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ABSTRACT

A comprehensive study of social services, carried out in Saskatchewan in 1973, had as its ultimate purpose the determination of the kinds of qualifications needed in the social services as a basis for guidelines for the provision of appropriately trained social service personnel. A distinctive feature of the study was that questionnaires were sent to supervisors, employees, and consumers of social services, covering the areas of jobs done, education obtained or sought, social service organizations, hiring and promotion criteria, qualities considered important for effective social work, means and goals of services provided, educational background, and attitudes toward consumers of social work. Rates of return were 37 percent from supervisors (149 of 408), 47 percent from employees (887 of 1,898) and 33 percent from consumers (188 of 579). A detailed discussion of the returns leads to the general conclusions that: all groups considered social work-related university education the most desirable; employees and their supervisors stressed related experience and educational background equally while consumers felt more importance should be given to related experience; and all groups, especially consumers, stressed the importance of personal qualities in choosing and training social service personnel. The recommendations made relate to the implications of these findings.
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SOCIAL SERVICES MANPOWER PROJECT

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This Study was based on the
proposal entitled "The
Utilization and Needs of Manpower
in the Social Work Services
in Saskatchewan",
distributed in the Spring of 1973

The Appendices make up Volume II; Volume III is a Summary
of the entire Study.

PREFACE

In 1971 in some notes I prepared on a proposed programme of social work studies at the Regina Campus, it was recommended that there should be early consideration of a five-year study which should have as one of its major intentions the staking out of essential questions related to social service manpower problems common to the province of Saskatchewan and other similar regions in Canada. This study was to have the dual focus of developing a research design for future related studies and gathering preliminary data on social service personnel who are potential social work students - B.A.'s, non-degree social service and health personnel, and others.

In view of the fact that the School of Social Work at that time did not have a faculty or any research funds, the recommendation carried with it several tongue-in-cheek features which have now been set aside. With the encouragement of colleagues and the full co-operation of the provincial Department of Continuing Education and federal Department of Manpower and Immigration a grant of \$35,000 was secured, allowing the initial portion of the study to begin in the Autumn of 1972.

Dr. George Maslany and his research staff, in a very brief period, have gathered useful planning data, staked out some "essential questions" and set in motion a way to further studies of this sort. His work has gone far beyond the 1971 terms of reference and has taken up a certain posture which states in a definitive way that the human service community should be listened to, challenged, and listened to some more.

Harvey Stalwick, Director
School of Social Work
May 14, 1974

RESPONSIBILITY FOR REPORT

The production of this final report is the sole responsibility of the Research Director, Dr. G.W. Maslany. All of the interpretations that were derived from the data are those of the Director. Liability for any misrepresentation which may have occurred rests with the Research Director.

The content of this report does not reflect any of the attitudes, opinions, or policies of any of the organizations or persons associated with this study, such as its funders (Department of Continuing Education and the Department of Manpower and Immigration), the Advisory Committees or the University of Saskatchewan, Regina Campus.

The Research Director shall have sole right to act as senior author in the preparation and submission of any articles to professional journals. It will be his prerogative to choose any junior authors he may wish. This exclusive control by the Research Director over possible publications which might result from this project will be waived by him twelve months after the completion of the final report. At that time these publication rights will be transferred to the Director of the School of Social Work, University of Saskatchewan, Regina Campus. It would be left up to the discretion of the Director as to any further use that may be made of the report. Copies of any possible public-

ations resulting from the study will first of all be forwarded to representatives from the respective levels of government for their preliminary approval.

PERSONAL ACKNOWLEDGEMENTS

We would like to take this opportunity to thank all of the persons who assisted in getting this project off the ground by advising us as to possible sources of funding. We are referring in particular to Messrs. Ferd Ewald* and Grove Lane of the Department of Manpower and Immigration, Mr. Ken Johns of the Saskatchewan Department of Continuing Education** and Professors Harvey Stalwick and Otto Driedger of the University of Saskatchewan, Regina Campus, School of Social Work. These persons also provided us with invaluable advice, direction and support when the funding was finally secured.

We also wish to express our gratitude for the consultative assistance provided by the members of the Senior and General Advisory Committee.*** These persons did much to aid the progress of the study by facilitating access to and contact with persons and organizations which would serve as the focus of the study. Without their paving of the way for us, the study would have undoubtedly become critically bogged down at a number of stages. Dr. Alex Guy (my former grade school teacher) of the Department of Continuing Education deserves special mention in this regard.

* Presently with the Department of Secretary of State.

** Presently with the Unemployment Insurance Commission, Edmonton.

*** Their names are listed in Volume II: Appendix E, pp. 143 and 154.

Sincere thanks also go out to all of the persons who provided data to the study. Without them this study would not have been possible. The response and cooperation we received from them was far better than we had expected.

We would also like to thank our critics, many of whom did not provide us with the information we had hoped for but who took the time to let us know why not. As a result, we will be better able to accommodate them the next time, if we have the good fortune of there being a next time.

I also wish to give special commendation to my research staff, Betty Klancher, Maren Bergstrom and Mary Whyte. The dedication and commitment they devoted to the project was actually far beyond the call of duty. Nearing the study's conclusion they willingly worked hard, long and late so that we would meet our deadline. This pressure did not affect the high quality of the work they were producing. Although I may have been responsible for organizing and planning, they were the ones who had to clothe my "vague germs of ideas in the garment of detail". Without them this project might very likely still be at the planning, conceptualizing stage -- a good idea that never became a reality.

RESEARCH DIRECTOR'S PREFACE

This study was undertaken as an attempt to obtain a description of the profile of the social services in this province. We accomplished this by using a number of different techniques to obtain a variety of qualitative and quantitative data.

By far the most time-consuming procedure consisted of the interviews we had with various sectors of the social services. These interviews provided us with the "soft" data (as opposed to the so-called "hard" quantifiable data derived from the questionnaire). The time invested in this interview phase was, however, well spent since it enabled us to orient this study to what has commonly been referred to as "action research". We were not merely passive spectators but also helped out where we could. In some cases we helped consumers of social services find their way through the bureaucratic jungle of multi-services, multi-agencies. In other cases we offered our assistance to various agencies which requested it, in particular for evaluative research. Furthermore, many of the persons whom we contacted had been unaware of the recent developments in and the nature of the University of Saskatchewan, Regina Campus, School of Social Work and its Community Education Centres or of any of the other educational resources which are presently available.

Although this study will officially terminate shortly, the contacts we developed by way of these interviews will be maintained. The contacts will hopefully provide invaluable feedback to all educational resources concerned with the social services in this province so that their educational programs remain (or become) relevant to the needs of those carrying out and receiving social services.

It would be misleading to imply that everything went off "without a hitch", because there were problems -- big ones. We were accused by some of being too radical; by others of trying to preserve the status quo. There was resistance to the project by some groups who questioned its relevance -- surveys such as the present one being regarded with great suspicion as a strategy which the "powers" employ to delay urgently needed social change. Others were suspicious for other reasons, regarding the project as an attempted coup by the professional social work association (SASW) and the School of Social Work to take over other professional groups, especially psychiatric nurses. Whenever possible, we attempted to answer these and any other objections, concerns and criticisms either in person or by letter as best we could. In most instances our efforts were rewarded by subsequent improved cooperation, although in other instances we were admittedly not so successful. Nonetheless, this type of resistance (from a small proportion to be sure) was anticipated both in severity and extent

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when we first planned to undertake the study.

Less qualitative, though more comprehensive in terms of the number of persons covered, was the questionnaire. Despite the length of this instrument we received a gratifyingly high rate of returns. The study did make us aware of the shortcomings and advantages of both methods of obtaining information.

1. The Open-ended Interview is excessively time-consuming and expensive, consequently only a small proportion can be contacted in this way. At the same time it allows for the accumulation of a lot of valuable information which, however, is difficult to process later on.
2. The Questionnaire is designed to be easily administered, returned, coded and processed; however, it lacks the flexibility and personal contact afforded by the interview.

We suspected the influence of a measurement method factor (i.e., asking the same questions by different means) would lead to somewhat different responses. Nonetheless, we doubted that the difference between the questionnaire- and interview-derived data would be so extreme as to invalidate the results obtained from either. It is not a question of which technique is the better, since many factors including time, budget, reliability, and subject cooperation all needed to be considered in making that decision.

It was especially disheartening to us to be informed that the financial support through which this study was funded (Section 10,

Adult Occupation Training Act) would be terminated because of the discontinuation of this program for cost-shared research between federal and provincial governments. We had looked forward to the possibility of expanding the present study both regionally and longitudinally in subsequent years and of at least keeping up on an ongoing basis the type of monitoring we had been engaged in for the past year. We will, therefore, be obliged to solicit funds for projects which are "spin-offs" of the present one elsewhere. We are very thankful for the financial assistance we have received; without it we would not have been able to do what we have done.

ABSTRACT

A comprehensive study of the social services was carried out in the province of Saskatchewan in 1973. A broad definition of social services was adopted which included many groups which had not previously been considered in similar studies. The primary focus was placed on personnel involved with a variety of areas such as financial assistance, corrections, manpower counselling, child, family and psychiatric services and geriatrics.

The ultimate purpose of the Study was to determine what kinds of qualifications were needed in the social services so as to provide guidelines for ensuring an adequate supply of appropriately trained personnel for the social service employment market in the province.

A questionnaire was used to determine the jobs social service employees were performing and the types of education and experience they had obtained and the type they were seeking to better enable them to carry out their employment responsibilities. They were asked for descriptive information about their organizations, the criteria used for hiring and promotion within them, the means and goals of social services they provided, their educational background and attitudes towards consumers of social services. The employees' supervisors were asked similar questions

regarding themselves as well as what type of education and experience they regarded as being most desirable for the employees under their charge. This Study went one step further than most other similar studies since the same questions that were asked of social service personnel were also asked of persons within consumer organizations (e.g., welfare rights and self-help groups).

No less than 33% of the persons contacted in any of the sample groups completed and returned the questionnaire. The highest rate of return (47%) came from the employee group. The findings revealed that the three groups (supervisors, employees, and consumers of social services) were not necessarily consistent with one another with regard to what they considered to be most relevant and important for effective social work. Only rarely, however, were the differences major ones.

The most consistent information obtained from all three groups was that social work-related university education was considered to be the most desirable type of formal education. However, all of the groups placed the most importance on personal qualities (maturity, empathy, etc.) for effectiveness in the social service field. Next to personal qualities, supervisors and employees placed nearly equal importance on related experience and educational background, whereas consumers rated the importance of educational background significantly lower than they did related experience. This finding is further illustrated by the fact that twice the

proportion of supervisors as consumers felt that educational upgrading for employees would be of value in their work.

The data concerning educational background indicated that the combined categories of university Bachelor degrees and social work related training accounted for the largest group of social service staff. The employees' intentions regarding upgrading and the trends regarding future social service positions imply that this will continue to be the case, with social work-related training becoming more prevalent.

Now that the survey instrument has been developed, we hope to be able to carry out an ongoing monitoring of the questions with which it is concerned and possibly additional ones on at least a biennial basis. Consideration has also been given to the geographic expansion of this project to cover western Canada. The Study was never intended to be simply a "one-shot" effort.

To our knowledge, there are no other studies such as this one in progress at the present time. None of the other studies reviewed have 1) dealt with supervisors, employees, and consumers; 2) adopted as broad a definition of social services; or 3) were designed with the possibility of longitudinal extension and geographic expansion. Other studies have been similar to this one in one of these regards but not in all.

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CHAPTER I

INTRODUCTION

The traditional approach to writing up a study of this nature is to produce a lengthy review of the literature, an approach which we considered would have been both misleading and redundant here. The purpose of this study was to find out about social service employers, employees and consumers of their services in Saskatchewan. Our review was to determine whether there was any comparable research currently being done or had recently been completed in this field in Saskatchewan.

The closest we came to anything comparable was the Davis (1973) proposal. Even if that had actually reached the stage of being implemented, there would still have been justification to carry out the present study because of the differences in approaches of the two. Davis's was prescriptive, with a restricted focus compared to our study, while our study was intended to be descriptive of the whole range of social services in the province.

With respect to avoiding the redundancy mentioned earlier, there are very excellent reviews of the literature relating to social service manpower research reported in the studies cited in the following section. We recommend that anyone wishing more detailed information about this related literature should obtain

these studies. There simply does not seem to be any point in us getting caught up in the conventional academic strategy of reorganizing (rearranging) the work (e.g., references) of others and intimating that by so doing we have contributed any new insights.

PURPOSE OF THE STUDY

The general purpose of this project was to avoid the commonly expressed criticisms about the way in which social work personnel usually go about planning.

We are all familiar, frequently painfully familiar, with the dilemma that confronts managers and researchers in operating agencies as they try to cope with the problems of manpower and manpower utilization. We seem to be in a general and long-standing crisis about manpower. When we undertake action to alleviate it, we find ourselves not knowing what to do or doing something that doesn't work the way we want it to work. At that point we demand more research. But when we do undertake research, we find that it takes a lot of money and a long time. We feel that we really can't wait, we have to do something. We say research will take too long, and what we need is action now. And thus, the cycle continues. We don't have enough time or money for research and we can't act to our satisfaction because we feel we don't know enough and we must have new knowledge.
(J.S. Fine, 1971, p. 15.)

Pins (1971) makes a similar point.

Social work is a profession that has a tendency to do one of two things when it comes to changeable stuff. It is either slow to change, holds on to the familiar, makes small changes in studies and worries them to death or, under pressure or its own disgust, it tries to be radical and make too much change too fast without thought or planning (p. 15).

On August 26, 1971, a general meeting of interested persons was held to discuss the possibility of and problems associated with establishing a Social Service Manpower Research Project which would respond to the foregoing criticisms. The meeting attracted 45 persons associated with education for or the delivery of social services. Dr. Harvey Stalwick, the newly appointed Director of the School of Social Work with the University of Saskatchewan, Regina Campus, outlined that the purposes of this study would be to provide information for the planning of a BSW degree program.

The Ad Hoc Committee for the School of Social Work had earlier agreed that they wanted to encourage the development of a School which was unique to the needs of Saskatchewan.¹ Dr. Stalwick was in complete agreement with this principle. The strategy of transplanting a curriculum from some other established School was unacceptable. Moreover, he contended that the most important point was that all those interested in social work education in the province should be given the opportunity to provide input into the planning of the new program. This meeting and a Manpower Project would be a first step in making these plans become a reality.

¹ Report of the Ad Hoc Committee on a School of Social Work for the Regina Campus, September 1970.

The objectives of such a study would be:

- 1) to assist with policy formulation for curriculum development
- 2) to give direction to the setting up of an administrative structure for the School
- 3) to provide for a continuous review of the impact of the School's educational programs on the social services in the province

At this same meeting it was decided that a specific study should be undertaken:

- 1) to determine the demand for proposed programs offered by the School of Social Work by persons:
 - a) who are currently (or have been) employed in some aspect of the provision of social services (subsequently identified as the potential "external studies" students)
 - b) employed in social service delivery system with less than an undergraduate degree interested in obtaining a Certificate in Social Work. This group would include those who do not have a BA such as the psychiatric nurses, the public health nurses, welfare workers and others who are interested in changing their careers to social work (also referred to as potential "external studies" students)
 - c) who are undergraduate students at the time of their application for admission into a BSW degree program

- 2) to consider the design of longitudinal studies to evaluate the impact of the School of Social Work and also to develop projections for the demand of variously educated personnel for the social service delivery system.

The reactions to this proposal were generally favourable; however, there was some rather outspoken opposition expressed that development of an academic program based on the "expressed needs of today" would do little to prepare the students to handle the challenges of tomorrow in the everchanging social services. Nonetheless, the concensus was that this criticism could be met by maintaining ongoing research if a continuous and regular review were to be carried out.

There were also other reasons for conducting the Social Services Manpower Project. In 1972, the Canadian Association of Schools of Social Work (CASSW) published a monograph¹ describing the criteria on which Schools of Social Work across Canada would be accredited. The criteria which the Manpower Project would endeavour to satisfy were as follows:

1.2 Development and Evaluation

- 1.2.1 The School shall include planned provision for ongoing and effective self-study.

¹Manual of Standards and Procedures for the Accreditation of Programs of Social Work Education. Canadian Association of Schools of Social Work, 1972.

1.2.2 The school shall provide that the objectives of its program be responsive to changing social conditions, professional developments and advances in knowledge (p. 3)...

6. External Relationships

6.2 With the Profession: the school shall establish and maintain collaborative relationships with professional social work membership associations.

6.3 With the Community: within its resources, the school shall assure

- that its program is responsive to community needs, problems and aspirations;
- that it is providing leadership, services, or other inputs to the community;
- that the community is kept informed of its objectives and programs (p. 6).

Our contact with other Schools of Social Work which are applying or intend to apply for accreditation (which includes virtually all of these Schools in Canada) has indicated that the School at the University of Saskatchewan, Regina Campus, is the only one which intends to satisfy these criteria by using a large-scale applied research approach. The reason being that:

Traditionally, schools of social work have developed based on a felt need for more professionally qualified

personnel. But without having the necessary information to determine the number of graduates required the net result was that these parameters are not decided by the need of manpower but rather upon a university or provincial government's willingness to provide resources (Stubbins, 1967).

To express this point more bluntly, most of these Schools seem, from our observation, to be either determining the need for their programs by "the seat of their pants" or by "arm-chair" speculation,¹ neither of which are any practical substitutes for a research approach. We have made this point with faculty of other Schools and in some cases our claim has been vehemently denied; however, the fact remains that we have not as yet received any information to change this view.

¹ Impression obtained at the Canadian Association of Schools of Social Work Annual Conference, Kingston, Ontario, May, 1973.

REVIEW OF THE LITERATURE

The need for Manpower studies of the social services has been extensively and well documented. The following studies are regarded as providing the primary theoretical rationale for the present project.

Educational Coordinating Council (Oregon Study)¹

Mr. J. Rude, Program Administrator for this project indicated there was considerable similarity between our project and theirs.² Having read the proposal for our project he commented:

As a state planning agency our interest in curricular improvements is not as immediate as it would be if a school of social work were to conduct a study. We were perceived as a neutral party, bridging the vested interests of the social work agencies and the educational institutions.

The Council originated as a response to extensive criticisms that social work training was unrelated to the objectives of social service agencies, uncoordinated with functions expected of graduates hired by these agencies and unjustifiably expensive. The graduates of Oregon social service institutions were found lacking the necessary skills to function

¹Educational Coordinating Council, Study of the Impact of Training in the Human Services, Oregon, 1971.

²By personal communication, January 23, 1973.

adequately as entry level employees in the social services. The agencies could not afford to train these new graduates to develop competencies which they should have acquired prior to graduation. As a result they concluded that training must become more responsive to agency needs; however, this could not be accomplished without considerable difficulty. The problem centered around the difficulty in defining what was meant by "Human Services", and objective and understandable specification of the skills required.

They proposed to create an information system which would enable them to determine employer expectations (how high or low), entry-level employee performance (the improvement which occurred between entry into an academic program and entry into a job) and any inconsistency (and how much) between agency expectations and academic output.

This information system would necessitate extensive collaboration between academic institutions and social service agencies; however, this type of cooperation would not necessarily be forthcoming in all cases. In order to optimize the relevance of their information system they would both entertain and solicit suggestions and criticisms from the suppliers of information to help them improve the service they were providing. This system would also require a continuous monitoring to take place with educational institutions having to be flexible enough to adjust to demands by either changing or improving their programs. The

problem here was that what the agencies identify as relevant and important was not necessarily amenable to any kind of measurement; on the other hand, what may have been measurable may not have been regarded by them as being relevant. In any event if a skill couldn't be or was difficult to measure it would be equally difficult to determine if the educational institutions could provide training for this skill.

Proposal for Establishment of Career Planning and Curriculum Development in Social Services in Florida (Florida Study)¹

This proposal was related to the creation of an office which essentially would have the same function as the previously described Educational Coordinating Council in Oregon. This office would deal with issues concerning Manpower Utilization in Florida's largest social service agency and in making projections for future demand. They would also attempt to coordinate agency expectations of social service graduates with different qualifications and the products which social services educational programs were providing. They would not only be concerned with assisting these educational institutions in developing more relevant programs (pre-service training) but would also help agencies set up in-service training (continuing education) programs which would complement those offered by institutions.

¹Florida Board of Regents. A proposal for the establishment of career planning and curriculum planning for the Human Services in the Florida university system.

Relationship of the Oregon and Florida Studies to Present Project

Although our approach and theirs are markedly similar in terms of ultimate objectives, the Council's program¹ is far more ambitious and extensive. The research which they intended to carry out simultaneously, we had intended to carry out successively (longitudinally). In simple terms, they intended to cover a lot of ground in a short time while we hoped to cover the same ground over a more extended period. It should be noted, however, that they had some very pressing immediate problems to resolve which argued against the long-term cautious time-table we were hoping to follow.

While our study may not have generally been as comprehensive (or expensive) as theirs, we obtained information from a wider sphere of those associated with social service. They sought data from social service educational institutions and agencies; we included a group whose interests were not necessarily represented by the aforementioned, namely, the recipients of the service which these agencies provide.

¹The Educational Coordinating Council's program is the only one worth mentioning here as it is the only one we are sure was ever implemented. We are uncertain whether the Florida proposal got beyond the planning stage.

Deployment of Canadian Social Work Graduates (Crane Study)

Crane had indicated that there appeared to be a change in the supply-demand ratio of social service graduates to employment opportunities in social service agencies. Whereas the number of social service graduates was expected to more than double between 1969 and 1972, an apparent levelling off of investment in new social programs was taking place. As a consequence, these graduates were obliged to seek out non-traditional kinds of employment.

The primary purpose of the study was to trace the diffusion of social service graduates in the complex structure of social welfare-related programs in Canada. The secondary objective was to determine the goals of the social service delivery system as described by different levels of graduates with respect to the positions which they had secured and the means employed by them in attaining these goals.

Crane's Study dealt only with social service graduates, who are still a very small minority educational group in the social services in Saskatchewan. In other words, most social service employees in this province have never had any social service-related academic training. Nonetheless, although few of the results of his study may have had any bearing on the present study, his methodology was considered to be the most appropriate model for our own study. Of particular interest to us was his

survey instrument (the questionnaire, its distribution and the method of analyzing and interpreting the data derived from it). We were also quite fortunate to be able to solicit the assistance of Professor Crane, commonly acknowledged to be one of the foremost Canadian experts in the area of social service manpower research, as one of the consultants to the present project.

Relationship of Crane Study to Present Study

This study is remarkably similar to the present one in all respects except the population of interest. On the one hand, our survey instrument was essentially an adaptation of Crane's. On the other hand, while Crane's study focused on graduates of social service programs (in Canada), our study was more interested in these graduates as simply one component (and a small one at that) of social services employees in Saskatchewan.

There were two findings of Crane's Study that were of particular relevance to the present study. The first of these involved the employment of social service graduates. Of the MSW graduates, 93% had secured employment within seven to nine months following graduation. As might be expected, the results of the BSW graduates were slightly lower with only 61% being employed within that time. The results for technical and community college graduates (outside of Quebec) were even more discouraging since only 46% were engaged in full-time employment

seven to nine months after completing their program.¹ The second finding of interest was what Crane had found out about the SIAAS (now Kelsey Institute of Applied Arts and Science) Welfare Worker Technology graduates since there has been a great deal of controversy surrounding this program in recent years. There were 31 graduates from this program included in his sample. Since this number was quite small, no separate analyses of this particular group of graduates were reported in his study. Crane was, however, able to provide us with separate analyses of the SIAAS group for our own purposes which indicated that these graduates had a slightly better chance of achieving full-time employment (58%) than the national average for graduates of Canadian technical institutes and community college graduates.

Social Work Manpower Needs in Manitoba and Saskatchewan (McArton Study)²

The main purpose of this study was to answer the question of whether there would be enough positions in Manitoba and Saskatchewan for University of Manitoba social work graduates to

¹ Although all of these programs have long waiting lists of prospective students, it would be interesting to know how many would still persist in trying to get into these programs, especially the community college ones, if they knew they had only a 50-50 chance of obtaining a job relating to their training as long as a year after they completed that training. It would also be of interest to determine whether organizations (e.g., Departments of Manpower and Immigration or Indian Affairs and Northern Development) would continue to provide financial sponsorship for applicants wishing to pursue studies in these programs. Are these investments sound ones?

² McArton, D. Social Work Manpower Needs in Manitoba and Saskatchewan. Report of a study. The Manitoba School of Social Work, January - May, 1970

fill. No relevant survey of social service manpower had been carried out since 1954. McArton wanted to determine whether, where, and how many employment vacancies existed and also to find out if the opportunities for social service graduates were indeed expanding as had been assumed. Furthermore, she wanted to determine the percentage of present positions which were filled by occupants with less qualifications than were considered desirable by the employer.

The sample for the study consisted of

Two groups of organizations ... - present employers of social workers, and parallel organizations which do not have professional social work staff at the present time. Both groupings included hospitals, school systems, welfare offices, recreation and adult education settings, church organizations, day nurseries, nursing homes, homes for the aged, public housing developments, community development programs, organizations concerned with particular groups such as native people, trade unions, industrial and commercial concerns (p. 1).¹

Questionnaires were used to obtain the necessary information from both types of employers. McArton was successful in obtaining an extremely high rate of returns.

The results indicated that there was a continued expansion of welfare services and engagement of university educated

¹Summary of Findings of Mrs. Dorothy McArton's Study of Social Work Needs and Job Opportunities conducted between January and May, 1970, for the University of Manitoba School of Social Work.

social service personnel occurring, even though many agencies were reporting that their demands for these graduates were tapering off primarily due to financial constraints they were being subjected to. This led her to caution that social service graduates will be in a far more competitive field in the future because of the tendency of employers to prefer the most highly qualified applicants (MSW's over BSW's). She suggested that a graduate class of 100 to 120/year from the University of Manitoba should not oversupply the field.¹

Survey of Manpower Needs in Southern Ontario Social Service Organizations (Melichercik and Magee Study)²

The purpose of this study was similar to that done by McArton

...of gaining a more comprehensive picture of the current needs, practices and preferences regarding social work personnel as experienced or perceived by social welfare organizations (p. 12).

The results were intended to provide information to the Curriculum Committee of the School of Social Work at Waterloo Lutheran University which would give them direction for the development and

¹It should be noted that her enrollment projections did not anticipate the creation of a new School of Social Work in Saskatchewan.

²Melichercik, J. and Magee, L. Manpower Needs in Social Services: results of a survey of organizations employing social work personnel in southern Ontario. Paper presented at "Canadian Federation of Social Service Students Annual Conference" at Sudbury, Ontario on January 1973.

possible expansion of their academic programs. They hoped to accomplish this by determining the current conditions of the market for social service personnel.

More specifically, the survey aimed to find out something about the growth of social welfare positions, about the present occupants of these positions, the development of present personnel and about the expectations of the employers of graduate social workers (p. 1).

They suggested caution regarding the making of any sweeping interpretations or recommendations based on their results because

...the field of social welfare (and society at large) is too much in a state of flux and any survey will at best provide only a glimpse similar to that provided by a still photograph of a moving object...However, while acknowledging possible shortcomings, the data appears adequate to serve at least as a tentative indicator of the state of the current market for social work personnel and of some emerging trends (p. 12-13).

Their results indicated that the rapid growth of social welfare programs had begun to abate, primarily because of financial constraints being imposed on hiring budgets. In the future, employers would be in a better position to be more selective in their hiring than they have been in the past because they will have more qualified persons from whom to choose (i.e., it will become a buyers market).

The researchers also found that social work graduates had

begun to replace BA personnel. Nonetheless, the BA graduate still represented the largest single educational qualification group employed in the social services.

Of particular interest was the fact that a large proportion of the MSW's were employed in positions other than direct service positions, which was ironic since their training was almost exclusively related to provision of direct service. In other words, a large number were involved in doing what they have never been academically trained to do.

...graduate social workers practice the skills they learned at school for a year or two, then move on into specialized positions, learning to perform their new duties by the seat of their pants (p. 15).

More training at an academic level was, therefore, indicated to better prepare MSW's for the supervisory, administrative, and research responsibilities which many inevitably undertake a short time after graduation.

Relationship of Melichercik - Magee and McArton Studies to Present Survey

The major distinction between these two studies and ours was that, while they obtained all of their data from the personnel representatives of organizations both similar (Melichercik and Magee) and identical (McArton) to the ones we studied, we received our data from persons directly involved in the dispensing and receipt of social service. Of these two approaches,

theirs is definitely the simpler way to proceed. There are fewer sampling units which need to be surveyed when one is contacting only agency representatives than when one goes a step further and contacts all those who are actually directly involved with social services.

It would be inaccurate to contend that one of these approaches is any better or more correct than the other. The approach chosen depends entirely on the questions being asked. We were seeking answers to somewhat different questions than they were.

Description and Follow-up of Social Service Training in Alberta (Alberta Study)¹

This study was undertaken at the request of the Alberta Colleges Commission.

In 1969 and 1970 there had been further requests from colleges, school boards and technical institutes for expansion of social service programs which are presently in existence...Before expanding social service programs...the Commission requested that there should be some basic research to determine the need for such programs and the extent to which graduates are presently being utilized in the field of social service throughout the province (p. 1).

¹Paterson, J.G., Sawatzky, D.D. and Olivia, F.D. Summary report of description of follow-up of trainees from social services programs in colleges and technical institutes in the province of Alberta. Social Services Education Special Research Project. Alberta Colleges Commission, 1972.

The general scope of the study was to determine the following:

1. The manpower requirements by type, level and number in the social services area. Were the needs of employers, employees and clients being met?
2. The impact of a BSW program (in Calgary) on job description and role definitions of various positions. Would these change as a direct result of this new academic program?

These objectives were translated into six independent studies which were conducted simultaneously. One of the most remarkable features of these studies was their relatively minimal cost considering the ambitiousness and comprehensiveness of the overall project. The reason that it was carried out so cheaply was that five out of the six studies were carried out in partial fulfillment of the requirements for a graduate degree. Had similar studies been carried out by the private sector, the cost would have undoubtedly been at least ten times greater, with no guarantee of them being any better. The coordinated theses approach appears to be an ingenious and effective way of getting a lot of good quality research done very cheaply.¹

These studies resulted in a set of recommendations, the

¹The maximum amount allowable for the total project was specified by contract not to exceed \$7,200. (Cited in Appendix A - Summary Report of the Social Services Education Special Research Project)

major ones of which are paraphrased below:

1. The need for social service is expected to increase for at least the next decade.
2. Social service graduates have a high rate of employment and express a high degree of job satisfaction.
3. Liaison between social service agencies and training institutions should assist institutions in providing relevant and practical education. Courses of questionable relevance should either have their relevance clearly explained or be dropped.
4. Entrance requirements should be related to institutional programs offering equal opportunities to all with the necessary qualifications.
5. Applicants should be made more knowledgeable about various educational programs available and the kinds of employment for which those programs will make them eligible.
6. There should be a continuity in social services educational programs enabling a technological or community college graduate to go into a university social service program.
7. MSW's should be used more extensively for in-service training which is desperately needed especially among those who have never had any previous social service education.
8. The preferential hiring of university graduates without social service-related degrees should be discontinued since there was no evidence produced to indicate that they were any better qualified than untrained people.
9. Planning of social services educational institutions is currently primarily the prerogative of the heads of these institutions. It should come under the auspices of a planning and advisory agency consisting of social service

agencies, professional association members and educational institutions. This advisory agency could facilitate the coordination advocated in point 3.

10. Criteria for promotion and leadership should become more objective and related to on-the-job performance. The roles and functions of variously qualified personnel need clear delineation and clarification.
11. There is a definite need for more professional and better qualified persons, especially of the MSW level to carry out the functions of social development, preventative social service, rehabilitation and upgrading and supervision of personnel. This burden of responsibility should rest with the MSW's because they were identified as the most capable in all aspects of social service identified.
12. It was suggested that there would continue to be an expansion of and creation of new social development programs. Properly trained workers would be needed to man them. The major priority of these programs should be to bring about equality of opportunities for disadvantaged people, especially native persons whether they were living on the reserves or not.
13. The final recommendation consisted of advocating the use of analyses from 1971 census data based on Statistics Canada's Occupational and Standard Industrial Classifications Manual for aiding social service academic institutions to plan their enrollment to make it consistent with the employment market demands of the future.

Relationship of the Alberta Study to the Present One

In all humility, we must admit that this Study addressed many of the same problems as we did but that they covered a much

wider scope than we had. Whereas we designed our study to determine what skills were needed for the tasks to be done in the social services so that we could eventually be in a position to study which group was more competent at these tasks, the Alberta group tested differential competence at the same time as they were defining employment roles. Much like the Oregon and Florida studies, they simultaneously carried out studies which we had hoped to conduct successively over an extended period of time.

There is, however, one minor catch and that is that, at the same time as they were defining employment roles (in one study), they were assessing differential competence in another. This seems to be somewhat of a logical absurdity, much like trying to build a roof independently of and at the same time as the foundation. To extend the analogy, the roof and foundation may not necessarily line up, in that the differential competence study may not be dealing with the same variables which the employment role study has defined. To put it bluntly, their ambitiousness appears to have gotten the best of them in that they became caught up in a tautology of which they were unaware. It just doesn't make sense to be able to carry out a study to find out what social service personnel are doing (and define roles) and at the same time determine which group is better than the other. The only logical train of study is for one to follow the other.

Study of Mental Health in Alberta (Blair Report)¹

The purpose of this report was to provide recommendations for the improvement of the total mental health system of services in Alberta. The report covered the entire gamut of service ranging from those provided by the government to those provided by the community. It was specifically concerned with

...the diagnostic, treatment, rehabilitative, preventive capabilities of the mental health system, the evaluation of the effectiveness of current programs and strength of supportive research will be singled out for special attention...Finally the report will focus on the provision, development, and sensitive management of the people who are vital to the success of any mental health service...

It will assign the highest priority to: organization and administration of health services; an integrated, community-based system for the delivery of care; and personnel for the system and their remuneration, education and development. The importance of improved programs of treatment, rehabilitation and prevention will be stressed and the need for a great deal more research will be documented (from the Preface, p. 1).

Blair also recommended at that time that

Another full-scale study of these services should take place in not more than three years' time and there should be a continuous routine evaluation of the effectiveness of

¹Blair, W.R.N. A Study of Mental Health in Alberta. A report on the Alberta Mental Health Study, 1968, Volumes I and II. Human Resources Research and Development Executive Council, Government of Alberta. Paper presented at the Canadian Psychological Association's Annual Meeting, Victoria, B.C., 1973.

programs and the adequacy of services
in the meantime (from the Preface,
p. i).

He described in Volume II of this Report that a great deal of remedial action had taken place since the first volume had been produced with many of their recommendations having been implemented or acted upon.

This report has significance to the present study primarily because it was concerned with an area of service similar to and overlapping with social services, the focus of the present study. There are, nonetheless, differences between the two studies, the less obvious ones of which are listed below:

Blair Report

1. Blair had the broad mandate of reorganizing mental health service.
2. Their study was technocratically oriented. They received the bulk of their information in the form of briefs, position papers from expert persons, professional agencies and organizations (academic and executive). Virtually no input was obtained from the mass of mental health

Present Study

1. Our purpose was to obtain a descriptive profile of the social services as they exist at the present time. If any major reorganization (as those recommended by Blair) was carried out with respect to the social services, many of the results of this study would become obsolete overnight.
2. Our study was relatively more democratic. It was focused on all social "front-line" workers, their immediate supervisors (but rarely their Generals) and consumers of their service. The only time we contacted the senior executive-administrators was in those cases where the organization

Blair Report - continued

employees or recipients of these services (How would they like these services to be changed?). In order to have any chance for input to the Report, one would have to be either invited or step forward. Those who did were invariably a highly select group.

Present Study - continued

was so small that these senior persons and the immediate supervisors were one and the same. We went out to these persons through our interviews and survey questionnaire rather than making them come to us. The rationale we adopted here was that not only those who stepped forward had a useful contribution to make.

Proposal for Experiment in Differential Use of Manpower in Social Services in Saskatchewan (Davis Study)¹

Closer to home, a proposal was drawn up which was intended to assist in the reorganization of the provincial department responsible for commissioning it. The rationale of the proposal was described as follows:

As a main theme of this paper is to address itself to the increased complexity of our society and, therefore, the diversification of social service needs, it will become necessary to first examine the needs that have developed through the eyes of the front line workers who are most concerned about these needs and their inability to deal with them because of "the system" as they call it or because of lack of necessary skills (p. 4).

Although it does not appear that this study was ever commenced, it was theoretically and methodologically quite sound.

¹Davis, J. A proposed experiment on the differential use of manpower in the social services. Report commissioned by and submitted to the Saskatchewan Department of Social Services, (1973).

It also tends to expose another side to what had up to now been a one-sided argument.¹ The other studies cited suggested that persons who were not functioning as well as expected were the result of either inadequate or inappropriate training or personalities (i.e., lacking qualities required before one enters a training program because the program won't influence or improve these qualities). Davis suggested that poor functioning may not simply be due to inadequate persons being in an adequate "system" but also could be due to adequate persons being unable to operate because the inadequate "system" in which they are required to work doesn't enable them to make the optimal use of the skills they possess. Sinfield (1969), commenting on the British Seebom Committee, reported outspokenly what Davis had intimated:

It is important that social workers should in their training learn more about group and community work and more about the dynamics of society and social change. But too much stress must not be placed on teaching new techniques, skills and methods in manipulation of the client - whether it be individual, family or community (p. 29).

¹Even if the study had been carried out, the present study would not have been redundant since Davis was dealing with only one aspect of social services in Saskatchewan, the Department of Social Services. Although this Department is by far the largest single employer of social service personnel in the province, this Department represents only a part of the total social service picture here.

Table 1 provides a "bird's eye view" of all of the studies cited which should easily enable one to make general comparisons between the present study and the others and also among each of the others. These descriptions were randomly arranged in this Table.

TABLE 1

Comparison of Present Project With Similar Research

	PRESENT STUDY	BLAIR REPORT	MCARTON STUDY	OREGON & FLORIDA
OBJECTIVES AND SCOPE	Deployment of social service personnel. Manpower projections. What kinds of education and background are considered to be most relevant in order to be an effective social service agent.	Reorganize with the aim of improving the mental health services.	Projected needs of manpower for social services	Resolve difference between expressed needs of social service agencies for variously qualified entry-level personnel and state social service educational institutions output.
SAMPLE	A wide range of social service employers, employees and consumers of social services. Attempted to contact the entire population of those identified.	Academics, heads of agencies and professional organizations. Most of the data from technocrats. This approach can lead to a substantial bias since not all of those that have something to contribute can, dare or care to prepare a brief.	Same sample of social service organizations as present study; however, obtained data from only personnel heads. All data from bureaucrats.	Social service organization and their employees. Social service educational institutions.
METHOD OF SOLICITING INFORMATION AND TYPES OF ANALYSES	Preliminary interviews with organization representatives to develop a comprehensive questionnaire.	Commission approach - inviting briefs. Leads to very selective input. This procedure is the simplest since all that it requires of the project director is to solicit (invite) and edit information received.	Questionnaire.	Questionnaire. Comparative analyses of educational output from different institutions. Operationally determine agencies' expectation for entry-level graduates.
POPULATION TO WHICH RESULTS OF STUDY CAN BE GENERALIZED	Saskatchewan social service employers, employees and consumers.	Alberta Mental Health services.	Saskatchewan and Manitoba academic social service program graduates up to mid-70's.	Human service workers in Oregon, and Florida agencies and educational institutions.
RESULTS	Recommendations for curriculum developments in social service academic programs.	List of recommendations derived from results, many of which have been acted on by government.	Tapering off of need for social service graduates. Demand still exceeds supply.	Better liaison between social service agencies and educational institutions. Estimated output made relevant and consistent with agency needs.

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CRANE STUDY	DAVIS STUDY	SOCIAL SERVICES EDUCATION SPECIAL RESEARCH PROJECT	MILLICHEK, IF AND MAGEE STUDY
Deployment of graduates of technical and university training programs. Manpower projections.	Improvement of social service delivery system.	Present status and projected needs of social service manpower. Role definitions of social service positions. Effectiveness of present training programs in terms of meeting client needs.	Manpower needs of social services for various educational qualifications.
Random sample of population of academic social service program graduates in 1970.	Random samples of social service employees in randomly sampled regions of Saskatchewan Department of Social Services.	Random samples of social service organizations, employees and recipients of social services.	Survey of organization experience with social work personnel.
Questionnaire.	Questionnaire (descriptive) and measures of competence, skills. Comparisons of differential competence in social service within different systems of social service delivery.	A variety of questionnaires, measures of skills and competence. Experimental comparisons of differential competence as a function of different educational backgrounds.	Questionnaire.
Academic social service program graduates in Canada, 1970's.	Social service delivery system and employees in Department of Social Services (Saskatchewan).	Alberta social service employees, employers and service consumers.	Southern Ontario social service organizations and educational institutions.
Tapering off of need for social service graduates. Supply beginning to exceed demand.	Not commenced as yet.	List of recommendations derived from results.	Tapering off of need for social service graduates. Buyers' market. Employers regard much social service training as irrelevant to work needed to be done.

PROJECTIONS OF SOCIAL SERVICE MANPOWER NEEDS

One of the most uneconomic aspects of research involves needless repetition of others' research¹ or, on the other hand, conducting isolated studies. Reviewing literature on related research is the primary method of avoiding these problems. An adequate review will reveal similar areas which have been studied and thus enable the researcher to synthesize his work with any related work that has already been done.

At the same time, a review enables one to avoid needless duplication. During our review we came across the Job Vacancy Survey produced by Statistics Canada (under contract to the Department of Manpower and Immigration). This Survey was created to fill a need similar to the one we described in our proposal for the present study.

The lack of comprehensive data on job vacancies makes labour market analysis at the present time virtually impossible. Such analysis of labour market data is of crucial importance for the planning of vocational education programs for prospective entrants into the labour force, for occupational training and re-training of persons already in the labour force, for business planning and for the purpose of enabling the manpower authorities to plan intelligently

¹ Although we do not deny the necessity of replication of studies.

to meet expected labour surpluses
and shortages.¹

This Survey would be based on the CCDO (Canadian Classification Dictionary of Occupations). Table 2 indicates the positions of most of the social service employee classifications about whom we would wish to obtain information.

Occupations in Social Work and Related Fields - 233

Social Workers - 2331

This unit includes occupations concerned with diagnosing and treating social inadequacies in and providing professional counselling to individuals or groups and recommending and applying solutions to difficult social problems that affect individuals and communities. (p.36)

Others Not Elsewhere Classified - 2339

This unit group includes occupations, not elsewhere classified, concerned with activities in social work and related fields. Occupations concerned with soliciting financial contributions for social work programs are in this unit group. (p. 36)

Occupations in Community Welfare - 2333

This unit group includes occupations of a non-professional nature concerned with performing tasks similar to those of a social worker but specializing in social welfare work, such as organizing and supervising non-profit social, recreational and educational activities in youth clubs, community centres and similar organizations (p. 36)

¹Economic Council of Canada, 1964, p. 178.

TABLE 2

Canadian Classification and Dictionary of Occupations' Listing
of "Occupations in Social Work and Related Fields"

Social Workers (2331)

Adoption Agent	- Welfare Organization
Case Consultant	- Any industry
Case Investigator	- Any industry
Case Reviewer	- Any industry
Case Supervisor	- Any industry
Case Worker	- Any industry
Child Consultant	- Welfare Organization
Child Welfare Consultant	- Welfare Organization
Children's Aid Investigator	- Welfare Organization
Children's Counsellor	- Welfare Organization
Counsellor	- Welfare Organization
Court Worker	- Welfare Organization
Detention Attendant	- Juvenile Court
Detention Worker	- Juvenile Court
Family Counsellor	- Welfare Organization
Group Social Worker	- Welfare Organization
Medical Case Worker	- Any industry
Medical Social Consultant	- Any industry
Medical Social Worker	- Any industry
Parole Agent	- Any industry
Parole Director	- Any industry
Parole Officer	- Any industry
Parole Supervisor	- Any industry
Probation Officer	- Any industry
Psychiatric Social Worker	- Any industry
Social Worker	- Any industry
Welfare Case Worker	- Any industry

Others Not Elsewhere Classified (2339)

Case Aide	- Any industry
Home Supervisor	- Welfare Organization
Juvenile Officer	- Any industry
Placement Secretary, Welfare Agency	- Any industry
Probation Worker	- Any industry
Research Worker	- Welfare Organization

TABLE 2 (continued)

Canadian Classification and Dictionary of Occupations' Listing
of "Occupations in Social Work and Related Fields"

Occupations in Community Welfare (2333)

Activities Director	- Community Centre; Y.M.C.A.
Boys' Worker	- Welfare Organization
Charity Worker	- Any industry
Child Welfare Worker	- Any industry
Community Centre Worker	- Any industry
Community Service Worker	- Any industry
Counsellor	- Boy Scouts; Girl Guides
Department Secretary	- Welfare Organization
Department Supervisor	- Welfare Organization
Director	- Community Centre
District Leader	- Youth Organizations
Family Visitor	- Welfare Organization
Field Director	- Welfare Organization
Field Secretary	- Welfare Organization
Field Supervisor	- Welfare Organization
Field Worker	- Red Cross
Field Worker	- Welfare Organization
Girls' Worker	- Welfare Organization
Group Leader	- Welfare Organization
Group Worker	- Welfare Organization
Home Visitor	- Welfare Organization
Interviewer	- Welfare Organization
Interviewer, Welfare Department	- Any industry
Investigator,	- Welfare Organization
Investigator, Welfare Department	- Any industry
Official	- Community Chest
Official	- Y.M.C.A.; Y.W.C.A.
Placement Secretary	- Welfare Organization
Public Welfare Worker	- Any industry
Recreation Leader	- Any industry
Recreation Supervisor	- Any industry
Relief Officer	- Welfare Agency
Settlement Worker	- Welfare Organization
Social Contact Worker	- Welfare Organization
Social Service Worker	- Any industry
Supervisor	- Community Centre
Welfare Agency Supervisor	- Any industry
Welfare Investigator	- Any industry
Welfare Interviewer	- Any industry
Welfare Officer	- Any industry
Welfare Supervisor	- Any industry
Welfare Worker	- Any industry
Worker	- Welfare Organization
Worker, Welfare Agency	- Any industry

Their sampling unit for the Survey, in other words the places in which these social service personnel were located, was based on the "Standard Industrial Classification Manual". See Table 3.

Division 10 - Community Business and Personal Service Industries

Major Group 2 - Welfare Organizations - 828

Establishments primarily engaged in providing basic domiciliary care only; (no treatment or personal nursing care) such as homes for the aged, blind or senile, boarding houses for the aged, day nurseries, shelters, etc. Also included are voluntary welfare organizations such as the Canadian National Institute for the Blind, Canadian Welfare Council, Community Chest and United Appeal Organizations. This industry excludes custodial institutions for delinquents or criminals, i.e., corrective institutions which are included in Division 11 - Public Administration and Defence. (p. 40)

Religious Organizations - 831

Establishments primarily engaged in providing facilities for holding religious services or for the promotion of religious activities. Faith healers are included. Establishments maintained by religious organizations primarily for educational, health, charitable, publishing or other purposes are classified according to principal activity in the appropriate industries. (p. 40)

TABLE 3

Standard Industrial Classification Manual's Listing of
"Community, Business and Personal Service Industries"

Welfare Organizations (828)

Canadian National Institute for the Blind
Charitable home operation
Charity organization for society
Child welfare organization
Day nursery, providing care, not education
Federated charities organization
Home for the aged, not providing treatment or personal nursing
care
Home for the blind
Shelter for the unemployed
Society for the Prevention of Cruelty to Children
Soup kitchen, private welfare
Welfare organization

Religious Organizations (831)

Salvation Army

Division 11 - Public Administration and Defence

This division covers establishments primarily engaged in activities that are basically governmental in character. From the viewpoint of type of economic activity, establishments engaged in such activities as enacting legislation, enforcing and administering the law, collecting public revenues and controlling the disbursement of public funds, are clearly governmental in character and do not belong in any other branch of economic activity (p. 42).

The relevant areas in this Division are:

1. Other Federal Administration - 909
2. Provincial Administration - 913

Although the occupational classification is quite detailed, the industrial one seems to apply to very few privately operated social service organizations contacted by our survey. (See Table 4.) It is difficult, for example, to determine where a family service bureau would be included. The most ludicrous feature about these classifications is the wide variety of different names for organizations and individuals carrying out substantially the same function.

The estimates produced by this body for specific occupational groups have negated the necessity of making similar projections as we had proposed to do. Their projections for various occupational categories, including social work, which they have reported regularly on a quarterly basis since 1971, are

TABLE 4

Standard Industrial Classification Manual's Listing of
"Public Administration and Defence"

Other Federal Administration (909)

Indian Affairs and Northern Development Department
Manpower and Immigration Department
Penitentiary
Prison, federal
Unemployment Insurance Commission
Veterans' Affairs Department

Provincial Administration (931)

Industrial school, Government, (reform school)
Prison, provincial
Reformatory, provincial
Workmen's Compensation Board

far more comprehensive than any which we might have hoped to carry out. Furthermore, their survey is ongoing; ours would have simply been a one-shot effort.¹ We will, therefore, attempt to negotiate access to the quarterly reports they provide in order to obtain the information about available and projected vacancies for social service-related fields which will be so essential to the proper planning of student intake in the University of Saskatchewan School of Social Work.

Hazards of Prediction

There are many problems associated with carrying out useful projective studies. For example, Galby and Wright (1966) addressed a similar problem as ourselves in attempting to discover

...for which professional groups within the social services in Great Britain estimates of future manpower demand had been made, to examine the data and assumptions on which such estimates were based and to suggest lines along which further work...could most fruitfully proceed, in order that as complete a picture of staffing needs over the next ten years should be obtained (p. 1).

They emphasized that accurate manpower projections for the social services were quite essential so that a sufficient number of properly trained persons would be available to meet

¹We had hoped that this study would be expanded longitudinally; however, it is unlikely that further funds for this would be forthcoming from the same source (through the Adult Occupation Training Act).

employer demands in the future. Furthermore, it would also be highly wasteful if these demands were overestimated with the consequence that training institutions produced more graduates than the employment market could absorb.

They go on to state that even though

...manpower demand forecasts in the past have been inaccurate does not argue against forecasting but shows the real need for the development of forecasting methods and the collection of more comprehensive data on which to base projections (p. 1).

Regardless of how much valid data is obtained and how sophisticated the analyses of it, inaccuracies in prediction are bound to occur for the following reasons:

1. scientific breakthroughs are unpredictable and can affect manpower demand
2. the effects of major economic and social revolutions or improvisations can usually not be anticipated^{1,2}

Taking these possibilities into consideration, they cautioned against anything but the most short-term attempts at making any

¹For example, it seems quite evident that some national or, at least, provincial Guaranteed Annual Income plan is inevitable. Furthermore, this kind of plan will lead to a major reorganization of social services. It is still unclear, and opinion is divided, as to whether this will lead to an increase or decrease in need for the different levels of social service graduates. In any event, any long-term projections prior to the introduction of GAI will be hazardous.

²Neither the Alberta Colleges Commission Study nor the McArton Studies' recommendations for the projected enrollment necessary to fulfill manpower needs for social service graduates in the future anticipated the creation of a School of Social Work in Saskatchewan.

manpower projections especially in the social services.

The predominant strategy adopted when making projections is to look behind you in order to anticipate what is coming up ahead. The basic assumption made is that any changes which occur in the future bear some functional relationship to what has occurred in the past. These changes can usually be expressed in terms of some mathematical model in which all of the pertinent variables may not have been included.

In some instances this strategy is the most fruitful one. For example, fairly accurate predictions can be made of population changes, but in all cases, there is the element of indeterminacy or error in prediction. In population projections, discrepancies between actual and projected changes can be the result of anything ranging from an unforeseen catastrophe such as a large scale war to a breakthrough in medicine.

In other cases, looking into the past in order to prepare for the future is contraindicated, especially in those areas such as the social services characterized by

...a state of intellectual and social upheaval which historians may mark as the central determinant of the latter half of the twentieth century (Cohn, 1970, p. 9).

In situations like this where the only constant is change, there is no useful regression equation, no matter how elaborate, which will serve as any substitute for dealing with the situation here

and now, or making educated guesses about what the future has in store. Haphazard as these approaches may seem, they emphasize looking ahead, not into the past. One wouldn't get very far driving down a winding road by making decisions as to which way to steer on the basis of the ground which has already been covered.

GOALS OF SOCIAL WORK

This is one of the most topical areas in social service manpower research. The problem is that it is exceedingly difficult to specify what the objectives of social services are (Davis, 1973)

Countless number of agencies simply assume their objectives to be understood and have not really clarified in writing for themselves or others their own philosophies, programs or policies. Sometimes the agencies' positions are defined in terms of what it does not do, not what it does or inspires to do, which leads to complicated double talk and buck passing. (Watson, 1965, p. 3.)

Fine (1971), however, pointed out that "identifying and specifying purpose and objectives in a clear operationally useful manner is one of the most difficult tasks in organization life" (p. 20). She further specified that

...the purposes of any agency should not be formulated in terms of means. For example, an agency's purposes would not be formulated as 'giving social services' (p. 23).

The point she makes is an important one since means (e.g. counseling) can easily be confused with the ends¹ that these means are

¹It may seem ironic but our experience in the study has been that the representatives of the consumer's self-help groups with whom we met were more able to identify the goals of social service than were either the employers or employees. For example, frequent mention was made by consumers that social services should provide for their basic needs (shelter and sustenance) and to improve opportunities for them to get "off welfare" (e.g., by education).

supposed to attain.¹

Very closely related to the necessity of clearly and operationally identifying the goals of social service is the question of differential competence. Armitage (1971) contended that "the lack of an agreed upon set of descriptions of different types of social practice has obvious implications for any attempt to assert or measure competence (p. 180)".

This was a major obstacle to attempts to define whether or not there was a real shortage of social service manpower, what forms such a shortage took and what effect, if any, such a shortage was having. Education planners were left in a position of having to act with no better guide for their actions than their own assumptions and objectives. The educational institutions were, in other words, forced to "fly blind" in introducing new programs of social service education (p. 180).

Furthermore

...owing to the lack of agreed upon definition of social work competence, differential educational programs may not be preparing students for different kinds of competence. For this reason we may be aimlessly

¹ Social service personnel frequently described their responsibilities as being primarily counselling or therapy (a means) without being able to indicate what the purpose of this intervention was even if it was as vague as "enhancement of quality of life". Some of these personnel almost seemed convinced that their casework, groupwork, etc., was an end in itself.

floundering from one manpower crisis to another. I also suggest that until clearer correlation between different educational programs and social work competence is established, we should not lock differentially educated social workers into arbitrarily determined status positions in the social work hierarchy but allow for a variety of experimental programs to emerge in which the competence of the workers will be tested in cooperation with and contrast to differentially educated workers. This presupposes that agencies are willing to scrap their rigid hiring policies. (Kinanen, 1971, p. 188).

In plain English, what they were saying was that, without being able to agree upon what social workers are doing, it would be very difficult (if not impossible) to determine whether any one educational level is any better at doing social work than any other. What was implied was that we might be very surprised to find out that educational level was not the crucial variable at all in determining competence in the field. Consequently, no manpower crisis is (or ever was) with us. More and more education may not necessarily lead to better and better competence in the social services. Titmus paraphrased this (as cited by Sinfield, 1969).

To what extent, if at all, are contemporary social needs being artificially developed by the professional, administrative and technical interests upon whose skills the services depend? What, to put it crudely, are we getting

for our money? Is an increasing proportion of the cost going, first, to those who do the welfare rather than to those who need the welfare and second, for treating at a higher standard the symptoms of need rather than in curing or preventing the causes of need? (pp. 23-24).

Despite the vague objectives of social services (it is difficult to determine whether they are being realized or not), and the hazy relationship between educational level and competence in the field, social service graduates usually get the first chance at the jobs in the social service field. I have referred to the selective preference in social service agencies as possibly being due to a kind of "occupational imperialism" or "professional nepotism" (Maslany, 1973, p. 1), strong words to emphasize that I, like many others, am not convinced that the employment advantage given to social service graduates in the social service may be justified.¹

Regardless of the fact that this competence has not been shown to be unequivocally related to educational type or level, our contact with most employers has been that they do indeed have very "rigid hiring policies" (Kinanen, 1971, p. 188) and it would be an almost impossible task to persuade them "to scrap"

¹The Alberta Colleges Commission (see Bibliography) has produced evidence through its research which justifies the preferential treatment given to social service graduates. What it found was that the practice of giving preferential consideration to general BA graduates was unwarranted since they did not seem to be any more competent than those without this educational background.

those policies.

Through our employer contacts we were made aware of the occupational imperialism-nepotism phenomenon which we termed the "mirror effect".¹ On one occasion, we had arranged to meet with two employer representatives from two (correctional) institutions. We asked them about their hiring policies. The first indicated that he would never consider hiring social workers because they were far too idealistic and their training too general for them to be of any use in that setting. What he wanted were employees with psychological (objective) kinds of training. We later asked the same question of the head of another institution which ostensibly had the same function as the former and the employer there expressed antithetical preferences to the foregoing. The latter stressed that he would never hire any psychologically trained person ("they only know how to give tests - they don't know how to get involved in on-going, long-term relationships with people"). Only those with a background in social work were given any consideration there.

The irony here is that two institutions which purport to carry out the same function have such diametrically opposed hiring preferences. We strongly doubted that exposing either to

¹We may be guilty here of giving new names to old concepts or else contributing nothing more than coming up with another "semantic" breakthrough but sometimes analogies lead to a better understanding of a phenomenon.

any of the research we have reported in this section would have had any effect towards changing their unsubstantiated biases.

Often our roles as researchers proved to be rather frustrating to us in that we would have liked to have had more of an opportunity to change and remedy some of the shortcomings we became aware of through the course of our interviews. For example, we would have liked to have been able to force an employer to hire non-graduates for certain positions just to find out if one group could handle these positions as well as social service graduates (Kinanen, 1971). The point, however, is that we had no such powers and neither did we try to exercise anything more than subtle coercion. We had our opinions, but we tried our best not to let them show through and affect the responses of those we met. Conscious suppression of our biases was the only way we had to avoid a "Hawthorne" effect from occurring.

CHAPTER II

PROCEDURE

Stage I: Definition of Social Service Organizations and Personnel

The following definitions of social services which had been derived from Crane's (1972) proposal were the basis for the selection of the social service organizations surveyed in this study.

An organized activity that aims at helping towards the mutual adjustment of individuals in the social environment. This objective is achieved through use of techniques and methods which are designed to enable individuals or groups in communities to meet their needs and solve their problems of adjustment to a changing pattern of society and through cooperative action to improve economic and social conditions (p. 8).

Since the above definition is so general that it would almost apply to any group, Crane cited another more specific one which he had obtained from Professor Nicholas Savé of Laval University.

...by social services is meant the organized effort by individuals through special knowledge and skills to ameliorate or eradicate an unacceptable social condition or to meet...social needs within the community. Such services are sanctioned by the community and may be supported by tax money, voluntary contributions or through proprietary auspices. The services are usually

related to meeting the physiological and social needs of the individual, his family or social group (p. 8).

We had hoped to encompass a reasonably broad range of persons into the focus of our study. We felt that the results of other studies which had been seeking the answers to similar questions as ours, were not of much use to our study because their definitions of social services had been excessively restrictive. For example, Crane's (1973) Study sampled only those who graduated from social service-related programs; however, it was quite obvious that there were more persons employed in the social services than those with social service-related academic training. Other related studies had similar shortcomings with respect to our purposes. For example, Davis identified social services with a governmental department responsible for this function; but again, there were a large number of social service personnel who were not employed by this department (even though this department was, by far, the largest single employer in this province). Still others have regarded the definition of "social service worker" and "social worker" to be a matter of professional licensing or non-licensing and not a debatable issue at all (Perretz, 1962).

