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ABSTRACT

Evaluation during Pilot B of Phase II of the Social Service Aide Project, a program of exemplary education for the career development of paraprofessionals in social and/or human services, was conducted on 11 courses offered in social service and child care at Kennedy-King College, Chicago. Questionnaires, which were derived from a task analysis inventory and sent to over 500 students, were returned by 367 and provided information on the course taken and the time, nature, and area of employment. Most of the students worked full time, and the largest employment areas were within schools, primarily paraprofessional positions, and factory jobs. These were followed by business, social service, and medical positions. In addition large numbers of students responded that they had performed the tasks presented, but many students felt that the courses did not help them perform the activities. The findings revealed that the curriculum as offered did not fully achieve the core curriculum goal and design. Results further show the need for course modification and precourse orientation of the instructors. Phase I is available as ED 035 062 (RIE, May 1970), and related documents are available as VT 012 530-012 533 in this issue. (SB)

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Phase II Final Report

PILOT "B" CURRICULUM EVALUATION AND INTERPRETIVE ANALYSIS

Project No. 7-0329
Grant No. OEG-0-070329-3694 (085)
SOCIAL SERVICE AIDE PROJECT
For the Training and Education
of Paraprofessionals

September 30, 1970

Career Options Research and Development
-A Special Project of
the Young Men's Christian Association
19 South La Salle Street
Chicago, Illinois 60603

This project is supported by the U.S. Office of Education, Bureau of Research, Department of Health, Education, and Welfare, under Section 4 (c) of the Vocational Education Act, 1963. Points of view or opinions do not, however, necessarily represent official Office of Education position or policy.

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PILOT "B" EVALUATION

Prepared by Barry Warren

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PILOT "B" EVALUATION

September 1970

Introduction:

In this report will be found the description and results of the evaluation of the SSAP (CORD) core-curriculum in the Chicago City College System. This offering of course work, with the cooperation of SSAP (CORD) and the Chicago City College System (CCC), has been designated "Pilot B". Dr. Joan Swift, Chairman of the Human Services Institute of the Chicago City College System, supervised and coordinated the pilot program within the college. Barry S. Warren, Program Associate SSAP (CORD), supervised the pilot program within SSAP (CORD) and was the liaison with CCC.

In conducting this evaluation, over five hundred questionnaires were distributed and three hundred and sixty-seven were returned. Processing involved the tabulation of 38,535 elements of data which provide the substance of this report.

Background Phase I

Phase I of the Social Service Aide Project (SSAP) occupied the period of time from October of 1968 to September of 1969. SSAP and Phase I had grown out of the joint planning of a consortium of local community colleges, Chicago City College System, Prairie State College, Central YMCA Community College of Metropolitan Chicago. The prime objectives of Phase I had been to perform a task analysis study on a variety of employees working in the social services (later human services) for purposes of deriving from the tasks being performed, a core-curriculum in the social services and model career ladders with early or low educational level entry provisions. To accomplish these objectives, the SSAP staff and instructors (teacher-coordinators) in the colleges went into the field (that is into agencies) and performed the task analysis. This proved to be a very beneficial process since the task analysis study provided an opportunity for college staff to actually see what was being done in the field and by whom; the findings proved contrary to ideas previously formed in the often isolated environments of their schools. The guidelines for the data collection were formulated by the SSAP staff, and the data collecting and processing were done by SSAP staff with the assistance of the teacher-coordinators. Specific details of SSAP Phase I activity along with its methodology, technical guidelines, and detailed results may be found in the Phase I Final Report, September 1969.

Background Phase II

With the development of a core-curriculum and parallel career ladders, Phase I came to an end and Phase II began. Phase II occupied the time interval between October 1969 and September 1970.

The original plans for Phase II called for further research and refinement of the core-curriculum as well as expansion and further development of the career ladder models established in Phase I. Insofar as the core-curriculum was concerned, more detailed outlines were to be developed, teaching methods and materials researched, and the curriculum itself tested on specified student populations with internal school evaluations and possibly external evaluation performed in the agency. From the very beginning of Phase II problems of great magnitude became evident in these objectives and it became SSAP's (CORD's) very difficult task to overcome them. It would have been ideal to have the two-year college curriculum tested in its entirety on a select homogeneous student group from a major public agency, within the year, followed by a complete on-the-job evaluation of the enrollees. Attempts to construct this ideal test produced some disruptions in relationships between SSAP (CORD) and the consortium of schools. This disruption was solved by SSAP's (CORD's) redefining its relationship with the schools into a sub-contractual one and by difficult and vigorous bridge building and human relations efforts on the part of the SSAP (CORD) staff. Even with these efforts, further impediments were erected in the path of achievement of already difficult objectives. The objectives were difficult for the following reasons:

(1) New school terms begin in September and new courses, without any prepared teaching staff are hard to introduce, particularly when this introduction is to take place after the start of the school year.

(2) H.E.W. does not refund until October and notification may not come until November or December. This is well into a school year since a major part of one semester has already elapsed.

(3) The colleges with short funds are understandably reluctant to introduce costly programs with insufficient funds.

(4) A two-year curriculum comprises 60 to 64 hours of class credit which is 15 to 16 hours per semester, while a minimum of twelve hours is still considered full time study. This makes at least four semesters of full time study which means that, even for the full time student, it would be impossible to take a full core-curriculum in one year while also taking general study requirements as specified by the school. The problem is further compounded by the fact that many core-curriculum courses are sequential, and could not be offered at the same time even if this did not violate the college's general practice.

(5) Many students are part time, paraprofessionals who work, have families and cannot attend school full time. SSAP is working primarily with paraprofessionals.

(6) The paraprofessional time problem was further compounded by the fact that, to test the curriculum on a select large public agency group, would require the agency to commit itself to a released time program which, even at best, would never be more

than 8 hours a week or less than half the school attendance time.

(7) To get the public agency commitment for staff development, release time, job restructuring, on-the-job evaluation, and an expenditure of time, energy and money, requires tremendous clout, a great deal of money, a plentitude of maneuvering, political pressure and decision making, months of talking, and years of energy.

(8) An on the job evaluation could not be done until agency participation was gained and enough time allotted to see at least some effects from the core-curriculum.

In spite of the enumerated problems, SSAP (CORD) did attempt the best possible test of the core-curriculum in Phase II and was successful.

With the start of Phase II, Pilot B with the Chicago City College System, was inaugurated and negotiations began. These negotiations proved to be very time consuming, for there were many uncertainties in the college about its role in relation to such ambitious objectives, the need of additional resources, and about the process of functional task analysis and the use of a systems approach. Several false starts were made, but the program finally got under way in the second semester of the 1969-1970 school year. Valuable assistance was provided by the Sidney Fine Workshops in February 1970 (See S. Fine Workshop report "A Systems Approach...- A Workshop Experience"). This workshop clarified the use and usefulness of task analysis for the Chicago City College staff. As the pilot program at CCC developed, it became possible to test ten courses at CCC which incorporated portions of twelve core-curriculum courses (of which five were incorporated in their entirety). It was not possible to test the curriculum on a single group, since as already stated, this would, even under the best of circumstances, have required two years.

Sub-contract

Attached to this report is a copy of the signed sub-contract for pilot B. Examination of the sub-contract will reveal the terms and objectives which Pilot B was to accomplish. The courses were tested on a general student population since these students were for the most part employed in the social services or human services and since, even with those who were not, this group did reflect a background typical of paraprofessionals. This method of testing the curriculum within the school enabled more portions of the curriculum to be tested as per H.E.W.'s desire. A special agency group sub-contract (clause 2b, section 3) was to be tested as a background to the general student population and to provide an on-the-job homogeneous evaluation group. This group was to be evaluated in the summer, but this proved totally unworkable since no agency committments could be definitely established, and due to summer programs, no agency could supply enough students. Every effort was made to find a satisfactory single agency group, but since this could not be done within the time period for

Phase II, this portion of the curriculum test was postponed with SSAP (CORD) authorization. To satisfy the sub-contractual scope of work, SSAP (CORD) agreed to a test of three more courses on a general student population and the use of the work done in preparation for fulfillment of clause 2b and section 3 as a substitute for the complete satisfactory fulfillment of that clause and section of the sub-contract. Section 2 and clause 2a of the sub-contract committed the Chicago City College System to a test of eight courses on a general student population, therefore, with the agreed substitution this number was increased from eight to eleven. In the process of seeking to fulfill clause 2b and section C the college system developed very good possibilities for future work with the Chicago Committee on Urban Opportunity (CCUO) and with the Martin Luther King Community Health Center (MLKCHC). No work could take place with these agencies over the summer as already stated, however, it was felt by both the college system and SSAP (CORD) that work could be initiated in Phase III; because of this, the preliminary negotiations and work with these agencies was counted as part of the colege system's Phase II sub-contract substitute fulfillment. Pilot B was also able to make preliminary contact with the Cook County Department of Public Aid (CCDPA) at their request. The door to cooperation between CCDPA and Pilot B in helping CCDPA fulfill its over-due committment to provide for paraprofessional staff development was opened. This work with CCDPA still requires further agreement and negotiation but could become an important part of Pilot B's Phase III work and research.

All other terms of the sub-contract were fulfilled by the college system to the satisfaction of SSAP (CORD). These terms included the derivation of specific course content and the preparation of syllabi (section 1 clauses a - c) (see syllabi in this report), the offering of the courses to a general student population as a test group (section 2 clause a), and the conducting of an internal evaluation (section 4 clauses a - c) (see attached questionnaire and evaluation).

Problems were encountered during the period of the Pilot B sub-contract. One such problem was the delay caused in the start of the pilot by the indefiniteness of Phase II funding. The college system was unwilling and unable to start their end of the pilot program until they could obtain some guarantee of financial assistance. This delay at the beginning interferred with CCC's work with potential agency participants in the Pilot B curriculum test. Other delays were experienced due to the extreme political nature of obtaining large public agency participation. Negotiations with such agencies are always unavoidably long and laborious, and seldom lead to any satisfactory conclusion on the basis of strong and even convincing rational argument or demonstration. Problems were encountered as a result of the advent of summer, since agency scheduling and committments are effected by vacations and special summer programs. Pilot B and CCC also experienced unavoidable problems in May of 1970 with the student unrest which was precipitated by the killing of students at Kent State University (Ohio) and at the university in Jackson Mississippi. Local campus issues were also involved, and the Kennedy King Campus of the CCC (where the Human Services Institute is located) was closed for almost two weeks. The progress of the Pilot B test and evaluation seemed

threatened at that time, but the school was finally re-opened and work was brought to a successful conclusion.

Evaluative Questionnaire

Appended to this report is a sample questionnaire. This questionnaire was the principal instrument used in the Pilot B evaluation.. It was derived from a portion of the Phase I task analysis inventory, and instituted as the test instrument by Dr. Joan Swift of the Human Services Institute of the Chicago City College System. It was felt that this questionnaire might enable the Pilot B staff to determine to what extent the courses given, as a part of the curriculum test, were satisfying the needs of the students, incorporating the contents of the core-curriculum mofel (Phase I), and relating to the tasks collected from research in the field. It was also hoped that by distributing the same questionnaire to different classes, some idea would be obtained as to the extent of duplication in the curriculum contents. Then too, the questionnaire was expected to help the students to recognized the connection between their school work and field tasks. It was also expected to help the instructors gain objective insight into relating theory to work situations, into their success in communicating the course contents to students, and into the exact constitution of the courses that were being taught as they related to tasks.

The form of the questionnaire was suggested by the tasks gathered in Phase I. This form was satisfactory as a first evaluation attempt because it did measure the courses taught against tasks actually performed in the field. The courses taught at CCC as a result of the Pilot B curriculum test were to incorporate portions of the core-curriculum, therefore, making the tasks descriptions a good measure of this incorporation. The form of the questionnaire was, however, problematic, in that it did not lend itself to precise measurement of the differences between the courses offered and the differences between those courses and the ones in the model core-curriculum. This means that the questionnaire tends to measure similarities more than differences as a result of its design. In future evaluations, the design should be altered to include sections designed to give more precise data on differences. Mechanical disadvantages also exist with this particular questionnaire form since it produced thousands of bits of data and necessitated a cumbersome and time-consuming manual processing of data. In the future, provision in design should be made in order that computer processing would be possible.

The questionnaire was distributed to nearly five hundred students in ten different courses. Three hundred and sixty-seven were returned. The same questionnaire was distributed to classes in different courses primarily to gain data about course duplication. Some duplication is justified, even necessary, but too much shows inefficiency of curriculum design and the need for modification.

While the questionnaire focuses heavily on content duplication, other aspects of the course contents, student responsiveness, and curriculum design deserve further evaluation. These considerations will be included in planning future evaluation procedures.

Evaluation

The evaluation as already indicated was to be conducted on eight courses offered in Social Services and Child Care at Kennedy-King College (the Chicago City College system), but due to a necessary rearrangement of the pilot program, it was actually conducted on eleven courses. Tables 1 and 2 list the courses which were evaluated. For further descriptive material on the courses, the reader is referred to(1) the Syllabi prepared as a part of the Pilot B subcontract, included within this report. and (2) the Interpretive Analysis of Pilot B Curriculum. Table 3 also shows in its second column the number of students in each class who completed or returned questionnaires.

Table 1 displays the data collected from each student-respondent on the time and nature of his employment, while Table 2 and Charts 1 and 2 provide extracts of data from Table 1 in condensed and pictoral form respectively. Examination of Table 1 reveals that the students come from diverse employment backgrounds. While many of the job titles do reflect employment in either the social or human services, many others indicate employment far different from these areas. Particularly notable in this regard are job titles such as Seamstress, Keypunch Operator, Laboratory Assistant, Postal Clerk, and Spot Welder. It is notable because such backgrounds are at once typical of paraprofessionals and also reflective of the desire of many to find more fulfilling jobs in the social and human services while hopefully extending their store of knowledge by attending school. However, these may not be the only reasons to explain why, of all respondents (367), approximately five-sixths (312), and of those indicating employment (295), four-fifths (240),are not employed in the social services. Further explanation may be found in the reluctance of social service employers to hire non-credentialed personnel and in the scarcity of job openings in human services throughout the State of Illinois [See Chart 2].

Actual employment figures are given in Table 2. If the type of job with respect to time is considered, it becomes strikingly evident that most of the students (241) worked full time [See Chart I] and that this figure is over three times greater than the next largest group comprised of students without jobs [N=72]. These figures are important, and it is unfortunate that supplementary age information was not also obtained, but even without this information some interesting conclusions suggest themselves. Full time employees usually attend school part time or at least minimal full time (approximately 12 hrs.). This is almost guaranteed if they have family responsibilities. Many of the people seeking paraprofessional education (perhaps most) are older people who do have family responsibilities. They seek new opportunities to better themselves and escape from economic traps through the most accessible routes (the community colleges and programs in the Human Services). Most of the students in the Kennedy-King program are black and as a consequence, may not be expected to have much money. So again, it is not suprising that most of the students are full time employees.

PILOT B EVALUATION

TABLE I

	CODE	TIME	AREA	JOB TITLE
1.	SS229-1	PT	Other	Seamstress
2.	SS229-2	FT	Social Service	Parent Coordinator
3.	SS229-3	PT	Social Service	Group Worker
4.	SS229-4			
5.	SS229-5	FT	Social Service	Community Worker
6.	SS229-6			
7.	SS229-7			
8.	SS229-8	FT	Social Service	Clerk III
9.	SS229-9			
10.	CD225-1			
11.	CD225-2	FT	School	Instructor
12.	CD225-3	FT	Med	Clerk II
13.	CD225-4	FT	School	Teachers Aide
14.	CD225-5	FT	Business	Keypunch Operator
15.	CD225-6	FT	Social Service Emg Mental Health	Mental Health Aide
16.	CD225-7	FT	Parental School	Assistant Family Instructor
17.	CD225-8	FT	School	Children's Welfare Attendant
18.	CD225-9	FT	School	Children's Welfare Attendant
19.	CD225-10	FT	School	Children's Welfare Attendant
20.	CD225-11	FT	Social Service Child Care	Child Care Worker
21.	CD225-12	FT	Other Institution	Child Care Aide II
22.	CD225-13	FT	School	Children's Welfare Attendant
23.	CD225-14	PT	School	Teacher's Assistant
24.	CD225-15	FT		Child Care Worker
25.	CD225-16	FT	Mental Retarded	House Mother
26.	CD225-17	FT	Social Service	Child Care Technician
27.	CD225-18	FT	Child Care	Housepa.ent Aide
28.	SS215-1	PT	Business	Clerk Cashier
29.	SS215-2	PT	School	English Tutor
30.	SS215-3	FT	School	Child Care Aide II
31.	SS215-4	PT	Business	Clerk
32.	SS215-5			
33.	SS215-6	PT	School	Teacher's Aide
34.	SS215-7			
35.	SS212-1	FT	School	School Community Representative
36.	SS212-2	FT	Business	Department of Insurance
37.	SS212-3	FT	Government	Adjudication Service Clerk
38.	SS212-4	FT	School	Teacher's Aide
39.	SS212-5	FT	Social Service	Caseworker Aide (Clerical)
	SS212-6	FT	Business	Clerk Typist III

TABLE I

	CODE	TIME	AREA	JOB TITLE
41.	SS212-7	FT	Business	Clerk
42.	SS212-8	FT	Social Agency YMCA	Secretary
43.	SS212-9	FT	Social Service	Financial Clerk III
44.	SS212-10	FT	Business	Unit Supervisor
45.	SS212-11	PT	Business	Salesman
46.	SS212-12	FT	Government	Distribution Clerk
47.	SS212-13	FT	Business	Clerical Work
48.	SS212-14	FT	Buisness	Storekeeper
49.	SS212-15	FT	School	Nursery School Teacher
50.	SS212-16	FT	School	Teacher's Aide
51.	SS212-17	FT	School	Child Care Worker
52.	SS212-18	FT	School	Child Care Worker
53.	SS212-19	FT	School	Teacher's Aide
54.	SS212-20			
55.	SS212-21	FT	Institution	Family Instructor
56.	SS212-22	FT	Census	Crew Leader
57.	SS212-23	PT	Social Service	School Crossing Guard
58.	SS212-24			
59.	SS212-25			
60.	SS212-26	FT	Social Service	Community Representative
61.	SS212-27	PT	School	Clerical
62.	SS212-28	FT	Post Office	Special Delivery Messenger
63.	SS212-29			
64.	SS212-30	PT	School	Teacher's Aide
65.	SS212-31	FT	Business	Reservation Agent
66.	SS212-32			
67.	SS101-1	FT	Other	Junior Research Technician
68.	SS101-2	FT	Medical	Student Aide Psychology
69.	SS101-3	FT	Publis Service	Telephone Operator
70.	SS101-4	FT	Hospital	Clerk
71.	SS101-5		Medical	Unit Secretary
72.	SS101-6	FT	Social Service	E 1 II(Ill. State Classification
73.	SS101-7	FT	Medical	Practical Nurse
74.	SS101-8	FT	Business	Credit Membership
75.	SS101-9	FT	Business	Business
75.	SS101-10	FT	Business	Clerk-Steno
76.	SS101-11		Medical	Laboratory Assistant
77.	SS101-12	FT		Co-ordinator
78.	SS101-13			
80.	SS101-14	FT	Social Serivce	Staff Director (Senior Citizen)
81.	SS101-15	FT	Other	Switchboard Operator
82.	SS101-16			
83.	SS101-17	FT	Social Service	School Community Representative
84.	SS101-18	FT	Other	Mail Carrier
85.	SS101-19			

PILOT B EVALUATION (con't)

TABLE I

	CODE	TIME	AREA	JOB TITLE
86.	SS101-20	FT	School	Unit Supervisor
87.	SS101-21	PT	Business	Customer Service
88.	SS101-22	PT	Social Service	Community Group Worker
89.	SS101-23			
90.	SS101-24	PT	School	English Tutor
91.	SS101-25	FT	Business	I.B.M. Operator (Electronic Inscr
92.	SS101-26	PT	Cachier	Cashier
93.	SS101-27			
94.	SS101-28	PT	School	Clerk
95.	SS101-29			
96.	SS101-30	PT	School Business	African American History
97.	SS101-31			
98.	SS101-32			
99.	SS101-33			
100.	SS101-34			
101.	SS101-35			
102.	SS101-36			
103.	SS101-37	PT		Group Worker
104.	SS101-38	PT	Business	Control Clerk
105.	SS101-39			
106.	SS101-40	FT		Assistant Teacher (Model Cities)
107.	SS101-41	FT	School Board of Education	Teachers Aide
108.	SS101-42	PT	Business	Secretary
109.	SS101-43			
110.	SS101-44	FT	School	Assistant Social Worker
111.	SS201-1	FT	Medical	Interviewing Caseworker
112.	SS201-2	PT	School	English Tutor
113.	SS201-3	PT	School	Clerical
114.	SS201-4	FT	Medical	Licensed Practical Nurse
115.	SS201-5	PT	School	Reading Clinic (Tutor)
116.	SS201-6	PT	Business	Clerk Cashier
117.	SS201-7	PT	Social Service	Volunteer
118.	SS201-8			
119.	SS201-9	PT	Social Service	Group Worker
120.	SS201-10	FT	Business	Senior Typist
121.	SS201-11	FT	Industrial	Inventory Stock Control
122.	SS201-12	FT	School	School Community Representative
123.	SS201-13	FT	Industrial	Spot Welder
124.	SS201-14	FT	Electric	Head Packer
125.	SS201-15		Factory	Assembly Packer
126.	SS201-16	FT	Business	Order Filler
127.	SS201-17	FT	Social Service	
128.	SS201-18	FT	Social Service	Work Training Specialist Welfare Rehabilitation Worker

