ABSTRACT
                This survey was made to identify, describe, and
analyze research related to social work education published between
1960 and 1968, and to provide classified abstracts of the relevant
research. In addition, it is hoped that the survey will identify and
call attention to major trends and gaps in research in social work
education. After an introduction to the survey in Chapter One,
Chapter Two presents the methodology of the project. Chapters Three
through Six give the content of social work education: (1) history
and philosophy; (2) manpower supply; (3) curriculum; and (4)
institutional characteristics and inter-institutional relationships.
Chapter Seven summarizes the survey, discusses trends and gaps in
research, and the limitation of this survey.

FINAL REPORT

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ANALYTICAL SURVEY

OF

RESEARCH RELATED TO SOCIAL WORK EDUCATION

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October 1969   Y.C. Wu

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CHAPTER ONE

Introduction

The Purpose

Research on various aspects of education has long

been recognized as a significant means of expanding and

refining the knowledge upon which social work practice

is based. In recent years there has been a marked

increase in the amount of research related to social

work education.[A] Such an increase in research studies

reflects not only the demand for new knowledge, but

also an increased demand for a scientific stance in

social work education.

Despite the quantity of research output, however,

little is known as to whether classroom instructors

and practitioners in the field are aware of the empi-

rical results or theoretical notions available from

those research studies. If such findings or ideas are

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* All upper case letters refer to footnotes which will
  appear at the end of each chapters. Numerals in paren-
  theses after names of authors indicate the research
  studies reviewed and the abstract in the appendix.

known to them, one may wonder to what extent the know-
ledge gained has been utilized in practice and applied
to teaching. If they are not aware of these findings
or ideas, one may then wonder whether there is a lack
of communication among educators and between researchers
and practitioners. Then too, is there an over-abundance
of research in one area with other areas neglected?
And can we forecast the future development of social
work education on the basis of the present trends in
research?

Practically speaking, no one can produce a satis-
factory answer to the questions raised above in one single
investigation. The aims of this survey are:

1) to identify, describe, and analyze research
   related to social work education,

2) to provide a classified abstract of relevant
   research, and

3) to provide and call attention to major trends
   and gaps in research related to social work
   education.

It is hoped that by taking such a beginning step
this survey may serve to disseminate existing research
related to social work education to those who are or will

be engaged in undertaking research, and to facilitate

its use by those who are concerned with the planning

and operation of social work education programs. It is

also hoped that the findings of the survey may help to

provide a foundation for an expanded program of educa-

tional research as a regular part of the operation of

schools of social work in various parts of the country,

and of the Council on Social Work Education on the

national level.

Definition of Terms

Research: Research or research study is defined as a

systemic investigation in the search for factual and

inferential knowledge, results of which have been made

available to the public.

Research studies for this survey have been

classified as follows:

Administrative Statistical Inquiries: A collection,

compilation and analysis of factual data from which a

description of an existing condition or activity may

be provided.

Historical Research: A systematic and objective

location, evaluation and synthesis of evidence that fits

into a significant time sequence in order to establish

facts and draw conclusions concerning past events.[B]

Exploratory Research: A method used to gain familiarity

with a phenomenon or to achieve new insight into it,

often in order to formulate a more precise research

problem or to develop hypotheses.[C] Data, either primary

or secondary, may be gathered from a sample drawn from

a small population, and should be treated as heuristic

rather than definitive.

Survey: may be defined as any procedure in which data are

systematically collected from a sample drawn from a large

population through some form of direct solicitation.[D]

Descriptive Research: A method employed in studies whose

chief purpose ranges from providing the description of

phenomena to testing relationships between variables

without ascertaining what caused them.[E] Data, either

primary or secondary, may be gathered from a sample

drawn from a small population and should be treated

as conclusive rather than suggestive.

Experimental Research: A scientific investigation in

which variables are manipulated and controlled and their

effects upon other variables observed.[F]

For the purpose of this survey a sample size
of over 500 subjects or records of subjects, or 50
agencies or institutions is considered a large sample,
and below that is a small sample.

Education: The term refers to professional
education and is defined as a process of preparing indi-
viduals for beginning practice in the profession by pro-
viding learning experiences in which relevant knowledge,
skills, and values may be acquired in a degree program.
Since in-service training or educational programs are
generally conducted within an agency's structure, rather
than in a school setting, they are not considered as
the kind of education defined in this survey.

For the purpose of this survey the content of
social work education is classified as follows:

- History and Philosophy of Social Work Education
- Manpower Supply of Social Work Education
- Curriculum in Social Work Education
- Institutional Characteristics and Inter-
  Institutional Relationships in Social Work
  Education

Sub-categories within these areas are included in Chapters III, IV, V and VI.

It should be pointed out that both classifications of research and education are arbitrary. Ideally, categories within any area should be mutually exclusive, univocal and exhaustive.[G] However, such a requirement is difficult to meet. The classifications used in this survey serve only as an operational framework allowing for more cohesive and focused presentation and analysis.

In addition, the following abbreviations are used in the survey:

CSWE: Council on Social Work Education

HEW : Department of Health, Education and Welfare

NASW: National Association of Social Workers

Related Literature

One of two studies on which the framework of this survey was based is Pins' Education: Its Contribution to Manpower Equation.[39] As a result of a thorough search of available data about social work manpower, Pins provides a comprehensive description of enrollment, student bodies, and graduates at different levels in social

work education. The findings of his study no only

point out the gaps in knowledge on social work man-

power, but also present a substantial inventory of the

needed educational research of which this survey is a

part.

The other is Finestone's A Memorandum on Research

into Social Work Education.[H] He initiated a first step

by presenting an overview of the complex structure

and process of education into which a classification

scheme of research fits. It is also his suggestion

that research be directed toward the following areas:

(1) social work manpower, including consideration of

both input and output variables (2) the educational

system, including questions about school structure,

program process, and personnel, and (3) the network

of intersystem contacts, including questions about

relationships that have a bearing on organizational

structure and curriculum development. The major por-

tion of the classification scheme suggested by Finestone

serves as a model of this survey design, though some re-

visions have been made in order to fit it to the nature

of this survey.

There are a number of studies published in recent
years, similar in nature to this survey, but covering
content areas other than social work. One of the ambi-
tious undertakings was the report of the Committee on
Evaluation of Research by the American Education Research
Association.[I] Of 827 articles published in 1962 a sample
of 125 was drawn and reviewed by 125 judges, 98 percent
of whom possessed a doctoral degree, and 75 percent of
whom have supervised doctoral dissertations. The results
of the study reveal that the majority of educational
research articles published in 1962 were defective,
and that the quality of educational research articles
published in journals of related professions was superior
to that of educational research articles published in
educational journals in 1962.

Studies on teaching methods, most of which were
published between 1958 and 1964, were reviewed by
Johnson as a basis for possible revision of college
courses on methods.[J] Of sixty sources, eight deal
with definitions of instruction and teaching, five
with teachers, nine with grouping, 15 with heuristic
method, four with problem solving, and 19 with creativity.

A content analysis was conducted by Taber and Shapiro on 124 articles from three leading social work journals covering all the years of publications through 1963.[K] They examined the professional literature focused around the question of knowledge building in social work. It was found that three subject areas- the teaching of social work, public assistance, and private family service - each accounted for 10 percent of the articles. Although a sharp increase in the amount of research material was found in each journal, only 21 percent of the material was verifiable in the last time period - 1950 to 1963.

In her study of 48 doctoral dissertations in social work on mental health from 1934 to 1966, Trembly found that the great majority of investigations used exploratory and descriptive research methods, and only two studies used experimental methods.[L] Almost all dissertations she reviewed constructed their own instruments for data collection, and validity and reliability of the instruments were usually not determined.

In summary, a review of a limited number of studies related to the research on education and social

work conducted in recent years indicates that a survey

of research in social work, and in social work education

in particular, deserves special attention.

Footnotes

A. The increase of research related to social work
    education is discussed in the first section of
    Chapter II.

B. Modified in accordance with the definitions in
    (1) Carter V. Good, ed., Dictionary of Education,
    2nd edition, (New York. McGraw Hill, 1959) p.
    and (2) Walter R. Borg, Educational Research: An
    Introduction (New York: McKay, 1963) p. 188.

C. Clair Selltiz, Marie Hohoda, Morton Deutsch and
    Stuart Cook, Research Methods in Social Relations,
    Revised ed. (Holt, Rinehart and Winston, 1962) p.50

D. Modified in accordance with the definition in
    Charles Glock, ed. Survey Research in the Social
    Sciences (Russell Sage Foundation, 1967) p.67

E. Modified in accordance with the definition in
    Carter V. Good, Dictionary of Education, (New York:
    McGraw Hill, 1959)

F. Donald T. Campbell and Julian C. Standey,
    "Experimental Design for Research on Teaching" in
    N.CL. Cage, ed., Handbook of Research in Teaching
    (Chicago: Rand McNally, 1963) p. 171.

G. J.I. Guilford, Fundamental Statistics in Psychology
    and Education, 4th edition (New York: McGraw Hill,
    1965) p.13.

H. Samuel Finestone, "An Memorandum on Research into
    Social Work Education," Journal of Education for
    Social Work, I (1), 1965, (New York: Council on
    Social Work Education) pp. 18-25.

-I. Committee on Evaluation of Research of the American
    Educational Research Association, Edwin Wandt,
    Chairman, "An Evaluation of Educational Research
    Published in Journals," Washington, D.C.: The
    Association, 1967.

J.   Bernadine Johnson, "Review of Recent Research on
     Methods of Teaching," Illinois Teacher of Home
     Economics, X (1), 1965.

K.   Merlin T ber and Irish Shapiro, "Social Work and
           a
     Its Knowledge Base: A Content Analysis of the
     Periodical Literature," Social Work, X (4),
     October, 1965).

L.   Grevilda Trembly, Social Work Research in Mental
     Health: An Analysis of Doctoral Disserations,
     1934-1966. Unpublished Master's Thesis, University
     of Connecticut, School of Social Work, 1966.

CHAPTER TWO

Methodology

Scope of the Survey

Broadly speaking, the definitions of research and
education together with their classifications stated in
Chapter One provide a statement of the limits whithin
which the study applies. In addition, the survey is
limited to the period from 1960 to 1968.[A] This is
partly because the research (especially on manpower)
prior to 1960 could be readily summarized from the
existing studies, and partly because there has been a
marked expansion of research related to social work
education due to a number of factors. They include:

I.   The birth of a new bi-annual publication
     under the title, "Journal of Education
     for Social Work" in the Spring of 1965.

II. The expansion of the existing quarterly
     publication, "Social Work Education
     Reporter" also since 1965.

     Both periodicals are official publications

of the Council on Social Work Education,

and are the only national periodicals

available in the field of social work edu-

cation in the United States and Canada.

III. The increase since 1960 in the number of

recipients of doctoral degrees in social

work whose dissertations are generally

regarded as a valuable contribution to

research. The increase in the number of

doctoral degrees can be shown as follows:

Period	Number of Doctoral degrees awarded in Social Work
1920-1959	215
1960-1968	394 B

The study is further limited to materials drawn

from the following sources in the United States and Canada:

I. Doctoral theses and dissertations in colleges

and universities.

Dissertation Abstracts, University Microfilm
Library Service, Ann Arbor, Michigan. Vol.21
(1960-61) to Vol. 29 (May 1969). Index to
American Doctoral Dissertations, University
Microfilm, Inc., Ann Arbor, Michigan. Vol.21
(1960-61) to Vol. 27 (1966-67). Social Work
Education Reporter, each December issue from
1965 to 1968. Social Service Review, each
September issue from 1960 to 1968.

II.   Abstracts and Indexes in Social Work

       Abstracts for Social Workers, NASW, 1965
       to Spring issue 1969.   Index to Articles
       Appearing in Social Work Education Reporter
       and Journal of Education for Social Work,
       CSWE, 1965-67.
       Social Services Review, 40 Year Index,
       (1927-66).
       Abstracts of Research and Demonstration
       Projects on Social Welfare and Related
       Fields, HEW, 1966.

III.   Abstracts and Indexes in Education and
       Related Disciplines.

       Education Index, Cumulated Vol. 7 (1959-61)
          to Vol. 40 (1968).
       ERIC, Research in Education, HEW, 1966 to
          Vo. 4, No. 1 - 5, 1969.
       Book Review Digest, 1960-68.
       Psychological Abstracts, 1960 - April, 1969.
       Sociological Abstracts, 1960- April, 1969.

IV.   Leading Social Work Journals

       Journal of Education for Social Work, 1965-68.
       Social Work Education Reporter, 1960-68.
       Social Work, 1960-68.
       Social Service Review, 1960-1968.
       Social Case work, 1960-68.
       Smith College Studies in Social Work, 1960-1968.

V.   Reports of Research Studies published or
       available to the public.

VI.   List of research related to social work education
       supplied by deans and directors of schools of
       social work in the United States and Canada.
       Responses were received from 50 schools out
       of 67 to which letters were sent asking for
       assistance in identifying research undertaken

and completed by their faculty and students.
Copies of initial and follow-up letters
and a list of schools responding to the
inquiry are in the Appendix I, II, and III.
Master's theses and projects have been
excluded from this survey.

The reason for inclusion of the major abstracts

and indexes is twofold. First, most of the abstracts

and indexes cover a large volume of publications including

periodicals. Individuals can hardly go over all available

publications within a limited period of time. Further-

more, few libraries subscribe to so many periodicals.

For instance, the total number of periodicals repre-

sented in "Abstracts for Social Workers" in 1967 (Vol. 4,

No. 4) was 197 and the total number of periodicals re-

presented in "Psychological Abstracts" in 1968 (Vol. 42)

was 519. Secondly, it serves as a double check, even

though there are over-lappings among abstracts and

indexes. Thus, it is hoped that the chance of any research

related to social work education not being identified

and reviewed can be reduced to a minimum.

Traditionally, a doctoral dissertation is regarded

as an unpublished document. Since most doctoral disser-

tations now are distributed to the public through the

medium of microfilm, they are published documents in this
survey.

It is quite common that a summary of a doctoral
dissertation or a research project has also been published
in a periodical or in the form of a book. In such a
case, the following principles are applied to this
survey:

I.   In order to avoid duplication, article
      based on either an entire dissertation
      or a portion of a dissertation related
      to social work education appearing in a
      periodical is not regarded as a separate
      study. Only the dissertation is counted
      as a study.

II.   A published book based on either the entire
      dissertation or major portions of a dis-
      sertation related to social work education
      is counted as a study. The dissertation
      is no longer counted as a separate study.

III. Unless the published report of an original
      research project is not available, an article

~~available~~ based on the research

project is not counted as a separate study.

On the basis of the above delimitations and sources

of the survey the total number of research studies

that have been identified and selected for review in

accord with their titles listed in the abstracts, in-

dexes, doctoral dissertations, periodicals, books, and

project reports is shown below:

Type of Publication	Number	Percentage
Doctoral Dissertations	45	52
Articles appearing in periodicals	19	22
Reports of research projects and mongraphs	9	11
Books and articles appearing in books	13	15
Total	86	100

Method of Presentation and Analysis

There are two ways of presenting and analyzing the

research studies reviewed in this survey. One is that

the research studies be presented in accord with the

research classification. This would indicate whether

there is a shortage of one type of research or another,

such as historical or experimental study, in the total

educational program. The other approach is that the
review be focused upon the educational areas studied.
This would reveal whether there is a lack of research
in a particular category of educational processes or
activities, such as manpower input or teaching method.
Although Chapters Three to Six are presented in accord
with the latter approach, a number of research studies
reviewed are tabulated and presented in Chapter Seven
in terms of both research and educational classifica-
tions.

Abstracts of all identified research studies
are included in the appendix. Since the abstract
consists of study purpose, methodology and major findings
or description, there is no need to repeat such materials
for each research study in the review. In other words,
research studies pertinent to a particular area of
programs, activities, or processes in social work edu-
cation are identified and grouped into an appropriate
section if possible, but the review is made only on a
selective basis. Because of their larger representation
special attention is being given to studies on the
national level.

Before reviewing research related to various
subjects in the four educational classifications, efforts
will be made to provide a brief discussion or list of
major variables dealing with the pertinent areas. This
merely furnishes the various types of research that
have been undertaken in education in general or some
rough ideas that could be explored. Such a discussion
or list of variables cannot represent an exhaustive
inventory of research in social work education; however
it is hoped that it would reveal, after a review of
all studies identified, the gaps in current research
in social work education.

However, originally it had not been planned to
offer a critical review of the research studies identified.
Opinions or points of view are expressed occasionally
by the investigator, especially where research design
seemed questionable. Such opinions, however, do not
necessarily represent the official position of the CSWE.

Footnotes

A.   There are two exceptions; both studies had been
        completed in 1968 but reports were not made
        available before early 1969. One by Jones, Ernst,
        and Osgood (51) is a study entitled, Evaluation
        of the University of Missouri School of Social
        Work Experimental Program. The other by Gordon
        and Schutz (60) is a study on field instruction
        research project.

B.   The list of 1968 doctoral recipients in social
        work as listed in Dissertation Abstracts, Index
        to American Doctoral Dissertations Social
        Work Education Reporter and Social Service Review
        were not complete at the time this survey took
        place in early 1969. Although efforts were
        made to include those who had completed their
        dissertation but whose names were not in any one
        of these publications, a few may have been excluded
        from the survey.

CHAPTER THREE

Research on History and Philosophy

of Social Work Education

This chapter consists of two sections: research
on the history of social work education, and research
on the philosophy of social work education.

I.   Research on History of Social Work Education

Although social workers ordinarily deal with the
current status and functioning of people, individually
or in groups, they cannot carry out this work effectively
without investigating past activities of the individual
or group. This is because each of the past movements in
a man's life directly or indirectly influence present —
day events and changes. This seems to be a universal
truth in all human activity and endeavors including
education. For instance, some new ideas concerning
curriculum and teaching in social work today bear great
similarity to the educational theory of earlier days
in the history of the profession. Unless a bridge can
be constructed between presumably new ideas and former

ideas that have not always been kept in clear focus,
efforts may be wasted and problems may remain unsolved.

Generally speaking, the kind of educational problem
that historical research is concerned with includes
the history of national educational organizations, the
history of schools, the history of curriculum and man-
power development, the history of education in relation
to that of other disciplines, and even the life of an
outstanding educator.

Among a number of historical studies, one conducted
by Levy (1) in 1968 dealt with a broad area of inquiry
in social work education and practice covering a period
of over a half century. Despite some valuable materials
concerning social work education, the study is more or
less exploratory in nature in view of the limited subject areas
contained in the monograph.

In his study of the 50-year-history of the School
of Applied Social Science, Case Western Reserve University,
Campbell (2) reviewed the contributions made by five
deans in the school's history. His analysis reflects not
only the development of one school but also some basic
philosophy and trends in social work education in general.

In the area of curriculum development, Hellenbrand
(3) studied the major trends in the development of social
casework practice and teaching during the period of
1918 and 1936 while Sikkema (4) searched for objectives
of field work in social casework from 1898 to 1955.
The two studies have different aims and are different
in nature. Therefore, a comparison of the two studies
would not be too meaningful.

In her study of the development of group work
education in nine schools of social work in the United
States from 1919 to 1949, Maloney (5) describes how group
work faculties of the schools were active in gaining
acceptance for group work as a social work method. The
study reveals the role that the faculties of schools
of social work played in the search for a professional
identity.

The historical studies briefly described above
in no way represent the history of social work education.
They did, nevertheless, take a beginning step in the
field of historical research in social work education.

Research on Philosophy of Social Work Education

In presenting research on the philosophy of social work education we are faced with a terminology ~~gical~~ problem. In current social work practice and teaching we are familiar with the term "value", but the term "philosophy" is somewhat strange to some of us.[A] The two, philosophy and value, as fields of study can perhaps best be indicated by the types of questions which educators attempt to answer. Examples of these questions are: What is social work education? What are aims of social work education? What should social work practice be? And what ought or ought not we teach? The first two questions deal with principles, and are typical philosophical questions. In a broad sense they are closely related to educational theory. The last two questions are concerned with problems in educational practice, and are subject to individual value judgment and to a particular setting. They also can be regarded as a part of educational policy. They all, nevertheless, come within the scope of philosopy in social work education.

In general, investigation on the philosophy of
social work education includes such things as clarifying
and criticising certain beliefs, exploring the meaning
of educational concepts, and constructing an overall
synthesis of the aims of the education - their justifi-
cations, and the means of their attainment.[B] On the
other hand, investigation on values and ethical ideals
may consist of inquiring into the kind of value behavior
or rules of conduct to be taught, and the ways of teaching
values and their effects on students.

In social work education one study that cannot be
overlooked, though it was published shortly before 1960,
is Pumphrey's report on the Teaching of Values and
Ethics in Social Work.[C] Her study dealt with the place
of values and ethics in social work education and their
characteristics in terms of how they occur in the learning
process. It also appraised the purpose of value and
ethical learning in the total learning experience. The
book, as the author expected, has served as a crude
compass to point the directions from which later studies
have followed.