Stage II: Operational Definition of Social Services

Of the above we felt that Crane's and Savé's definitions would be useful to our purposes. We applied them to formally

organized groups obtained from a wide range of directories concerning social service groups and organizations located in this province. (See Appendix C.) When selecting those we considered should be included in our survey, we experienced great difficulty at times in objectively "drawing the line" as to which could be categorized under the term "social services" and which would more appropriately be regarded as belonging to an allied field. Some fairly arbitrary decisions had to be made as to which should be included and which should not. For example, all those organizations with the term "social services", "welfare" (or variations of these) contained within their names (e.g., Department of Social Services, Saskatchewan Association of Social Workers, etc.) were automatically included. On the other hand, there were some, such as legal organizations and teaching institutions, which would have easily corresponded to the above definitions but we nonetheless decided that they should be excluded. Wherever there was any doubt about the appropriateness of including an organization we included it. We felt that it would be better to include an organization that should probably have been excluded than to exclude one that we might later have wished we had included. In other words, the advantages of including too wide a range of groups seemed to far outweigh any possible disadvantages of this selection procedure.

Our broad definition of the social services led to mis-

understanding which failed to be sufficiently clarified in, for example, the covering letters accompanying our questionnaires. The connotations of the terms "social service" and "social worker" were hard to counteract. Responses ranged from "this doesn't apply to me because I have neither a BSW nor an MSW nor do I want or ever intend to get one" (most common); to "...I hear you are doing a study on the Department of Social Services; we are not connected with them" (less common but nevertheless occurring often enough to warrant mention). It did not matter that we anticipated this ambiguity and tried very hard to explain that we were using the term "social services" in a very general sense. There was still a significant number who either outrightly refused to change their definitions ("I am not involved in social service no matter what you say") or just could not be gotten through to ("you must have gotten my name by mistake, I have only a grade..."). Where we could, we either tried to inform directly (for example, an interview) or we sent letters assuring them there was no mistake. This usually resulted in better cooperation, but not always. We suspect that a proportion simply didn't feel they should be included in our study and, consequently, would have nothing to do with it.

The lesson here is that we probably would have been better off to include some form of a twenty-five word or less text-book definition of social services in our letters accompanying the

questionnaires, a practice we had deliberately avoided. However, there would still have been the problem of getting the people we dealt with to read it, understand it and act on it in order to change their personal definition of social services.¹

Stage III: Interviews

At this stage, we set up interviews² with representatives of the organizations we had identified as "social service" related in Stage II. The purpose of this stage was to obtain reactions to our proposed study³ from these organizations and to obtain descriptions of their function (social services) and hiring policies. The interviews also served to help us to develop an appropriate survey instrument for the study.

These interviews were conducted on an open-ended basis and in many cases covered subjects which were not included in the

¹It would have been as difficult as trying to sell Protestant Bibles to a Catholic.

²For format of Interview see Appendix F., p. 171; for Summaries of Interviews see Appendix D., pp. 101 - 138.

³Had it not been for these preliminary interviews, we would have received very few reactions to the study. Although we sent out close to 300 copies of our study proposal, most of the persons we had contacted indicated that they had only read the proposal when we told them that we would be coming to discuss the study with them. In other words, had we not arranged these interviews, very few would have known anything about the study. Providing persons with information about a project is no guarantee that information will be read.

format. They were usually tape recorded, later transcribed and edited. They were then sent back to the interviewee for any changes, deletions, or additions he or she wished to make. If the transcripts were not returned to us we assumed that no misrepresentation had been made. We also requested permission (which was usually granted) to quote these interviews.

The interviews were reviewed for recurring themes which could be used as a basis for items and alternatives within the items on the questionnaire. It should be noted, however, that the interviews were not the only source used in developing the survey instrument. We also relied upon incorporating material from questionnaires developed elsewhere for similar studies.¹ The pilot questionnaire, which was the first result of the interpretation of the information obtained from the interviews, can be found in Appendix F., pp. 176 - 181.

The following is an example of an exceptionally good interview (not really a typical one) with representatives of a consumer group. We have decided to include it here in total so as to give a reader the general flavour of these interviews and also to show how these interviews could go off on a tangent which may not have corresponded to the interview format but may, nonetheless, have been considered worthwhile enough to pursue.

¹Those sources from which we adapted questionnaires appear, preceded by an asterisk, in the list of references.

Notes on interview with Mrs. Agnes Letendre, President and Mrs. Penny Kipling, Secretary, Melfort Anti-Poverty Association. Melfort, Sask.

Interviewer: I guess to start with we'd like to find out what your organization is doing.

Letendre: Well, we are not doing much right now because we have been working trying to start a thrift-shop which would be open five days a week; but we can't find a right place. We were also wanting to start a day-care centre. We have a membership of eighteen with about eight to ten people attending meetings.

Interviewer: What about informing people of their welfare rights. Do you do that too?

Letendre: We didn't know half, not even three quarters of our rights until we got into this group. Now the Department of Social Services are all willing to tell us. I don't know, they have a different attitude towards us now.

Kipling: For example, the regulations (of the Department of Social Services) state that you have to ask for "special needs" if you want them. Social Services staff won't tell you about them. We had to find out about this by ourselves. This is kind of stupid. If they put them there, for heaven sake's a lot of people are doing without because they don't know.

Interviewer: Well, this book (Your Welfare Rights) is that the kind of thing your group uses?

Kipling: Yes but it just covers the bare necessities, it doesn't even say anything about linen or dishes or what happens if your furniture falls apart. Most people just try to scrimp and save out of the money they do get. That's what I did for the first while until I found out about "special needs" provisions.

Interviewer: Do you actually feel a difference now working with social workers?

Kipling: Yes, my worker even offered me a cigarette when I went in there. You used to go in and see your worker and you would leave. You'd meet them on the street and they'd look straight through you. You might as well not even be there.

Letendre: You go in there now and the social service staff are all coming and saying "hi".

Kipling: That's one thing your School can do. Make sure you drum it into everyone's heads that we are human beings.

Interviewer: That's the kind of thing that almost can't be taught to a person. It almost has to be in them.

Kipling: You feel bad enough when you have to go in there and ask for help in the first place.

The first meeting that Mr. X (a senior Department of Social Services staff from Regina) called together, he was a little flabbergasted at the things that were going on that he didn't know about. And we had tried to get in touch with him before. He didn't know. It's more or less our right to be able to go over the worker's head. I'm not saying every time you have a spat with your worker you go see the supervisor; but when you are in desperate need and things aren't working out. For the longest time you couldn't get an answer as to why you weren't allowed to get this or do this. I was cut off welfare once and I was given no reason. And I tried phoning the supervisors and there was just no way I could get a hold of anybody.

Letendre: They could be sitting right there in that office and yet they will tell you they are not there.

Interviewer: I guess that is one of the important things about this group; the educational factor for the people on welfare. They find out that they are people themselves, not only trying to get the worker to realize that. Do you make much use of the appeals procedures?

Kipling: Nobody bothers appealing. There were only twenty appeals last year and there are 1200 in this region. Most people don't know what they can appeal about. How many people want to walk out of their worker's office and then ask for a form to appeal? Maybe six months from now we will start making appeals, once people realize they are not going to get cut off (of their welfare cheques).

Letendre: Our members are scared, even after they join the group. We had one lady who thought there was some trick to this.

Kipling: She thought the Department of Social Services was sucking everyone in and now they were going to get back at her. She phoned long distance and she was really upset.

Interviewer: Have you tried to put any pressure on the Department to come out with their own literature?

Kipling: Yes about everything; even about "special needs". Most of the people that really need it don't know about this provision and they are too scared to ask. What the workers say goes and people don't know that the workers aren't gods.

Letendre: Some of the workers now are telling their clients to join our group.

Kipling: If people join a group it helps the worker too because they won't be having people asking for things they are not entitled to because they will learn from us. One of the things that a supervisor said is that the workers have got so many policies and regulations that you can't expect them to remember everything.

Letendre: We should have been using the "special needs" provision earlier but instead we have been taking money out of the food and clothing all along. Now we know where we stand.

Kipling: Well, I've got a private beef with the social workers. Most of them are young and they don't know what it's like to fight and they go through their course and they sit in the office and then they tell you "Well, you ought to be able to live on this".

Letendre: At one of our meetings they suggested that we get more married people involved in becoming social workers. That's kind of hard.

Interviewer: You feel the problem with social workers is a general lack of experience?

Letendre: What does a young girl know about what you have to put on a table when there are five kids sitting down? What does she know? She doesn't know it until she's had to face it.

Kipling: And they don't know the down periods you go through - thirty days in a row - you get to go out once a month to shop around and the next month you sit there every night and figure out how the money's going to go around. Most of these young workers have no idea what you go through. Then the kids come home and their friends are going swimming or joining Brownies and you are having a hard enough time getting through to the next cheque.

Interviewer: You find that that is really hard on the kids?

Kipling: Oh yes, that's really bad.

Letendre: I had an RN phone me and she said there are more mental cases from Welfare from women worrying about where the next cent is going to come from and that the kids can't join in because they don't have the money. The next thing they start loafing around. They are into trouble before you know it. This is why we wrote to the Recreation Board here and we are trying to see if we can get swimming lessons at half price. We don't want them for nothing. We haven't got an answer yet. They can't even afford to go to camp.

Kipling: There is something else S.C.A.P.O. was talking about;- setting up a "Welfare Camp" which won't work. You get "there go the welfare kids to the welfare camp". It sets them apart. This is another thing that bugs me - do you know that if I put my two girls up for adoption, put them in a foster home, they would be able to do any-

thing and see anything? The welfare hands out money for this and that. But for me, because I kept my kids, they are doing without.

Letendre: I have a son and he left home last year and went into a foster home. He got a lot more money than when I kept him at home. This is one thing I don't like to see. When you are trying to raise your kids, why don't they help you more?

Kipling: They talk about second and third generations on welfare as if they are punishing these kids for staying at home, what can you expect? They don't give them a chance to even take part in the community. Home is where they are supposed to be.

Interviewer: The children are just maintaining the system.

Kipling: A lot of kids have the ability and the gumption to get out and go to university and there is just no way they can get there.

Letendre: We were really going to town at the Advisory Meeting and you would be surprised at how many saw it our way.

Kipling: The guy from Carrot River was really mad at us because he had just got his welfare rights group started and here we were lambasting their (ESP) project. But they (The Department of Social Services) didn't even tell them that their medical coverage would be cut off, that at the end of the project they would have to go on unemployment for six months and then they would have to start from scratch and go back on assistance and do without clothing allowance for three months.

Interviewer: This is the summer project for ESP?

Kipling: Yes, those ladies are all excited. They figure as soon as they take their garden off the project, everybody's going to come running to them with jobs. It's ridiculous, they are taking them off welfare so they can go on unemployment.

Letendre: We are having enough trouble with our group. It's just like she (Penny Kipling) said: "I'm not going to go out and work until my last kid starts to school. Then I'll go and work to get off welfare." She wants to be home with her kids and it's no more than right. Who wants to leave their kids when they are that small?

Kipling: I tried working right after she was born and it was such a hassle, I figured to hell with it. I'm not lazy. I was working but it got too upsetting never knowing from one day to the next if you were working. I told these guys if these people have the incentive to go out and work, they will find ways of making money, not by putting out that thing (ESP Project).

Interviewer: About your problems with the young workers and that, about the only way they can compensate for their youth is to make sure they have empathy so they can pick up and understand people's problems.

Kipling: Well, maybe if they were dirt poor for about five years. These people just don't know.

Letendre: I think that when one walks through the welfare door and wants help, they have really put up a hard battle. Like Al Skagen (from S.C.A.P.O.) said that that was the hardest thing he ever had to do. I want my cheque and I want it earned. I don't want it given me.

Kipling: Mr. X (the senior staff from the head office of the Department) was quite mad because just about everybody had the same attitude. I walk through my house and I point at the things I bought by scrimping and saving and then I look at those things that the government paid for and they just burn me. As far as the others were concerned, the government should be buying everything but that takes away your pride. There is a stigma attached.

Letendre: I'd like to see counselling set up with people who have been through it - the problems of a young girl, young boy, a married couple that are still together and a separated couple.

Kipling: Each office should have one worker with psychiatric training; one worker with marriage counselling; so that when a problem comes up you can refer them to that worker. Something really specific.

Letendre: Yes because there is really no one you can go to. Especially for these young boys - they don't want to see a worker, no way! That's dynamite. If he could go and talk to somebody else, it would work out a lot better.

Kipling: This thing you are doing isn't for that two-year course at Saskatoon (Welfare Worker Technologist Program at S.I.A.A.S.)?

Interviewer: No

Kipling: Oh, because that thing ought to be closed right down. There is no way these people have training in how the client ticks. They must not do very much there. Most of the front-line workers are only twenty or twenty-one. Now they are talking about having clerk typists you go to to fill out your forms (if and when separation of financial services from social services comes about). That is even worse. What they need is social workers trained as social workers. The way this guy (Mr. X) was talking, the first person you would go and see would be the clerk typist. Then you would have the worker, then the supervisor - you are going to have things really spread thin.

Interviewer: How they are going to set it up is to have workers on a counselling level with people. Some workers have large virtually unmanageable caseloads whom they are supposed to help. You end up worrying just making sure their cheques get out to them.

Kipling: Well, sometimes they don't even worry about the blasted cheque.

Letendre: Usually it's the man who won't admit he needs help who needs help. We had one where the worker had to come to the house. The man would not go to ask for help.

Interviewer: You have to work on public relations.

Kipling: In Melfort it is really bad. I think that is the biggest problem. You need education for everybody even for the legislature. Right from the bottom up to the top.

Interviewed by Harold Hugg
Transcribed by Debby Behm
Edited by G.W. Maslany

Our study was conducted independently of any of the persons with whom we dealt. There were certain advantages and disadvantages to this situation. The advantage was that we received quite candid descriptions of their perspectives. At times it appeared that the interview served as a sort of cathartic experience for those we contacted in that it gave them an opportunity to get a lot of things "off their chests" which they would likely not have done had we been carrying out an in-service evaluation. The disadvantage, however, was that we were usually regarded as being some sort of passive reporter-researchers (historical types) who were obtaining a description of a situation without being able to influence or have any effect on what we saw.¹ It is difficult to determine whether the advantages of our situation outweighed its disadvantages. Even if they didn't, there isn't really anything we could have done about it.

A further selection occurred at the interview stage in that a number of the organizations interviewed indicated that they actually had no direct social service kinds of contacts with clients but served purely an administrative function (e.g., federal Department of National Health and Welfare, Unemployment Insurance Commission, etc.). During the interviews we were occasionally informed about other organizations who would have

¹"...researchers come and go, furthering their own careers leaving the poor behind, unaffected (Caro, 1971, p. 313)".

come within the scope of our study but of whose existence we had previously been unaware (e.g., newly founded consumer groups).

It also became very clear during this stage that we were being regarded by many as being salesmen for forthcoming graduates of the "Regina School of Social Work". In our opinion, we were doing no such thing but thought of ourselves as carrying out a purely descriptive function. If we were promoting anything, then that would have been higher education, particularly of the social services type. Consequently we prepared a booklet entitled "Summary of Academic Programs Related to Social Service in Western Canada 1973-74" (Appendix B., pp. 45-83) of which we intend to distribute approximately 1,000 to those who requested them (an option on the questionnaire). In this way we would hope to make interested persons cognizant of the variety of programs which are available, where they are located, what they offer, etc.

Stage IV: Obtaining Lists of Names of Possible Participants in the Survey

We next obtained lists of names, from the organizational representatives we contacted during Stage III, of persons to whom we would subsequently send the three types of questionnaires

(employee, supervisor or consumer).¹ Included in these lists were the names of those who were dispensers of social services (employees and supervisors). The method used to obtain the majority of the names of social service personnel (employees) was simply to write to the organizations requesting this information. (Correspondence located in Appendix F., p. 192).

Membership lists were obtained from the Saskatchewan Psychiatric Nurses Association and the Saskatchewan Association of Social Workers.

A total of 132 letters was sent to various agencies and organizations requesting the names and working addresses of their employees. After ten days, 84 reminder letters (see Appendix F., p. 194) were sent to those organizations which had not replied. Wherever possible, telephone calls were made to those who did not respond to the reminder letters. As has already been mentioned, some of those who did not initially answer felt they were not sufficiently involved in the provision of social services to justify their participation in this survey. A small number of organizations had disbanded by the time we requested a list of their employees. We were unable to reach or get a response from the remainder either by letter or telephone. As a result, we

¹The contacts that had been made earlier with organizations by means of the personal interview were helpful in producing interest and cooperation in this stage and the remaining stages of our study.

received lists of names and addresses of slightly over 2,000 employees from 93 social service organizations.

A very small number of organizations requested that we send the questionnaires directly to them and they would distribute them among their employees themselves. In some cases, this was done because the employees wanted to be certain that their responses would remain anonymous, even though we tried our best to assure them that any responses on the completed questionnaires would be kept perfectly confidential.

Some names of persons supervising social service personnel were also secured from the letters sent to organizations asking for a list of their employees.¹ Most of the names of supervisors, however, were received by way of the employee questionnaire. One of the items on the questionnaire asked the employee to provide us with the name and working address of his or her immediate supervisor.²

Although the distinction between dispensers and consumers

¹From the list of social service personnel obtained from the Department of Social Services, we could, to a large extent, identify those holding supervisory positions by their (Public Service Commission) job classifications.

²Though some persons were mentioned frequently, we only sent one questionnaire. This "keeping track" was quite complicated since a number of names recurred (possibly without our knowledge) on our various lists. For example a person's name might appear on a professional association list and also on the staff list provided by the organizations.

members who would take care of distributing the questionnaire was made available to us at a SCAPO conference.¹

Stage V: Distribution and Rates of Return for Questionnaires

This stage consisted of distributing one of the three questionnaires to each of those persons identified during the previous stage as falling into one of the following groups:

1. Dispensers of social service
 - a) employees (employee questionnaire)
 - b) supervisors (supervisor questionnaire)
2. Consumers of social services
 - a) consumers (consumer questionnaire)

The first draft (Appendix F., p. 174) of the employee questionnaire was pre-tested (piloted) on 70 social service employees in Winnipeg, Manitoba. Half of the participants were offered a payment of \$2.00 for the return of a completed questionnaire to us, the other half were not offered any payment. In this particular case, the rate of return did not seem to be affected by whether or not the participants were offered payment. The overall percentage of return for both groups combined was 72.8%. In fact, the rate of return from those who were offered payment was lower (68.7%) than the rate of return from those who were not offered payment (76.3%). This unexpected result was probably

¹Saskatchewan Conference of Anti-Poverty Organizations Annual Conference, Saskatoon, September 25 - 27, 1973.

was rather clear cut, the distinction between employees and supervisors was at times difficult to make on the basis of the information we had available. Therefore, in these ambiguous cases, we sent those persons an employee questionnaire, on the first page of which was a note asking them that if they felt their position was more accurately described as a supervisory one, to return the uncompleted questionnaire with a note to that effect and we would forward them a supervisor's questionnaire instead. Finally, a small number of supervisors names were recieved by way of correspondence and direct contact with certain organizations during the course of the study. Through these various means we compiled a list containing 408 supervisors' names.

We also intended to obtain membership lists from consumers of the social services organizations in order to mail the questionnaires directly to the consumers. We ultimately decided against this strategy because we were informed by the executives of some of these groups that our rate of return would be poor since their members would be afraid that we might disclose their responses to the staff of social service organizations with which they were involved (which might lead to some form of retaliation against them by these staff). Therefore, in cases such as these the consumer groups gave us only the approximate number of members each of them had. Some groups sent us lists of their members; others did not reply at all. The distribution of the questionnaires was handled by an executive member within every organization with which we had contact. The major source of names and addresses of various consumer self-help groups and the executive

due to the fact that one agency (who was promised payment) received a large number of questionnaires and, for some reason, experienced some difficulty in distributing the questionnaires to their employees and/or having them complete the questionnaires (perhaps the workers were away from their offices much of the time). As a result, we were not convinced that our question "Does payment of subjects make any difference in rates of returns?" had been answered.¹ In a letter accompanying the questionnaire we also solicited suggestions for improvement of the instrument. Those suggestions and criticisms that were made invariably proved to be quite helpful and every effort was made to incorporate them into the study.

Employee Questionnaire

A total of 2,053 employee names were received. Each of these persons was sent an employee questionnaire (Appendix F., pp. 209 - 226), an accompanying letter (Appendix F., pp. 196 - 208), and a self-addressed business reply envelope. We had composed seven accompanying letters which varied slightly from one another. The specific one sent depended on the means by which we obtained their names. The letter explained the purpose of the study and

¹Our final decision was that even though payment of subjects may not have a very noticeable effect on the rate of returns, it probably would not lower this rate. The only reason for paying subjects was based on the belief that they might be more motivated to make a return if they received some tangible form of reinforcement like money.

also that we would pay each respondent \$1.00 "as a token of our appreciation" for the return of a properly completed questionnaire.¹

After a period of two weeks, reminder letters (Appendix F., p. 228) were sent to those persons who had not yet returned their questionnaire. It appears that these letters had an important effect on improving the rate of return in the period immediately following the mailing of the letters. Of the 2,053 questionnaires which were distributed, 887 completed questionnaires were returned to us before our deadline (December 21), although we were still prepared to pay those subjects who sent us their completed questionnaires after this date. We received no answer at all from 1,011 persons. Of the remaining 155 questionnaires which were mailed, 55 were returned uncompleted by persons who identified themselves as supervisors, 40 had been sent to subjects who were subsequently identified as being supervisors by other employees and 60 questionnaires were returned uncompleted by persons who had retired from the social services, had moved out of the province, or for some other reason did not wish to complete the questionnaire. The number of questionnaires returned which we were able to use for purposes of the study represents approximately 47% of the known possible returns. Had we not been subjected to such extreme time

¹Some employees were not sent the payment because it was against their department's policy.

constraints (which was primarily our own fault¹) in that the study had to be completed by the end of January, 1974, at the latest, we would have sent at least two more follow-up letters to the non-respondents. This would undoubtedly have raised our rate of returns in excess of the 60% minimum which we had anticipated in our proposal for this project. Nonetheless, it is unlikely that there are any systematic differences between the respondents and non-respondents. Crane (1970) had a random sample of non-respondents to a questionnaire in his survey personally interviewed. He subsequently compared the results of this sample with the results of those who completed the questionnaire, finding both to be so similar as to suggest that the returnees were not a biased sample of the population being studied.

Supervisor Questionnaire

The supervisor questionnaires were mailed approximately one month after the employee questionnaires were sent out.² They were mailed out to 408 persons over a period of ten days (the latter ones were sent out as we received additional names from the returned employee questionnaires). Over a three-week period, 149 questionnaires (37%) were returned to us which is comparable to the employee

¹We had seriously underestimated the amount of time necessary to complete this study. What we ended up doing was far more extensive than we had originally planned.

²December 10-14, 1973.

returns even though we did not have the time to send out a follow-up letter. In addition, twelve were returned uncompleted by persons who indicated that they did not want to complete the questionnaire for various reasons.¹

The supervisors were also offered \$1.00 for completing the questionnaire. A few were quite indignant that we would equate the effort they had to go through in completing this questionnaire with the "measly sum of a dollar". We had anticipated that we would receive this kind of reaction but nonetheless, we decided that likely more good than bad would come out of paying our subjects. Personal letters of apology and explanation were sent out to those persons who mentioned their distaste for the \$1.00 bribe.

Consumer Questionnaire

On November 13, we sent 50 consumer questionnaires to the president or another executive member of each consumer group for which we did not have the numbers of members. Others were sent the number they requested. Also included were a distribution form and a letter outlining the distribution procedure to be followed. (Appendix F., pp. 242 - 260.) We still included a letter explaining the purpose of the study and a prepaid self-addressed envelope with each questionnaire for each

¹It should be noted that some of those who did complete the questionnaire also indicated that they were reluctant to participate because they felt we were invading their privacy ("how did you get my name?"), the study had no relevance to their position, it was a poor survey instrument, etc. The significant thing is that they participated anyway.

respondent.

We agreed to pay each respondent \$2.00 for a properly completed questionnaire and an additional \$.50 per person for each properly completed questionnaire to the organizations responsible for distributing the questionnaires.¹ (See Appendix F., p. 245.)

A total of 1,390 consumer questionnaires was mailed to 32 organizations. Since we did not have a record of the exact number of members in each organization, 50 questionnaires was only an estimate of the average membership of each group. In one case, an additional 75 questionnaires were requested to accommodate the organization's membership. Sixteen of the organizations informed us of the number of questionnaires which were actually distributed; however, we heard nothing at all from the other sixteen groups.

According to the information returned to us by the organizations who distributed the questionnaires, and the information contained in our records, 579 is the maximum number of questionnaires which could have been distributed. A total of 188 completed questionnaires was returned during the four-week time limit following distribution. This figure represents a 33% return, which we are certain greatly underestimates the actual rate of returns since we were not sure that all 579 of the consumers actually received a questionnaire to return.

¹The reason for paying the consumers twice as much for completing a less involved questionnaire than the other two groups was that if any group needed an incentive to participate, this was the group.

Through our preliminary interviews we were made aware of how difficult it would be to obtain any data from the consumers, especially by means of a questionnaire.¹ We were led to believe that, even if personal interviews were to be employed, many would be fearful of taking part in them. The point was that we had neither the time nor the manpower to carry out these interviews considering that the survey of consumers actually had quite a low priority in this study. The reason for the low priority was not because we regarded this part of the study to be of low importance but because we were not sure that we would come up with any method for obtaining the information we wanted from this group. The "big break" came when we were invited to give a presentation to the Annual SCAPO Conference (see footnote page 68). This Conference had representatives from most of the major poverty, clients' rights and self-help groups in Saskatchewan in attendance. These representatives unanimously showed an interest in cooperating in the study. Furthermore, it was agreed at that time that it would be better if they took the responsibility of distributing the questionnaires to their members themselves because they were more likely to elicit the cooperation of their members. This

¹As has been indicated earlier, many among the consumers were afraid that their responses might be used against them (e.g., the Department of Social Services might cut them off "welfare"). Furthermore, many of these people are barely literate and they would find it extremely difficult to make out and answer most of the items in the questionnaire.

made very good sense to us since we were very interested in getting a good rate of returns. It would also relieve us of a great deal of responsibility and work.

While we have criticized other studies about the restrictive focus in their research on social services with respect to consumers of social services; we, the critics, deserve criticism because of our restrictive focus of those on the other side of the social service desk. The reason for this was that we found no other organizations representing consumers of social services than those concerned with issues of offsetting and alleviating poverty (these groups are themselves of recent origin). There were simply no organizations whose membership consisted of those involved in, for example, casework (counselling) for the purpose of collectively lobbying to improve standards of casework and to make sure they got their fair share of it.

One may ask why we were so fanatically concerned about just dealing with organizationally-based consumers. The point is that without these organizations any study of consumers would be virtually impossible. For example, we could not very well go into a social service agency and request the names of all the persons they were treating or ever had been treated there so that we could define a population from which we would later draw a sample to study. Clearly, a release of their clients' names would be regarded by most agencies as an unjustifiable betrayal of privileged

information. In most cases we would not get the information. Those who would help us would probably represent a very small group and we are back again where we started - with a biased restricted sample of recipients of social services. In any event, we were well aware that there was more to recipients of social services than recipients of financial assistance (and we are not even sure how representative a sample we have of them). Admitting a shortcoming is a long way from alleviating it; but at least, we have anticipated our critics.

Our expectations had been that the rate of returns from these consumers would most likely be so low that it would prove to be a waste of time to even attempt to obtain any data from them in any other form than, possible, by personal interview. We had expected that a questionnaire (if it were to be at all comparable to the one we sent to the employees and supervisors) would probably be too complicated for them to understand. We knew that this group might not, for the most part, be literate enough to read the questionnaire (apart from the reluctance to fill it out because of being suspicious about its purpose). Although we were correct in these anticipations, those organizations which took on the task of distributing the questionnaire put a great deal of effort into helping their members complete it. We would not have had any hope of getting anywhere near as high a rate of returns

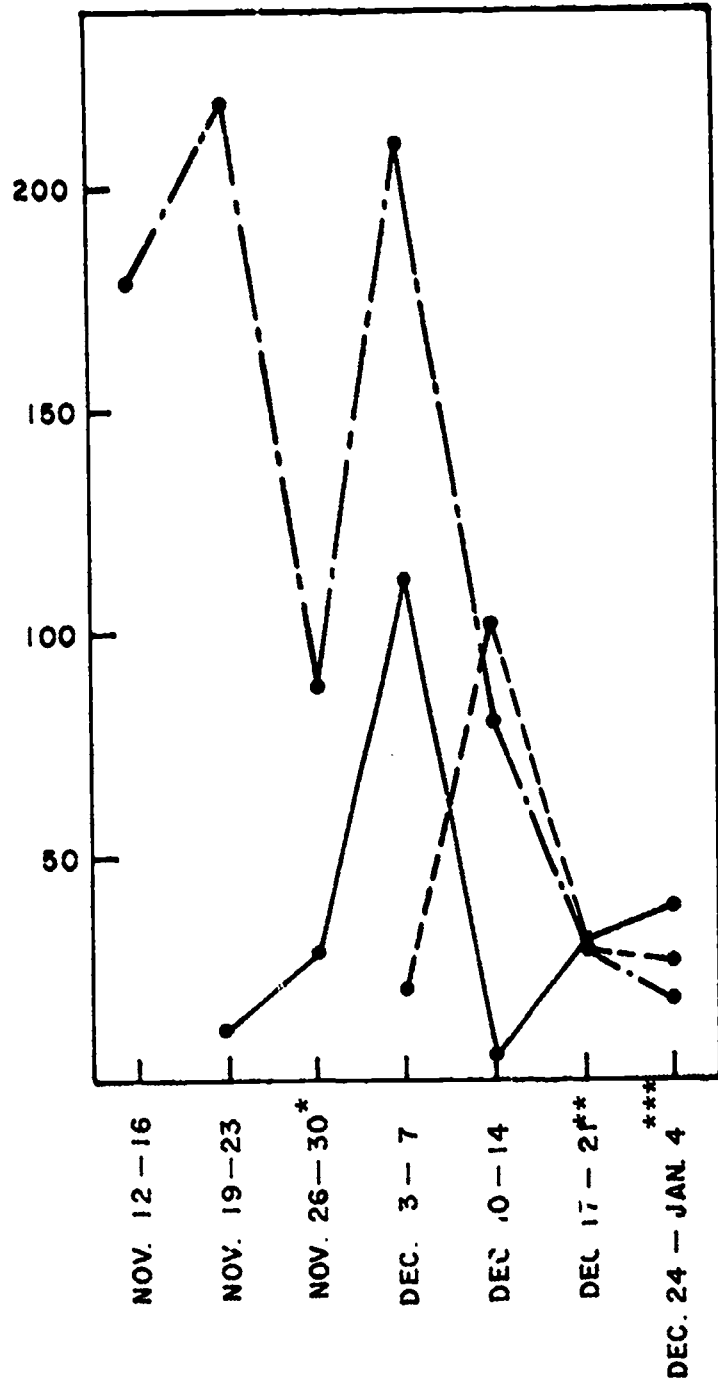
as we did had it not been for the cooperation of these organizations. The effective liaison they served between their members and the survey has important implications for any further research we, or any others, may hope to carry out with this kind of group or similar groups elsewhere.

The following two pages contain some of the relevant data. Figure 1 summarizes the number of returns on a weekly basis for each of the groups. Figure 2 is an overall view of the total number of questionnaires sent to and returned by each of these groups.

FIGURE 1

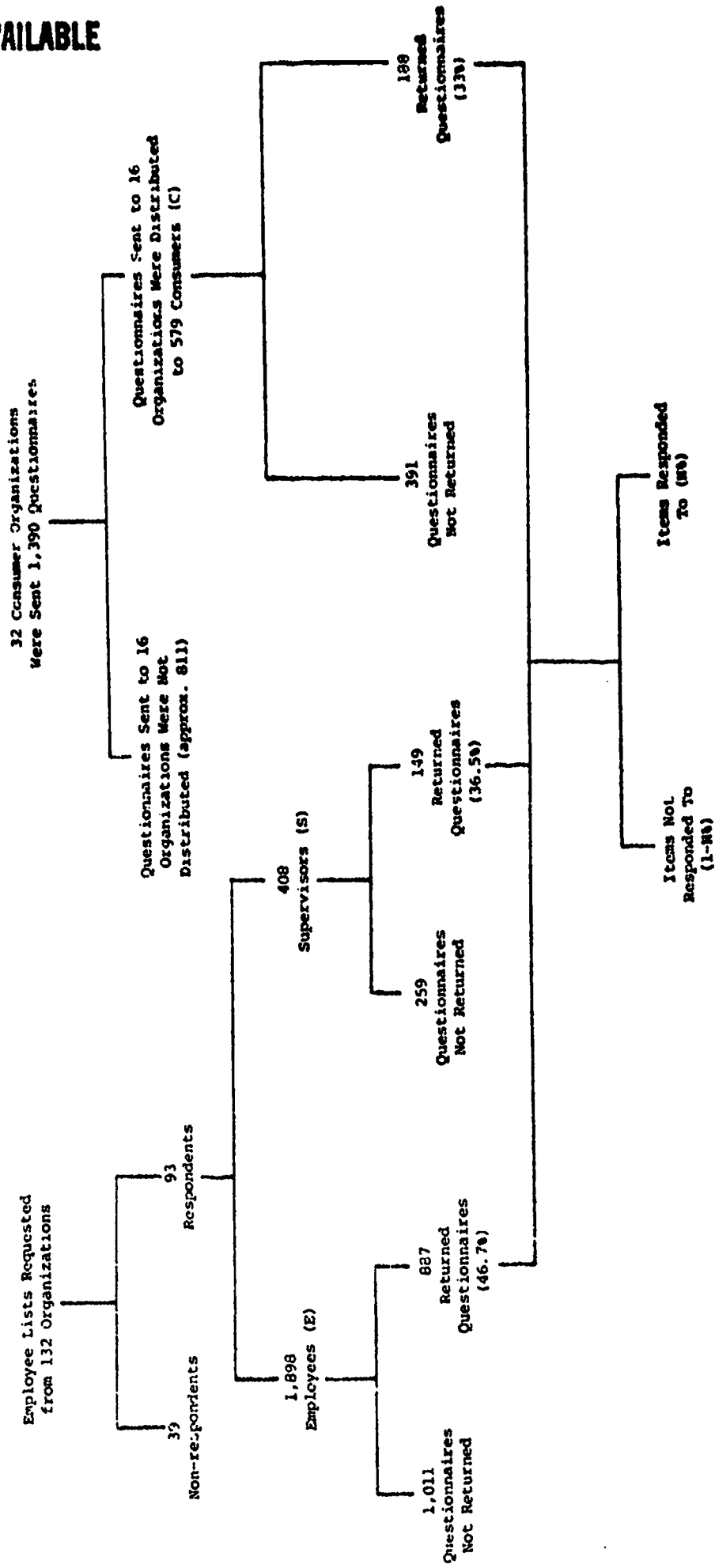
RATES OF RETURN FOR QUESTIONNAIRES (PER WEEK)¹

- . - . - EMPLOYEES (887)
 - - - - - SUPERVISORS (149)
 - - - - - CONSUMER (188)



* Reminder letters sent to employees (Nov. 28)
 ** Deadline for inclusion of questionnaires in analyses
 ***Number of questionnaires received between deadline and Jan. 4
¹ A number of questionnaires were received after Jan. 4: Employees-42, Supervisors-22, Consumers-39. Data from these are not included in the analyses presented in this Report.

FIGURE 2
Organizational Diagram Describing Breakdown
of Population into Respective Subsamples



DATA ANALYSIS

Method of Statistical Analysis

The simplest of statistics were considered to be sufficiently adequate to analyze the data derived from the questionnaire and obtain the descriptive information that we are seeking. We calculated nothing more complicated than the mean, standard deviation, percentages and, occasionally, mode.¹

The most obvious criticism against this approach is that we should have used an inferential technique involving tests of significance such as analysis of variance rather than relying on interpretations based on "eye balling" the results. We did not do so for a number of reasons.

We could have carried out a multivariate analysis of variance; however, not without great difficulty. First of all, all respondents did not answer all items. Had we only analyzed the results from those who completed all of the items on which we wanted to compare the groups, we would have been left with only a small handful of comparable questionnaires - a sub-sample which might not have been characteristic of the total group of respondents. Secondly, had we used least-squares estimates to calculate the missing values and conducted the MANOVA with

¹The data were analyzed on a Xerox Sigma Computer using a set of programs referred to as "Statistical Package for the Social Sciences" (Nie, Bent and Hull, 1970).

missing values being replaced with these least-square estimated values we would have been making some questionable assumptions. Although we had a computer program to make these estimates, the computer time required for such a task would be so expensive that it hardly seemed to be worth it.

We are pointing these possibilities out in order to try to convince a reader that we would have employed more complicated analytic procedures than we did had we deemed them to be appropriate. Above all, we wanted to avoid being statistically pretentious by getting engaged in all sorts of mathematical acrobatics and wizardry. We felt this would have clouded the issues with which we were concerned.

Quite frequently, statistical significance and practical significance are confused. This confusion would very likely have occurred here. A little known rule-of-thumb in statistics is "the larger the samples the better the chances of obtaining significant differences" or conversely "the smaller the samples the less chance one has of detecting any differences" even if there are differences between the populations from which the samples have been drawn. Because of the large size of our samples, we were certain to detect a large number of statistically significant differences which would have had no practical value.

The conventional statistic analyses have been developed

for use with populations of infinite size; we were dealing with finite ones (persons involved with social service organizations in Saskatchewan). Furthermore, we obtained reasonably high proportions of returns from these populations which should allow us to assume that we had fairly accurate estimates of their parameters. Statistics are only of value when analyzing randomly drawn samples of a population. When, on the other hand, entire populations are drawn, no statistical tests are necessary because any differences which are detected are actual differences. For example, although it may be meaningful to talk about statistical significance when dealing with data from samples, it makes no sense to speak of statistical significance when referring to data derived from populations.

When making interpretations based on data derived from samples, two errors in estimation are possible; however, when dealing with entire populations as we were, only one of these errors can occur. In the first case, a sample (even if it is drawn randomly - and they rarely ever are) may over or underestimate a population parameter (referred to, for example, as the standard error of the mean, etc.). To add to this error and to contribute to further confounding of the estimation of a parameter, is the problem of incomplete returns received from the samples drawn. The non-respondents are not necessarily an unbiased sample of those who have been contacted, although this is

frequently the assumption which is (or more accurately, has to be) made in order for the results to have any meaning.

Others have assumed there are no systematic differences between respondents and non-respondents in their samples,¹ and we are similarly arguing that there are no systematic differences between respondents and non-respondents in the populations we were surveying. Our argument here is primarily based on an appeal to authority and precedent. We feel confident and justified in assuming that we have effectively determined the population parameters of our three groups. Since we have determined these population parameters, no inferential analytic techniques are necessary. In any event, even if the statistics derived from our returns were biased so as to actually seriously under- or overestimate the various parameters in which we were interested, there would be no statistical techniques available that could compensate for an unknown bias.

One of the primary reasons for trying to survey entire populations rather than samples from them was that we had anticipated a large distribution of the results of this study. Were our analyses too complicated, few would have understood them. Describing and comparing groups on the basis of population parameters would greatly simplify presenting and interpreting

¹Crane's (1970) finding of no systematic differences between respondents (who completed a questionnaire) and non-respondents (who were later interviewed) to a social service survey tends to support this assumption.

the results so that they could be communicated to and understood by a wide range of social service personnel -- especially those who participated in any of the stages of the study.

Reliability of the Survey Instrument

Many of the items used in the survey instrument were adapted from well established survey instruments; some were taken verbatim from other instruments. Because the items were obtained by this method, they had in effect already been tested for reliability in other surveys. (As has previously been mentioned, the sources from which we obtained items for the survey instrument are preceded by an asterisk in the list of references.) The reliability of the items was dependent upon the truthfulness of the respondents. Their answers were accepted at face value and no attempt was made to determine what respondents "really" meant by the answers they gave. The items were constructed to ensure the truthfulness of the responses. Every effort was made to remove any implication in the wording of the questions which would suggest there were any correct or preferred answers. Multiple choice questions were used to a large extent and respondents were given the opportunity to rate each choice with a three-step rating of most important, important or least important. In addition to the multiple choices, respondents were allowed additional choice of an "other" category, which could also be rated, if they did not agree with any of the

specified choices.

Questions were worded in a non-threatening, direct manner. The sample was asked about matters of which they had knowledge. The items they were asked to rate did not infringe upon their privacy but were usually concerned about such subjects as the type of work they were doing or the work someone else was doing but with which they were directly connected. The questions asking for personal information were simple and to-the-point. Many items were purely descriptive; for example, the subjects were asked what type of employment they had previously been engaged in and for how long. The few non-multiple choice type of questions were straight forward and easily answered. They asked only for information such as the post-secondary educational institutions a person had attended.

CHAPTER III

RESULTS

The results contained herein may be regarded as falling into one of three basic categories. These categories are listed according to the kind of reactions we expect.

1. "That's obvious - why did you bother asking that?"
2. "So what - of what use is that information anyway?"
3. "That's interesting." (the most gratifying reaction).

Our responses to these anticipated criticisms and comments are:

1. Many of our results posed no surprises. All they did was reaffirm what was already commonly known. In other cases, however, we may have helped to resolve controversy, or else, correct some erroneous assumptions. Apart from that, if a large number of our results tended to be consistent with so called "common sense" or what personal experience had led one to believe, then the less obvious or unknown ("that's interesting") items would have greater credibility.
2. The only retort we have to the "so what" critic is that whatever may appear irrelevant to one person may be relevant to another. The "pat" answer we have for them is that we had a definite reason for including every item. Quite clearly, that this study involved a great deal of expense, time and effort does not make it necessarily worthwhile.

Interview Data

As has already been stated, although the data gained through the interview stage of the project can be considered more qualitative than the information gained via the questionnaires, it was more difficult to meaningfully organize.

On the following pages are charts of the most commonly recurring themes which emerged from the interviews. (Summaries of the interviews may be found in Appendix D, pp. 104 - 138). Because of the nature of an open-ended interview, one must be very careful when summarizing the comments made not to misinterpret and indeed distort them. Making every effort not to give our own interpretations to what the interviewees said, we arranged the recurring themes into categories, taking from each interview only those points which could be easily defined.

The following charts cannot be considered "tables" as are others in this report, as we have simply reported the number of times each particular idea occurred. The figures do not add up to totals representing the number of organizations stating each particular idea, because in several cases more than one interview was obtained with each agency. Also, we may not have received an answer to each question from each interviewee. Nor did we set pre-defined categories, but rather allowed the categories to become evident as we went through the interviews.

For the purposes of these charts we divided the organizations

into four groups: governmental; private (e.g., Family Service Bureau); "street" (e.g., Indian-Metis Friendship Centres and service centres such as S.I.G.N. [Society for the Involvement of Good Neighbours] in Yorkton, or the Street Clinic in Regina); and consumers. We interviewed fifty persons from government agencies, 18 from private agencies, 16 from "street" organizations, and 22 (9 - inmate, 13 - self-help) from consumer groups.

The chart entitled "Objectives/Services Offered" characterizes the organizations according to their stated goals and means of obtaining those goals. The next chart portrays the numbers of employees with each particular education level within each type of organization. The next three charts reveal that interviewees were quite specific and open in their opinions on social work education, programs which should be included in social work education and desirable qualities of social workers.

Few people from any of the types of organizations other than consumer groups made any comments at all on the subject of consumers of social services. The ideas (comments) portrayed on the charts regarding consumer groups give a different angle on the thoughts of consumers concerning social services than does the information gleaned from consumers through the questionnaire.

Objectives/Services Offered

<u>Objectives</u>	Type of Organization*			
	C	S	P	G
System-oriented Objectives				
1. Legal and penal reform			1	
2. Improvement in the delivery of social services		2		
3. To relieve workload of social workers	2			
Client-oriented Objectives				
1. Day care centre for under-privileged children		1		
2. Home for ex-inmates				1
3. Work training or sheltered workshop training			1	1
4. Home care for patients released from hospital			1	1
5. Home for unwed mothers			1	
6. Special-care home (nursing home)			1	
7. Group home for mentally retarded children			1	
8. Treatment centre/home for mentally or emotionally disturbed children			2	1
9. Service centre			5	
General Objectives				
1. To attain closer communication between staff and inmates				1
2. Client support for each other. To create better ability to voice opinions.				3

*C = Consumer
 S = Street
 P = Private
 G = Government

General Objectives - continued

	C	S	P	G
3. Feedback from consumer groups				1
4. To create client independence (from workers)	2			3
5. To inform members of legal or welfare rights	7	1		
6. To provide a normal, rather than institutional life style for children			1	1
7. Behaviour modification				2
8. Rehabilitation	1		1	11
9. Assistance in finding housing and improvement in housing available		4		1
10. Academic educational programs		1	2	9
11. Public or community education	1	3	2	1
12. To provide information	1	2		5
13. Community work and community development		2		4

Means of Obtaining Agency Objectives

Client-oriented Means

1. Counselling	3	4	3	6
2. Family and marital counselling		4	3	2
3. Therapy group for ex-inmates	1			
4. Awareness of inmate needs				1
5. Work projects e.g., homemaking, meals-on-wheels, meals, food co-ops	2	1	3	
6. Financial assistance		1		7
7. Child welfare				2
8. Medical social work		1		2
9. Recreation	3	4	1	

Client-oriented Means - continued

	C	S	P	G
10. Aptitude testing				7
11. Finding employment and mobility programs	2	2	1	12
12. Work with groups		1	1	3

System-or Organization-oriented Means

1. Administration				5
2. Informal research		1		
3. Work with and referrals to other agencies		11	1	3
4. Use of volunteers		3	4	2

Education Level of Employees

Education Attained

	Number of Employees		
	S	P	G
Social Work Related			
1. Kelsey Institute (formerly S.I.A.A.S.)			6
2. Enrolled in B.S.W.		3	3
3. B.S.W.		1	14
4. M.S.W.			53
Non-university Related			
1. R.N.	16*	5	22
2. R.P.N.		1	13
General University			
1. B.A.	14	2	50
2. B.Ed. or teaching certificates	4	1	20
3. M.A. or partial post graduate	3	2	7
Non-university			
1. Grade 10			12
2. Grade 12		3	20
3. Grade 12 and experience			28
4. Saskatchewan Technical Institute			1
5. Partial university		7	64
6. Experience - no specific qualifications	26	81	48

*of which 15 were volunteers

Courses/Programs That Should Be Included in Social Work Education

<u>Courses/Programs</u>	Number of Comments			
	C	S	P	G
Programs				
1. An increased amount of field work	2	3	3	4
2. A night course in counselling for Workman's Compensation Board Counsellors				1
3. Special classes for those who want to work in the north and with native populations				4
General Classes				
1. Administration			1	1
2. Group work and group therapy			2	1
3. Human behaviour and psychological needs	2		2	2
4. Casework			1	1
5. Community organization			1	1
6. Counselling			1	1
7. General medical knowledge				1
8. Knowledge of law	3		1	4
9. Knowledge of other agencies and resources	4			
Classes on Specific Concerns				
1. Drug addiction of all types				1
2. Recreation				1
3. Child care				1
4. Sociological factors of offenders			1	
5. Operation of institutions			1	

C S P G

Classes on Specific Concerns - continued

6. Judiciary system			1	
7. Federal and provincial law			1	
8. Criminology and corrections			2	2
9. Economics and labour market awareness				2

Comments On Social Work Education

<u>Comments</u>	Number of Comments			
	C	S	P	G
S.I.A.A.S.* Welfare Worker Program				
1. Favourable - S.I.A.A.S. grads are generally good	1	1	4	1
2. Unfavourable				
a) S.I.A.A.S. grads are not flexible enough; training is too specialized and rigid			1	1
b) Better qualified people are available (B.A.'s and B.S.W.'s)			2	3
Social Work Education in General				
1. Favourable - degrees are important	1			3
2. Unfavourable				
a) Schools of social work are too rigid and protective				3
b) Degrees are not important	2		3	2
c) Social work education is too theoretical		2	1	1
d) Social work education is too general	1			4
3. Experience and education				
a) Experience and education are both important				5
b) Experience is relatively more important than education	3	7	3	9
c) A social worker's ethnic background is important		6		3
d) Ethnic background is not important				3
e) You have to have experienced the situation to understand it	12	3	1	4

* Now known as Kelsey Institute

Social Work Education in General - continued

	C	S	P	G
4. Miscellaneous				
a) Questionable usefulness of Community Education Centres Program				1
b) Personality is relatively more important than education		3		3

Desirable Personality Traits of Social Workers

<u>Personality Traits</u>	Number of Comments			
	C	S	P	G
Personal Characteristics				
1. Teaching ability		1		
2. Common sense				2
3. Maturity				1
4. Sense of humour				1
5. Good self-image and stability			2	
Inter-personal Skills				
1. Ability to accept people as individuals		2	3	1
2. Personal involvement with clients	10	1	2	3
3. Avoidance of "I" "thou" attitude	5	1	4	3
4. Warmth and understanding	4	3	4	8
5. Ability to be genuine	3			
6. Communication skills		3	2	10
7. Human relationship skills				7

Comments on Clients Groups

	Number of Comments			
	C	S	P	G
Problems of Clients Groups				
1. Clients are afraid of belonging to self-help groups	5			
2. Children of families receiving assistance are singled out and discriminated against	7			
3. Problems between clients and social work agencies may be the clients' fault as well as the agencies'	4		1	
 Comments on the Agencies				
1. Workers are doing the best they can but are tied by the system	7	1	1	
2. Workers are too bogged down by paper work or administrative work	5			3
3. Caseloads are too big	4			
4. Social workers seem more helpful about explaining rights, etc., when clients are members of self-help groups	3			
5. Clients feel the Department does not inform them of their rights especially "special needs"	4			

Comments From Inmates

Number of Inmate Comments

Comments from Interviews

- | | |
|---|---|
| 1. Manipulation is an important factor | 4 |
| 2. Self-help groups are not a good idea for ex-inmates | 1 |
| 3. The help inmates give each other is the only thing that really helps | 2 |
| 4. Realistic life situations in correctional institutions are important so that inmates can learn to cope with the real world | 6 |
| 5. Inmates must have meaningful activity | 3 |
| 6. Counsellors don't know their clients and don't understand their problems | 5 |
| 7. Inmates may have immediate problems but it takes a long time to get to see a counsellor | 2 |
| 8. Counsellors are caught between the pressures of both inmates and administration | 3 |
| 9. Guards, because of direct contact, know inmates better than counsellors do | 2 |

Questionnaire Data

We have presented only the highlights of the figures and tables cited in this report. The adage that "a picture is worth a thousand words" is especially appropriate here. The narrative accompanying the tables was included primarily to give those who might be reading this report and who are unfamiliar with interpreting graphs and tables some idea of how to go about making these interpretations from this type of information. The others, for whom all this may be "old hat", can have their choice of either going directly to the tables or reading the summaries of them in accompanying interpretations (or viewing both and checking out the consistency of our interpretations with theirs).

We have used two symbols throughout the tables and figures. These are as follows: "N" refers to the percentage of subjects in each one of the three groups who answered the particular item. In order to determine the actual number of persons who responded to an item, one would have to multiply the total number of persons who returned questionnaires in that group by the percentage of persons who answered that item. "T" refers to the total number of different responses to a particular item and this symbol is used wherever the subject has had the opportunity to endorse more than one alternative in an item. In these cases, the number of responses is greater than the number of responding

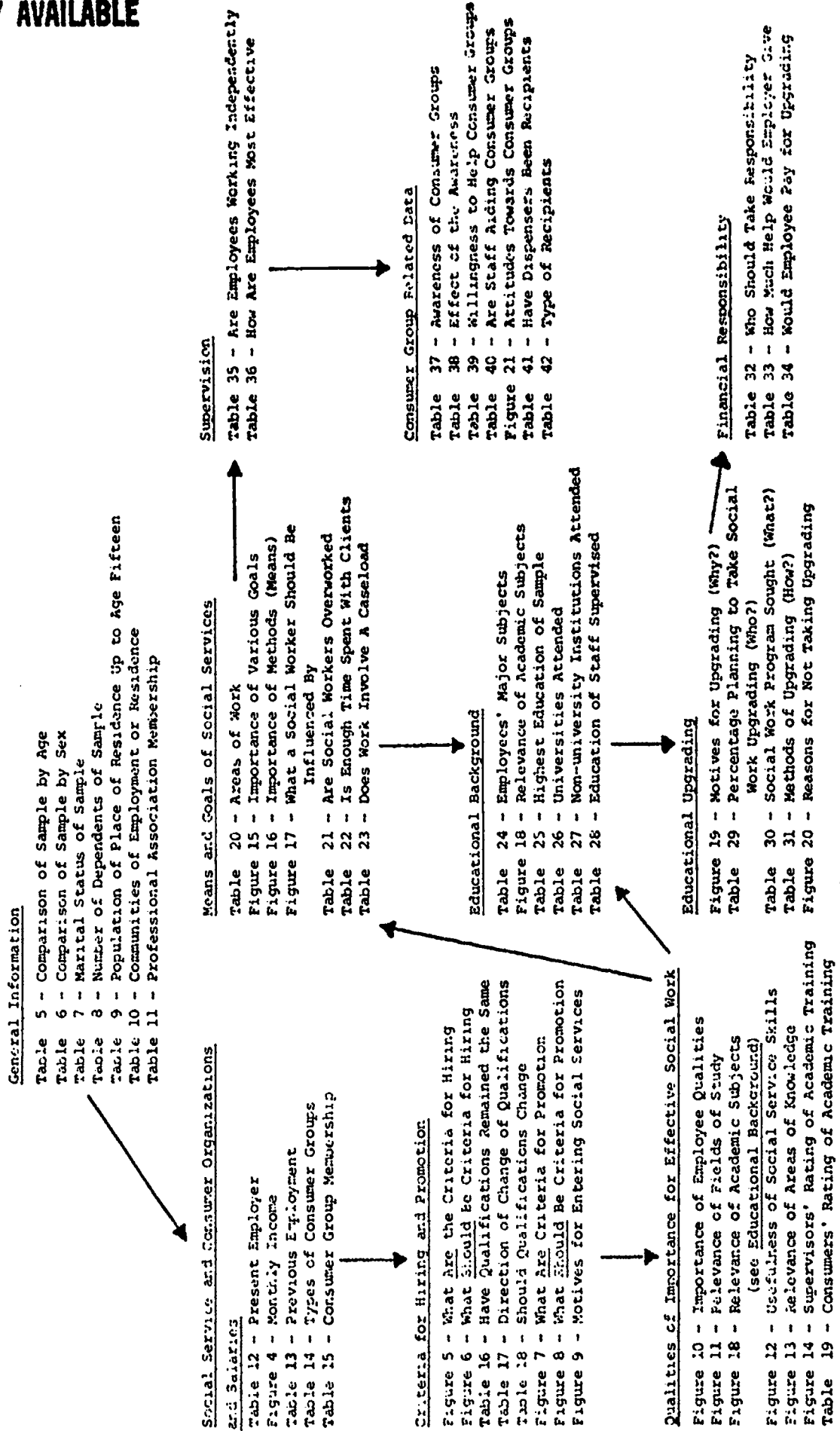
individuals.

On each table and figure we have indicated the numbers of the questions from the questionnaires from which we derived the data for the tables or figures. The symbols "E", "S", and "C" before the question numbers refer to the employee, supervisor or consumer questionnaire respectively. Also the symbol "S.D." is used to refer to standard deviation on all figures that report means.

Preceding the narrative and tables and figures is an organizational diagram which gives an overview of the categories into which the questionnaire data can be classified.

FIGURE 3

Organizational Diagram of Tables and Figures Formulated From Questionnaire Data



General Information

Table 5 indicates that the three groups being compared were of similar age. As one might expect, the supervisors were the oldest, an average of six years older than the employees whom they were supervising. The consumers fell midway between the two.

Table 6 compares the groups on the basis of sex. Although there were roughly similar proportions of males and females within the employee group, there were more than twice as many males who attained the rank of supervisor than females. Also of interest in this Table is the fact that almost three times as many female consumers responded as did males, although one would have expected that there would be equal proportions of either sex contained within this group.

Some interesting results are presented in Table 7. As one would have expected, most of the people in two of the groups were married; however, there were very few who were married in the consumer groups (about half as many as among the supervisors). The consumers also had the highest rate, by far, of being either separated, widowed or divorced than did the other two groups. These results have face validity in that one would have expected more problems in these regards from those receiving social services than from those who were involved with the dispensing of

these services.

Table 8 describes each of the three samples on the basis of the number of dependents they claimed to have. Despite the great difference in income between supervisors and consumers, they both reported the same mean number of children.¹ The employees reported the fewest number of dependents but we strongly suspected that the difference between the employees and the supervisors in this regard was primarily a function of the difference in ages between the two groups. Since employees are an average of six years younger, they have not had as much of a chance to have as many children as the supervisory group.

Table 9 summarizes an item which was only included in the employee and consumer questionnaires. It was eliminated from the supervisor questionnaire in order to cut it down to a basic minimum number of questions. We were afraid that if we were to ask the supervisors too many questions, their rate of returns would be lower. Surprisingly, the largest proportion of persons among the employees and consumers stated that they had spent most of their youth living on farms. This percentage appears to be disproportionate to the actual distribution of the population

¹I have heard enough supervisors in this sample (whom I know personally) complain about the high cost of supporting a family. If they are having problems, then I am almost afraid to ask what sorts of problems the consumers must be having in raising and providing for their children.

at present, but this may not have been the case more than fifteen or twenty-five years ago when many of the sample were under the age of 15 (i.e., the province's cities were smaller then or they may have lived elsewhere).

The responses to one of our items concerning the size of the present community in which the respondents live was not reported here because we found a small percentage (primarily consumers) who made some obvious errors. These persons indicated that they were currently resident in towns ranging in size from 50,000 to 100,000 which is impossible as there are no cities of that size in the province. When we cross-tabulated the towns they reported to have lived in with the size of the communities they checked off, this error became obvious (i.e., it was more likely that the name of the communities they indicated was correct and the estimated size was wrong than the other way around). Despite the fact that this error was slight, we decided to discard this item altogether. Instead we classified the sample according to the towns in which they specified they worked or lived according to the population categories employed in the item that was not reported. Table 10 indicates a breakdown of the subjects on the basis of the population categories and also on the basis of the communities in which they either worked or lived. This Table indicates that the majority of the groups live in either Regina or Saskatoon. (It should be noted that we re-

ceived a very small percentage of the total consumer returns from Saskatoon). The interesting feature here is that the supervisors' distribution among the different population categories was quite similar to the employees'. The consumers, however, were more likely to be located in smaller areas consisting of populations less than 5,000 (29%); whereas only 11% of the employees and 7% of the supervisors were located in these communities. Presumably the employees keep in contact with their clientele by commuting to these smaller localities.

Table 11 gives a listing of the membership in professional associations. Of the 94% of the employees who answered this item, 48% indicated that they belonged to one or more association. On the other hand, 100% of the supervisors answered this item of whom 64% indicated that they belonged to a professional association.

This Table also shows that the most common employee association was the Saskatchewan Psychiatric Nurses Association; for the supervisors, the most common was the Saskatchewan Association of Social Workers. Although there were 55 associations listed by the employees, 80% of the employees were members of one of the first four organizations listed. The supervisors listed 30 associations, the first four of which accounted for 76% of the membership.

TABLE 5

Comparison of Sample by Age*

	Employee	Supervisor	Consumer
Mean	33.7	39.8	36.8
Standard Deviation	10.94	9.44	14.72
Range	20 - 65	25 - 64	16 - 57

*Response rate for each group on this item was > 98%.