PILOT B EVALUATION (con't)

TABLE I

CODE	TIME	AREA	JOB TITLE
129. SS201-19	FT	Social Service	
130. SS201-20	FT	School	School Community Representative
131. SS201-21			
132. SS201-22	FT	Hospital	Secretary
133. SS215-1	FT	Public Service	Operator
134. SS215-2	FT	Other	U.S. Post Office
135. SS215-3	FT	Social Service	El II (Ill. State Classification Level
136. SS215-4	FT	Medical	3All State Dept. of Mental Health
137. SS215-5			
138. SS215-6	FT	School	Teacher's Aide
139. SS215-7	FT	Social Service	Teacher Counselor
140. SS215-8	FT	Chicago Police	Chicago Police Dept. Patrolman
141. SS215-9	FT	Business	Salesman
142. SS215-10			
143. SS215-11	FT	Med. Soc. Serv.	Optometrist Assistant
144. SS215-12			
145. SS228-1			
146. SS228-2	PT	Docks	Dockworker
147. SS228-3			
148. SS228-4	FT	Postal Service	Regular Clerk-Postal Service
149. SS228-5	FT	Social Service	Community Worker
150. SS228-6	PT	School	Reading Clinic
151. SS228-7			
152. SS228-8	FT	Medical	Interviewing Caseworker
153. SS228-9	FT		Parent Coordinator
154. SS228-10			
155. SS228-11	FT	Business	Unit Supervisor
156. SS228-12	FT	Social Service	Work and Training Specialist
157. SS228-13	FT	Social	Clerk-Stenographer III
158. SS228-14	FT	Social Service	Social Work Aide Parent Coordinator
159. SS228-15	FT	Business	Clerk Typist
160. SS228-16	PT	Social Service	Volunteer
161. SS228-17	FT	School	Clerk Typist
162. SS228-18	FT	Social Service	Community Representative
163. SS228-19	FT	Social Service	I and I Aide
164. SS228-20	FT	Other	Nutrition Program Assistant
165. SS101-1	FT	Medical	Clerk III (Medical)
166. SS101-2			
167. SS101-3	FT	School	School Community Representative
168. SS101-4	PT	Other	Manager and Clerk
169. SS101-5	FT	Other	PFSS General Office Clerk
170. SS101-6	FT	Business	Clerk (office)

PILOT B EVALUATION (con't)

TABLE I

	CODE	TIME	AREA	JOB TITLE
171.	SS101-7	FT	School	School Community Representative
172.	SS101-8	FT	School	School Community Representative
173.	SS101-9	FT	Other	Homebound M. S. Society
174.	SS101-10	FT	School	School Community Representative
175.	SS101-11	FT	School	Teacher's Aide
176.	SS101-12	FT	Social Service	Secretary
177.	SS101-13	FT	Social Service	Community Representative for C.C.A.
178.	SS101-14	FT	Social Service	Physiotherapy
179.	SS258-1	FT	Medical	Ward Clerk
180.	SS258-2			
181.	SS258-3	FT	Social Service	Executive Secretary
182.	SS258-4	FT	U.S.P.D.	Mail Carrier
183.	SS258-5	FT	Social Service	Community Representative II
184.	SS258-6			
185.	SS258-7	FT	School	School Community Representative
186.	SS258-8	FT	Other	Senior Recruiting Aide
187.	SS258-9	FT	School	Clerk Typist III - UICC
188.	SS258-10	FT	Business	Typist
189.	CD141-1	FT	School	Teacher - Group Parent
190.	CD141-2	FT	Medical	Practical Nurse
191.	CD141-3	FT	School	Teacher's Aide
192.	CD141-4			
193.	CD141-5	FT	School	Family Instructor
194.	CD141-6	FT	Medical	Pharmacy Technician
195.	CD141-7	FT	School Soc. Serv.	Head Teacher - Headstart
196.	CD141-8	FT	School	Teacher and Child Care Worker
197.	CD141-9	FT	School	Child Welfare Aide
198.	CD141-10	FT	Other	Clerk
199.	CD141-11	PT	School	Teacher
200.	CD141-12			
201.	CD141-13	FT	Other	L.S.M. Operator
202.	CD141-14	FT	School	Child Care Aide
203.	CD141-15	PT	School	Nursery Teacher
204.	CD141-16	PT	School	Mimeographing
205.	CD141-17	FT	Other	Practical Nurse
206.	CD141-18	FT	School	School Directress
207.	CD225-1	FT	Other	Child Care Worker
208.	CD225-2	FT	Other	Cottage House Parent
209.	CD225-3	FT	C.C.W.	House Parent
210.	CD225-4	FT	Social Service	Child Care Worker
211.	CD225-5	FT	Social Service	Child Care Worker
212.	CD225-6	FT	Other	Child Care Worker
213.	CD225-7	FT	Other	Assistant Administrator
214.	CD225-8	FT	Other	House Parent
215.	CD225-9	FT	Social Service	Child Care Worker
216.	CD225-10	FT	School	Family Instructor

PILOT B EVALUATION (con't)

TABLE I

	CODE	TIME	AREA	JOB TITLE
217.	CD225-11	FT	Social Service	Group Counselor
218.	CD225-12	FT	Other	Child Care Worker
219.	CD225-13	FT	Other	Secretary Activities Coordinator
220.	CD225-14	FT	School	Child Care Worker
221.	CD225-15	PT	Social Service	Social Service Worker
222.	CD225-16	FT	School	Child Care Worker
223.	CD225-17	FT	Other	Child Care Worker
224.	CD225-18	FT	School	Child Care Worker
225.	CD225-19	FT	School	Child Care Worker
226.	CD225-20	FT	Other	Child Care Worker
227.	CD225-21	PT	Social Service	Child Care Worker
228.	CD225-22	PT	Other	Child Care Worker
229.	CD225-23	FT	School	Child Care Worker
230.	CD225-24	FT	School	Child Care Worker
231.	CD225-25	FT	School	Child Care Worker
232.	CD225-26	FT	Other	House Parent
233.	CD225-27	FT	Social Service	House Parent
234.	CD225-28	FT	C.C.W. (Soc. Serv.)	Child Care Worker
235.	CD101-1	PT	Business	Cashier
236.	CD101-2	FT	Business	Reservation Agent
237.	CD101-3	FT	Business	Supervisor Merchandise Retailing
238.	CD101-4	FT	Other	Telephone Operator
239.	CD101-5	FT	Other	Map Mounter
240.	CD101-6	FT	Other	
241.	CD101-7	FT	Business	Clerk Typist
242.	CD101-8	FT	Business	Keypunch Operator
243.	CD101-9	FT	Other	Pharmacy Technician
244.	CD101-10	FT	Business	Secretary
245.	CD101-11	PT	Business	Office (Clerical)
246.	CD101-12	FT	Business	Electronic Inscriber I.B.M.
247.	CD101-13	PT	Business	Verifier
248.	CD101-14	FT	Business	Clerical Addressing
249.	CD101-15	FT	School	Teacher's Assistant
250.	CD101-16	PT	Other	Keypunch
251.	CD101-17	PT	Business	Beautician
252.	CD101-18			
253.	CD101-19			
254.	CD101-20			
255.	CD101-21			
256.	CD101-22			
257.	CD101-23			
258.	CD101-24			
259.	CD101-25			
260.	CD101-26			
261.	CD101-27			
262.	CD101-28			
	CD101-29			

PILOT B EVALUATION (con't)

TABLE I

	CODE	TIME	AREA	JOB TITLE
264.	CD101-30			
265.	CD101-31			
266.	CD101-32			
267.	CD101-33			
268.	CD101-34	FT	School	Teacher's Aide
269.	CD101-35	FT	School	Nursery School Teacher
270.	CD101-36	FT	Social Service	Social Security Administration
271.	CD101-37	FT	Social Service	Financial Clerk III
272.	CD101-38	FT	School	Teacher's Aide
273.	CD101-39	PT	School	Teacher's Aide
274.	CD101-40	FT	Other	Patrolman (Chicago Police Dept.)
275.	CD101-41	FT	School	Teacher's Aide
276.	CD101-42	PT	School	Teacher's Aide
277.	CD101-43	FT	School	Teacher's Aide
278.	CD101-44	FT	Other	Teacher's Aide
279.	CD101-45	FT	School	Teacher's Aide
280.	CD101-46	FT	School	Teachers Aide
281.	CD101-47	FT	School	Classroom Aide
282.	CD101-48	FT	School	Teadher's Aide
283.	CD101-49	FT	Social Service	Counselor
284.	CD101-50	FT	School	Teacher's Aide
285.	CD101-51	FT	School	Teacher's Aide I
286.	CD101-52	FT	School	Child Welfare
287.	CD101-53	FT	School	Child Welfare Attendant
288.	CD101-54	FT	School	Teacher's Aide
289.	CD101-55	FT	Medical	X-Ray Technician
290.	CD101-56	PT	School	Teacher's Aide
291.	CD101-57	PT	School	Day Care Center (Work Study)
292.	CD101-58	PT	Medical	Practical Nursing
293.	CD102-1	FT	School	Headstart - Head Teacher
294.	CD102-2			
295.	CD102-3	FT	Social Service	Child Care Aide II
296.	CD102-4			
297.	CD102-5	FT	School	Child Welfare Attendant
298.	CD102-6	FT	Factory	Machine Operator
299.	CD102-7	FT	School	Teacher's Aide
300.	CD102-8	FT	School	Teacher's Assistant
301.	CD102-9	PT	School	Tutor's Aide
302.	CD102-10	PT	Child Care	Babysitter
303.	CD102-11	FT	School	School Community Representative
304.	CD102-12	FT	School	Teacher's Aide
305.	CD102-13	FT	Business	Clerk Typist
306.	CD102-14	FT	School	Child's Welfare Attendant
307.	CD102-15	FT	School	Teacher's Aide

PILOT B EVALUATION (con't)

TABLE I

	CODE	TIME	AREA	JOB TITLE
308.	CD102-16	FT	School	School Community Representative
309.	CD102-17	FT	Business	Saleswoman
310.	CD102-18	FT	School	Clerk
311.	CD102-19	FT	School	Clerk
312.	CD102-20	FT	School	Child Welfare Attendant
313.	CD102-21	FT	School	Child Welfare Attendant
314.	CD102-22	FT	Business	Bookkeeper
315.	CD102-23	FT	Other	Janitress
316.	CD102-24	PT	Mental Retarded	Group Leader
317.	CD102-25	FT	Social Service	Caseworker Aide
318.	CD102-26	FT	Social Service	Clerk Stenographer
319.	CD102-27	FT	Business	Accounts Payable Adjuster
320.	CD102-28	FT	Social Service	Food Service Department
321.	CD102-29	FT	Social Service	Parent Coordinator
322.	CD102-30	FT	School	Child Welfare Attendant
323.	CD102-31.	PT	School	Teacher's Aide
324.	CD102-32	PT	Other	Sales Clerk
325.	CD102-33	FT	Business	
326.	CD102-34	FT	School	School Community Representative
327.	CD102-35	FT	School	Teacher's Aide
328.	CD102-36	FT	School	Teadher's Aide
329.	CD102-37	FT	School	Teacher's Aide
330.	CD102-38	FT	School	Child's Welfare Attendant
331.	CD102-39			
332.	CD102-40	FT	School	Child's Welfare Attendant
333.	CD102-41	FT	School	Teacher's Aide
334.	CD102-42	FT	School	Teacher's Aide
335.	CD102-43			
336.	CD102-44			
337.	CD102-45	FT	School	Director
338.	CD102-46	FT	School	Child's Welfare Attendant
339.	CD102-47	FT	School	Child's Welfare Attendant
340.	CD102-48			
341.	CD102-49	FT	School	School Community Representative
342.	CD102-50			
343.	CD102-51	FT	Social Service	Clerk III
344.	CD102-52	FT	School	Child's Welfare Attendant
345.	CD102-53	FT	School	Teacher's Assistant
346.	CD102-54	FT	Business	Receptionist
347.	CD102-55	FT	Government	Postal Clerk
348.	CD102-56			
349.	CD102-57			
350.	CD102-58	FT	Other	Teacher's Aide
351.	CD102-59	FT	Medical	Laboratory Technician III
352.	CD102-60			
353.	CD102-61	FT	School	Child's Welfare Attendant
	102-62	FT	School	Child's Welfare Attendant
	102-63	FT	Post Office	Clerk

PILOT 8 EVALUATION (con't)

TABLE 1

CODE	TIME	AREA	JOB TITLE
356. CD102-64			
357. CD102-65			
358. CD102-66			
359. CD102-67	FT	School	Teacher's Aide
360. CD102-68	FT	School	School Community Representative
361. CD102-69	FT	School	Teacher's Aide
362. CD102-70			
363. CD102-71			
364. CD102-72	FT	School	Teacher-Pre-School Education
365. CD102-73			
366. CD102-74	FT	Medical	Interviewing Caseworker
367. SS201-23	FT	Social Service	Community Worker

TABLE 3

TOTAL ANSWERS BY CLASSES

TO QUESTIONNAIRE

COURSES	Number Stud.	Yes Directly	Yes In-directly	Yes Not at all	Yes Blank	No Directly	No In-directly	No Not at all	No Blank	Blank Directly	Blank In-direcly	Blank NotAtAll	Blank Blank	TOT
a.Soc Serv 101	58	856	359	159	110	352	675	985	713	69	107	190	115	
b.Soc Serv 201	23	529	263	87	41	97	328	581	81	113	45	81	52	
c.Soc Serv 212	32	207	77	19	17	25	24	358	643	3	9	33	207	
d.Soc Serv 215	19	230	203	43	35	86	85	435	279	2	11	33	98	
e.Soc Serv 228	20	556	207	21	17	167	218	423	179	67	31	105	20	
f.Soc Serv 229	9	162	74	36	38	17	26	294	10	2	1	2	4	
g.Soc Serv 258	10	255	107	84	20	28	2	139	194	2	3	89	77	
h.Child Dev 101	58	668	258	115	76	314	461	1913	1242	8	30	134	486	
i.Child Dev 102	74	898	547	293	60	690	899	3272	239	168	56	110	161	
j.Child Dev 141	18	324	143	80	55	30	79	669	135	16	22	7	231	
k.Child Dev 225	46	637	346	208	42	59	249	1011	277	46	59	14	649	
TOTAL	367	5322	2584	1145	511	1865	3046	10080	3992	496	374	798	2100	

TABLE 3

TOTAL ANSWERS BY CLASSES

TO QUESTIONNAIRE

COURSES	Number Stud.	Yes Directly	Yes In-directly	Yes Not at all	Yes Blank	No Directly	No In-directly	No Not at all	No Blank	Blank Directly	Blank In-direcly	Blank NotAtAll	Blank Blank	TOT
a.Soc Serv 101	58	856	359	159	110	352	675	985	713	69	107	190	115	4
b.Soc Serv 201	23	529	263	87	41	97	328	581	81	113	45	81	52	2
c.Soc Serv 212	32	207	77	19	17	25	24	358	643	3	9	33	207	1
d.Soc Serv 215	19	230	203	43	35	86	85	435	279	2	11	33	98	1
e.Soc Serv 228	20	556	207	21	17	167	218	423	179	67	31	105	20	2
f.Soc Serv 229	9	162	74	36	38	17	26	294	10	2	1	2	4	
g.Soc Serv 258	10	255	107	84	20	28	2	139	194	2	3	89	77	
h.Child Dev 101	58	668	258	115	76	314	461	1913	1242	8	30	134	486	5
i.Child Dev 102	74	898	547	293	60	690	899	3272	239	168	56	110	161	7
j.Child Dev 141	18	324	143	80	55	30	79	669	135	16	22	7	231	1
k.Child Dev 225	46	637	346	208	42	59	249	1011	277	46	59	14	649	3
TOTAL	367	5322	2584	1145	511	1865	3046	10080	3992	496	374	798	2100	

TABLE 2

STUDENT EMPLOYMENT DATA

Employment Areas	Number of Students	Percentage %
Medical	19	5
School	115	31
Business	43	12
Other	63	17
Social Service	55	15%
Unemployed	72	20%

Type of Employment By Time	Number of Students	Percentage %
No Job	72	20
Full Time	241	65
Part Time	51	14
Did Not Say	3	1

CHART I

TYPE OF EMPLOYMENT

Pilot B Evaluation

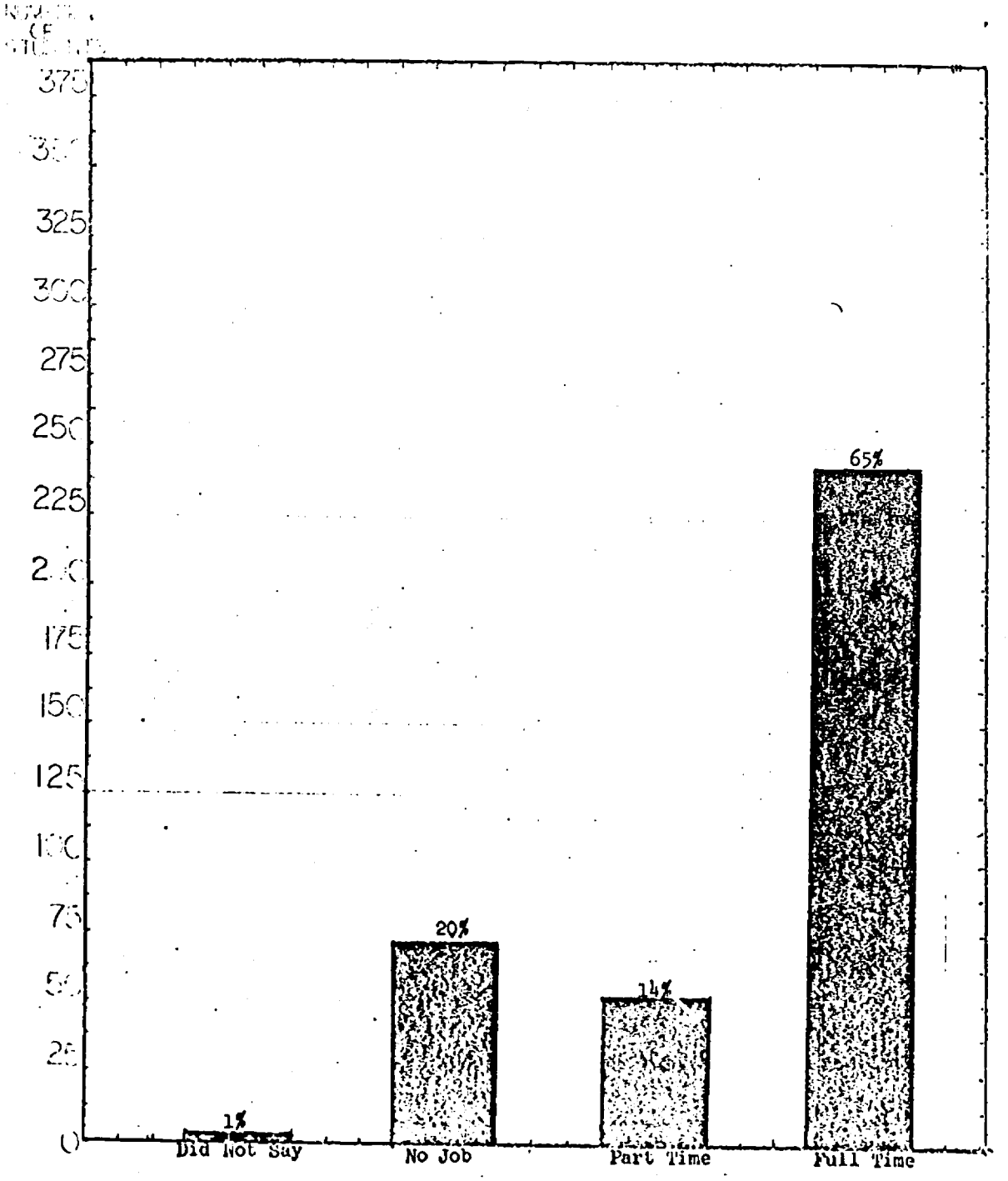
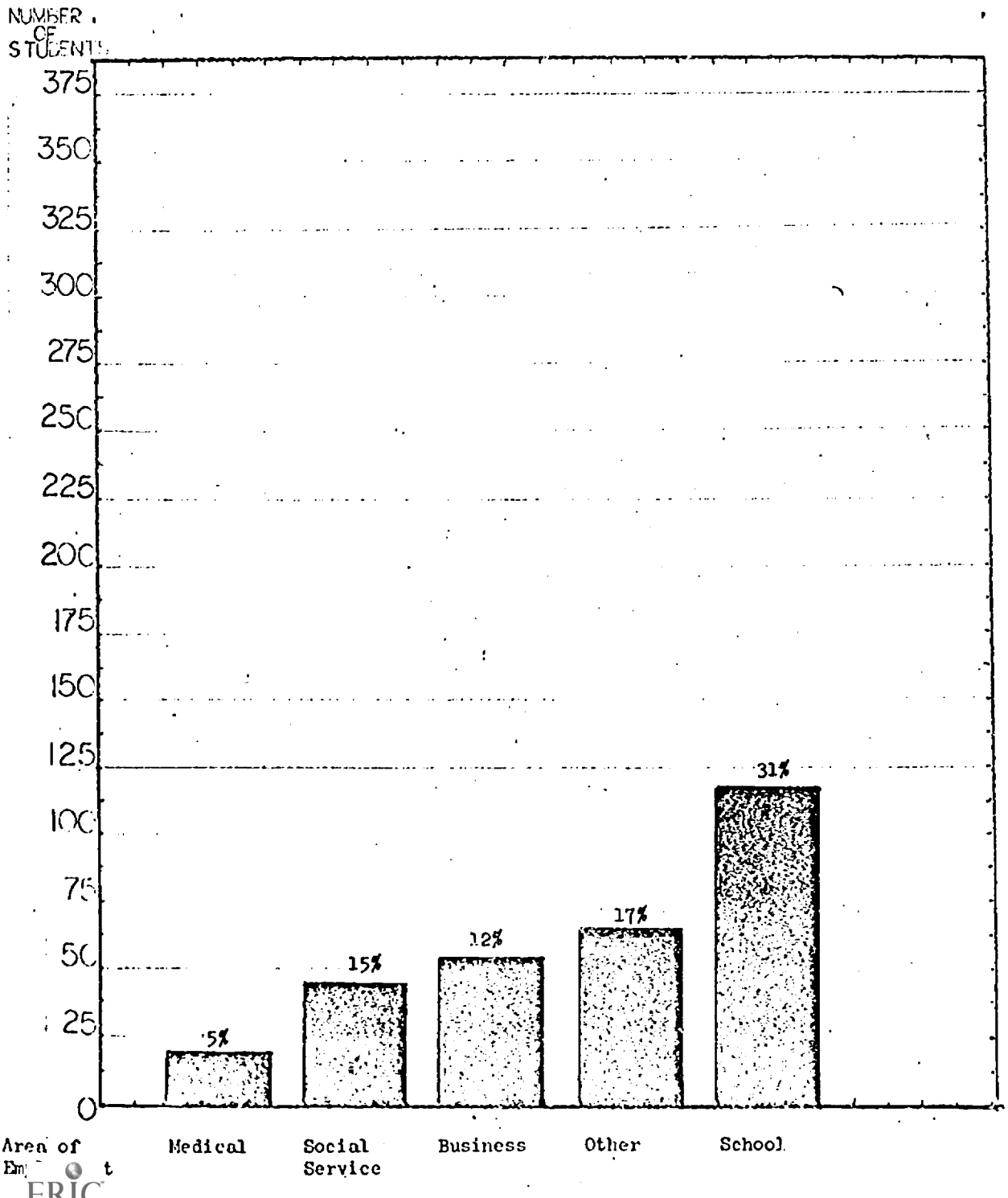


CHART 2

EMPLOYMENT AREAS



The next largest category (72) is the unemployed. Its size most probably is a reflection of two facts: 1) that its members are black and relatively poor in skills needed for employment 2) a certain number of younger students who are able to receive support from parents. The part time category may be smaller because most older students could not, with families, afford part time work, and because part time jobs are harder to find. Many part time openings are a part of student work-study programs and, as a consequence, appeal more to younger students whose money needs may be less gree .

