential that students are exposed to the electoral system. It is inadequate to expect social workers to interface with the legislative system, without paying attention to the structures that put people in positions of power. Thus, students must have some knowledge of the electoral process and the impact that it has on influencing society and its structures.

Future HBSE textbooks should take measures to address the aforementioned implication within the practice activities. Namely, LOs must make a clear connection between social work practice and political practice. Additionally, textbooks must incorporate some semblance of connection to the electoral sphere. Fortunately, social work instructors do not have to wait for new editions of textbooks to incorporate discussion of political social work practice and electoral participation within their courses. Ensuring that classes incorporate discussion, assignments, and supplemental readings are steps that instructors can take to fill in the current gaps present within social work textbooks. Taking steps to address political content within HBSE courses will hopefully enable students to obtain competency in political practice, which will hopefully have a reverberating effect on the role that social workers have when impacting the political system.

Social Work Leadership

While the present study largely explores current gaps in social work textbooks related to preparing social work students for political practice, the aspiration of this study is to address the identified gaps to impact social work leadership's role in the political sphere. In fact, the premise of this study is built around the problem that practicing social workers feel inadequately prepared by their education to engage with the political system

(Miller et al., 2019; Ritter, 2007; Rome & Hoechstetter, 2010). Therefore, addressing gaps in social work education will have implications for how competently prepared social work practitioners are to engage with the political system, and will hopefully increase the efficacy that social work leaders have when they do engage with the political system. Therefore, the implications of the present study are not limited to social work education, but also to social work leadership.

Indubitably, social work leaders interact with the political system. Often, social work leaders are required to engage with the political system as part of their job duties (Ezell, 1993; Hamilton & Fauri, 2001; Mattocks, 2018; Wolk, 1981). Unfortunately, social work leaders are also often required to execute agency policies and austerity measures that are directly dictated by executive and legislative leaders (Abramovitz, 2005). Without the appropriate political competency and wherewithal, social work leaders will continue to play a minimized role when interacting with the political sphere.

Additionally, social work leaders have an ethical obligation to engage with the political system. The NASW (2021) Code of Ethics codifies the need for political participation in 6.04 Social and Political Action. Notably, the NASW (2021) Code of Ethics states: “Social workers should be aware of the impact of the political arena on practice and should advocate for changes in policy and legislation to improve social conditions in order to meet basic human needs and promote social justice.” Therefore, it is not only practitioners' employment that demands adequate knowledge of the political sphere, but it is also their ethical obligation to engage in political practice.

However, the continual call for enhancing social work's involvement in the political sphere illuminates that practitioners do not have adequate competency to do so.

Principally, the social work students of today are the social work leaders of tomorrow, and without preparation, they will not have the necessary competency to engage with the political system upon graduation. Competency to engage in the political system is essential, since individuals who report being competently prepared to engage with the political system are more likely to do so (Hamilton & Fauri, 2001; Niemi et al., 1991). However, without study of social work education's role in preparing political practitioners, it is impossible to identify current gaps and to develop strategies, which will ultimately have ramifications for the entire social work field of practice.

Therefore, the key implication of this study for social work leadership is to explore how social work education currently addresses political content and to fortify the role of social work education in preparing social work leaders. The findings in the current study reveal two main gaps with significant implications for practice. Primarily, HBSE textbooks are not adequately addressing the role that social workers play in impacting the political system. Thus, infusing additional content to connect social work practice to political practice will hopefully assist future social work leaders. Additionally, HBSE textbooks must address electoral activities, enabling social workers to play a larger role in the electoral system (Miller et al., 2019). However, the implications of the current study on social work leadership are limited and demand additional study to enhance knowledge regarding how social work education addresses political content.