E - 1
S - 1
C - 1

TABLE 6

Comparison of Sample by Sex

	Employee	Supervisor	Consumer
	N = 99.1%	N = 100%	N = 99.5%
	%	%	%
Male	51.2	70.5	25.7
Female	48.8	29.5	73.8

E - 2
S - 2
C - 2

TABLE 7

Comparison of Sample on Marital Status

Marital Status	Employee	Supervisor	Consumer
	N = 98.5%	N = 100%	N = 98.9%
	%	%	%
Single	21.2	10.7	21.0
Separated	2.8	1.3	25.8
Widowed	2.2	1.3	8.1
Married	69.9	82.6	34.9
Divorced	2.6	3.4	8.6
Other	.8	-	1.6

E - 3
S - 3
C - 3

TABLE 8

Comparison of Sample on Number of Dependents

Number of Dependents	Employee	Supervisor	Consumer
	N = 98%	N = 95.3	N = 94.1%
	%	%	%
0	46.6	26.1	17.5
1	14.8	12.0	29.4
2	18.4	22.5	22.6
3	10.0	19.0	12.4
4	6.1	14.1	6.8
5	2.1	3.5	5.1
6	1.5	2.1	4.5
7 or more	.4	.7	1.7
Mode	0	0	1.00
Mean	1.29	2.06	2.06
Standard Deviation	1.56	1.66	1.81

E - 4
S - 4
C - 4

TABLE 9

Population of Place of Residence up to Age
Fifteen

Population of Place of Residence	Employee	Consumer
	N = 98.5%	N = 94.7%
	%	%
Farm	33.2	30.3
Less than 500	12.2	14.6
500 - 1,000	5.9	12.4
1,000 - 5,000	6.8	6.7
5,000 - 10,000	6.1	2.8
10,000 - 50,000	12.9	5.6
50,000 - 100,000	4.6	3.4
Over 100,000	12.6	10.1
Moved more than three times	5.6	14.0

E - 6
C - 5

TABLE 10

Communities of Present Employment or Residence

Communities by Population	Employee N = 98.5% %	Supervisor N = 98.7% %	Consumer N = 97.9% %
Over 100,000	48.1	51.7	58.1
i) Regina	27.8	34.7	51.6
ii) Saskatoon	20.3	17.0	6.5
10,000 - 100,000	34.8	36.7	11.5
i) Moose Jaw	10.0	9.5	1.1
ii) North Battleford	6.5	7.5	7.1
iii) Prince Albert	11.0	12.9	0
iv) Swift Current	2.7	2.0	2.2
v) Yorkton	4.6	4.8	1.1
5,000 - 10,000	6.0	4.1	0
i) Estevan	1.1	.7	0
ii) Weyburn	4.9	3.4	0
1,000 - 5,000	3.2	3.4	13.6
i) Melfort	3.2	3.4	0
ii) Preeceville	0	0	9.8
iii) Tisdale	0	0	3.8
Less than 500	1.1	2.0	13.0
i) Laird	0	0	13.0
ii) Sedley	1.1	2.0	0
Northern Saskatchewan	3.6	.7	2.1
Other	2.7	.7	1.6
E - 7			
S - 6			
C - 6			
E - 8			
S - 7			
C - 21 (b)			

from which we determined the cities in which respondents were located

TABLE 11
Professional Associations

Professional Association	Employee T = 411*	Supervisor T = 136*
Saskatchewan Psychiatric Nurses Association	57.2%	16.2%
Saskatchewan Association of Social Workers	14.4%	32.4%
Saskatchewan Criminology and Corrections Association	4.4%	7.4%
Canadian Association of Social Workers	3.6%	19.9%
Others	20.4%	24.1%
Number of associations	55	30

*This total is greater than the total number of respondents to this item since some indicated membership in more than one organization.

E - 10
S - 8

Social Service and Consumer Organizations and Salaries

Table 12 gives a breakdown of the employees and supervisors on the basis of the organizations by which they are currently employed. Although the largest proportion of persons we contacted was employed by federal and provincial government departments, 18% of the employees and supervisors were working for non-governmental agencies. Despite the fact that the provincial Department of Social Services is by far the largest single employer of social service personnel, it accounted for only approximately 36% of our samples in either the supervisory or employee category. In other words, our study of the social services in Saskatchewan did not become simply a study of the Department of Social Services with a few other token organizations included (as some of our critics facetiously commented would happen).

Figure 4 describes the sample on the basis of the salaries reported by the dispensers. Although there was some overlap, there was a substantial difference between the supervisors (mean = \$1,080.49 per month, standard deviation = \$255.01) and the employees (mean = \$713.47 per month, standard deviation = \$201.35). The reason for the employees' mean being comparatively high was that a small proportion of this group reported earnings of rather large salaries (e.g., medical doctors). Therefore, it would be

more meaningful to cite the modal salary for the employees which was in the \$600.00 to \$699.00 range.

The distribution of salaries among the supervisors also deserves mention. A small proportion of supervisors were earning relatively low salaries. The majority of these were supervisors in the smaller agencies. Apart from this, the distribution was bi-modal. This suggested to us that we may have two distinct sub-groups within the supervisory category, both of whom would be, nonetheless, supervisors. An examination of the positions described by the supervisors suggested that this interpretation is probably true. The lower income supervisory group (modal income of \$900.00 to \$999.00) were supervisors of employees, whereas, the higher income group bracket (modal \$1,100.00 to \$1,199.00) were usually supervisors of the former kinds of supervisors.

The means for the highest salaries employees and supervisors could be earning within their particular job classifications were somewhat higher than the means for the present salaries of each group. The mean for the highest salary for each group is as follows: employees - \$805.64 per month, standard deviation = \$197.23; supervisors - \$1,143.93 per month, standard deviation = \$252.87.

Both employees and supervisors were asked to specify their job classifications. The responses to this item proved to

be very difficult to meaningfully organize as over 160 separate classifications emerged from the two groups. A comparatively large number of people were employed under a few job titles such as Social Service Worker I; many titles, however, were restricted to only a few employees. Respondents were asked to be as specific as possible, but problems still arose, for example, from some stating their classifications as being "Social Worker" while others stated their classification as "Social Worker I". We had no method of discerning whether the two titles referred to the same jobs or not. Many job classifications included the titles "supervisor", "director" or "counsellor". Obviously all of these classifications did not refer to the same types of positions, but in many cases may have been different titles for similar positions. In some smaller organizations, almost all employees seemed to be "supervisors" or "directors" of something. Asking respondents to state their job classifications did very little to help us to understand the work that was being performed as the possibilities, which we could not distinguish, ran from the extremes of very different jobs being performed under very similar titles to very similar jobs being performed under slightly or very different titles.

The employees were asked to designate their work as being full-time or part-time. Very few (7%) worked part-time. Of those who did, many were psychiatric nurses. It did not seem necessary to ask supervisors whether or not they worked full time, as super-

vision of other employees can logically be considered a full-time responsibility.

Table 13 shows a breakdown of the dispensers according to their previous employment experience. The largest number of employees had previously been involved in nursing. Supervisors were most likely to have had previous employment in some field of the social services. It was not surprising that 18% of the supervisors as opposed to only 8% of the employees indicated any previous experience in administrative areas since supervisory positions have administrative responsibilities. Although a fairly large percentage of both groups of dispensers stated that they had previously worked in "other" fields than those listed in Table 13, no pattern emerged for either group. Office work and "labouring" jobs were, however, frequently mentioned by both groups. The biggest surprise regarding this item was the relatively high percentage of both groups who had indicated they had previous experience in "direct sales". This was essentially a "garbage item" which was included as an alternative and had little more justification than to fill in space. We had not expected that there would be such a high percentage of former salesmen in these two groups.

The supervisors reported that they had worked an average of eleven years with their particular organization (standard

deviation for this figure was 9.7). Although they may have worked for several years with one organization, many may have been employed in several positions as they worked their way up to being supervisors.

Table 14 gives the breakdown of the consumer sample on the type of groups to which they belonged. Most of the 33% who specified that they belonged to an "other" type of organization were members of single-parent groups.

Table 15 lists the sixteen groups from which the consumer sample was obtained showing the percentage of the total sample who responded from each group. Ninety-eight percent of the consumers who returned their questionnaires answered the related question. The highest percentage of the total returns was received from Central Community Services located in Regina. Messrs. Tom Brown, Al Skagen and Chuck Kowalski deserve special mention for the assistance they provided us. With their help, we were able to make the contact with the majority of the consumer organizations listed. Without it, we would have had little hope of receiving as much cooperation as we did from these organizations.

TABLE 12

Present Employer

Employer	Employee N = 97.9% %	Supervisor N = 98.7% %
I. Provincial Government	71.6	67.3
<u>Departments</u>		
Culture and Youth	.7	
Education	.2	
Northern Saskatchewan	2.2	
Public Health	23.2	15.6
Social Services	34.8	38.1
Core Services	7.0	8.8
<u>Agencies</u>	2.6	.7
<u>Miscellaneous</u>	.9	4.1
II. Federal Government	9.2	13.0
III. Private Agencies	13.0	16.6
<u>United Appeal Supported</u>	3.7	6.9
<u>Non United Appeal Supported</u>	9.3	9.7
IV. Miscellaneous	5.3	2.1

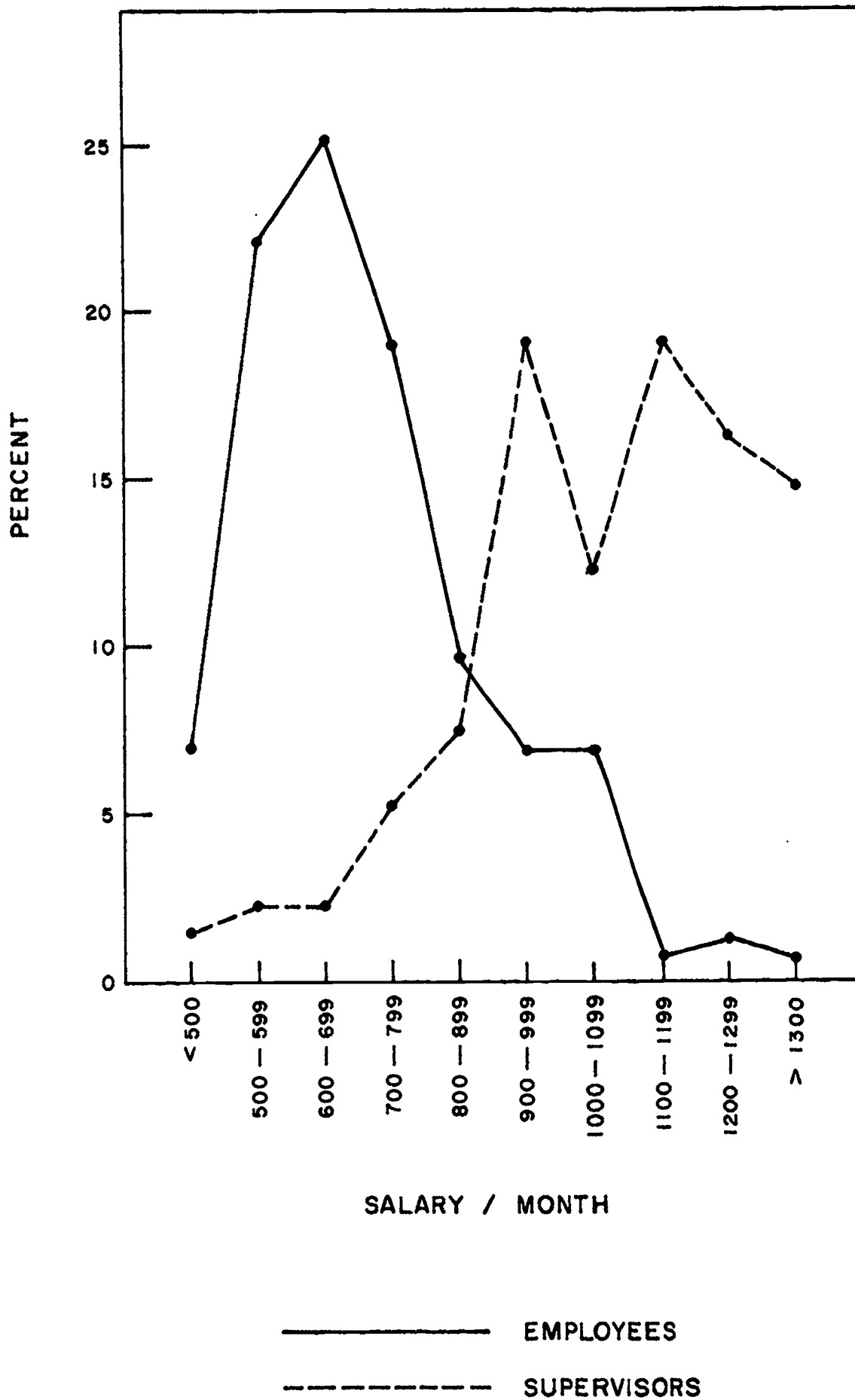
E - 8

S - 7

FIGURE 4

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PRESENT MONTHLY INCOME



E - 5
S - 5

TABLE 13

Previous Employment Experience

Employment Field	Employee %	Supervisor %
Nursing	22.5	20.1
Social Services	18.3	38.3
Direct Sales	14.1	11.4
Human Services other than Social Services	13.8	18.8
Teaching	12.5	12.1
Administration	9.8	31.5
Agriculture	7.2	6.0
Religious Field	2.3	5.4
Other	26.2	28.9

E - 26

S - 13

TABLE 14

Type of Group to Which Consumers Belong

Type of Group	T = 157	%
Anti-Poverty	65.6	
Foster Parents	1.9	
Inmates	0	
Other	32.5	

TABLE 15

Consumer Group Membership

Consumer Group	N = 98.3 %
Central Community Services, Regina	23.9
Saskatchewan Valley Anti-Poverty Association, Laird	13.0
Marianna's (Single Parents), Regina	12.0
Joint Action Co-op, Regina	10.3
Preeceville and Area Self-Help Group	9.8
Battlefords Self-Help Group, North Battleford	7.1
Unemployed Citizen's Welfare Improvement Council, Saskatoon	6.5
Seekers of Security Welfare Rights Centre, Regina	4.3
Tisdale Low Income Group	3.8
Swift Current Anti-Poverty Association	2.2
Humboldt Improvement Council	1.1
SCAPO, Moose Jaw	1.1
WOW Garments, Regina	1.1
Rights of Social Security, Yorkton	1.1
Duck Lake Willing Workers	.5
Nipawin Ongoing Social Action Group	.5

C - 21 (b)

Criteria for Hiring and Promotions

Figure 5 denotes the relative importance of two major criteria in the hiring of social service personnel. The supervisors rated both related experience and educational background as being of approximately equal value, as did the employees (the latter rated both of these criteria as somewhat more important than did the former). The consumers, however, rated related experience as being more important than educational background, although the difference between the ratings was not great. The other criteria mentioned were:

<u>Employees</u>	<u>Supervisors</u>
Ability to relate to people, seniority, personality, maturity, interest in one's work.	Personality, aptitude, ability to relate to clients, interest in clients, maturity and understanding, interpersonal skills.

When the question was asked "what should the criteria for hiring be?", social service-related experience was consistently rated by all three groups as being more important than educational background, although employees and consumers both seemed to think that related experience was more important than did the supervisors. The consumers rated related experience much higher than they did educational background. As one would expect, the responses to the "other" category for this item were similar to those listed in the question referred to above. (See Figure 6.)

Table 16 indicates that most employees considered that the qualifications for their positions had remained the same since

they were hired; however, almost half of the supervisors indicated that these qualifications had changed in the past five years.

Table 17 shows that the proportion of employees who indicated that the qualifications for their positions had increased was twice as great as those who felt the qualifications had decreased (but this proportion should be interpreted with caution since only a small percentage of those employees who could have answered this item did). The proportion of supervisors who indicated that the qualifications for the positions which they were supervising had increased rather than decreased was more than four to one.

The purpose of the related question here was to find out the specific ways in which qualifications had changed. The most common employee response related changes to increases in educational requirements (e.g., to MSW, university degree, BSW). There was also a significant incidence of employees who described changes of a more subjective nature such as requirements for intelligence, adaptability, imagination and interpersonal skills. For example, one person stated that his position had changed from;

"...being oriented towards custody and autocratic discipline to emphasis on developing relationships and positive discipline, supervision and understanding." (comment of a correctional officer)

Supervisors also mentioned that educational requirements have generally been increased with a trend towards professional social work

qualifications rather than general university degrees. Also stressed were certain subjective personal characteristics such as maturity, motivation and flexibility.

Table 18 reveals that more employees felt that there shouldn't be any changes in qualifications for their positions than did supervisors (who were split about evenly on this question). When we asked the question "if the qualifications for the positions have not been changed and you think they should be, how should they be changed?", employees specified that there should be an increase in educational qualifications such as university degrees or social work-related degrees. A substantial number also indicated that there should be more training related specifically to the work that will be carried out on the job (i.e., administration, human relationship skills, individual casework, group work and special education). This was much the same point as was made by those who stressed the importance of job related experience (Figure 6). On the other hand, among the supervisors, a stronger stress was placed on the necessity for professional training in social work. They also mentioned the relevance and the importance of having a "correct attitude". Some of the supervisors considered practical experience to be more important than educational qualifications.

Closely related to the areas concerned with criteria for hiring and job qualifications is the importance of various criteria for determining promotion within an organization. The attitudes

expressed by employees and supervisors were highly similar regarding the criteria they felt were being used for promotion within their organizations. Both tended to agree that "on the job performance" was the most important criteria and that "previous work experience" was the least important. Supervisors, however, considered length of time on staff as being less important than did the employees. A "garbage item", "knowing the boss" was purposely inserted here to make sure that we weren't having a "motherhood" effect occurring (i.e., there is something good about everything that we were citing - nothing was bad). That the two samples rated this alternative as low as they did, made us confident that the entire range of the scale (from most important to least important) was being used. Personality, initiative and other characteristics, all of which could easily have been incorporated into those categories listed for this item, were mentioned in the "other" category. It was a case of giving different names to the same concepts. This information is summarized in Figure 7.

Figure 8 representing the information from the question "what should the necessary qualifications for promotion be?" was probably the most impressive of all. The three groups defined attitudes which were highly consistent with one another; their profile of ratings were virtually identical. They unanimously agreed about the importance of merit and personal attributes; and

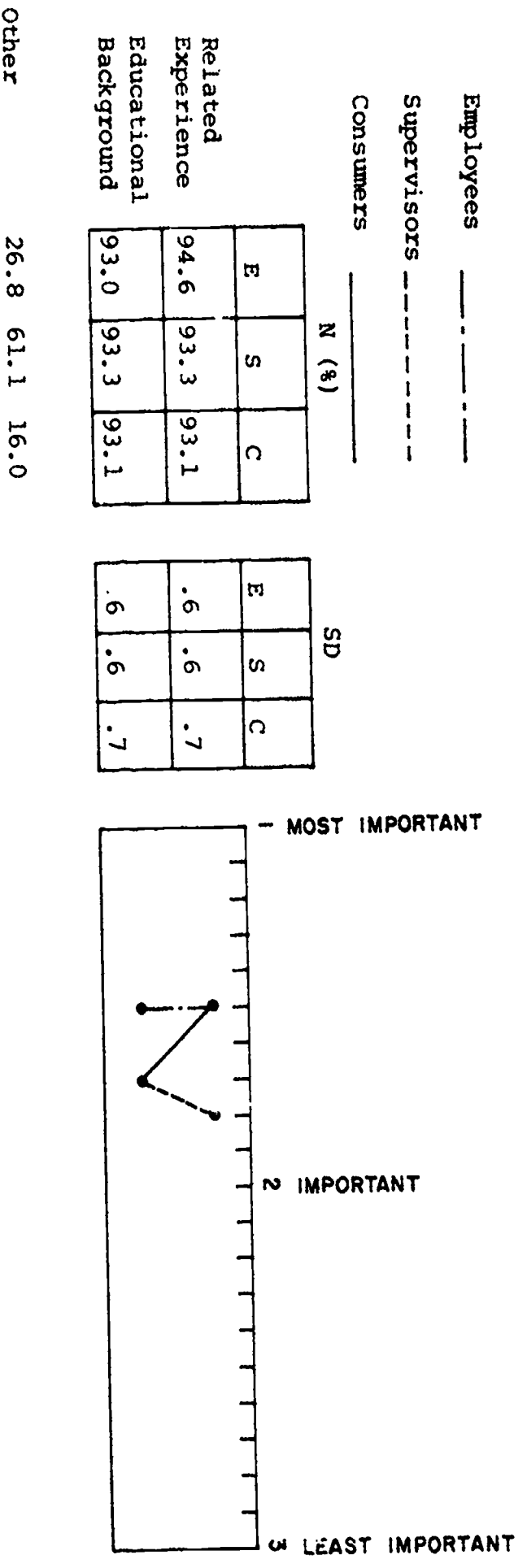
on the relative unimportance of seniority and "knowing the boss". The "other" items listed here were similar to those cited in the previous paragraph (personality, originality, initiative, etc.).

Figure 9 compares employees and supervisors on the relative importance they assigned to various motives for entering the social services. It should be kept in mind that this comparison is between employees' personal reasons for entering the field and the motives that supervisors felt should be important. The reason rated as most important by both groups was "desire to help people". The lowest rating (as one might expect) was associated with "no other employment available". The one major way in which the employees differed from the supervisors was with respect to a motive concerning "better ability to facilitate social change". The results here are consistent with those cited in Figure 15 which indicate that supervisors were more concerned with social change than were employees. Consumers were asked a similar question but rather than being required to rate motives, they were simply required to check off those items they considered to be important. The responses were similar to those cited in Figure 9. Eighty-four percent (the largest number) of the consumers indicated that "desire to help people" was the most important motive followed by "to better be able to bring about social change" (43%). "Area of interest" (27%) and "life experience" (23%) were of intermediate importance, while "salary", "status" and "no other employment available" were all cited as being of very low importance (less than 5%).

1971

FIGURE 5

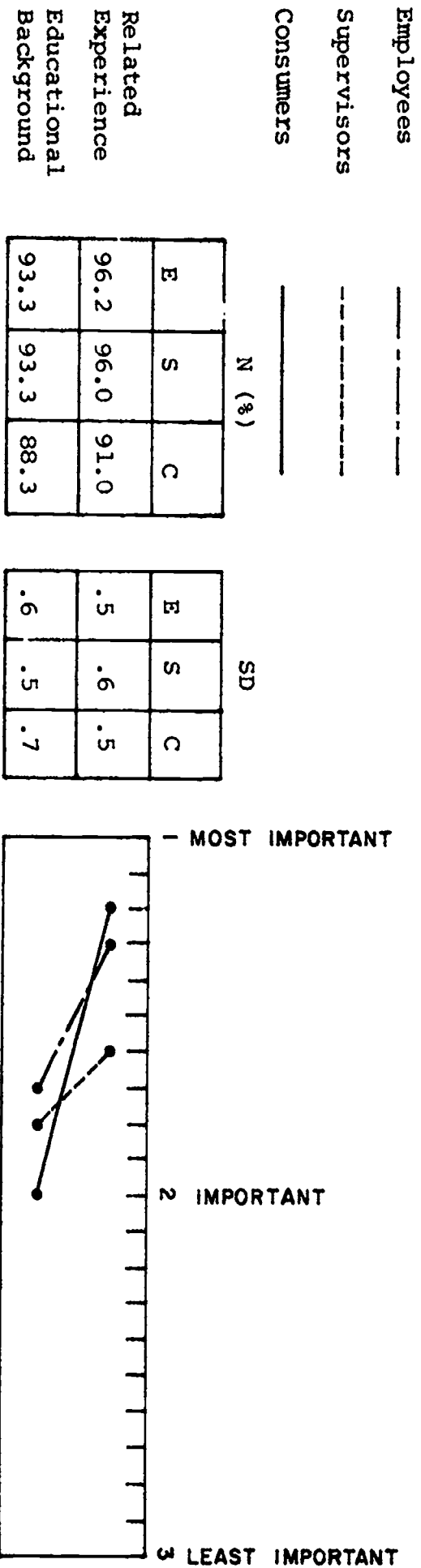
Importance of Criteria Respondents Felt Are Being Used in Hiring Staff for the Social Services



E - 41 (a)
 S - 23 (a)
 C - 18 (a)

FIGURE 6

Importance of Criteria Respondents Felt Should Be Used in Hiring Staff for the Social Service



Other 37.7 61.1 19.7

E - 41 (b)
S - 23 (b)
C - 18 (b)

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TABLE 16

Have Employment Qualifications Remained
the Same as When Staff Were Hired?

	Employee N = 88.9%	Supervisor* N = 94.0%
	%	%
Yes	82.8	59.3
No	17.0	40.7

*Supervisors were asked whether the qualifications for the positions they were supervising had remained the same over the past five years.

E - 35
S - 19

TABLE 17

Direction of Change in Employment
Qualifications for Employees'
Positions

	Employee N = 3.3% %	Supervisor N = 46.3% %
Increased	61.3	85.5
Decreased	32.3	14.5

E - 36 (a) & (b)
S - 20 (a)

TABLE 18

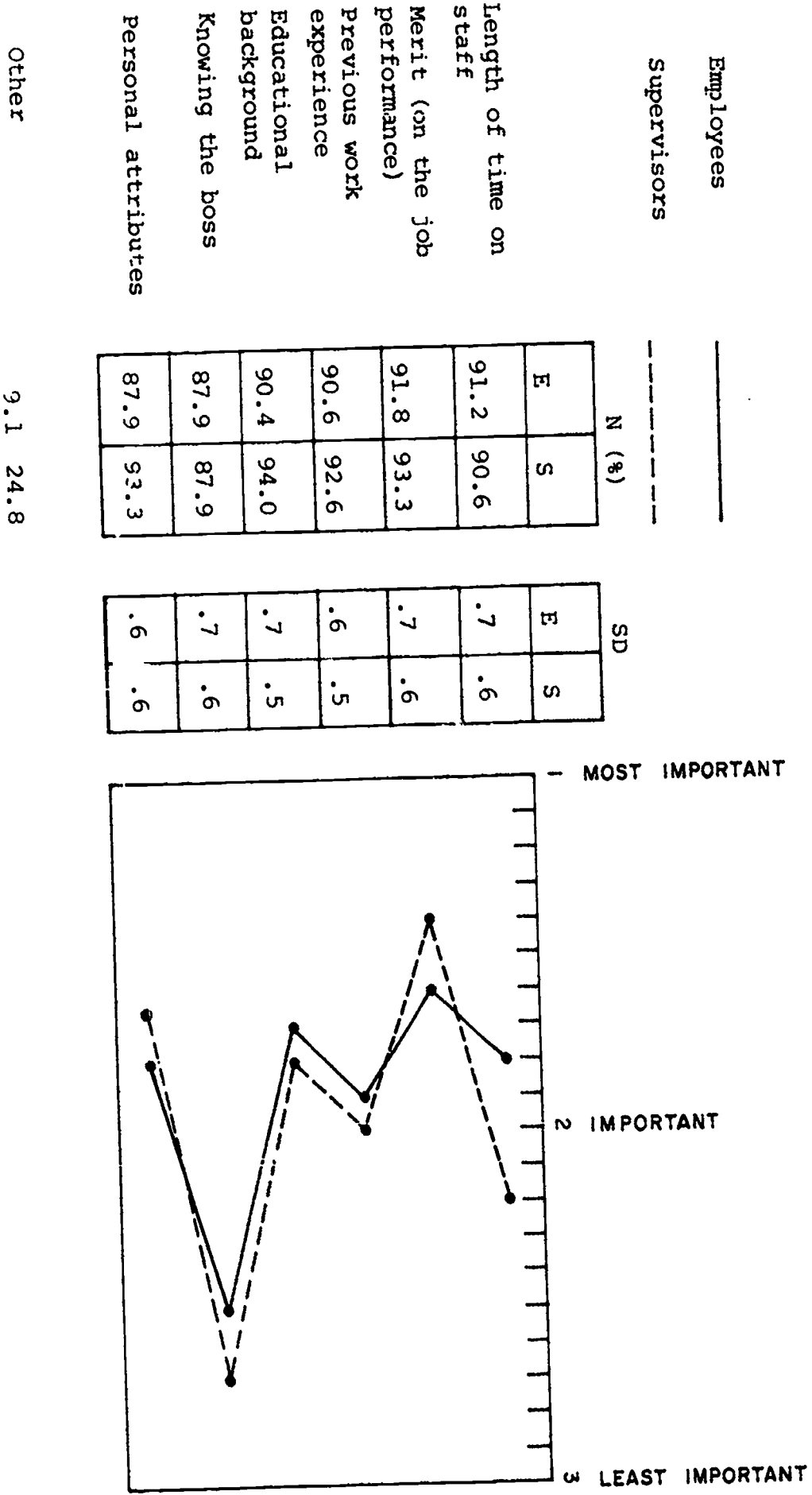
Should There Be Changes in Employment
Qualifications for Employees?

	Employee N = 76.6%	Supervisor N = 59.1%
	%	%
Yes	22.5	47.7
No	77.2	52.3

E - 37 (a)
S - 21 (a)

Importance of Criteria Respondents Felt Are Being Used in Determining Promotions

FIGURE 7



	N (%)	
E		S
Length of time on staff	91.2	90.6
Merit (on the job performance)	91.8	93.3
Previous work experience	90.6	92.6
Educational background	90.4	94.0
Knowing the boss	87.9	87.9
Personal attributes	87.9	93.3

	SD	
E		S
Length of time on staff	.7	.6
Merit (on the job performance)	.7	.6
Previous work experience	.6	.5
Educational background	.7	.5
Knowing the boss	.7	.6
Personal attributes	.6	.6

E - 42 (a)
S - 24 (a)

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Importance of Criteria Respondents Felt Should be Used in Determining Promotions

FIGURE 8

Employees _____
 Supervisors - - - - -
 Consumers _____

	N (%)		
	E	S	C
Length of time on staff	89.6	90.6	90.4
Merit (on the job performance)	94.7	96.0	93.6
Previous work experience	91.8	92.6	94.7
Educational background	91.5	94.0	91.0
Knowing the boss	88.0	88.6	92.0
Personal attributes	89.7	93.3	91.5

	SD		
	E	S	C
Length of time on staff	.7	.6	.7
Merit (on the job performance)	.4	.4	.6
Previous work experience	.6	.5	.7
Educational background	.6	.5	.5
Knowing the boss	.3	.3	.6
Personal attributes	.6	.5	.4

Other 10.0 24.2 11.7

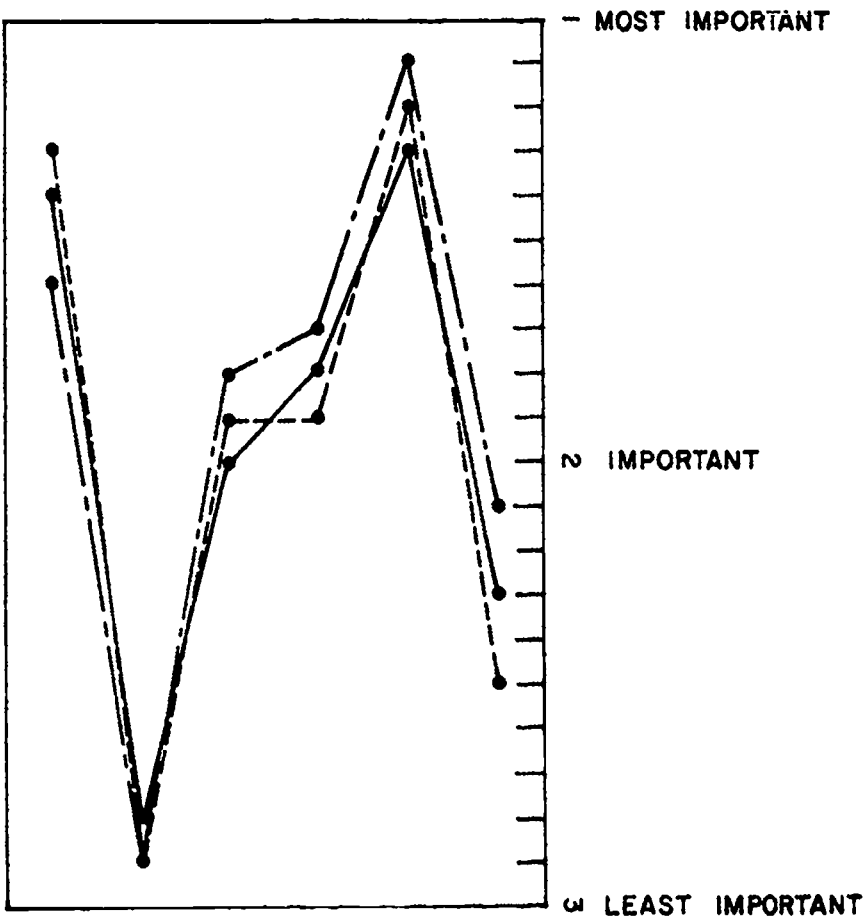
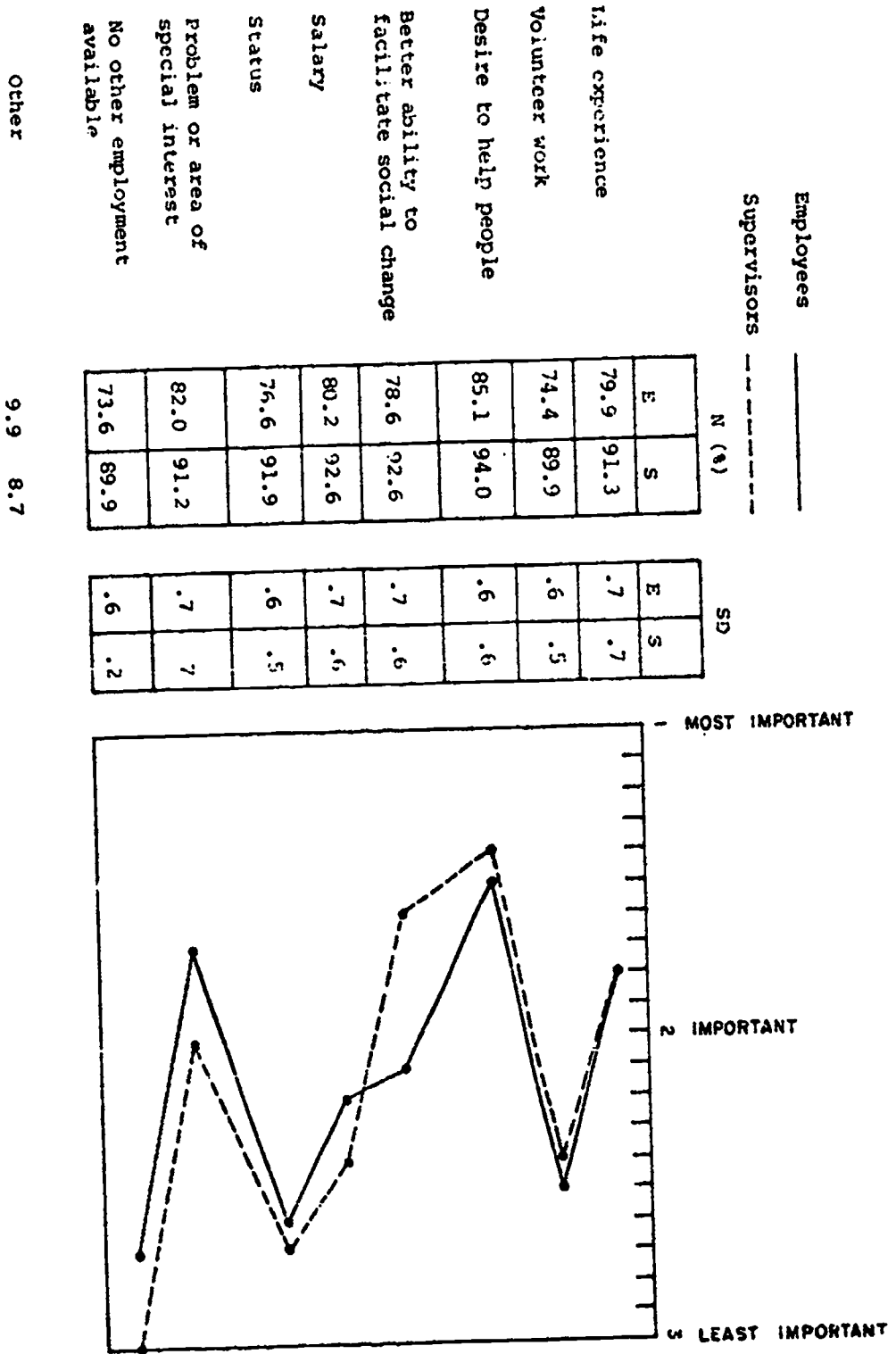


FIGURE 9
Importance of Motives for Entering the Social Service Field*



*Supervisors were asked what should be the reasons for entering the field, whereas the employees were asked what their reasons actually were.

Qualities of Importance for Effective Social Work

Figure 10 refers to the relative importance of various qualities to competence in the social services. All groups regarded "one's personality" as the most important variable with respect to competence. The consumers considered life experience to be more important than did the other two groups (presumably because the former felt they had more of it than the latter). On the other hand, both supervisors and employees considered that educational qualifications were more important than did the consumers (again, presumably because the former felt they had more of it than the latter). Surprisingly, the consumers rated previous work experience as being more important than did either of the other two groups. Supervisors indicated it to be the least important quality (which is quite surprising, since probably they had more work experience than the other two groups).

Figure 11 represents the rating of the relevance of various fields of study of social work education to social work. All groups seemed to agree fairly well on the medium relevance of family services, community planning, group work and physical rehabilitation. The consumers had a consistent tendency to identify all of the areas of education listed as being slightly more relevant to social work (with the exception of community planning and group work) than did the dispensers. The consumers

identified child welfare and study of the recipients of social service as being the two most relevant areas, while the supervisors and employees indicated group work and family services.

Figure 12 compares the consumers and employees on their attitudes about the usefulness of various skills. The profile of both groups was much the same. Both attributed the highest importance to human relationship and counselling skills and less importance to the need for supervisory skills (though we would have expected a different answer had we asked this of some of the supervisors) and the skills of speaking and writing well (although the latter skills were regarded as being useful, they were not regarded as being as useful as either the relationship skills or counselling skills).

Consumers and employees were also asked about the relevance of certain kinds of knowledge to social services (Figure 13). Consumers rated legislation related to social services as having the greatest relevance. Their lowest rating went to social work policy although this was also considered to have some importance. Probably contributing to their high rating of the importance of legislation is the fact that active campaigns are currently being carried out by consumer groups to make their members more aware of their rights.

The employees rated "knowledge of community resources" as being of relatively high importance (although this category

was not substantially differently rated by the consumers). While the consumers felt that "the system" had to be changed before social work education would be of any effect, the employees felt far less strongly about the necessity for social change than did the consumers.

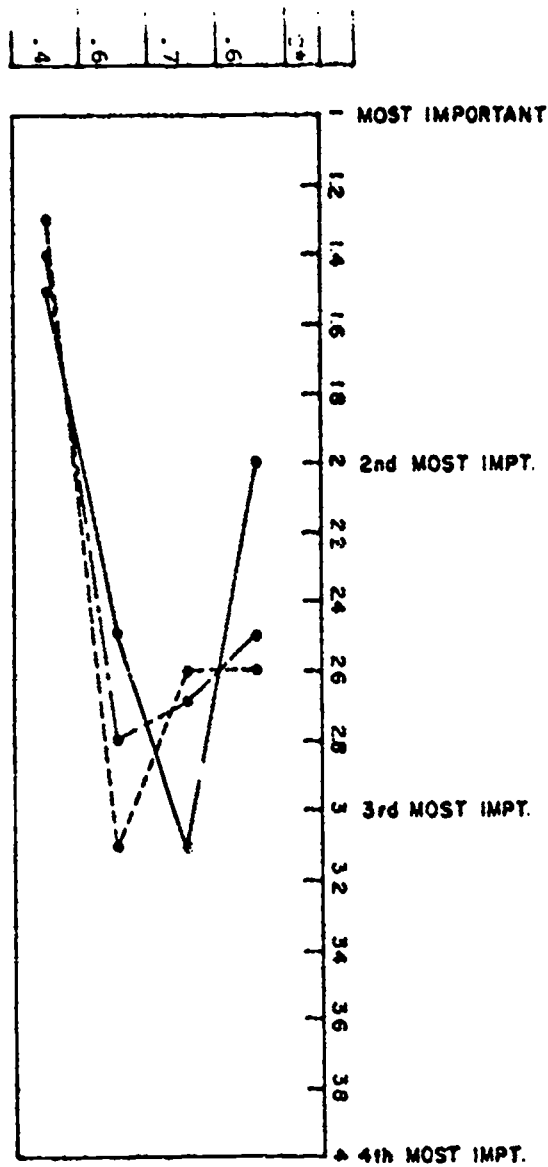
Figure 14 is a rating by supervisors of the various kinds of academic qualifications with relation to competence in the social services. The most highly rated were graduate or undergraduate degrees in social work; the lowest rating was assigned to grade 12 and "no minimum qualifications". The special note of interest here is that welfare worker technologists received only slightly lower ratings than the BA graduate in social sciences and slightly higher ratings than the general BA graduate. Ranking these academic qualifications on the basis of their means, their ordering was similar to how their relevance to social service positions would have been ranked, for example, by the Public or Civil Service Commissions. This shows that, in the case of the largest employer of social service personnel, qualifications are ranked correspondingly to the way supervisors feel they should be ranked.

In another question, the majority of the consumers indicated that university social work training (37%) and classes in areas specifically related to a person's job (43%) would be

the most important kinds of academic training for social service personnel. Both technical institute or community college programs (13%) and just any university training (1%) received very low endorsement from the 95% of the consumers who answered this item. (See Table 19).

Qualities to Competence in the Social Services

FIGURE 10

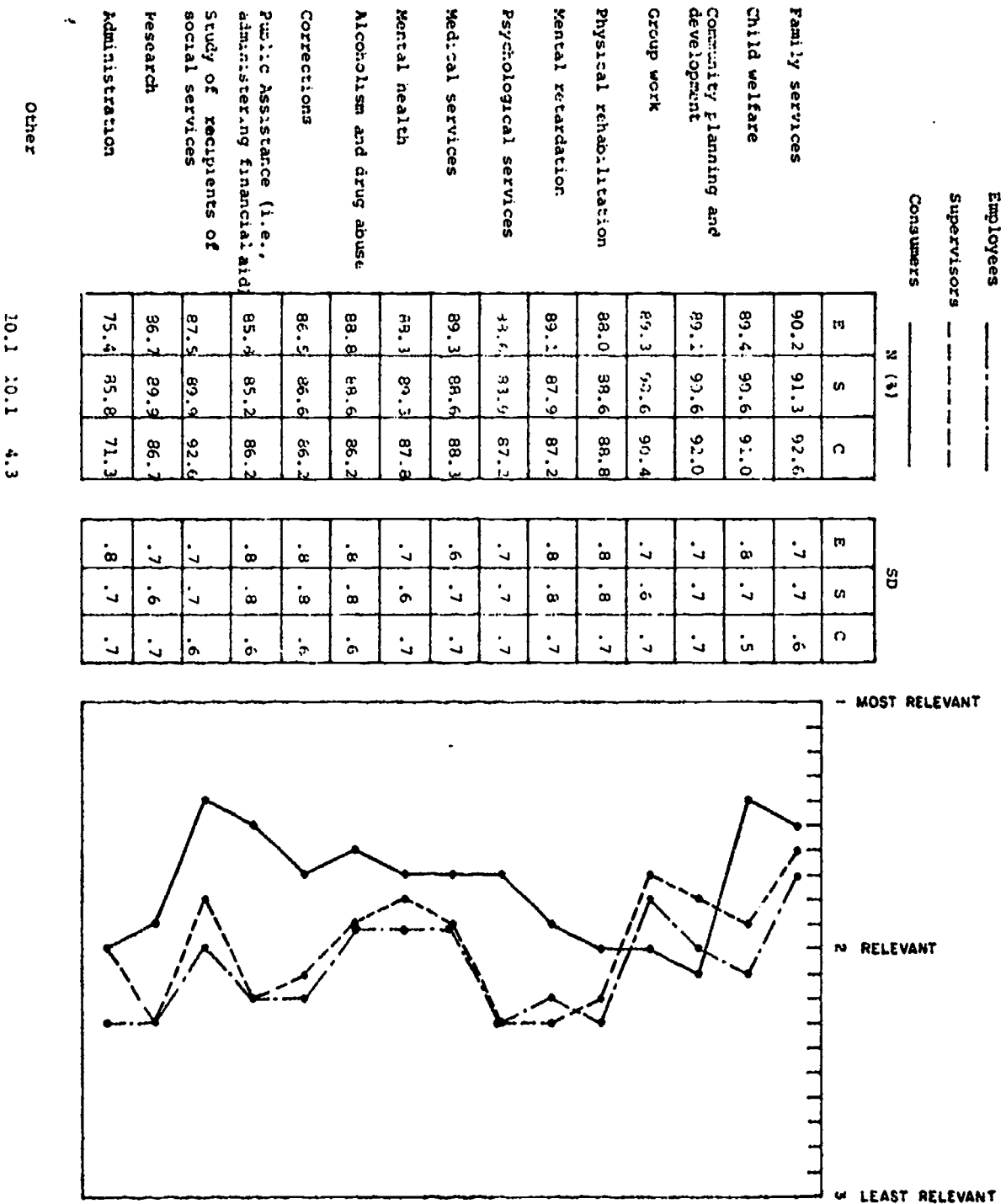


These ratings were given by supervisors.

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Relevance of Various Fields of Study in Social Work Education to Social Service Positions*

FIGURE 11



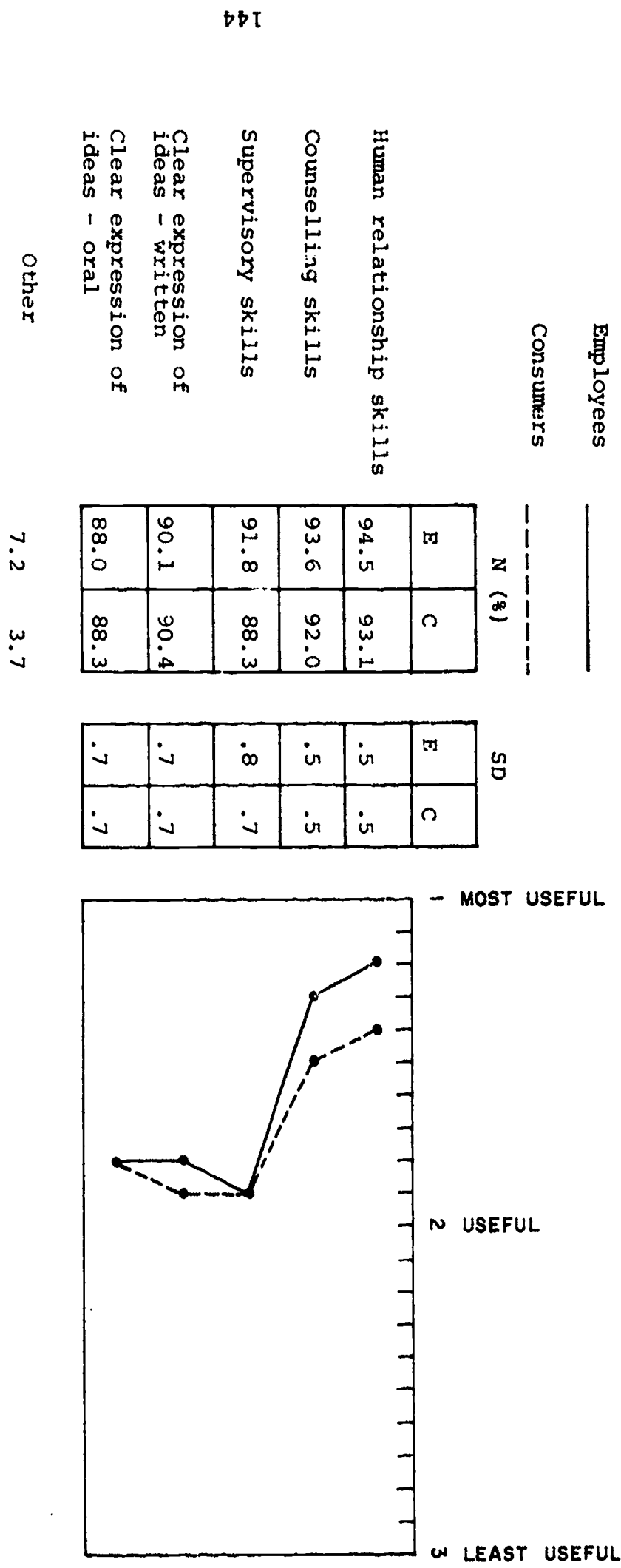
*Employees and supervisors were asked to relate these categories to their specific work or the work of the staff under their charge; consumers were asked to relate them to social work in general.

E - 22 (a)
S - 32
C - 15 (a)

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Usefulness of Various Social Service Skills to Social Service Positions*

FIGURE 12

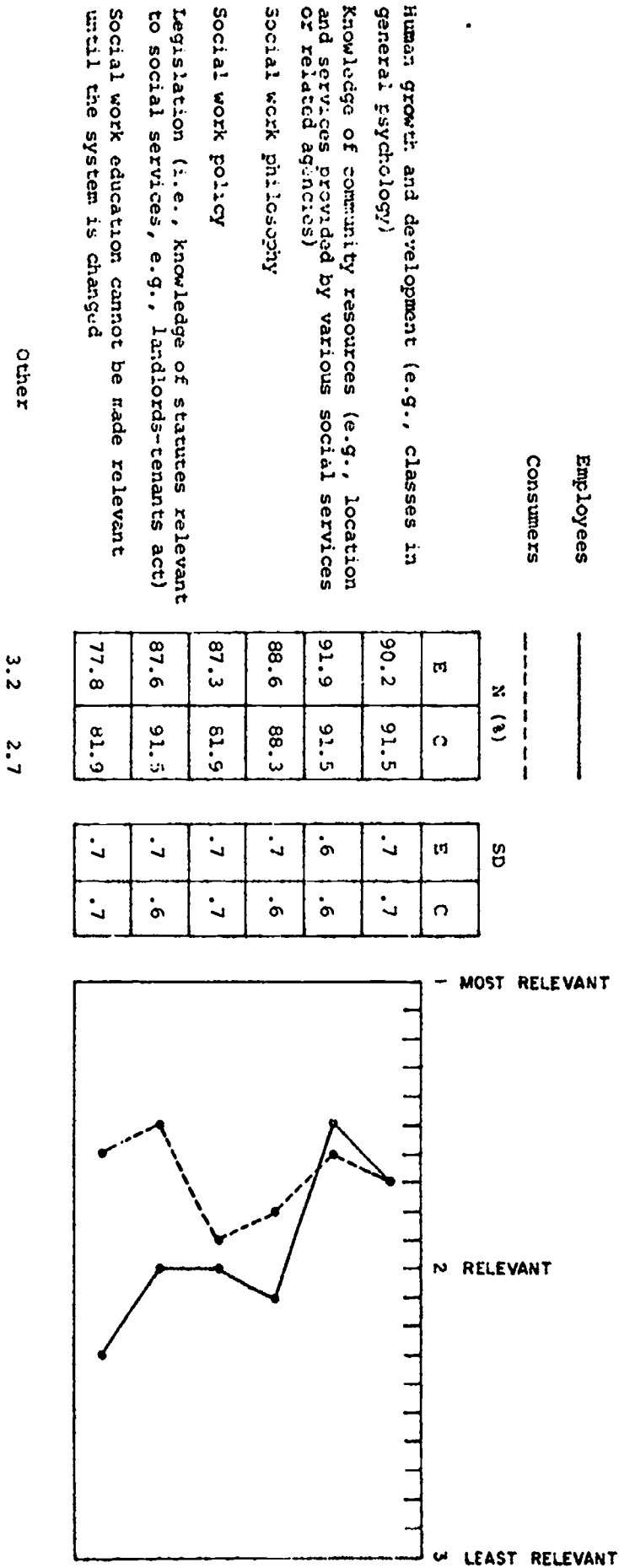


*Employees were asked to relate these skills to their specific jobs; whereas consumers were asked to relate them to social work in general.

E - 22 (b)
C - 15 (b)

Relevance of Knowledge of Certain Areas to Social Service Positions*

FIGURE 13



*Employees were asked to relate these areas to their specific jobs; whereas consumers were asked to relate them to social work in general.

FIGURE 14

Relevance of Various Academic Qualifications to Social Service Positions Cited by Supervisors

166
146

Graduate work in social work-related fields (e.g., MSW)
 Bachelor of Social Work
 Bachelor of Arts (Social Sciences)
 Bachelor of Arts (General)
 Welfare Worker Technologist Certificate
 Grade XII (with social service-related experience)
 Grade XII
 No minimum education qualifications
 Other

Qualification	N (%)	SD
Graduate work in social work-related fields (e.g., MSW)	80.5	.7
Bachelor of Social Work	76.5	.7
Bachelor of Arts (Social Sciences)	78.5	.6
Bachelor of Arts (General)	76.5	.6
Welfare Worker Technologist Certificate	77.9	.6
Grade XII (with social service-related experience)	75.2	.7
Grade XII	76.5	.6
No minimum education qualifications	71.8	.5
Other	21.5	

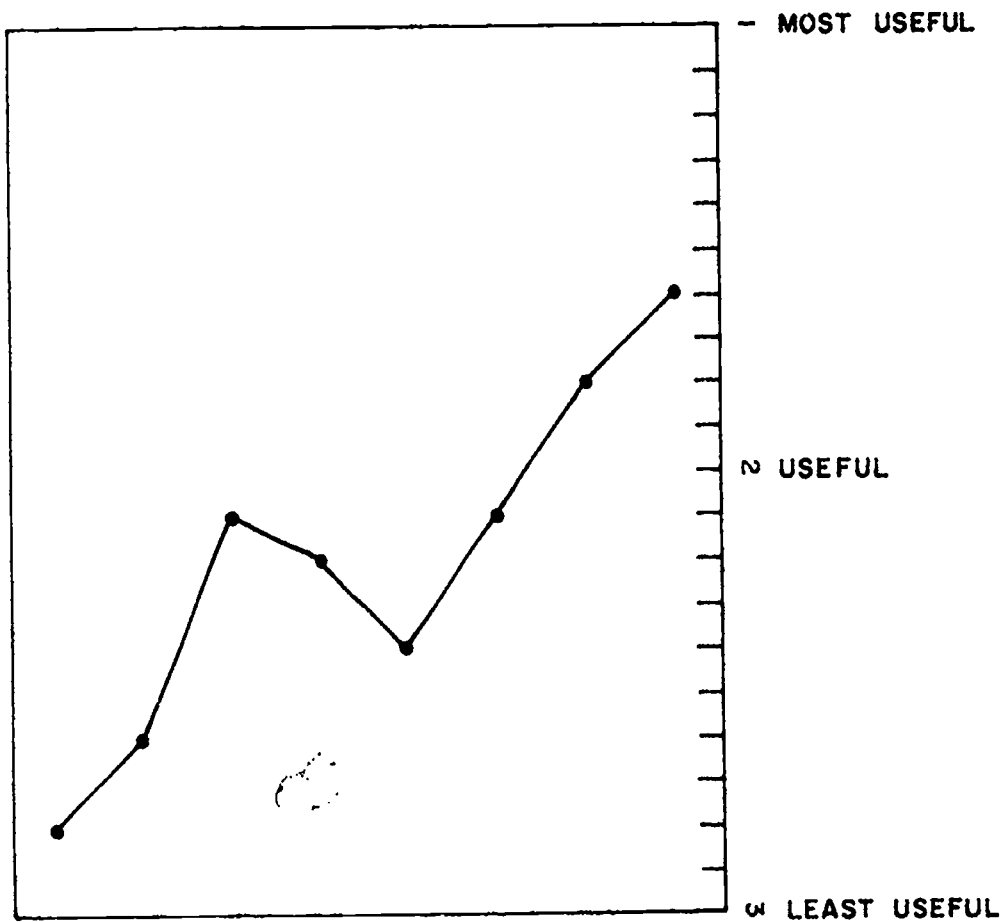


TABLE 19

Relevance of Various Types of Training
to Competence of Social Workers Cited by Consumers

Type of Training	Consumer N = 94.7% %
Specific classes in areas of relevance to the person's job	42.7
University social work training	37.1
Technical or community college program	12.9
Any university training	1.1
Other	6.2

C - 14

Means and Goals of Social Services

Table 20 gives the breakdown of the dispensers on the basis of the kinds of problem areas with which they deal. Employees were more likely to be involved with individuals and families than they were in the other areas; the supervisors indicated themselves to be very heavily involved in all of the areas listed (consistently more so than the employees). Some of the "other" responses which occurred here were: community organization, public relations, court work, interdisciplinary problems, and maintaining staff morale.

We also asked the employees about any volunteer work they had done prior to their present job.¹ Almost half of them indicated that they had been involved in some form of volunteer work which was primarily in areas of youth, recreation and church groups. They were also asked whether they were working in other areas, in addition to their present job. Of the 93% who answered this item, 29% specified that they were. The work they were doing was spread among a number of areas primarily relating to either human services or the social services. It should be noted that the majority of the 29% doing other work apart from the present job were not being paid for it; however, 19% of the 29% indicated that they were getting remuneration. It does not seem that any more than 5% of the

¹This data is not reported on a Table or Figure.

social service staff is "moonlighting". If anything, this percentage probably overestimates the number who are engaged in employment apart from their regular jobs since some respondents to this item seemed to have interpreted it wrongly, believing that it referred to the kinds of activity involved in their regular employment.¹

We were interested in discovering the importance of various goals of social services by comparing what employees were doing in their specific jobs to what supervisors and consumers felt social workers should be doing (Figure 15). The most important goal cited by all three groups was that of helping people become self sufficient (although, surprisingly, the consumers rated this item of a slightly lower importance than either of the other two groups). It is quite noteworthy that the supervisors' profile was highly similar to that of the consumers even though consumers generally have only indirect contact with supervisors. Supervisors and consumers rated "changes in welfare philosophy", "increasing opportunity for social-political participation of disadvantaged groups" and "improving the organization and delivery of social services" as important; however, the employees' rating of the importance of these areas in their specific jobs was much lower.

¹The reason being that the hours they described totalled to the proverbial 40 hour week.

This does not at all deny the existence (a minority) of employees who may be very outspoken (even militant) about the necessity for social change. The point is that employees, as a whole, agreed with the other two groups on the importance of more specific, client-oriented goals, but felt that the other goals mentioned above were not particularly relevant to their jobs.

Figure 16 compares the three groups with respect to their ratings of the relative importance of various kinds of intervention. Again, supervisors and consumers were asked what the importance of the categories should be and employees were asked the importance of these categories as they related to their specific jobs. The profiles of consumers and supervisors were far more consistent with one another than were either of these with the employees'. Employees had a consistent tendency to rate all areas other than counselling, therapy and rehabilitation of relatively lower importance. Supervisors rated rehabilitation (which involves more than counselling) as the most important. Consumers gave the highest rating to the most concrete methods which included rehabilitation, child care, financial assistance, adequate housing (rated by them as the most important) and job placement. In other words, while the employees feel that, in their work, it is very important for their clients to talk about their problems (via counselling), the clients want practical things (adequate housing, financial assistance, rehabilitation).

Figure 17 discloses one of the most interesting findings

of the entire study. Employees and supervisors agreed very highly with one another about the relative importance of various factors when deciding upon a course of action with a client. Consumers indicated a parallel profile when they were asked to rate these factors in terms of how important each should be in reaching a decision. The client was regarded as being the most important factor, followed closely by the employee's own judgment. On the other hand, the advice of the supervisors, agency policy and community expectation were all considered to be of relatively lower importance. When, however, consumers were asked how important they felt each of these factors actually were when it came to deciding a course of action with a client, the most important factors which emerged were agency policy and the advice of the supervisor, followed closely by the employee's own judgment and, to a lesser degree, the client. The status of community expectations remained unchanged in the relatively low rating of importance. As far as the clients are concerned, the way that decisions about them are being made is not the way they should be made; however, the employees and supervisors are suggesting that the way their decisions are made is consistent with the way that consumers think they should be made.