The two employment breakdowns by employment area and by type (time) of employment [Charts 1 and 2) may be brought together in interesting ways. The largest single employment area was with the schools, primarily paraprofessional positions. The next largest employment area was other (being primarily factory work), which was followed by business, then Social Service, then by medical. The second largest time type was "no job" which probably should be listed as the second largest employment area (unemployment), being ten units larger than the category listed as other. This probably reflects the fact that human service jobs are hard to find in the social and medical services. Job openings are more plentiful in industry, civil service, and business, and are most plentiful in the schools because government programs have channeled money to the schools creating job opportunities and increasing chances for career advancement through career ladders. In any event, poor people seeking to advance themselves will have to do so while working full time, and even then, will have a greater chance of being unemployed unless government action and money expand the job market.

In the questionnaire [See Appendix] one hundred task statements are presented to students as a means of determining,(1) if the students actually perform those task [yes or no],and (2) whether, as a result of taking one or more of the courses under evaluation, something was learned that aided in performing those tasks [Directly, Indirectly, or Not At All]. This would seem to offer the students six answer combinations,but in reality it gave them twelve when coupled with the possibility of not answering either or both of the two questions. Actually more answer possibilities were created since some students took the liberty of giving multiple answers to a single question (such as yes or no or directly and not at all). All multiple answer data had to be discarded with a resultant loss of 4,387 responses out of 36,700 or about 12%, to leave a total of 32,313 useable answers. The answer combination data was handled by placing them in cartesian coordinates with students and courses listed along the ordinate, and task statement numbers listed along the abscissa. The answer data were then collected and counted into twelve possible categories, first by individual students then by course. Table 3 contains the end result of this process. The far left column lists the courses and the next, adjoining it on the right, lists the number of student respondents in each course. The sum of all courses --367-- is given in the totals at the bottom. The letters to the left of the course numbers refer to the chart series, (Charts 3a through 3k). The twelve columns to the right, for the number of students, provide the substance for the chart

series, and are the twelve possible answers (yes directly, yes indirectly, yes not at all, ... Blank Blank). The numbers listed under these headings are the total responses of that kind given by the students in each course. At the bottom of each column is the total for all courses, and to the far right is the total of answers for each course (used for inventory and checking). By adding this inventory column, the result (32,313) is obtained, which agrees with and checks the value obtained by adding the totals for all courses. As said before, 32, 313, was the figure left after all contradictory data were discarded. It should be remembered that twelve answer categories become possible because the students are giving or not giving answers to two questions (so 2 x 2 x 3= 12). Answer categories, like "No Directly", seem contradictory unless the before mentioned facts are kept in mind. "No", is a response to one question associated with one task and "Directly", is a response given simultaneously to another question associated with the same task.

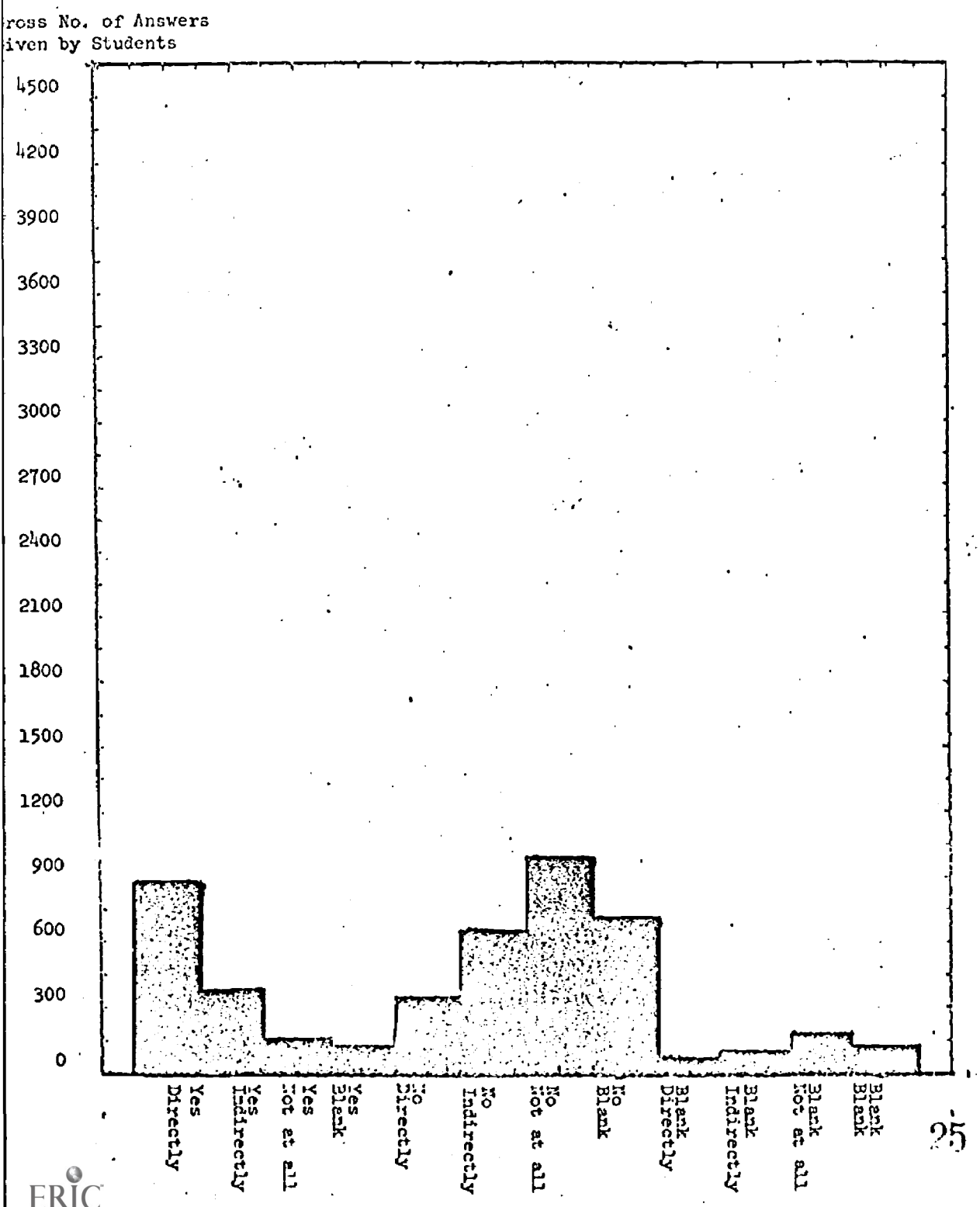
Many students found the questionnaire helpful, in that it provided them with a potential job description, or at least the format of one; where before they had had only a title and ambiguity. It gave them a way of assessing their own worth and functioning in terms of recognizable units called tasks. Some of these students were amazed. One nun declared "so that's what I've been doing... I thought all I did was take care of kids." Some students seemed either bewildered or non-commital (See Table 3) which accounts for the large number of total blank responses on half blank responses.

Examination of Charts 3a through 3k and of Table 3., show that large numbers of students had or were performing the tasks presented (yes or no). Comparison of those answers listed as yes/Blank or no/Blank seem to suggest that far more people did not and had not performed the type of tasks listed, but collecting all the other yes/no data somewhat diminishes the difference.

Of slightly greater importance than the Yes/No response was the "Directly", "Indirectly", "not at all" response because of its relevance to the course content. Perusal of the Charts (3a - 3k) and of Table 3, shows the consistent result that more students felt the courses did "not at all" help them to perform the activities in the questionnaire, than felt that course material was of direct benefit. In some courses, such as those in Child Development, the difference becomes quite striking. The difference can be mitigated somewhat by adding the numbers of those who found the courses indirectly beneficial to those who found them directly beneficial. Unfortunately, a strong argument could be made for adding the responses of those who felt equivocal enough about the relevance of the course material to the tasks to refrain from answering (blank) to those who felt no benefit was obtained. If this were done, the preponderance of negative responses would again be established. The argument for doing this rests on two points: (1) By having two categories (Directly, Indirectly) for positive responses to one for negative, the questionnaire may be biased toward positive responses.

CHART 3a

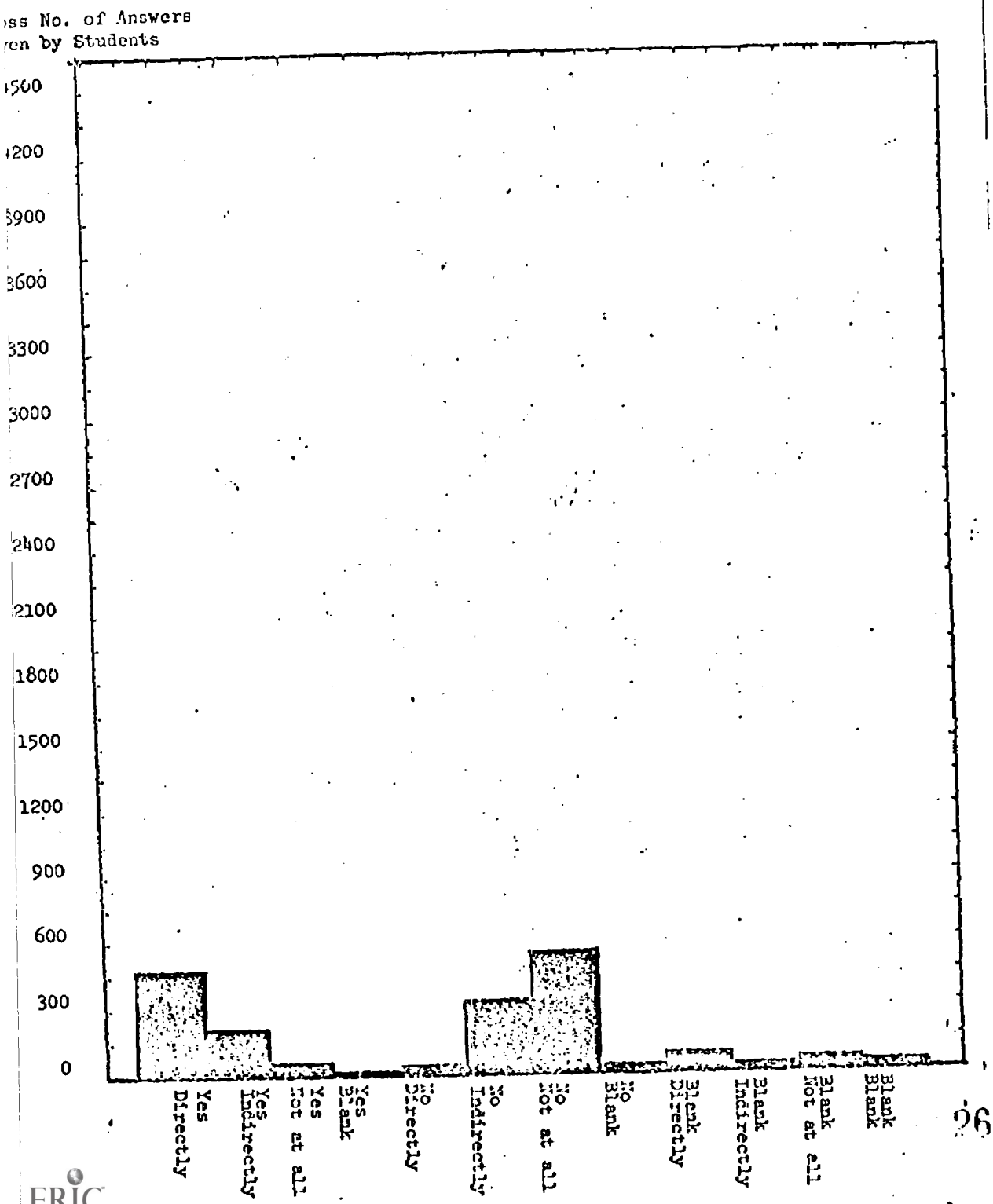
SS 101



[illegible] of data collected on Pilot B questionnaire [see sample questionnaire appended]. Some answer categories such as those marked "Blank Directly, Blank Indirectly" show confusion on the

CHART 3b.

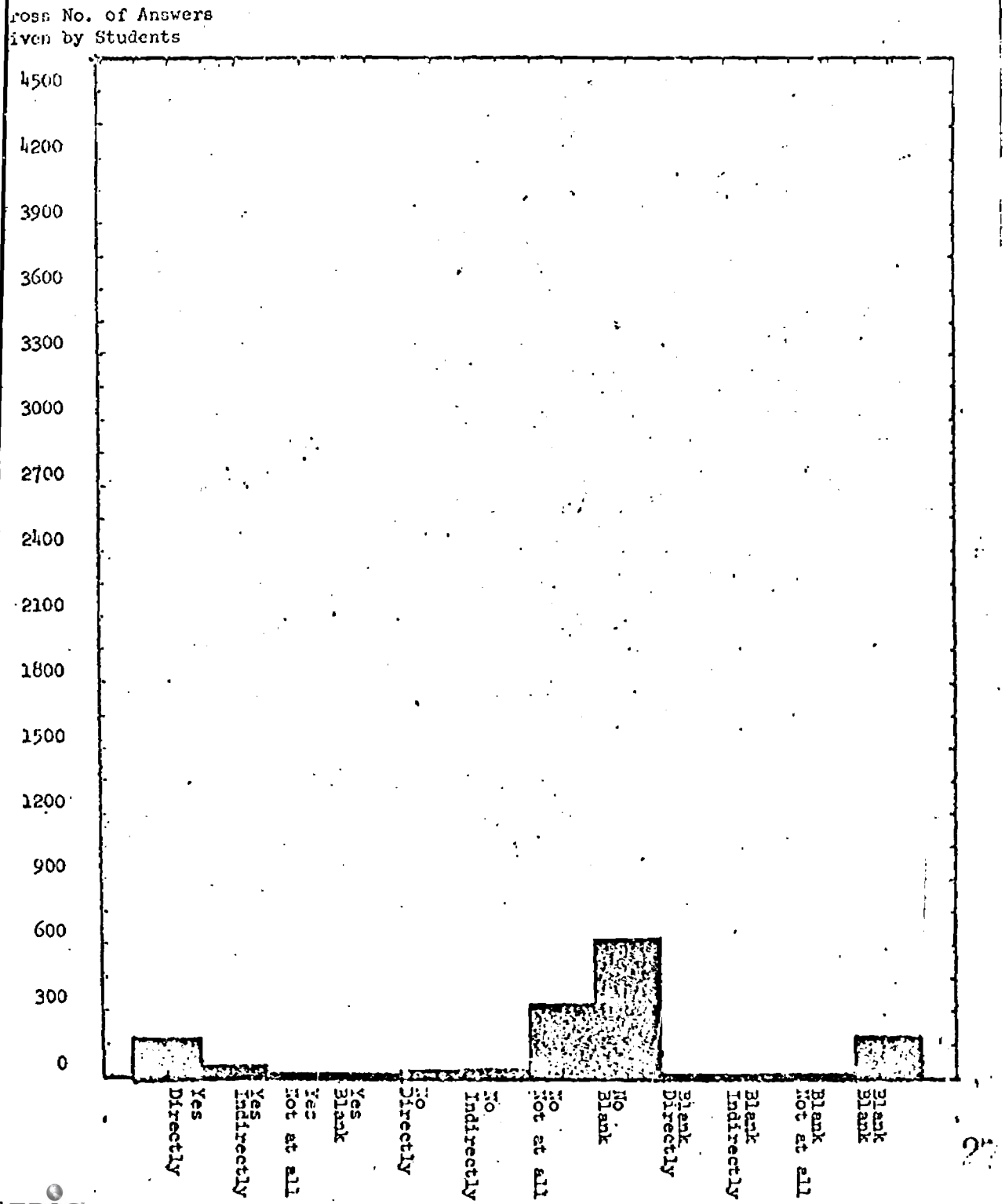
SS 201



of data collected on Pilot B questionnaire [see sample questionnaire appended]. Some

CHART 3c

SS 212

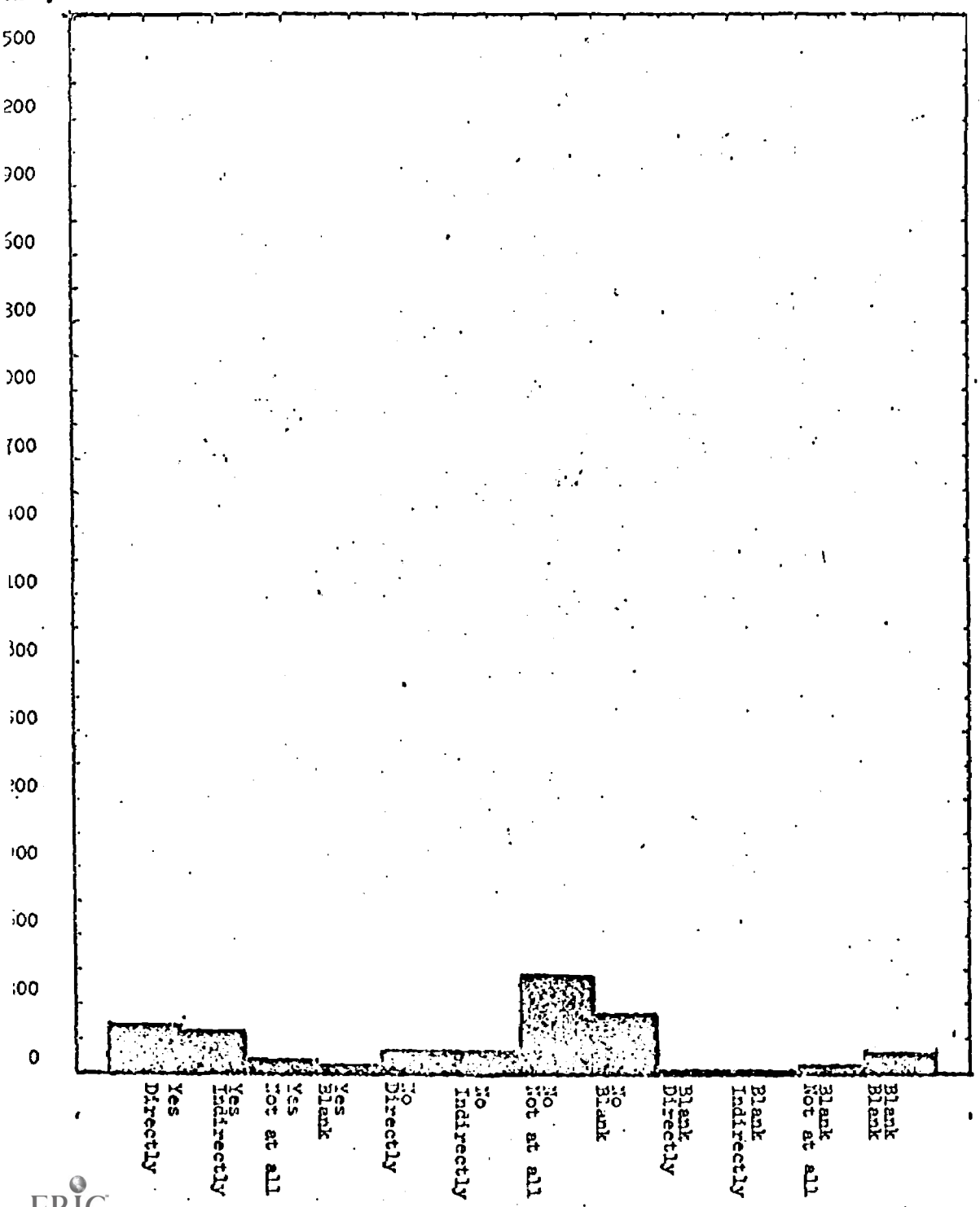


of data collected on Pilot B questionnaire [see sample questionnaire appended]. Some answer categories such as those marked "Blank Directly, Blank Indirectly" show confusion on the