Future Research

While employing a content analysis approach to analyze political content is a novel concept that enables the growth of social work education and the political social work practice knowledge base, there are additional avenues that future research can

explore. Primarily, future studies can address the limitations highlighted in Chapter Three of this dissertation. Additionally, utilizing the established rubric and coding rules to review the integration of Competency 5 in alternate course textbooks will enable future researchers to gain a holistic understanding of where social work education addresses political content, and where to infuse more political content. Furthermore, it is imperative that additional competencies are analyzed utilizing a content analysis approach, to provide a comparative analysis of how all competencies are applied within the social work curriculum. In addition to reviewing other aspects of the social work curriculum, it is also imperative to utilize alternate, quantitative, approaches to address the role that HBSE courses have in impacting students' internal political efficacy. Therefore, the following section provides an outline of future research opportunities within social work education to address educational competencies, in particular, political social work practice competency.

As previously noted, all research studies have inherent limitations. Limited resources for the present study, in particular time and financial resources, restricted the breadth of analysis. Therefore, future studies should look to expand the number of textbooks and number of LOs addressed. As the cost of education increases, the need for open-source material has also increased. Therefore, paying attention to open-source material within social work education would be beneficial. However, reviewing textbook LOs only provides a partial picture of the intended outcomes of course design. In fact, one of the inherent limitations of this present study is that it does not address how the textbook LOs are practically applied within the classroom. Therefore, provided with more time, the content analysis approach should integrate analysis, not only of textbooks,

but of LOs within specific course syllabi, course assignments, and the curriculum maps that social work programs create.

Additionally, this study is grounded in the 2015 CSWE EPAS. However, CSWE is revising the EPAS, and the new 2022 EPAS is forthcoming. Therefore, future studies must adapt to adhere to the new EPAS. Of note, the proposed revisions maintain Competency 5: Engage in Policy Practice (CSWE, 2022). While the majority of the practice activities that were incorporated in the coding rubric for this study will remain in the 2022 EPAS, there is one significant alteration to the EPAS that will have a resounding impact on how Competency 5 is addressed in textbooks, courses, and curriculum. Namely, the 2022 EPAS emphasizes reviewing policy “...through rights-based, anti-oppressive, and anti-racist lenses” (CSWE, 2022, p. 6). Thus, the rubric in this study will need to be updated to include the new components of the 2022 EPAS in analyzing future textbooks.

In addition to strengthening the limitations of the current study, future studies should expand the current knowledge base developed in this study. Namely, future studies should utilize the previously developed coding rubric technique to review additional components of social work education. The current review of HBSE courses, and quantitative reviews of policy courses, only addresses a portion of the social work educational curriculum. Therefore, future studies should explore additional social work courses, including practice courses, field practicum courses, research methods courses, and social work electives. By reviewing additional courses, future research can continue to find gaps within social work education and provide avenues to increase political

content within courses, which will hopefully aid in addressing the problem of social work practitioners' feelings of inadequacy to engage with the political system.

Additionally, because the content analysis approach was not previously utilized to review social work competencies, future research should use a content analysis approach to review all nine social work competencies. Reviewing competencies in which students struggle, such as Competency 4: Engage in Practice-Informed Research and Research-Informed Practice, has merit (Charles et al., 2019). Using the coding rubric developed to explore Competency 5 as a guide to develop rubrics for all nine competencies will allow a holistic review of social work education. Ultimately, completing coding of all social work competencies will allow for significant analysis of how social work courses apply social work competencies and provide a comparative analysis of all nine social work competencies.

Thus far, the implications for future research have utilized the content analysis approach to explore political content and social work competencies within other courses. This current study, and its exploratory nature, provides an initial review of HBSE; however, this review is nowhere near exhaustive. Therefore, future study should continue to review how HBSE courses address political content. In particular, future studies should explore, not only what social work educators intend through LOs, but how the LOs are practically applied within the classroom. Namely, using a pre-experimental one-group pretest, posttest design, future studies should use previously validated political participation and political efficacy scales to identify the level to which HBSE courses impact students' level of political participation and political efficacy. Providing an in-depth review of HBSE courses will enable social work educators to gain a greater

understanding of how to structure introductory courses to maximize political competency.