Since 1960 the most common approach to studying
values in social work education ~~is~~ has been an investigation of

value positions held by students, trained workers, and

faculty in terms of the differences and changes. The

research studies conducted by Bernard (6), Costin (7),

Fuller (8), McLead and Meyer (9), Varley (10), and

Hays and Varley (11) can all be grouped into this cate-

gory. The findings of the majority of the studies

reveal that value change did take place after indivi-

duals had gained more knowledge and experience through

formal professional education in social work. Results

of some of the above studies also indicate that certain

variables that might influence value change should be

taken into consideration. They include age, sex, social

class, religion, and previous experience. The impact

of such findings on the process of social work education,

including admission and evaluation of student's

performance, should not be overlooked.

In his study of career choice among college

students, Gockel (12) investigated recruits and occupational

values and found a positive association between recruits

and those respondents endorsing "people" and "helpful".
He also found that there is a negative association between
male recruits and "money."

Summary

Will Durant once said that science gives us know-
ledge but history and philosophy can give us wisdom.
In view of the limited number of research studies under-
taken on the history and philosophy of social work
education, it is fair to say that we have not yet gained
much wisdom from our previous experience or in our search
for the ultimate goal of social work education. How-
ever, since steps have already been taken to build a
historical and philosophical foundation for social work
education, we should certainly look forward to playing
an increasingly significant role in the field.

Footnotes

A. There are some discussions of philosophy of
    education in Werner A. Boehm's <u>Objectives of
    the Social Work Curriculum of the Future</u>,Vol. I,
    Chapter III. New York: CSWE, 1959. Almost no
    attention was paid to philosophy of either social
    work or social work education in <u>Encyclopedia of
    Social Work</u>, New York, NASW, 1965.

B. References include: B. Othanel Smith, "Philosophy
    of Education", in Chester W. Harris, ed.,
    <u>Encyclopedia of Educational Research</u>, New York:
    The Macmillan Co., 1960 and Philip G. Smith,
    <u>Philosophy of Education: Introductory Studies</u>,
    New York: Harper and Row, 1965.

C. Muriel W. Pumhry, <u>The Teaching of Values and
    Ethics in Social Work Education</u>, New York:
    CSWE, 1959.

CHAPTER FOUR

Research on Manpower in Social Work Education

Introduction

Since its earliest beginning social work has been beset with a lack of qualified personnel to carry out its services. In recent years, the manpower shortage in the profession has been so critical that it has become a vital issue in the nation. Like many other professions, the need for trained personnel spirals upward with the nation's population growth. But the demand for social work manpower also varies in accord with changing economic and social conditions in the nation. As a result, it is very difficult, if not impossible, to project the need for manpower and to plan for the kind of training these personnel will need.

Historically, graduate schools of social work have been responsible for supplying qualified professional social workers for the field of practice and for social work education. Because of the close relationship between manpower supply and programs and activities in social work

education, one may say that all research on social work

manpower has implications for social work education.

While such a statement may be somewhat excessive, it

merely indicates the broadness of scope of research on

social work manpower.

In his report on the survey of needed research

on social work manpower in 1964, French supplied a large

number of research proposals on manpower for social work.[A]

His proposals include demographic analysis, occupational

choice, career development, job satisfaction, motivation

for various welfare fields, impact of present curriculum

in relation to manpower development, effects of training

grant support on the career patterns of personnel re-

ceiving educational sbsidy, projection of need for social

work personnel, and outputs of schools of social work.

These are just a few examples of his many research proposals.

Most of his suggested ideas have not been explored or

tested so far.

In order to cope with the shortage of psychiatric

manpower, Lockman proposed a list of elements in a sys-

tematic manpower study program for the "Development of

a Manpower Research Program for the American Psychiatric

Association."[B] They include, for example, actual and

potential manpower pools, recruitment, enrollment,

graduation, career choice, student characteristics,

preduction of supply and its utilization, ecological

relations, including geographic distribution, and

career patterns. Since social work and psychiatry

have many similarities in practice, all elements listed

in his proposed program are applicable to research on

social work manpower.

On the basis of some of the suggestions by French

and Lockman, together with the content of Pins' study (3)

this chapter consists of the following six sections:

Vocational development, Factors influencing manpower

supply, Admission, Manpower input, Manpower output,

and the faculty.

Vocational Development

Theory of vocational development varies from

one school to another. One of the theories that has been

frequently mentioned in the literature of vocational

guidance and counseling is that of Super.[C] The major

variables in the series of propositions that formulate

his theory include ability, aptitude, interest, personality traits, career pattern, self-concept, occupational choice, adjustment, parental socio-economic background, work satisfaction, and life satisfaction together with various stages of vocational development.

In social work few have made an attempt to undertake a systematic and intensive study on one of these variables or on the relationship between variables. However, a number of studies that deal with a broad area of vocational development or with a related field were undertaken in the last decade.

In his longitudinal study of college seniors on 135 campuses in the early sixties Gockel (12) gathered data on students' career aspirations, immediate post graduate plans, and occupational values. Findings of his study provide some factual data about vocational development during the college years.

The content of Pins' investigation (13), entitled, "Who chooses Social Work, When and Why?" is beyond the level of demographic analysis. The study involves educational preparation, time of students' vocational development, factors influencing their selection

of occupation, and reasons underlying their career choice. Although the sample of his study include only the first year students in all schools of social work in the United States and Canada, findings on this particular group do reflect an important phase of vocational develop- ment in social work.

Studies by Lowy (14), Myers (15), and Rothman (16) in the areas of self and role perceptions, empathy, and processes of socialization to profession on students during their training are also related to vocational development in social work. Results of such initial explorations may lead to further investigation in depth.

In addition, Walther (17) made attempts, through a pilot study of law and social work students, to identify and measure psychological and sociological occupational variables.

Factors Influencing Manpower Supply and Recruitment

Many factors influence an undergraduate's desire to obtain graduate education in social work and to select the profession as a career. Although almost all factors identified are related to one another, for the purpose of this survey, research studies are grouped

into the following categories: demographic factors,

psycho-social factors, and economic factors.

Demographic Factors: It is known that personal and family

backgrounds play an important role in one's occupational

choice. The studies by Berengarten (35), Gocket (12)

and Pins (13) provide us with some factual data about

characteristics of either recruits, applicants, or

admitted students. One important aspect of Pins' findings

relating to manpower supply is that 83 percent of the

first year students reported having had at least some

direct work experience in social work or closely re-

lated activities. According to Berengarten, admission

personnel were most accurate in recognizing the superior

potential of students who had been social welfare

majors as undergraduates. The marginal and counseled

out cases were lowest for social welfare majors and

highest for social sciences and business majors. Gockel's

findings reveal that as far as recruitment and retention

are concerned loyalty to social work is greatest among

college seniors with the following characteristics:

race (Negro), birth order (male only child) and marital

status (single).

Harward (18), Katz (19), Walz and Buran (20),
and Warkov (21), made some comparison of characteristics
between social work students or undergraduate social
welfare majors and those from other disciplines such as
engineering, education, and the social sciences. Although
findings of an individual study may be valuable to
recruitment, meaningful overall conclusions cannot be
drawn on the basis of data available.

Psycho-social Factors: Factors of this nature such as
need, satisfaction, attitudes, value, and perception can
be regarded as parts of one's vocational development.
On the other hand, they can be identified as forces
or drives influencing one's career choice.

The study by Walz and Tingley (22) involves a com-
parison of those who had expressed a desire for a social
work career with those who had either selected no career
goal or chose another field. Significant differences
were found between the two groups with regard to values,
interpersonal relationship, identification with social
work and previous exposure to social work values and
personnel.

Gockel (12), as cited in the previous sections,
investigated career aspiration and occupational values
among seniors in colleges. Findings of his study re-
veal that recruits are relatively disinterested in
occupational values of freedom, originality, and money
but are strictly attracted by occupations which afford
an opportunity to work with people.

In his comparison of college students with social
workers Shapiro (23) found that there are significant
differences between pre-social work students and social
workers with regard to needs, perceptions and social
status.

Economic Factors: It is difficult to determine to what
extent financial aid to students may affect social work
manpower supply and recruitment. Findings of the
following studies may be valuable in the search for an
answer.

The major research on financial aid to social
work students is the one which was conducted by Pins (24)
in 1960. Of the 2,771 respondents to his national survey,
70 percent received some form of financial aid. Other
major areas of his investigation include the sources of

students' financial support for their education, the
nature of the financial aid, the characteristics of
financial aid recipients, and the type of commitments
connected with financial aid grants.

A comparison made by Warkov (21) between social
work students and other graduate students with regard
to scholarships and fellowships they had received
reveals that few fields of study come close to social
work in providing financial aid to support their
graduate students. Findings of his study show that 71
percent of all social work students enrolled for gra-
duate study in the Spring of 1963 held a scholarship or
fellowship as their major stipend while only 23 percent
in humanities, 28 percent in behavioral schience, and
37 percent in engineering received such aid.

There is no question about the increase of finan-
cial aid to students in social work education in recent
years. It is interesting to note, as data in the table
below show, that the increase of enrollment is parallel
to the increase of financial aid grants in social work
education from 1960 to 1968. But the question as to the
extent to which financial aid to students effects man-

power supply and recruitment cannot be answered from the

data available.

TABLE I

Comparison of the Number of Students
Enrolled in Schools of Social Work in
the U.S. and Canada and the Number of
Financial Grants Awarded in 1960 and
1968*

Year	Number of Grants Awarded	Number of Students Enrolled
1960	4,433	5,627
1968	10,177	12,023
Percent Change	129	113

* Source: Statistics on Social Work Education, CSWE, 1968.

Admission

Uneasiness over decisions concerning student

selection and admission is common among many schools of

social work. Kidneigh once traced such uneasiness to

two factors.[D] The first is either a lack of clarity

about, or a difference of opinion about, what kinds of

persons should be admitted. The second is a fear that

there is not enough information on the applicant or that

the information upon which the decision for admission or rejection is based fails to be sufficiently reliable or valid. The admission problem varies from one school to another. To some schools it is a question of how to justify the reason they reject one highly qualified applicant while accepting another. To other schools it is a question of why they accept a less qualified applicant according to their previous criteria but not another of the same background. Few applicants have yet challenged such decisions by schools especially since all applications materials are confidential. But the lack of criteria for admission policy among and between schools of social work and their uneasiness over this lack of criteria remains.

Any attempt to review research studies on admission would be futile without first giving some consideration to selection procedures employed by schools of social work. In 1965 the Educational Testing Center of Princeton, New Jersey (25) conducted a study at the request of CSWE. At the same time, a questionnaire on admission practice was developed and sent by the CSWE to all 67 schools. The results obtained from tabulating

the questionnaire responses as published in the report

of the Educational Testing Service show that the great

majority of the schools required college records (67

schools), letters of reference (66 schools) and an

autobiography (60 schools), while about two-thirds of

the schools demanded the submission of a health report

and a pre-admission interview (both 42 schools).

Approximately one-third of the schools required the

following on a selective basis: Miller Analogies Test

(26 schools while seven schools used the test as a

requirement), pre-admission interview (24 schools) and

health report (21 schools). Other tests were being

used and include the Graduate Record Examination -

Aptitude (required by six schools while 12 schools used

it on a selective basis), intelligence tests (WAIS and

WBIS, seven schools), and Strong Vocational Interest

Blank (five schools).

According to Severinson (26), although criteria

used for selection of students by representative schools

appeared to change through the years, the basic quali-

ties sought remained constant.

In making an admission decision on an application

of a degree candidate two common questions are often

raised: Are there any student attributes that may be

regarded as indicators or predictive factors in iden-

tifying successful and unsuccessful students? And,

are there any tools or methods that may be employed

for discriminating between the two? There are a number

of studies related to these two questions.

Olander (27) studied both enrolled and rejected

students and found significant differences between the

two groups in relation to factors such as previous work

experience, undergraduate grades, motivation, capacity

for relationship and for change, and creativity.

Francel (28) and Hepworth (29) in studies on

admitted students in terms of their later performance

both identified Grade Point Average (GPA) or under-

graduate academic performance as factors correlated

with the success or failure of graduate training. In

addition, Haworth (30) used scores of both GPA and

Graduate $R_e$cord Examination (GRE) as performance pre-

dictions in graduate social work education and found

that the score of the GRE provides a high predictability,

particularly for applicants whose undergraduate GPA is

less than 3.00.

In studies on admitted students in terms of their later performance Merle (31) found that the pre-admission interview, theGrade Point Average and the Miller Analogies Test score did not discriminate accurately between successful and unsuccessful students. Sarnat (32) found that significant clues to both the potentially poor and the potentially superior performers may be identified at the time of admission through two types of data, in particular, letters of reference and the studen's autobiographical statement.

On the other hand, Gilbert (33) investigated both graduates and drop-outs and found that no single characteristic or combination of characteristics precludes the possibility of either graduation or failure.

In his study of admission decisions, in order to identify the attributes and values of applicants whom schools tend to accept or reject, Steinman (34) found that there were simultaneous effects on individuals' and selectors' behavior as determinants of occupational entry.

Since all studies cited above were conducted at different schools and at different periods of time and

used different sample sizes and methods of gathering data, their findings are not comparable.

Another major question in the process of admission is how valid and reliable the predictions made by the faculty or admission personnel in schools of social work are. In an attempt to answer this question, Berengarten (35) undertook a national study in 1961-1962. His investigation dealt with a comparison of prediction ratings for the educational performance of enrolled students based on an assessment of intelligence endowment, personality, ratings by faculty members, and actual performance in class and field work two years later. Findings of his study show that of 2,629 enrolled students, admission officers predicted 21.7 would be superior; 56 percent, average; 13 percent, marginal; and 9.3 percent, risk while in the actual performance 34.7 percent were evaluated as superior; 44 percent, average; 9.5 percent, marginal; and 11.8 percent, counseled out.

Ontell (36) studied the reliability of judgment in making admissions decisions at about the same time, but his findings showed a low reliability of predictions

concerning decisions about acceptance and rejection of applicants. It should be pointed out that his study was based on a small sample drawn from a population of one school while Berengarten's was a national study.

Although Schubert (37) (38) made attempts to validate an admission rating schedule developed by her in two studies and although she found the instrument to be an accurate predictor of student performance, no standardized admission test or method is available in social work education.

Manpower Input

Input group includes potential recruits (e.g. students enrolled in undergraduate programs in social welfare and students in career recruitment programs), applicants, enrollees, and drop-outs. Research related to this area can be presented and reviewed either with regard to the issue of quantity and quality, or with regard to the level of programs.

Among the research studies reviewed in the following sections, the study by Pins (39) deals with broader areas of investigation on manpower supply.

(I) Quantity of Input

        Undergraduate Programs Because of the critical

shortage of social work personnel, colleges and univer-

sities throughout the country were establishing and

enlarging their undergraduate programs in social welfare.

But not until recent years were the number and location

of colleges and universities that offered undergraduate

programs or courses in social welfare known. The only

comprehensive data about the undergraduate social

welfare programs are drawn from a survey by Merle (40)

on the basis of a mail questionnaire sent to 1,063

colleges and universities across the country in 1965.

His study showed that there were 232 colleges and

universities having organized programs in social welfare

at the undergraduate level and 297 offering courses.

In his estimation there were at least 17,000 enrollees

in these programs during the period of his survey.

        Data related to the number of potential recruits

and the number of undergraduate programs in social

welfare are available in studies by Gockel (12) and

Pins (39).

Master's Programs According to Statistics on

Social Work Education (41) the number of graduate

schools of social work in the United States and Canada

has increased from 63 in 1960 to 72 in 1968. The number

of full-time students enrolled in the master's program

has increased from 5,461 in 1960 to 11,700 in 1968.

Advanced Programs The number of full-time

students enrolled in the advanced programs,including

doctoral studies, has increased from 166 in 1960 to

323 in 1968 on the basis of data available in

Statistics on Social Work Education.(41)

The total number of full-time graduate students

enrolled in both master's and advanced programs increased

from 5,627 in 1960 to 12,023 in 1968, or 113 percent in

nine years.

(II) Quality of Input

Generally speaking, the quality of potential recruits,

applicants, enrollees, and drop-outs can be measured in

terms of their academic achievements and of some of their

attributes.

Undergraduate Program   In his study of social
work career choice Gockel (12) identified the extent of
association between collegiate social work recruits and
various variables such as parental background, quality
of schools attended and academic performance. The findings
of his study include: among men, low rates of recruit-
ment to social work characterize those whose parental
income is very high, who graduated from a private, high
tuition school, who display high Academic Performance
Index, whose parents occupy white collar position,
who are Jewish, and who are single. Among women, none
of these characteristics lead to low rates of recruit-
ment to social work.

Master's Program   Studies of Berengarten (35)
and Pins (13) provide extensive information about the
qualities of enrollees in the master's program in the
early sixties. Data of their studies include demo-
graphic background, grade averages, and admission
ratings on their intellectual endowment and personality
equipment. Since both studies were conducted on a
national basis, findings of studies on individual schools
about qualities of enrollees as mentioned in the Admission
section need not be repeated here.

Among the variables dealing with qualities of manpower inputs, the common concern of higher education is the academic and intellectual caliber of recruits. Results of studies by both Pins (30) and Warkov (21) reveal that other fields of graduate study and related disciplines in social science were able to recruit proportionately more talented students than did social work. Warkov (21) found that close to two-thirds of the students in life, physical, and behavioral science, engineering, and humanities enter graduate studies immediately following completion of the bachelor's program. In contrast, only one-third of social work students embarked on professional progams of study within twelve months after taking the bachelor's, and over one out of five social work students assumed their formal course work after a hiatus of ten years or more.

It may be true that if prospective social workers were recruited directly to graduate schools upon receipt of their bachelor's degree, the quality of social work recruits might be better. But, both experience in pre-professional social welfare activities after graduation from college and the maturity gained in life experience have been and are still being considered important factors

in a helping profession such as social work. Neither quality can be measured objectively. Without such knowledge it would be less meaningful to evaluate the time span between undergraduate and graduate studies as qualities of manpower input.

Advanced Program No studies related to qualities of applicants and enrollees in advanced programs are available. Data on the characteristics of students in advanced programs can be found in Statistics on Social Work Education (41) and Pins' study (39). In comparing data derived from the two sources between the early sixties and 1968, the major change of students' characteristics in advanced programs in the sex ratio. Of the 196 students in advanced programs in schools of social work in 1962, 108 were men and 88 women. Of 372 in advanced programs in 1968, 248 were men and 124 women. The ratio changed approximately from five to four to two to one.

(III) Dropout

Undergraduate Program In accord with Gockel's (12) comparison of the defection rate between social work and other fields in terms of career choice during freshman and senior years most fields showed greater holding

power during the college years than did social work.

Master's Program In a study of 5,136 students

registered as full-time first year students in sixty

four schools of social work in the United States for the

1966-67 academic year, Loewenberg (42) found only 4,104

of those students in the same school in Fall 1967.

Although this includes students who transferred to

other schools (a total of 104, or less than 2 percent)

the total number of dropouts is larger than that of

counseled-outs in the findings of the Berengarten study

(11.8 percent) (35).

Do undergraduate social welfare majors have a

better change for completing their master's program?

In her analysis of data derived from the Berengarten

study (35), Cox (43) reported that of 143 social welfare

majors, 111 completed their studies while 33 (23 percent)

did not.

Advanced Program No research studies or data

related to dropouts in advanced programs are available.

Manpower Output

One way of measuring contributions of social work

education is to count the number of graduates in different

levels of educational programs. Another way is to find
out the kind of graduates that the schools have produced.
The former refers to the quantity of outputs and the
latter deals with the quality of outputs. Since there
are a limited number of studies on this aspect of
research, the review is focused on quantity and quality
of manpower outputs without grouping them into different
levels of programs.

(I) Quantity of Output

In his survey of undergraduate programs in social
welfare Merle (40) reported that in 38 degree programs,
782 degrees were awarded to students between July 1964
and July 1965. In other specific programs 2,847
students completed their study as reported by 172
institutions during the same period.

To sum up data available in Statistics on Social
Work Education (41) it shows that the number of graduates
from master's programs increased from 2,231 in 1960 to
4,954 in 1968 while the number of graduates from doctoral
programs increased from 27 in 1959-60 to 70 in 1967-68
in the United States and Canada.

(II) Quality of Output

Since quality, in an operational sense, is someone's subjective assessment, criteria for measuring quality of educational outputs or "products" are almost non-existent. As a result, research studies in this area are indeed rare.

However, despite different view points on the degree of one's success, employability is generally regarded as a crucial element in determining the value or relevancy of education. If the majority of graduates from a school of social work cannot obtain a "desirable" position in the field for which they were trained, questions may be raised about the training program, and the institution's adequacy is questionable. If such an assumption is acceptable, then data from an on-going series of studies undertaken by Sauber (44), Golden (45) and Stamm (46) and published by the National Association of Social Work on selected characteristics, deployment, and salaries of graduates of schools of social work may be valuable as an aid for a search of knowledge about quality of manpower outputs in social work education.

On the other hand, the quality of applicants,
particularly those who graduated from an undergraduate
social welfare program and who applied for admission to
a master's program, may be related to the quality of
outputs. Since not every graduate of an undergraduate
social welfare major or master's program applies for
admission to a higher level of education, the quality
of applicants can only partially represent the quality
of the entire population in social work manpower outputs.

