

Social Work and Social Policy

Please answer the following questions in English or in Chinese.

A. The production of human services depends heavily on service specialists who are members of organized professions-social workers, teachers, nurses, physicians, rehabilitation counselors, psychologists, lawyers. To varying degrees, professional practitioners in service organizations are involved in dual loyalties to the service organization and to their profession. Membership in an organized profession provides professionals an alternative power base independent of the authority of the executive and the policy-making board. As Mintzberg (1979:351) points out, "The standards of the Professional Bureaucracy originate largely outside its own structure, in the self-governing associations its operators join with their colleagues from other Professional Bureaucracies." Personal career choices may be influenced more by professional status opportunities than by organizational loyalty and opportunities for internal promotion. Service production behavior of professional specialists may be shaped in significant ways by the content of professional education, by professional peers, and by exposure to new information through professional channels of communication.

The professionalized human service organization is an inherently "loosely coupled" organization (Ouchi,1978), within which authority is diffused (Mintzberg,1979). Hierarchical models of authority in which all personnel are subject to the direct authority of the executive are generally not applicable, depending on the intensity and pervasiveness of professionalization. Unlike organizational relationships with labor unions, in which the authority of the union depends largely on its formal recognition by managers and policy makers, the authority of organized professions is not dependent on formal recognition by an employing organization. Organized professions are part of the institutional environment over which any single service organization has limited control. Organizational structure and program design are directly affected by professional definitions over which administrators have little control. Job positions are frequently defined by professional titles. Professional specialists may expect to be assigned responsibilities consistent with their professional identity regardless of the actual task requirements of a particular program

activity.

Relationships among professional specialists within service organizations often reflect institutionalized distinctions, and conflicts, within the larger society, such as the conflicts among social workers, psychologists, and psychiatrists over their respective roles in mental health therapy, or among social workers and nurses over their respective roles in hospital discharge planning and case management, or among school counselors, visiting teachers, and social workers in school settings. Such conflicts among professional groups, which cannot be resolved within any single service organization, are often a significant factor in internal organizational tensions.

These “professional turf” conflicts may result in rules and organizational rigidities that may control the assignment of responsibilities to particular staff members, the introduction of new technologies, and the possibilities for innovative reorganization of organizational staff components. Professional criteria, often reinforced by state licensing requirements, substantially limit executive options in the employment of individuals for particular staff positions. Moreover, transferrable professional credentials become increasingly important for the individual human service professional practitioner, given the inability to depend on long-term employment in a single organization and the rate of personnel change within many human service organizations.

Professional credentialing and licensing requirements often limit the ability of entry-level employees within a single organization to achieve a greater degree of authority and a higher income through seniority and internal promotions unless they also have specialized education outside of the organization. This particularly affects individuals employed as aides, or paraprofessionals, who may come from the service community and have specialized knowledge about the backgrounds of service users.

Some “professionalized” human service organizations are essentially only a group practice setting for individual professional specialists. In the for-profit sector, this may take the form of a “professional corporation.” However, in most instances, professional services are produced within the framework of a structured “service program.” Examples include the curriculum structure within which the teaching activities of individual teachers are carried out not only in elementary and secondary

schools but also in colleges and universities; the systematic and interrelated procedures of a hospital emergency room or surgical operating room within which medical and nursing services are provided by individual medical practitioners; and the coordinated pattern of services involving different occupational specialties required for the treatment of an individual with chronic mental illness. Even the practice of general medicine becomes part of a service program structure in managed health-care systems. The structure of such service programs involves an interface between professional specialists and administrative personnel in which the quality of individual service activities, and the consistency of those activities with the intended program design, are a constant focus of attention.

- a. Please briefly describe your understanding of the key concepts and important elements of the above excerpt. (25%)
- b. What do you think about William Ouchi's (1978) statement "the professionalized human service organization is an inherently 'loosely coupled' organization." As a manager of a social service agency, what would be your strategies in response to this unique characteristic? (25%)

B. Like other professionals, social workers are involved in purposeful activities. However, in contrast to other professions, the contextual and varied character of social work practices means that, in each practice encounter, we are involved in constructing and negotiating social work practice. The concept of professional purpose is at the centre of the model, which is constructed by interactions among four elements: our professional contexts, service user/community needs and expectations, our professional base and our emerging frameworks for practice, which develop over time through critical reflection on our professional experiences.