Conclusions

The present study originated from a problem identified in the literature that social work practitioners feel inadequately prepared to engage with the political system (Ritter, 2007). The notion that practitioners are ill-equipped for political practice is particularly unsettling since both the CSWE (2015) and NASW (2021) highlight political competence and political practice as essential components of social work competency and ethical standards. However, the literature notes that social work education, and thus social work practitioners, were not meeting the profession's mandate to engage politically. What was not clear, is what components of social work education require enhancement to address the present problem. Thus, to confront how social work education addresses political content, the following research question was proposed: How do HBSE textbooks address political components of CSWE EPAS Competency 5: Engage in Policy Practice?

Prior to embarking on the current study to address the identified question, a review of the current literature and theoretical perspectives were explored. During the review, three distinct areas of literature were identified. Primarily, the types of political participation, both in the general population and within social work practitioners, were reviewed. The review of political participation noted that, while social workers were more politically involved than the general population, they tended to engage in less content-rich political activities (Domanski, 1998; Ezell, 2003; Felderhoff et al., 2016; Hamilton & Fauri, 2001; Mary, 2001; Ritter, 2007; Rome & Hoehstetter, 2010; Wolk, 1981). In fact, the literature even indicated that social workers tended to be ineffective when engaging with the political system (Wolk, 1981). However, the literature review of

social work education's current role in addressing political practice provided a more optimistic notion. Literature identified that policy courses, field courses, and the implicit curriculum could be utilized as avenues to enhance students' internal political efficacy and desire to engage with the political system (Beimers, 2015; Derigne et al., 2014; Halvor, 2016; Hylton et al., 2018; Lane et al., 2018; Ostrander et al. 2017; Rocha, 2000; Schwartz-Tayri et al., 2020). Yet, the troubling notion persisted that social workers reported feeling ill equipped by their education to engage with the political system. Thus, a review of how social work education currently addresses competency was explored and provided a significant understanding of how to identify if the current components of social work education were assisting in addressing competency.

In addition to reviewing the literature, three informative theoretical perspectives were explicated. Initially, a review of the CVM, a political science theory that identified key predictors for political engagement, was explored (Verba et al., 1995). Additionally, Systems Theory, von Bertalanffy's (1969) General Systems Theory, and Bronfenbrenner's (1979) Ecological Systems approach were discussed. Systems Theory provided an understanding of the interrelated components of social work education, as well as the interrelated components of human and societal development, a key component of HBSE courses (Hutchison, 2017). Finally, Bloom's Revised Taxonomy, an educational pedagogy that discusses the cognitive components of an individual's educational development, informed the study (Anderson et al., 2001; Bloom et al., 1956).

Through an understanding of the gaps in the current literature and the current theoretical perspectives, a content analysis approach was identified to address the

established research question. Presently, no study into social work political competency has utilized a content analysis approach. Additionally, the literature related to political practice in social work curriculum clustered around policy courses, field courses, and the implicit curriculum. Thus, the present study conducted a content analysis of the LOs within six of the most frequently assigned HBSE textbooks. Utilizing Bloom's Taxonomy, the CVM, CSWE Competency 5, and Niemi et al. (1991) internal political efficacy scale, a coding rubric and coding rules were developed to analyze twelve different practice activities (Anderson et al. 2001; Bloom, et al. 1956; Niemi et al., 1991; Verba et al., 1995). The coding rubric and rules underwent extensive review for both reliability and validity.

Thus, utilizing the established coding rubric, 607 learning objectives in six social work textbooks were reviewed. The textbooks and findings were appraised against each other utilizing four standards of judgment. First, the frequency of overall political content was explored. The second standard of judgment addressed the frequency of implicit political content. The third standard of judgment reviewed the frequency of explicit political content. Finally, the fourth standard of judgment identified the level of integration of political content throughout the textbooks. In outlining the findings, a description of each textbook was provided, with an overview of the frequency of political content, the identification of explicit content, and the overall integration within the textbook. Additionally, findings of each of the textbook's practice activities were reviewed.