The Faculty

It is possible that someday machines will replace
men in teaching. But before this becomes a reality, no
one can deny that without faculty there will be no schools
or students, and therefore, without reviewing research on
faculty, it would be less meaningful to discuss studies
on manpower supply. After all, only if there is an adequate
supply of well qualified faculty, will there be quantitative
and qualitative outputs of manpower in social work
education.

(I) Quantity of the Faculty

It was reported in Merle's study (4) that only
140 (17.4 percent) of the 805 full time faculty were

teaching only social welfare or social work courses at the undergraduate level in 1965.

As far as master's and advanced programs are concerned Statistics on Social Work Education (41) provides up-to-date information about the size of the full-time and part-time faculty in different ranks and at different schools. In November 1968, for instance, there were a total of 2,031 full time faculty members in 72 schools in the United States and Canada with a range of 10 to 72. They include 1,301 full time class-room instructors and 731 full time field instructors. There were a total of 4,333 field instructors including the 961 full time instructors (731 employed by the schools, 222 employed by agencies, 8 employed by schools and agencies jointly) and 3,372 on a part time basis (all employed by agencies).

The current classroom student-teaching ratio in schools of social work in the United States and Canada can readily be computed on the basis of data available. There were, for example, a total of 1,301 full time classroom instructors and 12,023 full time students in 1968 (November). The student-teacher ratio was 9 to 1.

Since the majority of field instructors are on a part-time

basis, the student-teacher ratio in field education

cannot be computed on the basis cf data available.

In New York State, according to the Laurin Hyde

study (83) the student-teacher ratio in schools of social

work ranged from 4 to 1 in the newest school and 12 to

1 in the first publicly supported professional school in

1968.

The question as to what is an adequate or desirable

student-teacher ratio for classroom teaching and field

instruction, for new and established schools, and for

schools with different emphasis on sequences, methods

and levels of programs remains unanswered since research

findings of this nature are not available.

(II) Quality of the Faculty

Broadly speaking, qualities of higher education can

be assessed in terms of the qualities of faculty, curri-

cula and facilities. All three elements are equally

important, but curricula can only be initiated, designed,

and carried out by the faculty. As a result the qualities

of higher education must depend heavily upon attributes

of the faculty.

When the American Council on Education published
their report on An Assessment of Quality of Graduate
Education in 1966, the profile of the faculty members
of colleges and universities involved, provided a "rough
index" of their scholarly activities.[E] The index
included the average number of publications since
achievement of doctoral degree and the number of
professional meetings attended in the last four years.
Whether such scholarly activities can be regarded as
criteria for measuring qualities of the faculty is
subject to individual judgment. So far no research has
been undertaken concerning scholarly activities in social
work education.

In his survey of the faculty of 72 graduate schools
of social work in the United States and Canada, Onken (47)
provided comprehensive data on characteristics, educa-
tional background, professional experience, responsibi-
lities, and income of the faculty.

Traditionally, the percentage of college and
university faculty who possess the doctorate is an indi-
cator of the quality of the faculty and of graduate
education. The comparison of data shown in the table below

may provide some rough indications of the quality of the

faculty in social work education since data were drawn

from different years.

TABLE II

Comparison of Faculties with Doctorate
Between Schools of Social Work,1965-66,
and Colleges and Universities in the
Nation, 1962-63

Education Institution	Percentage of faculties with doctorate
634 Colleges *	34.5
147 Universities*	44.5
Schools of Social Work** (all faculty) N = 4,845***	10.4
Class (Full-time) N = 577	43.3
Field (Full-time) N = 304	0.8

*	An Assessment of Quality in Graduate Education by Allan M. Carter (Washington, D.C.: American Council on Education, 1966)
**	A Survey of Faculty in Graduate Schools of Social Work by Richard Onken. (New York: CSWE, 1968)
***	Including 3,321 part-time class and field instructors and other administration and research members of the faculty.

Another way of indicating the attributes of the
faculty has been demonstrated by Jennings' study (48) on
"ideal type" classification. He found that of 147
respondents to a mail questionnaire, 20 percent were
classified as professor-administrators, 16 percent
as scholars, and 64 percent as teacher-social workers.

(III) Recruitment and Development

Neither teacher's colleges, nor schools of education
nor schools of social work offer a curriculum for training
graduate social work teachers. Therefore, most faculty
members have been recruited without formal training in
teaching, while only a small portion of the faculty,
who either were recent graduates of doctoral programs
or came from another discipline, have had some prepa-
ration or teaching experience. (A similar situation
is found in all professional and academic fields). This
section is mainly concerned with those who joined the
faculty directly from the field of practice without
previous teaching preparation, since they make up the
great majority of faculty members.

Research on faculty recruitment may be limited to studies
on sources of recruits, methods of recruitment, criteria for
selection, decision-making and appointments, and projection

of need for new faculty members, while research on
faculty development consists of vast areas of investi-
gation ranging from individual teacher growth (such as
studies on teacher's personality, interest, motivation,
morale, value role expectations, job satisfaction,
publications, and extra-curricular activities) to over-
all school programs (such as evaluation of teaching
effectiveness, work load, leaves, in-service education,
seminars, promotions, and tenures).

In his study of faculty development in social work
education, Soffen (49) touched a number of the areas
mentioned above providing limited factual data about the
nature and extent of faculty recruitment and development.
Nevertheless, he did make some valuable suggestions related
to over-all faculty development.

The only study identified related to the faculty
development, in addition to the Soffen study, was a report
on faculty work loads in schools of social work by Lower
(50) in 1964. The report was based on a survey of 21
schools of social work, and focused on a search for a
work load formula. Despite its exploratory nature the
study could eventually lead to further   in-depth
investigation.

Summary

Although the research studies on manpower supply in social work education cited in this chapter are not a large number, they have indeed covered a broad area of investigation on the subject. Though most of the studies dealt with a single educational institution or geographic area, and provided few conclusions applicable to social work education as a whole, many of the studies summarized supply excellent leads toward avenues for further exploration. However, the existance of these many unexplored avenues indicate a clear need for an expanded research effort.

Footnotes

A.   David G. French, <u>Needed Research on Social Work
      Manpower</u>. Washington, D.C.: HEW, 1964.

B.   Robert F. Lockman, <u>Development of a Manpower
      Research Program for the American Association</u>.
      Washington, D.C.: American Psychiatric
      Association.

C.   D.E. Super, "A Theory of Vocational Development,"
      <u>American Psychologist</u>,May, 1953, p. 185.

D.   Barbara F. Esser and Clarice Freud, <u>Testing as a
      Tool in the Admission Process: An Overview of
      Research</u>.   New York: CSWE, 1966, p.29.

E.   Allan M. Cartter, <u>An Assessment of Quality in
      Graduate Education</u>.   Washington, D.C.: American
      Council on Education, 1966.

CHAPTER FIVE

Research on Curriculum in Social Work Education

Introduction

  To provide a learning experience from which students
will be able to acquire relevant knowledge, skills, and
values, a curriculum is needed. A curriculum may be
defined as a prescription which delineates what students
shall learn and what teachers shall teach.[A] It may
also refer to all experiences that a learner has under
the guidance of the school.[B] A Curriculum, whether it
be prescriptive or experiential, consists of objectives,
content, design, organization and methods. It reflects
the policies of the university, the state, or the local
government. It may also include student-faculty
characteristics, relationships, needs, and values.

  In view of the nature of this survey the focus of
the review has to be narrowed down to the following four
major areas which constitute the content of this chapter:
Foundations for Curriculum Development, Curriculum Design
and Organization, Evaluation of Curriculum Outcome, and
Teaching Methods, and Aids.

Foundations for Curriculum Development

The foundation upon which a curriculum is based include: the Society - its needs and culture, the relevant knowledge, and the learning theories. Let us discuss each of these foundations briefly.[C]

The Society- its needs and culture   Each society has its own needs, and its own social, economic, and political character. It has its own culture, values, and social classes, its own size and rate of population growth, age compositions, and ethnic heterogeneity. A combination of all these factors, together with others, is the major source or foundation upon which a curriculum is based.

In social work education, a curriculum must be designed for students to learn, and to become upon completion of their training, competent beginning workers, so that they will be able to meet certain demands by the society. A curriculum design and organization that is constructed in an ivory tower , without knowledge of the societal demands that will be made upon the workers may be worthless. In order to keep in pace with a changing society, a curriculum must

be constantly tried, reviewed, and revised. Knowledge

about the characteristics and needs of the changing

society can provide some guidelines, not only for

determining the objectives of the curriculum, but also

for selecting up-to-date curriculum content, and for

deciding what to stress in the learning activities.

The Relevant Knowledge   A curriculum in social work

is designed to impart a substantial body of professional

knowledge and skills derived either from related

disciplines such as anthropology, biology, economics,

psychology and sociology, or developed within the

profession through field practice and research. Such

a body of professional knowledge cannot reflect the

interests of any particular group, be they students or

faculty, politicians or foundations. The relevant

knowledge must not only meet the demands of the imme liate

situation in society, but must prepare students to

transfer such a body of knowledge and skills to a new

situation or to problem solving in the unpredictable

future.

<u>The</u> <u>Learning</u> <u>Theories</u>   A curriculum is essentially a
plan for learning. No curriculum can be regarded as
adequate unless its designer knows a good deal about
learners and learning. Understanding a learner's
attitude, intelligence, interest, and motivation is one
thing, developing methods of teaching and evaluation is
another.

There are many schools of learning theory. Since
social work knowledge derives mainly from related
disciplines and must be applied to the field knowledge
of such theories as integration and transfer is essen-
tial in building a sound curriculum.

Without the three foundation area cited earlier
a curriculum can hardly be developed. Strictly speaking,
none of the available studies can be considered as a
groundwork for the development of a curriculum. One may
claim that all knowledge derived from research studies
in social work is relevant to social work education,
which is true to the extent that a cumulation of any
knowledge is relevant to education. But it is reasonable
to say that investigation in the three foundation areas
is almost non-existent.

Curriculum Design and Organization

Generally speaking, research on curriculum design and organization consists of: studies of curriculum objectives - their classification, range, and the time-span for achieving them; curriculum content - subject organization (the balance of breadth and depth), the establishment of a sequence providing cumulative learning, and the integration of theory and practice; and the methods of and strategy for change. A well designed and organized curriculum in social work education should provide the learner with an opportunity to acquire integrated knowledge and specialized skills with his mental ability for achievement, his educational goal in a minimum period of time.

Since the early thirties, curriculum study has become a major activity in social work education. The study by Hollis and Tayler in 1951 contains valuable chapters on curriculum, but the study as a whole deals with broad areas of social work education.[D] The 1959 Curriculum Study of the CSWE is the only comprehensive study of this nature.[E] The study, directed by Boehm, contains a total of 13 volumes ranging from studies of curriculum objectives to the teaching of values and

ethics in social work education. The aim of the study
was to establish a design for an effective, balanced
social work curriculum.

According to Boehm, social work curriculum has
two basic components: the scientific-philosophical
foundation component, and the method component. The
former consists of curriculum areas which represent
the relationship between basic knowledge derived from
the biological and physical sciences, the social sciences,
and the humanities, and from social work knowledge
dealing with the individual, the group, society, human
growth, social values and ethics, and social work
policies and services. The latter consists of five
methods components including casework, group work,
community organziation, administration, and research.
In the first volume of the study on curriculum objectives
Boehm also discussed field learning and the distribu-
tion of educational objectives over the undergraduate-
graduate continuum.

The study undoubtedly provides a framework for the
development of a curriculum design and has served as a
valuable teaching document. Whether such a study can be

regarded as a grand design for social work curriculum

structure is more or less subject to an individual

point of view.[F]

Since 1960, changes in curriculum content and

organization have taken place on different levels in many

schools across the country. So far no attempt has been

made to assess the impact and effect of the 1959 Curri-

culum Study on social work education in the United States.

Two recent studies of curriculum design and

organization dealt with the question of the length of

the existing master's program in social work. One, at

the University of Missouri School of Social Work at

Kansas City, Missouri between 1964 and 1967, was reported

by Jones, Ernst and Osgood (51). This experiment studied

the effect of a reduction in time-span by replacing

the current two year training in graduate social work

education with a one year program. The results revealed

no significant differences in terms of their beginning

competence.between the experimental group in the one-

year program and the comparable groups in the regular

two year program. Since no attempt had been made to

control a number of variables in the research design

and there is a lack of sound justification for selecting
particular types of measurement processes, many questions
can be raised regarding the design of the experiment
and the validity of the findings.

The other study is by Kadushin (52) of the
University of Wisconsin (Madison), who attempted to
investigate the feasibility of changing the basic
master's program from a two year to a 3-2 program
(three undergraduate years and two years at a profession-
al level of education). The initial phase of the study,
completed in 1968, only tested a series of evaluation
measures as to their discriminatory capability when
applied to the proposed experimental program. Findings
of the initial stage of the study indicate that none of
the measuring instruments selected successfully discri-
minates between the different groups of students tested.
Procedural changes pointed out in Kadushin's report
include selection criteria for differential groups and
differences in the kinds of changes to be measured and
may result in a shift of the design of the study to a
direction that is more desirable for testing.

One of the major problems in social work education is

how to bring together the two parts of learning experience
(class room and field) to achieve continuity of experience,
and integration of learning. The problem is more serious
in the block plan in which students have class instruction
and field placement in rotation rather than in successive
terms or semesters. In his study of this problem
Gilpin (53) concluded that closing the gap depends
upon the professional integration of the teacher, advisor,
or supervisor.

In studies of a related problem Arndt (54)
identified content related to administration taught
in first year field instruction, while Grover (55)
assessed the effects of incorporating socio-cultural
content in field work teaching.

Another area of inquiry was an assessment of
the effect of differences in curricula and experiences
on study attitudes and knowledge. Begab (56) found in
his study that the introduction of content on mental
retardation in the basic curriculum of social work
education does not materially affect student knowledge
and attitudes. On the other hand, students in field
instruction placements primarily serving retarded clients

are significantly superior in knowledge about mental
retardation than other students and demonstrate greater
changes in attitudes.

As cited in Chapter Three, Hellenbrand (2)
studied the major trends in the development of social
casework practice and teaching during the period of
1918 and 1936, while Sikkema (3) conducted a historical
study on the objectives of field work in social casework
from 1898 to 1955. In addition, Boyer (57) sought to
identify the operative objectives in field instruction
and Green (58) examined learning areas in field
instruction. Both studies concentrated on first year
casework students in field placements.

To sum up, it may be said that during the 1960-
68 period one of the significant areas of investigation
was the re-designing of the two year master's program
by reducing its time-span. There were a number of
studies on the integration of classroom and field learning
but research was rather spotty. So far, no organized
effort has been reported on a study of the objectives and
content of the three major methods - casework, group work,
and community organization - in terms of subject classifi-

cation, organization, and integration of theory and
practice.

Evaluation of Curriculum Outcomes

One of the major phases in the total educational
process is to evaluate the degree to which a student learns
through involvement in a particular curriculum. The
evaluation of curriculum outcome may range from obtaining
a representative achievement in a particular area of
student learning, to an over-all change of behavior,
but the main purpose of the evaluation is to validate
the hypotheses upon which the curriculum is based.[G]
It is generally expected that such an evaluation can
also provide information on the weakness and strengths
of the curriculum in terms of its design and organization.

Professional education such as social work
education holds a unique position in testing student
mastery of knowledge in the field before their graduation.
One of the comprehensive studies in this type of research
was conducted by Schubert (59) in the early sixties to
measure the association between student achievement in
field work and the nature of field teaching. Both student
performance and the quality of field instruction were

major areas of the evaluation. Another experimental
study was conducted by Gordon and Schutz (60) between
1963 and 1968 to detect differences in educational
outcome at graduation time between students exposed
to different field experiences. Though the two studies
yielded different results, both are examples of the
kind of research undertaken in evaluating curriculum
outcomes in social work education.

In a similar approach, Sterne (61) undertook
a study to evaluate the initial influence of different
structures of field learning upon students' mastery of
classroom knowledge. While Reid (62) searched for an
answer as to how casework treatment methods were
influenced by the amount of training, Orcutt (63)
studied anchoring effects in the clinical judgments of
social work students in the field.

Although studies undertaken by Hess (64), Logan
(65), Merrifield (66) and Schubert (67) were made to
develop an instrument or method for measuring student
performance in field work, evaluation of student
performance was their primary goal for the task.

In addition, studies undertaken by Haworth (68)

and McCune (69) either to measure the theoretical

orientation toward human behavior acquired by students

or to analyze students' behavioral styles in terms of

their classroom and field work performance are another

way of evaluating curriculum outcomes. Two studies

that did not directly measure curriculum outcomes are

those of Briar (70) and Joelson (71) who studied how

students' judgments in field practice were effected by

variables other than field instruction in casework.

There is no doubt that the research effort made

by the studies cited above in evaluating student per-

formance, especially in field work, serves an important

role in teaching, but knowing students' progress and

changes is only one aspect of evaluation of curriculum

outcomes. The other important area is the assessment of

degree to which students attain the objectives of curriculum.

Without such knowledge it would be difficult to improve

the curriculum. None of the studies reviewed so far

can provide an answer to such questions in their findings.

Teaching Methods and Teaching Aids

Teaching Methods

One professional practice similarity between social work and education is that both have an "artistic" element - the art of helping and the art of teaching. This puts teaching and social work beyond the pale of rational analysis and science, and makes pedagogue methods difficult to identify.

Despite such qualities in both professions, however, teaching is basically an activity aimed at the achievement of learning, in which certain patterns can be established, grouped, and classified in terms of either models or methods. According to Scheffler there are three kind of teaching models: the impression model, the insight model, and the rule model.[H] The best known teaching methods are recitation, discussion, laboratory or project work, problem-solving, and activity.[I] Student-centered versus instructor-centered teaching, and homogeneous versus heterogeneous grouping are approaches to the discussion method.

Another aspect of teaching methods is related to the roles and behavior of the teachers or instructors

and their relationship with students. An analysis of
the teacher's role and behavior can provide patterns
of teaching and their effects on the learning process.

In social work education, the research undertaken
in recent years on either teaching methods or teacher
roles and behavior has been limited. One study by
Holtzman (72) was to identify the major teaching methods
in field instruction in casework. While McGuire (73)
used a two-fold classification of educational objectives,
and teaching methods to provide a more systematic
approach to field work instruction, Somers and Gitlin
(74) sought data on the development and nature of
innovation in field instruction. Both studies are on
the method of group work. Few attempts have been made
to study the roles and behavior of either classroom or
field instructors in terms of their effects on teaching
in social work. The studies by Garber (75), Kagan (76)
and Strean (77) focused on the relationship between
students and field instructors and their role expectations.

In addition, Rose (78) conducted a study on
students' views of supervision in order to explore the
characteristics of student reactions to supervision and

to better understand the dynamics of supervision. Ott
and Griffiths (79) attempted to study methods of
developing student's strengths, while Bloom (80) ex-
licated the nature and timing of observed change in the
student's use of the self for professional service.

Teaching Aids

Teaching aids are materials supplied to and used
by a teacher or school to supplement instruction - class-
room and field - to stimulate the interest of students,
to help them to learn, or to indicate what they have
learned. Such materials or instructional resources range
from self-instruction programs, varieties of audio-
visual devices such as films, television, and tape
recordings, to the school's library.

Research on the use of teaching aids or instructional
media and their effects on learning is a common area of
inquiry in education in general.[K] The use of the teaching
aid is not new in social work education, but as far as
research is concerned, there are only two known studies
since 1960. One was a questionnaire survey by Norwood (81)
in 1966 to find out the degree to which schools of social
work in the United States and Canada were interested in and

had the facilities available to use televised materials
for instruction. The other, was also a questionnaire
survey, by Lovejoy (82) in 1963 to study the extent to
which social work students were taught library procedures
and use of resources.

Summary

One of the principle functions of education and
the fundamental activities of teachers is development of
a sound curriculum. In order to achieve such a goal one
most gather current and valid data, experiment with new
methods and new programs, and test and measure their
validity and effects. These are some of the basic steps
in research without which no curriculum can be designed
and built. The studies on curriculum in social work
education are limited, but they contain invitations to
broader and deeper inquiry and experimentation.

Footnotes

A. Hilda Taba, Curriculum Development: Theory and Practice.
New York: Harcourt, Brace and World, Inc., 1962, p. 268.

B. Nolan C. Kearney and Walter W. Cook, "Curriculum" in
Chester W. Harris, ed., Encyclopedia of Educational
Research, op. cit., pp. 358-364

C. Sources of references include: G. Robert Koopman,
Curriculum Development. New York: The Center for Applied
Research in Education, Inc., 1966; Hilda Taba, Curriculum
Development: Theory and Practice, op. cit.; and Nolan C.
Kearney and Walter W. Cook, "Curriculum" in Chester W.
Harris, ed., Encyclopedia of Educational Research, ibid.

D. Ernest V. Hollis and Alice L. Taylor, Social Work Education
in the United States. New York: Columbia University
Press, 1951.