- a. Please discuss the abovementioned four elements interact in construction of our professional purpose. (25%)

C. The political project of activation opens a new chapter in welfare state development. The activation paradigm is neither an ideational innovation, nor a policy idea elaborated by social policy analysts as solution to the growing problem of social exclusion. Although the Nordic countries with their traditionally strong emphasis on active labour market policies (ALMP) might have served as a role model in the very

beginning of international comparison of good practices in employment policies, the activation strategies started in the 1990s in most of the European countries rather resulted from the transfer of neoclassical economist ideas and norms into social policy. The underlying assumptions follow the ideal-typical model of the economic citizens who strive to maximize their individual utility (instead of the idea of wo/men as social beings acting upon various rationalities), and the neoclassical axiom of market equilibrium of demand and supply of goods and labour. Structural unemployment in this perspective is considered as a result to mismatch due to state intervention that distorts the market mechanisms. Consequently, governments are required to re-adapt the regulation of the labour market and social protection systems. This economist framework for analyzing and adjusting social policy has been supported by OECD (especially concerning employment protection legislation, or its pleading for making work pay) as well as by the EU (supporting employability or flexicurity); they have both been pursuing supply-side oriented strategies.

- a. Please tell the difference between ALMP and activation. (10%)
- b. Please explore the impacts of the activation paradigm. (15%)

國立臺灣大學社會工作學系 105 學年度博士班入學考試
科目：社會研究方法

1. 請選擇一個您有興趣的社工領域研究主題，回答下列問題：
 - 1) 試研擬出研究題目與研究問題，並簡述研究動機、目的與重要性。(10 分)
 - 2) 寫出您的方法論（至少包括：研究架構、抽樣方法與樣本、資料蒐集方法與研究工具、以及資料分析方法等；質性或量化研究方法均可）。(30 分)
 - 3) 試為您研究方法的適當性、以及研究限制等做評論。(10 分)

2. 在進行量化研究時，研究者除了要提供關於樣本的描述統計，通常也會針對所欲研究的概念進行假設驗證。而在假設驗證的過程中，研究者其實是在針對相對於研究假設的虛無假設(null hypotheses)進行檢測，請問為何如此？虛無假設和研究假設之間的關係為何？研究者又要如何知道他所設定的研究假設有獲得資料的支持呢？當研究假設沒有獲得資料的支持時，研究者可以說這樣的結果毫無意義嗎？為什麼？(10 分)

3. 以下為一篇針對單親家庭所擁有的資產(變項名稱：home ownership、savings)與母親對於孩子的教育成就期待(變項名稱：mother's expectations)之相關性的研究分析結果。該研究使用 the National Survey of Families and Households (NSFH)的資料進行分析，得到表 4(請翻背面)的多元(複)迴歸分析結果，請根據表中的數據，回答下列問題：
 - 1) 請問表 4 中的 R^2 是指什麼？Adjusted R^2 呢？這兩個數值上的差異有何意義？(5 分)
 - 2) 在這份分析中，作者針對母親的種族、母親教育程度、孩子的性別和存款等變項進行一些處理，請問為什麼要做這些處理？又這種處理方式叫做什麼？(5 分)
 - 3) 既然研究者關心的議題是家庭資產與母親對孩子的教育期待，那為何表 4 中要加入那麼多其他變項？這些變項存在的意義為何？(5 分)
 - 4) 請根據表 4 的統計數據，提出研究結論(包括關係的方向)。(15 分)
 - 5) 根據此研究結果，你會提出何種實務或政策建議，請說明。(10 分)

Table 4

MULTIPLE REGRESSION ANALYSIS OF MOTHER'S EXPECTATIONS

Variable	Coefficient
Mother's age	-.001
Mother's race:	
White (omitted variable)	
African American	-.27**
Hispanic	.11
Mother being employed	-.19*
Number of children in household	-.02
Number of adults in household	-.11*
County poverty rate	-.006
Log household income	.04
Child's age	-.07**
Child's gender (female = 1)	.23**
Mother's education:	
Less than high school (omitted variable)	
High school graduate	.27*
Postsecondary education	.63***
Home ownership	.24**
Savings:	
No reported savings (omitted variable)	
\$1-\$2,999	.03
\$3,000 or above	.27*
R^2	.21
Adjusted R^2	.19
F-value	9.65***
df	15
N	560

NOTE.—See the text for definition of variables.

* $p < .05$.

** $p < .01$.

*** $p < .001$.