The analysis of the findings identified gaps within HBSE textbooks. Namely, while HBSE textbooks implicitly address political content; no textbook adequately

addressed political content in an explicit manner. Additionally, there was a significant divergence in the integration of political content throughout HBSE textbooks.

Specifically, HBSE textbooks heavily clustered political content in textbooks and chapters related to macro-level systems but omitted political content in textbooks and chapters related to micro-level systems. Also, the review of the practice activities yielded findings informative for social work education. Particularly, the HBSE textbooks inadequately connected political practice and social work practice. Additionally, HBSE textbooks overlooked electoral political participation, with preference for legislative participation.

The present findings have significant implications for social work education, social work leadership, and future research. Primarily, social work education must address some of the gaps identified in the analysis of findings. Specifically, future HBSE textbooks must incorporate more explicit political content. Additionally, HBSE textbooks need to adequately explain the role of the political system on individual development. Also, it is necessary that future HBSE textbooks connect social work practice to political practice. Finally, future textbooks must address electoral forms of participation, and the function of the electoral process in impacting client systems. Failure to adequately address political content will continue to result in ambiguity for social work students and practitioners about their role in impacting the political system. Conversely, through enhancement of political content, the present study provides a roadmap to strengthen social work education's role in preparing future social work leaders to participate in the political arena. However, this study is only an initial and exploratory review of one component of social work education and demands additional study. Therefore, ongoing

research should continue to explore how competency is addressed within social work education, specifically, how political content is addressed.

Hopefully, the findings of the present study provide an informative approach that researchers will continue to utilize to address the role that social work education plays in preparing political practitioners. By addressing the current gap in social work education, this study, and future similar studies, will enable social work educators to enhance students' competency when engaging with the political system. Enhancing students' competency to engage with the political system will ultimately aid in resolving the problem of social work practitioners feeling inadequately prepared to engage with the political system. Therefore, as the United States continues to encounter economic, public health, and social justice crises, social workers will be equipped with the necessary tools and competence to address these crises within the political sphere, just as they were during the Great Depression.

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Appendix A: IRB Information

6/9/2021

Mail - Young, Brendan - Outlook

RE: IRB Question

Werner, Jeffrey <werner@kutztown.edu>

Tue 6/1/2021 6:19 AM

To: Young, Brendan <byoun659@live.kutztown.edu>**Cc:** Stoeffler, Stephen <stoeffler@kutztown.edu>

Hi Brendan,

If your research is doing an analysis of textbooks there are no human subjects involved so no IRB is needed.

**Jeffrey Werner** | Assistant Provost for Research & Grants

Office of Grants & Sponsored Projects

Kutztown University of Pennsylvania

110 Old Main | PO Box 730 | Kutztown, PA 19530

Phone: 484-646-4168 | Fax: 484-646-4217 | www.kutztown.edu

From: Young, Brendan**Sent:** Monday, May 31, 2021 12:37 PM**To:** Werner, Jeffrey <werner@kutztown.edu>**Cc:** Stoeffler, Stephen <stoeffler@kutztown.edu>**Subject:** IRB Question

Hello Mr. Werner,

My name is Brendan Young and I am student in Kutztown's Doctor of Social Work program. This summer, I am working on completing my research proposal for my dissertation.

Currently, I am planning to complete a content analysis of current social work textbooks. Would this be something that would require IRB review?

Thank you for taking the time and I look forward to hearing from you.