E. Werner W. Boehm, Objectives of the Social Work Curriculum
of the Future. New York: CSWE, 1959.

F. For example, Wayne Vasey pointed out in his article,
"The Curriculum Study: Implication for Graduate and Under-
graduate Curricula" in Social Casework, January,1960 that
the Curriculum Study was neither a grand design for
curriculum structure, a study of social work practice
nor a research project.

G. Hilda Taba, op. cit., p. 314.

H. Israel Scheffler, "Philosophical Model of Teaching,"
Harvard Educational Review, 35 (2), Spring, 1965.

I. Norman E. Wallen and Robert M.W. Travers, "Analysis and
Investigation of Teaching Methods" in N.L. Gage, ed.,
Handbook of Research on Teaching. Chicago: Rand McNally
Co., 1963, p. 480.

J. W.J. McKeachie, "Research on Teaching at the College and
University Level" in N.L. Gage, Handbook of Research on
Teaching, ibid., pp. 1132-1148.

K. A.A. Lumsdaine, "Instruments and Media of Instruction" in
N.L. Gage, ed., Handbook of Research on Teaching,
ibid., pp. 583-682.

CHAPTER SIX

Research on Institutional Characteristics

and Inter-Institutional Relationship in

Social Work Education

Introduction

To search for comprehensive knowledge of a specific

area of higher education such as social work education

we not only need to investigate the students, faculty

and curriculum involved in the educational process, but

to understand the school as an institution. In other

words, schools of social work, like other institutions

in higher education, are not merely made up of a

collection of individuals and programs. They are

formal organizations controlled by laws or formal rules

and administered under a budgetary policy. Within a

school there are interactions between students, faculty,

and administration; outside there are interrelations

among institutions, and between the institution and local,

national, or international agencies. In order to

improve educational services, and to develop innovative

programs, research on the characteristics of schools
and their relations with parent institutions and local
and national agencies is essential. The following
topics are included for the purpose of this survey:
characteristics of schools of social work, administration
and finance of schools of social work, relationship
between administration, faculty, students and alumni,
relationship between schools of social work and their
parent institutions and local and national agencies,
and international social work education.

Characteristics of Schools of Social Work

Since each school of social work is located in
a different geographical area and has its own affiliations,
resources, admission policies, and academic standards,
characteristics of schools should be analyzed in terms
of these variables. Statistics on Social Work Education
(41) provides data with regard to class and field instruct-
ion concentrations, length of master's degree programs,
field instruction programs (block and concurrent), size
of enrollment, graduates, and faculty. These data can
also be used for analysis of the characteristics of the
schools.

Another basic characteristic of a school of
social work is its accredited status. The CSWE's
Commission on Accreditation is the sole accrediting
body for social work education in the United States and
Canada. Although it has been the policy of the
Commission to avoid developing a fixed curriculum,
accredited status is nevertheless reviewed and assessed
in terms of the educational goals to be achieved by
the individual schools.[A] Such educational goals for a
two year program leading to the professional master's
degree may be identified as a characteristic of a
school of social work.

Comprehensive information about schools of social
work is collected periodically by the semi-autonomous
CSWE Commission on Accreditation, but these self-study
reports are regarded as confidential and are not
available for research purposes.

One recent study dealing with a group of schools
was conducted by Laurin Hyde Associates (83) to assist
in planning new schools for New York State. Data of this
study consist of some basic characteristics of schools of
social work in New York State together with some suggested

criteria for developing and establishing new schools.
There is, however, no similar national study on the
characteristics of schools of social work.

Administration and Finance of Schools of Social Work

Schools of social work, like many other professional
schools, have become complex organizations. The effi-
ciency of operation of such organizations requires more
and better information for use in decision making
processes. Research is needed, not only for improving
the existing programs and services, but also for search-
ing out innovative methods and new resources.

Studies about the administration and financing of
schools of social work consist roughly of   areas
such as building (campus) planning, space utilization,
financial input and output (including cost of training
per doctoral and master's "product"), admission policy,
work loads, scholarship, fellowship, and related matters,
and the evaluation of administrative performance.

Little research has been undertaken in social work
education to investigate administrative performance.
While Lower's report (50) on faculty loads can be regarded
as an exploratory study, the Laurin Hyde study (83)

provided some data on the over-all school administration
which could lead to further research in depth.

Relationship between Administration, Faculty, Students and
Alumni

Not until the recent student revolt on many college
and university campuses did educators pay much attention
to the relationship between the various groups which
comprise the academic community, i.e. administration
(including parent institutions and boards , faculty,
students and alumni). Students are challenging the old
order, and want a greater voice in their education.
Because the faculty is often divided and alumni withdraw
their support, the administrative bodies find it
difficult to act against disruption and to carry out
future work effectively. It is likely that there is a
need for new channels of communication. There is no
doubt that there is a need for more facts about what
the majority of the students, faculty, and alumni feel,
think, and want in terms of educational objectives and
a code of conduct in higher education today.

Schools of Social Work are not exempt from these
problems. While violent and obstructive tactics have

occurred in only a few schools, a lack of communication

of attitudes of one group towards another on educa-

tional and ethical issues does exist in many schools.

Research studies along these lines which might help

in developing new methods of communication are almost

non-existent in social work education and in education

in general.

Relationships Between Schools of Social Work and their
Parent Institutions and Local and National Agencies

No school of social work can exist without some

support and cooperation from its parent institutions

and from agencies on the local and national levels.

This support and cooperation reflects the amount of

contributions made by the schools. Hence, a study of

the relationship between schools and their parent

institutions and local and national agencies may reveal

data concerning the school's performance. Under ordinary

circumstances such a study in evaluation can be under-

taken only by the school's administration and faculty

because they alone possess the information pertinent to

the subject matter. So far, no study of this nature is

available nor is there any study concerning the relation-
ship between the schools and the CSWE, the sole national
body devoting its attention to social work education.

A variety of patterns of relationship between
schools and their parent institutions and local and
national agencies can also be identified and analyzed
in terms of geo graphical location, finance, affiliations,
programs, and educational outputs (including mainly
publications).

The only research available in this area is a
study of the distribution of authority for major
decisions in main program areas by schools of social
work with their parent institutions. In an analysis of
four program areas including admission, academic,
personnel, and fiscal policies and practices, Kristenson
(84) explored the question of the nature and consequence
for the professional schools of social work of their
organizational relationships to the parent institutions.
Findings of the study reveal a relationship between the
sixe of the schools, the degree of freedom in making
decisions in certain program areas, and the general
trends of schools of social work in so far as autonomy

in administrative relationships is concerned.

International Social Work Education

For many years the United States and Canada have
assumed leadership in sharing social work knowledge
and methods with foreign lands. In order to promote
and further strengthen social work education outside of
the United States and Canada, the CSWE has recently
established a new Division of International Education.
One of the primary objectives of the Division, as
Kendall pointed out, is the transfer of information
from accumulated but unreported experiences of educators
and practitioners familiar with social work education
around the world into an orderly collection of data
that may be consulted by all who need this information.[B]
Among the major activities in research on international
education are comparative and cross-cultural studies
in social welfare and social work, the development of
teaching materials, and the identification of inter-
national reference sources.

One area for research in international social work
education is an assessment of the educational experience
of students from foreign countries who have received

graduate education in social work in either the United States or Canada. The findings of a mail questionnaire study conducted by Murase (85) in the early sixties reveal that no major curriculum changes were indicated by students from underdeveloped countries. However, these students suggested that emphasis be placed upon content in social welfare policy and service, social welfare administration, community welfare planning, and social research. It is interesting to note that in recent years such an emphasis has become the trend in social work education in North America.

In his study of two groups with regard to attitudinal changes resulting from training in social work in the North America model, Walz (86) found that social workers from a foreign country and social workers of North America held almost totally different attitudes towards persons and their social situation despite their common training.

Summary

The content of research on institutional characteristics and inter-institution relationships in social work

education covers broad areas, but there remain many

areas of inquiry that have not been distinctly

defined or adequately explained. May universities

have now established separate departments or centers

for institutional research. The few studies available

in social work education in no way represent an adequate

research of the field. Attention should be paid to

encouraging and promoting this type of inquiry in the

near future.

Footnotes

A.   Rachel B. Marks, "Education for Social Work" in
        Harry L. Lurie, ed., Encyclopedia of Social Work,
        New York, NASW, 1965, p. 279.

B.   Katherine A. Kendall, "Highlights of the New
        CSWE Program of International Cooperation in
        Social Work Education", Social Work Education
        Reporter, CSWE, XV(2), June 1967, pp. 20-23,
        37, and 42.

CHAPTER SEVEN

SUMMARY

This survey was made to identify, describe, and
analyze research related to social work education publi-
shed between 1960 and 1968, and to provide classified
abstracts of the relevant research. In addition, it
is hoped that the survey will identify and call attention
to major trends and gaps in research in social work
education.

Research studies were identified through
doctoral dissertation lists, social work journals, major
abstracts and indexes, reports of research projects,
and lists of studies supplied by deans and directors of
schools of social work in the United States and Canada.
They were grouped into four major areas of social work
education: History and Philosophy, Manpower Supply,
Curriculum, and Institutional Characteristics and Inter-
institutional Relationships.

Of a total of 86 studies, 52 percent were doctoral
dissertations, 22 percent were articles appearing in

periodicals, and the remaining 26 percent were reports

from research projects, mongraphs, books, or articles

appearing in books.

Since abstracts of all research identified are

provided in the Appendix, the review was made on a

selective basis. Such a review provides some limited

quantitative data which mry reveal the trends and gaps

in social work education presented in the following

section.

Trends and Gaps in Research of Social Work Education

As mentioned in Chapter Two, efforts were

made to provide a brief discussion or a list of major

variables dealing with pertinent area of studies.

This review reveals the lack of studies in some areas.

The gaps existing in research related to social work

education are self-evident, though they cannot be

determined quantitatively.

The distribution of the identified research

studies in social work education is presented in Table

III. Of the 86 studies, more than half were published

in 1966-68, over a third in 1963-62.

Research related to social work education has been concentrated in two fields of studies: manpower and curriculum. Nearly one half of the studies probed the area of manpower supply, and over one third examined curriculum. Also, the rate of increase in the number of studies is greater in manpower supply and curriculum.

There were few studies in the area of manpower supply in the early sixties (1960-62 period), but the number of studies increased in every sub-category, except that of admission, from the period of 1963-65 to that of 1966-68. Nevertheless, the number of studies of admission was the largest among all 17 categories within the four major areas of social work education from 1960 to 1968.

There has been a steady increase in the number of research studies on curriculum from 1960 to 1968. There were no studies in the area of "Foundation for Curriculum," but the number of studies in the three other sub-categories were evenly divided.

TABLE III

Frequency and Percentage Distribution of
Research Related to Social Work Education,
by Educational Classification and Time
Intervals, 1960 - 1968

Social Word Education	Total Studies No.(%)	1960-62 No.(%)	1963-65 No.(%)	1966-68 No.(%)
Total	86(100)	10(11.6)	32(37.2)	44(51.2)
History and Philosophy	11(12.8)	2(2.3)	5(5.8)	4(4.7)
History	5	-	3	2
Philosophy	6	2	2	2
Manpower Supply	39(45.3)	2(2.3)	15(17.4)	22(25.6)
Vocational Development	6	-	2	4
Factors Influencing Manpower	7	1	2	4
Admission	14	1	8	5
Manpower Input	5	-	1	4
Manpower Output	3	-	1	2
The Faculty	4	-	1	3
Curriculum	32(37.2)	5(5.8)	12(14)	15(17.4)
Foundation for Curriculum	-	-	-	-
Design and Organization	8	1	3	4
Evaluation of Outcomes	13	3	4	6
Teaching Methods and Aids	11	1	5	5

Institutional Characteristics and Inter-institutional Relationships	4(4.7)	1(1.2)	-	3(3.5)
Characteristics of Schools	1	-	-	1
Administration and Finance	-	-	-	-
Administration, Faculty, Students and Alumni	-	-	-	-
Schools and Parent Institutions and Local and National Agencies	1	-	-	1
International Education	2	1	-	1

The number of studies in both "History and Philosophy" and "Institutional characteristics and Inter-institutional Relationships" are too small to provide an indication of trends or gaps, or to be used for meaningful interpretations.

The number of studies related to social work education in terms of research classification is shown in Table IV.

TABLE IV

Frequency and Percentage Distribution of
Research Related to Social Work Education,
by Research Classification,1960-68

Type of Research	No.	%
Total	86	100
Administrative Statistical Inquiries	1	1
Historical Research	5	6
Exploratory Research	11	13
Survey	12	14
Descriptive Research	44	51
Experimental Research	6	7
Testing and Evaluating the Utility of Research Instruments or Methods	7	8

Of the 86 studies, slightly more than half can be classified as descriptive research. The next largest categories are survey and exploratory studies, the former having 14 percent and the latter 13 percent. The four remaining categories all have less than 10 percent. Many researchers classified survey and exploratory studies as parts of descriptive research. In such a case it may be said that the overwhelming majority of studies in social work education are descriptive. Although a number of studies have been classified as experimental research,

questions may be raised in terms of their experimental
design, especially with regard to the sampling methods
employed. In view of the nature of this survey, such
studies have been grouped into the category of
experimental research as defined in the first chapter.

To sum up, it may be said that the trends in
research in social work education have been toward studies
of ma??-wer supply and curriculum. The majority of
research(3 employed the descriptive research method.
The lack o. ludies in the field of educational history
and philosophy, and institutional characteristics and
inter-institutional relationships is evident. The
feasibility of using the experimental methods in social
work education research will need to be explored.

Limitations of the Survey

This survey reveals some trends, gaps, and defi-
ciencies in research related to social work education.
These are made particularly evident because of the special
classification system developed for this survey. Different
results might have been secured had a different classification
system of social work education been used.

Many of the studies reviewed are doctoral
dissertations. Some of them did not have sufficient
samples from which inferences could be drawn, and they
often dealt with a single educational institution or
welfare agency. As a result, one has difficulty in
reaching meaningful conclusions applicable to social
work education as a whole.

The review was based on original articles, reports
or books. Some of the doctoral dissertations were not
available at the time this survey so that the author's
own dissertation abstracts was used instead.

The major limitation of this survey was the time
allowed to carry out the various phases of the under-
taking, including the identification of research studies
from hundreds of articles, indexes, abstracts, reports
and books and the preparation of the final report.
Although time allowed for this survey was ten months,
the preliminary work necessary to organize and conceptualize
the task did not leave sufficient time to allow the
investigator (who devoted only part-time to this project)
to prepare critical reviews of all identified studies. Had
this been possible, a different type of study would have
resulted.

Appendix A

COUNCIL ON SOCIAL WORK EDUCATION

345 EAST 46th STREET - NEW YORK, N.Y. 10017 - 212 OXFORD 7-0467

#69-410-5
February 17, 1969

M E M O R A N D U M

TO: DEANS AND DIRECTORS OF SCHOOLS OF SOCIAL WORK

FROM: FRANK M. LOEWENBERG
        DIRECTOR, DIVISION OF SPECIAL PROJECTS AND RESEARCH

I would greatly appreciate it if you would send me a list of
research studies related to social work education undertaken
and/or published by your faculty and students from 1960 to
1968.

As you probably know, the Council has recently initiated
a project entitled, "Analytical Survey of Research Related
to Social Work Education." The project, which was originally
recommended by the CSWE Commission on Educational Research,
has been made possible through a grant from the Office
of Education, HEW. Dr. Y.C. Wu of the School of Social Work,
University of Connecticut, is the principal investigator
for this project. The study will result in the publication
of an annotated and classified summary of relevant research.
At the same time, it is hoped that the project will provide
a foundation for expanded programs of educational research.

In order to assist you and your faculty in identifying
research studies related to social work education, Dr. Wu
has suggested a tentative definition of research for the
purpose of this project as follows: "A systematic investigation
in the search of factual or inferential knowledge, the results
of which have been made available to the public." Under the

above definition it is expected that all master's theses
and doctoral dissertations related to social work education
will be included for the study, though they are not
generally considered as published documents.

Your kind assistance and early reply in this matter
will be most appreciated. Please reply to Dr. Y.C. Wu,
CSWE, 345 East 46th Street, New York, N.Y. 10017.

Appendix B

COUNCIL ON SOCIAL WORK EDUCATION

345 EAST 46TH STREET - NEW YORK, N.Y.10017 - 212 OXFORD 7-0467

May 5, 1969

MEMORANDUM

TO: Deans and Directors of Schools of Social Work

FROM: Y.C. Wu, Principal Investigator

Some time ago we sent you a memorandum in which we ask you

for a list of research studies related to social work

education undertaken and/or published by your faculty

and students from 1960 to 1968.

We have not yet heard from you and would greatly appreciate

it if you could ask one of your faculty to send us this

information soon, before the end of the academic year.   We

realize how busy you must be, but your cooperation will be

of real help in our study.

Thank you.

N.B. Please address your response to:

          Dr. Y.C. Wu
          Council on Social Work Education
          345 East 46th Street
          New York, N.Y. 10017

Appendix C

Replies to the inquiry for a list of research
related to social work education were received from the
following institutions.

Adelphi University, Graduate School of Social Work

University of Alabama, School of Social Work

Barry College, School of Social Work

Boston College, Graduate School of Social Work

Boston University, School of Social Work

Bryn Mawr College, Graduate Department of Social Work and
   Social Research

University of California - Berkeley, School of Social Welfare

Carleton University, School of Social Work

Case Western Reserve University, School of Applied Social Sciences

Catholic University of America, The National Catholic School
   of Social Service

University of Chicago, School of Social Service Administration

Columbia University, School of Social Work

University of Connecticut, School of Social Work

University of Denver, The Graduate School of Social Work

Florida State University, School of Social Welfare

Fordham University, School of Social Service

Appendix C (Continued)

Fresno State College, School of Social Work

University of Hawaii, School of Social Work

Indiana University - Purdue University, Graduate School of
    Social Service

University of Iowa, School of Social Work

University of Kansas, Department of Social Work

University of Louisville, The Raymond A. Kent School of
    Social Work

University of Maryland, School of Social Work

Marywood College, School of Social Work

Michigan State University, School of Social Work

University of Michigan, School of Social Work

University of Minnesota, School of Social Work

University of Missouri - Columbia, School of Social Work

University of Montreal, Ecole de Service Social

University of Nebraska, Graduate School of Social Work

State University of New York at Buffalo, School of Social Work

University of North Carolina, School of Social Work

The Ohio State University, School of Social Work

University of Oklahoma, School of Social Work

Our Lady of the Lake College, Worden School of Social Service

University of Pennsylvania, School of Social Work

Portland State College, School of Social Work

Rutgers, The State University, Graduate School of Social Work

San Diego State College, School of Social Work

Simmons College, School of Social Work

Smith College, School of Social Work

University of Tennessee, School of Social Work

University of Texas at Arlington, School of Social Work

University of Texas - Austin, School of Social Work

University of Toronto, School of Social Work

University of Utah, Graduate School of Social Work

Virginia Commonwealth University, Richmond School of Social Work

University of Washington Libraries

Wayne State University, School of Social Work

University of Wisconsin - Madison, School of Social Work

Appendix D

Each of the abstracts below consists of title, author's name, publisher, date of publication, purpose, methodology or sources, and major findings or a brief description. Numbers of the abstracts correspond with those in the text of the Final Report.

Research on History and Philosophy in Social Work

1. Social Work Education and Practice 1898-1955
    Charles S. Levy
    Wurzweiler School of Social Work, Yeshiva University,
        N.Y. 1968

    Purpose: To trace the history of social work education
                    from the close of the nineteenth century
                    to 1955.
    Sources: Secondary sources.
    Description: The major content of this monograph deals
                    with the origins and development of social
                    work education, objectives of the early
                    schools, trends in content and emphasis
                    in social work education, and the function
                    of accreditation.

2. SASS: Fifty Years of Social Work Education. A History
    of the School of Applied Social Sciences, Case Western
    Reserve University
    Thomas. F. Campbell
    The Press of Case Western Resc. e University, 1967.

    Purpose: To trace the history of the School of
                    Applied Social Sciences, Case Western
                    Reserve University over a fifty year period
                    from its beginnings in 1916.
    Sources: Materials are based primarily on the school's
                    records, minutes, memoranda, correspondence
                    and the annual reports of the various deans.
    Description: While the focus is on the development of the
                    school, its history reflects the larger
                    issues, concerns, and trends of the social
                    work profession and the changing picture of
                    social work education throughout the fifty
                    year period.

3. Main Currents in Social Casework, 1918-1936: The
Development of Social Casework in the United States
as Reflected in the Literature and in Classroom
Teaching Material.
Shirley C. Hellenbrand
Columbia University (Doctoral dissertation) 1965

Purpose: To analyze the major trends in the develop-
                ment of social casework practice and
                teaching, and to delineate the pattern of
                casework evolution and the issues which
                have pre-occupied practitioners and
                educators during the period from 1918 to
                1936.