The three groups were asked whether they felt that social service personnel were overworked. They indicated roughly similar and even proportions of affirmative and negative responses to this

item. Table 21 represents the across-the-board consistency among the three groups.

In relation to the question of being overworked, the employees and consumers were asked whether enough time was spent with clients. Although the difference wasn't really substantial, more consumers felt that social service staff were spending enough time with clients than did the employees. One would have expected the results to be reversed (i.e., consumers complaining that their workers didn't have enough time to spend with them). This is reported in Table 22.

Table 23 reports the results of a question asking both employees and supervisors whether they were involved in working with a caseload. Almost twice as many of the employees as supervisors indicated that they were working with caseloads.

We also asked how many they actually had on their caseloads. The mean caseload for employees was 39.5 (standard deviation = 26.1) while for the supervisors the mean equalled 31.3 (standard deviation = 30.6). As the standard deviations indicate, the range of caseload sizes varied greatly with some reporting caseloads which seemed to be unbelievably (unmanageably) large.

Does Employment Involve Dealing with Problems in any
of the Designated Areas

TABLE 20

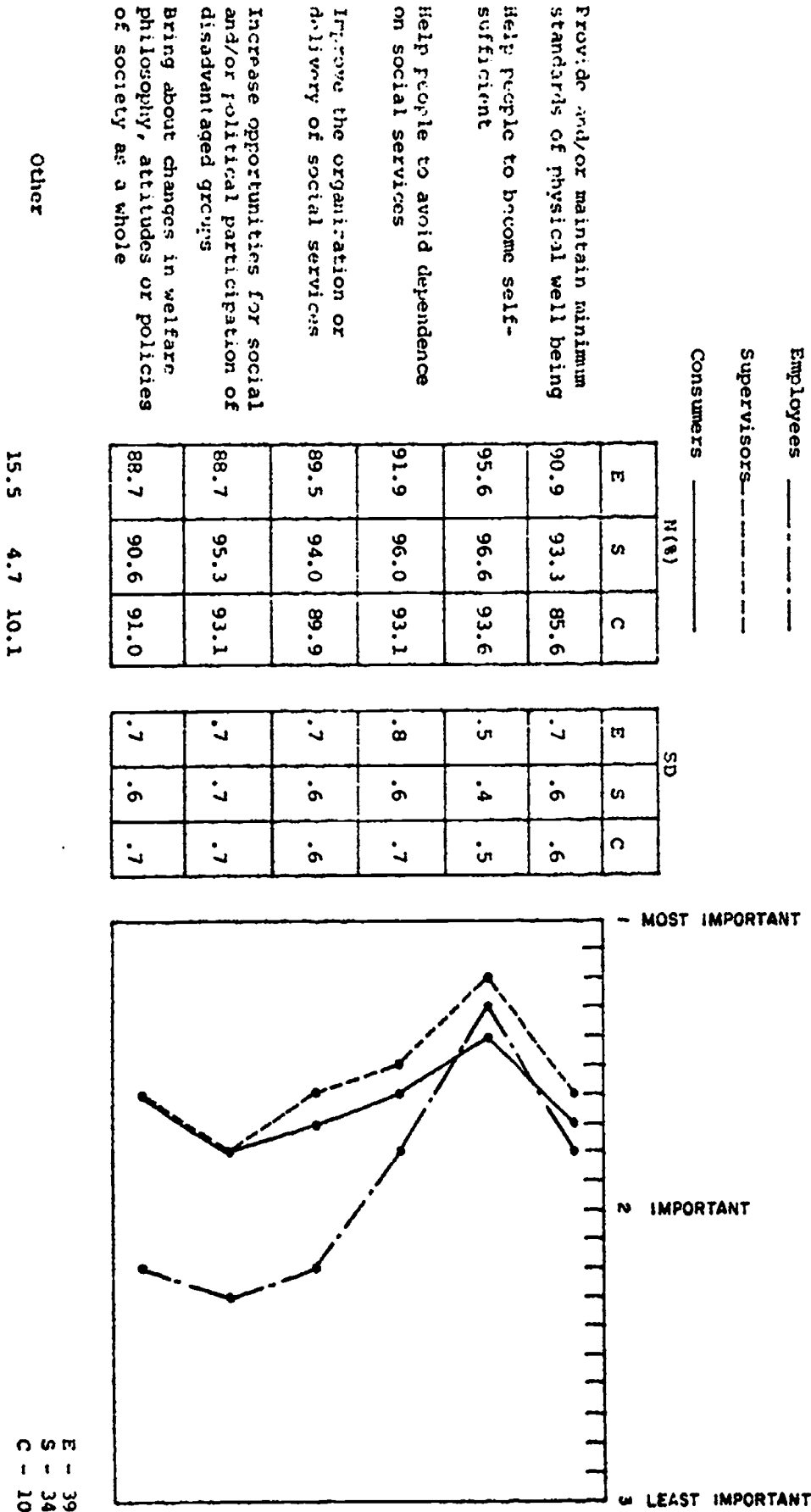
Areas of Work	YES		N	
	EMPLOYEES %	SUPERVISORS %	EMPLOYEES %	SUPERVISORS %
a) Individuals and families	92.8	91.7	86.0	89.3
b) Small groups	57.2	68.6	70.3	67.5
c) Client self-help groups	54.4	64.8	71.0	70.5
d) Supervision and consultation	64.9	96.4	72.9	92.6
e) Education and staff development	53.6	95.5	71.7	89.9
f) Administrative responsibilities	52.0	97.0	67.2	90.6
g) Other		66.7		39.5

153

123

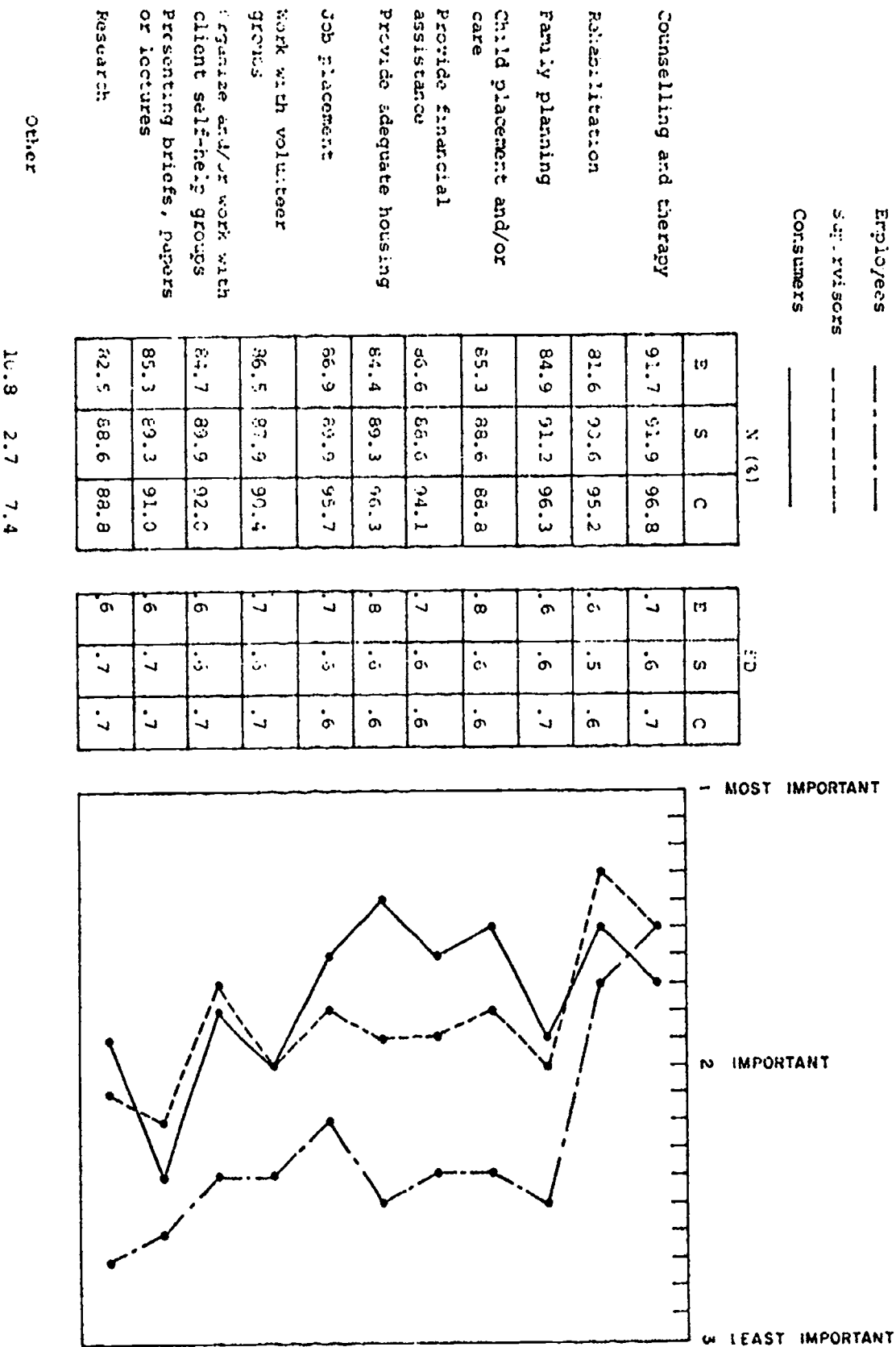
Importance of Various Goals of Social Services*

FIGURE 15



*Whereas employees were asked about this item in reference to the specific job they were doing, supervisors were asked what social workers should be doing.

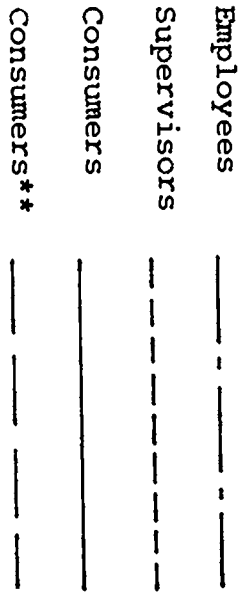
Importance of Various Methods of Achieving Social Service Goals*



*Both supervisors and consumers were asked what means a social worker should use; whereas employees were asked what means they were actually using.

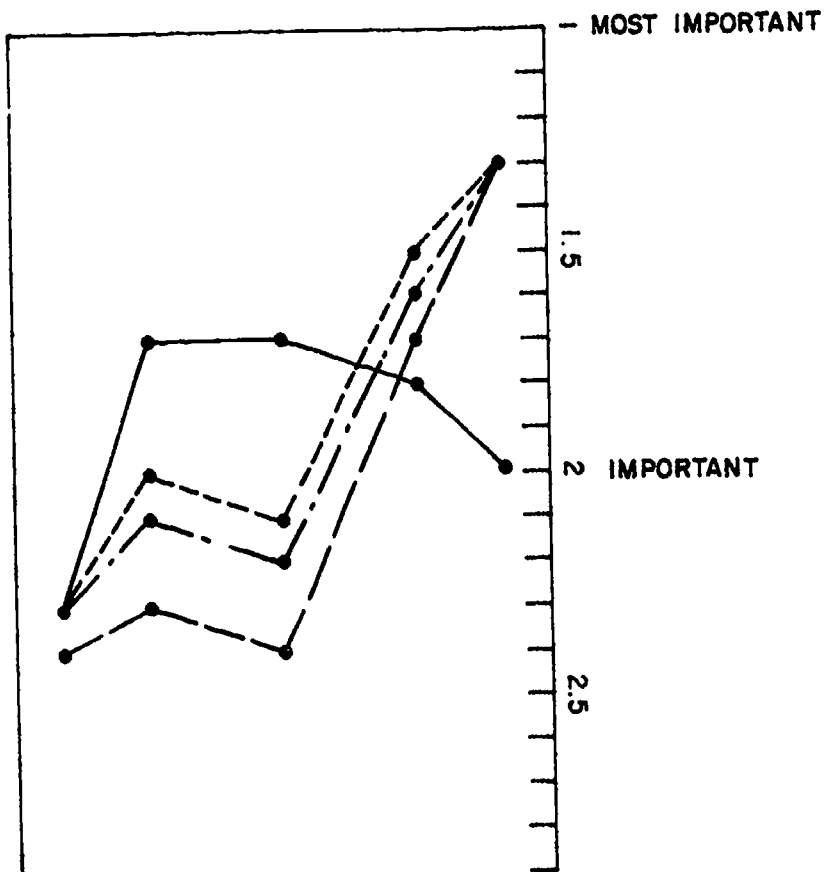
FIGURE 17

Importance of Factors Influencing Social Service Employees When Deciding upon a Course of Action to Take with Clients



	N (%)			
	E	S	C	C*
The client	93.9	95.3	88.8	95.2
Employee's own judgment	93.2	94.6	86.2	89.4
Advice of the supervisor	91.5	94.6	87.2	86.7
Agency policy	92.1	95.3	87.8	86.2
Community expectations	91.1	95.3	86.2	86.2

	S.D.			
	E	S	C	C*
The client	.5	.5	.8	.5
Employee's own judgment	.5	.6	.6	.5
Advice of the supervisor	.6	.5	.7	.5
Agency policy	.6	.5	.7	.7
Community expectations	.7	.6	.8	.7



*These figures represent consumers responses to what social workers should be influenced by
 **what social workers should be influenced by

E - 53
 S - 44
 C - 31, 32

TABLE 21

Are Social Service Personnel Overworked?

	Employee N = 84.8% %	Supervisor N = 91.3% %	Consumer N = 87.2% %
Yes	53.5	47.8	51.8
No	46.3	52.2	48.2

E - 34 (b)

S - 18

C - 13 (b)

TABLE 22

Is Enough Time Spent with Clients?

	Employee	Consumer
	N = 84.1%	N = 89.4%
	%	%
Yes	39.4	54.8
No	60.3	45.2

E - 34 (a)

S - 13 (a)

TABLE 23

Work Involves a Caseload

	Employee	Supervisor
	N = 92.6%	N = 98.0%
	%	%
Yes	64.2	34.2
No	35.6	65.8

E - 33 (a)

S - 17 (a)

Educational Background

Table 24 contains a list of the top seven major subjects taken by the employee group while at university. The most common of these was psychology (31%) with sociology and social work (12% and 11% respectively) running a distant second. In addition to asking employees about their majors, we asked those who were not planning to take any further education which and how many classes they had taken in all. Both psychology and sociology headed the lists again (46% and 39% respectively) with the remainder, including social work, being very minimally represented. These responses confirmed the information reported about major subjects — that the most popular university courses among the employees were firstly, psychology and secondly, sociology.

Figure 18 shows the rating supervisors and employees gave to various academic subjects with regard to the relevance these subjects had to social service positions. The profiles were highly consistent with one another with the exception of "education" (i.e., teacher training). Supervisors considered education to be less relevant to their employees' positions than did the employees themselves. Psychology, sociology and social work were rated as being of comparably high relevance while those rated as having little relevance were history (least relevant), followed closely by social studies, political science and anthropology (in that order).

Table 25 describes the sample on the basis of their highest educational qualifications achieved. This Table compares the educational qualifications employees themselves claimed to have and the educational qualifications the supervisors claimed that the staff under their charge had. The proportions cited by both groups are quite similar. The 27% which has been included in the "other" qualifications category (first column) probably would have been lowered substantially had we allowed for a category which specified medically-related certificates or diplomas for the related question on the supervisor questionnaire. The supervisors seemed, on the whole, to be better qualified than the employees, with a substantially high proportion of them having had social work-related training.

Probably the most revealing comparison is the consumers' educational level with that of the other two groups. More than 90% of the consumers reported having completed their education to grade 12 or less; 27% of the employees and 14% of the supervisors reported having completed this educational level. It should be noted, however, that 23% (this percentage is not recorded on Table 25) of consumers stated that they had started, but not completed, a university or other post secondary course. These percentages suggest that one of the main features distinguishing the dispensers from the consumers of social services is the educational level they have.

By far the most popular university qualification among the employees was the BA degree. Among the supervisors, it was the social work-related degree (MSW). The largest percentage of any of the categories (university or non-university) among the employees, however, was the Psychiatric Nurses. Furthermore, it appeared that there was little chance of a person with only a BA degree or Psychiatric Nurses Certificate ever attaining a supervisory position. Although 24% of the employees indicated that they had Bachelor degrees and 24% indicated Psychiatric Nurses Training, only about 11% of the supervisors had these kinds of backgrounds.

We strongly suspect that the majority of the 14% of those among the supervisors without any post-secondary training are holding their positions primarily because of seniority. Regardless of the experience they may have accumulated or competence they might have, were they to quit their jobs tomorrow, most would probably have trouble getting back into the social service delivery system the day after, even if it were just as an employee.

From this Table, it appears that the best way of getting away from becoming a consumer of social services is to have further formal education (although this isn't necessarily a guarantee). The best way of becoming a supervisor is to obtain a social work-related degree (especially an MSW).

Table 26 shows that, among the employees, the largest

proportion received their university education in this province. Among the supervisors, the largest number attended either the University of British Columbia or the University of Saskatchewan. Seventy-nine percent of the employees and 77% of the supervisors attended one of the four universities listed in this Table.

Table 27 indicates that the most common non-university post-secondary institutions referred to by the employees were the Saskatchewan Training School at Moose Jaw, the Saskatchewan Hospitals in Weyburn and North Battleford and the Institute of Applied Arts and Science in Saskatoon. The supervisors received their non-university, post-secondary training at a number of institutions, none of which was significantly mentioned more frequently than any other.

Table 28 gives a breakdown of social service positions cited by supervisors on the basis of educational qualifications. This Table, which we thought would be relatively straightforward, posed great problems for us. In short, the data we received from it proved to be a real mess. Since we had two levels of supervisors (i.e., supervisors responsible for direct service workers and supervisors responsible for supervisors who were responsible for direct service workers), some of the direct service staff were undoubtedly reported more than once. Therefore, the total number of positions cited (1,227) does not represent that many independent positions but probably a far smaller number. In spite of the unforeseen overlap, the

proportions of staff in each of the categories can still be usefully interpreted, however, only with great caution, keeping in mind the element of redundancy reported above.

According to these proportions, the grade 12 (with experience) group and the BA graduate group are the largest in the field, closely followed by the category of "no minimum educational qualifications". The BSW and the welfare worker technologist seemed to be very poorly represented (the latter only slightly better than the former).

Only 20% of the supervisors responding indicated any vacancies at present but it appears that the term "vacancy" was not properly clarified. Some interpreted it to mean (as we had hoped they would) that this referred to the number of positions which they have available at the present time. However, a sizeable portion of the respondents included in the "vacancy" category those positions which were currently occupied but by persons with less than the minimum qualifications for the position (a technical but not an actual vacancy). In this regard, the highest number of vacancies were for people with MSW's followed closely by BA graduates. Although there was only a small percentage (4%) of positions vacant for BSW graduates, there were quite a few more positions reported as being vacant for the welfare worker technologists. It should be noted that there is a bit of inconsistency between these results and those reported

elsewhere. (E.g., Table 30 - The Types of Social Work Training Sought and Figure 14 - Supervisors' Rating of Relevance of Various Academic Qualifications.) These other results tend to favour all social work-related education over any other kind while in this Table only the MSW appears to be in demand. The inconsistency would probably be resolved by the interpretation that the figures in Table 28 represent the vacancies according to "agent policy"; while on the other hand, other results reflect personal attitudes about the relevance of various kinds of education to social work. Social service personnel seem to be of the opinion that the kinds of qualifications they have are not as high as they would like them to be.

Comparison of the present number of staff with the projected number of staff shows a slight decrease in the proportion of non-university and BA graduates with a slight increase in BSW and MSW graduates. According to the Table, if these projections are accurate, the BSW and technical graduates (with specific social service-related training) would still make up only approximately 10% of the positions in the social services.

We also asked the supervisors to specify the number of part-time staff they had in each of these categories, but, due to the problems we experienced in organizing the results concerning the full-time staff, and since part-time staff was mentioned only rarely, we eliminated consideration of them.

TABLE 24

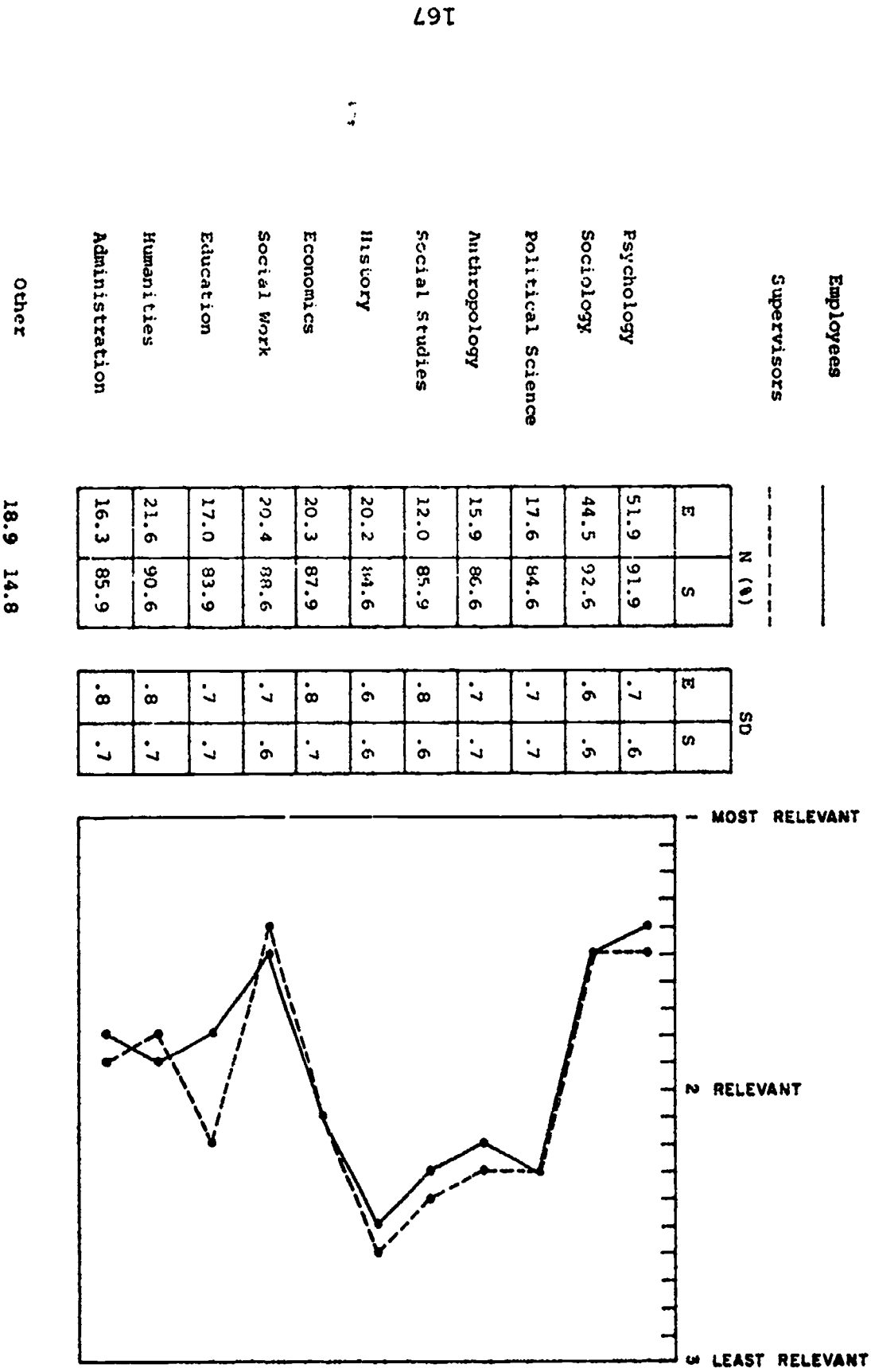
Major Subjects Identified by Employees

Major	T = 277*
Psychology	30.7%
Sociology	12.3%
Social Work (including Case-work, Groupwork)	11.2%
Education	4.7%
Political Science	4.3%
Physical Education	3.9%
English	3.9%
Other (e.g., Arts and Science majors, Theology, Administration)	29.0%
Number of major subjects mentioned	41

*This number represents the total number of majors cited rather than the number of responses to this question. Some respondents had more than one major.

FIGURE 18

Relevance of Certain Academic Subjects to Present Social Service Positions



187

E - 19 (b)
S - 31

TABLE 25

Comparison of Sample on Highest Educational Qualifications

Educational Qualifications	Present Number Of Staff Cited by Supervisors		Employee	Supervisor	Consumer
	N = 81.2%	T = 1227**			
Educational Qualifications					
Grade 8 or less	0		0	0	32.4
High School	28.1	*	27.1	13.6	60.4
i) partial		28.1	10.6	2.3	37.6
ii) complete			16.5	11.3	22.8
Certificates (e.g., administration, education)	*		1.0	5.3	2.2
Diplomas (e.g., administration, education)	*		1.0	3.1	1.1
Medical-related Certificates or Diplomas	*	*	27.1	16.6	1.0
i) Psychiatric nurses		*	23.5	12.1	0
ii) Others (e.g., R.N.'s, certified nursing assistants)		*	3.6	4.5	1.0
Bachelor Degrees	23.9	*	24.4	11.4	.5
i) Bachelor of Arts		*	20.1	6.1	0
ii) Other Bachelor degrees (e.g., B.Ed., B.Sc.)			4.3	5.3	.5
Social Work Related Courses	19.9		11.7	45.4	0
i) Welfare Worker Technical Course		4.8	3.9	3.0	0
ii) BSW		2.4	1.6	4.5	0
iii) MSW		12.7	6.2	37.9	0
Graduate Degrees	*		1.4	1.6	.5
Other qualifications (university and non-university)	27.4		6.2	2.7	0

*There was no basis for comparison for these items.

**This number represents the total number of employees cited by the supervisors.

E - 11, 12, 14, 15, 17

S - 10

C - 7 (a), (b)

188

168

TABLE 26

Universities Attended

University	Employee	Supervisor
	T = 578*	T = 83*
	%	%
University of Saskatchewan	68.9	21.7
i) Saskatoon campus	38.4	14.5
ii) Regina campus	30.5	7.2
University of Manitoba, Winnipeg	5.0	20.5
University of British Columbia, Vancouver	3.3	25.3
University of Toronto	1.4	9.8
Others	21.4	22.7
Number of universities mentioned	53	15

*This total is greater than the total number of respondents to this item since some had attended more than one university.

E - 17

S - 10

TABLE 27

Non-university Post Secondary Institution Attended

	Employee T = 290*	Supervisor T = 16*
Institution	%	%
Saskatchewan Training School, Moose Jaw, Sask.	20.0	18.8
Saskatchewan Hospital, North Battleford, Sask.	18.3	12.5
Saskatchewan Hospital, Weyburn, Sask.	15.2	12.5
Kelsey Institute of Applied Arts and Science, Saskatoon, Sask.	12.8	0
Grey Nuns Hospital, Regina, Sask.	2.8	12.5
Other (e.g., Hospital for Mental Diseases, Brandon, Manitoba)	30.9	43.7
Number of institutions mentioned	67	12

*This total is greater than the total number of respondents to this item since some attended more than one institution.

E - 13
S - 10

TABLE 28
Supervisors' Breakdown of Social Service Staff by Educational Qualifications

Educational Qualification	Present Number of Vacancies N = 10.1%	1975	
		Present Number of Staff N = 61.2%	Projected Number of Staff N = 45%
a) Graduate work in Social Work (MSW)	36.4	12.7	15.7
b) Bachelor of Social Work	3.9	2.4	6.6
c) Bachelor of Arts	31.2	23.9	19.2
d) Welfare Worker Technical Course	9.1	4.8	4.4
e) Grade XII (with experience)	7.8	20.7	15.1
f) Grade XII	5.2	7.4	9.0
g) No minimum educational qualifications	3.9	17.4	15.2
h) Other	2.6	10.0	13.4
Total Number of Positions	77*	1,227**	820***

S - 26

*This column should be interpreted with great caution. If at all, since it appears to have been answered differently by different people. Some supervisors indicated only the increase in their staff; others added the increase to the present number of staff.

**This figure represents primarily those positions which are currently filled, but by persons with less than the minimum qualifications required for the position. Nowhere near this number of job openings are currently available in the province.

***It should be kept in mind that this figure represents only the number of staff supervised by supervisors who responded to this item, but not total number of staff being supervised. There may be some overlap in that supervisors could have included the same staff as subordinate supervisors who also answered this item.

****This figure does not represent a decrease in the number of staff since only 45% made any staff projections.

Educational Upgrading

Figure 19 indicates a highly consistent pattern of responses between employees and consumers in all but one area. Although the employees placed fairly high value on upgrading themselves in order to obtain opportunities for advancement within and also outside their present agency, consumers regarded these as being very poor (probably mercenary) motives. Both, however, agreed that if one chooses to take upgrading it should be for the purpose of "increasing a person's ability to work with clients".

Ninety-eight percent of the supervisors indicated that they encourage their staff to upgrade themselves; whereas only 51% of the consumers felt that upgrading would help social workers to be better able to help them. While the dispensers regard education as important, it is clear that the consumers do not regard it as being nearly as important.¹

Table 29 indicates that, although the majority of the employees and supervisors stated that they were not presently working at or planning to take any further social work education, about twice as many employees as supervisors indicated an interest in further upgrading. The reason for this seems obvious, since more supervisors had terminal educational qualifications than did the employees. We also asked the supervisors a very general

¹The results cited here are not presented in any Table.

question as to whether or not they would take further upgrading if they had the chance, since we expected that a large number would not do so because they felt they could not do so. When the question was phrased this way, 75% indicated that they would take further upgrading, which is almost a reversal of what they had specified in the results described in Table 29.

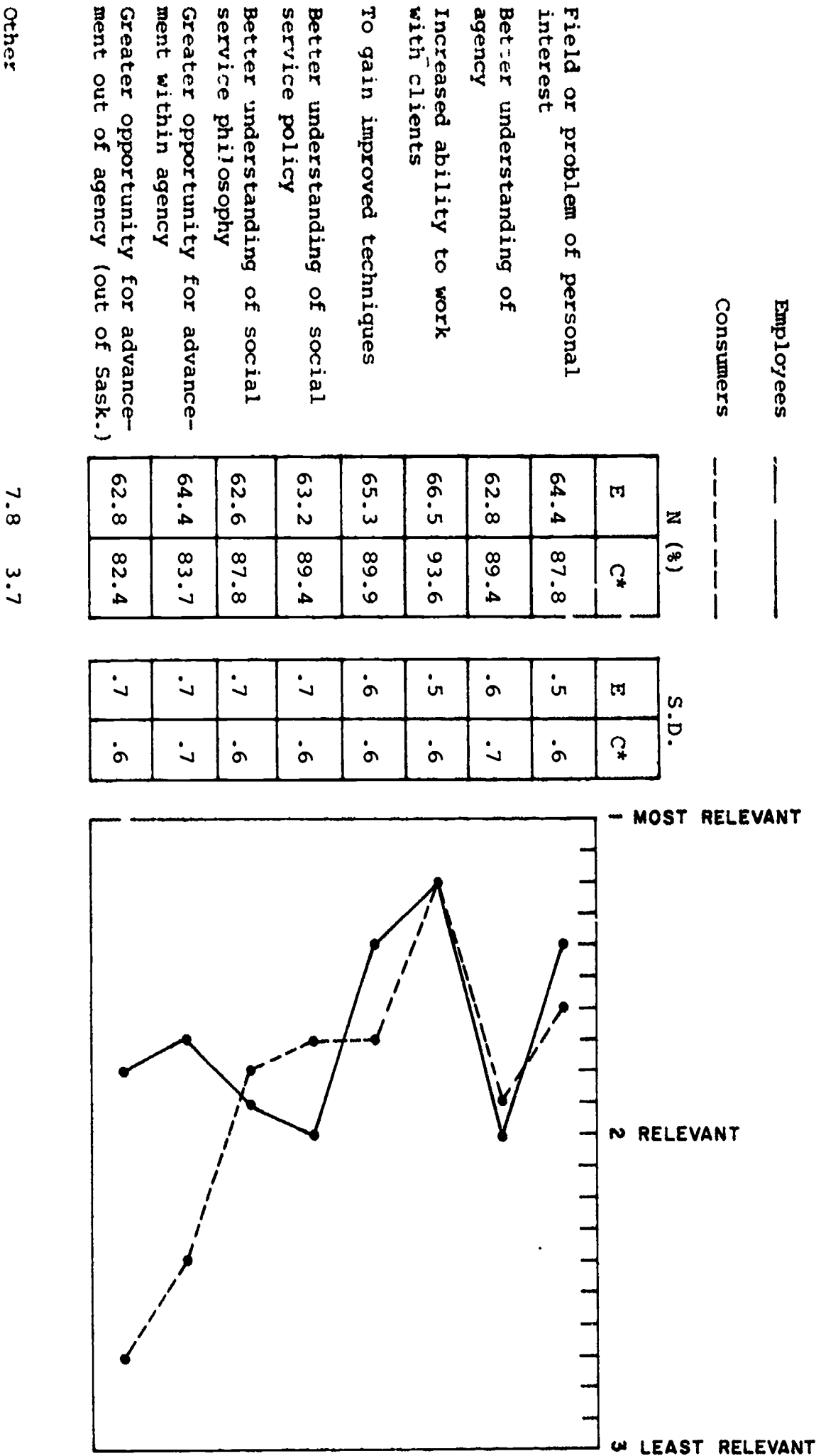
Table 30 shows the percentages of employees and supervisors wishing to take the various kinds of academic social work-related programs. The program which was indicated to be in greatest demand by the 30% of the employees who responded to this item was the BSW through Extension studies. Among 34% of the supervisors who answered this item, the highest proportion (51%) indicated that they wished to take courses outside of Saskatchewan in graduate and undergraduate administration (business, public, hospital and social work), or graduate social work courses (MSW, DSW). Most of the foregoing areas were mentioned with approximately equal frequency. A lesser number indicated in the "other" category a desire for further training in criminology, law and judicial procedures. The next highest percentage of supervisors represented those wishing to obtain the Certificate in Social Services.

Table 31 indicates that the preferred method of taking upgrading would be through evening classes or during a leave of absence obtained in order to attend courses full time. This was true of

both employees and supervisors.

We were particularly interested in determining the reasons which employees had for not taking any further education (Figure 20). The three reasons which were most often cited as being the "most true" were "not being able to afford the expense", "family responsibilities", and "not needing any more schooling in order to succeed in their present job". The reason most often cited as being "not true at all" was that they would be "intimidated by going back to school". This profile seems to suggest that many more in the employee group would be interested in upgrading themselves were it not for family responsibilities or the lack of financial support.

FIGURE 19 Importance of Motives for Academic Upgrading (Why?)



* Consumers were asked what should be the motives for upgrading, whereas employees were asked what their motives actually were.

TABLE 29

Percentage of Employees and Supervisors Working at
or Planning to Take Further Social Work-
Related Courses
(Who?)

	Employee	Supervisor
	N = 86.7%	N = 91.2%
	%	%
Yes	36.8	17.5
No	62.9	81.8

E - 18 (a)
S - 11 (b)

TABLE 30

Type of Social Work Programs Sought
(What?)

Social Work Program	Employee N = 30%	Supervisor N = 34.2%
	%	%
University of Saskatchewan, School of Social Work, Regina		
Undergraduate BSW program (Internal Studies)	8.3	2.0
BSW Extension Study Program (External)	47.7	2.0
Certificate in Social Service	17.7	25.5
University of Saskatchewan, Extension Division, Non-degree programs, Saskatoon	8.6	7.8
Kelsey Institute of Applied Arts and Science, Saskatoon, Welfare Worker Certificate Program	2.3	11.8
Other (outside of Saskatchewan)	14.3	51.0

E - 18 (b)

S - 12

TABLE 31

Preference for Various Methods of
Further Upgrading (How?)

Methods of Upgrading	YES		
	Employee	Supervisor	
		Concerning Themselves	Concerning Their Staff
a) Evening classes	34.7	44.3	58.4
b) Day classes	12.3	16.1	22.1
c) Leave of absence from work for full-time course attendance	52.9	57.0	65.8
d) Classes by special arrangements for individual in- struction	10.0	16.8	19.5
e) Correspondence courses	12.5	20.1	24.2

E - 25

S - 30 (a) & (b)

199

179

Employees' Reasons for not Taking Further Education

- Have all the formal education wanted at this time
- Already have academic credit I need for promotion
- Returning to school would intimidate me
- My job doesn't require further education
- Family responsibilities take my time right now
- Cannot financially afford to take further education
- Career goals are too uncertain at present
- I need more work experience first
- No institutions near enough to attend
- Have not found program suitable for me
- Other

	N (%)	SD
Have all the formal education wanted at this time	44.5	.8
Already have academic credit I need for promotion	43.1	.7
Returning to school would intimidate me	41.7	.5
My job doesn't require further education	44.5	.8
Family responsibilities take my time right now	48.4	.8
Cannot financially afford to take further education	45.4	.8
Career goals are too uncertain at present	42.5	.7
I need more work experience first	41.5	.7
No institutions near enough to attend	42.5	.8
Have not found program suitable for me	39.2	.7
Other	4.8	

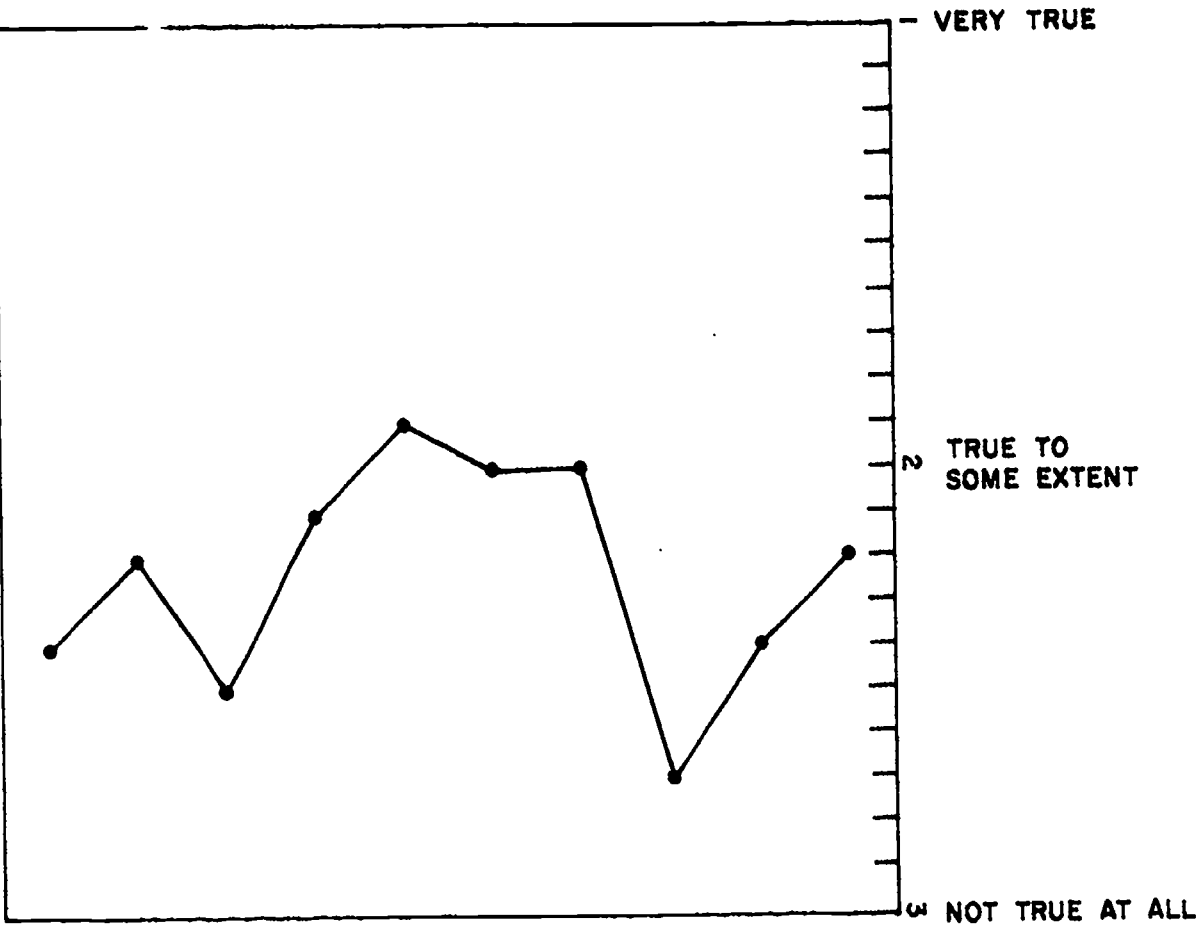


FIGURE 20

Financial Responsibility for Further Upgrading

The majority of the employees felt that further upgrading was the joint responsibility of themselves and their employer. However, more employees felt that their employer rather than themselves should be responsible for covering the bill. A similar profile was obtained for the supervisors, although a smaller proportion of supervisors than employees felt that social service staff (rather than their employers) should pay for their upgrading. This is cited in Table 32.

There were differences between the employees' and supervisors' responses when it came to the question of how much financial assistance would be provided by the employer. Table 33 indicates that, although 36% of the employees indicated that their employer would provide none of the cost, only 15% of the supervisors stated that their organizations would not provide any financial support to staff wishing to upgrade themselves. In other words, the employees are reporting that their organizations are providing less support for upgrading than the supervisors contend is being made available.¹ One of them has to be wrong.

We asked the employees whether they would pursue further upgrading even if the financial responsibility was placed entirely upon them. Of the 91% who answered this item, 72.8% (shown in

¹Perhaps the two different samples are representing different agencies, but probably not.

Table 34) indicated that they would still pursue their plans for upgrading regardless of whether or not financial support would be received from their employer. There is somewhat of a discrepancy between these results and those cited elsewhere. For example, Figure 20 indicates that a major barrier to further upgrading is due to not being able to afford it. However, it doesn't seem to be that simple. More accurately, if promotion depended on upgrading, if the person felt a need for more education, if it were not for family responsibilities, then the financial obstacles could be overcome.

TABLE 32

Who Should Take Financial Responsibility
For Further Upgrading

	Employee N = 93.8% %	Supervisor N = 96% %
Employee	12.6	5.6
Employer	21.6	17.5
Employee and Employer	65.6	76.2

E - 23
S - 29 (b)

TABLE 33

Employer's Financial Assistance for Further Upgrading

	Employee	Supervisor
	N = 84.9%	N = 91.9%
	%	%
All or most of the cost	20.5	30.7
A portion of the cost	42.8	54.7
None of the cost	35.9	14.6

E - 24 (a)
S - 29 (b)

203

TABLE 34

**Would Employees Take Further Upgrading
Even If Full Financial Responsibility Were Theirs?**

	Employee
	N = 91.1%
	8
Yes	72.8
No	27.2

E - 24 (b)

Supervision

There is considerable controversy about the topic of supervision. To some, the term has become virtually synonymous with harassment and interference. We wanted to find out what the various groups thought about supervision. First of all, we asked the employees whether they considered themselves to be working fairly independently of supervision. The majority (90%) indicated that they were. Most consumers (67%) also felt that the employees were working fairly independently. This information is shown in Table 35.

Table 36 shows under what types of supervision social service personnel seemed to be operating most efficiently. The interesting finding here was that, while the majority of the employees indicated that they operated most efficiently while working independently of supervision, the same high proportion of supervisors indicated that the employees (presumably the same ones) operated best while under close supervision.¹ The "tie-breaker" in this case proved to be the consumers who sided with the employees, contending these employees worked best independently of supervision.

¹It should be noted that one of the supervisors, quite correctly, pointed out that this was a poor question because the type of supervision was exclusively a function of the experience and the competence of respective employees. Those employees who were good at their job didn't need as much supervision as those who weren't as effective. On the other hand, we did qualify this question by stating "in general".

TABLE 35

Are Social Service Employees Working Fairly
Independently of Supervision?

	Employee	Consumer
	N = 96.4%	N = 87.2%
	%	%
Yes	89.6	67.1
No	10.3	32.9

E - 43 (a)
C - 12 (a)

TABLE 36

Under What Type of Supervision are Social
Service Employees Most Effective?

Type of Supervision	Employee N = 84.3 %	Supervisor N = 86.2 %	Consumer %
Under close supervision	12.4	81.2	22.3
Independent of supervision	87.6	10.9	68.6

E - 43 (b)
S - 27
C - 12 (b)

Consumer Group-Related Data

We were interested in finding out whether social service personnel were aware of the existence of any consumer groups. Table 37 indicates that, while most employees and supervisors stated that they were aware of the existence of these groups, the supervisors were slightly more knowledgeable in this regard. A complementary question to the foregoing was asked of the consumers. They were asked whether the social service personnel they had contact with knew of the existence of the kinds of groups of which they were members. Of the 70% who answered this item, 81% indicated that they felt that their worker(s) knew of their membership.

One of the common complaints which we heard during the interview stage of this project was that consumers were afraid to join consumer groups for fear of reprisals being carried out against them by social service personnel. The information we received from the consumers who are currently members in these groups suggests that this fear is unfounded since only about 2% specified that their relationships with their workers had actually worsened as a result of joining these groups. Twenty-six percent indicated that these relationships had been improved ("my worker will even light my cigarette now when I go into his office ... say hello to me when he sees me on the street"). The greatest majority, about 71% of the 63% of consumers

who answered this item, however, indicated that their membership didn't really make any noticeable difference to their relationships with their workers. (Table 38). On the basis of this information it seems that it would be very much to the advantage of a consumer to join consumer organizations, since the advantages (e.g., more lobbying force, opportunity to become more aware of rights) of belonging appear to outweigh the disadvantages that a small percentage of consumers have referred to.

Employees were asked whether they would help consumer groups and supervisors were asked whether they felt their staff should help these groups. This information is set forth in Table 39. A very small percentage indicated that social service personnel would not or should not be willing to help these groups; substantial proportions were undecided. The greatest percentage, however, indicated a willingness to help. It is interesting to note that the percentage of supervisors who felt that staff should help consumer groups was larger than the percentage of employees who said they would help. The complementary question we asked of consumers was whether they had found the workers that they were dealing with willing, unwilling, or indifferent towards helping their groups. The proportions in this case were roughly similar to those cited by the dispensers.

Table 40 shows that 63% of the supervisors felt that their staff were aiding clients' rights groups, while only 24% of employees stated that they were helping these groups.

This seems to indicate that supervisors felt that their employees were acting according to the supervisors' ideals but that few employees were acting consistently with their own attitudes.

Figure 21 indicates the attitudes which were expressed by all three groups towards consumers and the groups they are associated with. The most remarkable aspect of these results was the similarity of profiles. They were, with one exception, almost parallel. As one would expect, the consumers exhibited stronger agreement with the items than the other groups, but then probably only because these attitudes were directly concerned with themselves. The only exception revealed in this Figure was that supervisors felt even more strongly than did either of the other two groups that able-bodied unemployed people were not "victims of their own lack of ambition".

Table 41 indicates the dispensers' responses to whether or not they had ever been recipients of any social service. We were intrigued to find out that 20% of the employees admitted that they had been recipients of social services at one point in life (which is probably a low estimate because many would probably not like to disclose the fact that they had ever been recipients). In comparison, only about 8% of the supervisors admitted that they had ever been consumers.

Table 42 compares the entire sample on how they had been consumers of social services. For all three groups, receipt of

financial assistance was the most frequently cited category. Next to financial assistance, the bulk of the employees who answered this question indicated that they had received counselling. Second to financial assistance, the most frequently occurring form of involvement with social services by supervisors was being a foster or adoptive parent. The Table suggests that it is three times more likely that supervisors become adoptive or foster parents than do employees (but one must remember that a very small percentage of the supervisors answered this item). In the consumer group, the second largest percentage of respondents said they had been one-parent families. One reason for this relatively frequent response was that the rate of returns from a one-parent self-help group we contacted was very high (Table 15).

An overlooked omission in the consumer questionnaire proved to be serendipitously advantageous, in that it showed that respondents were actually making use of the "other" category. The alternative of financial assistance in the question asking consumers to indicate what type of social services they were presently receiving was not included in the questionnaires. However, thirty-three percent of the sample obligingly indicated that they were currently in receipt

of financial assistance.¹ The most frequently occurring way in which consumers were currently receiving social services was as one-parent families.

These percentages proved to be interesting in view of the fact that one of the frequent criticisms made by consumers during the interviews was that the dispensers did not have any idea of what it was like to be a consumer. The consumers felt that dispensers would be of greater help to them if they had themselves experienced the problems of being a recipient of social services.

¹It should be noted that we did not calculate the proportion (which would be shown as N on the Table) of consumers who responded to this item but rather the total number (T) of types of assistance they name in this item since the consumers could indicate that they were receiving social services in more ways than one. We allowed the supervisors and employees only one alternative in this item.

TABLE 37

Awareness of Social Service Personnel
of the Existence of Consumer Groups

	Employee N = 97.6%	Supervisor N = 97.3	Consumer* N = 70.2%
	%	%	%
Yes	87.9	93.8	81.1
No	12.1	6.2	18.9

*Whereas employees and supervisors were asked if they were aware of the existence of clients rights groups, consumers were asked if their social worker knew they belonged to a consumer group.

E - 45
S - 36
C - 22 (a)

TABLE 38

The Effect of the Social Workers'
Awareness of Clients Belonging to
Consumer Groups

Effect of this Awareness	Consumer N = 62.8%
Improved relationship with social worker	26.3
Worsened relationship with social worker	1.7
Made no difference to relationship	71.2

C - 22 (b)

214

TABLE 39

Are Social Workers Willing to
Help Clients' Rights Groups?

	Employee N = 96.4% %	Supervisor* N = 96.6% %	Consumer** N = 87.8% %
Yes	55.7	68.8	59.4
No	4.4	6.9	10.3
Undecided	39.7	24.3	30.3

* Supervisors were asked if their staff should be encouraged to help clients' rights groups.

**Consumers were asked if social workers they had met seemed willing or not to help clients' rights groups or whether they did not seem to care either way.

E - 46 (b)
S - 37 (b)
C - 30

215

TABLE 40

Are Social Work Staff Aiding any
Clients' Rights Groups?

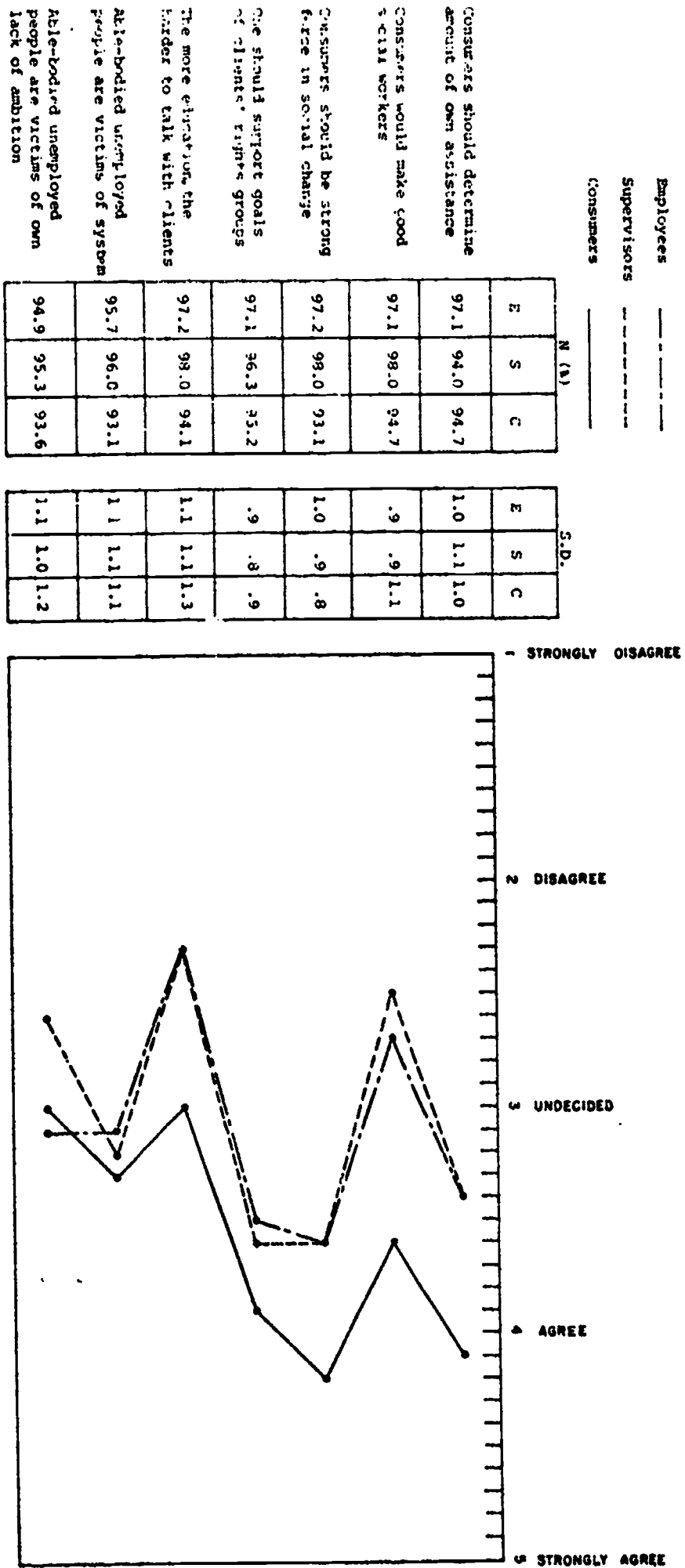
	Employee N = 97.1%	Supervisor* N = 96.0%
	%	%
Yes	24.4	62.9
No	75.2	37.1

* Supervisors were asked if any of their staff were
aiding clients' rights groups.

E - 46 (a)
S - 37 (a)

Attitudes towards Consumers of Social Services

FIGURE 21



E - 47, 48, 49, 50, 51, 52
 S - 36, 39, 40, 41, 42, 43
 C - 24, 25, 23, 28, 29, 26, 27

TABLE 41

Have Dispensers Ever Been Recipients of Any
Social Service

	Employee N = 95.9%	Supervisor N = 97.3
	%	%
Yes	19.5	8.3
No	80.5	91.7

E - 29 (a)
S - 9 (a)

TABLE 42
Type of Social Service Recipient

Type of Recipient	Employee	Supervisor	Consumer in Presently the past	Consumer in Presently a consumer
	N = 15.6%	N = 8.1%	T = 231*	T = 134*
	%	%	%	%
Financial assistance	45.7	42.5	61.5	33.3**
Foster or adoptive parent	7.2	25.0	3.0	3.0
Ward of the government ¹	3.6	8.3	2.2	3.7
Involvement with juvenile authorities ¹	2.2	0	4.0	2.3
Received counselling -personal counselling (e.g., marital, alcoholism) -employment counselling	34.1	17.0	1.2	1.0
One-parent family	0	0	23.8	56.0
Inmate in a correctional centre or penitentiary	0	0	1.3	0
Other	7.2	8.3	2.8	(see financial assistance)

*Refers not to the total number of respondents but to the total number of types of recipients. Many respondents are multi-problem persons receiving multi-social services simultaneously.

**This percentage is obtained from the similar but not identical "other" category on the consumer questionnaire. Almost all respondents who checked the choice "other" specified that they were currently recipients of financial assistance.

¹Whereas the percentages for these items apply to the children of consumers, they refer to the employees and supervisors themselves.

E - 29 (b)
S - 9 (b)
C - 8 (a) & (b)

Distribution of Report

The final alternative on all three questionnaires gave the respondents the choice of receiving, free of charge, either the report of the Social Services Manpower Study, the "Summary of Academic Programs Related to Social Service in Western Canada" or both. As is indicated on Table 43 all three groups expressed much interest in receiving these booklets. We are not, however, flattering ourselves into believing that a large number of the sample are really concerned enough to read the booklets or to understand the importance of the results and implications of the report. If, however, either of these booklets prove to be of value to even a small portion of those who requested them, the distribution will have been worthwhile.

TABLE 43

Number of Respondents Who Requested the Project Report and the Summary
of Social Work Academic Programs

Booklet Requested	Employee T = 748 number	Supervisor T = 132 number	Consumer T = 139 number
Report on the Manpower Project	729	130	107
Summary of Academic Programs	592	91	138

CONCLUSION

The conclusion of the project marks the beginning of a new phase of our Manpower Study in which we hope to make as many sectors as possible aware of those of our findings which may be relevant to them. It became quite clear to us that, as the writing of this Report progressed and as it became longer and longer, fewer and fewer people would ever bother to read it. The more we put into it, the more discouraged we became that this would be just another study which collected dust on somebody's bookshelf. Therefore, a great deal of effort will have to be spent in developing appropriate ways of presenting this Report so that the social service community is made aware of the results we have obtained. Without this information, there is no chance that any action will be taken on the basis of the results. Every effort will be made to avoid a situation where no action is taken by setting up a series of meetings with representatives of social service agencies and consumer organizations. We also intend to bring our findings to the attention of various social service professional journals and conventions.

We have planned a widespread distribution of a summary of the Report to those who have been involved in any way with the Study. We feel that a broad distribution of the summary will be justified even if it is of interest to only a few.

Criticisms Against Manpower Projections

Although we are confident that we have obtained valid

information about the attitudes and preferences of a wide sample of groups involved with social services, there were some problems involved in making projections on the basis of this information. As Howard R. Bowen points out,¹ it is impossible to accurately predict manpower needs for anything but the shortest time span, due to constant changes in the economy and areas of societal interest. Bowen also states that, contrary to popular belief, the economy does not require a fixed inventory of occupational skills; rather, one's training is highly flexible and can be adapted to a wide range of areas emphasized by the economy. Because of this, Bowen recommends a free choice of the area or areas in which the student is interested to be made by the student entering an institute of higher learning. Employment, he says, is always available to an educated person, even if the employment is not specifically in the area chosen by the student.

The counterargument to this is that a university education is an expensive lesson in good citizenship; that is, granted that higher education is very flexible, it is still true that most people enter institutions of higher learning with a specific goal in mind. If they find that, upon graduation, there are no openings for them in their chosen field, few will be content to work in

¹Howard R. Bowen, "The Manpower vs. the Free-Choice Principle". In University Affairs, edited by Gloria Pierre, Vol. 15, no. 1, January, 1974 (Ottawa).

areas they had not planned to work in or areas in which their qualifications are not related to the jobs they are doing. The high cost of obtaining a post-secondary education makes it only fair that people should receive some kind of information about the job market for their chosen field. For example, most education faculties have virtually unrestricted entry. This has created the problem of students getting the (erroneous) impression that "they wouldn't be letting us in if there weren't any hope of getting a related job when we got out". At the same time, educational administrators (such as Bowen) are saying "they wouldn't want in unless they thought they had a chance at a job when they got out". The widespread unemployment of education graduates is a fact which needs no reference. Admittedly, some kind of work can always be found for these people; however, one hardly requires an education degree to work as a waitress or a truck-driver - a situation which is quite common among education students today. Clearly, some form of manpower planning could well have contributed to avoiding this waste of educational investment to both the disappointed graduate and the taxpayer.

Recommendations

Table 44 outlines the objectives of our manpower study, the goals accomplished, the goals which were not accomplished, the areas covered in the study which we had not planned to cover and the recommendations made on the basis of the results we obtained.

The results of our study have indicated that there is a trend towards hiring those people who have obtained a social work degree or, at least, who have obtained an undergraduate degree in the social sciences, preferably in psychology or sociology. There also appears to be a continued need for social service graduates; however, our results indicate that this need is beginning to taper off. As well, our study found that much of the increased need was due to employers' tendencies to boost minimum qualifications for social service positions when applicants for employment began to be better qualified. This, in effect, takes social service positions from one set of potential employees who do not possess as high a level of educational qualifications and gives these positions to another set of potential employees who do possess higher qualifications, despite the fact that the question of which group provides better services has not yet been clearly resolved.