CHART 3d

SS 215

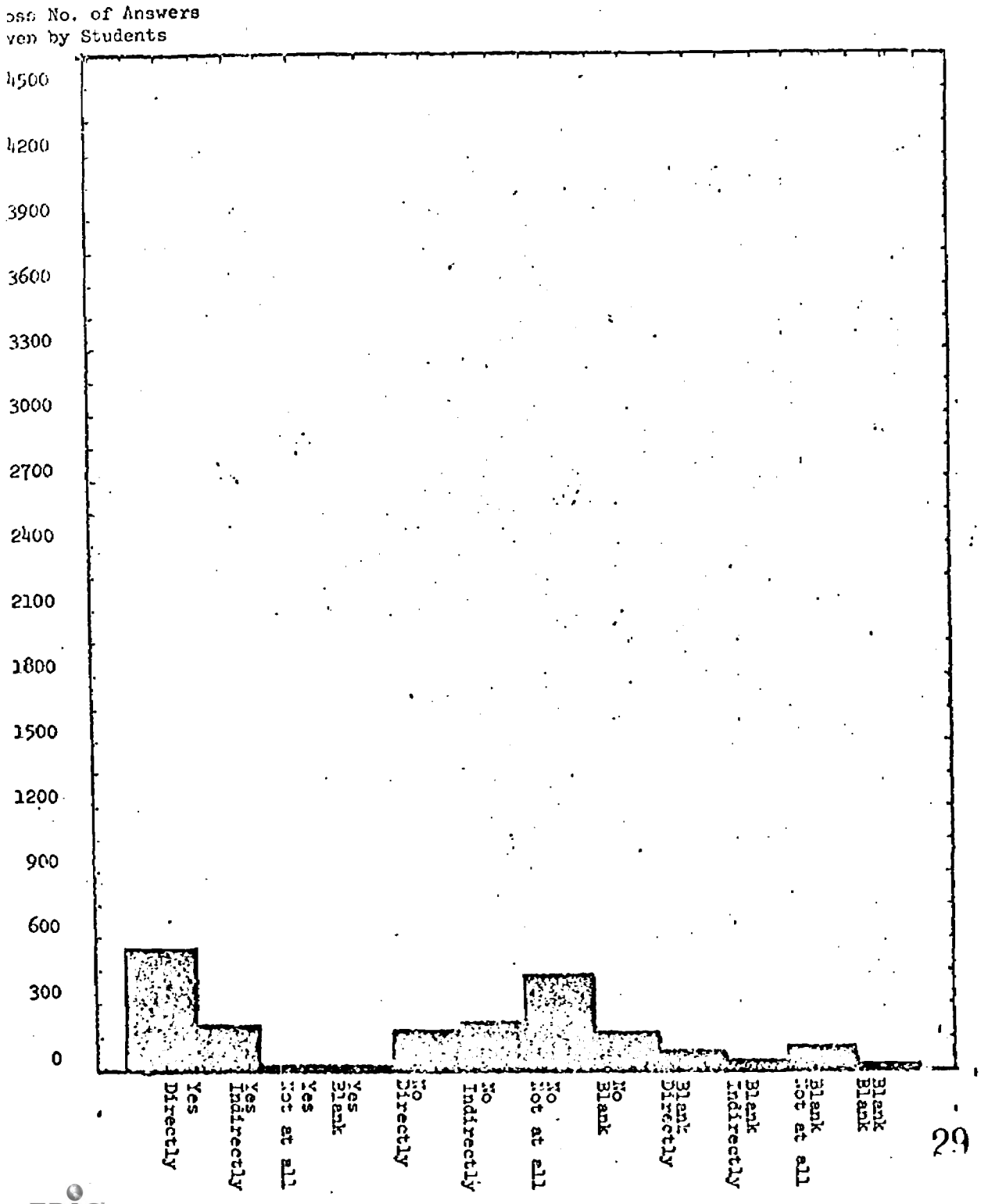
ss No. of Answers
en by Students



Data collected on Pilot B questionnaire [see sample questionnaire appended]. Some
er categories such as those marked "Blank Directly, Blank Indirectly" show confusion on the

CHART 3e

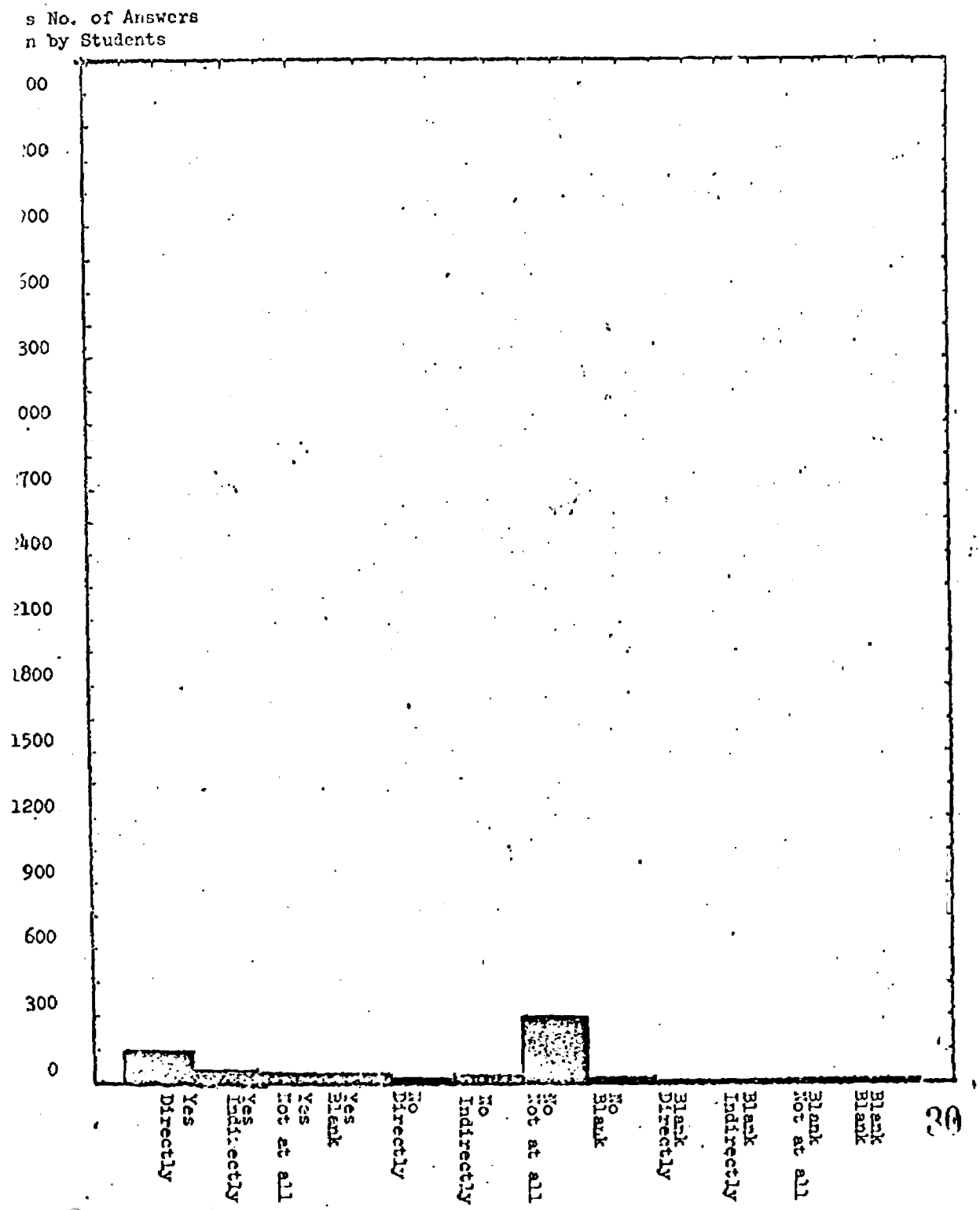
SS 228



f data collected on Pilot B questionnaire [see sample questionnaire appended]. Some
egories such as those marked "Blank Directly, Blank Indirectly" show confusion on the

CHART 3f

SS 229



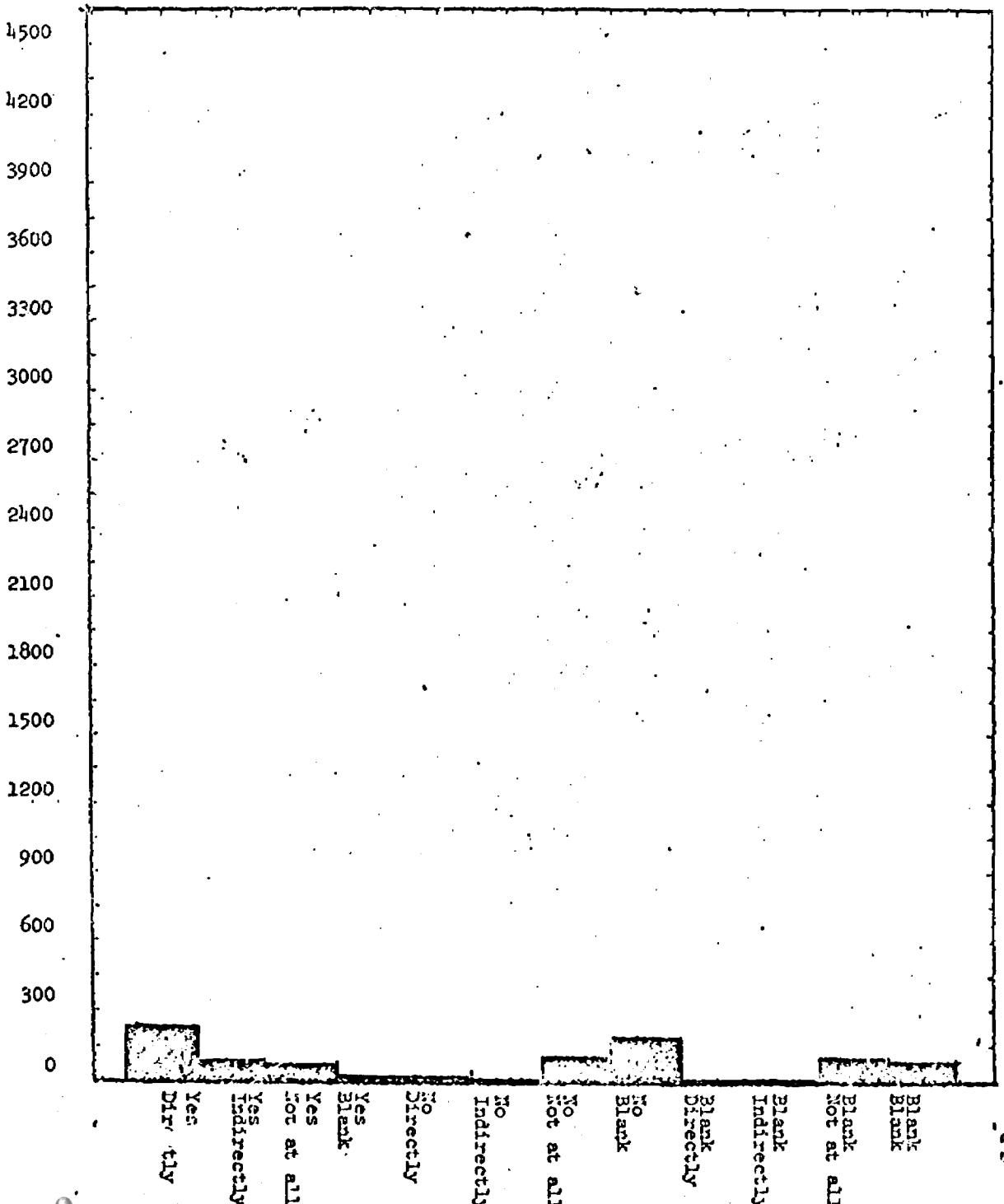
30

f data collected on Pilot B questionnaire [see sample questionnaire appended]. Some
egories such as those marked "Blank Directly, Blank Indirectly" show confusion on the

CHART 3g

SS 258

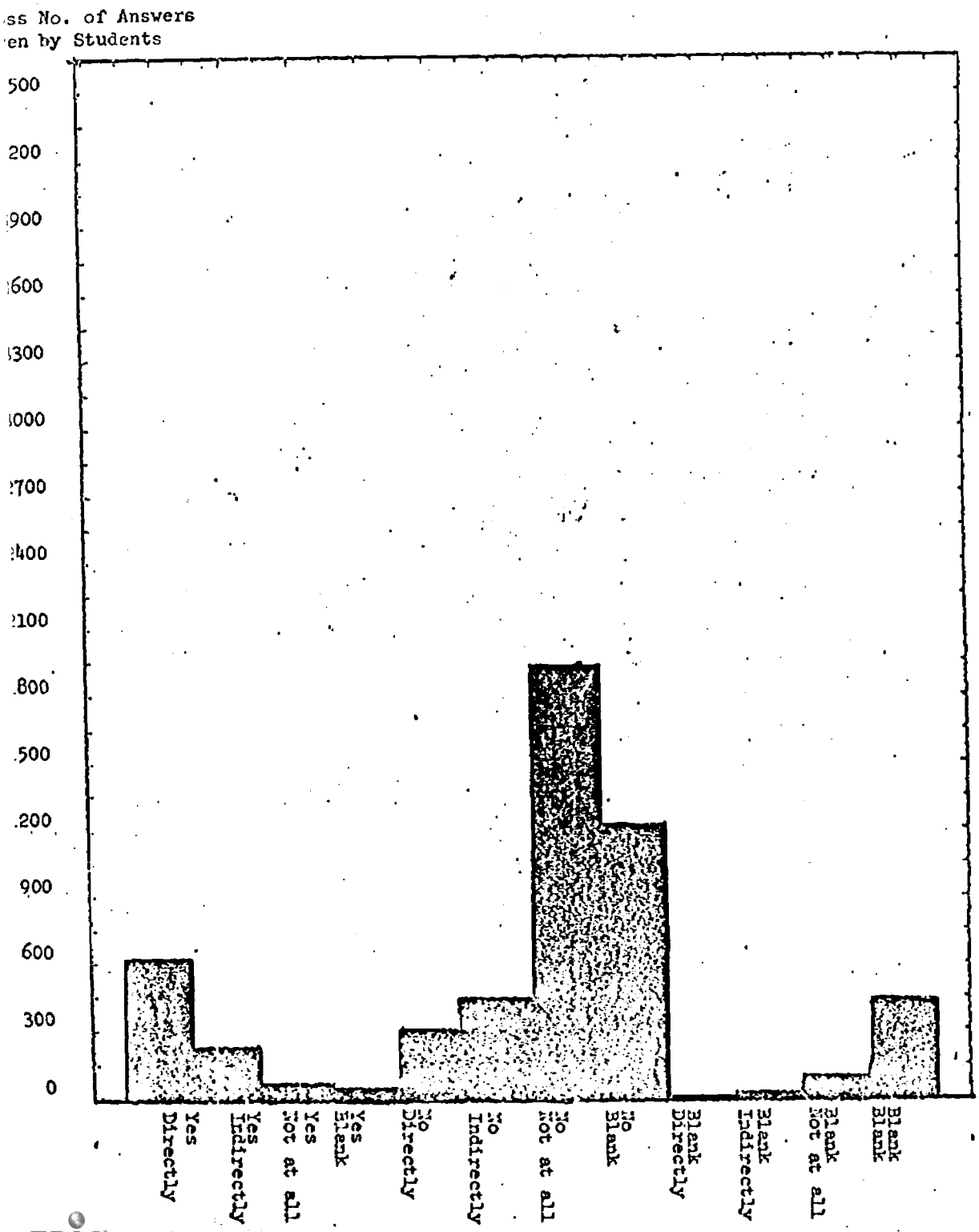
ross No. of Answers
iven by Students



of data collected on Pilot B questionnaire [see sample questionnaire appended]. Some categories such as those marked "Blank Directly, Blank Indirectly" show confusion on the

CHART 3h

CD 101

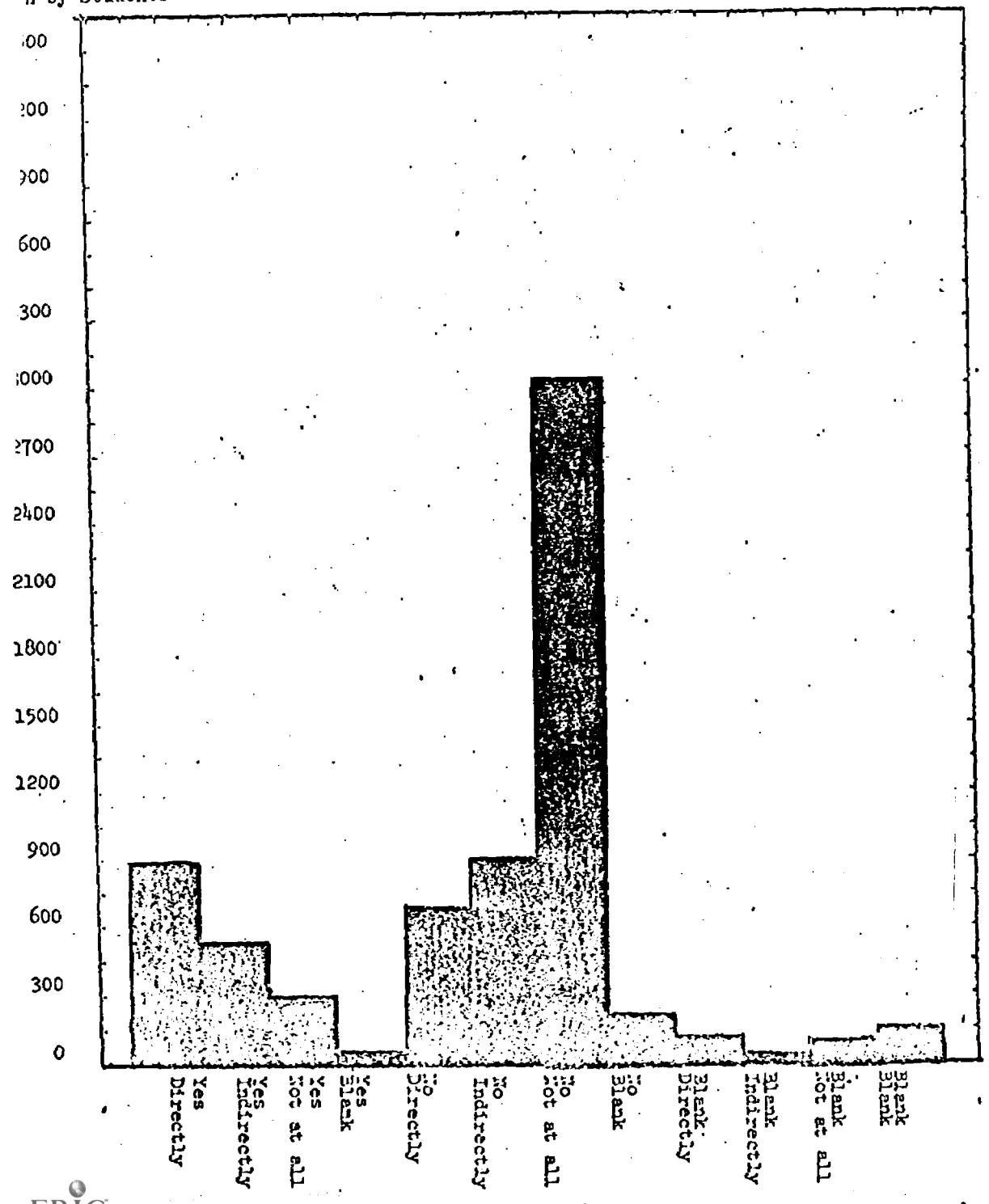


f data collected on Pilot B questionnaire [see sample questionnaire appended]. Some categories such as those marked "Blank Directly, Blank Indirectly" show confusion on the