Methodology
and Sources: Practice literature from 1918 to 1936
                was examined to answer questions about the
                major foci of casework attention and about
                the theoretical framework and philosophical
                assumptions with which casework was operating.
                In addition, there was an examination of
                classroom teaching materials (from records
                of the American Association of Schools of
                Social Work, four schools of social work,
                and leaders in professional education), in
                order to throw light on the content of
                generic courses on the teaching method and
                materials used, and on the relationship
                between classroom teaching and practice.

Findings: The study revealed that there were marked
                changes in philosophy and methods, and in
                the use of a theory base in casework
                practice and similar changes in the objectives
                and content of generic courses over the
                years. The era of 1918-1928 was found to be
                very different from 1929-1936.

                The study discerned a number of issues which
                have continued to be problematic.

4. The Objectives of Field Work in Social Casework,
    1898-1955.
    Mildred Sikkema
    University of Chicago (Doctoral dissertation) 1964

    Purpose: To examine objectives of field work in
                     social casework for the purpose of
                     providing a perspective as a basis for
                     future investigations concerning field work.

    Methodology
    and Sources: Objectives of field workd during the 1898-
                     1955 period were traced through materials
                     of accredited schools of social work in
                     the United States, a study in depth of
                     four schools, the historical fields of
                     appropriate professional organizations,
                     and the writings of those engaged in
                     developing social work education. In
                     addition, the social work literature was
                     examined to gauge the impact of social
                     and economic problems and of new know-
                     ledge on field work objectives.

    Findings: In the early years objectives tended to
                     emphasize skills in the practice of
                     social work method and use of the super-
                     visory relationship as a prime channel
                     for professional development. Although
                     various efforts were made over the years
                     to make field work an integral part of the
                     curriculum, objectives continued to be
                     stated in practice terms rather than as
                     educational tasks and to apprenticeship
                     learning. It appeared that objectives were
                     not used consciously as significant
                     educational tools.

5. The Development of Group Work Education in Schools of
    Social Work in the United States, 1919-1948.
    Sara Elizabeth Maloney
    Western Reserve University (Doctoral dissertation) 1963.

    Purpose: To study the development of group work
                     education in schools of social work, to
                     establish through historical documentation
                     that group work has been accepted as a

professional social work method for which
schools of social work should provide
education.

Methodology
and Sources: This study focused on examination of nine
selected schools of social work, (particu-
larly Western Reserve) and professional
and educational associations closely
related to the history of social group work
education.

Findings: The study revealed that the study of group
work was included in the core curriculum
recommended for schools of social work as
early as 1932, but it was not until 1948
that group work gained acceptance as one
of the methods of professional social work
for which accredited schools of social
work should provide education.

6. The Impact of the First Year of Professional Education
in Social Work on Student Value Positions
Diane L. Bernard
Bryn Mawr College (Doctoral dissertation) 1967

Purpose: To examine the impact of the first year of
professional social work education on the
value position held by students.

Methodology: The study sample consisted of 21 casework
students entering the Graduate Department of
Social Work and Social Research of Bryn Mawr
College in September 1964. All of the
material produced by the students in the
course of the first year of graduate study,
such as term papers and examinations, were
collected along with field instruction
reports and comments by all classroom
instructors and advisers.
These documents were subjected to content
analysis, which entailed the development
of a Scoring Manual with multiple rating
scales as a means for quantifying the data.

Findings: Change was observed to take place in the
direction of the ideal on all the value
positions selected for study. The findings
thus supported the idea that values
constitute a significant aspect of what the
professional educational program is
concerned with transmitting to students.

7. Values in Social Work Education: A Study
L.B. Costin
Social Service Review, 38(3): 271-280. 1964.

Purpose: To investigate the opinions of practi-
tioners, faculty, and students about
the importance of certain values to
social work education.

Methodology: The six basic value concerns are:
Theoretical, economic, aesthetic, social,
political, and religious. These values
are those measured by the Allport-Vernon-
Lindzey Study of Values. Mail question-
naires were used to secure opinions
from samples of faculty of schools of
social work, NASW members, and social
work students.

Findings: Both faculty and non-faculty social workers
rated theoretical and political values
more important for graduate courses, and
aesthetic and religious values more
important for undergraduate and extension
courses. Non-faculty workers concurred
except in extension courses. Social workers
selected social, theoretical, and
economic values as the top three to be
acquired by students, but faculty members
rated social, theoretical, and aesthetic
values as higher in importance. The
faculty was more concerned than the social
workers about developing values in students.
Among students, the social values were
strongest and the economic values were lowest,
except for female extension students.
Students' perceptions of their own values
differed considerably from values social
workers thought should be developed.

8. The Values of Social Workers
    Albert D. Fuller
    University of Southern California (Doctoral dissertation) 1962

    Purpose: To examine and measure the values of
                    social workers, as represented by a
                    sample of students and faculty members
                    of the Schools of Social Work, University
                    of Southern California during the 1961-
                    62 academic year.

    Methodology: The sample of the study consisted of 129
                    students and 16 faculty members. Instru-
                    ments used for data collection and measure-
                    ment of values include a questionnaire
                    designed for the study and the Allport-
                    Vernon-Lindzey Study of Value Test.

    Findings: The mean values scores of respondents
                    were much higher than the norms for all
                    United States college students in social
                    and aesthetic values and somewhat higher
                    in theoretical values. Their scores were
                    much lower in economic and religious
                    values and somewhat lower in political
                    values. As age, education, and/or
                    experience increased, among the members
                    of the sample, theoretical and aesthetic
                    values scores also increased. At the same
                    time, and in like proportion, economic
                    and religious values diminished. The
                    values scores of those in the first year
                    of the master's degree program differed
                    somewhat from those of the faculty
                    members. The scores of those in their
                    second year and those in doctoral programs
                    became increasingly similar to those of
                    the faculty members.

9. A Study of the Values of Social Workers
   Donna C. McLeod and Henry J. Meyer
   In Edwin J. Thomas (ed.) Behavioral Science for
   Social Workers. New York: The Free Press, 1967.

Purpose:	The major question considered in this study was whether professionally trained social workers can be distinguished from untrained social workers on any or all of the value orientations espoused in the literature of the profession and whether factors other than professional training may be related to differences in value position among social workers.
Methodology:	A social value test constructed to reflect these value positions, was administered through a mail question-naire to 293 social workers including fully trained social workers, students in social work training and social workers who had little or no professional training, with approximately equal numbers from each of the three groups. They represented 68 percent of all members in a local NASW chapter in Michigan.
Findings:	Seven of the ten value dimensions, delineated as core values expressed in the literature of professional social work, were found to be signifi-cantly related to levels of professional social work training. However, professional training was not a signi-ficant factor related to the value positions expressed by persons who were not committed to a religious faith.

10. <u>Socialization in Social Work Education: A Study of the</u>
    <u>Value Areas of Change and Non-change During Social</u>
    <u>Work Training</u>.
    Barbara K. Varley
    Western Reserve University (Doctoral dissertation) 1962

    Purpose: The major focus of this study was to
    describe and identify change in values during
    social work education through a comparison
    of beginning and graduating social
    work students. The study also attempted to
    determine the influence of several sele ted
    indices of anticipatory socialization on
    value assimilation and to examine the
    relationship between identification with
    a role model, performance during training,
    and change in values.

    Methodology: The study sample consisted of a group of
    61 beginning social work students and
    a group of 52 graduating social work
    students at Western Reserve University
    (these groups were roughly comparable in
    respect to demographic characteristics,
    previous exposure to social work, and
    vocational objectives). Four values
    presumed to be essential for successful
    socialization in social work (equal rights,
    service, psychodynamic-mindedness and
    universalism) were measured through specially
    constructed, independent attitudianal
    scales which allowed for examination of the
    extent of value change during professional
    training.

    Findings: The most conspicuous finding was the lack
    of difference between the groups on the
    four values. In additiona, the beginning
    group demonstrated more value consensus
    than the graduating one. Greatest
    change in values was manifested by students
    who were "dependent", younger, from lower
    socio-economic classes, or who had no
    previous exposure to social work.

The smallest change was shown by students
who were older, from upper socio-
economic classes, or who had previous
exposure to social work.
(An article entitled, "Socialization
in Social Work Education" by the same
author in Social Work, VIII(3), July
1963, pp. 102-109).

11. Impact of Social Work Education on Students' Values
Dorothy D. Hayes and Barbar K. Valey
Social Work, X (3), July 1965, pp. 40-46.

Purpose: To determine if the values expressed by
beginning social worker students
differed from those expressed by
graduating students and experienced
social workers.

Methodology: The sample of the study consisted of
153 students of beginning classes from
two schools of social work, 54 students
completing training, and 56 experienced
students. The instrument used for
gathering data was the Study of Value
Scale by Allport-Vernon-Lindzey.

Findings: Greater difference was expressed between
beginning and graduating male students
than between comparable groups of
females. Although value differences
were more striking between graduating
and experienced males than for comparable
females, all social workers' values
change considerably with actual work
experience. It is indicated that social
work students place major emphasis on
social motives that reflect altruism
and a love of people. Of less concern
are economic values. They are rarely
motivated by political or power interests.

Research on Manpower Supply of Social Work Education

12. Silk Stockings and Blue Collars: Social Work as a
    Career Choice of 1961 College Graduates.
    Galen L. Gockel
    National Opinion Research Center, Chicago: University
    of Chicago, 1966.
    Purpose: To find out career aspirations, occupa-
                    tional values, college experiences,
                    plans for employment and graduate
                    training, and a variety of background
                    and demographic characteristics of
                    college students prior to their graduation.
    Methodology: The sample of this longitudinal study consisted
                    of over 40,000 seniors from 135 campuses
                    and a questionnaire was used for collecting
                    data. All subjects were followed up
                    annually for three years from 1962 to
                    1964.
    Findings: A large expansion in the number of
                    social work aspirants occurred during
                    college, with relative stability later.
                    During the college years there was a
                    very large defection from social work,
                    but a° even larger recruitment, which
                    resulted in a net gain. Recruits were
                    relatively disinterested in the occupational
                    values of freedom from supervision,
                    opportunities to be original and creative,
                    and money, but strikingly attracted by
                    the opportunity to work with people.
                    They were generally low on the Academic
                    Performance Index. The proportion of
                    men to women retaining interest in social
                    work increased greatly during the time
                    period, but never reached the distribution
                    for all students of 60 percent male and
                    40 percent female. Retention is higher
                    for men than women, and is positively
                    associated with interest in people, and
                    negatively associated with money.

Association with other variables is
not conclusive. (An article entitled,
"Social Work as a Career Choice" by
the same author appearing in Schwartz,
E.E. (ed.), Manpower in Social
Welfare: Research Perspectives, NASW,
1966, pp. 89-98).

13. Who Choose Social Work When and Why?
    Arnulf M. Pins
    CSWE, 1963.

    Purpose: 1) to gather data on who chooses social
                    work and graduate education, when career
                    choices are made and on what factors
                    influence the decision: 2) To consider
                    the implications of the findings for
                    agencies , schools of social work,
                    NASW, social work career committees,
                    and the Council on Social Work Education
                    as they related to recruitment and
                    admission procedures in schools of
                    social work; 3) To raise further
                    refined questions for future research
                    on career choices in social work.

    Methodology: The major source of data was a mailed
                    questionnaire administered to all new,
                    full-time, first year students who
                    entered schools of social work in the
                    United States and Canada in the Fall of
                    1960. A total of 2,771 questionnaires
                    were analyzed in detail. All sixty
                    three schools of social work accredited
                    by the Council on Social Work Education
                    as of July, 1960 participated in the
                    study.

    Findings: Considerable demographic data was
                    collected regarding the personal,
                    socio-economic, and educational
                    characteristics of students who ultimately
                    choose social work as a career. That
                    most students are introduced to social
                    work through direct contact with social

                    in-role perceptions at three different
time periods in their first semester
of study. A success scale was constructed
whereby faculty and field instructors
rated students at the end of the
semester and a success index was
developed to differentiate students
in terms of success.

Findings: There was considerable support for the
first hypothesis. Although movement
towards role incorporation did not
occur in a linear fashion, the relation-
ship between the degree of early
incorporation of the social work role
and successful performance was not
substantiated. There were, however,
many specific instances of consistency
with the hypothesis which lent credi-
bility to it and suggested new areas
of potential study.

15. An Experiment in the Development and Measurement of
Empathy in Social Work Students
Clara Louise Hanser Myers
Washington University (Doctoral dissertation) 1966

Purpose: To determine whether the provision of
certain selected learning experiences
would increase empathy in social work
students.

Methodology: A social casework class of twenty-two
students was divided into two comparable
groups matched by age, sex, and previous
social work experience. In addition
to usual learning experiences, the
experimental group was given additional
experiences in role playing with
specific discussion. Three measuring
instruments were utilized - the social
work questionnaire, the empathy test,
and the rating sheet for field practice
instructors to measure empathy.

Findings: Students in the experimental group
showed significantly greater empathy than

the control group. It was concluded
that the development of empathy in
social work students is an important
educational objective in social work
education, that directed role playing
and discussion of role playing incidents
in small groups increases empathy, and
that it is possible to explicate a
course objective, develop learning
experiences to achieve that objective,
and then evaluate how well it has been met.

16. Processes of Socialization to the Profession of Social Work.
    Beulah Rothman
    Columbia University (Doctoral dissertation) 1963

Purpose:	To examine what happens to graduate social work students with respect to the acquisition of professional norms during the course of two years in graduate school. What is the nature of any changes which may occur?
Methodology:	Groups of 41 first year students and 5¹ second year students were contrasted with each other, as well as with groups of non-social work students, in relation to a set of 16 social work norms which had been empirically identified and whose relative order of importance had been established through the use of practitioner-judges. A personally administered questionnaire was utilized for data collection.
Findings:	The ability to identify social work norms could not be attributed to social work educa ion in as much as equivalent knowledge of norms was found to exist for second and first year students, as well as for non-social work students. Graduate social work education was found to be related to knowledge of the order of importance of social work norms and to enactment of professional norms. Acquisition of the order of importance

appeared to develop from less important
to more important norms.

17. Personality Variables and Career Decisions: A Pilot
Study of Law and Social Work Students.
Regis H. Walther
George Washington University (Center for the Behavioral
Sciences) 1966

Purpose: To test the usefulness of a research
methodology related to the identification
and measurement of psychological and
sociological occupational variables.

Methodology: Psychological and sociological occupational
variables of law and social work students
were identified and measured. The Job
Analysis and Interest Measurement
(JAIM), a self-descriptive inventory
was given to 495 first or second year
students at five schools of social work
and 244 first year of graduate law
students.

Findings: The JAIM could be used to differentiate
between law and social work students
among subspecialities and schools, and
could also measure change during an
academic year. It also correlated
significantly with school performance
criteria such as school grades and field
ratings.

18. Two Arizona Studies Related to Undergraduate Background
for Social Workers.
Naomi Harward
Social Work Education Reporter, XV(4) December 1967,
pp. 48-50, 55-56.

Purpose: One of the studies reporter is related
to social work education and was aimed
at obtaining data on students' attitudes
toward the social welfare program.

Methodology: A sample of 719 students selected at
random from the fields of Social Welfare,
Chemistry, English, History, Mathematics,

Nursing, and Psychology were the subjects of the study. The study was conducted by means of a simple check sheet that obtained student ranking of the seven fields of study according to the following variables: intellectual ability required, campus prestige, possibility of service to humanity, interest in subject matter, and likely economic return.

Findings: The Social Service students were about midpoint in their rating on all the variables measured except the campus prestige of Social Welfare which was rated low by all groups, with no significant difference in the ratings. On the variables studied, Social Science majors were not markedly for or against the Social Welfare major or social work employment, and their college training does not appear to have been significant in effecting a change in their attitudes.

19. Some Background Correlates of Occupational Choice: A Study of Students of Social Work and Engineering. Israel Katz
   Western Reserve University (Doctoral dissertation) 1962

   Purpose: To explore and identify some characteristics of people who are attracted by (and to) the social work profession, particularly as contrasted with people who go into chemical engineering.

   Methodology: A biographical inventory in the form of a questionnaire was designed to extract data with respect to behavioral mani-festations of (1) the Lewinian concept of "mixed valence" (or conflict nature), and (2) extra-parental "deprivations". The questionnaire was administered to 501 beginning students at nine schools of social work and 100 seniors in engineering at an institute of technology during the Fall of 1961. Sub-samples

were drawn from the sample of the
respective occupational groups and
matched by distribution on seven
demographic variables. The sub-samples
were compared on factors relevant to
"mixed valence" and "deprivation"
characteristics.

Findings: Findings with respect to male students
tended to (1) indicate a significant
relationship between parent-child conflict
and the choice of casework or engineering;
and (2) to suggest a polarization of
conflict toward the mother in social
casework students versus conflict-
polarization toward the father in
community organization students.
"Deprivation" did not tend to discriminate
among the groups. Other findings were
generally inconclusive.

20. Graduate School Performance of the Undergraduate Social
Work Major.
Thomas H. Walz and Gretchen Buran
Social Work Education Reporter, XVI (3) September 1968,
pp. 32-33, 44-45.

Purpose: To study the proposition that students
with an undergraduate social work
education major would perform at a
level superior to those lacking such
undergraduate preparation in graduate
education in social work.

Methodology: An ex-post-facto design was employed
in studying the performance of 209
graduates of the University of
Minnesota School of Social Work during
the years 1960-1966. Three categories
were as follows: 1) those graduating
from the University of Minnesota in
pre-social work sequence, 2) those
graduating from other pre-social work
undergraduate schools, and 3) those with
undergraduate degrees in all other fields.
Performance criteria were the students'
overall graduate grade point average and

global faculty predictions of students'
probable performance in practice. Data
were gathered from pre-admission tests
and student records. Faculty utilized
a nine point scale in grading students.
Global faculty predictions were made
on a three point scale.

Findings: No statistically significant differences
were found between the three cohort
groups compared on any of the pre-
performance characteristics such as
sex, years of social work experiences,
faculty predictions of graduate school
performance, and undergraduate grade-
point averages. Significant variations
were found in score achieved on the
strong vocational interest blank, Oren-
Kidneigh social work attitudes inventor,
social science grade point averages,
and Miller Analogies Test. Age and
marital status also differed.

21. Social Work Students and Other Graduate Students:
A Comparison.
Seymour Warkov
Manpower in Social Welfare: Research Perspectives,
Edward Schwarts (ed.) NASW, 1966, pp. 99-107.

Purpose: To identify potential sources of social
work manpower by comparing students in
graduate schools of social work with
those in graduate schools of other
fields.

Methodology: A mail questionnaire survey of 25,000
students enrolled in 37 fields of
graduate study including 799 in social
work in 1963.

Findings: Social work students reported the lowest
percentage of "A" undergraduate grades,
the longest intervening periods of
time between undergraduate and graduate
education, the highest percentage in
full-time enrollment and the highest
percent of fellowship recipients.

Three out of four students in social
work expected employment in private
agencies.

22. <u>Undergraduate</u> <u>Students</u> <u>in</u> <u>a</u> <u>Pre-Social</u> <u>Work</u> <u>Sequence</u>.
Thomas H. Walz and Barbara Tingley
<u>Social</u> <u>Work</u> <u>Education</u> <u>Reporter</u>, XV (1) March, 1967,
pp. 20-21; 30-31.

Purpose: This study explores three questions:
1) the "type" of student enrolled in pre-
social work undergraduate study; 2)
Whether there are significant differences
among pre-social work students; and 3)
How many of the students with pre-
social work majors actually continue
into social work/social welfare fields.

Methodology: A sample of 42 seniors (34 female and
8 male) constitute the sample out of
410 seniors and juniors in the pre-
social work sequence during 1965. The
study was designed to elicit data
related to major areas of interest,
values, self-concept, and attitudes.
Values were measured by the Allport-
Vernon-Lindzey Study of Values, self-
concept by the Twenty-Statements Test-
Self, and attitudes by the Oren-
Kidneigh Test. In addition to standardized
tests a questionnaire was developed to
gather data on demographical variables.
As a follow up, a second questionnaire
was mailed to post graduates in the sample
to determine what kind of work or further
study the sample subjects had begun.

Findings: Two groups of seniors were identified -
those who had expressed a desire for
a career in social work (social work
orientated) and those who had either
selected no career goal or had chosen
another field. Significant differences
were found between the two groups in terms
of values, interpersonal relationships,

identification with social work,
previous exposure to social work values,
and personnel. The follow up revealed
that a large proportion of the pre-
social work students change from some
other field into pre-social work.

23. A Study of the Needs and Satisfactions of Social
    Workers as Perceived by College Students and Social
    Workers.
    Solomon Shapiro
    University of Minnesota (Doctoral dissertation) 1964
    Purpose: To study the needs and satisfactions of
                   social workers and the perceptions of
                   the needs and satisfactions of social
                   workers by pre-social work students,
                   general college students, general
                   college students, and college of liberal
                   arts students.
    Methodology: Information obtained from 169 social
                   workers and 143 students in either pre-
                   social work sequence, college of liberal
                   arts or the general college included
                   six different sources such as personal
                   data, questionnaire and rating scales.
    Findings: Social workers can be described in
                   terms of their need set, and length of
                   experience had relatively little effect
                   on the mean scores of the test employed.
                   Perception of the social worker's needs
                   and satisfactions by the pre-social work
                   students showed considerable difference
                   on the scales used. Students ranked
                   social work as 12th in social status,
                   while social workers ranked it as number five.