There were a large number of respondents who indicated that they would like to take further upgrading but were prevented from doing so because of financial considerations. Because of the increasing emphasis on higher education in the social service field, financial resources should be made available to provide assistance to those social service employees who are otherwise appropriately qualified for their present job and who want, but cannot afford, further upgrading. Resources could be made available through an increase in the number of cost-sharing programs

between employers and employees, scholarships, bursaries, and similar forms of financial assistance. There is a qualification which should be made regarding this recommendation. If the social service employees plan to take upgrading in order to improve their qualifications for their present positions, then financial assistance should be made available to them. If, on the other hand, upgrading is desired in order to obtain a different job requiring higher qualifications, it must be pointed out that the need for higher qualifications in the social work job market is beginning to taper off, with the result being that these employees may find themselves unable to obtain a different job and left with qualifications unnecessary for the job they are doing.

As far as the technical graduates from the Kelsey Institute of Applied Arts and Sciences are concerned, the potential job outlook in Saskatchewan is limited. Opinions expressed in the interviews indicated that employers prefer not to hire the technical graduate, because they feel that this type of graduate is not suited to the needs of the social service positions available. On the other hand, those who have hired these graduates appear to be generally pleased with their performance in the social service field. Apart from this, although the Kelsey Institute program personnel informed us that the average age of their social service technical graduates is in the late twenties or early thirties, consumers and some employers had the impression that the technical

graduates are usually very young and, consequently, incompetent. One of these two groups has to be mistaken. The information available indicates that these graduates are, to a large degree, very probably the victims of unjustified prejudice.

A recommendation which is specifically directed at the Kelsey Institute of Applied Arts and Sciences, but which is probably of interest to other educational institutes as well, suggests that the technical training program personnel give serious attention to the development of a public relations program to dispel some of the erroneous impressions about their program. One of the best ways to go about doing this would probably be to have employers who were having concerns about this program contact those who have hired technical graduates.

All of the groups surveyed felt that the most important qualifications necessary for effectiveness in the social services field are personal qualities (e.g., maturity, empathy). However, related experience and educational background were also stressed as being extremely important in choosing social service personnel. Consumers placed more emphasis on related experience than did employers or employees. There is agreement that human relationship skills should be an important area of emphasis for both the selection of applicants to social service education and for the training of students in social work programs. Once the students have graduated and want to enter social work employment, it should be remembered that there

is an increasing desire for more contact between consumers of social services and social service personnel on other than a helper/helpee basis.

Since this study was originally commissioned by the School of Social Work in Regina, recommendations were made to this School regarding factors to be considered for admission to and those areas to be stressed in the social work curriculum. These recommendations may also be of interest to other educational institutes in the area, specifically, the Kelsey Institute in Saskatoon, the University of Manitoba and the University of Calgary. For selection, it was suggested that less emphasis be placed on academic grades obtained and that more emphasis be placed on the related experience and the personality of social work program applicants. Personality and human relationship skills were cited as important areas to be stressed in social work education. As well, it was recommended that specific classes be implemented in such areas as legal assistance, consumer attitudes to social assistance, and legislation pertaining to human rights.

Because the available positions in the social service field are beginning to decrease, it is recommended that the School of Social Work in Regina maintain the conservative number of admissions to their "internal studies" social work program at the present level until further study can determine the impact of Regina's social work graduates on the social service job market. It is

hoped that close contact between the social service community and the School of Social Work regarding available employment can be kept by acting as a "clearing-house" for social work job applicants; that is, we plan to ask employers identified in the course of the project about the kinds of personnel they are interested in hiring and then inform them of those students from the social work undergraduate programs (and, possibly, even from the extension programs) who might meet employers' specifications.

The recommendations made in this report are not intended to be long-term. In view of the changing economy and the varying demand for social service personnel, any results described or recommendations made in this report can be valid for no longer than a period of a few years; however, the method of study adopted here will probably be appropriate for some time to come. Continuous review and ongoing research in the area of social work manpower predictions must be undertaken in order to keep up with changing trends in the social service field.

Overview of Completed Study

What we Proposed to Do	What Got Done	What Failed to Get Done	What Got Done that We had not Planned To Do	Recommendations
Provide input into the planning of the School of Social Work program justify some of the criteria necessary for accreditation of the School with the Canadian Association of Schools of Social Work.	Recommendations made to School of Social Work, Regina Campus regarding factors considered for admission to and those areas to be stressed in the curriculum of the social work program. Satisfied some of criteria for accreditation by using large-scale applied research approach.			In selecting applications for admission to the School, it is suggested that less emphasis be placed on academic grades obtained and more emphasis be placed on related experience and personality. Specific classes in areas such as human rights and consumer attitudes are recommended. Also recommended that the number of admissions be maintained at the present level.
Try to ascertain whether upgrading enabled applicants to secure and maintain employment in social work or whether upgrading made employers boost minimum qualifications for jobs.	found that upgrading tends to cause employers to boost minimum job qualifications (in effect, taking job from one set of applicants and giving them to another set). General trend towards hiring applicants with social work degrees or, at least with undergraduate degrees in the social sciences, especially in psychology and sociology.			financial resources should be made available to provide assistance to those who want but can't afford to take further upgrading provided that the person desiring upgrading wanted to improve qualifications for his/her present job. Resources could be made available through cost-sharing (programs) with employers, scholarships, bursaries, etc.
Gather information on projected manpower need from supervisors of social services personnel.		No data available on projected manpower needs in social services. Question on projected manpower needs was poorly worded, causing great confusion among supervisors. The data we did get suggests a continued increase in the positions available to social services graduates, especially those with BSW or higher qualifications. However, we found that the need is beginning to taper off which is consistent with the results of other studies (e.g., the McInnis).	Supervisors were surveyed with a similar instrument as employees, although the original plans had been simply to interview a small sample of the supervisor group.	
Try to ascertain if upgrading caused people to overqualify themselves out of a job.	upgrading doesn't cause people to overqualify themselves out of social work jobs (however, people with upgrading may feel that their education doesn't fit the job they are doing).			
Determine if higher turnover rates are related to higher education (i.e., is there greater turnover among the more highly qualified?).		No data collected on turnover rates, let alone on the relation of turnover to higher education.		
Determine those qualities which are most important in hiring for and maintaining social work positions.	Employees and their supervisors stressed related experience and educational background. Consumers stressed the same, but felt that more importance should be given to related experience. All groups, especially the consumers, stressed the importance of personal qualities (maturity, empathy, etc.) in choosing and training social service personnel.			All groups feel that there should be a strong emphasis in a social work program on human relationship skills. This feeling has strong implications for students entering a social work program, social service employees and social service employers.
Gather information about attitudes concerning the technical graduate (from Kelsey Institute of Applied Arts and Sciences Welfare Worker Certificate Program).	Found that there is prejudice against hiring these technical graduates, although those who had hired them said they were generally very good. Discrepancy of opinion as to the average age of KIASS graduates. Consumers (and some employers) say the graduates are very young and, consequently, immature. However, KIASS says that the average age of their social service graduates is in the late 20's or early 30's.	No special emphasis on the type of course, etc., studied by KIASS graduates. Data collected in the course of interviews and questionnaires provided the necessary information.		On the one hand, those who didn't employ technical graduates didn't do so because they felt these graduates were inappropriate for the employers' purposes. On the other hand, those who hired these persons appeared to be generally pleased with their performance. This suggests that the technical training program personnel give serious attention to the development of a public relations program to dispel some of the erroneous impressions about their program. One of the best ways to go about doing this would probably be to have employers who were having concerns about this program contact those who have hired the technical graduates.
Frequent contact to be kept with social work community for feedback. Meeting with Senior Committee to be held every three months.	Feedback received from many areas of social work (e.g., employers, consumers, educational programs, etc.). We hope to act as a "clearing house" for social work job applicants; that is, asking employers what kinds of personnel they want and informing them who is available from Social Work undergraduate programs and, possibly, even from the extension programs.	Meetings with Senior Committee were infrequent due to the fact that progress was steady and, consequently, there was not much to report.	Occasionally acted as liaison unit between consumers and social services (e.g., Welfare Appeals Boards). Far more extensive coverage of consumer groups than originally planned because we had no idea of the scope and magnitude of these groups when we started. Assisted various agencies upon request, especially in areas of evaluative research.	There should be more contact between consumers of social services and social service personnel on other than a helper-seepee basis.
Random sample of each group to be resurveyed if rates of returns was less than 60%. Follow-up questionnaire to be given to random sample at least one month after original questionnaire was completed. Internal checks to be made for consistency of answers, as well as checks for differentiation of answers between respondents and non-respondents. Cut-off date for return of completed questionnaires to be set.		Time factors did not permit resurveying or checking for consistency, however, very few studies seem to do this. Those who have checked for consistency between respondents and non-respondents indicate that there is no systematic difference in the answers between these two groups. No cut-off date for completed questionnaires set, consequently, we received questionnaires after data analysis was completed.		

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SOCIAL SERVICES MANPOWER PROJECT

by

G.W. Maslany,
Research Director

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APPENDIX A

Proposal for "THE UTILIZATION AND NEEDS OF MANPOWER
IN THE SOCIAL WORK SERVICES IN SASKATCHEWAN"

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SOCIAL WORK SERVICES MANPOWER PROJECT

THE UTILIZATION
AND NEEDS OF
MANPOWER
IN THE
SOCIAL WORK SERVICES
IN
SASKATCHEWAN

by

Dr. G. W. Maslany

Research Director

Social Services Manpower Project

School of Social Work
University of Saskatchewan
Regina Campus
Regina, Saskatchewan
1973

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Do not confuse this Proposal with the proposal submitted for consideration for funding. The Proposal contained herein, though virtually identical to the other, is an abbreviated version.

ABSTRACT

We hope to conduct a study to determine various characteristics of those currently employed in a social work capacity in this province with a special focus on those occupying positions with less than a university education.

The data of interest could be obtained from both the descriptions of his job provided by a social work employee and the description provided of that employee's job by his employer (preferably his immediate supervisor).¹ More specifically, we will attempt to discover the kind of jobs social service employees are holding and the experience they have which is considered to be relevant to their obtaining and maintaining positions (e.g. field experience, technical training).

It will be necessary to study the jobs being done by both the university graduate with a general degree and the graduate with social work training (i.e. the B.S.W.) because of the effect of this rapidly expanding group on the employment opportunities of those without university training.

Social service employers will be contacted regarding an estimate of their expressed anticipated needs for the coming year for

¹This implicitly assumes that all social work related personnel are either employed by the government or by private agencies. This assumption seems to be correct since there are no social workers in this province engaged in private practice.

personnel with various kinds of experiential and academic backgrounds.² Rather than simply requiring an employer to match up an expressed need with an existing curriculum, employers will also be queried concerning the kinds of training that they would like employees in various positions within their organization to possess. If a certain theme recurred (including the data pertaining to expressed educational needs obtained from social services employees) these needs could possibly be incorporated into the curricula of either the university or the technology or community college based programs. The question of whose curriculum would change in order to accommodate these expressed needs is beyond the scope of this study.

We will also hope to get some indication from groups representing social service consumers about those qualities in social work employees that they feel might be refined by upgrading.

At the same time, other questions will also be studied; however, the answers to these questions could only be determined by a longitudinal design of which this study would serve as the first stage. One of these questions pertains to the agreement between actual and projected manpower needs. We would also hope to carry out studies concerned with maximum utilization of academic resources which would hope to discover what range of competencies can be expected from

²One should be careful to distinguish between "expressed anticipated needs" and "practical needs". This study does not intend to attempt to determine practical needs which involve complex questions of staff deployment and organizational features. The study is intended to be purely descriptive.

persons with different backgrounds.³ The latter studies could suggest guidelines which would avoid underutilization or overextension of persons with different academic backgrounds. Nevertheless, further financial support for subsequent years will not be essential for useful results to be yielded at the end of the first year. The longitudinal studies are simply mentioned to suggest how this study is conceptualized. That is, it is considered as providing the possible foundation for a wide range of studies concerning deployment of manpower in the social services.

The method used for obtaining the necessary information will be the traditional means of a questionnaire. Since the study is primarily observational, the simplest of descriptive statistics should suffice to analyze the results. Furthermore, if subject attrition is minimal (i.e., there is a high rate of returns) no tests of statistical significance will be necessary since for all intents and purposes data will have been obtained on the entire population.

The whole study including marketing of the results should be completed within twelve months of the receipt of approval to proceed.

³What can be expected is to be distinguished from studies like that of W.A.J. Armitage, C.A.E.S.S. Study of Undergraduate Education for Social Work in Canada, 1968, which relate to what is expected from those with different educational levels.

STATEMENT OF THE PROBLEM

What is involved in the jobs being done by social work employees (with the social work employee as the subject of study) has not been comprehensively examined anywhere in Canada. We therefore hope to develop a model for the study of social work employment using a Saskatchewan sample. Once developed, this model could be expanded geographically and longitudinally. This would enable one to regularly monitor employment needs, and an educational institution's effectiveness in meeting those needs, not only on a provincial or regional basis, but also on a national level. On-going and regularly received feed-back would provide invaluable information about the direction for improvement of any curriculum. The research approach to curriculum planning is invariably superior to any planning which occurs without such information, despite the fact that research of any kind rarely escapes criticism.

We hope eventually to compare groups with different academic backgrounds as to their effectiveness as social service agents. There is, however, no point in attempting to compare groups on their level of competence unless one has some practical and measureable criterion of competence. In order to develop criteria of competence, one would first of all have to determine what social workers in this province do. The Public Service Commission and Civil Service Commission have job classifications of social work positions outlining their responsibilities; however, these are inclined to be conceptual rather than able to be operationalized. Job descriptions provided by other organizations are

similarly lacking in operational potential. Therefore, this study can also be considered as a first step in a *systematic approach to the identification and construction of quantifiable measures of social work functions and competencies.*

The theory underlying this project is quite simple: if one is interested in a certain phenomenon, one should go out and observe it and after observing it try to classify the observations. Any more detailed explanation of the theory underlying this project would be analogous to searching underneath a plate for the food that is actually lying on top of it. The primary scope of the study is an examination of social work services, what level and type of education employers expect of their employees, what type of education employees want for themselves and finally some indication of the expectations of social service employees of consumers of their service. These descriptions will be taken at their face value. No attempt will be made to analyze what they "really" might want.

This study, therefore, has definite implications for both manpower and immigration programs. The Federal government (through programs sponsored by departments such as Manpower and Immigration and also Indian Affairs) is currently providing financial support for persons wishing to receive social work training at a technical institution. Though this investment may have proved wise in the past, it is not certain anymore whether employers will still hire these technical graduates in the face of the increasing numbers of persons possessing degrees competing for the same positions. While previously

the major competition for the technological graduate came from unskilled persons, many university graduates are now having to lower their sights and apply for lower levels of employment. The present or future output of technical graduates may, therefore, be having extreme difficulty in securing employment consistent with their training.

The fact that a graduate came from a university based program as opposed to one based at a technical institute might give the former an unwarranted advantage on the job market and in this way enable him to elbow out what is, in essence, a similar grade of applicant. Moreover, if rates of turnover were considered, it might be found that the technical graduate is to be preferred. Due to their relatively dimmer employment potential they might be more inclined to remain in a given position than the university program graduate who, because of greater opportunities, is not as reluctant to seek employment elsewhere. Since the expense and time required to orient someone to a job are enormous (Fine, 1971), it would be worthwhile to determine whether higher turnover rates were actually related to higher educational levels.⁴

Since it is not at all clear how the increase in graduates from university based social service programs will affect the employment opportunities for the technology or community college graduates, we will try to get an indication of employer preference. Although the

⁴Fine, J.K.S. Some issues in Manpower Development Program Planning. Working Papers No. 1, National Study of Social Welfare and Rehabilitation Workers, Work and Organizational Contexts, Social Rehabilitation Service, U.S. Dept. of Health Education and Welfare, 1971.

crucial question would be to determine which graduate would be more successful at what kinds of employment, this question will undoubtedly be answered by assumptions of individual employers. The fact of differential competence may be considered by many in the field as a moot issue.

The immigration issue is also quite important. The results of this study would be important for formulating policy regarding the admission of people wishing to emigrate to Canada in order to pursue social work related occupations. Clearly, if there were already a scarcity of positions available for certain levels of this field, applicants for immigration with these qualifications would have to be discouraged since their admission would add to the existing burden of unemployment.

The convention has been that schools of social work plan their curricula on the basis of what are assumed needs. Rarely do these institutions concern themselves with attempting to determine the number of and quality of graduates actually needed by the labour force. In many cases as many students are taken into these programs as there are vacancies allowed by the university hierarchy. In some fields like general arts and education, the market has already begun to become flooded with these graduates resulting in unemployment or employment inconsistent with the academic training which has been received. Therefore, it is significant that the School of Social Work at the University of Saskatchewan should take the initiative in proposing a study to determine the need for graduates from programs that are either

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already established or are in the planning stages. The scarcity of the research approach to curriculum planning is surprising since the regular conduct of this kind of research is considered as one of the criteria used by the Canadian Association of Schools of Social Work (C.A.S.S.W.) in its evaluation for accreditation of social work institutions.

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OBJECTIVE OF THE PROJECT

The major objective of this study will be to study those who are involved in giving direct service to a client. Although some social service personnel are concerned exclusively with administrative and supervisory functions, preparation for these kinds of positions is invariably regarded (by both educational institutions and social service organizations) as the responsibility of the organization in which the administrator or supervisor is employed. Rarely, if ever, do any undergraduate academic social work programs orient a student towards anything other than direct intervention (i.e., casework, group work or community organization). Therefore, since the ultimate aim of this study will be to determine the relationship between the training needs expressed by employers and supervisors and regional educational resources available to meet these training needs, it seems important to focus this study on those directly involved in dispensing social services.

Of greater interest to the study than those with no university or vocational training who are occupying social work related positions are those in this group who might indicate an interest in receiving upgrading which a social work educational institution could provide. The best way to uncover this group is to contact all those employees that can be reached through the addresses provided in a pamphlet prepared by the Provincial Co-ordinator of Rehabilitation (1973 in press).⁵ The

⁵This pamphlet provides a listing of all the governmental and private social service organizations in Saskatchewan.

employers of these employees could be sent a description of the various training programs available provincially and regionally. They would be requested to indicate in which program they would prefer to register. This tactic would not only serve to provide valuable data, it would also serve a useful promotional function providing information to employers and employees about the different regional educational resources available.

Although the focus of the study will be on those working in a social work related field who lack a university background, those working in this area who have a university background cannot be ignored because of their indirect affect on the employment opportunities of the social worker without a university background. The university group which we will also survey will include persons with:

1. incomplete undergraduate degree requirements
2. a liberal arts degree (B.A., most frequently in conjunction with a major in one of the social science)
3. a professional degree (B.S.W. of which a very limited number are currently employed)
4. a graduate degree (most usually the M.S.W. but sometimes the M.A.)

Another of the major objectives of the study would be to try to ascertain whether upgrading enable a large number of job applicants to secure and keep employment or simply tended to make employers boost the minimum qualifications for any social service vacancies that occur due to the availability of better qualified personnel. This situation

would be doing nothing to help alleviate unemployment, but in effect it would result in taking jobs from one group and giving them to another (which was presumably better qualified). This situation might be justifiable were there at least the guarantee that the university trained employee would be a more effective employee. No such guarantee can be given until comparisons between the two groups are made. It is doubtful that research comparisons will be completed for some years though this isn't going to hinder employers from making their own decisions of whom they want.

Another undesirable consequence antithetical to the one above is that students (some of whom may have left permanent positions in order to upgrade themselves) overqualify themselves out of a job. The unfortunate outcome of academic investment may be unemployment. Their upgrading might even render them undesirable or ineligible for the job they may have occupied prior to upgrading themselves.

Regardless of the practical questions related to differential academic planning, these questions are incidental to the most crucial, and yet most easily determined question of all. Who is going to get what jobs. The answer to this question could be obtained in advance by surveying potential employers about their preferences. For example, employers could be given descriptions of the various regional social service training programs offered and be asked to indicate which type of graduate they would prefer for the positions under their control. The attitudes would undoubtedly be variable (in favour or against certain programs) changing as more information was received. Provided that a

researcher could convince an employer that a preference would not entail a commitment, there is no reason why an employer wouldn't be expected to respond truthfully to the questionnaire.

QUESTIONNAIRE CONSTRUCTION

No instruments has as yet been devised for the study. The development of instruments is considered to be one of most importance and time-consuming aspects of the study. A frequent shortcoming of research is the premature operationalization prior to the proper conceptualization of questions which one wants answered. If one is employing a questionnaire this problem manifests itself when one finds discouragingly high incidence of responses like "not applicable" or "none of the above". Although these kinds of responses are unavoidable, their likelihood of occurring can be minimized by comprehensive preliminary investigation. At the same time, important questions which one might have been able to include with minimal extra effort could be overlooked.

The course of action intended for this study would be to have extensive interviewing of a small sub-sample surrounding a description of what skills their jobs consist and what kind of upgrading would they foresee as helping them to perform a better job. These interviews which would be tape-recorded would indicate recurring themes which would be categorized and then be incorporated as alternatives into the more highly structured subsequent interviews of others. Eventually it is hoped that the interview becomes so well structured that an interviewer becomes redundant and all of the important information can be obtained by self-administered questionnaire.

A similar plan of progressively more structured interviews is anticipated for obtaining information from employers.

No strategy has as yet been devised for operationalizing the input into the study from social service consumers.

Rather than exhaust the target population in Saskatchewan with repeated applications of the similar instruments during pretesting, we intend to pilot the first editions of this measure outside the province, probably in either Alberta or Manitoba. In this way everyone who would be receiving the final questionnaire would not have been previously exposed to it. Previous exposure could possibly contaminate responses to the final form of the questionnaire.

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RELATED RESEARCH

There are only two studies which have been uncovered which could be regarded as research relevant to this project. One of these studies, a national survey of social work graduates (technical, B.S.W., M.S.W.), is currently in progress and is not expected to be completed until next year. The other study conducted by McArton involved a tabulation of the number of social work positions available in Saskatchewan and Manitoba in 1969, the academic qualifications of the incumbents, and some short term projections regarding social work employment and increases (for 1970) for these two provinces.

It is very important that one doesn't confuse the proposed study of the characteristics of social work manpower with the Crane study of the deployment of graduates of social work programs.⁶ Despite the fact that there is admitted overlap between those two studies, Crane's study and our proposed study are dealing with different target populations. On the other hand, since most M.S.W.'s are engaged in social work, our study would be a sampling from the same sub-population as Crane's group. Both Crane's and the proposed study would be surveying the same group for similar information but for different reasons. Crane's interest in the M.S.W. is because he represents a social work graduate; the proposed study would survey the M.S.W. because he was a

⁶ Crane, J. Deployment of Graduates of Professional and Technical Training Programs in Canada, 1970-1972. Progress Report 1971-1972, School of Social Work, University of British Columbia.

social work employee. On the other hand, since specifically social work trained graduates (university undergraduates and technical) are not very well represented in the social work employment field at present, this part of our study would be dealing with a large group of social work employees which were completely overlooked by Crane's study. Crane's study and our own are somewhat methodologically similar. Both studies attempt to obtain data from individual social work personnel about the kinds of employment with which they are connected; however, the groups from whom they are hoping to receive this information differ substantially primarily because the answers to different questions are being sought in either case.

The McArton study comes closer to focusing on the same population as this study.^{7a}

Two groups of organizations were studied - present employers of social workers, and paralled organizations which do not have professional social work staff at the present time. Both groupings included hospitals, school systems, welfare offices, recreation and adult education settings, church organizations, day nurseries, nursing homes, homes for the aged, public housing developments, community development programs, organizations concerned with particular groups such as native people, trade unions, industrial and commercial concerns (p.1).

The major difference between our study and McArton's study is that her research surveyed only the organization, not the individual within the organization. We also hope to obtain data from organizations about the

^{7a} Summary of the Findings of Mrs. Dorothy McArton's Study of Social Work Manpower Needs and Job Opportunities Conducted between January and May, 1970, for the University of Manitoba School of Social Work.

numbers of their employees classified by educational level, but we also want to obtain information from as many employees as possible as to the jobs they are doing. In other words, there is very useful information that can be provided by the personnel officer of a social work organization but other information about the job that is being done would best be obtained directly from the employee.

The Manitoba study appears to have one major flaw and that is their sampling procedure,

Since it was impractical and probably impossible to compile a complete list of such potential settings, and therefore to select a sample which would be statistically valid, we selected and added to the mailing list of a few representatives of each of these categories on a basis which was essentially arbitrary (p. 10).^{7b}

The implication of this statement is that their results relate to nothing other than the group from which they obtained their data. If that were the case, they would not be justified in generalizing these results to the population of social work employment in Saskatchewan and Manitoba but would be restricted to making descriptive statements about the group from whom the data originated. With statistics of this kind, one usually hopes to make inferences about a population on the basis of data received from a sample of that population. Studies like McArton's are fairly useless unless one can generalize to a population beyond the immediate data on hand. It is quite possible that they may have been over critical about their sampling strategy.

^{7b}McArton, D. Social Work Manpower Needs in Manitoba and Saskatchewan, Report of a study The Manitoba School of Social Work, January to May, 1970.

In summary, we hope to incorporate various methodological features of Crane's and McArton's studies into the proposed study. We expect to use a questionnaire methodology in the same way as both the above have. Furthermore, we intend to focus on the same population of social workers as McArton; however, in our case, our study will be restricted to Saskatchewan. We will be surveying individual employees as Crane proposes and we will contact employers as McArton has done. In a simplified sense there is nothing methodologically novel in this study. All of the procedures have been well established and are frequently, if not exclusively, used for this type of manpower research. The design of the proposed study could be regarded as essentially a synthesis of selected aspects of Crane's and McArton's research.

The literature in this area has been characterized, not by discrepancies but by the scarcity of empirical studies. The number of articles reporting any data to substantiate many of the assumptions underlying the deployment of social work manpower are so few as to be virtually non-existent. Although other areas in social work are being well researched this is not the case with the area of finding pragmatic evidence to support arguments about this area. There is definitely a large body of literature on the subject, but for the most part it is dominated by highly unscientific procedures. Entire arguments are based on opinions (e.g., I think, I believe etc.), assumptions, definitions, assertions, personal experiences or anecdotes.^{8, 9} Sometimes reference may be made to

⁸ Long, M. and Protz, E.L. (editors), Issues in Planning for Undergraduate Social Welfare Education. A report of a regional conference for colleges and universities of the fifteen southern states. Undergraduate Social Welfare Manpower Project Southern Regional Education Board, Atlanta, Ga., 1969

⁹ Ryan, R.M. and Reynolds, A.L. (editors), Issues in Implementing Undergraduate Social Welfare Education Programs. A report of a regional conference for colleges and universities. Undergraduate Social Welfare Manpower Project Southern Regional Education Board, Atlanta, Ga., 1970.

authorities but these when followed up invariably wind up relating to their opinions, assumptions etc. There appears to be a general element of pessimism about any inferences that could be made from experimental (controlled) studies as though the area were too complex to make any research meaningful. Be that as it may, that the area is a very complex one, certainly speculation or philosophizing is no substitute for research.

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PROCEDURE

The purpose of this study is essentially to describe certain parameters underlying the population of social work related employment in the province. Although we realize the desirability and advantages of experimental studies over observational ones, research studying the relationship between treatment variables and dependent variables cannot be meaningfully carried out until studies such as this one point out the critical dependent variables. For example, we will eventually want to make comparative studies of the competencies of social work personnel with different levels of academic background. If we were to conduct a study of this kind at this time, it could very well be that the dependent variable on which comparisons between these groups would be made do not relate to any very important feature of social work competences. This could result in sophisticated analyses of inconsequential variables.

We assume that the population we are hoping to survey is made up of essentially two classes of subjects; moderates and extremists. The moderates, the majority, greatly outnumber the others. Their characteristic is that they are rather apathetic about volunteering any assistance for any reason, no matter how little time or effort may be required. These are the "shelvers", many of whom may have the best of intentions for co-operating with studies like this one but they just never seem to find the time to get around to completing a questionnaire and returning it. The best way of maximizing returns from this group is to keep reminding them to "please" forward their completed return or else

use some other form of motivation such as informing them that their responses are critical to the success of the study. The minority are the extremists. They are composed of two diametrically opposite sub-groups. The best known of these is the "compulsive co-operator" sub-group. This is the group that usually participates in every and any questionnaire. More is known about this sub-group than any of the others. The size of this groups fluctuates; its size can be measured quite accurately by the rate of return. Frequently, it is no larger than 15% (a typical rate of return for large scale questionnaires). It is usually contended that this group actually represents a random sample of the general population, invariably however, this assumption isn't tenable. In most cases the researcher has no choice but to make the best of the data he has by presuming random returns. Nonetheless, this weakness is an unavoidable shortcoming of any questionnaire technique. Sometimes a random sample of those failing to make returns are interviewed personally and the results of data received from this group is compared with those that have made returns to determine if there is any difference between those that have made returns and those that have not. This technique would be used here only if the final rate of return is less than 60%.

The other extreme sub-group is the dissenter. These refuse "on principle" to participate in anything. Their reasons for this, range from criticism of methodology to a general resentment of intrusions on their privacy. Yes, we have them even among social workers. Fortunately, their proportions are very small and thus it is unlikely that their reluctance to respond seriously limits any inferences about

the total population that can be made. Frequently a short personal note to this group answering some of their criticisms can bring about a change of heart; however, in most cases it isn't worth the trouble. Sometimes, thanks to regression effects, all that is necessary is another request for a completed return (i.e., if one is extremely opposed to co-operation in the completion of an unthreatening questionnaire at one point in time, it is unlikely that that person will have as negative a view at a later time).

POPULATION AND SAMPLE

The population to which these results will be generalized includes social service related employees in this province. Many of the results would probably be generalizable to all of the social service personnel in all of the prairie provinces; however, any generalizations which are made to this region will obviously have to be tentative until they are supported by replication. It has been decided that no attempt will be made to sample the target population which is located within Saskatchewan since it is assumed that this entire population will be accessible by mail.

The rate of return which would be a problem, even if a sampling strategy were adopted, could be maximized by sending at least three reminder notes to those that failed to return their questionnaires. It is anticipated that the rate of return will range from somewhere between 60% and 90%. If the actual rate of return corresponds to the higher estimate, then the confidence that may be placed on any inferences that may be drawn from these data will be close to optimal. In fact, with a rate of return in the range of 90%, one would not need to make any inferences since for all practical purposes, data on the entire population were available.

There is, however, the problem of generalizing any results over time. The validity of these inferences probably would be a bigger problem. It seems that one of the only facts of which one can

be certain in the social services is the fact of change (Cohn, 1970).¹⁰

Unpredictable major departures from long-range projections have been especially evident in the case of the anticipated and actual changes in university enrollment. Whereas the expectations had been for increases, the enrollment in many places has actually steadily decreased. Despite the hazards and sometimes extensive error involved in estimating trends, these predictions are still quite necessary. In most cases the extent of error involved in them is a function of the extent of the projection. As is quite obvious, usually the shorter the time period, the less the error involved in estimating. Any projections this study makes will not unlikely be very accurate for much more than the next two years. Therefore, a similar study should be carried out at least once every two years.

¹⁰Cohn, M. Organizing and implementing the social welfare sequence, in Ryan, L.M. and Reynolds, A.L. (Eds.) op.cit.

DATA COLLECTION

1. Reliability and validity of final instrument.

Reliability will be examined from two points of view:

(1) Internal consistency - by having various questions repeated at different points in the final questionnaire which ask the same thing in different words. The rationale would be asking to that utilized in the M.M.P.I. which contains a similar consistency scale. If a certain level of consistency isn't obtained, the questionnaire will be returned to the subject asking him to try it again. Simply letting the subjects know that there will be check for consistency should make most more conscientious and thereby minimize inconsistency.

(2) Test-retest - a random sample of approximately 10% of the first group will be requested to complete an equivalent form of the original questionnaire a minimum of a month after they made their first return. The profile of responses to the first questionnaire would be compared to the profile of responses to comparable itmes in the second administration.

It is not anticipated that any more complex index of reliability will be needed.

The validity of the items in this study is concerned primarily with the truthfulness of the respondents. Thus most of the items will be concerned with straight-forward, non-threatening, simply answered questions. With questions constructed in this fashion the tendency for a subject to be acquiescent or to deliberately distort his responses is

minimized.

The validity of the most important questions such as the number of employment vacancies anticipated for the coming year and the actual number that occur at that time could be determined simply by calculating the product moment correlation between the actual and the projected vacancies and also comparing the means of either cited by various employers; however, that correlation could only be determined if a longitudinal study were carried out. A longitudinal study, although planned, is beyond the scope of this particular study.

Description of Proposal

The questions to be used are direct, not controversial nor subtle. That the critical questions can be stated in a "to-the-point" manner greatly simplifies this research.

As has been mentioned, the questionnaires will pertain to non-threatening, non-evaluative, straight forward items. Thus there should be no tendency towards any distortions due to Hawthorne effect since every effort will be made to remove any implication that there are any correct or preferred answers.

Similarly, regression effects are not anticipated to be a problem here since there is no evaluative components to the proposed questionnaire.

Statistical Analysis

Since this study is primarily exploratory and observational in scope, the simplest of statistics should suffice. The majority of the desired information can be displayed by describing the distributions

of responses to various items (e.g., the number and percentages responding in a certain way). In other cases contingency tables may be indicated.

Most of the item variables will have categorical responses (true-false; multiple-choice).

The major statistical assumption being made is that the population of social service employees in Saskatchewan is being randomly sampled. In order to maximize the probability of making legitimate inferences about this population, the sample will be made as large as possible with every effort being made to cover the entire population (e.g., by intensive follow-up on incompleting returns and subjects neglecting to make returns). The large sample is necessitated because of the changing nature of various population parameters with time. This state of affairs causes statistical havoc. One of the basic assumptions behind inferential statistics is that differences between different random samples taken from the same population reflect sampling error. In this specific case differences between different samples taken at different times may well reflect a shift in the certain population parameters. For example, if the same questionnaire were given to the entire population next year, differences could be expected in parameters of preference (as newly developed programs become better known), in job opportunities, in the number and quality of social work applicants for jobs and educational programs, in social service policy. Therefore, while one might be making valid inferences about population parameters at a specific point in time, these parameters could change. Therefore, this would be another reason to conduct an annual longitudinal study in

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order to determine the stability or extent of change of various of these parameters.

There are no statistical compensatory techniques that can hold unstable parameters constant when they are not varying in any determinably lawful fashion. The best procedure to adopt is to make any interpretations which involve projections over time with considerable caution.

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TIME SCHEDULE

Stage I: (January - June)

Planning: This period will cover promotion, consultation and questionnaire construction. Contact will be made with as many provincial social work organizations as possible in order to publicize and create an interest in the major study. The bulk of the travelling will be done at this time.

It should be noted that the School of Social Work at the University of Saskatchewan has already created the precedent for promotion of this study by the community contacts they have made while developing their programs. Their efforts in establishing contacts could succeed in "paving the way" for this study.

Consultation: Frequent contact will be kept with the social work community (as outlined under Personnel section) soliciting feedback on the reactions to the study. The greater the community participation in the preliminary planning of the study, the greater likelihood that the study will succeed in gaining maximum co-operation from those contacted with the final questionnaire. With the target group serving as active contributors, it is expected that they will more likely be motivated to participate in the main study, rather than as is usually the case in most studies, where the participants regard themselves as passive, inconsequential contributors. Furthermore, it is expected that most of the comments and critiques received should prove to be invaluable.

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Questionnaire construction:

For employees: The proposed questionnaire will cover the following areas:

- (1) services provided
- (2) characteristics of present position (salary, location, length of employment)
- (3) education already received, type of social work education hoped for
- (4) personal and employment history

For employers:

- (1) services provided
- (2) number of employees under direct supervision
- (3) levels of education (non-specific B.A., B.S.W., M.S.W., etc.) preferred for various positions under their supervision
- (4) specific kinds of skills expected of employees in various positions (i.e., skills which could be fostered in an upgrading program)

Stage II: (July - September)

Testing and Data Collection: All of the testing including follow up of both those with incomplete returns and those failing to make a return will be completed within these three months. This stage has a tendency to be needlessly drawn out in some studies either because one waits too long before one sends out a reminder requesting a return or else one employs costly and time consuming personal interviews.

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The best procedure seems to be to send a short personally written reminder after two weeks to those that haven't completed a return. A third reminder note may be necessary. The personal note is frequently as effective as a personal interview and definitely superior to the "form letter" (no matter what information this letter might contain). The time taken to draw up the written reminders is certainly well worth it in terms of the large number of returns one gets because of them. In any study there are always approximately 2% who won't co-operate because they resent being "pigeon-holed", or they dislike the invasion on their privacy and so on. It is highly unlikely that the absence of their returns would affect any of the results.

The questionnaire should be distributed to the entire group within three weeks. Records will be kept of when one is sent and when it is returned. All of the questionnaires should therefore be returned within seven weeks although there will be stragglers coming in for some weeks after that. It may help to set a deadline date for receipt of returns; however, any returns which are received will be made use of up to the point of the final data analysis.

At the same time a 10% sample of the total group will be sent a parallel form of the original questionnaire after one month in order to get an index of stability of the results over a period of time.

Stage III: (October)

The coding of the questionnaires and keypunching and verifying the data should take a maximum of two weeks. The data analysis should be completed one week after that.

Stage IV: (November)

A provisional report will be completed for distribution to selected persons or organizations.

A series of meetings will be held with personnel who may be interested in the results of this study. This group will probably consist primarily of those whose organizational policy may be affected by the results of the study. The purpose of these meetings will be two-fold: to determine reactions to the study and to provide clarification where requested.

The final report will be based, in part, on the feedback received from these groups. Where necessary the provisional report will then be amended or certain aspects of it will be elaborated in order to incorporate the reactions received. This stage is critically important to avoid the situation of no action being taken on the results of the study.

Stage V: (December)

The final report will be completed. It will be based on the provisional report and the reactions to it.

Stage VI: (timing unspecified)

The submission of papers based on the results to selected social work professional journals. This stage is incidental to the main scope of the study and is simply described here to indicate that reactions to the study will also be sought from the general community of professional social workers.

It would be ludicrous to describe the content and conduct of

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this study in great detail, and at the same time, to elaborate on the principle of the consultation that will be sought from the two advisory committees, and the suggestions that will be solicited from the population of Saskatchewan social workers.¹¹ We purposely do not wish to describe the structure of this research in too great detail at this point in order that we can keep a framework flexible enough that it could accommodate to the advice and suggestions offered by the committees and interested individuals.

¹¹For greater detail on the composition of the advisory committees and how suggestions will be solicited from social work personnel, see section on "Personnel".

PERSONNEL

(1) Responsibilities of principal person: G.W. Maslany will act as the director of the research. He will be responsible for all phases of the study including preliminary investigations, data collection, statistical analysis and the preparation of the final report. He will also be responsible for convening committee meetings, preparing the agenda for and acting as secretary for the meetings. He will also be responsible for arranging a general meeting to disseminate the results of the study.

(2) The proposed project will be advised by two committees; a Senior Committee and a General one. The Senior Committee will consist of at least one representative from each level of government. These governmental personnel would probably share the responsibility of co-chairmen. We feel that it should be the prerogative of the governmental representatives to occupy these senior positions in this advisory committee since they represent the major funders of the project.

Although certain senior personnel from both levels of government (Saskatchewan Department of Education; Department of Manpower and Immigration) have indicated an interest in participating in this study in the capacity of co-chairmen, the question of whom will actually fill these positions will depend on decisions made within the respective levels of government. Therefore, it would be premature to attempt to identify any specific individuals for these positions at this time. Our intention at this time is primarily to describe the principles underlying

the organization of these committees.

The exact composition of the General group is at present still undetermined. Contact has been made with certain groups requesting whether they would have any interest in serving in an advisory capacity for it. Although returns are as yet incomplete, none of the responses which have been received have indicated either disinterest in the outcome of the study or any reluctance to participate as advisors to it. It is hoped we can engage representatives from the following areas (some have already agreed to co-operate):

- I. Service Dispensers: (staff involved in direct contact, personnel officers responsible for hiring policies)
 - A. Provincial Government
 - (1) Department of Social Services
 - (2) Department of Education
 - (3) Department of Public Health
 - (4) Department of Northern Saskatchewan
 - (5) Provincial Co-ordinator of Rehabilitation
 - B. Federal Government
 - (1) Department of Manpower and Immigration
 - (2) Department of Indian Affairs
 - C. Private Agencies
 - (1) Provincial Co-ordinator of Rehabilitation
 - D. Professional Associations
 - (1) Saskatchewan Association of Social Workers
 - (2) Others such as Saskatchewan Psychiatric Nurses Association
- II. Service Consumers: (representatives of groups which are concerned with social service related services)
 - A. Native Organizations
 - B. Other organizations representing a wider range of people

III. Social Service Education:

A. Provincial

- (1) Saskatchewan Institute of Applied Arts and Sciences - Welfare Worker Technology Department
- (2) University of Saskatchewan, School of Social Work
- (3) Institute of Northern Studies

B. Regional

- (1) University of Calgary, School of Social Work
- (2) University of Manitoba, School of Social Work
- (3) Mount Royal Community College
- (4) Red River Community College

The groups listed above account for virtually all of the social service related employers, employees and educational institutes for this region. These groups are obviously not mutually exclusive. For example, the majority of the members of the S.A.S.W. are employed by the Provincial government. Although it would be important to have service consumers taking part in the study, there are few organizations which represent the interests of this group other than possibly the social service employee who provides the service to them.

It should be noted that in order to engender enthusiasm about the proposed project and an interest in participating in it, comments will also be solicited from the population of social service staff who will be target of the study; however, this group will not be considered as part of any committee.

The major purpose of the Senior Committee will be to serve as advisors in respect to quality control of the conduct of the research.

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It will serve as a second check of certain aspects of the study that may have been missed by the Research Director and the General Committee. In other words, the Research Director will be responsible for preparing drafts which will then be forwarded to members of the General Committee. These drafts will describe either a specific research problem, or else it will describe a certain stage of the project (e.g., the design of the pilot study, the results of the pilot study, the design of the major study, the results and interpretation of the major study). These drafts could also serve as the major topic on the agenda of any formal meetings. This General Committee will offer suggestions for revisions to this draft. The necessary revisions having been made, the revised draft will then be presented to the General Committee for further review. Once a draft is approved by the General Committee, it will then be forwarded to the Senior Committee for their evaluation. After the Senior Committee has indicated satisfaction with a draft describing a certain stage of the project, then the Research Director will proceed with the implementation of that stage.

The Research Director will keep in contact with the General Committee members both formally and informally. The main contact with them will, however, be outside the formal structure of a meeting. In other words, written reports on the progress of the project will be sent to them periodically for their individual comments.

Whereas, it may prove to be impossible to bring all members of the General Committee together at one time, and any contact with them is expected to be irregular, this is not the case with the Senior

Committee. This Committee is expected to be convened at least once every three months. If it proves impossible to bring these people together for a group meeting, a viable alternative would be the "conference telephone call".

It should be emphasized that the role of these committees will be exclusively advisory. The rationale underlying this is that were either of these committees given executive responsibilities, it would be placing the persons in them in a supervisory role and thus putting them in the position of being made accountable for the quality of the project. Discussion of this matter with others who are currently involved in assisting the project have confirmed this principle, namely that the Research Director should be the person who is solely and fully responsible for every stage of the study and that all others, therefore, serve primarily as advisors.

It may be that some persons wish to take part in both the General and the Senior Committees. This should, however, be discouraged since it seems to defeat the purpose of the Senior Committee. The Senior Committee, it is hoped, will either independently concur with what the Research Director has incorporated or amended in a draft as a result of suggestions from the General Committee, or else point out areas which need further refinement, correction or elaboration. The only member common to both committees will be the Research Director who will serve as secretary in both cases.

Contradictory or incompatible suggestions may come out of committees or from individual consultants. When individual suggestions

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prove to be incompatible, the consensus of the General Committee will be used as a basis of the decision. When Committees disagree, the consensus of the Senior Committee will over rule any point by the General one.

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APPENDIX B

SUMMARY OF ACADEMIC PROGRAMS IN WESTERN
CANADA

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SUMMARY OF
ACADEMIC PROGRAMS RELATED TO
SOCIAL SERVICE
IN
WESTERN CANADA
1973 - 1974

Edited by
Debby Behm, Research Assistant
Social Services Manpower Project

School of Social Work
University of Saskatchewan
Regina Campus
Regina, Saskatchewan

FORWARD

This Directory was prepared with the intention of providing information about social services programs to persons who might have an interest in upgrading themselves in this area. It has been our experience that this information is not easy to come by. Although most of the institutions responded rather quickly to our requests for descriptions of their programs, others took longer. Delays of this kind could seriously handicap a prospective student from being able to come to a decision about an appropriate course of studies. We can appreciate the seriousness and importance of a decision of this kind and would like to be able to help any prospective social services students by, at least, saving them the trouble of having to find out where these social services programs are located and getting program descriptions from them.

The decision to restrict the scope of this directory to social services programs in Western Canada (Manitoba to British Columbia) was fairly arbitrary. If sufficient requests are received from persons concerned with this geographic limitation, we are prepared to expand future directories both nationally and internationally. We made every effort to be as comprehensive as possible in including every social service related academic program; however, omissions are unavoidable. We wound up making numerous revisions to this pamphlet up to the last moment prior to its publication. We would appreciate any of these omissions to be brought to our attention and we will include them in subsequent annual volumes.

Please be cautioned that the information contained herein is only valid for the period September 1973 to April 1974. Some of these programs undergo major changes annually, though in most cases the changes are minor. We therefore strongly suggest that if you intend to defer enrollment until September 1974, you contact the institution of your choice in order to check whether the program in which you are interested is still being offered and, if so, whether the same as described here.

We trust that this information will be helpful to you.

G. W. Maslany, Ph.D.
Research Director
Social Services Manpower Project

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SASKATCHEWAN

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University of Saskatchewan

Regina, Saskatchewan

School of Social Work

Undergraduate BSW program, Extension study BSW program, certificate in Social Service and the Community Education Centres.

Objectives of Course:

There are 2 broad objectives in this program:

1. Exposure to the principal branches of the social services and humanities.
2. Exposure to the development of an understanding of knowledge, attitudes and skills in professional services as a worker with individuals, groups and communities. The emphasis here will be on Sask. but will also employ a national/international content.

The BSW program offered is the same whether approached through the undergraduate course or the extension study course.

A. BSW undergraduate course

This course normally requires 4 years of study (128 semester hours: approximately $\frac{1}{2}$ Arts & Science and $\frac{1}{2}$ Social work classes & field work). Admission Requirements are the same as for the Faculty of Arts and Science, Regina Campus.

There is a class limit of 30 selected on the basis of:

- A. A minimum cumulative grade point average of 2.25.
- B. A screening of applicants by means of a selection battery.
- C. Admission of 30 people by random selection from the remaining pool of applicants.

If a student fails to maintain a 2.75 average, he will normally be required to discontinue. For graduation, a minimum CCPA of 3.00 is required.

B. BSW - Extension Study

This course is open to people holding a BA or equivalent degree or 2 years university credit recognized by Regina Campus. In both cases, at least 2 years experience in the social services or related areas is required.

The student will take a minimum of 4 semester hours (24 semester hours in SW, 12 semester hours of field instruction and 8 semester hours of electives in other fields) and may receive credit equivalents for related social service

experience. There are 2 spring sessions in residence and 2 months of field instruction which will require release from employment at that time.

C. Certificate in Social Services

This course is open to those employed for at least 2 years in social services or related areas and who do not have previous university studies in Social Work. It will be possible for the student to terminate studies after gaining the certificate or to obtain a BSW degree by completing an additional 64 semester hours in social work. In the Certificate Course, there are 2 Spring Intersessions and 1 Block Placement for a period of 2 months requiring release from employment. The Certificate may be earned in as little as 2 years or in any length of time through extension studies.

Admission is made by applying to the School of Social Work. Most students are expected to meet regular university entrance requirements through adult admissions but some exceptions will be made.

D. Community Education Centres

The Community Education Centres were provided by the School of Social Work at Regina Campus for social work educational opportunities in rural and northern communities. There are 3 such centres in Saskatchewan, one each in Prince Albert, Saskatoon and Regina. These are designed to be "miniature campuses off campus" for social work students in the undergraduate and extension studies programs with emphasis placed on opportunities for "learning in society". Such learning centres permit a student to work directly within the community he inhabits.

More information on these centres may be obtained through the School of Social Work at Regina Campus.

UNIVERSITY OF SASKATCHEWAN, Extension Division, Saskatoon
 NON-DEGREE PROGRAM 1973-74
COMMUNITY LEADERSHIP

56. OUR SOCIAL FUTURE

This class is designed to probe into current social trends which, when projected in time, can help us formulate realistic expectations of the future. Emphasis will be placed upon methods of social planning, ways of viewing our social future, means of coping with the rapidity of social change, some ideas of what the future will be like. Questions which will be considered include: Is long-range planning necessary or desirable? Can people design what kind of future they would like? How will people have to change in order to cope with the future? Why can't we let the future take care of itself?

Lectures will be used to provide background for discussion. When possible, outside speakers will be asked to participate. Students are expected to actively participate in the learning experience and specific books and readings will be suggested and discussed. Films, tapes, etc., will be utilized.

PREREQUISITION:	Before October 2, 1973
INSTRUCTOR:	Prof. Alan E. Haynes Dept. of Sociology
PLACE:	Saskatoon, University campus
DATES:	8 sessions beginning in October, 1973
FEE:	\$15.00
TEXT(S):	TBA

NOTE: The above course is also available on community request (refer to page 5) under the following arrangements:

DATES:	Friday evening and all day Saturday
MINIMUM ENROLMENT:	20
FEE:	\$10.00

57. WESTERN CANADA COMMUNITY LEADERSHIP LABORATORY

An intensive residential workshop for volunteer and professional community leaders, government administrators, and elected officials.

The laboratory is "experiential" in design and employs human relations training, theory sessions, problem analysis, and simulations to assist participants to more effectively deal with problems of program planning, urban renewal, community development, inter-group relations, and social welfare. Participants are expected to gain such valuable learning as:

(a) Increased understanding of the nature of the community and of forces affecting communities; (b) increased understanding of the changing dimensions of community life and their impact on individuals, groups, and organizations; (c) increased understanding of the relevance of behavioral science to community action; (d) increased understanding and skill in small groups as the effective work unit in communities; (e) increased understanding and skills as change agent.

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This event is sponsored jointly by The University of Calgary, Brandon University, the University of Alberta, the University of Manitoba, and the University of Saskatchewan, Saskatoon. Write or phone for more information.

DIRECTOR: Mr. Ed Snee, Citizenship Branch
Department of Secretary of State
PLACE: Lobstick Motor Lodge, Jasper, Alberta
DATES: October 16 to 26, 1973
FEE: \$135.00 (room and board \$150.00)

58. SIMULATION TECHNIQUES WORKSHOP

A 2-day workshop to introduce the design and utilization of instructional simulation techniques. Of value to teachers, staff trainers, and others interested in small group instruction. Participants will be able to examine commercial and non-commercial simulations and to develop and test a simple simulation. Emphasis will be on manually operated materials rather than computer-based models. Texts included in the course fee. Advance readings will be mailed out to early registrants.

PREREGISTRATION: Before January 28, 1974
MAXIMUM ENROLMENT: 18
PLACE: Saskatoon, Western Co-operative College
DATES: Saturday, February 16, 1974
9:00 a.m.-9:00 p.m.
Sunday, February 17, 1974
9:00 a.m.-4:00 p.m.
FEE: \$30.00

59. SMALL GROUP LEADERSHIP

This course will focus upon the small group as the primary arena where both individuals and the community or organization are rewarded, satisfied, encouraged, changed, frustrated, and sometimes defeated. The course is designed to increase the participants' competence in interpersonal relations and their effectiveness in small groups. Areas examined will include: interpersonal communication, leadership in groups, conflict resolution, small group functioning, problem analysis, and decision-making.

PREREGISTRATION: Before February 18, 1974
MAXIMUM ENROLMENT: 25
PLACE: Saskatoon, Western Co-operative College
DATES: March 4 to 8, 1974
FEE: \$40.00
OTHER COSTS: Room and board for those living in residence



60. CONFLUENT EDUCATION WORKSHOP

Confluent education is the merger of the cognitive and affective domains (thoughts and feelings) in teaching and learning. Attention is paid to the personal growth and style of the teacher, classroom atmosphere, teaching method, and curriculum development. These areas will be developed by focusing on such things as:

Gestalt awareness training; use of dyads in classroom work; sensory awareness; communication techniques; small group process; responsibility; fantasy and metaphor; spontaneity and creativity; values classification; curriculum development.

The course is run in such a way that learnings are equally applicable whether the participants see themselves as a teacher, administrator, counsellor, parent, student, wife or husband. The aim is good education, however we define our roles.

PREREGISTRATION: *before March 11, 1974*
MAXIMUM ENROLMENT: *25*
PLACE: *Saskatoon, Western Co-operative College*
DATES: *March 23 to 30, 1974*
FEE: *\$60.00*
TEXT(S): *TBA*
OTHER COSTS: *Room and board for those living in residence*

61. ADULT COUNSELLING--THE HELPING RELATIONSHIP

This course is intended for persons who have little or no training in counselling adults but who are engaged in adult counselling as part of their work or volunteer activities. The course will focus on the helping relationship, especially as it applies to counselling adults with respect to education, work, or other life choices.

PREREGISTRATION: *Before April 8, 1974*
MAXIMUM ENROLMENT: *25*
PLACE: *Saskatoon, University campus*
DATES: *April 29 to May 3, 1974*
FEE: *\$40.00*
OTHER COSTS: *Room and board for those living in residence*

62. SASKATCHEWAN HUMAN RELATIONS INSTITUTE

This a basic human relations laboratory having an interpersonal-group focus. The core learning experience is participation in a human relations training group, often called sensitivity training, encounter group, or T-group. In addition to the T-group experience, the Institute design includes a number of other learning activities, such as: lectures, structured and nonverbal exercises highlighting various aspects of interpersonal or group functioning, and practice in interpersonal communication skills. Together the various activities constitute an integrated design for learning about oneself, one's reactions to others, one's effect or impact on others, one's style of relating and of working in small groups, and related learnings. Write or phone for more information.

PREREGISTRATION: *Before June 1, 1974*
MAXIMUM ENROLMENT: *30*

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BEST COPY AVAILABLE

FAMILY LIFE EDUCATION

138. THE CITIZEN AS SOCIAL ANIMATOR

This course has as its base a belief that members of the general public can uncover and develop important information and insights into our problems of everyday living. Participants will receive information, skill training, and consultative advice to enable them to explore or research a social issue or community problem of their own choosing.

PREREGISTRATION: Before January 28, 1974
MAXIMUM ENROLMENT: 40
MINIMUM ENROLMENT: 15
PLACE: Saskatoon

DATES: 8 sessions, Monday evenings, 8:00-10:00 p.m.
Commencing February 4, 1974
FEE: \$16.00 per person; \$20.00 per couple

139. UNDERSTANDING THE PRESCHOOL CHILD

This course will include discussion about the various stages a preschooler goes through and how they can be handled. Ways of knowing whether your child is ready for school. What effect can different kinds of toilet training have on the child? How much of the preschooler's world can you expect him to understand? In what way could it be harmful for a child to see the parents undressed? Does parental control of the child inhibit his free expression?

PREREGISTRATION: Before October 18, 1973
MAXIMUM ENROLMENT: 35
MINIMUM ENROLMENT: 15
PLACE: Saskatoon

DATES: 6 sessions, Monday evenings, 8:00-10:00 p.m.
Commencing October 29, 1973
FEE: \$10.00 per person; \$12.00 per couple

140. PEOPLE AND MESSAGES

This course is designed to help participants gain a greater understanding of people and the factors involved in communications between people. Major emphasis will be on providing participants with skill in interpersonal communication and dealing with misunderstandings that occur in relations with others.

PREREGISTRATION: Before January 28, 1974
MAXIMUM ENROLMENT: 30
MINIMUM ENROLMENT: 15
PLACE: Saskatoon

DATES: 8 sessions, Wednesday evenings, 7:30-9:30 p.m.
Commencing on February 6, 1974
FEE: \$16.00 per person; \$20.00 per couple

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BEST COPY AVAILABLE**141. PERSONAL GROWTH WORKSHOP FOR COUPLES--PHASE I**

A group experience which will focus upon improving communication and conflict-resolving skills within intimate relationships. The workshop is open to couples wishing to gain more understanding of themselves as persons and of their relationship with each other. Persons who are involved in their community as leaders of family-related programs are especially encouraged to attend. The workshop is not intended for those people seeking group therapy.

PREREGISTRATION: Before March 8, 1974
MAXIMUM ENROLMENT: 24 couples
MINIMUM ENROLMENT: 12 couples
PLACE: Saskatoon, Western Co-operative College
DATES: Friday evening to Sunday afternoon
 March 22, 23, 24, 1974
FEE: TBA

142. FAMILY GROWTH CAMP--PHASE II

This experience is designed for persons who wish to improve their communication skills as a means of building more satisfying relationships within the family and between families. It is open to all families including those that contain persons who require an understanding of family relationships as part of their work or volunteer activities. Time will be available for families to enjoy themselves in informal social and recreational activities.

PREREGISTRATION: Before August 6, 1974
MAXIMUM ENROLMENT: 20 families
MINIMUM ENROLMENT: 10 families
PLACE: TBA
DATES: August 25 to September 1, 1974
FEE: TBA

143. FAMILY AND COMMUNITY CHANGE LABORATORY--PHASE III

This workshop will focus on the question of how human beings in families and communities can regain control over decisions critical to their existence, so that our economic, political, and social service institutions will respond to human needs rather than block or stunt human growth and development. More specifically, the workshop will focus upon:

- Increasing understanding of the nature of family and community and of forces affecting them
- Increasing understanding and skill in small groups as the effective work unit in communities
- Increasing understanding and skill as a change agent
- Developing alternative institutional models
- New style institutions where the people affected would really be involved in decision-making.

PREREGISTRATION: Before May 10, 1974
MAXIMUM ENROLMENT: 40
MINIMUM ENROLMENT: 20
PLACE: TBA
DATES: May 26 to June 1, 1974
FEE: TBA

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144. COMMUNICATION IN THE FAMILY

Available only on community request. This 2-day workshop is designed to help participants gain a greater understanding of people and the factors involved in communication, both within the family and with persons outside the family. Major emphasis will be on providing participants with skill in interpersonal communication and dealing with misunderstandings that occur in relationships with others.

MAXIMUM ENROLMENT: 35
 MINIMUM ENROLMENT: 15
 FEE: \$5.00

145. THE FAMILY IN TRANSITION

Available only on community request. This 1-day workshop will explore changing patterns of marriage, sexuality, child rearing, and family organization. Canadian society is committed to the concept of marriage as a partnership and the equality of opportunity for men and women. The stage is set for a new society equally enjoyed and maintained by both sexes. Attitudinal as well as legislative changes that must occur as the family progresses in a process of democratization will be considered.

MAXIMUM ENROLMENT: 35
 MINIMUM ENROLMENT: 15
 FEE: \$5.00

146. IMPROVING THE PARENT-CHILD/PARENT-ADOLESCENT RELATIONSHIP

This course will explore the practical applications of Dr. William Glasser's "Reality Therapy" as a method of problem-solving in parent-child relations. It will attempt to assist adults to set realistic expectations for themselves and for the young people with whom they are involved. There will be a focus on the ways of building responsible behavior as well as practise in exploring alternatives and making real-life plans. In addition to lecture input, the instructor intends to utilize experiential learning through a variety of exercises and through role playing. The content and approach of this course is such that should be useful to teachers, probation workers, nurses, counsellors, parents and high school students. (Parents and teenagers may wish to attend together.)