Regards,

Brendan

Appendix B: Textbook Sample

Under Introduction to Social Work:	Hutchison, E. D. (2018). <i>Dimensions of Human Behavior: Person in Environment</i> (6th ed.). Sage Publications, Inc. Hutchison, E. D. (2019) <i>Dimensions of Human Behavior: The Changing Life Course</i> (6th ed.). Sage Publications, Inc.
Under Social Work Theory:	Robbins, S. P., Chatterjee, P., Canda, E. R., Leibowitz, G.S. (2019). <i>Contemporary Human Behavior Theory</i> (4th ed.). Pearson. Schriver, J. (2020). <i>Human Behavior and the Social Environment: Shifting Paradigms in Essential Knowledge for Social Work Practice</i> (7th ed.). Pearson. Kirst-Ashman, K. K., Hull Jr., G.H. (2018). <i>Human Behavior in the Macro Social Environment</i> (5th ed.). Cengage.
Under Other Social Work Texts	Ashford, J. B., Winston Lecroy, C., Rankin Williams, L. (2018). <i>Human Behavior in the Social Environment: A Multidimensional Perspective</i> (6th ed.). Cengage.

Appendix C: Competency 5 Political Efficacy Coding Rubrics

Political Efficacy Classification: Related to Informed Bloom's Classification: Remember				
Component of Competency 5	Brief Description of practice activity	(0) Does not address Competency 5	1. Implicit connection to political component of competency 5	2. Explicit connection to political component of competency 5
(101) History of Structures and/or Services	The LO provides a descriptive approach to outlining the history of structures and/or services but not an analysis of how these structures and services impact individuals, families, groups, communities or organizations.			
(102) Identification of Policy Impact on Well-being	LO identifies in a descriptive manner how political structures and services impact individual and family well-being. This includes the implications policies have on the social, emotional, economic, and/or physical domains of individual well-being.			
(103) Identification of Policy Impact on Service	LO identifies in a descriptive manner how political structures and services impact			

<p>Delivery and/or Access to Social Services.</p>	<p>groups, organizational and community functioning. This includes the implications policies have on the development of social systems and/or the provisions and access to services within these organizations.</p>			
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Political Efficacy Classification: Related to Understanding Bloom's Classification: Understand				
Component of Competency 5	Brief Description of practice activity	(0) Does not address Competency 5	1. Implicit connection to political component of competency 5	2. Explicit connection to political component of competency 5
(201) Role of policy in Human Rights & Social Justice	LO outlines information related to understanding how policy impacts overall human rights and social justice. This includes attention to the role policies have in addressing systems and mechanisms of oppression to advance causes for marginalized communities.			
(202) SWK Role in Policy Development,	LO directly addresses the role social work plays in			

Implementation, Formulation, Analysis, and/or Evaluation	the policy process which includes the social work role in developing, implementing, formulating, analyzing, and evaluating policies. Additionally, it includes the role social workers play in operationalizing policies into practice.			
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Political Efficacy Classification: Related to Self Qualified Bloom's Classification: Apply/Analyze				
Component of Competency 5	Brief Description of practice activity	(0) Does not address Competency 5	1. Implicit connection to political component of competency 5	2. Explicit connection to political component of competency 5
(301) Assess Social Welfare & Economic Welfare Policies	LO discuss specific tools and mechanisms to critically analyze how policies impact individuals and families, including both social impacts and economic impacts.			
(302) Asses Impacts on Delivery and/or Access to Social Services	LO provides specific tools and mechanisms to address the impact of delivery and or access to services at the group, organizational and			

	community level.			
(303) Critical Thinking Towards Policy Analysis and Formulation	Critical thinking includes the application of specific theoretical or contextual perspectives to the political process.			