24. Financial Aid to Social Work Students.
    Arnulf M. Pins
    CSWE, 1965
    Purpose: To provide basic data and background for
                   discussion of trends and issues regarding
                   financial aid for social work students.

Methodology: A compilation of information available
                from other studies on financial aid in
                social work education and in higher
                education generally, and the presentation
                of data coming from two special studies
                of social work students in 1960 and
                1961. The first study was conducted by
                the author as listed (13), while the
                second was a follow-up study on the
                same group of students when they became
                second year students.
Description: Quantitative data were provided in
                connection with some basic questions such
                as: How did students finance their
                education? What was the nature of the
                financial aid? What commitments were
                connected with financial aid grants?
                "How important was financial aid to
                social work students?"

25. Admission to Graduate Schools of Social Work: Practice,
    Problems and Prospects.
    Educational Testing Service, Princeton, N.J. 1965.
    Purpose: A survey of admission process in schools
                    of social work and related fields and of
                    research on admission in social work
                    education.
    Methodology: Mail questionnaire and a review of
                    related literature.
    Findings: Admission procedures in 67 schools of
                    social work were analyzed and research
                    studies related to admission in social
                    work education were reviewed. The role
                    of testing in the admissions process
                    was discussed and admissions procedures
                    employed by nursing, medicine and
                    miscellaneous fields were summarized.

26. A Study of Students Entering the University of
    Pennsylvania School of Social Work as Their Selection
    by the School Relates to Trends in Social Work.
    Hellen Eloise Severinson
    University of Pennsylvania (Doctoral dissertation)1964
    Purpose: To search for the bases in the purpose
                    and practice of social work upon which
                    standards for selecting applicants
                    for schools of social work have been
                    built and the meaning which these standards
                    have held for the social work profession.
    Methodology: Data were collected through review of
                    historical and biographical sources,
                    examination of the changing standards
                    for admission used by a representative
                    school of social work throughout its
                    history, and admission materials for a
                    sample of students admitted to the same
                    school at each of various nodal points
                    during its history.
    Findings: A large number of findings were gathered
                    regarding (1) facts such as age, sex,
                    education, and previous employment of
                    students; and (2) judgments about the
                    students' motivation for professional
                    education, "ability to work within form,"
                    and qualities as a person.
                    Criteria used for selection of students
                    by a representative school of social
                    work appeared to change through the
                    years, while the basic qualities sought
                    remained constant.

27. Selection of Students for Social Work Education: Factors
    Predictive of Successful Achievement.
    Helen L. Olander
    University of Souther California (Doctoral dissertation)1964
    Purpose: To identify factors predictive of
                    successful achievement in social work study
                    and to develop an instrument for measure-
                    ment of factors important to the learning
                    of social work.

Methodology: Data were collected from the application
materials of applicants to the University
of Southern California School of Social
Work in 1962.
A rating scale was developed to assess
ten factors presumed to be important to
the learning of social work. This scale
was applied by faculty judges to the
application materials of 53 enrolled
students and 53 rejected applicants.
The scale was then adapted for measure-
ment of student performance at the end
of the first year, with performance
judgments being made by students' faculty
advisers.

Findings: Significant differences were found
between the enrolled and rejected groups
in relation to such factors as previous
social work experience, undergraduate
grades, motivation, capacity for
relationship and for change, and
creativity. While the scale was sufficiently
reliable and valid to differentiate
between the enrolled and rejected groups,
it was not successful (with one exception)
in predicting how well the student would
perform in school. The exception was
motivation, which was most predictive
of performance in school.

28. Factors Associated with the Successful Outcome of
Professional Traning for Social Work.
Edward Francel
University of Minnesota (Doctoral dissertation) 1960

Purpose: To determine whether there are factors
discernible at the time a person applies
to a school of social work, which are
associated with successful outcome of
the two year graduate course in social work.

Methodology: The following three groups were selected
from the population of students enrolled
between 1952 and 1957 at the University
of Minnesota School of Social Work:

a _failure_ group which did not complete
professional training; (2) a _marginal_
group of the poorest students; and
(3) a _superior_ group of the best students.
The three groups were compared with each
other on numerous factors (such as
undergraduate performance and socio-
economic status) for which data were
collected through the use of a schedule,
a mail questionnaire, and ratings made
by three faculty members.

Findings: It was found that undergraduate academic
performance and preductions by the
school's admission committee tended to
discriminate significantly between the
groups while such factors as age, work
experience, and socio-economic status
did not discriminate among the three
groups. The findings in general
differentiated between the marginal
and superior students but not between
the marginal and failure students.

29. The _Predictive Validity of Admissions Criteria Used by_
the _Graduate School of Social Work, University of Utah,_
to _Select Students for the Fall Term, 1966._
Dean H. Hepworth
University of Utah (Doctoral dissertation) 1968

Purpose: To determine the predictive validity of
the admissions criteria used by the
Graduate School of Social Work, Uni-
versity of Utah and to study the
predictive validity for student selection
of the "Social Vocabulary Index" (SVI).

Methodology: For each student admitted to the Graduate
School of Social Work for the 1966-67
year, a rating total was obtained which
consisted of the sum of sub-ratings on
the following admissions criteria:
(1) past academic performance, (2) auto-
biographical sketch, (3) reference letters,
(4) personal knowledge of the applicant
from interviews or other sources, and

(5) overall impressions. Correlations were made between the admissions criteria and the students' performance during two consecutive years of training. In addition, two groups of 15 students selected on the basis of high and low ratings on the admission criteria were compared with each other in order to ascertain the capacity of the admissions criteria to differentiate levels of performance. The performance criteria employed were grade point average for both years, of study in field work, and class work and a composite of both.

Findings: Significant correlations were found between the rating totals and overall Grade Point Average (GPA) for both years, between ratings on overall impressions and field work as academic grades, between ratings of previous academic performance and GPA's in field work, class work, and overall GPA. Ratings on autobiographical sketches correlated significantly with field work grades but not with class work grades, while ratings on personal knowledge of the applicant at admission correlated significantly with the former but not the latter. Correlations between ratings on letters of reference and the performance criteria were negligible. None of the SVI subscale scores correlated significantly with the performance criteria for both years of training, but scores on the self-concept subscale correlated negatively with the overall GPA and field work GPA for the first year only.

Comparisons of the performance means of the contrasting groups of studnets (high and low ratings at admission) revealed that levels of student performance were differentiated by ratings on the admissions criteria of previous academic performance,

overall impressions, and rating totals,
but not by ratings on letters of reference,
autobiographical sketch , or personal
knowledge of the applicant.

30. A Study of Undergraduate Grade Point Average and Graduate
Record Examination Scores as Predictors of Performance in
Graduate Social Work Education.
Glenn O. Haworth
School of Social Work, San Diego State College, 1968.

Purpose: To test the utility of the two measures,
the undergraduate Grade Point Average(GPA)
and Graduate Record Examination (GRE) as
predictors of student performance in a
graduate school of social work.

Methodology: Data were gathered from records of 173
students who graduated from the School of
Social Work, San Diego State College in
1966 and 1967. Comparisons were made
between GPA and performance, GRE and
performance, and the combination of GPA,
GRE and performance.

Findings: On the basis of the data available the
GRE score offers more promise than under-
graduate GPA as a gross predictor of high
performance.

31. The Selection of Students at Graduate School of Social
Work: A Study of Incremental Value of a Pre-Admissions
Interview and the Use of the Undergraduate Grade Point
Average and Miller Analogy Test in Identifying the
Successful and Unsuccessful Student.
Sherman Merle.
Brandies University (Doctoral dissertation) 1968

Purpose: To compare the relative effectiveness
of selecting students for graduate social
work education through a procedure including
a personal pre-admission interview and a
procedure excluding a pre-admission
interview, to examine the relationship
between the students' success or failure
in graduate social work education and
their undergraduate Grade Point Average,

Miller Analogy Test Score, and certain
personal characteristics.

Methodology: A randomly selected sample of applicants
to the Boston University School of
Social Work were given pre-admission
interviews. Interviewers' "decisions"
were not shared with the school's
admission committee and students were
selected solely on the basis of docu-
mentary evidence presented in connection
with their application.

At the end of the first year of study,
a group of students who had been given a
pre-admission interview was compared with
a group of students who had no pre-
admission interview. Comparisons were also
made with respect to the students' under-
graduate Grade Point Average, Miller
Analogy Test score, and a rating scale
containing eight personal characteristics
which had been found to be very highly
associated with success in a previous study
of graduate social work students.

Findings: The use of pre-admission interviews did not
result in the interviewers' being able to
discriminate more accurately between the
significant difference between the successful
and unsuccessful student's four year
undergraduate Grade Point Average or Miller
Analogy Test score. However, high ratings
on the rating scale were positively
associated with the successful student.
When the rating scale was used in combination
with a pre-admission interview, there was
a significant increase in the interviewer's
ability to distinguish between the
potentially successful and unsuccessful
student.

32. <u>Prediction Versus Performance in Student Selection</u>.
Rhoda G. Sarnat
<u>Social Work Education Reporter</u> (XVI (1) March 1968
pp. 45-46, 59-61.

Purpose: To answer the question to what extent
a more effective admission process could
spare certain applicants from probable
failure by refusing them admission, at the
same time discerning with equal perspicacity
those with real potential for learning.

Methodology: Thirty seven of the 64 students of the
1964 class at the School of Social Work,
University of Southern California were
selected for the study. Data gathered
from student's folders at the point of
admission included characteristics,
Grade Point Average, references, and
autobiographical information. By
weighing all of these variables, a
prediction rating figure was set for
each student. The prediction ratings
were compared with performance ratings
based on records at the end of the first
year.

Findings: Significant clues to both the potentially
poor and the potentially superior performances
may be found at the time of admission
through two types of data: letters of
reference, and the student's autobiographical
statement. The outstanding student is
likely to come from those with higher
Grade Point Averages. The inexperienced
group seems to be at an advantage, containing
the largest percentage of both successful
and top ranking students.

33. <u>Social Work Students and Their Educational Outcome</u>.
Dorothea Gilbert
University of Pennsylvania (Doctoral dissertation) 1963
Purpose: To examine the relation of student outcome
to certain selected individual characteris-
tics at the University of Pennsylvania
School of Social Work.

Methodology: A ninety-six item schedule was used to collect data from the records of all students enrolled in the classes of 1954-56 through 1958-60 at the University of Pennsylvania School of Social Work. Of the 311 students meeting criteria for inclusion in the final sample, 236 students graduated and 75 students dropped out. A series of questions were formulated to analyze data as they related to graduate and dropped students and as a base for considering differences among students who dropped at different times and/or graduated at different levels of achievement.

Findings: No characteristics were discovered which precluded either superior or marginal achievement. The study concluded that students are screened for different qualities in the course of the educational process. In the first term the focus is on ability and willingness to learn, while in the second year the focus is on readiness to be a professional.

34. Values in Occupational Choice and Occupational Selection: A Comparative Study of Admission Decision in Social Work Education.
Richard Steinman
Brandies University (Doctoral dissertation) 1968

Purpose: To view empirically the similarity and diversity in attributes and values of applicants to five schools of social work and attempt to identify acceptance and rejection patterns by defining the attributes and values of applicants. The central problem tested is an hypothesized bias in the admissions process of schools of social work.

Methodology: Mailed questionnaires filled out by 760 applicants to five schools of social work constituted the major source of data. In addition, the selection decisions of the school provided the major basis for

dichotomizing the sample into compara-
tive groups. The major measuring
devices used were a precoded self-
administered mailed questionnaire, an
academic performance index, and a list
of categories of admissions decisions.

Findings: The study demonstrated simultaneous
effects of individuals' and selectors'
behaviors as determinants of occupational
entry.

35. Admission Prediction and Student Performance in Social
Work Education.
Sidney Berengarten

Purpose: To identify characteristics of applicants
admitted to schools of social work during
1961-62, to analyze the pattern of
applications, and to compare ratings
of admission prediction with those of
performance.

Methadology: Mail questionnaires were sent to all
schools of social work asking them to
submit a prediction rating for the
educational performance of enrolled
students based on an assessment of
intellectual endowment and personality.
The faculty members were also to rate
these two components as well as actual
performance in class and field work.
The students were classified as either
potentially superior, average, marginal,
or risk students. They were then evaluated
two years later as to their performance in
class and field work.

Findings: Admission officers predicted that of 2,629
students, 21.7 percent would be superior,
56 percent average, 13 percent marginal,
and 9.3 percent risk. In actual performance
34.7 percent were evaluated as superior, 44
percent average, 9.5 percent marginal, and
11.8 percent were counseled out. There were
marked differences in predictive and per-
formance ratings between men and women.

36. <u>Criteria</u> <u>Employed</u> and <u>the</u> <u>Reliability</u> of <u>Judgments</u> in
<u>Making</u> <u>Decisions</u> <u>About</u> <u>the</u> <u>Acceptance</u> of <u>Applicants</u>
<u>into</u> <u>the</u> <u>Columbia</u> <u>University</u> <u>School</u> <u>of</u> <u>Social</u> <u>Work</u>.
Robert Ontell
Columbia University (Doctoral dissertation) 1965

Purpose: To examine the reliability of judgments in making decisions about admission of applicants into a graduate school of social work.

Methodology: Thirty-two cases were randomly selected from among those who applied for admission to the Columbia University School of Social Work for 1960-61. Identical data about applicants were given to four experienced admission workers at the above school who were asked to make judgments separately on face-sheet data, undergraduate performance records, the personal statement of the applicant, and interview materials. Raters were asked to make decisions about whether to accept or reject the applicants.

Findings: Findings yielded low reliability of prediction concerning decisions about acceptance or rejection of applicants, and concerning whether accepted applicants would be in the upper third, middle third, or lower third of the graduating class. With respect to criteria actually employed in making judgments, raters differed in their productivity and their tendency to credit strengths and weaknesses of applicants. Reliability of decision and prediction were lowest on the personal statement and interview materials. The lack of precision of data available in these protocols was reflected in the wide disagreement among raters about applicants.

37. Admission Decisions.
Margaret Schubert
The Social Service Review, XXXVII (2) January 1963
pp. 154 - 165.

Purpose:	To identify the elements that enter into admission decisions, to determine the extent of independent agreement in assessing the application, to determine the extent to which the assessment changes when the rater has access to a report of personal interview with the applicant, and to examine the association between ratings and the first year performance levels of the students who entered the school.
Methodology:	Data Consist of 877 ratings made by 25 faculty members from a rating schedule developed for the study on 197 applicants.
Findings:	The rating schedule has been found to be satisfactory as an instrument for recording the assessment of the potential students. Judgment made after the personal interview tends ti improve slightly. Admission ratings are positively associated with first year performance but do not serve as exact predictors. The undergraduate Grade Point Average is associated with first year performance but is a less accurate predictor than admission.

38. Admission Decisions: Repetition of a Study.
Margaret Schubert
The Social Service Review, XXXVIII (2), June 1964,
pp. 147 - 152.

Purpose:	A replication of the author's previous study for testing further the utility of the rating instrument as a method of documenting professional judgments about admissionability of applicants, as a method of arriving at decisions, and for exploring the problem of differentiating between successful and marginal performers who did not appear to have high potential for professional education.

Methodology: The rating instrument developed in 1961
was used without modification on 122
applicants in 1962 using 26 faculty
members as judges for ratings.

Findings: The Admission Rating Schedule proved
to be an accurate predictor of student
performance. However, the study did
not substantiate that a better under-
graduate had a better chance for success.

39. Education: Its Contribution to the Manpower Equation.
Arnulf M. Pins
In Edward E. Schwarts's, Manpower in Social Welfare:
Research Perspectives NASW, 1966, pp. 108 - 142.

Purpose: To provide basic facts about social
work manpower needs from the viewpoint
of education.

Methodology: The method involved a comprehensive
search of the literature and research
on social work education and of selected
analysis of statistical data.

Findings: Data about special work education at
the undergraduate, master's, and doctoral
levels were presented. Details were:
size of enrollment, characteristics of
student bodies, the number of graduates
employed as of 1964, and the nature of
their employment. Comparison to earlier
years was made whenever possible. A
careful analysis was made of factors
affecting the expansion of social work
education. Comparative data were
presented on student career choice and
recruitment, financial aid and admissions,
faculty, field instruction resources, and
patterns, and the cost of social work
education.

40. Survey of Undergraduate Programs in Social Welfare.
Sherman Merle
CSWE, 1967.

Purpose: To identify the institutions that offered
undergraduate social welfare education in
the United States in 1965-1966 and to

	study the objectives and content of · their programs.
Methodology:	Mail questionnaire were used for collecting data. 1,065 institutions responded to the first mailing. Of the second mailing of 936 questionnaires there were a total of 681 usable returns.
Findings:	232 colleges and universities had organized programs in social welfare and/or social work at the undergraduate level and 38 of these institutions offered degree programs. 293 colleges and universities offered courses in social welfare and/or social work but not in an organized program. It was estimated that at least 17,000 students were enrolled in these programs as of November 1965 and about 4,550 were expected to complete programs by June 1966. Approximately 640 of these students had entered graduate professional schools of social work.

41. Statistics on Social Work Education.
    Frank M. Loewenberg (compiler and editor)
    CSWE, 1967-68

Purpose:	To provide basic data on social work education in the United States and Canada.
Methodology:	Data were collected from accredited schools of social work and analyzed and presented in descriptive statistics.
Findings:	Included are numbers of accredited schools of social work, students enrolled and numbers of faculty and the characteristics of the various programs offered by each school. Trend data were also presented to assist the reader to identify and evaluate changes over the past decade and to provide information necessary for educational planning and administration.

42. <u>Dropouts</u> <u>and</u> <u>Transfer</u> <u>Students</u>.
Frank M. Loewenberg
<u>Social</u> <u>Work</u> <u>Education</u> <u>Reporter</u>, XVI (2), June 1968,
pp. 19 and 21.

Purpose: To find out the number of dropouts and transfer students in schools of social work in the United States for the 1966-67 academic year.

Methodology: Data were based on unpublished statistical reports submitted by 64 accredited schools of social work in the United States.

Findings: 5,136 students were registered in full-time first year status in the United States in 1966-67. Only 4,104 of those students (or just over 80 percent) were listed as full-time second year students in the same schools on November 1967. An additional 104 students transferred as full-time second year students to another school of social work. 928 students (18%) did not continue the regular two year MSW sequence. In thirteen schools, more than one out of every four first year students was not in the second year class in the following year.

43. <u>Performance</u> <u>of</u> <u>Undergraduate</u> <u>Social</u> <u>Welfare</u> <u>Majors</u> <u>in</u>
<u>Graduate</u> <u>Schools</u> <u>of</u> <u>Social</u> <u>Work</u>.
Cordial Cox
<u>Social</u> <u>Work</u> <u>Education</u> <u>Reporter</u>, XIII (2), June 1965,
pp. 20 - 21.

Purpose: To find out the identity of social welfare majors, and the colleges or universities from which they came.

Methodology: Using the available data gathered by Sidney Berengarten in his 1961 study of "Admission Prediction and Student Performance in Social Work Education", the author studied 143 students who had majored in social welfare as

undergraduates in terms of their
performance in graduate schools of
social work.

Findings: Of 143 social welfare majors 111
completed their studies for the master's
degree while 33 did not. The 111
students who completed work for the
master's degree were a predominantly
youthful group. 62 percent were 21 to
25 years old at the time of admission.
The majority had graduated from member
colleges and universities of CSWE, and
they entered 37 schools of social work.

44. Social Work Graduates: Salaries and Characteristics.
Mignon Sauber
Personnel Information. NASW, VIII (1),January 1965.

Purpose: A survey of graduates of schools of
social work in 1963.

Methodology: A mail questionnaire was used for
gathering data of the 2,505 graduates.
1,685 responded to the questionnaire, a
response rate of 67 percent and 1,655
returned questionnaires were used for
analysis.

Findings: Forty three percent were men with a
median age of 29 for all graduates.
About three out of every five had worked
in social work.positions prior to the
completion of graduate professional
training. The median annual salary was
$6,000. Psychiatric social service
programs of hospitals and child welfare
agencies were the chief fields of
employment for beginning workers.
Positions as caseworkers were most common,
absorbing 67 percent of the male graduates
and 79 percent of the female graduates.
One half of the recent graduates were
working for a state or local public agency.

45. Selected Characteristics of NASW Members: The Third Study.
    Deborah Golden
    Personnel Informatkon. NASWE, IX (2), March 1966.
    Purpose: A survey of graduates of schools of
                    social work in 1965. Results of the
                    study were compared with data of the
                    comparable survey made in 1963.
    Methodology: A mail questionnaire was also used for
                    collecting data. The response rate
                    was 47 percent in comparison to the 67
                    percent in 1963. The report was based
                    on 1,663 usable returns.
    Findings: A comparison of the findings of the 1965
                    study with those of the 1963 survey
                    reveals a relative similarity in the
                    characteristics of both groups of
                    graduates. There were continued increases
                    in salaries.