MAXIMUM ENROLMENT: 40
 MINIMUM ENROLMENT: 15
 INSTRUCTOR: Diane Hetherington and others
 PLACE: Saskatoon
 DATES: 7 sessions, Wednesday evenings, 8:00-10:00 p.m.
 1 session all day Saturday, November 3
 Commencing October 10, 1973
 FEE: \$20.00 per person; \$25.00 per couple

NOTE: The above is also available on community request as a 2-day workshop at a fee of \$5.00 per person.

BEST COPY AVAILABLE**147. PSYCHOLOGY OF CHILDREN AND ADOLESCENTS**

Available only on community request. Have you ever wished you could apply some basic psychology to your child's behavior? How can I get Johnny to go to bed easier? Why do these kids fight so much?

Have you ever wished you could relate and/or understand your teenager better? Have you been trying to talk about sex, morals, or values with your teenager? What is life all about? Where am I going?

If your community is interested in these areas, a 1- or 2-day workshop may be planned by a local community group in cooperation with the Extension Division.

MAXIMUM ENROLMENT:	35
MINIMUM ENROLMENT:	15
INSTRUCTOR:	Prof. Norv Spence Psychology Dept.
FEE:	\$5.00

148. SURVIVAL OF THE FAMILY

Available only on community request. A 1- or 2-day workshop on topics related to the challenges families face today. What are the real problems?

Is being a parent more difficult in today's world? How can an atmosphere be created to help a family grow? What does the future look like for the family? What resources are available for families in our community?

These are issues that may be discussed or dealt with. Actual topics to be planned by local community group in cooperation with the Extension Division.

MINIMUM ENROLMENT:	15
INSTRUCTOR:	Local resource persons whenever possible and Extension Specialists
FEE:	\$5.00

149. LEADERSHIP IN FAMILY LIFE EDUCATION

Available only on community request. This is a 3- to 6-day workshop dealing with the following concerns: developing skills in identifying people's needs, planning a program, small group leadership, identifying and utilizing community resources. The workshop will give an opportunity to participants to become competent in leading a community group.

MAXIMUM ENROLMENT:	30
MINIMUM ENROLMENT:	15
FEE:	\$5.00-\$10.00 (depending on length of workshop)

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Saskatchewan Institute of Applied Arts & Sciences Saskatoon,
Saskatchewan

A. Welfare Worker Certificate Program

Objective of Course

The course philosophy hopes to provide insight into the following areas:

1. Knowledge of Behavior.
2. Knowledge of Practice.
3. Knowledge of Services and Resources.
4. Skill in Practice.

A graduate of the 1 year program (41 weeks divided into 3 sessions) should be capable of handling a wide range of personal and family problem solving.

Admission Requirements

1. Grade XII, no specific classes.
2. Must be at least 18 years old at time of registration.
3. Preference is given to the mature student free from personal problems.

Course Outline

Course textbooks vary from year to year but a variety of areas are approached with novel as well as basic theories being studied.

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MANITOBA

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SE

Red River Community College

Winnipeg, Manitoba

A. Social Service Program

Objectives of Course

This program is designed for the development of knowledge, skills and techniques which are required to bring the social service agency, worker and client together. The student is expected to develop the ability to deal with the complexity of human behaviour and to develop a working knowledge of various social service processes.

A total of 60 credit hours is required for the Certificate of Attainment. The course is one college year (approximately twelve months in duration) divided into four sessions of three months each.

Admission Requirements (one of)

1. Grade XII.
2. BTSD 1 Adult Elever.
3. Complete Standing in a Pre-College Course.
4. Mature Standing - must be 20 years old on or before September 30, in the year of registration. Applications will be required to appear for a personal interview.
5. All applicants must be in good health. Proof of medical examination may be required. For field placement and employment purposes, an operator's license is recommended. Each student is considered on an individual basis.

Course Outline

1. Term I - classroom work - general background studies.
2. Term II - classroom work - general background studies.
3. Term III - field training - students are placed in various social service agencies.
4. Term IV - classroom work - specialization.

The areas of specialization in the fourth term include twelve week courses such as urban income maintenance, institutional child care services, geriatric care services, northern social services and correctional services. The program may offer additional specialization courses for graduates and other qualified individuals depending on established needs.

The student may attend Assiniboine Community College in Brandon for the specialization session.

Assiniboine Community College

Brandon, Manitoba

A. Social Service Program

Objectives of Course

This program is designed to enable the student to develop the ability to assess need situations and to assist individuals and families in using available community resources.

The course is one college year (approximately 12 months) in duration divided into 4 sessions of twelve weeks each.

Admission Requirements

1. Grade XII
2. Mature standing - must be 20 years old on or before September 30 in the year of registration. Applicants may be required to appear for an entrance exam and/or a personal interview.
3. Applicants must be in good health. Proof of medical examination may be required.
4. For employment purposes, a valid Driver's license is recommended.

Course Outline

1. Term I - classroom work - general background.
2. Term II - classroom work - general background.
3. Term III - field training.
4. Term IV - classroom work - specialization.

The areas of specialization in the fourth term may include employment counselling, income maintenance services, institutional social services, addiction services, and other areas.

University of Manitoba

Winnipeg, Manitoba

School of Social Work

A. BSW Program

Objectives of Course

This program attempts to provide the student with the background necessary for social treatment and social change.

The BSW program is a three-year course begun in the second university year and completed in the fourth university year.

Admission Requirements

1. Completion of 1 year in an prescribed course of study leading to a degree at the University of Manitoba or an equivalent institution. There are no prerequisite courses.
2. Minimum grade point average of C or 2.0.
3. All students will be personally interviewed. Admission candidates are required to take the Personality Research Form Test (AA). This test is not used for selection purposes, but will constitute a data bank for research purposes.

Course Outline

The major courses taken during the program are Social Welfare, Human Behaviour and the Social Environment, Social Work Practices and Field Instruction as well as some elective courses. Field experience under the direction of a field instructor begins in BSW II (third university year). More intensive person-to-person field work follows in BSW III. Students may choose to take a course entitled Introduction to Field Experience, offered in the first year of the BSW program.

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ALBERTA

390



Red Deer College

Red Deer, Alberta

A. Social Service Program

Objectives of Course

This is a two-year Diploma program designed to prepare students for employment in beginning social service positions in a wide variety of public and private social service agencies.

There is no university transfer credit for this course.

Admission Requirements

1. High School Diploma.
2. Adult Status - admission of adult students is based on the recommendation of the Counselling Centre, results of entrance exams, related work experience and the approval of the Chairman of the Social Service Program.
3. Minimum 19 years of age.
4. Age, maturity, personal characteristics and suitability for the program are all factors in acceptance.

A personal interview with members of the Social Service Department and a battery of tests given by the Counselling Centre are required.

Course Outline

The course provides background in the humanities, social sciences and the social services. Field work practice is given in the 2nd term of the 1st year (2 days/week - October to April) and in the 1st & 2nd terms of the 2nd year.

201

Grant MacEwan Community College

Edmonton, Alberta

A. Social Services Worker Program

Objectives of Course

This 4 trimester course provides training which will enable the graduate to seek employment in both private and public agencies.

Admission Requirements

1. Applicant must be 18 years of age or older.
2. Applicant must possess an Alberta High School Diploma or the equivalent (consideration will be given to those who qualify for mature student status.)

All applicants must have a personal interview with a program personnel. Special consideration will be given to those with related work or volunteer experience. Course enrollment is limited.

Course Outline

1. Trimester 1 & 2 - basic topics related to the social sciences.
2. Trimester 3 & 4 - specialization in areas of social work practice methods, casework, group work and community organization.

Approximately 250 hours of field placement a trimester is required in order to establish a balance between theory and practice. Students are assigned to social service agencies within the community.

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~~70~~

University of Calgary

Calgary, Alberta

School of Social Welfare

A. BSW Program

Objectives of Course

This course attempts to provide integration of theoretical and practical knowledge and of social work methods and techniques of practice through an emphasis on principles and concepts which apply in facilitating change in individuals, families, groups, organizations and communities.

A total of 20 full courses or the equivalent with 10 courses at the 300 level or higher is required. The course may be taken on a 4-year basis or as a 2nd degree program.

Admission Requirements

1. Standard Admission - Alberta Grade XII senior Matriculation or equivalent with an overall average of 60%.
2. Early Admission.
 - A. College Entrance Examination Board Scholastic Aptitude tests (CEEB) Achievement tests in 3 specialized areas
 - B. Principal's recommendation
 - C. High School Diploma
(Service for Admission to College and University (SACU) will be accepted in lieu of appropriate CEEB tests)
3. Mature Non-Matriculated Student - admission granted on the basis of assessment of present capacity and the potential to benefit from the BSW program.
 - normally must have several years experience.
 - only in special cases will applicants under 23 be considered.
 - may be required to complete prescribed exams and/or interviews.
4. Students outside Alberta - address inquiries to Admissions Officer, The University of Calgary.

The school limits enrollment especially in the 3rd & 4th years during supervised field practice. Students are accepted in order of academic standing and the extent of recent relevant experience (social service, volunteer, personal).

Course Outline

The four-year course offers approximately equal components of specialized social work course and general education, particularly in the social sciences. An opportunity to explore

introductory course offerings in several disciplines as well as the regular required Social work classes is offered in the 1st & 2nd years. A practicum the successful completion of which is required in order to continue the course is also included. Optional extra-curricular learning experiences (seminars, learning laboratories, workshops, retreats, etc.) may be taken.

The BSW may be taken on a 4-year basis but under the BSW 2nd degree program students holding an undergraduate degree in a field other than Social Work or Social Welfare may have their program length determined on the basis of equivalence of previous studies to studies required in the BSW program. Evening Credit & Summer Session Courses are also offered for practitioners without a BSW degree.

The University of Calgary also offers MSW and MA (Social Work) degree courses.

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Mount Royal College

Calgary, Alberta

A. Associate Diploma - Correctional Careers

Objective of Course

This is a two-year program which combines a knowledge of the humanities and behavioral sciences, an understanding of correctional theory and philosophy, and the development of practical skills at the college with practical field experience. It prepares students for employment in a wide range of correctional agencies as family court counsellors, juvenile or adult probation officers, jail and penitentiary classification officers, parole officers, and after care workers.

Admission Requirements

1. The applicant must possess the equivalent of an Alberta High School Diploma or have left high school and be 18 years of age or over.
2. Applicants can expect to be interviewed by the College to determine whether or not he/she will be accepted into the program.
3. Approximately 30 new students will be accepted each fall. The number accepted will be determined by available field work placements.
4. All students registering in this program must do so in consultation with an advisor from Educational Development services.

Course Outline

The program provides practical field experience for the students in addition to the prescribed Social Work courses, General Education courses, and electives.

B. Associate Diploma - Social Service Careers

Objective of Course

This is a two-year program which combines a knowledge of the humanities and behavioral sciences, an understanding of social work theory and philosophy, and the development of practical skills in the College with field-work experience. Students are prepared for employment in a broad range of private health, welfare, and social agencies, as well as provincial, municipal, and civic social service, health, and welfare agencies. The program prepares students to provide counsel,

guidance, emotional support, rehabilitative services, and material aid.

Admission Requirements

1. The applicant must possess the equivalent of an Alberta High School Diploma or have left high school and be 18 years of age or over.

2. Applicants can expect to be interviewed by the College to determine whether or not he/she will be accepted.

3. Approximately 30 new students will be accepted each fall. The number accepted will be determined by available field work placements.

4. All students registering in this program must do so in consultation with an advisor from Educational Development Services.

Course Outline

The program provides practical field experience for the students in addition to the prescribed Social Work courses, General Education courses, and electives.

C. Certificate in Residential Child Care

Objective of Course

This is a one-year program which combines knowledge and theory learned in the classroom with practical experience gained in field placements to prepare graduates for employment as Child Care Workers in a wide variety of residential settings such as treatment centres, children's villages, and residences operated for Indians who are attending school.

Admission Requirements

1. The applicant must possess the equivalent of an Alberta High School Diploma or have left high school and be 18 years of age or over.

2. Applicants can expect to be interviewed by the College to determine whether or not he/she will be accepted into the program.

3. Approximately 30 new students will be accepted each fall. The number accepted will be determined by available field work placements.

4. All students registering in this program must do so in consultation with an advisor from Counselling.

Course Outline

The program includes field work experience and related Social Work and Recreation courses.

BRITISH COLUMBIA

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Malaspina College

Nanaimo, B.C.

A. Social Work Aide Program

Objectives of Course

This is a one- or two-year program designed to produce trained para-professional aides to social workers. These aides should be equipped for various functions which should not be assigned to untrained staff.

Two courses are offered: the 1 year College Certificate course (2 semesters plus 5-week special session in field work & seminars) and the College Diploma course which requires an additional year of study (the diploma is available through part-time study).

Admission Requirements

1. Grade X11 with an emphasis on English 12 and Social Studies 11 performance.
2. Mature students with less than Grade X11.

Applicants under 20 years of age are not likely to be accepted. Applicants should have a least 2 years experience beyond senior secondary school, some of which should be related to Social Welfare.

Course Outline

The course provides basic technical courses in social welfare subjects and related academic courses plus practical field experience in various agencies. Weekly field trips are made to various agencies and there are workshop sessions offered in both terms (providing an integration of theory and practice.) At the end of the second term the student receives 1 month full-time supervised experience in an appropriate welfare organization.

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Vancouver City College
Lanagara

Vancouver, B.C.

A. Welfare Aide Training Program.

Objectives of Course

This is a 1 or 2 year program designed to provide trained technical aides to social workers. The aides are taught to work as assistants to social workers, in supportive roles and information gathering services, and to work as part of an agency team.

Two courses are offered: the 1 year certificate as a welfare aide (2 - 4 month terms beginning in September, plus 1 month field work) and the 2 year College Diploma in Arts and Science (additional 2 - 4 month semesters of academic work which provides a broader base in the social sciences.) The College Diploma can also be obtained through night classes.

Admission Requirements

1. Completion of Grade XII.
2. A mature student with slightly less than Grade XII may be accepted. Experience in work related to social welfare (either paid or volunteer) is desirable.
3. Applicants must have the ability to read, write and perform varied studies at a college level.
4. Applicants under 21 years of age are unlikely to be accepted.
5. Applicants must hold a valid B. C. Driver's License.
6. Personal suitability for this field. All applicants will be screened, and a personal interview may be requested. Due to shortage of space, many suitable applicants may not be accepted.

Course Outline

Students are given basic technical courses in social welfare subject areas, related academic courses and practical field experience in various agencies. These field experiences include weekly trips to social service agencies in Lower Mainland areas, as well as 4 hours per week individual field work in a group work setting. Workshop sessions are also offered in both terms in order to allow the student to integrate theory and practice. At the end of the 2nd term, the student receives 1 month full-time supervised experience in an appropriate welfare organization.

University of British Columbia

Vancouver, B.C.

School of Social Work

A. MSW Program

Objectives of Course

The two-year MSW course at UBC is designed to prepare students for direct client service (individual & group), to provide a basis for the graduate to practise in the fields of supervision, administration, teaching and research and to provide a basis for the graduate to enter advanced social work education programs.

Admission Requirements

1. Applications for entrance should be made on forms obtained from the School and addressed to the Admissions Secretary, School of Social Work, UBC. The deadline for submissions of applications is March 15. Two copies of official transcripts (interim where a degree is in process; otherwise, final) must accompany all applications. On occasion it is useful to submit transcripts with enquiries.

2. Selection of Applicants is based on:

- a) course content - A BA or equivalent preferably in the social sciences and/or humanities is required. Applicants with other concentrations may be admitted where other attributes outweigh lack of courses in the social sciences and/or humanities. A basic knowledge of statistics is highly desirable.
- b) academic standing - minimum required is second class standing (65% average) or equivalent at UBC, based on the final 2 years of the undergraduate degree program. Where letter grades are given, a B standing is usually required. On a 4 point grade point system, 2.5 may be considered but 2.65 or better is preferred. Better academic standing increases the possibility of admission.
- c) In exceptional cases, the School may waive the course content and/or academic standing requirements.
- d) Personal Qualifications - Maturity is an important factor: students are advised to wait until they are at least 21 years of age before beginning professional education. Suitability is assessed through:

the applicant's personal statement attached to his application; review of references, review of relevant work experience both volunteer and/or paid. Positive references are not a substitute for inadequate undergraduate studies. A personal interview may be required.

3. The School of Social Work limits enrollment. Since the number of qualified applicants usually exceeds the number of places available, fulfillment of the above requirements is not a guarantee of admission.

4. Persons who have completed the BSW or the first year of the MSW program with at least a 2nd class standing and who wish to complete the current requirements for the Master's degree must seek readmission to the School within 5 years after the first post graduate year or they will be required to take additional work as a prerequisite to second year admission. Work references will be taken on all such applicants and an interview may be required with a School admissions officer.

5. Occasional Students - mature persons without an undergraduate degree. Admissions will be exceptional, open to persons active in the field of welfare services who have been carrying an advanced clinical, supervisory or administrative role and who would continue to show leadership in the field, given training. Tests with the office of Student Services may be required.

Occasional students cannot be granted the MSW degree; however, an official statement of successful completion of the program can be provided.

Course Outline

The first year of the MSW program is designed to provide students with a generic knowledge of social work. All students follow a common core of classroom courses.

One of three social work methods is selected by the student in consultation with faculty members during the second year. Concentrated study in the method selected is done. Some students may be permitted to pursue specialized study in social policy or social work research related to one of the three direct methods. Students concentrating in social work research take advanced work in the area as an alternative to second year field instruction in a direct method.

All students, with the exception of the 2nd-year students mentioned above, are required to take field instruction in each year of the program. Field instruction is designed to

integrate theory and practice through supervised work in direct services to individuals, groups and communities.

First year field instruction is designed to provide the student with a wide range of learning experiences and basic methods of working with people. Emphasis in the second year is placed on developing competence in one method (casework, group work or community organization) as well as providing more opportunity to work in a particular field (medical, psychiatric, child, family, etc.)

Field instruction is generally taken concurrently with the lecture program throughout the academic year; however, occasionally the School provides summer block placements which are approximately 4 months in length.

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Douglas College

New Westminster, B.C.

Liberal Arts Department

Social Service Animator

Objectives of Course

This is a one or two year program designed for those wishing to work part-time or full-time within the cultural and social settings of a community. An individual may work towards the Diploma of Associate in Arts or decided upon a more limited objective in the form of a college certificate in a specialist field. Certain courses are transferable to other career programs such as Child Care Services and Law Enforcement/Corrections.

There are few clearly defined employment opportunities in the social service settings in the community; however, the need for people to be involved in volunteer and group development activities has been expressed by the community. The program is structured for the individual who wishes to work as a volunteer or paid community organizer with skills in research, liaison and co-ordination of community activities.

Admission Requirements

1. Complete BC secondary-school graduation on any program or the equivalent from another school system.
2. Individual is deficient in not more than one course for BC secondary-school graduation or the equivalent from another school system.
3. Individual is 19 years of age or older on first day of current semester and has not been in regular daytime attendance at school for at least one year.

If individual does not meet one of the above requirements, he is eligible to apply as a "special" student. Such applications will be reviewed by the Admissions and Appeals Committee.

4. Douglas College is operated for qualified residents of the College Region. If the individual lives outside the College Region, he may be admitted on a "space available" basis. One qualifies as a resident if:

- a) one is under 19 years of age, resides inside or outside the College Region, on the first day of the current semester, one's parents or legal guardians have

been municipal taxpayers within the College Region for at least 3 months.

- b) One is 19 years of age or over on the first day of the current semester, is a municipal taxpayer in the College Region, or has been a resident of the College Region for at least 3 months prior to the current semester.

5. Mature Student - Individual is 19 years of age or older on the first day of the current semester, has been out of school for at least 1 year, and has not completed BC secondary-school graduation or the equivalent. Experience and training will be assessed in evaluating application.

6. Interviews may be required for admission and certain programs may limit enrolment.

Course Outline

Approximately $\frac{1}{2}$ of the program time is devoted to community settings. Major practicum fields include public and community services, rehabilitation services, care of people services and recreation services.

The first 2 semesters include contemporary psychology and the art of human relations, linked with social service skills. The 2nd year of the program includes the organization and administration of community projects and social services. The student may select electives in probation and parole, community relations, social and cultural anthropology, culture and environment, recreation of hobby crafts.



Cariboo College

Kamloops, B.C.

Social Work Aide Program

Objectives of Course

This one year certificate program is designed to train persons to act as assistants to professional social workers. Such training can be used to perform many welfare services which do not require professional social work qualifications.

Admission Requirements

1. All applicants must be a minimum of 20 years of age. Applicants will be interviewed. Two general letters of recommendation and a medical reference indicating good health will be required.
2. Valid driver's license.
3. British Columbia Grade 12 (any program) or equivalent.
4. Mature Admission - Applicants whose secondary school records are inadequate or incomplete, who have reached the age of 20 and who have not been full-time students during the preceding academic year, may be admitted as mature students.
5. Conditional Admission - secondary school students who may be deficient in one or two courses for Grade 12 graduation, may be considered for admission as conditional students. Conditional students must complete regular admission requirements by completing secondary school graduation requirements or by completing appropriate college introductory courses before credit will be given for college courses.

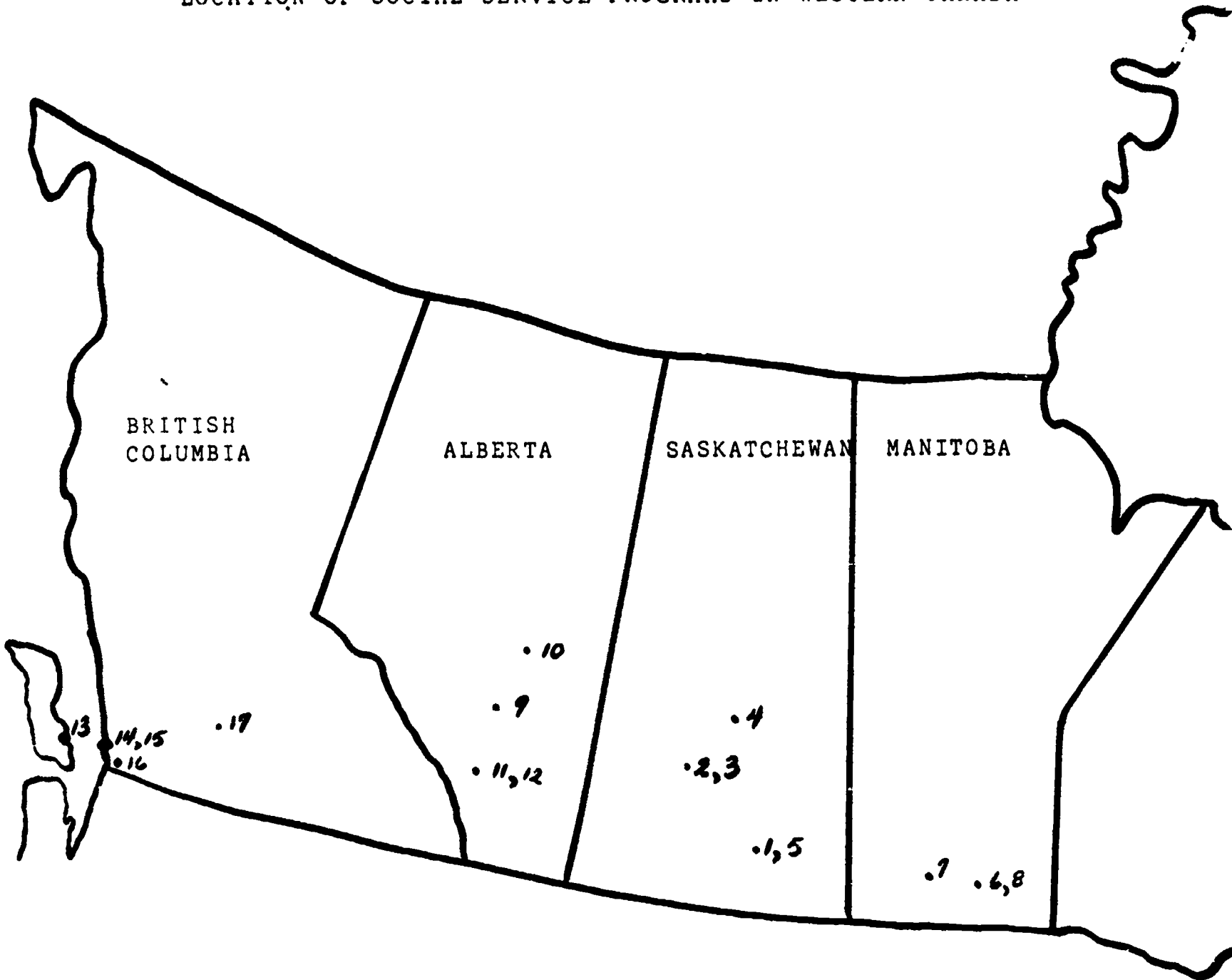
Course Outline

The course in both semesters covers a wide range of topics in psychology, sociology and social services.

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LOCATION OF SOCIAL SERVICE PROGRAMS IN WESTERN CANADA



- | | |
|--|--|
| 1. Regina - University of Saskatchewan | 9. Red Deer - Red Deer College |
| 2. Saskatoon - SIASS & University of Saskatchewan Extension Division | 10. Edmonton - Grant MacEwan Community College |
| 3. Saskatoon - Community Education Centre | 11. Calgary - University of Calgary |
| 4. Prince Albert - Community Education Centre | 12. Calgary - Mount Royal College |
| 5. Regina - Community Education Centre | |
| 6. Winnipeg - Red River Community College | 13. Nanaimo - Malaspina College |
| 7. Brandon - Assiniboine Community College | 14. Vancouver - Vancouver City College |
| Winnipeg - University of Manitoba | 15. Vancouver - U.B.C. |
| | 16. New Westminster - Douglas College |
| | 17. Kamloops - Cariboo College |

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BEST COPY AVAILABLE For further information about these programs contact:

SASKATCHEWAN

1. School of Social Work
University of Saskatchewan
Regina Campus
Regina, Saskatchewan
2. Bob Whale
Extension Division
University of Saskatchewan
Saskatoon, Saskatchewan
3. The Dean
Saskatchewan Institute of Applied Arts and Sciences
33rd Street and Idylwyld Drive
PO Box 1520
Saskatoon, Saskatchewan

MANITOBA

4. Red River Community College
2055 Notre Dame
Winnipeg, Manitoba
5. G. R. Allen, Registrar
Assiniboine Community College
PO Box 935
Brandon, Manitoba
6. Mrs. Shelagh Sinclair
Director of Admissions
School of Social Work
University of Manitoba
Winnipeg, Manitoba

ALBERTA

7. The Dean
Red Deer College
Red Deer, Alberta
8. Applied Arts Division
Grant MacEwan Community College
Edmonton, Alberta
9. Mrs. Pat Unterberger, Secretary
BSW Programme, School of Social Welfare
University of Calgary
Calgary, Alberta

10. W. R. Purves-Smith
Co-ordinator
Social Work Program
Mount Royal College
Calgary, Alberta

BRITISH COLUMBIA

11. Mrs. V. Elliot
Registrar's Office
Malaspina College
375 Kennedy Street
Nanaimo, B.C.
12. Vancouver City College, Langara
100 West 49th Avenue
Vancouver 15, B.C.
13. Mrs. J. Clemmons
Admissions
University of British Columbia
Vancouver 8, B.C.
14. E. D. Jones, Chairman
Liberal Arts Department
Douglas College
PO Box 2503
New Westminster, B.C.
15. A. J. Wilson, Registrar
Cariboo College
PO Box 860
Kamloops, B.C.

For more detailed information regarding these programs, we recommend that you:

- 1) contact the organization listed for a description of their programs and services
- 2) refer to the publications listed in the bibliography used to identify social service organizations



APPENDIX C

SOCIAL SERVICE ORGANIZATIONS IDENTIFIED

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The categorization of the organizations following was, in some cases, fairly arbitrary. We had decided to list each of the organizations only once, even though some of the organizations would have fallen into several categories simultaneously. We would advise, then, that you review the entire list, as a particular organization may not be categorized as you had expected.

The following list represents our operational definition of social service agencies and consumer groups in Saskatchewan. The starred (*) organizations are those which were interviewed. This should give some idea of the breadth of our definition of social services and, also, our sampling from the organizations we so identified. With the information we have provided, we may become legitimately subject to various criticisms regarding our selection of organizations. These criticisms may relate to our definition being either too broad or too restrictive. In the event of accusations, then we would hope that specific criticisms (indicating the names of organizations in question) be brought to our attention in order that we might modify future studies accordingly.

The symbol (#) indicates those organizations that were contacted but did not respond with a list of employee names in order that questionnaires could be forwarded.

The symbol (+) indicates those organizations that were contacted, but responded that they had no social service personnel on staff or that they felt that the study did not apply to their organization.

The symbol (PD) indicates those projects that have disbanded.

The symbol (°) indicates those organizations for which there is a short summary in the following appendix.

I. I. PROVINCIAL GOVERNMENT

1. Departments

- 1) Department of Culture and Youth
- 2) Department of Education (Special Education & Guidance Branch:
Council for Exceptional Children)
- 3) Department of Northern Saskatchewan

La Ronge*
Buffalo Narrows*

- 4) Department of Public Health

Moose Jaw (Union Hospital Mental Health Clinic*°)
North Battleford
Prince Albert (Victoria Union Hospital Psychiatric Services*°)
(Victoria Union Hospital Home Care Program*+)
Regina (Harding House*°)
Saskatoon (McNeil Clinic*°)
Swift Current
Weyburn (Souris Valley Extended Care Hospital Psychiatric
Services*)
Yorkton (Union Hospital Psychiatric Centre*°)

- 5) Department of Social Services

Central Office*

Regional Offices: Melfort Region
Moose Jaw Region*°
North Battleford Region (sub-region Meadow Lake)*
Prince Albert Region
Qu'Appelle Region
Regina Region
Saskatoon Region*°
Swift Current Region
Weyburn Region* (sub-region Estevan)
Yorkton Region

Agencies: AIM Centres (Regina and Saskatoon)
Community Training Residence, Regina*°
Dale's House, Regina
Kilburn Hall, Saskatoon
Lakeside Nursing Home
Parkland Hospital
Pinegrove Correctional Centre*°
Prince Albert Correctional Centre*°

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Agencies - continued

Probation Services
Regina Correctional Centre*
Roy Wilson Centre, Sedley*
Saskatchewan Boys School*
Special Foster Home Program
Work Activity Centres and Projects
Yorkton*° and Prince Albert*°

Core Services: Valley View Centre, Moose Jaw
North Park Centre, Prince Albert

2. Agencies

Alcoholism Commission of Saskatchewan, Regina*° and Saskatoon
Calder Rehabilitation Centre
Human Resources Development Agency, Regina*° and Saskatoon
Saskatchewan Human Rights Commission, Saskatoon
Workmen's Compensation Board, Regina*° and Saskatoon

3. Miscellaneous

John Dolan School, Saskatoon⁺
Saskatoon School for the Deaf⁺
University Hospital, Saskatoon *°
Alvin Buckwold Centre
Children's Hard of Hearing Clinic
Children's Rehabilitation Centre
Cleft Palate Clinic
Psychology Division
Saskatoon Home Care
Social Service Department
University of Saskatchewan, Regina Campus (School of Social Work*)
University of Saskatchewan, Saskatoon Campus
Institute of Child Guidance and Development
School for Children with Emotional Problems[#]
Student Counselling
Kelsey Institute of Applied Arts and Sciences, Saskatoon *
Welfare Worker Technologist Program

II. FEDERAL GOVERNMENT

1) Canada Manpower

Estevan*	Saskatoon*
Moose Jaw*	Swift Current*
North Battleford	Weyburn*
Prince Albert*	Yorkton*
Regina	

2) Canadian Penitentiary Services, Prince Albert
Prince Albert Penitentiary*°

3) Department of Indian Affairs and Northern Development
Meadow Lake#
Prince Albert*°
Saskatoon
Yorkton*°

4) Department of National Health and Welfare (Welfare Branch, Regina*°)

5) Department of Veterans Affairs, Regina* and Saskatoon

6) National Parole Service, Regina, Prince Albert* and Saskatoon*°

7) Unemployment Insurance Commission, Regina*+°

III. PRIVATE AGENCIES

1. United Appeal Supported

Canadian National Institute for the Blind, Regina and Saskatoon
Regina White Cane Club⁺

Canadian Red Cross Society, Regina and Saskatoon

Canadian Paraplegic Association, Saskatoon

Catholic Family Service Society, Regina*°

Catholic Family Services, Saskatoon

Cosmopolitan Industries, Saskatoon

Family Service Bureau, Regina*°

John Howard Society, Regina*° and Saskatoon*°

Martha House, Regina⁺

Pensioners and Senior Citizens Organization of Saskatchewan, Regina#

Salvation Army
Grace Haven, Regina*°
Bethany Home and Hospital, Saskatoon⁺
Men's Social Service Centre, Saskatoon

Saskatchewan Association for the Mentally Retarded, Saskatoon*°

Saskatchewan Council for Crippled Children and Adults, Saskatoon and Regina*°

Saskatoon Family Service Bureau

Senior Citizens Day Centre, Regina

Social Planning Council, Saskatoon#

Y.M.C.A., Regina⁺ and Saskatoon

Y.W.C.A., Regina and Saskatoon

2. Non-United Appeal Supported

1) Indian and Metis Groups

Indian-Metis Friendship Centre, Prince Albert*° and Saskatoon

Metis Housing Group, Ltd., Saskatoon

Metis Society of Saskatchewan, Buffalo Narrows*#, Regina* and Yorkton*°

Native Alcohol Council, Saskatoon

Native Youth Discussion Program, Regina°

Native Youth Movement, Saskatoon*#

Pehtapun Native Rehabilitation Centre, Meadow Lake

Regina Friendship Centre*°

Saskatchewan Native Womens Movement, Saskatoon

Yorkton Friendship Centre

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2) Senior Citizen Groups and Homes

Mennonite Nursing Home, Rosthern*⁺
Senior Citizens Recreation Centre, Moose Jaw*^o and Saskatoon
Senior Citizens Services of Regina*^o

3) Miscellaneous

Alateen, Saskatoon#
Birth Control Information Centre, Saskatoon
Birthright, Saskatoon⁺
Browndale, Moose Jaw *PD^o
Canadian Cancer Society
Catholic Centre, Saskatoon
Community AID/Resource Centre, Saskatoon*^o
Community Counselling Centre, Regina *PD^o
Community Service Centre, Saskatoon
Community Switchboard, Regina*
Coordinating Council and Rehabilitation, Saskatoon#
Continuing Education Centre, Saskatoon
Developmental Centre for the Handicapped, Saskatoon
FISH, Saskatoon⁺
Friendship Inn, Saskatoon*^o
Grace Westminster Church Drop-in Centre, Saskatoon#
Gypsy Mattess Youth Hostel, Saskatoon#
Handicapped Civilians Association, Regina# and Saskatoon#
Haven of Hope Home, Kinistino*^o
Intervention House, Saskatoon PD
Junction House, Saskatoon
Ketch-up, Regina *PD^o
Knights of Columbus, Saskatoon#
Marian Centre, Regina*
Operation Mustard Seed, Regina*
Orange Benevolent Society, Regina⁺
Project Catalyst, Saskatoon
Ranch Ehrlo, Regina*
Regina Coordinated Youth Services
St. Michael's Parish
Saskatoon Alcoholism Society
Saskatoon Free School⁺
Saskatoon Legal Assistance
Saskatoon Mental Health Clinic*^o
Saskatoon Youth Services Centre
Sheltered Workshop, Moose Jaw*^o
SIGN, Yorkton*^o
SIGN Homemakers*
Society for Children with Emotional Problems, Regina
Street Clinic, Regina*^o
Sunshine Daycare, Regina#
Sunshine Nursery School, Regina PD
Youth Emergency Service, Saskatoon
Zodiac Friendship Society, Saskatoon

IV. MISCELLANEOUS

Board of Education, Regina

Board of Education, Saskatoon

City of Saskatoon Department of Public Health⁺

City of Moose Jaw Social Services

City of Prince Albert Social Services

Girls' Group Home, Saskatoon[#]

Legal Aid Plan, Saskatoon⁺

Saskatchewan Association of Social Workers

Saskatchewan Association of Housing and Nursing Homes⁺

Saskatchewan Coordinating Council on Social Planning, Saskatoon^{+o}

Saskatchewan Psychiatric Nurses Association

Wascana Hospital, Regina*o

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V. CONSUMER GROUPS

1. Groups Incorporated Under SCAPO

Buffalo Narrows:	Buffalo Narrows Welfare Committee
Carrot River:	Carrot River Self Seekers
Cumberland House:	Cumberland House Rehabilitation Committee
Duck Lake:	Duck Lake Willing Workers
Esterhazy:	Potashville Anti-Poverty Association
Hudson Bay:	Hudson Bay Low Income Group
Humboldt:	Humboldt Improvement Council
Ile-a-La-Crosse:	Ile-a-La-Crosse Welfare Committee
Kamsack:	Kamsack Self Help Group*°
Laird:	Saskatchewan Valley Anti-Poverty Association
Melfort:	Melfort Region Anti-Poverty Association*°
Melville:	Melville Low Income Group
Moose Jaw:	Saskatchewan Council of Anti-Poverty Organization*° Mar-Tux Anti-Poverty Group*° Moose Jaw Anti-Poverty Association
Nipawin:	Nipawin Ongoing Social Action Group
North Battleford:	Battleford's Self-Help Group
Preeceville:	Preeceville and Area Self-Help Group*°
Prince Albert:	Prince Albert Education and Betterment Group*°
Regina:	Seekers of Security Welfare Rights Centre
Sandy Bay:	Sandy Bay Child Care Committee
Saskatoon:	Unemployed Citizen's Welfare Improvement
Swift Current:	Swift Current Anti-Poverty Association
Tisdale:	Tisdale Low Income Group
Weyburn:	Weyburn Anti-Poverty Association
White Fox:	White Fox Anti-Poverty Group
Yorkton:	Parkland Community Services*° Rights of Social Security*° Seekers of Security*°



2. Groups Affiliated and Unincorporated

Regina: Central Community Services
Joint Action Cooperative
Marianna's
WOW Garments

3. Independent

Prince Albert: Prince Albert Penitentiary Inmates*
Prince Albert Correctional Centre Inmates*
Pinegrove Inmates*

Regina: Alcoholics Anonymous
Correctional Centre Groups
Alcoholics Anonymous Group*
Drama Group*
Drug Group*
Freedom Group*
Inmate Committee*
John Howard Society*
Native Project*
Native Youth Discussion*
Greer Tenants Association
Operation Mustard Seed*

Saskatoon: Direct Charge Buying Club⁺

Yorkton: Yorkton and Districts Community Club *PD°

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BIBLIOGRAPHY USED TO IDENTIFY SOCIAL SERVICE
ORGANIZATIONS

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All of the groups we covered are not necessarily listed in the following reference materials. In some cases, the information is second-order. In other words, we obtained the name of an organization from another organization that had been referenced in the listed references.

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APPENDIX D

SUMMARY OF SOCIAL SERVICE ORGANIZATIONS
INTERVIEWED

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This list includes the opinions and attitudes of staff in those organizations which were interviewed. Some of the organizations we interviewed are not included here because permission to quote them was denied by the persons interviewed.

I. PROVINCIAL GOVERNMENT

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Dr. J. Murphy

Clinic was originally set up as an adult, medically-based psychiatric service. But over the years, there has been an increasing emphasis on community work. They have been treating people effectively as out-patients. The key qualities which Dr. Murphy felt were important were relationship skills. He felt there were in a "Multi-relationship business". They have four positions open for social workers but there are rarely more than three filled. He said they had one MSW on staff and two fresh graduates from Manitoba with BSW's. Their social workers are given a great deal of autonomy. They are trying to get away from workers having to ask about everything they want to do. There is some overlap of work carried on between social workers and CPN but good cooperative relationship exists.

* CPN - Community Psychiatric Nurse

Psychiatric Service

Prince Albert

Mr. Keith Griffith,
Chief Social Worker

This organization handles a combination of psychiatric nursing and social work areas within a fairly open structure of psychiatrist/social worker/community psychiatric nurse content. Mr. Griffith prefers a flexible, confident person who doesn't see his professionalism being threatened should other, less-educated people be involved in the work he is doing.

They have 6 psychiatrists, 6 CPN's (Community Psychiatric Nurses) and as of August 1, 1973 will have 7 Social Workers. Mr. Griffith favours using the team concept over the standard supervisor concept. He prefers MSW's but also considers experience and personality when hiring staff. When asked about technical graduates he was rather vague in his opinions but seemed to feel that the technical graduate might have possible use in such things as social work aide (taking people downtown, doing some paperwork, etc.). Mr. Griffith felt that having MSW's involved strictly in administration, with no direct client contact was ridiculous and said that perhaps there should be special courses to train people to do administration, thus freeing the MSW for work with clients.

Mr. Griffith was very enthusiastic about the present BSW extension program and mentioned that he thought the present BSW and the old MSW programs are nearly equal in value, but stressed that any program should give as much practical training as possible so that the graduate becomes, in fact, a practitioner and not just an academic.

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Harding House

Regina

Dr. Terry Russell,
Director

Harding House is an outpatient mental health clinic for children from ages 1 to 19 and a branch of the Munro Wing at the General Hospital. They try to function within the patient's environment instead of bringing the child to the Institute only as a last recourse (although they do have some psychotic children staying at the home). They also act as consultants to other agencies.

Dr. Russell supplied a list of employees and their qualifications. He prefers degree people because they seem to have more background knowledge and are more flexible than technical graduates. He does have some technical graduates working for him as Speech and Reading Therapists.

Dr. Russell wants more people who can do the type of work Harding House does. He hires as many as he possibly can. They also have volunteer workers (both "nice middle-class ladies" and university students).

The Institution does some research, both on its own and with the help of students completing thesis requirements.

McNeil Clinic

Saskatoon

Ms. Phyllis Bouchard,
Supervisor of Social Workers

This organization is a Mental Health Clinic for children only. They employ 3 MSW's; 1 Social Service Worker (RN with extensive experience) and 2 MA's (psychology). If the Social Service Worker (RN) was to leave they would replace her with an MSW. There are no vacant positions at this time and no vacancies were expected for the future.

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Psychiatric Services

Yorkton

Mr. Joe Blom,
MSW

Mr. Blom sees this agency as dealing with people who experience day-to-day living problems (which he feels makes it easier to do preventive work). They have seven positions, all but one (BA, RPN's, etc.) require a minimum of a MSW. Mr. Blom felt that the work done there required a blend of personal, experiential and academic background. He said that he found many graduates to be suffering from superidealism. One of the ways he felt this could be combated would be to increase caseloads in field working situations so that the student could have a wider frame of reference to work from. He felt that students should have more autonomy and a more general background because of the rigid structure which separates such things as social work and community nursing.

Mr. Blom was not in favour of employing technical graduates. He said that "they are too diluted in a sense and also too specific". Relationship skills and personality were important factors in hiring staff. Mr. Blom also felt that many workers get lost in the social service bureaucracy.

Department of Social Services

Moose Jaw Regional Office

Mr. G. Peterson,
District Supervisor

Mr. Peterson felt the day of the BA grade as social workers has gone by. He felt that if a BA wanted to go into social work he should become up-graded. He hopes his offices will move towards a more professional staff as more MSW's and BSW's become available. He felt governments are waking up, both in bringing pay scales for social workers into line with other provinces and the development of new policies associated with social services. He felt the government's new Family Services Act makes it even more important to hire professional people. He was concerned that students of social work should be learning more about interviewing skills. He felt there should be screening processes, to weed out people who would not become good social workers, (e.g., those people who lacked good relationship skills). He was also very concerned about the public relations of social services, to educate people to the true functions and role of social services. His region has helped public meetings concerning this area.

He has 2 MSW's on staff, 1 Master of Criminology rated as an MSW and the rest are BA, 2 of which are involved in social work classes in Regina and eventually hope to receive BSW degrees.

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Social Services Regional Office

Saskatoon

Mr. L.E. Brierley,
Regional Director

Mr. Brierley felt services are mainly governed by a classification system program. He also feels that people are used inappropriately. He felt that the selection of candidates for jobs should be on the basis of the job to be done not in terms of degrees held, etc. If separation of financial assistance from social services comes about, no BSW will be hired except for supervision and administration, etc. Some of Brierley's staff were upset because they don't feel they reach the bulk of their large case loads.

Community Training Residence

Regina

Dr. Peter Neufeldt

The Community Training Residence is a home, in the centre of Regina, where inmates from the Provincial Correctional Centre can apply to go if they are nearing completion of their sentence, or are eligible for parole. From here the inmates can get a job or go to school. The Residence may find jobs for these inmates, or help inmates locate jobs for themselves. The residence evolved out of a change in the Corrections Act, 1967, which allowed inmates to serve sentences in the community. The program developed from a very rigid type of set-up, operating out of the Correctional Centre into a very relaxed light security program run out of a home in central Regina.

The most effective response or success comes from those individuals just getting into crime, and can still be helped out; however, they have experienced some success with older hardened types who have been in crime for some time, are fed up and strongly desire some change. The average age of inmates staying in the Residence are in mid-20's or early 30's although they have had persons ranging in age from 16 to 60. The length of stay ranges between a minimum of 6 weeks to a maximum of 3 months.

They have employed 1 MSW who is rated as a Social Worker IV, 2 Social Service Worker I's and 1 Social Service Worker II. The Social Service Worker position requires at least a BA or a Grade 12 with at least 5 years experience.

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Pinegrove Provincial Correctional Centre (Women)

Prince Albert

Mr. Crawford,
Director

This Institution looks after those people whose charges have brought sentences of less than 2 years. It services all of Saskatchewan. It runs at a yearly average of about 28 to 29 inmates; highest last year at one time was 47. The average length of stay is about 40 to 45 days. The Institution is a minimum security and located in a beautiful area. The buildings were new and seemed in reasonably good shape.

The minimum education required for workers is Grade 10. Mr. Crawford mentioned that educational background is important but that individuality is also an important factor. Experience and relationship skills are of help to worker's effectiveness. Their social service personnel consists of:

- a) Director with a MSW
- b) some staff with grade 10 and extra classes
- c) two supervisors
- d) two CO staff with caseload
- e) twelve staff with grade 10 qualifications
- f) two students from SIAAS

Many inmates expressed an easy-going friendly manner. There is some educational training; after one-third of sentence is served, Department of Manpower attempts to locate jobs for work training. Those inmates selected would be let out to work and return at night.

Provincial Correctional Centre (Men)

Prince Albert

Mr. Dick Till,
Director

This Institution looks after those persons whose charges bring sentences of less than 2 years. It services the northern half of Saskatchewan. Mr. Till mentioned the radical approach of social services in corrections (i.e., the decentralization of services similar to those brought about in mental health under the Saskatchewan Plan). He also mentioned that he would not hire psychologists because of their emphasis on short-term rather than long-term relationships with clients. Another staff member, Mr. Schriml also mentioned the value of relationship skills but also emphasized the importance of education in order to be able to make use of this kind of skill. The institution seemed to be in rough shape - old and perhaps beyond repair.

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Probation Services

Regina

Mr. Lem Boyd,
Director.

Mr. Boyd has the central office and no direct client contact. If a person receives less than a two-year sentence, Probation Services handles them. He is responsible for all probation officers in the province, planning and coordinating with other agencies.

Probation officer qualifications are the same as for Social Service Workers. Boyd feels that the tech grads are "either not too well-trained or are too young". In his opinion the tech course at SIAAS has not been living up to expectations. Skill, age and experience are important in hiring.

The Department of Social Services is emphasizing probation services, therefore more people are being hired. Boyd didn't know of any probationary consumer groups. For more information about hiring policies, he suggested we contact Lucy Bechard in Personnel at the Department of Social Services.

Work Activities Centre

Yorkton

Mrs. Myrna MacLeod,
Teacher/Administrator

This is a rehab program sponsored by the Department of Social Services for socially/culturally deprived people (operated on a cost-shared plan with the federal government). They have a limit of 15 people who, so far, have all been referred through the Department of Social Services and who are selected by means of a selection review committee. The program attempts to train people to function adequately within society. They have 3 on staff: 1 teacher and 2 others not professionally trained but with a great deal of experience. She felt that having a social worker on staff would be an ideal situation but they do have a counsellor working closely with them. Mrs. MacLeod felt that ability to relate to people was important in her work (i.e., relationship skills). She is directly responsible to Bob Strong, Chief Director for Social Services.

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Work Activities Project

Prince Albert

Mr. Land,
Director

This project was started in 1966 to establish a training centre for able-bodied male social aid recipients and has now been expanded to provide programs for women. It is a three-phase program providing educational upgrading, employment conditioning, and social development. The project receives referrals from social service centres and handles inmates for correctional centres throughout the province as well as social aid recipients.

Land did not think too much of young social workers working in areas such as family counselling and felt that, in many cases, nonprofessionals were more effective than professional workers because they had more experience than the professional. He has 4 people on staff for 38 trainees and uses volunteer public health nurses in special cases. He felt that the School of Social Work should lower requirements for the BSW program so that older, experienced people without a university background could enter the program more easily.

Alcoholism Commission of Saskatchewan

Regina

Mr. Mike Lipka

This organization hires only MSW social workers. The reason for this is that they have a multi-discipline team who employ intensive group therapy and individual counselling as well as give three lectures a day. They sometimes hire recovered alcoholics who fit the category of non-MSW's. It is preferred that they have a BA or BSW; however, they still fall into the category of counsellors, not social workers. They take a counselling course at the University of Saskatchewan, Saskatoon Campus. Mr. Lipka feels they could benefit from the BSW program here. He feels this field needs more social workers.

Students going into social work should have a sense of feeling for others, be objective and have a desire to learn more even after they enter the field.

The social work course should have more training in group therapy as well as an intensive course in the psychodynamics of drug and alcohol addiction. The professors should have 5 to 10 years experience out in the field before they begin teaching.

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Dr. Lucy Wynn

Dr. Wynn and others expressed grave doubts about whether the Manpower Project was worthwhile. They felt that it could "retard changes" (this was apparently because they believed we were either going to disregard consumer ideas or such ideas would have no value because consumers are "brainwashed"); however, they agreed to supply us with information.

HRDA works with fairly well-established groups, supplying financial aid, community resource lists, etc. There are 12 community development representatives in various locations throughout the province. These representatives have no minimum educational requirements; however, they do have experience in community work. Peter Holland, who was also present at the meeting, said that if trends continue, these positions may have to be classified with perhaps a minimum grade 10 requirement. HRDA tries to employ native and disadvantaged persons who then help groups representing disadvantaged (primarily Indian and Metis) people working on their own.

Workman's Compensation Board,

Regina

Mr. Larry Peterson,
Assistant Director of Rehabilitation

This Department of the Workman's Compensation Board handles counselling for injured workmen. Such counselling may involve helping the workman take training programs, finding new jobs for him and for his family, helping the person adjust to his injury, etc. There are a total of 8 rehabilitation officers - 4 in Regina, 4 in Saskatoon. Last year they handled 1,100 cases. Experience is the key thing in their counselling positions but Mr. Peterson would like to see a night course in counselling offered for rehabilitation officers already in the field. There is presently no need to hire social workers, however, in the future they may consider hiring a BSW providing he has other work experience.

University Hospital

Saskatoon

Ms. Edna Osborne,
Director

The Department of Social Services is responsible for providing services in all areas of hospital and home care. It also takes referrals from other hospitals. Twenty percent of their admissions are from outside Saskatoon. They coordinate their services with those of other agencies. In March, 1973 there were about 412 on their case load (at present approximately 500), some of these are outpatients. Ms. Osborne hires MSW's, BSW's and BA's; however, no technical (SIAAS) people have been accepted. She wants people who are confident in themselves, who can make their own decisions. At present their staff consists of some MSW's, most are BSW's, two BA's and two staff on extension getting BA. She hopes that her BSW's will eventually attain their MSW. She is very interested in Consumer Groups and her Department uses facilities like the Community Switchboard.

II. FEDERAL GOVERNMENT

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[REDACTED]

Canadian Penitentiary Service (Men)

Prince Albert

Mr. S.A. Marshall,
Personnel Administrator

This is a maximum security institution. It serves all of Canada and looks after persons whose charges brought sentences of over two years. Mr. Marshall will not hire social workers because of the idealistic connotations this group has to him. He is more interested in hiring psychologists and sociologists. He mentioned the large gap between life on the inside and life on the outside, outlining that the biggest job of workers is removing or narrowing this gap. He expresses a need for more classes to be taught in sociology and criminology, etc., for those who are going to work in corrections. He also emphasized that workers must be intelligent (especially Classification Officers) because inmates are getting smarter. The education programs offered in the Institution have both staff and inmates taking classes together. They are developing a proposed live-in unit where custodial staff will work with the same group of inmates whenever they are on duty. It is hoped that, as a result, better relationships can develop between inmate and custodial officers. They have about 40 people in all on staff taking upgrading both "behind the wall" and out side in the community.

Department of Indian Affairs and Northern Development

Prince Albert

Mr. S. Reid,
Director

This Department handles the people provided for under the Indian Act (entirely on a reserve). There is 1 social worker (type of degree not specified in interview), and 6 field workers who are non-degree with varied amounts of experience. There are 8,500 Indian people in the district and Reid estimate that over 50% were on welfare, therefore caseloads tended to be very high. Areas of concern are welfare relief problems, child-care problems and alcoholic rehabilitation with counselling given to people moving off the reserves and into the city.

Mr. Reid felt that a generalist person was more equipped to handle problems in his Department and suggested courses in improved counselling and interviewing, general psychology and child welfare be stressed. Mr. Reid felt that the tendency in social services was maintenance rather than rehabilitation but felt that this was probably changing. On the basis of the trend for the past 5 years, Mr. Reid saw an overall increase in staff in his Department for the future.

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Department of Indian Affairs and Northern Development

Yorkton

Mr. Jenkins

Mr. Jenkins is a social work administrator. He's responsible for providing welfare services both on and off the reserves. He's also in charge of child welfare and is also involved in rehabilitation (alcoholism, handicapped, aged, etc.)

He would like to see mature people accepted into the social work program, that is people who aren't dreamers but face reality. He would like to see people who can pick out what people's needs are and turn them into productive persons. He likes to see people who have minds of their own, who are honest and who have courage. He would like to see law taught to the students.

He never specified what type of degree he preferred if he were to hire a social worker. He did say at present he did hire people without degrees and trains them himself. This was because he paid them less and found that it was just as time consuming to train them as BA graduates. Also social workers with their degrees have high turnover because of their desire to get ahead. If he hired a social worker he would expect them to have practical skills -- know something about law and develop productive programs. He felt a social worker graduate would eventually be hired but he also felt that in 10 years there probably would no longer be a Department of Indian Affairs to hire them.

At present he has 3 social service administrators and 1 clerk. He didn't think much of BA graduates in social work.

Department of National Health and Welfare

Regina

Mr. Tontiga

This Department is basically concerned with Old Age Security, Family Allowance, Guaranteed Income Supplement and Youth Allowances. This is a highly clerical and administrative organization. Mr. Tontiga said he "couldn't see any social workers anywhere in our agency". Health and Welfare, under CAP, (Canada Assistance Plan) the federal counterpart to SAP, (Saskatchewan Assistance Plan) makes sure the provincial program is running in line with the federal one. Mr. Tontiga felt that "the SAP workers would experience more of the social work element in their work". Little counselling is involved in CAP programs. It becomes merely a question of helping people fill out their forms. Mr. Tontiga compared the agency to a "mail order catalogue form". "Most of our applications are received in the mail, filed and the cheque is sent out. The clients usually don't have any problems (other than financial ones) and if they do we would refer them to a proper agency".

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National Parole Services

Saskatoon

Mr. H.K. Caslor,
District Representative - Saskatoon

This organization (Federal Government) works inside and outside correctional institutions. They deal with those people who apply for and have been granted parole. They do an evaluation of those applying and advise the National Parole Board in Ottawa. They look after approximately 50% of the parolees in their areas. The remainder are divided up among other organizations such as the John Howard Society. They are responsible for counselling the parolee in a number of areas to help him re-adjust back into society.

Their education preferences are as follows:

- a) one MSW
- b) two BSW
- c) three BA's (because MSW's and BSW's are quite scarce mostly BA's have been hired).

Experience seems to be the key in parole services, Mr. Caslor expressed the wish to see ex-inmates working for them. Some upgrading among them is going on; however, promotion is based primarily on merit.

Unemployment Insurance Commission

Regina

Ms. Becky Mertick

Ms. Mertick felt that no social worker would want to work at UIC because basically their work is administrative. The workers do no counselling and very little referral although they have close communication with the Department of Manpower and Immigration and some social service agencies. UIC requirements for financial eligibility are quite objective and determination of whether a client qualifies or doesn't is a relatively straightforward matter.

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III. PRIVATE AGENCIES

1. United Appeal Supported

Catholic Family Service Society

Regina

Mr. A.K. Johnston

This organization spends 90% of its time and finances on family and individual counselling. Their staff consists of two MSW's, one person short a thesis for an MA in psychology and one BA who is in the BSW extension program.

They wouldn't employ any tech grads because they don't feel they are trained well enough to handle any problem that "walks in the door". They lack maturity, knowledge, technique, etc.

This agency would probably hire a BSW before an MSW because the BSW's are cheaper. Outside of that the decision would be based on the individual's personality. They feel that the day of the BA is over. At one time this agency made considerable use of BA's.

They would like to see mature, stable people with fairly good academic standings accepted into social work. The curriculum should be generic with a lot of exposure to case work, group work and community organizations.

This organization isn't expanding. This is due to a tight financial budget. Thus they don't foresee hiring more social workers within the next few years.

Family Service Bureau

Regina

Mr. A. Mayotte

The Family Service Bureau offers such services as family counselling, meals on wheels, homemaking services and a variety of educational programs such as family life, etc.

They have one psychologist and 3 social workers; 2 of whom have a Masters' degree and the other has not yet completed her BA.

They prefer individuals who have the personality to work with people, who have a good self image, and motivation. They should be capable of dealing with a client's self image. Mr. Mayotte feels a degree is an advantage but the former personal characteristics are essential.

Mr. Mayotte feels less time should be spent teaching things such as history and more time should be spent on practical experience and actual development. The students should be allowed to express themselves and should be allowed to see if they can tolerate intimate involvement with other people. He feels this can't be attained through group encounter sessions, as is frequently attempted.

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John Howard Society

Regina

Mr. S.M. Hunter,
Executive Director

This is a private agency that supplies services to ex-inmates (helps them find jobs, places to live, financial backing). They are also involved in legal and penal reform, education of the public with regard to the ex-offender and his problems and a limited amount of parole supervision (15 to 20% of total time).

He felt that the ideal educational background for this work is an MSW. Mr. Hunter hires mostly university grads in sociology and psychology. Upgrading among staff is encouraged. Although he can hire the technical graduate Mr. Hunter does not do so because he finds the tech grad "very young and naive". He feels that the BA provides a more complete background and that a person with a BA can surpass the tech grad's training in 1 year under supervision.

The agency depends heavily on volunteer help from both community members and ex-inmates (Mr. Hunter stressed that the ex-inmate works as a community member).

In a social work course, Mr. Hunter wants to see more emphasis on criminology, corrections, federal/provincial law, deviant psychology and sociological factors.

John Howard Society

Saskatoon

Mr. John Somback

This organization works with inmates while in correctional institutions and after they have been released, either after their sentence has been served or parole been granted. It is a direct service organization and work with inmates is on a voluntary and involuntary basis. They deal with such problems as employment, vocational or educational problems and family problems. They have only one full-time employee in Saskatoon but make use of volunteer services. One pilot project consists of a volunteer going into an institution and trying to establish a relationship with an inmate that is soon to be released. It is hoped by this that the inmate will have a contact on the outside when he is released.

The Society usually prefers BA as a minimum for employment; however, Mr. Somback feels more importance should be placed on individual skills, relationship and the possibility of hiring ex-inmates.

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Name Withheld Upon Request

This is a private home run by the Salvation Army for unwed mothers. It has a capacity of 12 girls. While they have no social workers employed in the home itself, each girl is assigned a worker from the Department of Social Services when she enters the home. The administrator had a high opinion of these workers and felt they were responsible for much of the girls' adjustment to their pregnancies.