Political Efficacy Classification: Related to Public Office Bloom's Classification: Evaluate/ Create				
Component of Competency 5	Brief Description of practice activity	(0) Does not address Competency 5	1. Implicit connection to political component of competency 5	2. Explicit connection to political component of competency 5
(401) Advocate for Policies	LO provides a call to action to utilize skills learned to advocate for specific social policies and programs. This categorization should include a direct reference to specific legislation within the context unit.			
(402) Advance Human Rights	LO provides a call to action to use skills learned to provide legislative advocacy at the individual and family level.			
(403) Advance Social and/or Economic	LO provides a call to action to use skills learned to impact the community, society,			

Justice	group and organizational level.			
(404) Effect Change	LO outlines a call to action to engage in electoral forms of advocacy to advance political agendas.			

Appendix D: Intercoder Training Outline

1 Intercoder Training

Brendan Young, LSW

2 Problem Statement

Social workers feel inadequately prepared by their education to engage with the political system.

3 Research Question

How do HBSE Textbooks address the political components of CSWE Competency 5: Engage in Policy Practice?

4 Methodological Process

● Content analysis

- *Utilizing a standardized coding instrument to code learning objectives within HBSE textbooks.*
 - *When necessary, utilize the context of the chapter to inform the context of the learning objective.*
- *Development of an instrument grounded in CSWE Competency 5, Bloom's Taxonomy, and Niemi et al. (1995) Internal Political Efficacy Scale.*
 - *"I consider myself to be well qualified to participate in politics (Self-qualified)*
 - *I feel that I have a pretty good understanding of the important political issues facing our country. (Understand)*
 - *I feel like I could do as good of a job in public office as most other people. (Public office)*
 - *I think I am better informed about politics and government than most people. (Informed)" (P. 1408).*

5 Data Analysis Methods

- *In total, 12 practice activities were identified.*
- *Each of the practice activities is provided a numerical identifier based upon its categorization.*
 - *I.E. Related to Informed practice activities are categorized 101-105.*
- *Rubrics for each category were created.*
- *Likert scale utilized ranging from 0-2.*

6 Keywords to determine implicit vs. explicit.

- Vote: Vote, Voting
- Campaign Work: Campaign, Electoral, Election
- Campaign Contribution: Political Action Committee (PAC), Donation
- Contact an Official: Advocacy, Advocate, constituent, legislature, legislation, legislative, committee, testify
- Overall: Political, Politics, Policy
- (Verba et al. 1995).

7 ***Steps/ Items to Consider***

- *Step 1: Determine if the LO includes a connection to competency 5.*
 - *This is accomplished by reviewing the chapter content that corresponds to the LO to see if political/policy themes occur.*
- *Step 2: Determine which Quadrant the LO would correspond with.*
 - *Utilize the “root” word of the LO to select the appropriate quadrant.*

8 ***Steps/Items to Consider***

- *Step 3: Identify the Practice Activity*
 - *Utilize the coding rubric to identify which practice activity appropriately fits the LO.*
 - *Only one practice activity can be selected for each LO.*
- *Step 4: Determine if the LO is implicit or explicit.*
 - *Utilize the previously provided keyword list to determine if a LO is implicit or explicit.*
 - *Any explicit LO should be coded as a 2, any implicit LO should be coded as a 1, any LO that does not meet competency 5 should be coded as a 0.*

9 ***Recording***

- *Textbook chapters listed in the column section of excel:*
 - *FirstAuthor_Year_Chapter_Learning Objective #*
- *Practice Activities listed in the row section of excel*
 - *Related to Informed: 101-103*
 - *Related to Understanding: 201-202*
 - *Related to Self-Qualified: 301-303*
 - *Related to Public Office: 401-404*

10 ***Sample 1***

Hutchinson_2019_1_4

"1.4 Summarize five basic concepts of the life course perspective (cohorts, transitions, trajectories, life events, and turning points)."

11 **Sample 2**

Hutchinson_2019_1_2

"Summarize the relevance of the life course perspective for social work competencies."

12 **Sample 3**

Kirstashman_2018_6_8

Describe how federal social legislation, Temporary Assistance to Needy Families (TANF), and managed care impact agency service provision

14 **Questions**

Contact

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