CHART 31

CD 102

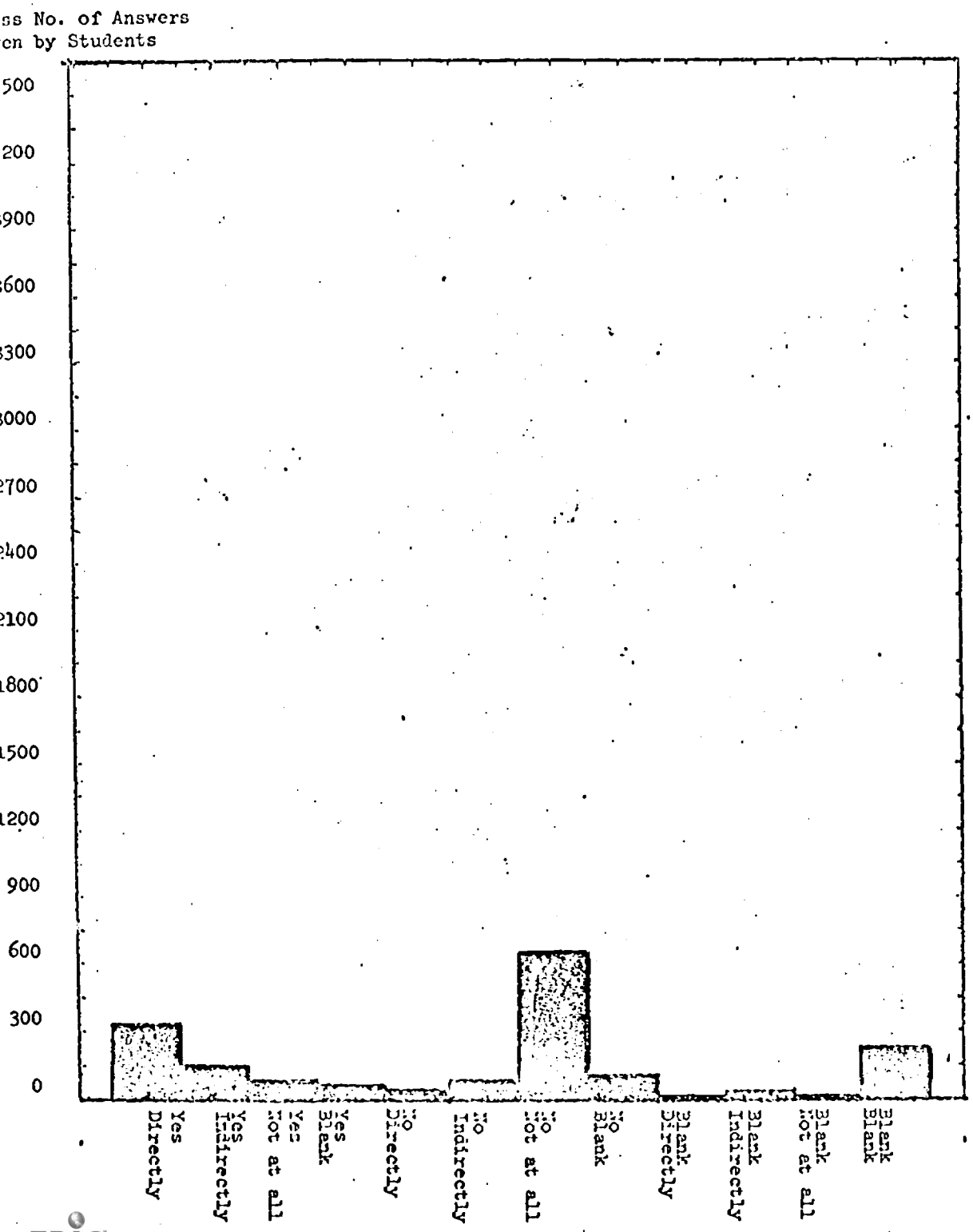
s No. of Answers
n by Students



f data collected on Pilot B questionnaire [see sample questionnaire appended]. Some
egories such as those marked "Blank Directly, Blank Indirectly" show confusion on the

CHART 33

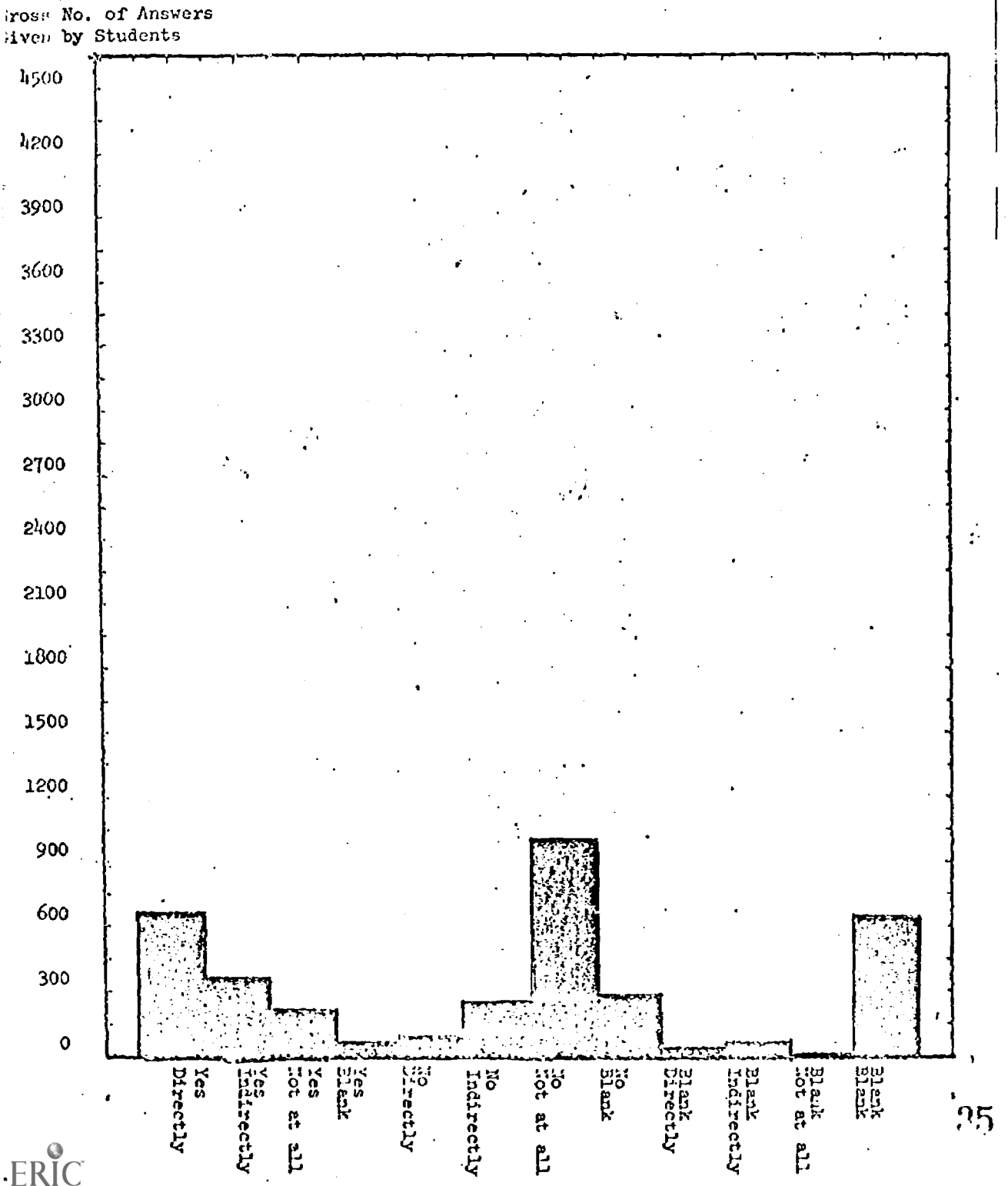
CD 141



data collected on Pilot B questionnaire [see sample questionnaire appended]. Some
ve categories such as those marked "Blank Directly, Blank Indirectly" show confusion on the
t of students in filling out the questionnaire.

CHART 3k

CD 225



...s of data collected on Pilot B questionnaire (see sample questionnaire appended). Some

CHART 4

COURSE RELEVANCE BY CLASSES

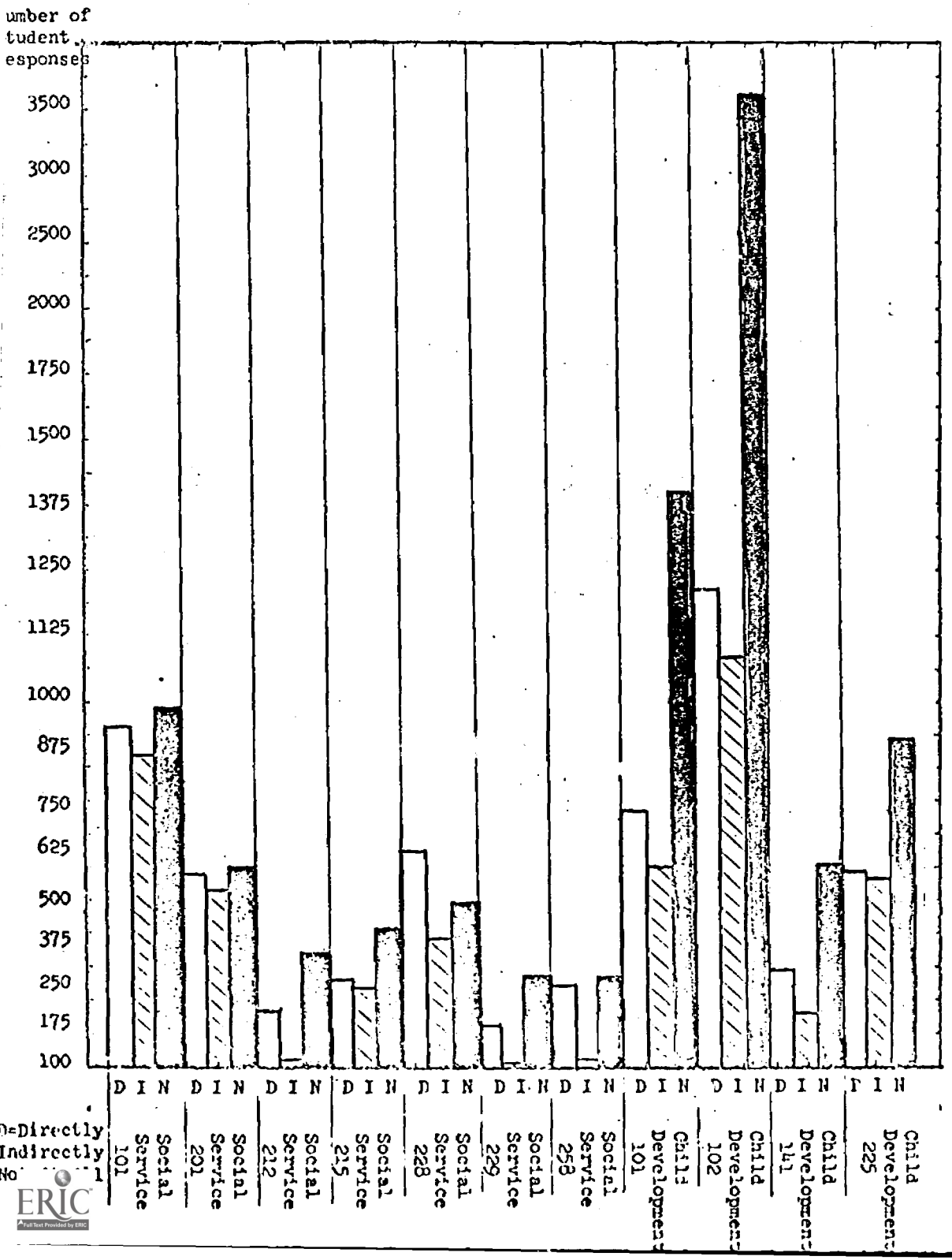
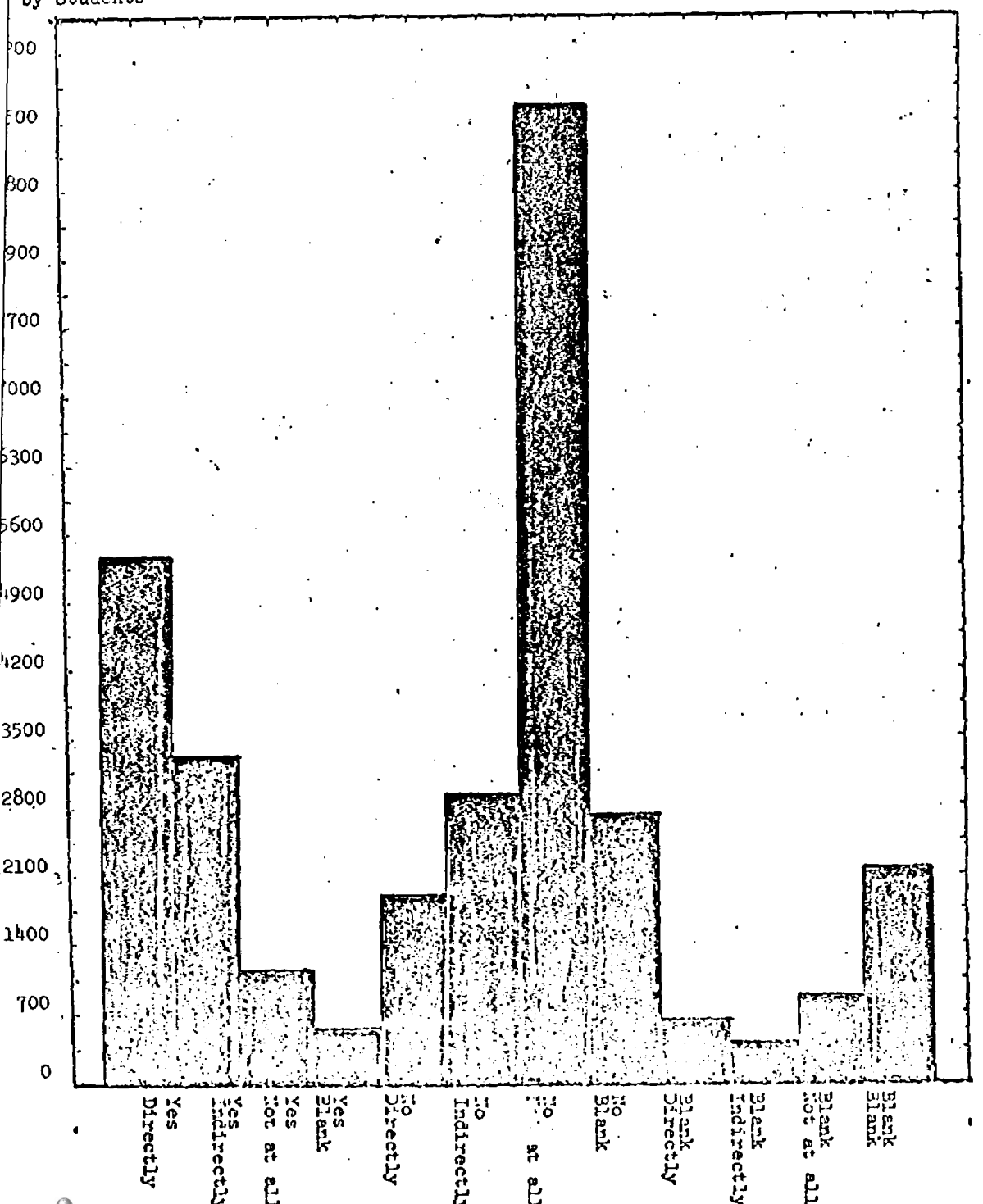


CHART 5

COMPARISON TOTALS FOR ALL COURSES



data collected on Pilot B questionnaire [see sample questionnaire appended]. Some categories such as those marked "Blank Directly, Blank Indirectly" show confusion on the

CHART 6

FREQUENCY DISTRIBUTION
Answers "Yes Directly"