The administrator felt that courses in general psychology and in human relationships should be mandatory in a social work curriculum. She also pointed out that experience was, in her opinion, far more important than education in many cases. Placement should depend on the person and the requirements of the job, not necessarily on education because often highly educated people tend to talk above their clients. The administrator has had no formal training in social work but has worked with people through the Salvation Army for 25 years. The home has 4 people on staff (2 of these are housekeeping personnel; 2 are housemothers) and tries to stay as close to a family environment as possible.

Saskatchewan Association for the Mentally Retarded

Saskatoon

Mr. W.J. Dolan,
Executive Director

- Also present at the interview were: Dr. John Crawford
Mrs. Edna Williams
Mrs. Joan Beranek

This organization is an attempt to help those people who are mentally retarded. They work with education of those who are retarded and the public in general about the retarded. They counsel parents and provide a great many services for the betterment of life of those who are mentally retarded.

The interview centred around employees, their experience, education, etc. They don't have any degree people in their agency; some are psychiatric nurses, some have no formal university training at all. They mentioned that in the future they will need people with social service backgrounds who can help out in social situations but who may not necessarily be professional people. They mentioned that at present they couldn't afford the social work graduates even if they needed them. Dr. Crawford specifically mentioned that there was a negative relation between education and serving problems; "people with degrees often can't serve clients".

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Saskatchewan Council for Crippled Children and Adults

Regina

Mr. W. Booth,
Director

This organization provides vocational programs in various parts of the province. It provides transportation for the handicapped in Regina and Saskatoon. They look after and sponsor Camp Easter Seal. They have an orthopedic appliance shop in Saskatoon. They also have equipment loan pools in Saskatoon and work adjustment training in Saskatoon. The interview was done in Regina. The main discussion was on requirements of personnel and budget. They employ tradesmen, etc., but the important thing is rehabilitation; they felt relationship skills, etc., are more important. In future their supervisors will require a BSW. Upgrading programs that are of importance now are night extension classes. Full-time student upgrading seems a little hard for the staff to accept and manage.

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2. Non-United Appeal Supported

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Indian and Metis Friendship Centre

Prince Albert

Mr. Alec Primeau
Director

This is a service organization providing help to native people in areas of welfare, education, employment, transportation, legal problems or any other area requested by a client. Employees must be native and preferably be able to speak one of the native languages. There are no social workers at the Centre but the organization works closely with the Department of Social Services.

Mr. Primeau preferred experience over education in hiring employees. He was also concerned with the lack of native people in the social services. They use a large number of volunteers in all areas of their program and have 5 full-time employees. Mr. Primeau is on the Regional Advisory Board, is a liason man for the Carter Commission and also works for the Human Rights Commission. Other organizations using their facilities are the Metis Society, Fcderation of Saskatchewan Indians, Indian Affairs and the Native Womens' Group.

Yorkton Metis Society

Yorkton

Mr. Edwin Pelletier,
President

This group is involved with such things as family problems, alcoholism, etc., and has set up its own welfare committee to act as a liason between workers and clients. The 4 members of the committee are all of low income and all have been on welfare at one time or another. When problems arise between worker and client the committee will meet with both parties and attempt to straighten things out. If necessary, they will appeal the case. The Society also tries to inform people of their rights while on welfare. There are 3 people presently employed by the government working out of the Society office.

Mr. Pelletier felt that more native people should be involved in social services. He also said that he would like to see welfare recipients working as social workers because "the welfare recipient would be easier to work with". Mr Pelletier, who has his grade 8, felt that experience was more important than education in working with clients. He felt that there would be a negative correlation between levels of education and effectiveness in working with people. Mr. Pelletier was invited to be a member of one of the Study's advisory committees (General Committee) but was unable to attend. He felt that including consumer groups in the study was "a step in the right direction."

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Native Youth Discussion Program

Regina

Ms. Gwen Pelletier,
Director

This program supplies services to young native people. Through the use of Street Workers they help people who may be having some kind of difficulty. This may be caused by a drug or an alcoholic problem or because of just not having anything to do. Their Street Workers provide and spread around information as to the function of the Discovery program and various activities and programs they provide. They also provide counselling where they can. Two of the Counsellors in the Discovery program are also counsellors for the Native Youth Movement. They are attempting to set up a Youth Hostel and a Halfway House.

The people employed by the Youth Discovery Program have no professional education and some do have their grade 12.

They receive referrals from the Department of Social Services and the rest they will get through Street Workers or word of mouth. They also refer people to different agencies. They may assess individual needs of a client and, if they feel it is necessary, refer them to social service agencies such as the Department of Indian Affairs and Northern Development or the Friendship Centre.

They were previously financed by Non-Medical Use of Drugs but this is no longer the case. They raise their own money in order to maintain their services.

The Regina Friendship Centre

Regina

Mr. Robert Stevenson,
Director

The Centre was started in 1953 as a place for native people to gather and express their own feelings without fear of criticism from white society. They have 1 Court Worker, 2 Family Workers and a Program Director. The people who work there don't require any specific education to do so but they must be native people, know how to talk with people and preferably have some practical experience.

Mr. Stevenson would like to hire white people but his Board of Directors won't allow this.

Cosmo Senior Citizen Recreation Centre

Moose Jaw

Mr. B. Jones

This is a recreation centre for senior citizens. The senior citizens have their own program committee which draws up their programs. They play cards, shuffle board, etc. A place like this seems good for these people as they get out and socialize rather than sitting home and worrying about death.

There are no social workers here and no need for them.

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Senior Citizens' Services of Regina

Regina

Ms. Colleen Ottenbreit,
Executive Director

This project was started in 1971 under an OFY grant and was taken over in 1973 by the province. Eighty percent of their funding comes from the Provincial Department of Public Health. Their purpose is to help senior citizens maintain their own homes. They provide physical help in yard maintenance, minor repairs, painting and housework to senior citizens on a limited income. Ms. Ottenbreit has 8 people working for her as of May 29, 1973 and will probably hire a total of 15. There are no educational requirements but they prefer grade XII graduates and university students. These people have to be willing to do physical work and have some degree of rapport with people. She has no contact with the Department of Social Services and no social work people working there, although she did say that "it might be a good idea to get social work students in the job so they can see things like why it is important for these people to live at home".

Browndale *

Moose Jaw

Mr. Hieber

Browndale was a treatment centre for mentally ill and emotionally disturbed children. It worked on two models -- the therapeutic family model and the satellite home model.

The therapeutic family model is a home set up in the community which is staffed by non-professionals who act as parents. This is to guarantee that the child's life style is normalized. They don't want Browndale to become a mini-health centre for research.

The satellite model is basically set up like the therapeutic family model in terms of staff but the house is usually empty. By having this home the child and or one or two of the parents can be removed from their own home for an hour a day or as long as is needed. The staff teach the parent how to discipline, feed, handle, etc., the child.

The children they served were usually the most seriously emotionally disturbed kinds. Their treatment involved trying to counteract this disturbance by helping the child develop a better self-image.

Mr. Hieber felt that social workers should be comfortable and flexible in their own role in a program. They should have a background in psychology, they should know how involved to become with clients, they should know what their roles are and they should also have practical knowledge in areas such as law.

Browndale hired social workers on a consulting basis. In the past they had been MSW's. If he had a choice between a MSW and a BSW the decision would depend on the individual.

* It is no longer in existence.

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Community Aide and Resource Centre

Saskatoon

Ms. Karen Bellett

An organization that attempts to tie all the various service organizations together (into a network). It attempts to take confusion away from clients that don't know where services are located and what kinds of services are available. It operates much the same as Community Switchboard in Regina.

They operate a phone service of information on almost anything. If they haven't got the information there, they attempt to locate it.

They have a crisis line for suicide calls and other problems. These phones are usually manned by volunteers. The volunteers go through a three-week training period before they are allowed to handle crisis calls on their own.

It also attempts to eliminate duplication of services by keeping consumer groups (who are setting up various programs) informed of what services are already available.

Community Counselling Centre

Regina

Ms. Marg Storey,
Project Supervisor.

(Interviewed was Ms. Pat Schuett, employee.)

The Centre handles mostly emotional problems but they also help with welfare and housing problems if they feel an emotional need can be met by helping in these areas. They originally had 12 people on staff but this has been cut back because their funding under LIP ran out on May 30, 1973. They have mostly BA people in the social sciences working for them but if they hadn't had to hire through Department of Manpower and Immigration they probably would have had fewer university students. They hire on the basis of experience, not education. They have approximately 14 volunteers working. These are mainly psychology students because the Centre has been approved as a practicum facility. There are no special training programs other than a regular Sunday night meeting and actual practice with an experienced employee. The Centre also does informal research work with these students.

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Friendship Inn

Saskatoon

Mr. Tom Mills,
Director

This organization is located in an old building in Saskatoon. It is a place where anyone of any age can come in off the street, sit down read a magazine or just talk with friends. The older set seem to benefit the most. They help those who, because of hard luck, find themselves down and out. The organization attempts to find part-time jobs for these people and given them some kind of "spark" to their lives. They work closely with other groups such as Junction House, Welfare Rights, Legal Aide, etc.

They serve one hot meal a day - those that afford it pay a little bit but there are no questions asked (no means test). They also have clothes donated by private citizens that are sold or given away. Some of the food they use is donated and they buy some with donations they receive from businesses, etc.

Mr. Mills, the man in charge, has several degrees but says his most important asset was the fact that he was incarcerated in a provincial correctional centre for two years and the Saskatchewan Penitentiary for five years. He feels this gave him empathy and an ability to understand people better.

Haven of Hope Home

Kinistino

Bill and Sheila Powalinsky

This is a private group home for mentally retarded children (up to the age of 16) providing foster home care and training. It has been in operation 7 years and is the only one of its kind in Saskatchewan. They don't require and can't afford a social worker. They have only 1 full-time employee plus part-time help. Hiring is based on personality not education and both felt that the young people they have hired have generally been better than the adult workers. In their opinion, social services has become a financial agency and has lost sight of the people it is supposed to be helping. Both felt that the public needed to be educated about the mentally retarded and about the social services in general.

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Ketchup*

Regina

Mr. Barry Parker

This organization developed around the framework of the HeadStart program in the United States. They worked with children who by one reason or another were not fully prepared for the school system when they reached five years of age. The organization did not like to use the word "underprivileged children" but this term best described where these children came from. They were not a day-care centre but worked with children from age three to five. They attempted to teach them some understanding of basic numbers, identification problems and general every day life situations like brushing their teeth or road safety. They wanted to be called a school supplement not an alternative school. They had two groups, one group of children came in the mornings and one group came in the afternoon. There were 40 children in each group for a total of 80 children - they had a waiting list but they cut off at 100. They had some staff with social work training employed. They attempted to coordinate problems with children, home and community. Parents had to take an active part and came into the school at least once a month to help out. The parents worked in close association with the Department of Social Services and other organizations such as Harding House. They felt there is a need for a permanent establishment of this type of school instead of existing from grant to grant as they were at the time.

* This organization is now non-existent.

Mental Health Clinic

Saskatoon

Dr. Lipscomb, Director

Mrs. A. Molloy, Supervisor of Social Workers

The objectives of this organization are "hazy" but theoretically they are open to anyone for casework and group work such as counselling for welfare recipients, individuals and families. Their prime "goal" is of increasing a person's ability to function in society. Dr. Lipscomb is Director of the Clinic but he has given Mrs. Molloy a lot of autonomy. "He lets us run the Clinic as far down the scale as possible".

Preferred qualifications for workers is an MSW; at this time there are no openings for BSW and nothing at all for technical people (SIAAS). At present they have 3 MSW I positions (senior people requiring no supervision) and 3 psychiatric nursing positions (one of which is to be upgraded to an MSW).

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Sheltered Workshop

Moose Jaw

Mr. Ewart

This is a place where the mentally and physically handicapped work. The main goal is rehabilitation and if that is not possible, as is often the case, it serves to provide work in a sheltered atmosphere. The sheltered workshop gives the clients a place to come to, something to live for and a feeling of importance.

They have no social workers working for them; their staff have experience with the retarded and experience in woodwork, sewing, etc.

They do get referrals from social workers through the psychiatric branch of the Union Hospital, Training School and City Social Services.

Mr. Ewart felt a background in psychiatry was important for psychiatric social workers. As well patience and tolerance are important.

SIGN

Yorkton

Mrs. Emma Schappert

SIGN (Society for the Involvement of Good Neighbours) is an organization providing help to the community and opportunities for the community to help other people. They supply counselling, homemaker's service, daycare centre, thrift shop, etc. They have no social workers and feel no need to hire any. Mrs. Schappert is in charge of the homemaker's service which provides any help needed in the home to the sick, especially the aged. These homemakers now number about 15. They require no special educational background and have little specific training. SIGN refers clients to specialized services depending on needs of client. Some of these referrals are to social workers. All members of the Board of Directors are involved with the community. Mrs. Schappert's main qualities for the social worker are efficiency, ability to work with people and concern for individual client needs.

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Street Clinic

Regina

Ian Bailey

The Street Clinic was set up to serve the needs of transient people from out of Saskatchewan who may have no medical coverage. The Clinic was first established on a purely volunteer basis and was run out of the Youth Hostel. Last year it was located along with the Hostel in the Old Grand Theatre. It was open three nights a week with about 30 patients being seen each of these nights.

At present they are located in their own location separate from the Hostel. They are open 7 days a week. They have a full-time coordinator and a full-time assistant or internal coordinator. They have a full-time nurse and a full-time drug coordinator who does counselling. The doctors see patients every night starting at about 7:00 p.m. The doctors are all volunteer people. They work very closely with social workers from their region. Some of them volunteer their time to work on a one-to-one basis with clients. There is also a referral centre and liason with other services. They don't want to see people given the run around. Immediacy is the prime goal. Some of their finances in 1972 came from the Non-Medical Use of Drugs Commission to permit them to hire coordinators. The involvement of many types of people is overwhelming. Doctors, nurses and social workers all work together to get it going.

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IV. MISCELLANEOUS

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The Coordinating Council on Social Planning
Saskatoon

Mr. Jack Midmore

The primary importance of meeting with this group was because they shared a study with us done about a year ago on the physically and mentally handicapped. We received a list from Mrs. Helon, the Council's secretary in Saskatoon which gave us the organizations they had contacted during the study and member organizations in the Coordinating Council.

Wascana Hospital

Regina

Mrs. Sloan
Supervisor of Social Workers.

Social workers in Wascana Hospital are involved in medical social work which covers all areas of social services as well as special areas of knowledge acquired on the job at the Hospital. Out of 7 on staff, 4 are MSW's, 1 is a BSW, 1 is a BA taking extension classification for a BSW and 1 is an RN (working with children). Each ward has a social worker. Mrs. Sloan likes people with experience but she places emphasis on education (preferring the MSW) and the desire on the part of an employee to get upgrading. Workers there must be willing to study on the job and preferably take upgrading classes at university. They do not hire technical graduates although they had had them on field placement at one point. This did not work out too well. Mrs. Sloan felt that they probably would not expand their program extensively because the government would not fund more positions. Mrs. Sloan felt that courses in basic medical terminology, illnesses, etc., should be offered to provide background for people doing her kind of work and also some English courses because "much of social work now involves saying and writing the right thing in the right way". Mrs. Sloan also said that social work has become "bogged down in paperwork".

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V. CONSUMER GROUPS

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~~1973~~

Kamsack Self-Help Group

Kamsack

Mrs. Kay Griffiths, President
Mrs. Sheila Kazakoff
Mrs. Eva Kishnevetski

This group at present consists of about 16 active members. They have a building where they hold their meetings and administer their group from. The building is also used as a sub-office of Yorkton Regional Office. Workers come there from Yorkton about twice a week. The group's key function is to supply welfare people with information as to their rights while on assistance. They may also give minor counselling to people they feel they can help. They also have a clothing depot where they sell used clothing quite cheaply. If a person is desperate, however, no funds are required. They have a home-making service, that helps people meet the need of general home life (provision of babysitters also come under this). They also give information on housing to people who are looking for a place to live. There are also some old age pensioners involved with the group. They also do some work with the mentally retarded.

Their key concern about social workers is that they should be more understanding and have far greater time than now for counselling and looking after peoples' individual needs.

Melfort Anti-Poverty Association

Melfort

Mrs. Agnes LaFaunt, President
Ms. Fenny Kipling, Secretary

They are a consumer group that were first going to get organized in the entire Melfort Region but the existence of other groups in other areas have made this unnecessary so they are now concerned only with the town of Melfort. They would like to get a thrift store started but as yet haven't been able to find a good place. They are hoping to receive financial support from government but have not received any as yet. They have learned a great deal about Welfare Rights since they have had the organization and attempt to pass this knowledge onto those persons that could profit from it. Many people have been afraid to join the group because of fears of reprisal from Social Services personnel. The Association has made a big difference in how social workers respond to their clients. Social workers are now definitely more friendly towards those in the Association.

The members were quite concerned about the welfare of their children and their future happiness. They also felt that many of the young workers were too inexperienced about life in general to be telling people how to live. This group has a membership of about 18 with 8 to 10 usually attending meetings. They hope that the membership will increase when word about the things that they are doing gets around. Some workers are even telling people about this group and helping them with the membership drive. The Association is also interested in setting up a Day Care Centre. Their most important function is to help people on welfare get what they need and inform them and guide them as to the rights. They also want to be able to "restore dignity" in their members.

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SCAPO

Moose Jaw

Mr. A. Skagen, President
Mr. C. Kowalski, Vice-President

SCAPO stands for the Saskatchewan Council of Anti-Poverty Organizations. The main job of this Council is to organize, service and provide a meaningful sense of direction to all existing and new poverty groups. They send and exchange delegates to allied organizations, decision-making bodies, boards and agencies interested in the anti-poverty movement. They open channels of communication, initiate negotiations, meetings and consultations with governmental departments, administrators, community and elected representatives and leaders of organizations concerned with the anti-poverty movement. They coordinate and sponsor conferences, study sessions, seminars, workshops, forums and public speaking or educational engagements of value to society and the poverty movement. They publicize, narrate and communicate with all news medias and agencies for effective lobbies and public awareness of the needs of fixed and low income groups and promote action to meet these needs. They research, prepare and engage in support of joint submissions, briefs, on legislation policies and practices that affect those on poverty. They respond to and assist with all personal and public inquiries and communications received from all interested sources. They provide an input into the Department of Social Services from the consumers of this service. They make maximum use of all available financial and human resources within the SCAPO organizations. They provide guidance, counsel and coordinate job training programs, innovative projects and client business enterprises that involves SCAPO and its groups. It provides instructional training for good leadership to facilitate the group.

Mr. Skagen and Mr. Kowalski felt that welfare recipients should be hired so as to free the social worker for the job he was trained to do. They felt that due to the large case loads social workers tend to become policemen -- this could lead to animosity between some of the workers and clients. They felt that social workers should do more to solve today's real life problems. Instead of sending a client to the Department of Manpower and Immigration he should go with him. He should know a bit about law, should show empathy and compassion and should realize that the basic needs of life (food, clothing, shelter) have to be satisfied before other needs can be dealt with. A client should be treated with dignity and as an individual. They felt there was a need for more, but also better (more sensitive), social workers.

SCAPO Group

Moose Jaw

Mrs. Charlotte Colbow

Mrs. Colbow's main concern is for children living in low-income families. She cited several examples of what she felt was discrimination against the welfare child. It was because of this concern that she joined a Saskatchewan Anti-Poverty Group (her group has not met actively for 6 months but it does have events planned for July). Other concerns of SCAPO groups such as hers are informing welfare recipients of services available and informing recipients what they are entitled to under welfare. Mrs. Colbow felt that City Social Services in Moose Jaw was doing a poor job. She felt that the Provincial Department of Social Services was easier to deal with. She cited some examples of what she felt was incompetence in the City Social Services. Mrs. Colbow would like to see a caseworker with a mind of his/her own and who is allowed to use it without being "tied by those in higher positions".

Freeceville Self-Help Group

Freeceville

John Malanowich
Tony Hueser
Nick Heshka

This is a SCAPO-associated group with about 40 members. They meet every third Wednesday of every month. They feel that they can better deal with Social Service Agencies collectively as a group than as individuals. About sixty to seventy per cent of the people in the Group are either mentally or physically handicapped. The group can help these people regain the hope they may have given up and lost. They feel the group can apply pressure where it is needed in order to get things done. They also help people by informing them of their welfare rights. They tell people about provisions for special need, that they are entitled to but are seldom knowledgeable about.

A few members of the Group are now on ESP program, where they go around the community doing light duty jobs such as carpentry, cleaning up yards, etc. They do this for low income people who may not be able to afford to get these things done. They do it for the sick and those who really need this kind of help.

They feel that there are not enough job opportunities in the area. Many would like to find work but could only do so by travelling great distances which is difficult, if not impossible.

They feel housing conditions are a disgrace, people who rent homes are not provided with money to make necessary repairs. They also felt that enough pressure is not put on landlords to make them keep homes in reasonably good shape.

Prince Albert Education and Betterment Group

Prince Albert

Mrs. Gloria Armstrong

This is a self-help welfare group associated with SCAPO. It attempts to make welfare recipients more aware of the system and to accept themselves as welfare recipients. They have about 30 members in the group which is still in its formative stage. These people are not necessarily on welfare (some are unemployed, underemployed and aged). Mrs. Armstrong resented very young workers working in the family aide areas because she felt that she was sometimes used "as a training program". She liked a worker to have experience and personality and wanted to see the social services reduce caseloads so the worker could be more effective. She also felt that social workers had too much clerical work to do.

Mrs. Armstrong is 2nd vice-president for SCAPO. She suggested we contact Mrs. Freddie Angus in Prince Albert who is President of the Education and Betterment Group.

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Yorkton Parkland Community Services

Yorkton

Mr. & Mrs. John Wog

This is a SCAPO group which presently has three projects going. They are gardening, cooperative buying and entertainment of senior citizens. This group is also concerned with informing clients of their rights, helping with their grievances, appeals and finding out what their needs are. They feel that SCAPO groups such as this one will take some of the load off of the Department of Social Services.

Many people who don't know anything about SCAPO are afraid that if they do join they will be cut off welfare. This is why the provincial organizers (Mr. Skagen and Mr. Kowalski from Moose Jaw) are so important. They travel throughout the province and explain the purpose of these groups. They may accomplish this through the mass media or through personal contact.

Mr. & Mrs. Wog felt that social workers don't inform clients as to what is going on. They felt that it depends on individual workers whether the interests of the clients are kept in mind. Quite often the workers didn't inform their supervisor of what is going on. They felt the workers pushed their clients around making them wait for essential services and often the clients were shifted from worker to worker. Often the workers also made promises which the Department couldn't fulfill; this added to the run around that clients receive. They felt that the worker should deal with the clients' problem as soon as it arose, rather than making them wait and putting them off which invariably led to the accumulation of many more problems. Better cooperation between the client and worker were one of their main concerns.

Mr. & Mrs. Wog felt that food, appliance, recreation, and clothing allowances didn't increase to keep up with the rise in the cost of living. They felt that this was in part due to the non-deserving welfare recipients, especially alcoholics, who didn't want to work thereby straining the existing budget. They felt that this problem could be overcome by hiring field workers who would go around and investigate whether there was a need or not.

They felt that those who had experienced welfare would be better social workers.

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Mr. Vernon Young,

Mr. Young's group is having a hard time getting started. He feels that this is because people are afraid that they will get cut off welfare if they join a group like his. His purpose for running a Thrift Shop is primarily "to hold the organization together". This shop seemed to receive little public interest in the way of donations. Mr. Young stated that "Yorkton is a one-horse town" when it comes to the social service workers. They are afraid of their supervisors and have little, if any, autonomy in their jobs. People look down on welfare recipients in the community and are not interested in helping them. Supervisors become too localized and "ornery" after being in Yorkton for several years and some workers might be letting personal prejudices influence their handling of cases (for example, Mr. Young felt that welfare would like to get rid of him because "I don't take any bullshit and they know it").

When asked if he could recommend anything social workers could be taught in their course, Mr. Young said he did but that he wasn't really in a position to say what, except that people should be taught not to fear their superiors and to use their own initiative more. He was also concerned about the lack of funds for projects his group would like to undertake (e.g., their own counselling, businesses which would remove some recipients from welfare rolls). Mr. Young thought that the government should give more financial assistance to their projects. He also thought that the Appeal Board in Yorkton was unfair because it was made up of well-off people and "they are not going to worry about the poor".

Seekers of Security

Yorkton

Mrs. Ethel Genouy

Mrs. Genouy is presently a member of this association, a SCAPO group. As she had just joined she didn't know too much about it. Her main reason for joining was for the sake of her children, to see if she could do something for them. She felt that with the discrimination and the lack of opportunities, welfare children were headed for welfare themselves. She said that there wasn't much for the youth to do so if they get into trouble what can you expect.

Formerly, Mrs. Genouy was a member of the Yorkton and District Community Club. The main emphasis of this group was to inform recipients of their rights. This group broke up when the president moved to Regina.

Mrs. Genouy felt many people were taking advantage of welfare; she included alcoholics in this group. She felt that these people knew their welfare rights and that was how advantage was being taken of these rights. She pointed out that, on the other hand, many people have to be on welfare, they have no other choice. Those who take advantage of it make it bad for those who need it. The general public should be educated as to what welfare is all about.

When asked about social workers she said she didn't have much to say because she had only had contact with one and said she was okay. Mrs. Genouy also said she would like to be a social worker herself to help people, especially the youth.

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Native Project -
Provincial Correctional Centre
Canadian Congress of Criminology & Corrections

Regina

Mr. Wallie McArthur

This Association describes itself as a non-discriminatory, non-racist, non-ethnic group. It tries to form alliances with other similar groups and organizations. It considers itself as a non-radical group. Being radical isn't bad but they felt more could be accomplished with a non-radical group. Mr. McArthur admitted having alliances with more radical groups such as the Native Youth Movement.

They are trying to set up connections with "street" people. They have one person who is out of the Correctional Institute and doing "street work".

He felt that many people don't know their rights and as a result this is why there are so many in the Correctional Centres. As a whole probably only 20% of Canada's total population know their rights. Included in this category would be police, lawyers, doctors, judges, etc.

Specific problems identified in institutions are:

1. There is a lack of communication between the inmates and staff.
2. Much of the counselling lacks relevance and doesn't give practical training (i.e., how to fill out a form).
3. Would find sometimes that it is easier to talk to a female than a male. Mr. McArthur suggested that it might a good idea to have some female counsellors at the Correctional Centre.

He recommended some of those who have the past experience of being an inmate would make good workers -- counsellors, social workers, parole officers, John Howard workers, court room workers, etc.

Yorkton and District Community Club

Yorkton

Mrs. Nellie Ostafie

Mrs. Ostafie was involved in this Club, a welfare rights group, which has since been disbanded. Although she felt that, generally, she had had good contact with social workers she did have a complaint about the Appeals System with the Department of Social Services and the confrontations this led to with the social workers. Mrs. Ostafie felt that some workers should perhaps not be "so high and mighty". Workers should have experience in the area in which they are working and should be willing to listen. Their supervisors should give more autonomy to them so they can make decisions themselves on individual cases. Mrs. Ostafie felt that welfare recipients working as social workers would be both "more understanding and less likely to be taken".

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APPENDIX E

MINUTES OF COMMITTEE MEETINGS

1. Preliminary Committee Meeting
2. Senior Committee Meeting
3. General Committee Meeting

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SCHOOL OF SOCIAL WORK

Manpower Utilization Project

Minutes of Meeting

January 23, 1973

In attendance were the following:

Dr. H. Stalwick - School of Social Work
Mr. O. Driedger - School of Social Work
Mr. G. Maslany - School of Social Work
Mrs. Ann Midgley - Department of Manpower and Immigration, Ottawa.
Mr. Grove Lane - Department of Manpower and Immigration, Winnipeg
Mrs. Gail Surkan - Regional Economist, Department of Manpower and Immigration, Regina
Mr. K. Johns - Department of Continuing Education, Saskatchewan
Dr. A. Guy - Department of Continuing Education, Saskatchewan

Dr. Alex Guy opened the meeting by stating that it had been called for the purpose of seeing if Manpower would approve to pay half of the cost of the social service research project to be undertaken by Mr. George Maslany. He then asked Mr. Maslany to give us a brief resume of his project.

Mr. Maslany reported the purpose of the project is to conduct a study to determine various characteristics of those currently employed in a social work area in the province of Saskatchewan with special attention on those in positions with no university education.

Employers will be contacted to see what their anticipated needs for personnel with different kinds of academic and experimental backgrounds will be.

Instead of simply having an employer match up an expressed need with existing curriculum, employers will also be asked about the kind of training they would like employees on the various positions to possess. Should a certain need or needs be recurring they could possibly be incorporated into the curricula of the university or the technologically based programmes. Other questions will also be studied but these answers will only be determined by a longitudinal study of which this study will serve as a first stage. One of these questions would be the agreement between actual and projected manpower needs.

As this study is being financially supported by both federal and provincial governments, the final report will be considered as belonging to both. Channels of communication with both levels will stay open to keep them informed of our progress.

Information re questions on the questionnaire (the survey instrument) which will be used will not necessarily be confidential but it will be treated as such.

Mrs. Ann Midgley reported that the Training and Analysis Branch of the Department of Manpower and Immigration is interested in social work as a whole.

Mr. Maslany reported that studies of similar type are being done; the McCarton Study on Manpower and John Crane's on social work. You can't study one without the other. The employment market is being flooded with university graduates but what about the technological graduates - are they finding employment anywhere? We are interested in the post secondary interval on whom the employee will focus.

Dr. Alex Guy then called on Dr. Harvey Stalwick to comment on the School of Social Work's programme.

Dr. Harvey Stalwick reported that the School of Social Work began last year in setting up a programme for students to obtain a B.S.W. then an M.S.W. degree. To

side the time an extension programme was initiated. This provides an opportunity for someone in social work to do something to further himself in that field. Both Dr. Stalwick and Mr. Otto Driedger went on to explain that the extension programmes are also set up in Saskatoon, North Battleford and Moose Jaw. These are to aid those who wish to further themselves while retaining their employment.

Mrs. Midgley then stated that in other words these are the secondary points of the clientele to be looked at in the research proposed by Mr. George Maslany.

Mr. Maslany remarked that to get a study of what will happen tomorrow we must study what is going on today. "Crystal ball gazing" is of no avail unless we see what is occurring now.

Dr. Guy then interjected a question of how are you going to see the future needs of the clientele?

Mr. Maslany reported that a study done by Mr. J. Knapper of the University of Saskatchewan, Regina Campus on the needs of geriatrics was most interesting. When asked of the staff, they suggested papers, magazines, television, etc., but when asked of the geriatrics themselves they reported handicrafts, an afternoon drive,, one gentleman wanted a bench to work at. Their needs are different from what the staff sees.

Dr. Stalwick suggested that perhaps the word "secondary" is bothersome. That if we go to those that are represented we may find some good needs that at the present time are overlooked and could be incorporated into our system.

A discussion then followed regarding the different aspect of clientele and their needs in our society such as the Indians, single parent and so on and of future people joining the university and their needs.

The question of the budget was then raised..

Mrs. Midgley reported that there were a few specific points which needed to be clarified:

1) Honorarium to six consultants. If federal employees are to be used they do not qualify for an honorarium.

Mr. Grove Lane reported that this will be done through his department or from his department and finances will be covered by the federal government.

Dr. Stalwick reported there may be consultants also from the United States social services.

Mr. Maslany interjected that the figure of six consultants is somewhat inaccurate as in all probability it may be as high as twelve consultants.

Mr. Ken Johns wondered if this wasn't the advisory committee they were talking about but he was advised that this was strictly consultants.

Dr. Stalwick asked if naming the consultants would be of assistance for clarification.

Mrs. Midgley replied that was not necessary at this time. It was to be made clear that no honorarium could be paid to a federal employee.

Mr. Guy mentioned that the provincial government will provide anything required, just let them know whatever is required.

Mrs. Midgley then went on to the second item - purchase of a tape recorder at the cost of \$130.00. The Manpower Department will not fund equipment purchases but rental of equipment will be accepted.

The third item was lodging and meals at \$5.00 for 54 days. This figure does not seem logical. It was then explained that this was a typographical error.

The fourth item of the budget was rental of office facilities and equipment. They do not have provision for rental of physical facilities.

Mr. Maslany then interjected that if the figure is bothersome it can be changed.

Mrs. Midgley replied that it wasn't bothersome except for the rental of office space. Is the University unable to have space available?

Mr. Grove Lane then mentioned that perhaps this also meant additional help such as stenographic and research assistants that perhaps the tape recorder could be included in this also.

Dr. Stalwick then asked if the 'other' item amount should have been larger and lumped all these under the one item.

Mrs. Midgley replied that that would have been all right.

Mr. Grove Lane then commented that this was a well articulated budget and he wanted to compliment Mr. Maslany on not camouflaging items.

Mr. Maslany then stated that there is an unanticipated expense re a trip to Sudbury later on the week which he is planning to attend. He also wanted to know what flexibility we would have with the budget re such expenses.

Mrs. Midgley replied that the flexibility is fairly good.

Mr. Grove Lane was wondering if it was a plus or minus of five percent.

Mr. Ken Johns reported that on the provincial and federal level it's usually plus or minus fifteen percent.

Mrs. Midgley replied she wasn't too certain of the percentage but there are additional grants available.

Dr. Guy then asked if the lines of communication will be open and we will be kept up-to-date on all aspects.

This was affirmed by Mrs. Midgley.

Then followed a discussion regarding periodic meetings with the various committees and the possibility of using the data banks compiled elsewhere. Since this study will probably be a longitudinal study, we hope to be able to have on-going monitoring.

After this discussion Dr. Guy thanked all who were present for attending and especially Mrs. Ann Midgley who came from Ottawa.

Meeting then adjourned.

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NAMES OF THOSE IN ATTENDANCE AT SENIOR
COMMITTEE MEETING HELD IN ROOM 230,
COLLEGE WEST BUILDING ON JUNE 29, 1973.

Federal Government Representatives

Mr. Ferd Ewald, *
Regional Director,
Secretary of State Department,
2nd Floor,
Grain Commission Building,
303 Main Street,
Winnipeg, Manitoba. R3C 3G7

Mr. Grove Lane,
Regional Economist,
Prairie Regional Office,
Canada Manpower,
1200 Portage Avenue,
Winnipeg, Manitoba. R3G OT5

Provincial Government Representative

Dr. Alex Guy,
Director,
Research and Evaluation Branch,
Department of Continuing Education,
Avord Tower,
Regina, Saskatchewan.

School of Social Work, University of Saskatchewan - Regina Campus Representatives

Prof. Harvey Stalwick,
Director.

Prof. Otto Driedger

Social Services Manpower Project Staff

Dr. George Maslany,
(Research Director)

Ms. Debby Behm,
(Research Assistant)

Mr. Harold Hugg,
(Research Assistant)

Ms. Angie Nunweiler,
(Research Assistant)

Study Consultant

Prof. John Crane,
School of Social Work,
University of British Columbia,
Vancouver 8, B.C.

Guest

Prof. A.B. VanCleave,
Dean, Graduate Studies,
University of Saskatchewan - Regina Campus.

* At time of meeting Mr. Ewald's title was Director of Technical Services, Canada Manpower

Minutes of the Senior Committee
Meeting held June 29, 1973 at
College West.

Maslany: We have here on our agenda a summary of our findings in those areas. They aren't statistically analyzed as yet but I think most of the results are so obvious that it's meaningful to "eye-ball" the data. We are just coming to the close of the first stage of the project which involved interviewing consumer groups, consumers of social services, the supervisors of social service personnel and social service employees. If you will just look over the agenda, I don't intend to cover it in exactly the same way that it is outlined here. We will probably be skipping around. If you will also look at the format of the interview these were open-ended and these were the general areas we covered with the people.

Just a comment I have about the preliminary results of the employee survey. One thing we did there, we gave them an open-ended questionnaire outlining various areas of interest to the study and thereafter we sent follow up letters which were mimeographed with the exception that they were all individually signed. I don't know how many times I've been approached by people humbly apologizing for the oversight on their part that the questionnaire had been lost in their briefcase or something like that. I've never received such a reaction from a mimeographed piece of paper. Maybe it was the ink at the bottom of the pager where I put my signature. This happened on several different occasions. So personal follow-up letters really do the job.

Oh, something else that we haven't put in the agenda. We have just finished compiling a booklet outlining the Western Canadian regional resources with respect to social service education at the community college and university level. We are sending a copy of these abstracts of programs and seeing whether they have any changes, whether they have been properly abstracted and whether there are any errors or omissions. I plan to have that completed within the next three weeks. I feel that is an important part of the study lest we be regarded as pushing the program of the Regina Campus too much. So that those we contact become aware of the educational resources that are available, even though we have been getting the reaction from the employers "we couldn't give a damn how good the program is elsewhere what is important is that it has to be geographically close". It may be simply a gesture of diplomacy to prepare this and let them know about everything from Douglas College to Caribou College to Red Deer and Red River and all these places. But if they want this information it is a very tedious, time-consuming task just to get the information from these places. I can just imagine the problem it would be for a student who wanted this kind of social service education information. It took our staff close to three months to get this information for our files. In a month we will have this educational resources in social service education available.

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The other thing you all have a copy of the summaries of some of the places we have met. We emphasize the confidentiality of the results. We prohibit distribution of these to anyone that wasn't a part of the study senior committee since most of the people are reluctant to be identified personally with their statements. (Sometimes the people we were seeing were generally "uptight" about being interviewed and their anxieties might have gotten them to say things they have regretted later on.) We are sending them copies of their interviews and giving them the opportunity to delete or change portions of the interview if they see fit. If they feel they haven't expressed themselves properly or would like to reword things they have said they will have the transcript of the interview and be able to make the amendments on it. I don't think the result of this will be to lose information but to correct it and at the same time to find out whether people will take time to carry out editorial changes and authorize us to quote them. I think we can make a strong point if we can cite a specific person as having made a point rather than saying a point was made by someone without naming them.

Well, can we begin by discussing a point which is of most concern to your group namely what happens to the tech grad. John, maybe you can give us some information on this. They were surveyed in your study but they weren't really reported because the returns from them were too small--is that so? The Saskatchewan Institute of Applied Arts and Science--did you survey any of their graduates?

Crane: Yes, I'm sorry George but I wasn't aware that you would need this data and I didn't bring it. They were in the sample and the returns were reasonably high. They were acceptable and I could give you that. What was data on their employment plans. We have two measures we have from the time they were just about ready to graduate. We have data on their employment plans and what they saw themselves as prepared to do and trying to prepare themselves to do and what they are interested in, special interests and we related that to their employment about seven to nine months later. Now, my recollection to that is that Saskatchewan stood out at the community college level as having an especially low employment rate. I really don't trust my memory but I think it was well below 50% that turned out to be employed.

Maslany: Well, this is one of the major problems I've encountered right now, of interviewing the senior personnel responsible for that program in Saskatoon and they were very impressed by their own in-house long term follow-up study that they have done which indicates 60% of their group have found social service related work experience; as opposed to our own findings which say either I don't like them or they are good people but I wouldn't want to marry one. No one we found, with five exceptions which probably accounts for five vacancies for them in this province, have indicated that they would consider a tech

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graduate for a position. Now the other thing is, it could very well be that our definition of what social services are is excessively restrictive even though we would like to pat ourselves on the back by saying we have got a very liberal definition of it.

Crane: We didn't have too much trouble with that point. We expected we could have a lot of trouble determining whether a person was in a social service position or not. Our overall rate of return for Canada was about 88%. Now, I don't recall whether Saskatchewan was significantly different.

Maslany: How did you keep your return rate up that high?

Crane: We got 50% return the first wave and then we sent a follow-up card and then the percentage went up with the second wave. My impression was that it was just a subject of their interest and that that was the main determinant. It was a subject close to their hearts. I've had this kind of experience in other mailed questionnaire studies. The main determinant in the rate of replies is how relevant the whole thing appears to the respondent and whether he has some perception that his contribution will be useful to someone. In many cases what seemed to be a motivating factor for community college graduates was - I hope other people will avoid the mess I got into where they wrote marginal comments or comments at the end - to the effect of I understood I was entering a field which had excellent, really promising job prospects. So I went through all this. Then they would recite the kinds of reasons that you had mentioned here, George, that I was too young, my training was too thin, we don't have openings for this type of training.

Maslany: This is something else that I find in our data I can't reconcile with the other information I have received. My information from the principles running the program in Saskatchewan were that the average age of the Tech graduate is 29. Every employer is consistently saying "I don't want any of these 18 year old kids coming around here again doing family counselling - gosh, they haven't even passed through puberty yet and they are advising on how to handle kids and so on". Somehow or another there may be another program going on that I am unaware of. In any event there is a very major disagreement going on here. So, maybe some of the information I can get from you would help clarify this issue.

Crane: We have age and we are going to relate age to employment by program to region. We haven't yet done so - I wish we had.

Maslany: Well, this is, as far as they are concerned here, one of employers' criteria for employee selection is physical maturity and of having experience in a respective field.

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- Crane: One thing we did have is that sex is a discriminating factor. The women in all programs: MSW - no one is at a great disadvantage in that program men or women, the employment rate in that group is about 95% overall; BSW is about 60%; Community College is about 45%. But in BSW and Community College females were at a pronounced disadvantage.
- Maslany: I was wondering what sort of off-the-cuff projections you might have on this John, with respect to the changes and the increase in BSW programs in these two provinces, what effect do you think these will have on the community college graduate? Will it be of elbowing them out or is it just going to mean that there is going to be a surplus of BSW's then?
- Crane: Well, I suppose we could argue that of all the BSW's only 60% of them received jobs.....
- Maslany: But the increase in BSW's is this going to affect in anyway the community college graduate?
- Crane: Our data seems to suggest that there is preference for university type people, so yes. BSW's hit the market only in 1972 when the numbers were relatively small.
- Maslany: So whatever happens could change rapidly within the next few years with the introduction of the BSW right now.
- Crane: Yes, if you look we have 1971 data and 1972 data, community college people were relatively worse off in 1972 than 1971 which could be due to the pattern of a large number of BSW's.
- Maslany: This brings me to the next point, somebody probably coined what I've called the "mirror effect" before and found a different word for it. That seemed to be easiest way of describing it. One of the best predictors of who is going to give you a job is to make damn sure your qualifications are very similar to the person that is doing the hiring. Agencies that have people with life experiences choose life-experienced staff. People in agencies with MSW training, guess what, choose people with social work training. There are very few with off-diagonals (employers with one type of a background choosing employees with a different type of a background than their own). In other words, somebody with life experience usually would not want someone with academic background and someone whose main experience is academic would not prefer someone with life experience. In other words, I think, if that is true relationship, the best way of monitoring employment possibilities is by monitoring the qualifications of the people that are doing the hiring. This was particularly evident in two institutions that I contacted, both correctional facilities - the one in which the employer had a psychological background, he informed me that he would have nothing to do with hiring a social worker because their training was too general, they don't have any skill in anything in particular. What we need here are practical people like psychologists, criminologists, things like that. We then went to the other institution that same afternoon and the person we interviewed there told us that he wouldn't hire a psychologist because they only knew how to give tests.

We need somebody that is prepared to take part in an ongoing relationship. Guess which employer had psychological training and which one had social work training? This is something we should be able to get a statistical description of. Wage levels, budget constraints and the whole question of rationalization, decisions regarding the quality as you move down from MSW to BSW etc., should be looked at.

The employers feelings were mixed concerning rationalization decisions. But employers wanted a person who is more flexible, who can do a variety of things. We want university graduates--not narrow minded technicians. They saw the community college graduate in the latter sphere.

Just because a large number of people have been fighting tooth and nail to get into certain schools doesn't mean they will have a job when they get out. What I would like to see is a vocational Dow Jones where you let people know what their opportunities are with respect to different kinds of educational background. What I would like to see or what should be happening is a feedback system from Manpower back into the educational system in which effective counselling would occur.

Lane: The Department of Labour is going to put out a job vacancy survey which is put out on a monthly basis (regionally). No, this survey is being done by Canada Manpower and Statistics Canada and we will try to get you the information on it.

Maslany: One problem is their taxonomy of social service employment positions. They are much too general, this is really related to varying levels of education, they have quite broad categories which are of little use to us because of the specificity we demand.

Lane: Canadian Classification Dictionary of Occupations (CCDO), this is going to be the bible in terms of job area classifications. Statistics Canada has collected all the information. Now, it is a question of being able to put it into use with the advent of the CCDO (which was used during the census). This will provide a useful structure to make use of the large amount of incoming statistical data.

Crane: There has been a very interesting master's thesis done on the numbers of MSW who have ended up in administrative jobs.

Maslany: We could get a hold of some of the Federal Government statistics from the Decennial Economic Survey to aid us in the study but that won't be available until January 1974.

Up to now we have interviewed 37 agencies and most have been quite cooperative concerning the study except for the one group, HRDA, which called the study a "crock of shit". HRDA is intended to help disadvantaged groups find self-supportive type of employment and industry et cetera. A worthwhile group that falls through all the traditional grant agencies will be picked up by HRDA. What we have heard is that their net has some pretty big holes too. That is, some have fallen through their net as we'll as through the other traditional structures. It is not unusual that certain groups would consider this study suspect. Even though HRDA didn't give us the information they had concerning consumer groups we are now developing our own information along this line.



We have got the go ahead from Social Services. This will constitute 90% of the employers and employees, plus 90% of clients who are directly affected by Social Services. We haven't contacted National Health and Welfare but we have contacted Public Health. As far as contacting unions, because they might eventually be giving social services, we would rather work with those that are already doing social work otherwise we will be collecting data on the shaky notion of expectations that may never come about.

Lane: Maybe you would like to use Saskatchewan's CMS workers as a sample for your study. There are only about a hundred counsellors in the province. Perhaps a representative sample would be useful.

Maslany: There is a large consistency between what employers want and what employees want, the consumer, on the other hand, doesn't seem to agree with those two groups.

The next problem is to create the actual instrument of measurement. Hopefully, the replies we get from the various interviews will give us the input to make a relevant questionnaire. This is what we are trying to find out from you people right here at this meeting.

Lane: We at CMC are very interested because we see this as a way of possibly upgrading our counsellors. I think you should let our supervisors and senior counsellors know about this study and let them know what your needs are.

Maslany: Fine, we will send out a letter with CMS endorsement, the proposal for the study and the time and date of the interviews. The only social worker the federal government will hire is an MSW. Most government departments such as parole go through the Public Service Commission and we have been in contact with this agency. Because this body is a major hirer of employees, they should be able to let us know what skills are required of the people who are going into social service positions.

For example, we received a request from Penitentiary Services that they have approximately 40 potential students who want upgrading (because inmates are getting smarter). I passed this information along to Professors Stalwick and Driedger.

Our study will concern not only social work graduates but all employees in the Social Services. When describing his job, the employee may describe it as being far more closely related to his academic training than it really is.

Crane: Not much has changed in the last 20 years in Social Services. The 1967 study shows that most employees were not meeting the qualifications asked for by the employer; that is, because there is a shortage of qualified social workers in Canada even now.

Maslany: If we had qualified people they would fill vacancies currently filled by others. An example of this would be the fact that many positions are now filled by registered psychiatric nurses. These positions, once the nurse leaves, will be filled by a social worker. This seems to be the trend for the future.

Crane: I think there is about a 4% turnover annually in the social service field.

Maslany: I think the questionnaire will be open enough so as not to give every one the notion that they should get a social work degree. Some people may want training in psychology.

I think we have encountered the question of, how do we define social services? We can't get too broad. For example, counsellors don't see themselves as social workers, they don't identify with the social services at all. The job labels are changing but the situation has remained pretty well the same. So I think we can study the system as it is rather than as it should be.

Ewald: You said you are not going into law or education but what about the direct administrative personnel etc. of the various (social aid) programs? What about these administrators, should not they be canvassed by the questionnaire:

Maslany: I'll answer your question this way. I want to restrict the study to direct services in Saskatchewan, although this might be a good idea for a subsequent study. We have also contacted OFY people and people who are on LIP grants. Administration is a very essential part of social work but on this study we will focus only on employees who are directly concerned with giving the service. Analysis of administrators is beyond the scope of this study although this may become part of a natural follow-up.

Crane: The percentage of people with a social work education doing purely administrative work is approximately 18% - this was the case in both British Columbia and Ontario. Most of these administrators also said that they picked up their administrative skills after graduation.

Maslany: People trained in one area of social work, that is in counselling, are doing supervisory or administrative work. This is something consumers are also saying. Our curriculum will probably be very much like the other schools of social work in Canada but it will have a unique feature of social service consumers' input and employee input.

Ewald: Maybe we should have a follow-up study on what the knowledge base of social work should be including the secretary of state and various citizens groups etc. giving input into this knowledge base.

Maslany: The two bases of social work, the interpersonal relationship skills and the technical administrative part are very different. The former is so general it could be taught but the administrative one is highly specific departmentally and can't be really taught. The point may be taken that the administrative staff hasn't got as strong a need for continuing education as the people who work directly with people and who want to be more effective in this regard. Up until now the technical institutes have had the monopoly on the two-year technical courses.



Lane: The difference between DREE and DNS is like night and day. DREE is more concerned with specific financial programs to make sure a certain area gets developed industrially etc, for example, Meadow Lake. The two agencies have much communication and DREE is more concerned with program planning whereas DNS is more of a mechanical supplier of services.

George, I'm wondering if we shouldn't take a look at the list of places you have visited and maybe give you some ideas on that.

Maslany: As I've pointed out in the proposal you've got your compulsive "yes" sayers and then those who on a matter of principle won't participate in any kind of research because they have been involved in timeless hours of research and surveys about which nothing is done. Does the researcher in his personal contact elicit the cooperation of the people he is studying thus avoiding the fact of having to go through another agency i.e., Public Service Commission? The more cooperation you can get the better off the proposal will be.

Lane: We are very happy so far with what you are doing and we know that the spin-off from this study will benefit our organization (CMC) and its staff development training program.

Guy: The Department of Continuing Education are also very interested in the development of needs and analysis. We would be very willing to supply added input whenever you desire it.

Maslany: I think this study ties in very well with yours John, it simply has an expanded category of social services employees. In this way we can tie our study to previous research yet hopefully add some new dimensions without biting off more of a chunk than we can chew.

Ewald: We are looking to you George, now that you are an expert in the field to identify the needs of training and of services to the client that social workers provide.

Maslany: There are two things, one concerns the timing and interpretation of the results of this study. Where do we go beyond the agency representative; the second is to anticipate continuation and alternate funding of this project?

Stalwick: I would like some reaction on the dissemination of this information (results) throughout the prairie region to all people concerned with training social workers. I have had some contact with the faculties of other schools and they have shown considerable interest but I haven't really talked to any of the directors of these schools. I don't think I should be the one who does the publicity (promotion) work.

Lane: You have a recent assembly of directors of the schools of social work?

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Stalwick: Yes, sort of a meeting once a year but it's not really that satisfactory a mechanism so really we should look to regional ways of meeting and maybe that would be something to consider. Maybe we could have the faculty and directors of the school meet sometime in late autumn to consider some of the return for this study and from your study John.

Crane: Well, I like the idea of a regional approach because I think it allows for the possibility of including what seems to be needed - it includes more than just the educators. Rather than just having three autistic programs which don't have much to do with each other. The BSW, MSW and CC, none of them has that close a tie with employers. Granted there are all kinds of competition in trying to work out relationships between educational facilities and employers - employers want different things, have different views. One thing I've gotten from the CASSW project is that it would be good to have regional workshops that are attended by representatives of all the main parties. Look at the policy implications on a regional basis.

Ewald: I'd like to comment on two aspects of the question Harvey. One is the experience which Grove and I had with the Interlake Study on the Manpower implications, this involved Manpower and Immigration, DREE, Indian Affairs, Department of Education, Social Services, Agriculture, the whole range. In essence, this Senior Advisory Committee, in addition to being a facilitator, we learned about the experience as it went along. By its very nature attitudes developed that brought people together in wide jurisdiction for example in the areas of the academic, the governmental system, the consumer if you like, the research group, and it made it very understandable and meaningful as we went along to learn and to use this in our respective experiences. I think we were educated in a process of what was identified in the findings long before the study was published. Long before the findings were examined in how we would use it, it was already implemented. I thought this was a very useful process. That's one thing. Secondly, I happened to be on the advisory committee of the Manitoba School with a number of people and I find a very rigid and extremely insensitive concern about this broadened area of social work. Sticking with the old belly ache of restoration and reclamation and the situation in social work so that there seems to be some peculiar attitude there and I'm not sure how you cope with that. Maybe the mechanism that involves you as a college director with some other resource people with you that have either funding or ideas or relationships that can contribute, some mechanism of interaction would be useful. But in both cases these things can be very valuable to the program managers and certainly as secretary of state (just for your interest) the post secondary policy will be clearly (for three years) and closely identified with the provinces and the federal government with respect to universities in each of the provinces. It seems to me this can eventually be an (tape unclear) to the provinces and the federal government..... but let's stick to a social work group. I would be happy (from a federal point of view) to relate with all of you and indeed we welcome the British Columbia group and we may even be able to involve (tape unclear) and I'm sure Grove can be an entry on the federal side as Dr. Guy can

be on the provincial side. There might be some real value and new data that can be supported as a can opener. I've long felt that no one was responding.

Lane: With respect to the Manitoba experience, the research stall played a knowledge input role and there was discussion, facilitation to a wider range of(tape unclear).... along the lines of trying to disseminate, not just trying to be a singular, narrow propagantist but rather allow -the agents of various points of view to come together in a dialogue sense and to interact - not just for a few hours but for a number of years.

Guy: This not part of George's study and Harvey's question becomes one ofbecause it isn't part of the study. Is there any way we can obtain funding to(tape unclear)..... say for a week in the fall. Now, the submission on that should go where.

Ewald: Well, I'm not fully operational in my new department but I would certainly explore it. I think there is - there are 20 programs.....(tape unclear)..... so it is hard to know at this point but I would think that if you could formulate a proposal I would be willing to pursue it in our system.

Guy: Coming from our system we would support this in a limited way if funds(tape unclear)..... I will contact all departments of Advanced Education to give them all information available in terms of adult education. In terms of university, this is the interest that we have, both from university and advanced education. People would be very interested.

- Harvey will put request through to Secretary of State and keep Alex Guy's Department informed.

- Three-way funding.

- To take place in late November possibly in Saskatoon.

NAMES OF THOSE IN ATTENDANCE AT GENERAL
COMMITTEE MEETING HELD IN ROOM 230,
COLLEGE WEST BUILDING, ON JULY 12, 1973

Consumer Group Representatives

Mr. Ian Bailey,
Street Clinic,
1328 College Avenue,
Regina, Saskatchewan.

Mr. Roger Butterfield,
Metis Society,
#200 - 1800 Scarth Street,
Regina, Saskatchewan.

Mr. Chuck Kowalski,
SCAPO,
Box 85,
75 Ross Street,
Moose Jaw, Saskatchewan.

Mr. Al Skagen,
SCAPO,
Box 85,
75 Ross Street,
Moose Jaw, Saskatchewan.

Mr. Bill Wales,
Freedom Group,
1717 - 113th Avenue,
Regina, Saskatchewan.

Federal Government Representative

Mrs. Gail Surkan,
District Economist,
Department of Manpower and Immigration,
Regina, Saskatchewan.

Saskatchewan Institute of Applied Arts and Science, Saskatoon.

Mr. Mike Sieben,
(Director)

School of Social Work, University of Saskatchewan - Regina Campus Representatives

Prof. Harvey Stalwick,
(Director)

Ms. Mona Acker

Prof. Otto Driedger

Prof. Arvey Hanowski

Prof. Karl Stange

Prof. Claude Wiegand

Social Services Manpower Project Staff

Dr. George Maslany,
(Research Director)

Ms. Debby Behm,
(Research Assistant)

Mr. Harold Hugg,
(Research Assistant)

Mr. John Kreiser,
(Research Assistant)

Ms. Angie Nunweiler,
(Research Assistant)

Minutes of General Committee Meeting
held July 12, 1973 at College West

S.I.A.A.S. graduates received a rather unfavourable reaction from some agencies possibly because of the "mirror effect". At least this is what seems to be happening. What will happen could be even more problematic because of the high out-put of BA graduates. This might also be indicative of a sampling bias within the agency population surveyed.

We have also received information about differential use of staff, that is, not seeing all comers as being used as social service staff under one general heading. That is, some people were doing this kind of work, while some people were doing much different kind of work. Perhaps university graduates are doing better at a certain type of work while other graduates are doing much better at a different line of work. John Crane will be giving us some sort of breakdown on this when we send out the questionnaire - the employees responses may clarify that point.

Relationship between academic background and employers reaction to his employee seems to indicate that the employers want more qualified and more educated people. The employees have been saying we want more academic qualifications. The consumer groups are saying we want somebody with common sense and somebody who can listen.

Some schools say if the student, after entering the agency, adjusts and performs competently (immediately) then he received a too specialized form of education. On the other hand, if it takes 6 to 12 months of actual agency work before the employee is competent, then anybody off the street might fill that position and the education is, of course, redundant.

Another problem is matching the student's educational training to the job he actually will be doing. If this does not occur further education and training will be needed while the employee is already working on the job. This is why employees will be questioned concerning their present and future educational needs.

Therefore, what the employers want to see in their social workers may not be what the clients want, that is somebody who is able to listen and who has common sense, which may not be related to more educational background and being better theorists. One of the points that should emerge from the study is that the school should undertake a class to sensitize the student to the needs and attitudes of consumer recipients.

The main complaint of consumers is that they have yet to meet a compassionate social worker. They want somebody with understanding and feel education has no bearing on this. Education may, in fact, create a gap between the recipient and the worker because the worker will not come off his high horse. More education may therefore create a more inhuman, insensitive worker. It may also create a worker who is so theoretical that he may miss the fact that the guy simply needs a job.

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If we make the assumption that the more education you have, the more ineffective you become in interpersonal helping skills, we also have presupposed that all education is the same.

The two basic forms of education are academics; books and theories, etc., and the other is real life practicum experience. The extension students wanted new and better theories. Education is fine if you can apply it and the only way you will learn that is through experience.

Many times the social worker has to decide between serving his agency or the client and this is wrong. The agency should be set up to serve the client.

How can a school teach the three fundamental things; concern, responsibility and help? If you have got those three things what additional help is a BA? If you don't have those three things and still have a BA does that make it any better?

I believe that current policy and legislation is quite adequate. The way it's being interpreted and handled is inadequate. All we have to do is fix up the existing situation.

The recipient is afraid of the social work establishment because he has been kicked around by it so long. So, studying the current situation may be all right but it doesn't prove or change anything.

With the consumers organizing and getting power the social worker has got to be careful of what he does and how he treats the client. All this involves though, is the fear of reprisal from the supervisor. Yet, can you train somebody to be humanitarian or do they have to have that inherently?

If a worker has been taught to write reams and reams of files of histories, useless irrelevant information gets filed and valuable time is wasted which he could spend counselling, not writing reports.

I think social workers should be called client advocates. These guys should be working for the clients. If the client doesn't get his cheque, the social worker should be prepared to fight the administration to get that cheque. Not like it is now. Right now there is far too much policing going on. If 5% (of clients) cheat, let them cheat. Hire a Clerk II to do the job, not a social worker. The system should expose all the information - they should not divide the consumers from each other by keeping a shroud of confidentiality over the system. The public doesn't really know what the welfare recipient is getting and this is why there is such a terrible backlash from labour, etc. The biggest welfare recipient is the professional, he has been getting the most from welfare.

We have contacted about 60 agencies with a very wide perspective with over 35 consumer groups contacted.

The extension student survey gave us a good random sampling of social service employees and what their desires were in terms of upgrading.

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Paying people to return the questionnaire would increase the amount of return to give us a high enough percentage to give us reliable results.

By the end of August we hope to get the letters out. Questionnaire will be pretested in another province. The weakness of extension student survey was that the questionnaire may have been too open-ended and the population was actually quite a select group (not random).