46. 1967 Social Work Graduates: Salaries and Characteristics.
    Alfred M. Stamm
    Personnel Information, NASW, XI (2), March 1968.
    Purpose: A survey of new graduates of social
                    work schools in 1967.
    Methodology: Responses of 1,937 graduates from a mail
                    questionnaire, representing a 52 percent
                    return.
    Findings: The number of persons who received
                    master's degrees in social work has
                    increased from 2,505 in 1963 to 4,029
                    in 1967, a 70 percent gain. While the
                    number of males entering the fiels is
                    still increasing, the proportionate
                    number of males to females dropped
                    from 43 percent to 38 percent during
                    this period. The median salary of 1967
                    graduates showed an unprecedented
                    increase of 20 percent over 1965. Case-
                    workers outnumbered all other graduates
                    three to one, the same ratio as reported
                    in 1963.

on 147 responses, representing an 11
percent sample with a distribution among
52 graduate schools (out of 66).
Data were evaluated by using two main
theoretical constructs as a frame of
reference: "socialization" and "ideal
type." Three "ideal type" classifications
were designed for the study: "Professor-
administrant", "scholar", and "teacher-
social worker.".

Findings: Faculty members were found to be more
strongly oriented to the teaching and
scholarly activities of their role
than to research and publication. It
was revealed also that they retained
basic professional identification with
the social work profession, but with a
specific and refined focus and identity -
that of the social work educator.
Of the 147 respondents, 20 percent were
classified as professor-administrants,
16 percent as scholars, and 64 percent
as teacher-social workers.
(An article entitled, "Characteristics
of Social Work Faculty Members" by the
same author, based on the doctoral
dissertation was published in Social Work
Education Reporter,XIV (3), September
1966, pp. 23-26 and 49.)

49. Faculty Development in Professional Education.
Joseph Soffen
CSWE, 1967.

Purpose: To study problems of and proposals for
recruitment, pre-service, induction, and
continuing development in social work
education.

Methodology: Data were gathered from individuals who
attended a special workshop and from
responses to mail questionnaires to deans,
directors, and 176 new members of the
faculty of schools of social work in 1965.

Description: Though no quantitative data had been
summarized, comments and suggestions
were presented in the areas of role,
assignment, and continuing education
of the faculty. Current practices
were described.

50. Research on Curriculum in Social Work Education.
Faculty Work Loads in Schools of Social Work.
Katherine D. Lower
Social Work Education, Bi-monthly News Publications,
CSWE, XII (2), April-May 1965, pp. 1-5, 18-21.
Purpose: To explore the manner and extent to which
the following responsibilities were
included in the faculty work load formulas
of schools, if such formulas existed:
academic teaching, advising students,
thesis supervision, administration of
the entire educational program, research
community responsibilities, and
professional responsibilities.
Methodology: Data were collected through means of
interviews with deans during the
annual meeting of the CSWE in Boston
in 1963. The interview schedule was
based on the material from the
Accreditation Manual of the CSWE.
Findings: Of the 21 schools, 11 had explicit
formulas, five had implicit formulas,
and three had no formulas. The majority
of deans thought a formula would be of
assistance to them. The most common
concern was that there was a need for a
solution to the problem of how to equate
duties other than formal teaching to
classroom hours.

51. Evaluation of the University of Missouri School of Social
Work Experimental Program.
Robert Paul Jones, Theodore Ernst and Constance Osgood.
Purpose: To demonstrate that graduate social work
education could be compressed successfully
into one calendar year.

Methodology: The University of Missouri operated as
an Experimental School of Social Work in
Kansas City, Missouri from September
1964 to August 1967. A total of 70
students were graduated from the school
during its three years of existence. The
comparison sample was selected from four
schools of social work including the
University of Missouri at Columbia, the
University of Iowa, the University of
Kansas and the University of Nebraska.
The groups were compared in terms of
their beginning competence after their
graduation. Measurement of their
beginning competence was made by inde-
pendent raters on the basis of a
competency rating scale designed and
developed for the study.

Findings: The Experimental Program graduates as a
group, attained a level of beginning
competence not significantly different
from that typically attained by graduates
of two-academic-year schools.

52. Testing the Discriminatory Capabilities of a Series of
Evaluation. Measures as Applied to a Program of Social
Work Education.
Alfred Kadushin
University of Wisconsin (Madison) 1968.

Purpose: To determine the feasibility of a using
battery of instruments designed to
measure the performance of studnets at
a graduate school of social work to
evaluate a proposed experimental 3-2
program (three undergraduate, two
professional degree years of education).

Methodology: Two groups of students enrolled at the
School of Social Work, University of
Wisconsin, who were presumed to be clearly
divergent in levels of expected performances,
were selected for the study during the
academic year 1967-68. The sample consisted
of a group of 30 low first year students

as against a group of 30 <u>high</u> second
year students. The battery of measures
tested included: a sixty item Information
Test, the Tulane Assessment Scale of
Casework Knowledge through use of a
film, the Meyer Values Test, the Test of
Self-Awareness, the Client Reaction
Form, a Field Instructor Evaluation
and a Peer Evaluation.

Findings: The results of the study reveal that
none of the measures selected for
testing successfully discriminated
between the different groups of students.
In other words, the battery of measures
could not, in all likelihood, be employed
with confidence to discriminate, at a
statistically significant level, between
groups of students accepted into the
proposed experimental program by
comparing them with students completing
the regular program.

53. <u>Concurrence</u> <u>in</u> <u>the</u> <u>Block</u> <u>Plan</u> <u>of</u> <u>Social</u> <u>Work</u> <u>Education</u>.
Ruth Gilpin
University of Pennsylvania (Doctoral dissertation) 1960.

Purpose: To explore the concurrence which exists
in the block plan of social work
education. It is essentially concerned
with how to bring together the two parts
of the learning experience (class and
field) to achieve continuity of experience
and integration of learning.

Methodology: Social work literature on methods of
education was surveyed. Mailed question-
naires were sent to thirteen schools of
social work which were using the block
plan. The unfolding of the concurrent
process in practice was studied in relation
to the learning experience of social work
students at the University of North
Carolina (1958-1959).

Findings: The study concludes that closing the theory-

practice gap (particulary evident in
the block plan) and achieving concurrence
depend upon the professional integration
of teacher, advisor, or supervisor, and
suggests that this condition can be met
on either alternating plan for social work
education.

54. The Teachings of Administration in First Year Field
    Instruction.
    Hilda C.M. Arndt
    University of Chicago (Doctoral dissertation) 1965.
    Purpose: An exploratory study designed to identify
                   content related to administration taught
                   in first year placement in the field. There
                   was an attempt to relate instructional
                   content and learning opportunities to
                   selected characteristics of instructors
                   and field work agencies.
    Methodology: Fourteen field instructors, 57 students
                   from 18 units in the School of Social
                   Welfare, Louisiana State University
                   constituted the sample studied. Field
                   instructors provided data in the form of
                   weekly logs, questionnaires, and semi-
                   structured interviews.
    Findings: The results of the study show that
                   knowledge and attitudes, rather than
                   skill reflected more often in the
                   administration instructional content.
                   The emphasis was on learning opportunities
                   related to student's caseload. The
                   instructor's conviction about the
                   importance of administrative content
                   influences the selection of content, but
                   no conclusions were reached regarding
                   the attributes or experiences of the
                   instructor which influence his conviction.

55. Field Work Teaching of New Emphasis in Social Work
    Curriculum Content in Areas Other than Primary Method:
    An Exploratory Study of Field Work Teaching of
    Sociocultural Content.
    Elizabeth L. Grover
    Columbia University (Doctoral dissertation) 1964.

    Purpose: This is a description of a demonstration
             study to assess the effects of inor-
             porating sociocultural content in field
             work instruction. The study examines
             the process by which new content was
             learned by field instructors and commu-
             nicated to students.

    Methodology: Four group work and four casework field
             instructors associated with Columbia
             University School of Social Work under-
             went educational experiences consisting
             of formal presentation of sociocultural
             content, discussion of concepts and
             teaching incidents, individual readings,
             and teaching the content to students.
             Each instructor incorporated the material
             in teaching two different students in the
             field. Questionnaires, forms for recording
             teaching incidents, and individually
             structured interviews were utilized to
             assess the field instructor's perceptions
             of student progress.

    Findings: A positive association was found between
             the field instructor's ratings of the value
             of the teaching this content to their
             students, and their assessments of the
             students' ability to apply the content.
             Student grades in a sociocultural course
             reflected increased learning. The study
             demonstrates that the teaching of socio-
             cultural content by field instructors had
             an enhancing effect on student self-
             awareness, identification with professional
             social work, supervisor-student relation-
             ship, learning personality theory, and
             learning of method in a variety of settings.

56. <u>The</u> <u>Effect</u> <u>of</u> <u>Differences</u> <u>in</u> <u>Curricula</u> <u>and</u> <u>Experiences</u>
<u>on</u> <u>Social</u> <u>Work</u> <u>Student</u> <u>Attitudes</u> <u>and</u> <u>Knowledge</u> <u>about</u>
<u>Mental</u> <u>Retardation.</u>
Michael J. Begab
Catholic University of America (Doctoral Dissertation) 1968.

Purpose: To explore the impact of differences in
                 curricula and experiences on social work
                 students' attitudes and knowledge about
                 mental retardation, and the role of demo-
                 graphic-ecological variables and antecedent
                 life experiences in attitude formation
                 and change.

Methodology: The sample of the study consisted of 279
                 randomly selected, newly admitted students
                 and 288 graduating students in seven schools
                 of social work, which were sampled on the
                 basis of variations in the degree of their
                 curriculum activity in mental retardation.
                 Data were collected through a series of
                 self-administered instruments including
                 a personal data sheet, semantic differen-
                 tial scales, a knowledge inventory, and
                 a client preference rank order scale.
                 Comparisons were computed between and
                 within groups with respect to knowledge
                 levels, attitudes about mental retarda-
                 ation, and preferences for working with
                 the retarded as a client group. The
                 relationship between cognitions, attitudes,
                 and action tendencies was also analyzed.

Findings: Data collected strongly supported the
                 conclusion that cognition, feelings, and
                 action tendencies are not consistently
                 related except at the extremes of the
                 valence continuum. Knowledge derived through
                 direct contact with retarded persons or
                 their families has greater impact on the
                 changing of attitudes (generally in a
                 favorable direction) than knowledge alone.

The introduction of content on mental
retardation in the basic curriculum of
social work education does not materially
affect student knowledge and attitudes.
However, students in field instruction
placements serving primarily retarded clients
are significantly superior in knowledge
about mental retardation than other
students, and demonstrate greater changes
in attitudes.

57. Identification of Operative Objectives of Field
    Instruction in Casework for First-Semester, First-Year
    Students at the National Catholic School of Social
    Service, 1962-63.
    Ruth Gasinis Boyer
    Catholic University of America (Doctoral dissertation) 1966.

Purpose:	To identify the objectives in field instruction of first year students in casework. The inquiry is directed at discovering what objectives were in operation and analyzing identified objectives to see how consistant they were with the National Catholic School of Social Work and the Council on Social Work Education.
Methodology:	Tyler's formulation of content and behavioral aspects of objectives to which social work education is committed was adapted in the form of a schedule. Thirty-four field instructors completed the schedule providing twenty-eight matched pairs of measures. In addition, group sessions and individual interviews were utilized along with other records.
Findings:	It was determined that learning could be quantitatively measured, that field instruction methods had changed, but that areas of learning in field instruction had not changed accordingly.

58. The Bases for Judgment: A Use of the Critical-Incident
    Technique to Study Field Instruction Judgments of the
    Performance of First-Year Casework Students in Their
    Field Instruction Placements.
    Solomon H. Green
    University of Pennsylvania (Doctoral dissertation)1965.

    Purpose: To examine what field instructors expect
                      of first year casework students placed
                      with them for field instruction.

    Methodology: The study sample consisted of 12 field
                      instructors and their 15 first year
                      casework students placed by the Wurzweiler
                      School of Social Work of Yeshiva
                      University during the 1963-64 year.
                      The critical-incident technique was
                      used and adapted to collect 631 "effective"
                      and "ineffective" incidents of student
                      performance in their field placements.
                      Respondents (the field instructors) sub-
                      mitted data on specially prepared forms
                      and used special envelopes to mail data
                      to the researcher weekly.

    Findings: A major finding was that there were
                      five significant field instruction
                      learning areas, which were classified
                      into the categories of: working with agency
                      form, interaction with field instructor,
                      interaction with client, self-awareness,
                      and knowledge.
                      Other findings related to the significance
                      of the supervisory conference in teaching-
                      learning, the agency's concern over the
                      students' work with clients, and the indi-
                      cation that use of knowledge is inter-
                      twined with students' use of self. The
                      critical incident techniques proved not
                      to be the research method to seek evidence
                      that field instructors had changing
                      expectations over the year.

59. Field Instruction in Social Casework: A Report of an
    Experiment.
    Margaret Schubert
    The University of Chicago (Social Service Monographs:
    Second Series), 1963.

Purpose:	To find out whether there is an association between stud-nt achievement in field work (in a casework setting) and the nature of the first-year field teaching plan.
Methodology:	There were a total of four teaching plans in four settings, including an experimental plan carried out in a private family agency, and three non-experimental plans carried out in three different settings: a private family agency, a public assistance agency, and a medical setting. All four teaching plans differed from one to another in terms of instruction methods and assignments of casework responsibility. Twelve students, all from the University of Chicago School of Social Service Administration were assigned to each of the four settings. Research instruments included psychological tests, structured interviews, and ratings of student process records.
Findings:	Significant differences in the performance of the four groups were not found. However, the research yielded a qualified affirmation of the value of the experimental teaching plan, and interview observation was seen as a useful teaching device.

60. <u>Field</u> <u>Instruction</u> <u>Research</u> <u>Project</u>: <u>Final</u> <u>Report</u>.
William E. Gordon and Margaret L. Schutz
George Warren Brown School of Social Work, Washington
University, March 1969.

Purpose: To compare outcomes for two kinds of
field instruction: the more tradi-
tional early case assignment, indivi-
dual-student-instructor pattern of
supervision, and an innovative
approach involving a delayed and
graduate case assignment broadened
experience, group supervision approach.
The project also included the following
three major aspects: (1) clarifying
educational objectives, (2) designing
new field learning experience, and
(3) developing instruments and analytic
design to measure educational
progress.

Methodology: The study sample, drawn from classes
in three years at George Warren Brown
School of Social Work, consisted of
31 matched pairs of social work
students who finally graduated in
1966, 1967 and 1968. Various
measures including "Knowing" and
"Doing" tests were used to assess
and compare outcomes of the two groups.

Findings: The results of the study showed no
detectable differences in educational
outcome at graduation time between
students exposed to different kinds of
field experiences. Further analysis
of the data collected showed that what-
ever differences found might be related
to other factors, such as individual
field instructor bias and individual
student differences not fully corrected
through matching.

61. The Initial Influence of Structural Variations in
Casework Field Instruction Upon Students' Mastery
of Classroom Knowledge
Richard Sterne
Washington University (doctoral dissertation) 1967

Purpose: To evaluate the initial influence of
different structures of field learning
upon students' mastery of classroom
knowledge. Other purposes included
evaluation of changes in the structure
of field instruction upon students'
mastery of knowledge.

Methodology: The study sample consisted of 27
first year casework students at a
graduate school of social work. The
students were randomly assigned to
three research groups. An objective
test was constructed containing
concepts and generalizations abstracted
from 40 percent of the first year
classroom courses offered at the above
school. The research designs utilized
were 3x2 factorials into which the
classic pre-test-post-test control
group design was incorporated. Data
were collected before and after the
students' first semester of professional
education.

Findings: There was little empirical support for
the general hypothesis that variations
in the structure of field learning
differentially affects changes in
students' mastery of classroom knowledge.
However, the data consistently supported
the general hypothesis that the
variation in the structure of knowledge
is associated with students' mastery
of knowledge, that variation in the
structure of knowledge differentially
affects changes in students' mastery
of knowledge, and that students'
exposure to social work education is
associated with changes in qualitative
dimensions of their mastery of classroom
knowledge.

62. An Experimental Study of Methods Used in Casework Treatment
William Reid
Columbia University (doctoral dissertation) 1963

Purpose: To discover how casework treatment methods were influenced by the amount of training and experience possessed by the caseworker and the degree of personality disturbance in the client under treatment.

Methodology: Sixty-five professionally trained and experienced caseworkers and fifty beginning casework students constituted the sample. An instrument was developed which presented subjects with a number of hypothetical interview situations. Two forms were presented: 1) where clients were depicted as being seriously disturbed, and 2) where clients appeared less disturbed. Structured responses which reflected particular treatment methods and orientations were provided.

Findings: The findings, in part, are relevant to social casework education. Predicted differences between students and workers were found in certain areas of test performance. Workers' choice of methods differed according to diagnostic differences of clients while students' choices were similar for both kinds of clients. Workers agreed more with one another than did students with respect to method preferences with less disturbed. Consensus levels were similar, however, with the more disturbed client. The findings suggested that practitioner variability may be a complex function of both training and experience, and the judgment situation.

63. Anchoring Effects in the Clinical Judgments of Social Work Students and Experienced Caseworkers
Ben A. A. Orcutt
Columbia University (doctoral dissertation) 1962

Purpose: To study whether clinical judgments are affected by different contexts in which they are made, resulting in anchoring effects.

Methodology: A total of 176 graduate students from
two schools of social work were randomly
divided into 8 experimental groups.
Each students judged two extreme
pathology cases, followed by a more
moderate pathology case, across a
sequence of 12 cases. Judgments were
made by the students on the degree of
maladjustment represented in each case
on a combination graphic and numerical
rating scale. The experimental groups
were formed in counter-balanced orders
of stimulus-behavior and its degree of
pathology (and pre-determined by
judgments of experienced social workers).

Findings: The students' judgments of the moderate
cases were significantly affected
by anchoring conditions--i.e., low and
high pathology.
Contrast effects occurred initially in
the sequence, followed by assimilation
effects which persisted.

64. **Prediction of Success in Casework Practice from
Performance in the Graduate Program**
Dolph Hess
University of Minnesota (doctoral dissertation) 1966

Purpose: To examine the relationship of
performance of social work students in
graduate education to their later
performance as caseworkers. The
development of a scale to measure
competence in relation to casework
performance was a major concern.

Methodology: The sample consisted of fifty graduates
of the School of Social Work of the
University of Minnesota during the
years 1962, 1963, and 1964. A "Q"
technique was developed to measure the
degree of successful performance of
casework practitioners. Judges
participated in preparing the instrument,
and supervisors of the sample of
caseworkers were the respondents.
Overall ratings for class performance
were supplied by faculty members who
taught the former students. In
measuring performance in field

                    instruction, second year field
                    instructors' judgments were used.
     Findings;   It was found that the rank order of
                    students is not related to the order
                    in which their later performance as
                    caseworkers is ranked. Not one of the
                    hypotheses that predicted practitioner
                    success from school performance was
                    acceptable, nor were other factors in
                    the school of social work records
                    found to be related significantly to
                    practitioner success.

65. Development and Testing of an Improved Method of
    Measuring First Year Field Work Performance of
    Social Group Work Students
    Frances W. Logan
    University of Pennsylvania (doctoral dissertation) 1965
    Purpose: To develop and test an improved method
                    of measuring the field work performance
                    of first year social group work students.
    Methodology: Two methods of rating field work
                    performance were studied--Method 1 {used
                    at Atlanta University) and Method 2--
                    which was developed in this study through
                    participation of classroom and field
                    faculty.
                    Three faculty raters, using each
                    method at different times, rated field
                    work performance of 30 first year group
                    work students, on the basis of written
                    evaluative material from the students'
                    records. These ratings were converted
                    into scores by the researchers, and
                    letter grades were assigned to the
                    scores.
    Findings: Ratings obtained by using the two
                    methods were found to be different.
                    A higher degree of agreement was
                    obtained between raters using Method 2.
                    Neither method was sufficiently
                    accurate to be recommended for use in
                    making predictions of future performance.
                    Ratings by Method 2 took less time.
                    Based on criteria in the study, Method 2
                    was found to be the preferred method.

66. A Standard for Measuring the Minimum Acceptance
Level of Performance in First Year Field Work in
Social Casework
Aleanor Merrifield, Jan Linfield and Edythe Jastram
The University of Chicago Press, 1964

Purpose: To develop an instrument (a schedule)
for setting the specific and uniform
minimum standards of performance
expected from the students at the end
of their first year of field work in
casework.

Methodology: The schedule consists of five areas:
casework performance, supervision,
adjustment to agency setting,
administration of the casework job,
and integration of professional role.
There are a total of 64 items to be
rated either "acceptable" or "not
acceptable." The instrument was tested
twice in 1962 and 1963.

Description: This schedule may serve to specify
tasks to be evaluated, to differentiate
between passing and failing levels on
each task, to identify the most
important tasks, and to suggest a
numerical rank which distinguishes
between passing and failing.