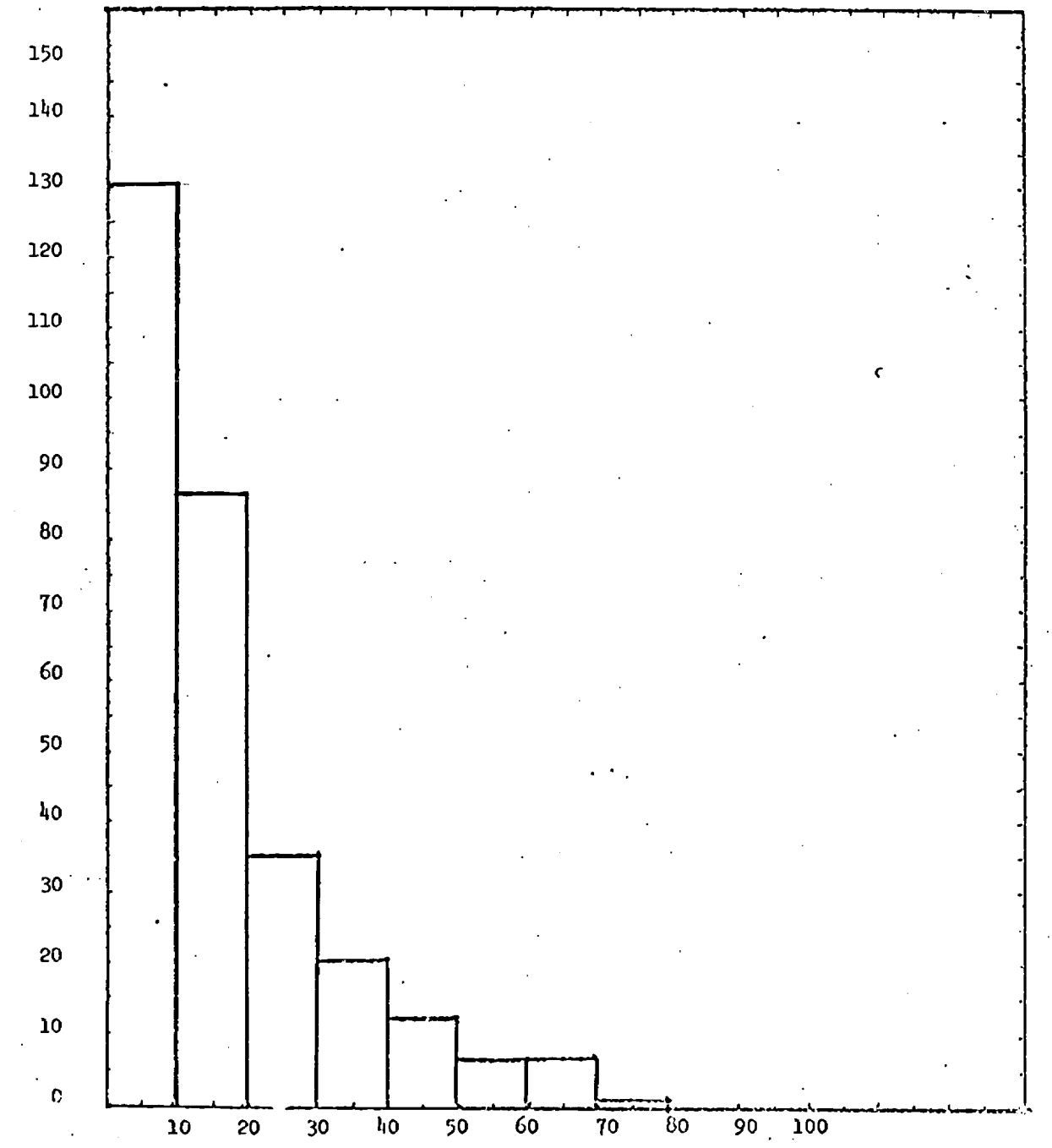


CHART 4

COURSE RELEVANCE BY CLASSES

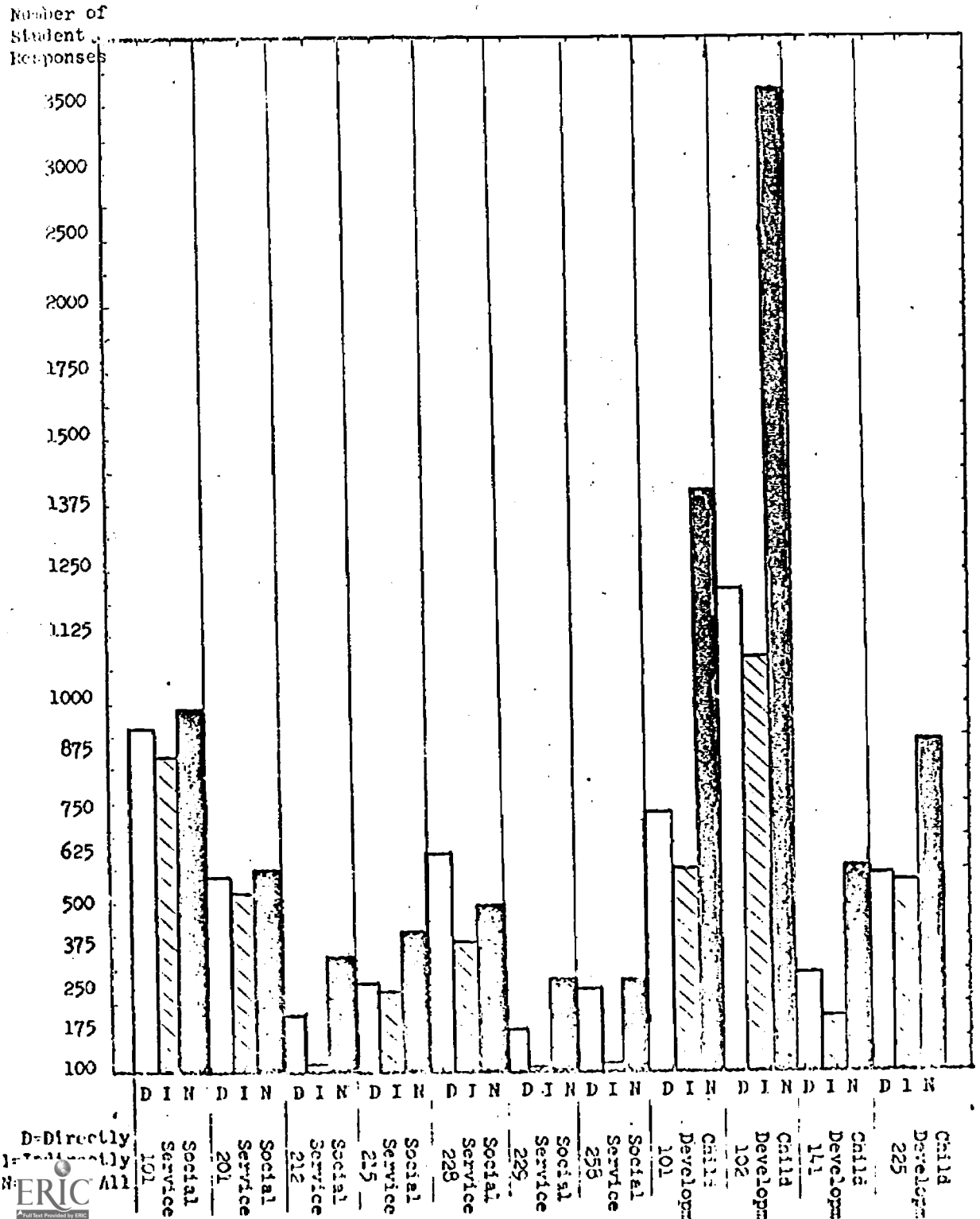
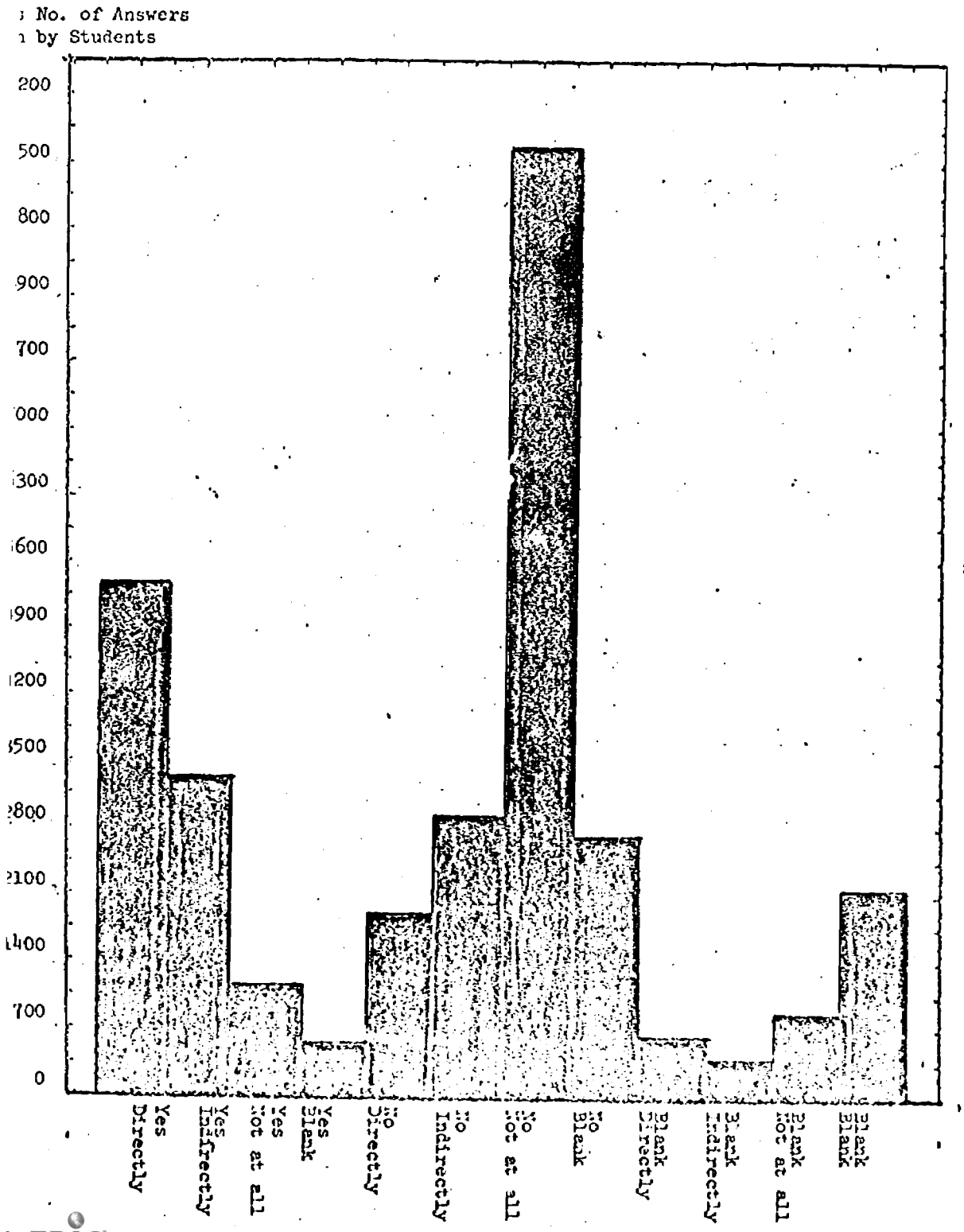


CHART 5

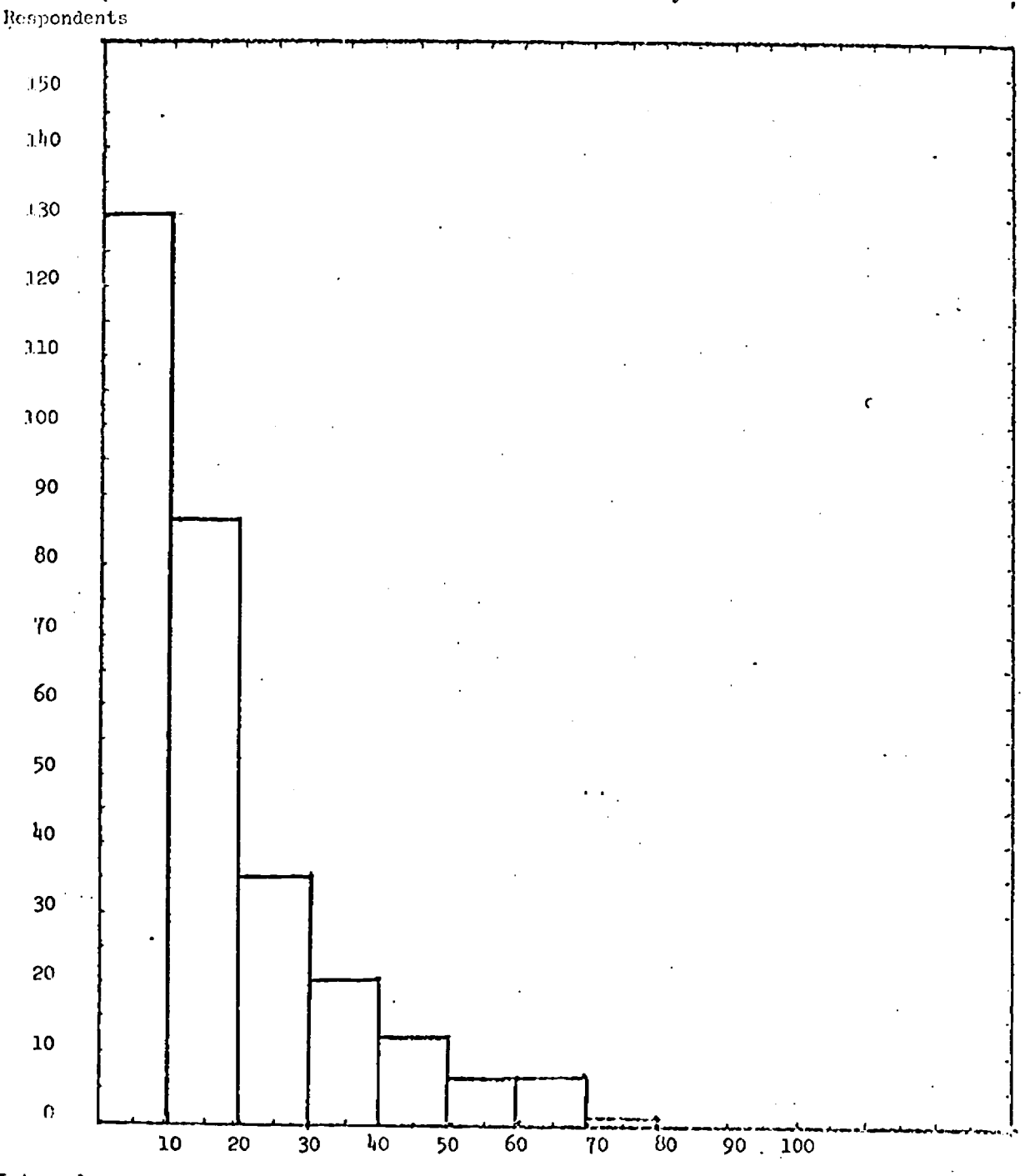
COMPARISON TOTALS FOR ALL COURSES



T ata collected on Pilot B questionnaire [see sample questionnaire appended]. Some
er ries such as those marked "Blank Directly, Blank Indirectly" show confusion on the

CHART 6

FREQUENCY DISTRIBUTION
Answers "Yes Directly"



Then too, how attributable to the course work is an "indirect benefit? (2) If space is provided for a person to evaluate either a "direct" benefit or at least and "indirect" one, then a blank response says that any possible benefit was so elusive as to prevent the student from responding. The absence of a response may bear the same relationship to an unequivocal "not at all" as "indirect" does to "direct".

Chart 4 provides a visual picture of the relationship of all columns marked "directly" "indirectly" or "not at all" in relationship to one another within each course and between courses. All columns marked "indirectly" were added together horizontally within each course, as were those marked "directly" and those marked "not at all". It may be seen that in each course the "not at all" responses out number the "directly" responses except in Social Service 228 and those in turn out number the "indirectly responses. Chart 5 shows the relationship for vertical totals between all columns in the core-curriculum. The general relationship between the categories in Charts 3a-3K is of course preserved. Chart 6 represents the frequency distribution on all responses marked "yes/directly". It shows a definite tendency to high probability at lower values and does not yield the picture one would expect from a purely random process and so helps answer the question as to whether the same results would have been obtained if the students had randomly marked their questionnaires. The answer is a firm no.

We must conclude from these findings that the curriculum as offered in the Chicago City College System fell short of the mark. It did not fully achieve the core curriculum goal and design. A partial explanation for this rests in the fact that the specific instructors were not prepared in advance to approach the curriculum from the standpoint of tasks analysis and probably tended to deliver the courses along traditional lines rather than in full compliance with the new design. The results of this evaluation show the need for further course modification and pre-course orientation of the instructors. Some duplication in course content seems apparent, but whether it is too much is hard to substantiate in view of the preponderance of "not at all" responses.

Syllabi and refined course materials.

In this section are to be found the course materials and syllabi promised in Section I of the subcontract. These materials were prepared by Chicago City College System and seem to reflect a more optimistic picture than the evaluation would indicate. This picture is probably true to the extent that it represents intention and design. As already indicated it fell short because of insufficient preparation of the instructors and because some more modification is still necessary in the light of the task analysis of SSAP Phase I.

CORRESPONDENCE BETWEEN CITY COLLEGES OF CHICAGO,
SOCIAL SERVICE CURRICULUM AND SSAP
PHASE I MODEL

CCC	SSAP - I
Child Development 101: Human Growth and Development I Birth through Adolescence Child Development 102: Human Growth and Development II Adulthood and Old Age	Human Growth and Development
Social Service 101: Basic Concepts in Social Work	Communications in Human Services II
Social Service 201: Principles of Social Work Practice	Orientation to Social Service Community Resources
Social Service 212: Introduction to Group Process	Introduction to Group Process
Social Service 215: Social Problems and Social Action	Social Problems American Ethnic Groups
Child Development 141: Activity Programming for Child Care	Recreational Games Creative Activities I and II
Child Development 225: Supervision of the Exceptional Child	(Abnormal Psychology)
Social Service 228: Principles of Family Welfare	- - - -
Social Service 248: Principles of Youth Welfare	- - - -
Social Service 258: Principles of Community Organization	- - - -
Practicum in Social Service: Social Service 228 - Practicum in Family Welfare Social Service 249 - Practicum in Youth Welfare Social Service 259 - Practicum in Community Organization	Practicum
(Biology 101-102)	Human Biology I and II
- - - -	Techniques of Organization and Decision-making

INSTRUCTORS' REPORT CONCERNING COURSE RELEVANCE
TO TASK SAMPLE

Social Service 101 - Basic Concepts in Social Service

Directly: 3 - 17 - 23 - 28 - 32 - 35 - 38 - 75 - 76 - 89 - 91
Indirectly: 1 - 2 - 5 - 7 - 8 - 10 - 11 - 12 - 13 - 14 - 16 - 19 - 20 - 22 - 24 - 27 - 33 - 34 - 35 - 38 - 42 - 43 - 45 - 47 - 48 - 49 - 50 - 60 - 74 - 77 - 80 - 82 - 83 - 85 - 88

Social Service 201 - Principles of Social Work Practice

Directly: 2 - 3 - 8 - 10 - 13 - 14 - 15 - 16 - 17 - 20 - 23 - 26 - 27 - 28 - 31 - 32 - 33 - 34 - 35 - 38 - 39 - 40 - 42 - 43 - 45 - 48 - 50 - 51 - 60 - 74 - 75 - 76 - 77 - 80 - 82 - 89
Indirectly: 1 - 5 - 7 - 9 - 11 - 12 - 18 - 19 - 21 - 22 - 24 - 29 - 30 - 36 - 37 - 41 - 44 - 46 - 47 - 49 - 52 - 53 - 54 - 61 - 62 - 63 - 64 - 65 - 66 - 67 - 68 - 69 - 70 - 73 - 81 - 83 - 84 - 85 - 88 - 90 - 91 - 92 - 94 - 96 - 98 - 100

Social Service 212 - Introduction to Group Process

Directly: 1 - 13 - 14 - 15 - 16 - 17 - 18 - 37 - 38 - 46 - 52 - 53 - 56 - 57 - 58 - 59 - 66 - 68 - 69 - 79 - 83 - 86 - 91 - 94 - 95 - 96 - 100
Indirectly: 4 - 23 - 34 - 39 - 40 - 41 - 43 - 45 - 47 - 48 - 51 - 54 - 60 - 64 - 74 - 75 - 76 - 77 - 82 - 89 - 98

Social Service 228 - Principles of Family Welfare

Directly: 1 - 2 - 3 - 5 - 7 - 10 - 11 - 12 - 13 - 14 - 16 - 19 - 20 - 23 - 26 - 27 - 28 - 30 - 31 - 32 - 33 - 34 - 35 - 42 - 43 - 45 - 48 - 49 - 63 - 74 - 75 - 76 - 77 - 82 - 89 - 92
Indirectly: 15 - 17 - 25 - 36 - 40 - 44 - 47 - 50 - 61 - 62 - 65 - 67 - 73 - 84 - 88

Child Development 141 - Activity Programming

Directly: 4 - 13 - 14 - 38 - 46 - 52 - 53 - 54 - 58 - 66 - 94 - 95 - 99
Indirectly: 1 - 2 - 5 - 15 - 17 - 18 - 23 - 25 - 26 - 28 - 37 - 39 - 41 - 42 - 48 - 51 - 55 - 56 - 57 - 59 - 62 - 67 - 68 - 78 - 79 - 90 - 91 - 96 - 100

( )

Child Development 225 - Supervision of the Exceptional Child

Directly: 13 - 14 - 26 - 42 - 53
Indirectly: 1 - 2 - 3 - 5 - 8 - 10 - 16 - 17 - 20 - 21 - 22 - 27 - 28 - 38 - 48 - 60 - 62 - 74 - 75 - 77 - 79 - 88 - 91 - 92 - 94

Child Development 101 - 102 and Social Service 215 were not rated for task relevance, since their effectiveness is in terms of broad indirect objectives.

CHILD DEVELOPMENT 101

COURSE TITLE: HUMAN GROWTH AND DEVELOPMENT I:
Childhood and Adolescence

Course description: The first segment of a life cycle course, this section traces the physical, intellectual, social and emotional development of the individual from conception through adolescence. Emphasis is put upon normal development, and the implications that our knowledge of the growth process has for practice in child care, education, and social service.

Course objectives:

(1) To provide the student with an understanding of the principles of development as these apply to the human organism.

(2) To provide the factual background concerning the biological factors in development and the relative contributions of nature and nurture.

(3) To acquaint the student with normative data concerning ages and stages in normal growth -- to serve as a base line for assessing the developmental status of the individual, as a basis for program planning for different age levels, and for behavioral expectations.

(4) To acquaint the student with environmental factors affecting development and behavior.

Course requirements:

Readings

(1) Stone, L. Joseph and Joseph Church
Childhood and Adolescence: Random House, N. Y. 1968

(2) Erikson, Erik H.

Childhood and Society: W. W. Norton, N. Y. 19__, Chapter

(3) Havighurst, Robert J.

Developmental Tasks and Education: Longman's Green & Co.,

I. Introduction to the Study of Children

Reason for study

Methods of study

Historical background

II. Principles of Development

General developmental trends

Heredity - mechanisms - effects

Maturation vs learning

Interdependence of nature - nurture in determining behavior

Developmental tasks

III. Prenatal period

Prenatal development

Childbirth

Film: "Biography of the Unborn"

IV. Infancy - Birth to 1 year

The neonate

Physical growth

Foundations of basic trust

Trends in child care

Environmental (cultural) influences on development

V. The Toddler - 1 - 2 years old

Physical development

Importance of motor behavior

Autonomy

Language development

VI. Preschool years: 2 - 5 years

Child's thinking and perception

Role of play

Awareness of self

Physical development

Films: "Terrible Twos and Trusting Threes"

"Frustrating Fours and Fascinating Fives"

VII. The Middle years:

Influence and importance of the peer group

Sex roles

Psychosexual development

Cognitive development

Role of school in the middle years

Achievement and mastery

Films: "Long Time to Grow: Part III 6 - 9 years"

VIII. Adolescence

Physical development during puberty

Changes in self-image

Changes in social relationships:

with peers, family, authority

Developmental tasks of adolescence

Helping the adolescent into adulthood

IX. Disturbances in development

Constitutional and environmental pathology

CHILD DEVELOPMENT 102

COURSE TITLE: HUMAN GROWTH AND DEVELOPMENT II

Adulthood and Old Age

Course description: The second segment of a life cycle course, this section traces development from adolescence through maturity to old age and death. Emphasis is put upon the developmental tasks of each age level, the mechanisms of coping and adaptation adopted by the individual in relation to these tasks, and the implications of this for the practitioner concerned with modifying behavior or assisting the individual to adjust to changing circumstances

Objectives of Course:

1. To provide the student with a basic understanding of human development from puberty to senescence, - emphasizing the developmental tasks concept as a unifying and continuity structure for interpreting growth and development.

2. To provide better insight - for the student's own personality development and adjustment - of the continuous interaction of the individual with his socio-cultural environment.

3. To help the student find a more meaningful relationship for serving others through better functioning and improved coping skills.

Content Material Under the Following Captioned Sections:

I. Introductory Concepts
II. Adolescence
III. Early Adulthood
IV. Middle Adulthood
V. Late Adulthood
VI. Senescence

Text to be Used:

Justin Pikunas, Eugene J. Albrecht, and Robert P. O'Neil. Human Development: A Science of Growth. New York: McGraw-Hill Book Company, 1969.

Supplementary Readings and Assignments:

1. Selected excerpts from texts, periodicals, and pamphlets as cited by the instructor

2. Participation in two panel discussions

3. Two written assignments as designated by instructor

I. Introductory Concepts

A. The life span as arbitrarily divided

B. Review of the Developmental Tasks concept

C. Integration of the basic needs theory with the Developmental Tasks concept

D. The concept of change and the changing person

E. Growth and development always within a socio-cultural environment

II. Adolescence

A. Adolescent Development (early and late)
   1. Physical and motor development
   2. Changes in social behavior
   3. Emotional development and control
   4. Cognitive development
   5. Heterosexual development

B. Special Adolescent Needs

C. Motivational Tendencies and Leading Interests

D. Developmental Tasks
   1. Accepting one's changing body and learning to use it effectively
   2. Achieving a satisfying and socially accepted masculine or feminine role
   3. Finding oneself as a member of one's own generation in more mature relations with one's agemate
   4. Achieving emotional independence of parents and other adults
   5. Selecting and preparing for an occupation and economic independence
   6. Preparing for marriage and family life
   7. Developing intellectual skills and social sensitivities necessary for civic competence
   8. Developing a workable philosophy of life that makes sense in today's world

E. Personality Development and Adjustment
   1, The search for self
   2. The process of evaluation and values
   3. Formulation of a "Weltanschauung"

F. Adolescent conflicts and problems

III. Early Adulthood

A. Achieving Adult Status
   1. Overcoming immaturity
   2. Physical efficiency, motor abilities, mental abilities
   3. Normal pattern of change for early adults
   4. Vocational choice and adjustments
   5. Selection of a mate
   6. Marital and family adjustments
   7. Sociocultural integration

B. Developmental Tasks of Early Adulthood
   1. Achieving interdependence and responsibility - emotional, social, economic
   2. Establishing the home
   3. Marital adjustment
   4. Adjustments to parenthood
   5. Remaining single
   6. Enhancing self-realization
   7. Setting the pattern of life

C. Personality and Adjustment
   1. Integration of self-structure
   2. Becoming a mature person

IV. Middle Adulthood

A. Adjusting to Life
   1. Physical, sexual, and psychological changes
   2. Vocational adjustments
   3. Socio-economic consolidation
   4. Adjustments to changed interests and activities
   5. New parental roles and family problems
   6. Health problems
   7. Factors militating against adjustment

B. Developmental Tasks
   1. Helping growing and grown-up children to become responsible and socially integrated adults
   2. Developing new satisfactions with one's spouse
   3. Creating a pleasant and comfortable home
   4. Increasing social and civic activities
   5. Finding new occupational satisfactions
   6. Making satisfying and creative use of increased leisure time
   7. Accepting and adjusting to the physical and mental changes of middle years

C. Growth of Personality and Character
   1. Reevaluating the self-concept
   2. Recapturing youth and compensating decline
   3. Criteria for adjustment

V. Late Adulthood

A. Period of Decline
   1. Causes involved in decline
   2. Changes:
      a. physical and motor
      b. mental abilities
      c. sexual decline
      d. occupational concerns
      e. social activities, interests

B. Developmental Tasks
   1. Adjusting to retirement income
   2. Establishing comfortable household routines
   3. Nurturing the spouse
   4. Facing bereavement
   5. Maintaining contact with children and grandchildren
   6. Keeping socially alive and active
   7. Finding meaning in life

C. The Self Concept and Personality
   1. Engraved traits and attitudes
   2. The lessening capacity for self-repair
   3. Resistance to change

VI. Senescence

A. Late Phases of Life
   1. Distinguishing senescence and senility
   2. Biological and psychological aging
   3. Change in mental abilities
   4. Dependency relations
   5. Physical hazards

B. Self-Conception and Personality
   1. Factors involved in change of self-concept
   2. Poor adjustment and breakdowns in personality structure
   3. Mental health problems
   4. Intellectual and religious concerns
   5. Social needs
   6. Society and the senescent

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Baller, Warren R., Don C. Charles The Psychology of Human Growth and Development (2nd edition)
New York: Holt, Rinehart, and Winston, Inc., 1968
_____ (ed.). Readings in Psychology of Human Growth and Development (2nd edition)
New York: Holt, Rinehart, and Winston, Inc., 1969

Cameron, Norman Personality Development and Psychopathology
Boston: Houghton Mifflin Company, 1963

Duval, Evelyne Millis Family Development (3rd edition)
New York: J. B. Lippincott Company, 1967

Haimowitz, Morris L. and Natalie R. Haimowitz (eds) Human Development: Selected Readings.
New York: Thomas Y. Crowell Company, 1963

Havighurst, Robert J. Human Development and Education
New York: Longman's, Green and Company, 1953.
Developmental Tasks and Education
New York: David McKay Company, 1967

Josselyn, Irene M. The Adolescent and His World
New York: Family Service Association, 1967.

Medinnus, Gene R. (ed.). Readings in the Psychology of Parent-Child Relations.
New York: John Wiley and Sons, Inc., 1967

Metropolitan Life Insurance Company When Our Parents Get Old
New York: Metropolitan Life Insurance Company, 1959

Neugarten, Bernice L. and Alibi Aliorum Personality in Middle and Late Life
New York: Atherton Press, 1964

Stern, Edith M. A Full Life after Sixty-five
New York: Public Affairs Pamphlets, 1965

SOCIAL SERVICE 101

COURSE TITLE: BASIC CONCEPTS IN SOCIAL SERVICE

Course description: A course designed to teach basic concepts underlying the delivery of social services to individuals in need, for students currently engaged in or preparing for work with people in a helping relationship. A practice-oriented course which focuses on the needs of the person seeking help, the basic skills and techniques needed to explore the problem, and methods by which help is made available. Emphasis is upon such concepts as motivation, communication, acceptance, self-awareness and need.

Course objectives:

(1) To familiarize the student with areas of need which commonly underlie clients' requests for help in order that the student can identify these in work with individual cases.

(2) To develop attitudes towards persons in need (in the client role) which are necessary to effective functioning in a helping relationship.

(3) To develop the student's skill in interviewing - as the basic tool for communication, exploration, and diagnosis in the helping relationship.

Texts:

Garrett, Annette Interviewing: Its Principles and Methods: 1942; Family Service Association of America, New York

Kahn, Robert L. and Canwell, Charles: The Dynamics of Interviewing 1965; John Wiley and Sons, Inc., New York

Towle, Charlotte Common Human Needs: 1945, National Association of Social Workers, New York

Methods of Instruction:

The course will utilize the following instructional methods:

Lectures: To be used to introduce new subject matter and to critique student performance.

Role Playing: Through the interview situation students will be selected to role play both helper and client roles in a variety of situations. "Performances" will be critiqued by the remainder of the class after observation of the role playing situation.

Audio-Visual Aids: To supplement other instructional methods through presentations of interviews with a specific focus on principles and techniques.

Small Group Discussions: To be used to deal with general subject matter and ratings of instruction and student performance.

Quizzes and Examinations: To gauge student progress and teaching success.

Course Outline:

A. I. Overview of Course
   1. Social values as the base of helping people
   2. Conflict in values - impact on helping people
   3. Informal helping relationships

II. Individual Needs
   1. Review of developmental stages
   2. Needs associated with these stages
   3. Effects of current needs on individual/society
   4. Reactions to deprivation
   5. Defense mechanisms

III. Resources for Helping Others
   1. Material/environmental
   2. Inter-personal
   3. Institutional

B. Evaluation of Individual Needing Help
   1. Methods for obtaining information
   2. Assessment of individual
   3. Special conditions created by need to ask for help
   4. Cultural implications of Black persons need for help
   5. Other cultural and/or ethnic factors involved in asking for help.
   6. Implications for the helping relationship

C. The Helping Relationship
I. Basic Premises
   1. Client's right to self-determination
   2. Client's right to fail or succeed
   3. "Starting where the client is"
   4. Confidentiality

II. Qualities of the Helping Person
   1. Knowledge of self
   2. Ability to accept others
   3. Non-judgmental attitude

III. Tools of the Helping Person
   1. Individualization
   2. Acceptance and expectation
   3. Problem solving approach
   4. Empathy vs sympathy

IV Methods
   1. General communication
   2. Specific: The Interview:
      Review of methods
      Practice
   3. Other Methods
      Group work
   4. Specific Techniques
      Referral
      Recording-Reporting

SOCIAL SERVICE 201

COURSE TITLE: PRINCIPLES OF SOCIAL WORK PRACTICE

Course description: A course designed to introduce the student to the resource settings in social work in which practice is carried out. It is designed to deepen the student's knowledge and understanding of the application of casework, group work, and community organization to the helping process in a variety of settings and in relation to a variety of types of problem.

Course objectives:

(1) To provide the student with an understanding of the history and philosophy of social work practice in order to make him aware of the variety of resources and approaches to the handling of social problems.

(2) To provide the student with the knowledge of the specific resources available to the social service worker in the community and the criteria for selection of a given resource or type of resource.

(3) To deepen the student's understanding and skill in applying basic social work concepts in a variety of different social service settings.

(4) To provide the student with the basic knowledge to make a career decision regarding the field of social work.

Text:

Fink, A., Anderson, and Conover 1968, Holt, New York. The Field of Social Work:

Method: Guest speakers, tapes, audio-visual materials and field trips will supplement lectures and group discussion. Role playing will be used as appropriate. Case studies.

Course outline:

A. Background
   - I. Introduction to the field of social work
     1. Review of basic concepts
     2. Review of interviewing skills
   - II. Historial review
     1. English origins
        a. English Poor Laws
        b. Beveridge Report
        c. National Health Service
     2. American social service
        a. Local responsibility
        b. Changing patterns: local to state supervision to administration
        c. Noninstitutional services before 1929
        d. Social Security
     3. Growth and development of voluntary social services
        a. COS movement
        b. Origins of social settlements
        c. Role of voluntary agencies

B. Varieties of Social Work Practice

I. Social Casework
   1. Family Service agencies
      a. Content
      b. Auspices
   2. Private practice

II. Contemporary Public Welfare
   1. Tasks
   2. Present Programs
   3. Legislation

III. Welfare Services for Children
   1. History of services for children
   2. Institutional care
   3. Foster Home Care
   4. Group Homes
   5. Adoption Services
   6. Day Care services
   7. Protective services
   8. Probation and Correctional

IV. Social Work in a Psychiatric Setting
   1. Historical development
   2. Child guidance clinic
   3. Psychiatric clinics
   4. Community based Mental Health Services
   5. Mental retardation

Field trip: Chicago State Hospital

V. Medical Social Work
   1. Beginnings
   2. Medical social work in hospital setting
   3. Psychosomatic components of illness

VI. Correctional Services
   1. Juvenile Court
   2. Probation
   3. Casework within correctional institution

VII. School Social Work
   1. Role of Worker
   2. Relation to Teachers
   3. Relation to Parents
   4. Relation to Child

VIII. Social Services for Aged
   1. Individual Services
   2. Group services
   3. Foster Care
   4. Institutional care
   5. Health
   6. Housing

IX. Social Group Work
    1. Settlement movement
    2. Public recreation
    3. Use in clinical setting
X. Community Organization
    1. Historical development
    2. Role of Social worker in community
    3. Fund raising
XI. Review and Summary
    1. Common elements in social work
    2. Areas of unmet need

SOCIAL SERVICE 212

COURSE TITLE: INTRODUCTION TO GROUP PROCESS

Course description: A course designed to introduce the student to the factors affecting the behavior of individuals in a group situation, and methods for utilizing the group as a vehicle for change. Includes a discussion of group leadership, roles within the group, and different types of groups.

Objectives:

To develop the student's ability to understand the dynamics of the group situation in order to utilize these in assessing factors operating a given group with which he is working.

To enhance the student's knowledge of the fields and settings in which social group is practiced and in which the application of group process would be relevant.

To equip students with techniques and methods necessary to heighten their effectiveness in their roles as members and/or leaders in their present and future group relationship, job-related or personal.

I. The Group
   1. General discussion of role of the group or "groups in our society
   2. Definition of "group" in social work practice
   3. Characteristics of groups
   4. Small group interaction
      Forces affecting the structure and function of this group
   5. Roles played by leader and/or group members
   6. Methods of analyzing group interaction
      Sociogram
      Observational methods

II. Types of Groups
   1. Task groups
   2. Social groups
   3. Educational groups
   4. Therapy groups

Role of group worker

III. Groups in organizational settings
   1. Community action groups
   2. Recreation
   3. Street gang
   4. Senior citizens
   5. Parent groups

IV. Techniques of group leadership
   1. Formation of group
   2. Defining purpose
   3. Leader as facilitator
   4. Decision-making

V Review of group process principles through application to group records.

SOCIAL SERVICE 215

COURSE TITLE: SOCIAL PROBLEMS AND SOCIAL ACTION

Course description: Identification and analysis of major current social problems against which individual development and achievement must be evaluated. Emphasis is placed upon the use of social action and community action programs in resolving these problems. The effectiveness of and evaluation of specific programs, and methods and techniques.

Objectives:

To provide the student with an understanding of the major current social problems in present-day society in order to evaluate problems of the family or individual in realistic terms.

To provide the student with knowledge concerning methods and techniques presently available to resolve specific social problems for purposes of client referral or information.

To provide the student with knowledge of techniques which can be utilized in bringing about change in conditions reflected in problem areas.

Course outline:

I. General introduction and background
   1. History and uniqueness of the United States
   2. How social problems have been handled in the past survey of welfare history

II. Social problems of today
   1. Poverty
      Extent and nature
      Welfarism
      New approaches and current legislation

   2. Unemployment - underemployment
      Temporary conditions
      Chronic unemployment

   3. Education -
      Extent of problems of overcrowding, adult illiteracy, educational disadvantagement
      Programs suggested

   4. Minority groups
      a. Racism - general
      b. Problems of specific minority groups
         Black Americans
         Mexican Americans
         American Indians
         Puerto Ricans

5. Juvenile delinquency

6. Drugs

7. Alcoholism

II. Social action: Approaches to problem solving
   1. Legislation
   2. Program development
   3. Community action
   4. Individual action

Texts:

Gold, and Scarpitti: Combating Social Problems

Harrington, Michael: The Other America

Leinward, Gerald: Civil Rights and Civil Liberties
The Negro in the City
Crime and Juvenile Delinquency
1968, Washington Square Press, New York

Meltzer, Jack: Goals for Urban America,
1967, Prentice Hall, Englewood, New Jersey

Wicker, Thomas: Report of the National Advisory Committee on Civil Disorders
1968, New York Times

CHILD DEVELOPMENT 141

COURSE TITLE: ACTIVITY PROGRAMMING FOR CHILDREN AND YOUTH

Course description: A course emphasizing the role of recreational and creative activities as factors in modifying and redirecting behavior in programs for children. Includes selection of activities appropriate for children with special problems, planning and carrying out recreational programs, techniques of instruction in games and sports suitable to use in a child care setting.

Course objectives:

1. To help the student see how play and recreation contribute to normal growth and development of children and youth, and especially how it may be used as part of a program to modify behavior of children in institutions.

2. To teach the student activities appropriate to the different levels of social development and how to choose and adapt program for children with special needs.

3. To give the student understanding and experience in the play leader's role, and also in using peer relationships to guide children and modify behavior.

4. To help the student learn to communicate clearly to others his reasons for choice of program and use of leadership techniques.

Assignments

1. Weekly: Short "Idea Sheet" written at the end of each 3-hour session, in which the student is asked to outline briefly at least three ideas he has received during the class. These are later discussed in the group.

2. A weekly (total of fifteen) record of a one-hour activities session in which the student has led the children or youth with whom he works.

3. Completing the required reading and answering questions on this.

4. In the second half of the semester, students in groups of two or three are asked to lead the class in 30 minutes of activities suitable for the children with whom they work. This is followed by discussion.

5. (Optional) Each student is encouraged to keep a clipping file of program ideas from newspapers, magazines, and fellow classmates.

6. Fortnightly short quizzes given on each unit and discussed at the following session. Quizzes and exam emphasize application of ideas, not merely how to perform activities.

Course Outline:

Sessions I & II: Introduction to the course

Experience: playing games which illustrate stages of social development
Beginning discussion: the "It" role, competitive elements in games and how to use these appropriately; games which encourage creative actions and those that do not: the leader's role, enabling the group to help each other.

Sessions III - IV: Activities for young children 0-5 years

Experience in play: nursery rhymes, finger plays, singing games, story telling.
Discussion of the above, plus appropriate toys and the problems of sharing; the leader's role during "free play;" play which promotes freedom to express feelings and allows the child to exercise curiosity.

Sessions V - VI: Activities for children aged 5-12 years

Experience with dramatic play, songs, art, crafts
Discussion of the above, plus use of playgrounds; supervision of unstructured and structured play; "committees;" program planning.

Sessions VII - VIII: Review of Activities for Children 0-13

Experience in types of program not yet covered; also an exercise involving the necessity for class interaction on a task.
Discussion to review what has been presented so far; also Chapter One of Text.
Mid semester Quiz - end of Session VIII.

Sessions IX - X: Activities for youth over 12 years

Experience in types of program, especially informal dramatics; party games; exercises involving group tasks.
Discussion of: leadership techniques; using peers to help each other; coed activities; sports; the influence of teens on each other's choices of recreation, normal diversity of interests in older youth; cultural factors.

Sessions XI - XII: Program for Children and Youth with Special Needs

Experience: how to adapt program of various types for different kinds of needs.
Discussion: when and when not to adapt, and guidelines for doing so; program needs of children and youth who are retarded, disturbed, physically handicapped, etc.

Sessions XIII - XIV: Student Presentations

In groups of about three, students will present 30-minute activity programs suitable for those they work with. These presentations will then be discussed by the class especially in relation to ideas discussed during the semester.

Sessions XVI - XVII: Review

Experiences: group tasks, plus activities not yet covered or requiring review
Review discussion of: leadership techniques, peer relationships, modification of behavior through play; criteria for program choice; adaptations; program planning, new ideas, and other topics brought up by students.
Final examination to cover total semester.

The basic text for this course is a Manual prepared by the Instructor.

CHILD DEVELOPMENT 225

COURSE TITLE: SUPERVISION OF THE EXCEPTIONAL CHILD

Course description: Course designed to familiarize the student with techniques in handling and communicating with the deaf, blind, retarded, and physically handicapped child.

Objectives:

1. To learn how to work effectively with children having different kinds of handicaps: blindness, deafness, mental retardation, cerebral palsy, other brain injury, mental illness and emotional disturbance, miscellaneous physical handicaps, multiple handicaps. (What special points are important? "Do's and Don'ts" building on strengths and aptitudes - adopting program.)
2. To increase skills in working with others on the therapeutic or educational team: co-workers, supervisors, those whom the teacher aide may supervise; parents, community.
3. To know the laws and procedures which govern the safety and supervision of the exceptional child: in the bus, at school or institution. Legal responsibility. Safety precautions, emergency procedures.
4. To know how to adapt recreation programs for special needs, so that program can be used on bus trips, in the classroom, on the playground, etc.
5. To be acquainted with the portions of the Illinois School code governing special education.

Course Outline:

I. General orientation
   - Survey of kinds of handicap
   - Participation in adapted recreation activities

II. Activities for children in special situations
   - Bus
   - Lunchtime
   - Schoolroom
   - Recreation

III. Special consideration in working with:
   - Blind children
   - Deaf children
   - Mentally retarded
   - Cerebral palsy
   - Other physical handicaps
   - Minimal brain damage
   - Children who are mentally ill or emotionally disturbed

IV. Human relations
   - The therapeutic team
   - Role relationships

V. Safety and emergency procedures

Conclusion

The evaluation of Pilot B proved to be an interesting process providing more information on the experience and background of students as para-professionals. It was beneficial to students in that it gave them a new framework for thinking about their jobs, their courses, and their own abilities in the light of discrete tasks. It showed the necessity for still more curriculum modifications and a pre-course preparation of the instructors with respect to task orientation as a means of checking course delivery. Pilot B did achieve its Phase II goals and the curriculum, while falling short of its ideal, nevertheless did reach large numbers of students and, with its further modification, should do the intended job very nearly perfectly.

In addition to pre-course preparation of the instructors, the results of the evaluation also indicate some pre-course preparation and pre-evaluation preparation of the students. This is indicated by data which had to be discarded, since this seemed to have resulted mostly from confusion on the part of the students with the evaluation process and instrument. It is our feeling that the 12% data discard rate is high and could be appreciably reduced by pre-evaluative orientation work with the students. It remains to be determined whether this would also result in a different overall response to the evaluation questionnaire.

Future evaluation instruments will also have to be modified. Besides redesigning the instruments to permit mechanical processing, the instruments in the next phase will have to be easier for the students to use and understand and will have to provide more differential data for analysis. Future questionnaires distributed to the students population should be supplemented by some form of faculty evaluation as well.

In summation, Pilot "B" must be regarded as still in the development phase and the results of this first evaluation should prove helpful in bringing the pilot to its final form. Even without the final modifications still to be made and in spite of the somewhat disappointing findings of this first evaluation, it is our opinion that the Chicago City College system is and remains a national leader in its field, if only because of its willingness to embark on this experimental program with all of its attendant risks and potential embarrassments. Few established institutions in this country have such readiness to be self-critical and experiment within the public eye.

Appendix A

Chicago City College
Subcontract

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APPENDIX A. Sub-Contract between SSAP(CORD) and the Chicago City College System for Pilot "B"

CAREER OPTIONS RESEARCH AND DEVELOPMENT PROJECT -

SOCIAL SERVICE AIDE PROJECT

TRAINING INSTRUCTION SUBCONTRACT

A G R E E M E N T

THIS AGREEMENT, made and entered into this 22nd day of JUNE, 19 70, by and between the Young Men's Christian Association of Metropolitan Chicago, hereinafter referred to as the "Contractor", and Board of Trustees of Junior College District No. 508, Cook County, Illinois, an educational institution in the State of Illinois, hereinafter referred to as the "College".

WITNESSETH:

WHEREAS, Contractor contracted with the U. S. Department of Health, Education, and Welfare under Section 4(c) of the Vocational Education Act of 1963 and has received from the U. S. Department of Health, Education and Welfare a grant to fund such participation, and

WHEREAS, the purpose of this agreement is to provide the education component necessary to implement a program of exemplary education for the career development of paraprofessionals in social and/or human services, hereinafter referred to as "the Career Options Research and Development Project"; participants in such program to be hereinafter referred to as "students".

A. The College Agrees:

(1) To cooperate with the Contractor's Career Options Research and Development Project (formerly the Social Service Aide Project) Staff, hereinafter, referred to as the "Staff", in further developing and refining the core curriculum outline prepared in the now completed Phase I of the Social Service Aide Project (renamed Career Options Research and Development Project, April 1, 1970). This further refinement will consist of:

(a) The derivation of the specific course content from the task analysis prepared in Phase I;

(b) The re-organization of the specific content to fit within a format acceptable to and consonant with the conditions at the college; and

(c) The preparation of syllabi for each course in the curriculum consisting of detailed course outlines, bibliographies, topic, and reading schedules, plus any specialized materials and (or) techniques listed, summarized, and described.