67. Field Work Performance: Repetition of a Study of
First Year Casework Performance
Margaret Schubert
Social Service Review, XXXIV (3) September 1960,
pp. 286-299.

Purpose: This article reports a replication
study in which student process records
were evaluated by independent experts
and rated by means of a schedule. The
purpose of the study was to further
test out the schedule as a means for
rating the performance of student
social workers as revealed in their
process recording.

Methodology: Both studies utilized the records
of casework students in public assistance
settings. In the first study conducted
in Chicago, 49 students were included;
in the follow-up study conducted in
California, 28 students were included.

The schedule focused mainly on the
nature of the service offered to the
client by the student as reflected in
items related to the student's
professional attitudes, perceptions
of clients,—and diagnostic and treatment
actions vis-à-vis the client. Experts
drawn from the ranks of experience
professional caseworkers with field
instruction experience read case
materials and evaluated the work by
means of the schedule.

Findings: The results of both studies make it
clear that student process records
can be evaluated through the
application of a schedule so that
levels of performance can be
differentiated. A revised schedule
with more items assessing students'
attitudes toward clients, more clearly
defined points in each scale, and a
re-definition in some instances of scale
points would improve the instrument.
Although the usefulness of the instrument
was confirmed even without desirable
revisions, it will still be a measure
of only a part of student performance.

68. <u>Social Work Students' Theoretical Orientations</u>
<u>Toward Human Behavior</u>
Glenn O. Haworth
University of California, Berkeley (doctoral
dissertation) 1967

Purpose: To measure the theoretical orientations
toward human behavior acquired by
social work students during their
professional education.

Methodology: Data were collected through a pre-
tested questionnaire which was used
to elicit attitudes and judgments
regarding generic issues and dimensions
relating to theories of human behavior.
The major tasks required responses to
59 opinion items and the ranking of
explanatory factors for seven
behavioral vignettes. The questionnaire
was distributed to the total student
body at a graduate school of social

work—during the last month of the
1964-65 academic year. Each class
returned about 50 percent of the
questionnaires (63 first year students
and 53 second year students thus
responded). The two samples were found
to be representative and comparable
when compared with their own class
and with each other.

Findings: Data analysis revealed that both
groups were essentially eclectic in
their explanation of human behavior,
although second year students had
greater preference for intrapsychic
explanations than did first year
students.
Patterns of responses to opinion
items showed some similarity between
the two groups in relation to
psychosocial, science, and diagnostic
dimensions, but first year students
revealed substantial concern with
management of their student role and
of overwhelming amounts of information,
while second year students showed much
more patterning around theoretical
issues.
Major theories of human behavior did
not seem to exert a systematizing
influence on the students' orientations,
since within each group the theoretical
dimensions were essentially independent
of each other. In other words, a
student's position on one dimension
was not predictive of his position on
any other dimension.
Two findings particularly emphasize
the significant fosucing impact of
social work education on students'
cognitive frameworks during their
second year of graduate study.

69. An Exploratory Study of the Measured Behavioral
Styles of Students in Five Schools of Social Work
Shirley D. McCune
Catholic University of America (doctoral
dissertation) 1966
Purpose: To explore behavioral styles of social

work students which have relevance .
for job functioning.
497 social work students from five
schools of social work were administered
the JAIM (Job-Analysis and Interest
Measurement)--a 125 item self-report
questionnaire. A personal data
schedule was also constructed to
organize the record information of
the students.

Findings: Significant differences were found
in all comparisons. Both number and
difference increased in ascending
order of individual characteristics,
field work vs. classroom performance,
sub-specialty preferences, schools,
and students in other professional
schools. The efficiency of the
predictive instruments were judged to
be low although the JAIM scales did
improve prediction based on under-
graduate average alone.

70. The Effects of Client Social Class, Social Class
Distance, and Social Work Experience on the
Judgments of Social Work Students
Joseph Scott Briar
Columbia University (doctoral dissertation) 1961

Purpose: The two objectives of this study
were to study the application of the
predictive behavior approach to
research on judgment in social work
practive, and to test hypotheses
regarding effects of client social
class, social class distance between
client and social worker, and the
effects of social work experience on
social work students' judgments.

Methodology: Two comparable groups of social work
students (N=130) at the New York School
of Social Work, Columbia University,
judged case summaries on two clients.
Social class status ascribed to the
clients differed for each group. The
students predicted responses of each
client to a self-concept checklist and
two attitude scales regarding acceptance
of authority and traditional family

ideology. Each client was also rated
on a clinical judgment inventory.
Students also provided background data
on themselves.

Findings: It was found that social work students
did make significantly different
judgments when social class status
characteristics were ascribed to
clients. The findings did not support
the contention that the student would
reflect social class distance between
clients' social class status and
students' class background although
there was a tendency for students to
assume greater similarity when middle
class characteristics were ascribed.
It was also found that increases in
the students' previous experience did
not reduce variance in judgments made
by them about the same clients.

71. The Effects of Optimism on the Prognostic Judgments
of Second Year Casework Students
Jack Bernard D. Joelson
University of Pittsburgh (doctoral dissertation) 1968

Purpose: Generally, this study sought to
identify those variables most
frequently associated with the tendency
of students to make favorable prognoses
about clients. The hypotheses tested
were: (1) that a positive association
exists between a student's personal
optimism and his case optimism, (2) that
no association exists between students'
intellectual attainment and case
optimism, (3) that field instructor's
ratings of students on self-awareness
are more favorable for students who
rate themselves less favorable than
their instructors on optimism-
pessimism, than students who rate
themselves more favorably than their
instructors, and (4) that field
instructors' ratings of students on
optimism-pessimism are more favorable
for those students whose instructors
consider them more receptive to field

instruction than those they consider less receptive.

Methodology: Thirty-nine second year casework students at the University of Pittsburgh and their field instructors provided matched data. Students rated each of six case vignettes on a seven point scale, indicating the likelihood of successful casework or psychotherapeutic results. Students rated themselves and were rated by their instructors on 29 bi-polar semantic differential scales.

Findings: Hypothesis (2) was not supported, although there was a tendency for students who rated themselves as optimistic to rate the vignettes similarly. All of the other hypotheses were supported. In general, field instructors' ratings of students tended to take on a global rating pattern, while students' self-ratings were less global than their instructors'.

72. Major Teaching Methods in Field Instruction in Casework
Reva Fine Holtzman
Columbia University (doctoral dissertation) 1966

Purpose: To identify the major teaching methods of field instruction in casework. A tentative classification of the major teaching interventions was formulated in an attempt to develop a more systematic conceptualization of field instruction.

Methodology: A sample consisted of 12 first year and 11 second year "nonrisk" students from five casework field instruction units in public assistance, private-family, psychiatric clinic, medical-rehabilitation, and correction-family settings used by Hunter College School of Social Work. A modified Flanagan's Critical Incident Technique was used to analyze 322 incidents submitted by field instructors.

Findings: A classification scheme was developed which yielded six major modes of teaching: dialectic-hypothetical,

expository, directive, supportive,
evaluative, and demonstration. In
most instances field teaching combines
these various patterns. It is therefore
difficult to delineate discrete teaching
interventions. In addition, the
instructor-student relationships are
not easily defined.

73. Field Instruction in Social Group Work
    Rita A. McGuire
    Columbia University (doctoral dissertation) 1963
    Purpose: The purpose of this research was to
                    utilize a two-fold classification of
                    educational objectives and teaching
                    methods to provide a more systematic
                    approach to field instruction in social
                    group work. The classification identified
                    three major areas of educational
                    objectives: role of learner-worker,
                    social group work content, and development
                    of professional maturity. Three major
                    methods of teaching included support,
                    direct instruction, and evaluation.
    Methodology: Nine field instructors at the Educational
                    Alliance, New York City, in 1959,
                    provided the data whereby 271 teaching-
                    learning situations involving fifteen
                    students from six schools of social
                    work were analyzed in a modified "critical-
                    incident" analysis.
    Findings: It was found that "support" tended to
                    be utilized in helping students move
                    into the learner-worker role, and "direct
                    instruction" was utilized more often
                    to teach group work content. Both direct
                    instruction and evaluation were utilized
                    to develop professional maturity. A
                    high percentage of incidents were
                    reported which dealt with self-awareness
                    and a low percentage with evaluation.
                    The critical incidents technique was
                    found to be a useful one for studying
                    field teaching.

74. Innovations in Field Instruction in Social Group Work
    M. L. Somers and P. Gitlin
    Journal of Education in Social Work, II (1), 1966,
    pp. 52-58.

Purpose: To seek for data on the development.
              and nature of innovations in field
              instruction in social group work.
Methodology: A theoretical frame of reference
              based on the concept of innovation
              as a mode of adaptation to change was
              used in analyzing the responses
              from questionnaires sent to 44
              schools. Three-fourths of the
              schools replied.
Findings: Innovations were categorized in
              terms of (1) settings, field of
              practice, and auspices, (2) opportunities
              to teach the same students more than
              one social work method, and (3) the use
              of personnel, e.g., field instructors
              educated and experience in one method
              to instruct students in a second method.
              Five approaches to innovations were
              identified: demonstration, consultation,
              education of caseworkers in the use of
              the group work method, employment of
              a group worker as a staff member, and
              identification of service needs.

75. Role and Task Expectations for Part-Time Field
    Instructors in Social Group Work
    Ralph Garber
    University of Pennsylvania (doctoral dissertation) 1963
    Purpose: To identify areas of agreement and
                  differences among social workers in
                  relation-to role and task expectations
                  for part-time field instructors in
                  social group work.
    Methodology: A 77 item mailed questionnaire was
                  sent to social workers--a stratified
                  group of 35 classroom instructors, a
                  random sample of 27 part-time field
                  instructors, and 26 agency executives
                  in social group work.
    Findings: Ten out of eleven items listed as
                  expectations and hypothesized to
                  receive consensus did register such
                  agreement thus supporting the proposition
                  that there is a base of agreement in
                  the profession about field instructors
                  in social work education. Of the 63
                  items hypothesized to reflect role

differences, eight achieved consensus
among roles. Th- study provides
additional criteria that could be used
in the selection of field instructors.
Disagreement in the use of the terms,
"supervise," "train," "help," and
"evaluate" were demonstrated.

76. A Study of -Selected Dimensions of the Field
    Instructor--Student Relationship
    Morris Kagan
    University of Minnesota (doctoral dissertation) 1967

    Purpose: To measure (1) the field instructor-
                    student relationship as it was perceived
                    by the participants, (2) the awareness
                    shown by each participant of the
                    other's perceptions, and (3) changes
                    in perception and awareness occurring
                    during the field instruction period.

    Methodology: The study sample consisted of 42
                    members of the first year class at the
                    University of Texas School of Social
                    Work and their field instructors.
                    By using the Barrett-Lennard Relationship
                    Inventory, the following specified
                    dimensions of the field instructor-
                    student relationship were measured:
                    empathy, level of regard, unconditicn-
                    ality of regard, congruenre, and
                    willingness to be known.
                    The study was conducted during a
                    16-week block field instruction period,
                    with measures taken at various points
                    during this period.

    Findings: Results indicated that students'
                    perceptions of field instructors were
                    more positive than the field instructors'
                    perceptions of students, while field
                    instructors showed greater awareness
                    of students' perceptions than students
                    did of field instructors' perceptions.
                    In addition, students overestimated
                    the positiveness of field instructors'
                    perceptions, whereas field instructors
                    underestimated the positiveness of
                    students' perception.
                    It was also found that both students
                    and field instructors during a 16-week

block of field instruction showed
an increase in the positiveness of
their perceptions and in awareness of
the others' perceptions. —
Finally, field instructor-student
pairs showed high rank-order correlations
of perceptions and changes in perceptions.

77. Role Expectations of First Semester Casework
Students and Their Field Instructors
Herbert Strean
Columbia University (doctoral dissertation) 1968

Purpose: To examine mutual role expectations
of first semester casework students
and their field instructors, and to
determine whether or not the congruity
of these expectations was a crucial factor
in the students' field work performance.

Methodology: The sample consisted of 43 first year
casework students and their field
instructors at the Rutgers Graduate
School of Social Work during the 1967-68
academic year. (Of the 65 students in
the total class, 9 were used in a
control group and 13 were not available.)
Expectations were studied along four
dimensions: self-actualization,
teaching, support, and power. Through
the use of a series of personally admin-
istered questionnaires, subjects
reported on their expectations five
weeks prior to their encounter, and
five, ten, and fifteen weeks after it.

Findings: Throughout the twenty weeks of the
study, students and field instructors
developed a strong consensus about which
dimensions were of importance (namely,
actualization and teaching), and their
expectation scores moved consistently
closer to each other.
Those instructors and students whose
expectations converged reported more
mutual satisfaction with each other,
were more perceptive of each other's
expectations, and the students in those
dyads received higher grades in their
field course. The findings thus
confirmed that the congruity between the

expectations of students and those of
their field instructors was a crucial
factor in the students' field work
performance. It was also found that
partners whose expectations scores
converged were those who had similar
years of experience in situations
which were like field work instruction.
However, other biographical data that
were studied (such as sex and age)
were not statistically associated with
expectation scores.

79. A New Approach to Developing the Student's Strengths
Herbert A. Ott and Kenneth A. Griffithes
Social Casework, XLIV (3), March 1963, pp. 119-124.

Purpose: To clarify the concept of personal
strength and developing methods of
working with students, and to test the
possibility of devising a method by
which the social work student's
professional functioning could be
enhanced through the discovery,
assessment, and development of his own
strengths, resources, and potentialities.

Methodology: The study, the Personal Resource
Development Project, was carried out
at the University of Utah Graduate
School of Social Work. Two randomly
selected groups, ten students for each,
served as experimental groups while
two matched groups, also ten students
each, formed control groups. California
Psychological Inventory, Edward Personal
Preference Schedule, and Personal
Strength Questionnaire were research
instruments.

Findings: (1) Individuals have strengths that
are not fully utilized or are undis-
covered or unrecognized, (2) the average
individual is capable of making a survey
of his personal strengths, and of
selecting the specific areas in which
to develop them more fully, (3) discovering
the topography of one's strength and
resources, either actual or potential,
is in itself a strength process, and
(4) group work method, procedures, and

processes are of substantial value
in the process of identifying and
utilizing personal strength, resources,
and potentialities.

80. Learning to Use the Self for Professional Service:
A Study of Teachers' and Supervisors' Judgments on
Social Work Students' Performance in Class and
Field Work
Tybel Bloom
University of Pennsylvania (doctoral dissertation)
1960

Purpose: To explicate the nature and timing of
                observed change in the student's use
                of the self for a professional purpose
                through social work education.

Methodology: The study sample consisted of one
                class section of 19 students enrolled
                at the University of Pennsylvania
                School of Social Work from 1956 to
                1958. The records of these students,
                including their teachers' and super-
                visors' periodic evaluations of student
                performance, were examined. Data were
                collected through a schedule which
                defined various professional social
                work activities involving the use of
                self.

Findings:.   The individuality of the student as
                well as particular time units emerged
                as significant in the development of
                the professional use of the self.
                Although each term of study reflected
                distinguishable features of observed
                change in student performance in
                relation to use of the self, there was
                also a general demarcation between first
                and second year development. Every
                student who successfully completed the
                Master's degree program (15 out of 19)
                showed some observable change in the
                use of himself, which appeared to consist
                of a developmental process consciously
                effected by the student.

81. <u>Instructional</u> <u>Television</u> <u>Survey</u>: <u>1966</u>
    Frank Norwood
    <u>Social</u> <u>Work</u> <u>Education</u> <u>Reporter</u>
    CSWE, XIV. (4) December, 1966, pp. 22 and 62.

Purpose:	To discover the degree to which schools of social work in the United States and Canada are interested in and have available the facilities to use televised materials for instruction.
Methodology:	The CSWE with the assistance of the National Center for School and College Television prepared a questionnaire for gathering data. Replies were received from 65 schools of social work.
Findings:	71 percent of schools indicated that instrumental television is now available on the campuses. or will be available within the next two years. More than one third of the schools were "very interested" in the following curriculum areas: Human Behavior and Social Environment (48 percent), Casework (47 percent), Group Work (45 percent), Community Organization (43 percent). and Social Welfare Policy and Services (39 percent). The kind of materials in which the schools were "very interested" were: interview (39 percent) and group sessions (36 percent).

82. <u>Social</u> <u>Work</u> <u>Students</u> <u>and</u> <u>Libraries</u>
    Eunice Lovejoy
    <u>Social</u> <u>Work</u> <u>Education</u>, Bimonthly N-ws Publication,
    XI (2), April 1963, pp. 1, 16-18.

Purpose:	To find out how schools of social work provide library orientation programs for students.
Methodology:	59 replies responded to a questionnaire sent to 62 schools of social work.
Findings:	In 32 schools, during orientation week or soon afterwards, a library staff member gave a lecture and tour varying in length from "very brief" to a half-day program. Eleven schools gave no formal initial instruction to students in the use of the library. In the remaining schools, various approaches were applied, including a talk by a faculty member.

Research on Institutional Characteristics and
Inter-institutional Relationship in Social Work Education

83. Planning Professional Social Work Education in
New York State 1968.
Laurin Hyde Associates
Laurin Hyde Associates, 1968
Purpose: To provide an up-to-date picture of
                social work education in New York State.
Methodology: Data were gathered by means of the
                following methods: (1) a review and
                analysis of schools' bulletins, annual
                reports, budgets, and other related
                documents, (2) interviews with deans
                of social work schools, and conferences
                with individuals with social work
                educational concerns.
Description: A comprehensive report on schools of
                social work in New York State concerning
                (1) characteristics of the schools and
                their objectives, programs, administration,
                student enrollment, faculty, field
                instruction, and costs, (2) geographical
                and demographic needs, criteria for
                establishing new schools planning their
                budgets, and (3) the demand for and
                supply of social workers.

84. Adaptation of the North American Model of Social
Work Education to Honduras
Thomas Waltz
University of Minnesota (doctoral dissertation) 1966
Purpose: To determine whether the Honduran
                social worker, trained in the Honduras
                in social work education in the North
                American model would develop attitudes
                similar to the North American social
                worker.
Methodology: Two samples were compared: An experimental
                sample of all social work students
                and workers in Honduras (N=110) and a
                counterpart sample of graduate students
                at the University of Minnesota and NASW
                members in the state (N=252). A
                successional design was utilized to
                measure attitude changes throughout the
                professional development of the
                experimental group. Cross-cultural

change theories were utilized in
developing hypotheses. The Oren-
Kidneigh Social Workers Attitude
Inventory was used to measure attitudes.
A translated Spanish version and a
modified scoring procedure were adapted.

Findings: It was found that no significant change
in the attitudes of the experimental
sample occurred as a result of their
social work training. The Honduran
and North American social workers held
almost totally different attitudes
toward persons and their social
situations.

85. Autonomy in the Administrative Relationships of
Professional Schools of Social Work in the
United States to Their Universities and Colleges
Avis Lorraine Kristenson
Columbia University (doctoral dissertation) 1967

Purpose: Initial exploration concerning the
question of the nature of and organiza-
tional relationships for the professional
schools of social work to their parent
institutions, with particular emphasis
on the "autonomy" of the schools in
making decisions of importance to their
programs.

Methodology: Study sample included all of the
accredited professional schools of
social work in the United States as of
July 1, 1964. Data were collected
through review of the Accreditation
Self-Study Report completed by each
school for the Council on Social Work
Education, review of other school
documents, a mail-questionnaire to the
dean of each school, unstructured
interviews with deans of five represen-
tative schools and their immediate
superiors in the central administration
of the parent university or college,
statistical and documentary information
obtained through various sources such
as the Council on Social Work Education,
and informal discussion with faculty
members at a number of schools as
well as key persons in governmental and
educational organizations.

Findings: A variety of patterns of relationships
between the schools and their parent
institutions were discerned; these
patterns were found to be related to
numerous characteristics such as the
schools' location, size, auspices, etc.
Distribution of authority for major
decisions in main program areas and the
relevant implications for organizational
effectiveness were examined within the
framework of sociological theory of
formal organizations.

86. International Students in Education for Social Work:
An Assessment of the Educational Experience by
International Graduates of Schools of Social Work
in North America, 1948-57.
Kenneth Murase
Columbia University (doctoral dissertation) 1961

Purpose: To assess the relevance of social work
education in North America for
international students.

Methodology: Data were collected by a mail questionnaire
from a sample of 272 international
graduates of North American schools of
social work during the period 1948-57.
Questionnaires were returned by 225
graduates.

Findings: Almost three fourths of all respondents
were "definitely satisfied" with their
over-all educational experience, with
students from developed countries
proportionately more satisfied than
those from underdeveloped countries.
Most graduates were found engaged in
their first employment in social work
education, family and child welfare,
and health services. Graduates from
developed countries tended to perform
direct-service functions, while those
from underdeveloped countries tended
to perform functions in teaching,
administration, consultation, and research.
No major curriculum changes were indicated
by the findings for students from
developed countries. However, the findings
suggested that for students from under-

developed countries, emphasis should
be placed upon content in social welfare
policy and services, social welfare
administration, community welfare
planning, and social research.