(2) To offer sometime during the academic year including the summer interval from October 1969 through August 1970 eight (8) courses drawn from the developed core curriculum as modified and redesigned to fit the requirements and conditions of the City Colleges of Chicago System. This offering will be made in the following manner:

(a) The courses will be offered to a cross-section of students at Kennedy-King College who reflect a variety of experience, age, and employment backgrounds. These will be students who have indicated an interest in the social service curriculum, and who want either to prepare themselves for employment in this field, or to upgrade their skills and understanding in relation to their current employment.

(b) The courses or some segment thereof will be offered to a second, but smaller group different from that in 2(a) above. This second group will consist of students being prepared to enter or to advance in a presently developing and expanding field with pre-existing career ladders such as that represented by the new role of paraprofessional case aide providing supportive and liaison service to families with children in special programs, (e.g. Headstart, day care). It is not anticipated that a completed testing of the curriculum with this group will be possible in Phase II, but it is expected that this testing will begin with the option to continue in Phase III.

(3) To conduct a further task analysis study of the jobs perform by the special student group (2(b) above) as part of the curriculum refinement necessity of relating course content to tasks.

(4) To conduct an internal evaluation of the courses to determin whether, or to what degree, the courses have been effective in conveying the knowledge and skills necessary to perform the specific tasks identified as those from which the curriculum outlines were built. This evaluation will be conducted through the application of a questionnaire eliciting the following information:

(a) The student's present and past employment in social service or related jobs;

(b) The tasks which he or she has carried out in employment and

(c) The degree to which the specific courses have been helpful in relation to doing the tasks from which they were derived. Those students without prior work experience will conduct the evaluation on the basis of which tasks the individual feels capable to perform as a result of the courses.

(5) To maintain and coordinate its activities as herein delineated with the "Staff" through the project coordinator designated by the College, and the Staff liaison designated by the contractor.

(6) That the courses offered in the Social Service Curriculum will be accredited by the College as College transfer courses with the exception of those classified as remedial.

(7) That students will not be excluded in the Social Service Curriculum solely on the basis of educational background.

(8) To provide remedial support insofar as is practicable in the judgment of the College where needed by the students.

(9) With the successful operation of the Phase II, and subject to refunding of Phase III, to continue in Phase III with the test of the remainder of the curriculum upon the execution of a mutually agreeable sub-contract covering the College's participation in Phase III.

B. The Contractor Agrees:

(1) To cooperate with and assist the College in carrying out all activities indicated in paragraph A. Sections 1 through 4.

(2) To provide the funds indicated in the sub-contract budget in accordance with the provisions of paragraph C hereof.

(3) To assist the College in the evaluation and refinement of the core curriculum and to work with the College in the task analysis activities indicated in paragraph A, sections 1 and 3 above.

(4) To provide the necessary guidelines and technical support through the staff liaison, but within the College the regular lines of authority will obtain.

(5) To provide staff assistance in activities pertaining to funding, program development, technical input, and evaluation to further the sub-contract objectives.

C. Payment

The College shall be reimbursed for its reimbursable services and expenses under this contract from October 1, 1969 through August 31, 1970 on a monthly basis. The College will submit to the Contractor each month an itemized invoice of services performed and expenses incurred in performing under this contract. The Contractor will make payment in the amount of the invoice within ten (10) days of the receipt of the invoice.

The reimbursable services and expenses of the College shall include the following, and the amounts appearing opposite each service or expense shall constitute the maximum charge which the

College shall require of the Contractor for the respective service or expense during the term of this contract.

Project Director (10% for 10 months) @ $20,400 per annum	$ 1,700
Teacher/coordinator (100% time for 9 months) @ $960.00 per month	8,398
Consultant (25% time for 3 months) @ $333.33 per month	1,000
Consumable supplies and materials:	
Office	200
Evaluation	300
Indirect cost (15% of direct costs)	1,740
	$13,338

Maintenance of Effort - City Colleges of Chicago (In Kind Contributions - not reimbursable):

Faculty - involved in teaching and evaluating courses:	
Bakeman, Vincent	$13,900
Gee, Ronald	12,050
Kaufman, Mary Ann	9,600
Reed, Selina	12,750
Mitchell, Nancy	1,500
Secretarial:	
Allen, Van Hoire (50%)	4,134
	$53,834

In witness whereof, the Contractor and the College have executed this Agreement as of the date entered above.

Young Men's Christian Association of Metropolitan Chicago
By:

President, Metropolitan YMCA, Chicago

Board of Trustees of Junior College District No. 508, Cook County, Illinois
By:

Chairman

Secretary

Appendix B

Pilot B
Evaluative Questionnaire

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APPENDIX B:

SOCIAL SERVICE AIDE PROJECT - TASK ANALYSIS DATA

Questionnaire

The following are specific activities that are performed by persons in social service positions in the community. They have been selected from a number of different agency settings: urban progress centers, community health centers, youth work agencies, clinics, Head Start programs, etc. No one agency would require all of these activities of its workers.

In the left-hand column, please check each activity yes or no according to whether you are now or have been engaged in this type of activity.

Regardless of whether you have actually been involved in this activity, please check the column on the right hand side of the page as to whether this course: _____ included material that would be Directly, Indirectly, or Not at all helpful to you in preparing you to perform this activity.

PRESENT EMPLOYMENT

Are you presently employed? Yes ____ No ____

If employed, do you work full-time _____ or part-time _____

Type of employer? Social Service ____ Medical ____

School ____ Business ____ Other (specify) _____

Job title: _____

...ve
...ged
...ity?

Was course helpful?
Not at a
Indirectly
Directly

Evaluate individual's strengths and weaknesses to facilitate his or her participation in activities

Explain procedures and interpret situation to parents of child in care in order to arrive at outline of alternatives and plan of action

Visit families to determine family needs

Select games for tournaments suitable for age/sex involved

Identify children with problems so that they can be included in special programs

Tutor students to improve their academic performance

Arrange emergency care for children during mother's illness

Interpret Child Guidance Clinic referral to parents of child

Keep attendance records/statistics regarding client participation in agency program

Make referrals to clinics: medical, child guidance, mental health

Assist client in securing emergency housing

Assist family to secure commitment to state hospital for mentally ill client

Assist child to recognize pressures influencing his behavior

Counsel child concerning alternate methods to deal with problems

Counsel with staff regarding agency problems

Determine the appropriateness of referrals from other agencies

Initiate discussions on subjects of mutual group concerns to stimulate exchange of feelings

Organize a meeting to involve the community in developing a recreation program for the community

Report housing violations to proper authorities

...ey?	Was course helpful: Not at all / Indirectly / Directly
Consult with teacher regarding home and family situation of child	
Demonstrate techniques of home management and child care	
Educate clients in making necessary housing repairs	
Explore with client's family the present problems, possible causes and possible solutions	
Find employment for client	
Give talks to children on nature or other subjects	
Involve parents in planning for care of retarded or excluded child	
Interpret medical recommendations and follow-up care to family to support patient care program	
Explain nature of agency's service to a client (or potential client)	
Complete performance evaluations of employees	
Conduct interviews for hiring of personnel	
Refer clients to appropriate training programs	
Assist client in obtaining public assistance	
Act as liaison between agency and public welfare agencies to secure emergency help for an individual or family	
Analyze extent of family problems for supervisor or consultant to determine appropriate treatment	
Arrange for family to receive emergency food	
Make court appearances in connection with family casework	
Plan and supervise social events as part of agency program	
Initiate group discussion to identify group activity interest and motivation sources	
Prepare regular reports on agency program for Board or supervisor	
Provide information regarding family planning	
Recruit volunteers for community fund raising activities	

ity?

Was co... ...pfu

Not at

Indirectly

Directly

Talk to child to evaluate child's feelings and perceptions of problems

Obtain a history from client or family member

Assist family in money management through budgeting, consumer education, etc.

Present case material to staff

Make preparation for events prior to arrival of children for group activities

Record case material for agency files

Interpret agency service to other professionals

Fill out agency face sheet with information supplied by client or family member.

Contact school in relation to child's attendance

Recruit children for community programs, such as Head Start, recreation programs, or summer camp

Assist group leader in planning program for teen-agers

Handle discipline problems in group of pre-teen age children

Plan and lead craft program for elementary school age children

Supervise preparation of lunch by children in group program

Plan day camp program for 8 to 12 year olds

Supervise day camp program for 8 to 12 year olds

Plan activity program for teen-agers' weekly meetings

Organize team sports, such as basketball, baseball, etc.

Consult community and city-wide agencies in behalf of clients

Arrange transportation for patients to and from hospital or clinic

Plan for child with special needs to attend camp

Visit with psychotic patient to develop relationship as basis for future work with family

...vity?

Was course ...

Not at ...

Indirectly

Directly

Take staff meeting minutes

Obtain necessary medical or corrective appliances for clients (glasses, orthopedic equipment, etc.)

Direct or supervise volunteer activities in the agency

Make case study on patient in reference to child guidance clinic referral

Locate resources to implement ideas developed by youth group

Attends community meetings as representative of agency

Transport children for appointments to clinic or agency

Type reports, records, letters of referral

Handle the switchboard

Distribute clothing

Reassure patients concerning the treatment they are receiving

Follow-up clients who have failed to return to agency or clinic for treatment

Conduct office interviews with clients to determine individual problems

Talk with parents regarding their child's progress in program

Teach cooking, sewing, other homemaking skills to individuals or groups

Break up fights in youth group through discussion of conflict and feelings involved

Clarify financial situation of client to determine eligibility for service

Compile records and statistics regarding agency service

Consult appropriate agencies for securing and using resources to help client

Conduct group programs for parents of children receiving agency service

n
vity?
No

Was co...
Not a
Indirectl
Directly

Refer to Bureau of Child Study to secure academic information, special tutoring, and placement recommendations

Register children for agency program

Plan and lead staff meetings

Prepare displays, posters, publicity

Report to M.D. information on patient's home condition

Secure data through interviews, conferences, written records, regarding definition of client problem and treatment

Select and order equipment for children's program

Stimulate community participation in programs for social change

Interpret diagnosis of mental retardation to parents of retarded child

Collect and record fees, donations, other funds

Evaluate group programs to determine relevancy to members

Teach games, songs, crafts

Lead group in discussion of personal problems

Operate office equipment, such as duplicating machines and/or other types of equipment

Develop foster homes for children needing care

Supervise use of phonograph and lead songs in activity program for teen-agers

Conduct survey to determine recreation needs of local community

Phase II Final Report

INTERPRETIVE ANALYSIS OF PILOT "B" CURRICULUM

Prepared by Barry S. Warren

Project No. 7-0329
Grant No. OEG-0-8-070329-3694 (085)
SOCIAL SERVICE AIDE PROJECT
For the Training and Education
of Paraprofessionals

September 30, 1970

Career Options Research and Development
-A Special Project of
the Young Men's Christian Association
19 South La Salle Street
Chicago, Illinois 60603

This project is supported by the U.S. Office of Education, Bureau of Research, Department of Health, Education, and Welfare, under Section 4 (c) of the Vocational Education Act, 1963. Points of view or opinions do not, however, necessarily represent official Office of Education position or policy.

U.S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE
Office of Education
Bureau of Research

Interpretive Analysis of Pilot B Curriculum

The following charts constitute an attempt to provide analytical insight into the relationship between SSAP (CORD) Phase I research (See September 1969 Phase I Final Report). The work of bringing the curriculum offered at the Chicago City College System into agreement with SSAP (CORD) research is still in progress and is proceeding at the rate of our capacity to test and evaluate the results. The Chicago City College System, while not hostile or undesirous of change is, nonetheless, cautious in modifying its already serviceable and existing program and is mindful that provision must be made for continuity and a smooth transition.

Chart I - Interpretation

Chicago City College System's courses as taught during the spring semester of 1969-1970 included large parts of the SSAP (CORD) Phase I core-curriculum but excluded others. The ruled columns represent the courses taught as part of the Phase II curriculum test. On the left side of the chart are the gross outlines of the model core-curriculum contents. The x's represent where the courses being tested coincided with the core-curriculum.

Some whole courses from the core-curriculum model have been tested, such as Child Development 101 and 102 which correspond to Human Growth and Development 1 and 2. In other cases, courses such as Human Biology I have not been tested at all. Most courses were tested in part, however, the Chicago City College System did not contract to test the entire model core-curriculum in one semester, and has fulfilled its sub-contract.

CHART I

Comparison of Human Services Core Curriculum with Chicago City College Social Service Child Development Courses as tested in Pilot B.

SSAP CORE CURRICULUM	Chicago City College System									
	Soc. Serv. 101	Soc. Serv. 201	Soc. Serv. 212	Soc. Serv. 215	Soc. Serv. 228	Soc. Serv. 229	C.D. 101	C.D. 102	C.D. 225	C.
Orientation to Human Services (3)										
I Development of Social Work in Modern Society (History and Philosophy)	x									
II Social Service as a profession	x									
III Methods of Social Service	x	x			x	x				
IV The Social Worker: Role and Commitment	x	x			x	x				
V The Helping Process		x			x	x				
Communication in Human Service I (3)										
I Programmed Listening										
II Forms and Procedures	x				x	x				
III Report Writing										
IV Media (incl. Machines)										
V Simple Math (Statistics										
American Ethnic Groups (3)										
I Intro to Comparative Cultures										
II Black Americans										
III Appalachian Whites										
IV Spanish Americans										
V American Indian										
VI Northern, Eastern & Southern Europe										
VII Oriental										

CHART I (continued)

SSAP CORE CURRICULUM

	Chicago City College System									
	Soc. Serv. 101	Soc. Serv. 201	Soc. Serv. 212	Soc. Serv. 215	Soc. Serv. 228	Soc. Serv. 229	C.D. 101	C.D. 102	C.D. 225	C.D 141
Human Biology I - Principles of Health (3)										
I Anatomy										
II Human Physiology										
III Diseases in Man: Systemic and Symptomatic View										
IV Treatment of Disease										
V Good Nutrition & Good Food										
VI Exercise										
Communications in Human Services II (3)										
I Theory : Purposes, Processes, Problems										
II Application					x	x				
Social Problems (3)										
I Intro: Purposes & Perpectives				x						
II Social Problems				x						
III Methods of Solution				x						
IV Specific Difficulties in Problem Sovling		x								
Community Resources (2)										
I Intro to Social Service Structure		x			x	x				
II Social Service Community		x			x	x				
III Structure of Local Community		x			x	x				
IV Legal Aspects of Social Serv-		x			x	x				
sumer Service		x			x	x				

CHART I (continued)

SSAP CORE CURRICULUM

	Chicago City College System								
	Soc. Serv. 101	Soc. Serv. 201	Soc. Serv. 212	Soc. Serv. 215	Soc. Serv. 228	Soc. Serv. 229	C.D. 101	C.D. 102	C.D. 225
Physical Education II (1) Recreational Games									
I Low Level games									
II High Leval games									
Human Biology II (Health Care)									
I What is Health Care?									x
II Care of Infants									x
III Care of Children									x
IV Care of Adults									
V Emergency Care									
Abnormal Psychology (3)									
I Mental Health									x
II Mental Diseases & Defects									x
III Physiologic Modes of Treatment									x
IV Psychological Modes of Treatment									x
Group Process (3)									
I Purpose of the Course		x							
II Definitions		x							
III Approaches to the study of Group Process		x							
IV Areas of Application		x							
Creative Activities II (3)									
I Dramatic Narrative									
II Music									

CHART I (continued)

SSAP CORE CURRICULUM	Chicago City College System									
	Soc. Serv. 101	Soc. Serv. 201	Soc. Serv. 212	Soc. Serv. 215	Soc. Serv. 228	Soc. Serv. 229	C.D. 101	C.D. 102	C.D. 225	C. 14
Techniques of Organization & Decision Making (2)										
I Organization in Moder Society										
II Concept of Over-lays										
III Man, Groups, Institutions										
IV Formal Organization Theory										
V Authority, Policy, & Administration										
VI Organizational Techniques Specialized and Work Division										
VII Organizational Pattern										
VIII Communication										
IX Leadership										
X Decision Making Process										
Human Growth & Development I & II (6)										
I Intro and Overview (Basic Concept)								x		
II Prenatal Period								x		
III Infancy								x	x	
IV Preschool years (2-5)								x	x	
V Middle Years (school age)								x	x	
VI Adolescence								x	x	
VII Early Adulthood								x	x	
VIII Middle Age									x	
Old Age (over 65)									x	

CHART I (continued)

SSAP CORE CURRICULUM

	Chicago City College System									
	Soc. Serv. 101	Soc. Serv. 201	Soc. Serv. 212	Soc. Serv. 215	Soc. Serv. 228	Soc. Serv. 229	C.D. 101	C.D. 102	C.D. 225	C. 1
Physical Education I (1)										
I Non Violence Philosophy										
II Self Defense (non-aggressive)										
III Techniques of Self Defense										
Creative Activities I (3)										
I Arts										
II Crafts										

Charts IIA, IIB, IIC: Interpretation

Chart IIA lists the ideal core curriculum model as developed in SSAP (CORD) Phase I research. (See SSAP Phase I final report September 1969) This ideal model was supplemented by a more realistic model in the same body of research. It is offered here for comparison with the presently existing program at Chicago City College System shown in Chart IIB.

The two compare very favorably with courses such as Human Growth and Development I and II (Chart IIA) and Child Development 101 and 102 (Chart IIB) which are in one-to-one agreement. Other courses agree less well but do show some correspondence (See Chart I). When both curricula are compared, gaps do appear with the necessity that these be eradicated in Phase III.

Chart IIC represents the accomodated core curriculum outline from SSAP (CORD) Phase I research. It represents Phase I recognition of existing general study time allotments in the school. Accreditation and transferability require heavy time allotments to general studies which tended to conflict with SSAP's ideal core curriculum arrangement. The accomodated curriculum represented the best possible workable compromise between the ideal curriculum and necessity. This curriculum represents the one with which SSAP (CORD) has primarily worked in Pilot B. It, therefore, invites comparison with Chart II B.

Chart IIA: Ideal Course Outline Core Curriculum

SSAP PHASE I

Ideal Core Curriculum

First Semester

Orientation to Social Service	(3)
Communication in Social Services I	(3)
American Ethnic Groups	(3)
Techniques of Org. & Decision Making	(2)
Psychology 101 (Human Growth & Develp.)	(3)
Physical Education I	(1)

Second Semester

Human Biology I (Principles of Health)	(3)
Communication in Social Services II	(3)
Social Problems	(3)
Community Resources	(2)
Psychology 102 (Human Growth & Develp.)	(3)
Physical Education II (Recreation Games)	(1)

Third Semester

Human Biology II (Health Care)	(3)
Abnormal Psychology	(3)
Group Process	(3)
Creative Activities I	(3)
Practicum I	(3)

Fourth Semester

Elective in Specialty	(3)
Elective in Specialty	(3)
Elective in Specialty	(3)
Creative Activities II	(3)
Practicum II	(3)

Chart IIB: Social Service Curriculum at Chicago City College 1970-71

Curricula	Course	Credits
	Each of the following four Social Service Programs has a common General Education and Social Service core that includes:	
Social Service (Common Core)	General Education	34
	Child Development 101 (Human Grwth & Develp)	3
	Child Development 102 (Human Grwth & Develp)	3
	Social Service 109 (Report Writing for Social Service Aides)	2
	Social Service 201 (Principles of Social Work Practice)	3
	Social Service 212 (Introduction to Group Proc)	3
	Social Service 215 (Social Problems and Social Action)	3
	Social Service 216 (Social Problems and Social Action II)	3
		54 hours
Family Welfare Aide	Child Development 107 (Child Care, Health, and Nutrition)	3
	Sociology 203 (Marriage and the Family)	3
	Social Service 228 (Principles of Family Welf.)	3
	Social Service 229 (Practicum in Family Welf.)	6
		15 hours
Homemaker	Child Development 107 (Child Care, Health, and Nutrition)	3
	Home Economics 106 (Planning and Managing the Home)	3
	Social Service 238 (Principles of Homemaker Service	3
	Social Service 239 (Practicum in Homemaker Service)	6
		15 hours
Youth Work Aide	Sociology 206 (Juvenile Delinquency)	3
	Social Service 213 (Advanced Group Process)	3
	Social Service 248 (Principles of Youth Work)	3
	Social Service 249 (Practicum in Youth Work)	6
		15 hours

Chart IIB: Social Service Curriculum at Chicago City College 1970-71 (con't)

Curricula	Course	Credits
Community Aide	Sociology 280 (Human Relations)	3
	Social Service 213 (Advanced Group Process)	3
	Social Service 258 (Principles of Practice in Community Organization)	3
	Social Service 259 (Practicum in Community Service)	6
		15 hours
	Total	69 hours

Chart IIC: Accomodated Course Outline Core Curriculum

SSAP PHASE I

Accomodated Course Outline

First Semester

Orientation to Human Services	(3)
Communications in Human Services	(3)
Sociology 101	(3)
Techniques of Org. & Decision Making	(2)
English 101	(3)
Physical Education I Self-Defense	(1)

Second Semester

Human Biology I - Principle of Health	(3)
Communication in Human Services II	(3)
Sociology 102	(3)
Community Resources	(2)
English 102	(3)
Physical Education II Recreation Games	(1)

Third Semester

Human Biology II - Health Core	(3)
Psychology 101 - Human Growth & Develp.	(3)
Creative Activities I	(3)
Abnormal Psychology	(3)
American Ethnic Groups	(3)

Fourth Semester

Psychology 102 - Human Growth & Develp.	(3)
Social Problems	(3)
Creative Activities II	(3)
Group Process	(3)
Practicum	(6)