Another problem is that we train people in Saskatchewan and then they leave for British Columbia or the east. We should increase the number of workers in this province and also the amount of pay they receive to keep good workers in the province. There will be a description of every social service program - community college or university - in western Canada (14) sent out with the questionnaire.

If a bursary is given through social services or public health the person must remain within the province for X number of years. (Editor's note: this is however, not the case.)

If we wish to establish the number of people who receive education in this province and then leave for jobs somewhere else, then we need to establish a baseline for such a longitudinal study. This study could conceivably do that, at least for the social work services.

Another reason we have undertaken this study is to facilitate the planning of curriculum for the School of Social Work. If we do a follow-up once this program is in operation and the consumers say that this supposedly "innovative" program is crap, having the same adverse results as other programs, at least we have one way of monitoring that kind of feedback.

If the employees want more theoretical knowledge we should know why. Is it because this means a better salary etc.? This kind of question should be covered in the questionnaire. Another question to be raised about the education of social workers is that you cannot take some graduate and expect him to work in any field, i.e., corrections.

What degree of mobility is there once you get into the system? What if you start out in MR, what are your chances of ending up in corrections?

Work training is really an important thing. If a person wants to specialize, how can we get the institution to provide him with that kind of experience to go along with his specialized education?

What I would like to see is a specialized course in, for example, corrections with certain prerequisites. After the course you would be granted a degree. Yes, this is much like our certificate program.

I work for a consulting firm and I make more money than if I had a degree. Nobody questions my qualifications - all they want is results. That is what counts. They don't accept you because of a degree on your letterhead. People don't accept you on that basis - they accept you on the basis of what you stand for and what you do.

If the only reason you go to school is because of a high salary, that is not enough. If you are only in there for the money, then forget it - we are a 24 hour deal.

Are there any areas in which you feel there is something you could still learn - problems you don't know the answers to that really bug you? Is there anyway the questionnaire can ask or find out the needs of this sort rather than the traditional sort of social work education.

The point boils down to this, the worker has to be sensitive to the needs of his client and hopefully he can identify with them. If he has experienced the problems they have experienced, the identification process will pose no problems. After this you have to do something about it. Just because I feel what you feel doesn't necessarily mean rehabilitation will occur. If we have a good cry together that is fine, but where do we go from there?

You are talking about specific instances of experience. On the other hand you are saying "Gee, I would really like to have a course in criminology and corrections, but if it doesn't include getting busted and doing time" - which are quite different.

The consumer wants an ex-consumer to serve in the paraprofessional capacity, whereas the employers are saying we want professional people (degree people). We don't want paraprofessionals, we don't even want SIAAS graduates in many cases. This is the attitude of employers.

What good does it do if you can relate real well to people but don't know what to do and where to go to help the client?

Yes I think SCAPO represents the rank and file of public assistance recipients. As far as the native recipients go, they are free to join our group but we really aren't trying to organize or mobilize that group. On the other hand, we are working very closely with the Metis society, etc. We will only deal with the native population on the problem of welfare rights. Anything beyond that is beyond our jurisdiction.

We live in a society that is becoming too institutionalized. Everybody is concerned with building their own occupational empire without even considering the relationships between these occupations.

We are scaring the hell out of continuing education people because we are saying put the carpenter out in the shop - when he gets to the point where he needs to read a blueprint, then teach him how to read a blueprint. Don't teach him before hand because then it won't have any meaning for him. I wonder why this can't be done in the School of Social Work. Put the guy in the field; then, when the need for training comes up, give it to the person.

One of the principles behind education is that there is something general to the social services which is common to all. This is a common base which all social workers need. This isn't in the form of academic theories but rather in the form of interpersonal relationship skills, etc.

I think this is one of the important questions - what should be the order of training in social work, education, then experience or experience and then education.



I think the use of the Community Education Centre concept in social work training and the freedom that extension students had in class to work on problems they considered important will make their education more relevant. Furthermore, the knowledge the extension students gain from each other formally and informally also helped a great deal in concretizing theories. This has also broken down the gap between the various occupations and occupational segments of the bureaucracy.

Continuity of services is a real problem in the social services, particularly when you have people trained in an unrelated field (agriculture) doing social work. They grab a few pay cheques and then leave to get a job in their respective field.

Saskatchewan Federation of Labour should have a representative on this Committee. They should have some input into this Committee. With the results from this study, consumer groups will have something concrete from which they can lobby for or against certain programs.

The pre-test survey will be used exclusively to test the questionnaire itself. That is, how good is the instrument? Hopefully this will be general enough to be used in other provinces. The population tested in this case would be too small to make comparisons from one province to another.

There is a conflict between paraprofessionals and the professionals and the result is a communication gap which the client suffers from.

Maybe experience should come first, then a degree. Maybe we should place all our emphasis on the external students.

If experience is such an important, essential ingredient and it is precisely what consumers want - then maybe the inexperience of the internal students would mean they simply can't make competent social workers. Maybe we will reduce or even scrap the internal students program. But here the tricky thing is employers won't give the students that kind of experience because they have no degree. It all boils down to professionalism and bureaucracy to the extreme.

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UNIVERSITY OF SASKATCHEWAN, REGINA CAMPUS

REGINA, CANADA

S4S 0A2

SCHOOL OF SOCIAL WORK

August 9, 1973.

To All Committee Members:

Enclosed you will find a copy of the Committee minutes.

I have edited these as well as I could considering the severe time constraints under which we are presently operating. Had there been more time available I would have been able to go through these minutes more thoroughly and make them more sensible. Nonetheless, I contend it to be more than a convenient rationalization that there are advantages to presenting minutes to you as they stand. I and other members of the Committee expressed concern about maintaining the confidentiality of what was discussed during the meeting. In this case you would have had to be in attendance in order to make any sort of sense out of what was transcribed. Therefore, all I expect these minutes to serve as is as suitable cues or reminders of what had been discussed.

At times the tape was unclear and therefore it was difficult to determine what actually had been said or who had said it. There are bound to be errors in both cases. I hope that no one is too annoyed about not being identified with what they said or being erroneously identified. These errors and omissions were unavoidable.

I have one last apology about the minutes. In places they may appear to be incomprehensible but at the same time may have made very good sense when they were spoken. The point is that the spoken word is not necessarily the same thing as the written word. Frequently it is found, for example, that the most beautiful plays simply can't be converted into novels; nor can good novels necessarily be turned into good plays. Some things that you say lose their meaning when they are written; while on the other hand, some written things make no sense when they are said. In other words, since the transcript can't indicate emphasis, meaningfulness may have been sacrificed.

I trust you find these minutes informative and useful. If you have any questions or comments about them, please drop me a note.

GWM/bk
Encl.

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G.W. Maslany, Ph.D.,
Research Director,
Social Services Manpower Project.

APPENDIX F

METHODS OF SOLICITING INFORMATION

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1981

1. PRELIMINARY INTERVIEWS

- a) Correspondence regarding proposal*
- b) Correspondence regarding interview
- c) Format of interview

*This letter, accompanied by the proposal, served to initially contact the organizations that were subsequently interviewed.

a) Correspondence regarding proposal

Letter Sent to Social Service Employers Requesting Reactions
to Project Proposal

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UNIVERSITY OF SASKATCHEWAN, REGINA CAMPUS

REGINA, CANADA
S4S 0A8
SCHOOL OF SOCIAL WORK

Dear

This is to inform you that we are undertaking a study of the existing and projected characteristics of social service manpower in Saskatchewan. Since your department represents one of the employers of social work personnel in this province, your cooperation will be essential to the success of this project.

Quite briefly, the rationale underlying the project derives from the fact our School of Social Work requires some indication of the number of social service employees under your charge, the preferred qualifications for various positions and the kind and number of anticipated vacancies for the coming year. At the same time we would be interested in determining the employees to whose advantage and in whose interest it might be to apply for credit extension classes, or some form of continuing education which we or other institutions might be in a position to offer. Supervisors would be questioned about the training they want their staff to have; whereas, their staff, the prospective students, would be asked about the training that they feel they need to better meet the demands of their position. This information about expressed training needs would also help in the design of a curriculum for the student who has never been employed in any social work capacity.

We believe that you could provide us with some very valuable advice as to the best way to proceed with this study. Every effort will be made to accommodate any suggestions you might have about any aspect of it. Many other studies of social services have overlooked a valuable resource by simply relegating persons, such as yourselves who were subjects of their study, to the role of passive participants in a survey which they had no part in developing. We do not want to make that error. We would like to put you in the position of being an active contributor to every phase of the design and execution of this study.

Any suggestions, criticisms or queries you might have will be given our personal attention. We hope to be engaged in an on-going correspondence with everyone that expresses an interest in the study. Feel free to call on us either at our School (Luther College Building on Regina Campus) or telephone (call collect 584-4575) to discuss any point you might have. We would also appreciate an invitation to visit you either individually or in any groups that you might organize for such a meeting.

Yours sincerely,

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GWM/bk
Encl.

G.W. Maslany,
Research Director.

(b) Correspondence regarding interview

Letter Requesting Meeting (Interview) with Groups to
Whom the Proponal had been Sent Out

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[REDACTED]



UNIVERSITY OF SASKATCHEWAN, REGINA CAMPUS

REGINA, CANADA

S4S 0A2

SCHOOL OF SOCIAL WORK

Dear

We hope that you have had the opportunity to review the proposal regarding a study of the Social Services in this province. We are therefore quite eager to proceed with making arrangements for a meeting wherein we can discuss the specifics of your organization involvement in this study. Some of the questions we will be asking concern the objectives of your organization, its membership (e.g., size and involvement), its views about the social services and specific ways in which they can be improved.

Though no organization will have to be concerned about their confidence being betrayed by being identified directly with any criticism they may make, the information you provide us will eventually be fed back to respective governmental and private social service agencies. Whatever corrective action they then take is up to them. We can, however, guarantee action being taken in the academic realm on whatever comments you may make. The information you provide us will be incorporated into the curriculum of our School as a training requirement for future social workers in the province. The issues you raise will be brought to these students' attention as part of the course content and thereby help them to become better sensitised to your expressed needs.

Hopefully our contact with you will not be any one-shot effort. We would like this to be the beginning of an on-going correspondence with you on these matters which are of mutual concern.

Yours sincerely,

GWM/bk

G.W. Maslany, Ph.D.,
Research Director,
Social Services Manpower Project.

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Request to Interviewee to Review Transcript
of Interview Sent to Them

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UNIVERSITY OF SASKATCHEWAN, REGINA CAMPUS

REGINA, CANADA

S4S 0A2

SCHOOL OF SOCIAL WORK

Dear

Enclosed is a copy of the interview we had with you in connection with our "Utilization and Needs of Manpower in the Social Work Services" research project. Could we please have your permission to quote from this interview for purposes of our study? Should you find that errors, omissions or additions have been made or should you have any afterthoughts on the information you gave us or if there are certain areas in which you do not wish to be quoted, please make the appropriate corrections and/or deletions and forward the corrected copy to us. If, on the other hand, you do not wish to be quoted at all, indicate this at the top of the interview and the information in this interview will remain confidential.

We thank you for your anticipated co-operation in this matter.

Yours truly,

G.W. Maslany

G.W. Maslany, Ph.D.,
Research Director,
Social Services Manpower Project.

GWM:pd

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Reminder Letter

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UNIVERSITY OF SASKATCHEWAN, REGINA CAMPUS

**REGINA, CANADA
S4S 0A2
SCHOOL OF SOCIAL WORK**

August 22, 1973

Dear Sir or Madam:

Within the last two months, you were sent a copy of the interview conducted with you by Social Services Manpower Project personnel. We requested that you make any editorial changes, additions or deletions you deemed appropriate. We also asked whether we could have the opportunity to quote you for the final report of this study.

We are trying to get this report together, so could you please be so kind as to cooperate with us in this matter? If at all possible, we would like to hear from you within the week.

Yours truly,

GWM/db

**G. W. Maslany, Ph.D.
Research Director
Social Services Manpower Project**

P.S. If you have misplaced or never received a copy of the interview, let us know and we will send you another.

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c) Format for Open-Ended Interview

Key questions which were most commonly asked of:

A. Social Service Employers, Supervisors and Employees

- Type of services organization offers.
- What are the goals that their service is attempting to accomplish.
- What are the means employed to realize these goals.
- How many staff are employed and what sort of qualifications are required for various positions under their control.
- Would they hire a Technical graduate: Why or why not?
- Are there any special aversions (academic or otherwise) you have for any group that might apply for a position.
- What qualities are stressed in selecting staff to be hired (e.g., stress more academic or relationship type skills).
- Do they foresee any increase in the services being offered and any subsequent increase in staff.
- Do they have any reactions or criticisms of our research proposal or ideas which they would like to add.
- Do they know of the existence of any Consumer or Self-Help groups, in the area of the services they provide.
- What methods do they use to make the general public aware of the services they are providing. Do they feel the publicity they have been receiving has been adequate.

B. Consumer Social Service Groups

- What basically is the purpose of the organization or group, and what does it do.
- How many people are actively involved in the group.
- Do they see an increase in the number of consumer groups in the future, and any expansion in the membership of specific groups.
- Are they aware of other consumer groups that they may be affiliated with or have heard about.
- How do they go about informing the general public of what they are doing (e.g. do they have any Public Relations effort).
- Do they have trouble getting people to join their group. If so, why.
- What do they feel are the qualities of a good social worker, (e.g., qualifications, experience). Can these qualities be trained.

B. Consumer Social Service Groups - continued

- What are the objectives of Social Service Agencies that their members are dealing with. Are these agencies living up to expectations.
- Do they have any comments or criticisms about our Research Proposal, and any suggestions for improving its effectiveness.

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2. QUESTIONNAIRES

- a) Pilot Questionnaire and accompanying correspondence
- b) Employee Questionnaire and accompanying correspondence
- c) Supervisor Questionnaire and accompanying correspondence
- d) Consumer Questionnaire and accompanying correspondence

a) **Pilot Questionnaire and accompanying correspondence**

Letter to Pilot Sample (70)

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UNIVERSITY OF SASKATCHEWAN, REGINA CAMPUS

REGINA, CANADA
S4S 0A2
SCHOOL OF SOCIAL WORK

September 26, 1973

Dear Sir or Madam:

This is a first draft of an instrument which we intend to use on a sample of Saskatchewan social service employees. We would greatly appreciate your completing this for us and also your making any marginal comments regarding the appropriateness of items, any amendments or additions that might occur to you. We will make every effort to incorporate each of your comments in the final draft of this questionnaire.

Be assured of the confidentiality of the completed questionnaire. There is no way in which any respondent can be identified with their response by anyone other than project staff.

We would greatly appreciate it if we could have the completed questionnaire returned to us within one week of its receipt (by October 4, 1973). We will be forwarding you a cheque for two dollars (\$2.00) upon receiving a properly completed questionnaire.

Yours sincerely,

G. W. Maslany, Ph.D.
Research Director
Social Services Manpower Project

GWM:mb

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SOCIAL WORKERS' QUESTIONNAIRE

PART I PERSONAL INFORMATION

1. Age: _____ 2. Sex: Male _____ Female _____
3. Marital Status: Single _____ Married _____
Separated _____ Divorced _____
Widowed _____ Other (please specify) _____
4. Number of Dependents: _____
5. Present Salary: (please fill in one) \$ _____/year \$ _____/month
\$ _____/week
6. a) Before the age of fifteen, what was the population of the place where you spent most of your time?
- | | |
|------------------|-------|
| Farm | _____ |
| Less than 500 | _____ |
| 500 - 1000 | _____ |
| 1000 - 5000 | _____ |
| 5000 - 10,000 | _____ |
| 10,000 - 50,000 | _____ |
| 50,000 - 100,000 | _____ |
| over 100,000 | _____ |
7. What is the approximate population of the community in which you work?
- | | |
|------------------|-------|
| Less than 500 | _____ |
| 500 - 1000 | _____ |
| 1000 - 5000 | _____ |
| 5000 - 10,000 | _____ |
| 10,000 - 50,000 | _____ |
| 50,000 - 100,000 | _____ |
| over 100,000 | _____ |
8. Present employer (name and address of organization): _____

9. Name of immediate supervisor (please specify address if different than that in Question 8): _____

(Please note, the information obtained in Questions 8 and 9 will be used only in compiling a list for distribution of the Supervisors' Questionnaire. All information supplied in this questionnaire is strictly confidential and will not be connected in any way with you personally.)

10. Present employment status: Full time: _____ Part time: _____

11. a) In addition to your present job, do you work in any other areas (related or unrelated to your job field)? Yes _____ No _____ (if no, go on to Question 12).

b) If the answer to the above question is yes, in which other areas do you work?

<u>Areas</u>	<u>Approximate amount of time spent</u>
Social Services _____	_____ hrs/wk
Nursing _____	_____ hrs/wk
Teaching _____	_____ hrs/wk
Religious Field _____	_____ hrs/wk
Human Services other than Social Work (please specify) _____	_____ hrs/wk
_____	_____ hrs/wk
Agriculture _____	_____ hrs/wk
Direct Sales _____	_____ hrs/wk
Administration _____	_____ hrs/wk
Other (please specify) _____	_____ hrs/wk
_____	_____ hrs/wk

c) Are any of the above paid positions? Yes _____ No _____

12. a) Are you a member of any professional association (e.g., Saskatchewan Association of Social Workers, Psychiatric Nurses Association, etc.)?

Yes _____ No _____ (if no, go on to Question 13)

b) If the answer to Question 12 (a) is yes, please list the association(s):

PART II EDUCATIONAL BACKGROUND

13. Have you successfully completed senior matriculation (i.e. Saskatchewan grade twelve or equivalent)?

Yes _____ No _____

14. Have you studied in a university, technical or community college course?

Yes _____ No _____ (if no, go on to Question 21).

If answer to Question 14 is yes, please complete the following questions in the appropriate areas.

Technical Training and/or Community College Course:

15. Name and location of institution(s) attended _____

16. Name of program(s) taken: _____

17. Have you successfully completed this course of studies? Yes _____ No _____

University:

18. Please list any formal degree(s) held. Begin with the highest or most recently obtained degree.

Degree	Major Field(s)	Minor Field(s)	Year obtained
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

19. a) Are you working towards or planning to obtain a degree or certificate in the near future?

Yes _____ No _____ (if no go on to Question 20)

b) Type of degree or certificate: _____

Subject Area: _____

20. a) If you are not working towards or planning to obtain a degree or certificate, what areas would best describe the classes you have taken?

		No. of classes taken
Psychology	_____	_____
Sociology	_____	_____
Political Science	_____	_____
Social Studies	_____	_____
Anthropology	_____	_____
History	_____	_____
Economics	_____	_____
Social Work	_____	_____
Other (please specify)	_____	_____
_____	_____	_____
Education	_____	_____
Administration	_____	_____
Humanities	_____	_____
Other (please specify)	_____	_____
_____	_____	_____

b) Of the above classes which of those you have taken were most relevant to the job you are now doing? (Please check.)

	Most Important	Important	Least Important
Psychology	_____	_____	_____
Sociology	_____	_____	_____
Political Science	_____	_____	_____
Anthropology	_____	_____	_____
Social Studies	_____	_____	_____
History	_____	_____	_____
Economics	_____	_____	_____
Social Work	_____	_____	_____
Education	_____	_____	_____
Administration	_____	_____	_____
Humanities	_____	_____	_____
Other (please specify)	_____	_____	_____
_____	_____	_____	_____

21. If you plan to take courses for academic credit, either for a degree or for other purposes, which of the following best describes your reasons for doing so?

	Most Important	Important	Least Important
Field or problem that interests me	_____	_____	_____
Better understanding of my own agency	_____	_____	_____
Increased ability to work with clients	_____	_____	_____
Improved techniques (e.g., improved counselling skills, writing case histories, etc.)	_____	_____	_____
Better understanding of social work policy	_____	_____	_____
Better understanding of social work philosophy	_____	_____	_____
Greater opportunity for advancement within my agency	_____	_____	_____
Greater opportunity for advancement outside my agency. (if possible please specify the name and location of the agency you would hope to move into.) _____	_____	_____	_____
(By asking this question, we hope to determine whether or not academic upgrading increases job mobility either within or outside the province.)	_____	_____	_____
Other (please specify) _____	_____	_____	_____

22. If you do not plan to take any further courses for academic credit, either for a degree or for other purposes, which of the following best describes your point of view? (Please check where applicable.)

	Very True	True to Some Extent	Not true At All
I have had all the formal education I need at this time	_____	_____	_____
I already have obtained the academic credit I need for a salary raise, promotion, or a professional certificate	_____	_____	_____

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22. - continued

	Very True	True to Some Extent	Not true At All
I do not need further academic work to succeed in the job I am now doing	_____	_____	_____
I have family responsibilities which do not allow me time for further academic work	_____	_____	_____
I cannot afford financially to take further academic work	_____	_____	_____
My career goals are too uncertain at this time	_____	_____	_____
I need additional work experience before undertaking further academic training	_____	_____	_____
There are no institutions near the community in which I live (work) that offer appropriate academic programs	_____	_____	_____
I have not found an academic program that meets my particular interests	_____	_____	_____
Other (please specify)	_____	_____	_____

23. In what areas can social work education (in a BSW program or certificate program) be made relevant to the work you are now doing? (Please check the appropriate.)

A. Fields of Study

	Most Important	Important	Least Important
Family Services	_____	_____	_____
Child Welfare	_____	_____	_____
Community Planning	_____	_____	_____
Group Work	_____	_____	_____
Physical Rehabilitation	_____	_____	_____
Mental Retardation	_____	_____	_____
Psychological Services	_____	_____	_____
Medical Services	_____	_____	_____
Mental Health	_____	_____	_____
Alcoholism and Drug Abuse	_____	_____	_____
Corrections	_____	_____	_____
Public Assistance (i.e., administering financial aid)	_____	_____	_____

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23. - continued

A. Fields of Study

Most Important Important Least Important

Recipients of social services
(e.g., needs and ideas of
welfare recipients, inmate
groups, etc.)
Research
Administration
Other (please specify)

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

B. Techniques

Human relationship skills
Counselling skills
Supervisory skills
Clear expression of ideas
- written (e.g., classes
in writing case histories,
reports)
Clear expression of ideas
- oral (e.g., classes in
public speaking)
Other (please specify)

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

C. General

Human growth and development
(e.g., classes in general
psychology)
Knowledge of community resources
(e.g., location and services
provided by various social
service or related agencies)
Social work philosophy
Social work policy
Legislation (i.e., knowledge
of statutes relevant to social
services such as the Landlord-
Tenants Act, Saskatchewan Assis-
tance Plan)
Other (please specify)

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

24. If educational upgrading was a requirement for your promotion, do you feel financial responsibility for this upgrading should lie on:

- Yourself _____
- Your employer _____
- Yourself and your employer _____

25. a) If financial responsibility for upgrading was placed on you, no matter what the reason for upgrading was, would you still take the upgrading?

No _____ Yes _____ (if Yes, go on to Question 26)

b) If the answer to Question 25 (a) is NO, would you take this upgrading if it was a requirement for your promotion?

Yes _____ No _____ (if No, go on to Question 27)

26. If you decided to take upgrading would you prefer to take:

- Evening classes _____
- Day classes _____
- Leave of absence from work for full time course attendance _____
- Classes by special arrangement for individual instruction _____

PART III PREVIOUS WORK EXPERIENCE

If, prior to your present job you were ever employed elsewhere, please answer Question 27. (If you have never been employed prior to your present job, go on to Question 28.)

27. In which of the following areas were you previously employed?

	Number of years employed	
Social Services	_____	_____
Nursing	_____	_____
Teaching	_____	_____
Religious Field	_____	_____
Human Services other than Social Work (please specify)	_____	_____
_____	_____	_____
Agriculture	_____	_____
Direct Sales	_____	_____
Administration	_____	_____
Other (please specify)	_____	_____
_____	_____	_____

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28. a) Prior to your present job, did you ever do volunteer work?
Yes _____ No _____ (if No, go on to Question 29)

b) If, prior to your present job, you did volunteer work, please check where applicable.

		Year(s) employed (e.g., 1970-72)
Corrections	_____	_____
Child Welfare	_____	_____
Mental Retardation	_____	_____
Senior Citizens	_____	_____
Mental Health	_____	_____
Youth	_____	_____
Alcohol and Drug Abuse	_____	_____
Minority and/or Ethnic Groups (please specify)	_____	_____
<hr/>		
Church Groups	_____	_____
Recreation	_____	_____
Other (please specify)	_____	_____

29. What was your main reason for entering the social service field? (Check one only.)

- Life experience _____
- Volunteer work _____
- Desire to help people _____
- Salary _____
- Status _____
- Better ability to facilitate
social change _____
- Problem or area of special
interest to me _____
- No other employment available _____
- Other (please specify) _____

30. a) Have you ever been a consumer of the services you are now providing or a consumer of related social services? (e.g., Have you ever been on welfare?)
Yes _____ No _____ (if No, go on to Question 31)

b) In what way were you a consumer?

PART IV

PRESENT EMPLOYMENT

31. What is your job classification? (E.G., Social Service Worker I, Social Worker I, Registered Psychiatric Nurse, Social Worker.) Please be as specific as possible.

32. What is the highest salary available in your classification?

33. a) Are you working with a caseload?
Yes _____ No _____ (if No, go on to Question 34)

b) If Yes, how many do you presently have on your caseload?

34. Are the qualifications for your present position the same as when you were hired?
Yes _____ (if Yes, go on to Question 36) No _____

35. a) If the answer to the above is No, have the qualifications been upgraded?
Yes _____ No _____ (if No, go on to Question 36)

b) What have the qualifications been upgraded to?

36. Is it the purpose of your work to work with or prevent problems in any of the following areas? (Please check where appropriate.)

- Individuals and families _____
- Small groups (please specify) _____
- _____
- _____
- Client self-help groups _____
- Supervision and consultation _____
- Education and staff development _____
- Administrative responsibilities _____
- None of these areas _____

37. Which of the following represents what you are attempting to accomplish in your job?

	Most Important	Important	Least Important
Provide and/or maintain minimum standards of physical well-being	_____	_____	_____
Helping people to become self-sufficient	_____	_____	_____
Helping people to avoid dependence on social services	_____	_____	_____
Improve the organization or delivery of social services	_____	_____	_____
Increase opportunities for social and/or political participation of disadvantaged groups	_____	_____	_____
Changes in welfare philosophy, attitudes or policies of society as a whole	_____	_____	_____
Other (please specify)	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

38. What means are you using to enable you to accomplish your goal(s). (Check where applicable.)

Counselling	_____
Therapy	_____
Rehabilitation	_____
Family planning	_____
Child placement and/or care	_____
Providing financial assistance	_____
Providing adequate housing	_____
Job placement	_____
Working with volunteer groups	_____
Organizing and/or working with client self-help groups	_____
Presenting briefs, papers or lectures	_____
Research	_____
Other (please specify)	_____
_____	_____
_____	_____

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39. a) Within your organization, what is the most important qualification in hiring people for a position such as yours?

Related experience	_____
Educational background	_____
Both qualifications are equally important	_____
Other (please specify)	_____

b) What would you feel is the most important qualification in hiring people for a position such as yours?

Related experience	_____
Educational background	_____
Both qualifications are equally important	_____
Other (please specify)	_____

40. a) What would best describe the necessary qualifications for promotion in your organization?

	Most Important	Important	Least Important
Merit (on the job performance)	_____	_____	_____
Previous work experience	_____	_____	_____
Educational background	_____	_____	_____

b) What do you feel should be the necessary qualifications for promotion in your organization?

	Most Important	Important	Least Important
Merit (on the job performance)	_____	_____	_____
Previous work experience	_____	_____	_____
Educational background	_____	_____	_____

41. a) Do you feel you are working fairly independently of supervision?

Yes _____ (if yes, go on to Question 42) No _____

b) If the answer to Question 41 (a) is No, do you feel your effectiveness as a social worker is reduced because of this?

Yes _____ No _____



PART V GENERAL ATTITUDES

Please answer all of the following questions to the best of your ability.

42. In general, employable clients are (choose only one):

- victims of the socio-economic system _____
- victims of their own lack of ambition _____

In the following questions the ratings are as follows:

- Strongly Disagree means you disagree with almost no exceptions
- Disagree means you disagree with some exceptions
- Undecided means you agree or disagree in approximately the same number of cases
- Agree means you agree with some exceptions
- Strongly Agree means you agree with almost no exceptions

43. Clients' rights groups should be allowed to determine the amount of assistance necessary for an adequate standard of living ("assistance" refers to all aid, financial or otherwise, provided by social service or related organizations).

- _____ Strongly Disagree
- _____ Disagree
- _____ Undecided
- _____ Agree
- _____ Strongly Agree

44. Consumers of social services (e.g., welfare recipients, ex-inmates, foster parents) would make good social workers.

- _____ Strongly Disagree
- _____ Disagree
- _____ Undecided
- _____ Agree
- _____ Strongly Agree

45. Clients' rights groups should be a strong force in social change.

- _____ Strongly Disagree
- _____ Disagree
- _____ Undecided
- _____ Agree
- _____ Strongly Agree

46. One should support clients' rights groups in their function.

- _____ Strongly Disagree
- _____ Disagree
- _____ Undecided
- _____ Agree
- _____ Strongly Agree

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47. The more education one has, the more difficult it becomes to communicate with one's clients.

- _____ Strongly Disagree
- _____ Disagree
- _____ Undecided
- _____ Agree
- _____ Strongly Agree

48. Competence in the social service field is determined by: (please rate in order of importance: 1 - most important factor; 2 - second most important factor, and so on. If you do not feel that one or more of the factors listed is significantly important, place a zero (0) beside this factor.)

- Life experience _____
- Educational background _____
- Previous work experience _____
- One's personality (e.g., one's ability to work with people) _____

49. Are you aware of the existence of any clients' rights groups? (E.g., foster parents associations, inmate rights committees.)

- Yes _____ No _____

50. Would you help clients' rights groups in their function? (E.g., helping clients organize such groups, acting as a public relations person for such groups.)

- Yes _____ No _____ Undecided _____

51. In general, when deciding a course of action to be taken with your clients, what are you most strongly influenced by? (Check only one.)

- Your client _____
- Own judgement _____
- Employer (supervisor) _____
- Agency policy _____
- Community expectations _____

THANK YOU FOR YOUR TIME.

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b) **Employee Questionnaire and accompanying correspondence**

Request for Lists of Employee Names (132)

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~~100~~



UNIVERSITY OF SASKATCHEWAN, REGINA CAMPUS

REGINA, CANADA

S4S 0A2

SCHOOL OF SOCIAL WORK

Dear

Re: The Utilization and Needs
of Manpower in the Social
Work Services in Saskatchewan
Study

We would like to inform you that the first phase of our Study involving interviews with personnel of various Social Service organizations throughout the province has been completed. The response to this phase of the project was excellent and the information obtained through these interviews is of great value to our study.

The second phase of our study involves the distribution of two questionnaires. One questionnaire is designed for the employees in various social service agencies, while the other is designed for the supervisors within these agencies. The success of our study will depend greatly on the response we get to these questionnaires.

We would very much like to have your organization participate further in this Study by allowing your staff to fill out our questionnaires.

If you could send us the names and employment addresses of your staff who are involved in supplying direct social services, we would then be able to send the questionnaires out to them.

Could you please send us this information at the earliest possible date.

We will be forwarding the results of our analyses to you when they are completed.

Yours truly,

GWM/bk
Encl.

423

G.W. Maslany, Ph.D.,
Research Director,
Social Services Manpower Project.

Reminder Letter (85)

424





UNIVERSITY OF SASKATCHEWAN, REGINA CAMPUS

REGINA, CANADA
S4S 0A2
SCHOOL OF SOCIAL WORK

Dear

Re: The Utilization and Needs
of Manpower in the Social
Work Services in Saskatchewan
Study

This letter is intended as a reminder to you that we have not yet received the names and working addresses of your staff members who are employed in the supplying of direct social services. Could you please forward to us these names and working addresses as soon as possible (preferably within the next week). Your cooperation and participation in this part of the study are of utmost importance to its completion and success.

If for any reason you have any objections about sending this information or if you have any criticisms about the study, please feel free to call us (collect) at 584-4575; or to write if you prefer.

We thank you for your anticipated cooperation in this matter.

Yours truly,

Dr. G.W. Maslany
Research Director
Social Services Manpower Project.

GWM/mw

425

Letter Sent to Organizations Wishing to Distribute
Their Own Questionnaires (7)

426





UNIVERSITY OF SASKATCHEWAN, REGINA CAMPUS

REGINA, CANADA
S4S 0A2
SCHOOL OF SOCIAL WORK

November 8, 1973

Dear Sir or Madam:

Re: The Utilization and Needs of Manpower in the
Social Work Services in Saskatchewan Study

Enclosed are the social service employee questionnaires which you agreed to distribute to your staff members involved in supplying direct social services. With each questionnaire is an explanatory letter and a stamped return envelope for the convenience of your staff.

Please do not hand out the questionnaires to any of your staff who are employed as supervisors or directors; that is those who spend a large amount of time directing other social service personnel. We will be sending a supervisors questionnaire to these people. Could you please send us the names and working addresses of the supervisors and directors in your agency so that we will know how many questionnaires to send.

We would appreciate having the questionnaires returned within a week. Thank you for your cooperation and interest in our study.

Yours sincerely,

G.W. Maslany, Ph.D.
Research Director
Social Services Manpower Project.

GWM/mw
Encl.

45.7

Letter to Managers (9)

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UNIVERSITY OF SASKATCHEWAN, REGINA CAMPUS

REGINA, CANADA
S4S 0A2
SCHOOL OF SOCIAL WORK

November 8, 1973.

Dear :

Re: The Utilization and Needs of
Manpower in the Social Work
Services in Saskatchewan Study

Enclosed are the social service employees questionnaires which you agreed to distribute to the counsellors on your staff. With each questionnaire is an explanatory letter and a stamped self-addressed return envelope for the convenience of your staff. Please return the questionnaires within one week.

We will be sending another questionnaire, similar in nature, designed specifically for managers, assistant managers, and section supervisors. Could you please send us the names of the people in your office employed in such positions and we will return to them the supervisors questionnaire.

Thank you for your cooperation and interest in our Study.

Yours sincerely,

G. W. Maslany, Ph.D.,
Research Director,
Social Services Manpower Study.

GWM/bk
Encl.

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Letter Accompanying Questionnaire to Canada Manpower
Employees - Unpaid Participants (97)

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UNIVERSITY OF SASKATCHEWAN, REGINA CAMPUS

REGINA, CANADA

S4S 0A2

SCHOOL OF SOCIAL WORK

November 8, 1973

Dear Sir or Madam:

Re: Utilization and Needs of Manpower in the
Social Work Services in Saskatchewan Study

You have been identified by your employer as being involved in some aspect of the provision of social services. We are enclosing a questionnaire which requests information from you about a number of areas including particulars about your employment history, jobs that you are doing now, social service-related attitudes, and your ideas concerning further upgrading. The reason that we are asking these questions is that a number of private, governmental, and educational groups have expressed great interest in the answers to questions such as those contained within the questionnaire. In particular, these groups are interested in finding out what social service personnel are actually doing, and the sorts of training or experience they would like to obtain to better enable them to carry out their responsibilities. The results of this survey will provide valuable information about what social services are doing at the present time and the direction in which various sectors wish them to head.

It should be noted that this type of information should not only be of interest to the groups mentioned above but to everyone employed in and affected by the delivery of social services. Our ultimate aim is to improve this delivery of services and this survey represents a first step towards accomplishing this end. The success of this study depends upon your cooperation in completing and returning this questionnaire to us. Be assured of the confidentiality of the completed questionnaire. There is no way in which any respondent can be identified with their response by anyone other than project staff.

We thank you for your anticipated cooperation in this matter. If you are interested in the results of this study, please check the space provided at the end of the questionnaire and we will be pleased to forward you a copy of the final report when it is completed.

Yours sincerely,

G. W. Maslany, Ph.D.

Research Director

Social Services Manpower Project

GWM/mb
Encl.

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Letter Accompanying Questionnaires to Employees in
Organizations Wishing to Distribute Their Own
Questionnaires (134)

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UNIVERSITY OF SASKATCHEWAN, REGINA CAMPUS

REGINA, CANADA

S4S 0A2

SCHOOL OF SOCIAL WORK

November 8, 1973

Dear Sir or Madam:

Re: Utilization and Needs of Manpower in the
Social Work Services in Saskatchewan Study

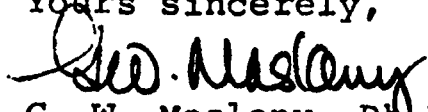
Your organization has been identified as being involved in some aspect of the provision of social services. We are enclosing a questionnaire which requests information from you about a number of areas including particulars about your employment history, jobs that you are doing now, social service-related attitudes, and your ideas concerning further upgrading. The reason that we are asking these questions is that a number of private, governmental, and educational groups have expressed great interest in the answers to questions such as those contained within the questionnaire. In particular, these groups are interested in finding out what social service personnel are actually doing, and the sorts of training or experience they would like to obtain to better enable them to carry out their responsibilities. The results of this survey will provide valuable information about what social services are doing at the present time and the direction in which various sectors wish them to head.

It should be noted that this type of information should not only be of interest to the groups mentioned above but to everyone employed in and affected by the delivery of social services. Our ultimate aim is to improve this delivery of services and this survey represents a first step towards accomplishing this end. The success of this study depends upon your cooperation in completing and returning this questionnaire to us. As an added incentive to you, we will be sending you a cheque for one dollar (\$1.00) on its receipt. We believe that you have the right to receive financial compensation for your time and effort. In order for us to send your cheque, it is very important that you enclose your name and working address with the completed questionnaire.

Be assured of the confidentiality of the completed questionnaire. There is no way in which any respondent can be identified with their response by anyone other than project staff.

We thank you for your anticipated cooperation in this matter. If you are interested in the results of this study, please check the space provided at the end of the questionnaire and we will be pleased to forward you a copy of the final report when it is completed.

Yours sincerely,

423 

G. W. Maslany, Ph.D.

Research Director

Social Services Manpower Project

GWM/mb

Encl.

Letter Sent to Employees (1181)

434

~~ES~~



UNIVERSITY OF SASKATCHEWAN, REGINA CAMPUS

REGINA, CANADA

S4S 0A2

SCHOOL OF SOCIAL WORK

November 8, 1973

Dear Sir or Madam:

Re: Utilization and Needs of Manpower in
the Social Work Services in Saskatchewan Study

You have been identified by your employer as being involved in some aspect of the provision of social services. We are enclosing a questionnaire which requests information from you about a number of areas including particulars about your employment history, jobs that you are doing now, social service-related attitudes, and your ideas concerning further upgrading. The reason that we are asking these questions is that a number of private, governmental, and educational groups have expressed great interest in the answers to questions such as those contained within the questionnaire. In particular, these groups are interested in finding out what social service personnel are actually doing, and the sorts of training or experience they would like to obtain to better enable them to carry out their responsibilities. The results of this survey will provide valuable information about what social services are doing at the present time and the direction in which various sectors wish them to head.

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Yours sincerely,

G. W. Maslany, Ph.D.
Research Director
Social Services Manpower Project

GWM/mb
Encl.

465

Letter Sent to Association of Social Work Employees (30)

476

~~201~~



UNIVERSITY OF SASKATCHEWAN, REGINA CAMPUS

REGINA, CANADA

S4S 0A2

SCHOOL OF SOCIAL WORK

November 8, 1973

Dear Sir or Madam:

Re: Utilization and Needs of Manpower in the
Social Work Services in Saskatchewan Study

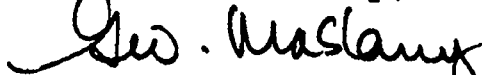
You have been identified as belonging to the Association of Social Workers and therefore we assume your involvement in some aspect of the provision of social services. We are enclosing a questionnaire which requests information from you about a number of areas including particulars about your employment history, jobs that you are doing now, social service-related attitudes, and your ideas concerning further upgrading. The reason that we are asking these questions is that a number of private, governmental, and educational groups have expressed great interest in the answers to questions such as those contained within the questionnaire. In particular, these groups are interested in finding out what social service personnel are actually doing, and the sorts of training or experience they would like to obtain to better enable them to carry out their responsibilities. The results of this survey will provide valuable information about what social services are doing at the present time and the direction in which various sectors wish them to head.

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Yours sincerely,



G. W. Maslany, Ph.D.
Research Director

Social Services Manpower Project

4.5.7

GWM/mb

Encl.

Letter Sent to Saskatchewan Psychiatric Nurses Association

Members (611)

438

~~438~~



UNIVERSITY OF SASKATCHEWAN, REGINA CAMPUS

REGINA, CANADA

S4S 0A2

SCHOOL OF SOCIAL WORK

November 8, 1973

Dear Sir or Madam:

Re: Utilization and Needs of Manpower in the
Social Work Services in Saskatchewan Study

You have been identified as belonging to the Psychiatric Nurses Association and therefore we assume your involvement in some aspect of the provision of social services. We are enclosing a questionnaire which requests information from you about a number of areas including particulars about your employment history, jobs that you are doing now, social service-related attitudes, and your ideas concerning further upgrading. The reason that we are asking these questions is that a number of private, governmental, and educational groups have expressed great interest in the answers to questions such as those contained within the questionnaire. In particular, these groups are interested in finding out what social service personnel are actually doing, and the sorts of training or experience they would like to obtain to better enable them to carry out their responsibilities. The results of this survey will provide valuable information about what social services are doing at the present time and the direction in which various sectors wish them to head.

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Yours sincerely,

G. W. Maslany, Ph.D.

Research Director

Social Services Manpower Project

GWM/mb

Encl.

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SOCIAL SERVICE MANPOWER PROJECT

SOCIAL SERVICE EMPLOYEE QUESTIONNAIRE

PART I

PERSONAL INFORMATION

1. Age: _____
2. Sex: Male _____ Female _____
3. Marital Status: Single _____ Married _____
Separated _____ Divorced _____
Widowed _____ Other (please specify) _____
4. Number of dependents: _____
5. Present Salary (please fill in one) \$ _____/year \$ _____/month
\$ _____/week
6. What was the population of your place of residence up to the age of fifteen?
(i) Farm _____
(ii) Less than 500 _____
(iii) 500 - 1,000 _____
(iv) 1,000 - 5,000 _____
(v) 5,000 - 10,000 _____
(vi) 10,000 - 50,000 _____
(vii) 50,000 - 100,000 _____
(viii) Over 100,000 _____
(ix) Hard to say - moved at least three times _____
7. What is the approximate population of the community in which you work?
(i) Less than 500 _____
(ii) 500 - 1,000 _____
(iii) 1,000 - 5,000 _____
(iv) 5,000 - 10,000 _____
(v) 10,000 - 50,000 _____
(vi) 50,000 - 100,000 _____
(vii) Over 100,000 _____
8. Present employer (name and address of organization): _____
-

9. Name of immediate supervisor (please specify address if different from that in Question 8): _____

(Please note, the information obtained in Questions 8 and 9 will be used only in compiling a list for distribution of the Supervisors' Questionnaire. All information supplied in this questionnaire is strictly confidential and will not be connected in any way with you personally.)

10. a) Are you a member of any association related to your job (e.g., Saskatchewan Association of Social Workers, Psychiatric Nurses Association, etc.)?

Yes _____ No _____

b) If the answer to Question 10 (a) is yes, please list the association(s):

PART II

EDUCATIONAL BACKGROUND

11. Have you successfully completed senior matriculation (i.e., Saskatchewan Grade XII or equivalent)?

Yes _____ No _____

12. a) Have you studied in a university or other post-secondary institution?

Yes _____ No _____

b) If the answer to Question 12 (a) is yes, please complete the following questions in the appropriate areas.

Non-university Post Secondary Course:

13. Name and location of institution(s) attended _____

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14. Name of academic program(s) taken: _____

15. Have you successfully completed this course of studies?

Yes _____ No _____

University

16. Name and location of university(ies) attended: _____

17. Please list any formal degree(s) held. Begin with the highest or most recently obtained degree.

Degree	Major Field(s)	Minor Field(s)	Year Obtained
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

18. a) Are you working towards or planning to obtain a degree or certificate in social work related courses in the near future?

Yes _____ No _____

b) Type of certificate or degree sought:

University of Saskatchewan, School of Social Work, Regina:

- (i) Undergraduate BSW program (internal studies) _____
- (ii) BSW Extension study program (external studies) _____
- (iii) Certificate in Social Service _____

University of Saskatchewan, Extension Division, Non-degree Programs, Saskatoon. _____

Saskatchewan Institute of Applied Arts and Science, Saskatoon Welfare Worker Certificate Program _____

Other (outside of Saskatchewan)* _____

* If you are interested in further information about any of the above or other social work courses in Western Canada check in the space provided at the end of the questionnaire and we will forward you a booklet entitled "Summary of Academic Programs Related to Social Service in Western Canada".

19. a) If you are not working towards or planning to obtain a degree or certificate, what areas would best describe the classes you have taken?

		No. of courses taken
(i) Psychology	_____	_____
(ii) Sociology	_____	_____
(iii) Political Science	_____	_____
(iv) Anthropology	_____	_____
(v) History	_____	_____
(vi) Economics	_____	_____
(vii) Social Work	_____	_____
(viii) Education	_____	_____
(ix) Administration	_____	_____
(x) Humanities	_____	_____
(xi) Other (please specify)	_____	_____
_____	_____	_____
_____	_____	_____

b) Of the above courses you have taken, which were most relevant to the job you are now doing? (Please check off one alternative for each item listed.)

	Most Relevant	Relevant	Least Relevant
(i) Psychology	_____	_____	_____
(ii) Sociology	_____	_____	_____
(iii) Political Science	_____	_____	_____
(iv) Anthropology	_____	_____	_____
(v) Social Studies	_____	_____	_____
(vi) History	_____	_____	_____
(vii) Economics	_____	_____	_____
(viii) Social Work	_____	_____	_____
(ix) Education	_____	_____	_____
(x) Humanities	_____	_____	_____
(xi) Administration	_____	_____	_____
(xii) Other (please specify)	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

20. If you plan to take courses for academic credit, either for a degree or for other purposes, which of the following best describes your reason for doing so? (Please check off one alternative for each item listed.)

	Very True	True to Some Extent	Not True At All
(i) Field or problem that interests me.	_____	_____	_____
(ii) Better understanding of my own agency.	_____	_____	_____
(iii) Increase ability to work with clients (e.g., human relationship skills).	_____	_____	_____
(iv) Improved techniques (e.g., learning about newer types of counselling, writing case histories, etc.).	_____	_____	_____
(v) Better understanding of social service policy.	_____	_____	_____
(vi) Better understanding of social service philosophy.	_____	_____	_____
(vii) Greater opportunity for advancement within my agency (e.g., better salary).	_____	_____	_____
(viii) Greater opportunity for advancement outside my agency.*	_____	_____	_____
(ix) Other (please specify)	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

*By asking this question, we hope to determine whether or not academic upgrading increases job mobility either within or outside the province.

21. If you do not plan to take any further courses for academic credit, either for a degree or for other purposes, which of the following best describes your point of view? (Please check where applicable.)

	Very True	True to Some Extent	Not True At All
(i) I have had all the formal education I want at this time.	_____	_____	_____
(ii) I have already obtained the academic credit I need for a salary raise, promotion, or a professional certificate (i.e., more education won't give me a better job).	_____	_____	_____
(iii) I would be intimidated by going back to school.	_____	_____	_____
(iv) I do not need further academic work to succeed in the job I am now doing.	_____	_____	_____
(v) I have family responsibilities which do not allow me time for further academic work.	_____	_____	_____
(vi) I cannot afford financially to take further academic work.	_____	_____	_____
(vii) My career goals are too uncertain at this time.	_____	_____	_____
(viii) I need additional work experience before undertaking further academic training.	_____	_____	_____
(ix) There are no institutions near the community in which I live (work) that offer appropriate academic programs.	_____	_____	_____
(x) I have not found an academic program that meets my particular interests.	_____	_____	_____
(xi) Other (please specify)	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

22. The following list describes possible areas of social work education. Which of these areas would be most relevant to the work you are now doing? (Please check off one alternative for each item listed.)

<u>A. Fields of Study</u>	Most Relevant	Relevant	Least Relevant
(i) Family services	_____	_____	_____
(ii) Child welfare	_____	_____	_____
(iii) Community planning and development	_____	_____	_____
(iv) Group work	_____	_____	_____
(v) Physical rehabilitation	_____	_____	_____
(vi) Mental retardation	_____	_____	_____
(vii) Medical services	_____	_____	_____
(viii) Psychological services	_____	_____	_____
(ix) Mental health	_____	_____	_____
(x) Alcoholism and drug abuse	_____	_____	_____
(xi) Corrections	_____	_____	_____
(xii) Public assistance (i.e., administering financial aid)	_____	_____	_____
(xiii) Recipients of social services (e.g., needs and ideas of welfare recipients, inmate groups, etc.)	_____	_____	_____
(xiv) Research	_____	_____	_____
(xv) Administration	_____	_____	_____
(xvi) Other (please specify)	_____	_____	_____
_____	_____	_____	_____
 <u>B. Techniques</u>			
(i) Human relationship skills	_____	_____	_____
(ii) Counselling skills	_____	_____	_____
(iii) Supervisory skills	_____	_____	_____
(iv) Clear expression of ideas - written (e.g., classes in writing case histories, reports)	_____	_____	_____
(v) Clear expression of ideas - oral (e.g., classes in public speaking)	_____	_____	_____
(vi) Other (please specify)	_____	_____	_____
_____	_____	_____	_____

22. - continued

C. <u>General</u>	Most Relevant	Relevant	Least Relevant
(i) Human growth and development (e.g., classes in general psychology)	_____	_____	_____
(ii) Knowledge of community resources (e.g., location and services provided by various social service or related agencies)	_____	_____	_____
(iii) Social work philosophy	_____	_____	_____
(iv) Social work policy	_____	_____	_____
(v) Legislation (i.e., knowledge of statutes relevant to social services such as the Landlord-Tenants Act, Saskatchewan Assistance Plan)	_____	_____	_____
(vi) Social work education cannot be made relevant until the system (legislation, etc.) is changed to be relevant to the work I am doing.	_____	_____	_____
(vii) Other (please specify)	_____	_____	_____

23. If educational upgrading was a requirement for your promotion, do you feel financial responsibility for this upgrading should lie on:

- (i) Yourself _____
- (ii) Your employer. _____
- (iii) Yourself and your employer _____

24. a) If you were to take upgrading, would your employer provide any financial assistance?

- (i) All or most of the cost. _____
- (ii) A portion of the cost. _____
- (iii) None of the cost. _____

b) If financial responsibility for upgrading was placed on you (no matter what your reason for upgrading was) would you still take the upgrading?

Yes _____ No _____



25. If you decided to take upgrading would you prefer to take:

- (i) Evening classes _____
- (ii) Day classes _____
- (iii) Leave of absence from work for full-time course attendance _____
- (iv) Classes by special arrangement for individual instruction _____
- (v) Correspondence (i.e., written materials, tapes, phone programmed instruction) _____

PART IIII

PREVIOUS WORK EXPERIENCE

If, prior to your present job you were ever employed elsewhere, please answer Question 26. (If you have never been employed prior to your present job, go on to Question 27.)

26. In which of the following areas were you previously employed?

No. of years employed.

- (i) Social services _____
- (ii) Human services other than social services (please specify) _____
- (iii) Nursing _____
- (iv) Teaching _____
- (v) Religious field _____
- (vi) Agriculture _____
- (vii) Direct sales _____
- (viii) Administration _____
- (ix) Other (please specify) _____

27. a) Prior to your present job did you ever do volunteer work in the social service area?

Yes _____

No _____



27. - continued

b) If you did volunteer work in the social services prior to your present job, please check where applicable:

	Years of volunteer work
(i) Corrections	_____
(ii) Child welfare	_____
(iii) Mental retardation	_____
(iv) Senior citizens	_____
(v) Mental health	_____
(vi) Youth	_____
(vii) Alcohol and drug abuse	_____
(viii) Minority and/or ethnic groups (please specify)	_____
_____	_____
(ix) Church groups	_____
(x) Recreation	_____
(xi) Other (please specify)	_____
_____	_____

28. What were your main reasons for entering the social service field? (Please check one alternative for each item listed.)

	Most Important	Important	Least Important
(i) Life experience	_____	_____	_____
(ii) Volunteer work	_____	_____	_____
(iii) Desire to help people	_____	_____	_____
(iv) Better ability to facilitate social change	_____	_____	_____
(v) Salary	_____	_____	_____
(vi) Status	_____	_____	_____
(vii) Problem or area of special interest to me	_____	_____	_____
(viii) No other employment available	_____	_____	_____
(ix) Other (please specify)	_____	_____	_____
_____	_____	_____	_____

29. a) Have you ever been a recipient of the services you are now providing or a recipient of related social services? (E.g., Have you ever been on welfare, been counselled by a social worker.)

Yes _____ No _____

b) In what way were you a recipient? _____

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PART IV

PRESENT EMPLOYMENT

30. What is your job classification? (E.g., Social Service Worker I, Social Worker I, Registered Psychiatric Nurse, Social Worker.) Please be as specific as possible.

31. What is the highest salary available in your classification?

32. Present employment status: Full-time: _____ Part-time: _____

33. a) Are you working with a caseload?

Yes _____ No _____

b) If "yes", how many do you presently have on your caseload?

34. a) Do you feel that you spend enough time with your clients?

Yes _____ No _____

b) Do you feel over worked?

Yes _____ No _____

35. Are the qualifications for your present position the same as when you were hired?

Yes _____ (If "yes", go on to Question 37.) No _____

36. a) What were the qualifications? _____

b) What were they changed to? _____

37. a) If the qualifications have not been changed, do you think they should be?

Yes _____ No _____

b) If "yes", what do you think they should be changed to? _____



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38. Is it the purpose of your work to deal with or prevent problems in any of the following areas?

	<u>Yes</u>	<u>No</u>
(i) Individuals and families	_____	_____
(ii) Small groups (please specify)	_____	_____
_____	_____	_____
(iii) Client self-help groups	_____	_____
(iv) Supervision and consultation	_____	_____
(v) Education and staff development	_____	_____
(vi) Administrative responsibilities	_____	_____
(vii) None of these areas	_____	_____

39. Which of the following represent what you are attempting to accomplish in your present job? (Please check off one alternative for each item listed.)

	Most Important	Important	Least Important
(i) Provide and/or maintain minimum standards of physical well being.	_____	_____	_____
(ii) Helping people to become self-sufficient.	_____	_____	_____
(iii) Helping people to avoid dependence on social services.	_____	_____	_____
(iv) Improve the organization or delivery of social services.	_____	_____	_____
(v) Increase opportunities for social and/or political participation of disadvantaged groups.	_____	_____	_____
(vi) Changes in welfare philosophy, attitudes or policies of society as a whole.	_____	_____	_____
(vii) Other (please specify)	_____	_____	_____
_____	_____	_____	_____



40. What means are you using to enable you to accomplish your goal(s) within your job?
(Please check off one alternative for each item listed.)

	Most Important	Important	Least Important
(i) Counselling and therapy.	_____	_____	_____
(ii) Rehabilitation (encompasses more aspects of a client's life than either counselling or therapy).	_____	_____	_____
(iii) Family planning.	_____	_____	_____
(iv) Child placement and/or care.	_____	_____	_____
(v) Providing financial assistance.	_____	_____	_____
(vi) Providing adequate housing.	_____	_____	_____
(vii) Job placement.	_____	_____	_____
(viii) Working with volunteer groups.	_____	_____	_____
(ix) Organization and/or working with client self-help groups.	_____	_____	_____
(x) Presenting briefs, papers or lectures.	_____	_____	_____
(xi) Research.	_____	_____	_____
(xii) Other (please specify) _____ _____	_____	_____	_____

41. a) Within your organization, what are the criteria used in hiring people for a position such as yours? (Please check off one alternative for each item listed.)

	Most Important	Important	Least Important
(i) Related experience.	_____	_____	_____
(ii) Educational background.	_____	_____	_____
(iii) Other (please specify). _____	_____	_____	_____

b) What do you feel should be the criteria for hiring people for a position such as yours? (Please check off one alternative for each item listed.)

	Most Important	Important	Least Important
(i) Related experience.	_____	_____	_____
(ii) Educational background.	_____	_____	_____
(iii) Other (please specify). _____	_____	_____	_____

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42. a) What would best describe the necessary qualifications for promotion in your organization? (Please check off one alternative for each item listed.)

	Most Important	Important	Least Important
(i) Length of time on staff.	_____	_____	_____
(ii) Merit (on the job performance).	_____	_____	_____
(iii) Previous work experience.	_____	_____	_____
(iv) Educational background.	_____	_____	_____
(v) Knowing the boss.	_____	_____	_____
(vi) Personal attributes.	_____	_____	_____
(vii) Other (please specify). _____	_____	_____	_____

b) What do you feel should be the necessary qualifications for promotion in your organization?

	Most Important	Important	Least Important
(i) Length of time on staff.	_____	_____	_____
(ii) Merit (on the job performance).	_____	_____	_____
(iii) Previous work experience.	_____	_____	_____
(iv) Educational background.	_____	_____	_____
(v) Knowing the boss.	_____	_____	_____
(vi) Personal attributes.	_____	_____	_____
(vii) Other (please specify) _____	_____	_____	_____

43. a) Do you feel you are working fairly independently of supervision?

Yes _____ No _____

b) How do you feel you can be most effective as a social worker?

- (i) Working with close supervision. _____
- (ii) Working fairly independently of supervision. _____

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44. a) In addition to your present job, do you work in any other areas (related or unrelated to your job field)?

Yes _____

No _____

b) If the answer to the above question is "yes", in which other areas do you work?

Areas

Approximate amount of time spent

- (i) Social services _____ hrs/wk
- (ii) Nursing _____ hrs/wk
- (iii) Teaching _____ hrs/wk
- (iv) Religious Field _____ hrs/wk
- (v) Human services other than social work (please specify) _____ hrs/wk
- (vi) Agriculture _____ hrs/wk
- (vii) Direct Sales _____ hrs/wk
- (viii) Administration _____ hrs/wk
- (ix) Other (please specify) _____ hrs/wk

c) Are any of the above paid positions?

Yes _____

No _____

PART V

GENERAL ATTITUDES

Please answer all of the following questions to the best of your ability.

45. Are you aware of the existence of any clients' rights groups? (E.g., Welfare rights groups, foster parents associations, tenants associations, parents of the retarded, groups to provide rights to ethnic minorities.)

Yes _____

No _____

46. a) Have you or are you currently helping any clients' rights groups in their function? (E.g., Helping clients organize such groups, acting as a public relations person for such groups.)

Yes _____

No _____

b) Would you help clients' rights groups in their function?

Yes _____

No _____

Undecided _____

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In the following six questions, the ratings are as follows:

Strongly Disagree (SD)	means you disagree with almost <u>no</u> exceptions
Disagree (D)	means you disagree with some exceptions
Undecided (U)	means you agree or disagree in approximately the same number of cases
Agree (A)	means you agree with some exceptions
Strongly Agree (SA)	means you agree with almost <u>no</u> exceptions

47. Clients' rights groups should have a major part in determining the amount of assistance necessary for an adequate standard of living ("assistance" refers to all aid, financial or otherwise, provided by social service or related organizations).

SD	D	U	A	SA

48. Consumers of social services (e.g., welfare recipients, ex-inmates, foster parents) would make good social workers.

SD	D	U	A	SA

49. Clients' rights groups should be a strong force in social change.

SD	D	U	A	SA

50. One should support the goals of clients' rights groups.

SD	D	U	A	SA

51. The more education one has, the more difficult it becomes to communicate with one's clients.

SD	D	U	A	SA

52. In general, able-bodied clients who are unemployed are:
(i) victims of the socio-economic system.

SD	D	U	A	SA

(ii) victims of their own lack of ambition.

SD	D	U	A	SA

53. In general, when deciding a course of action to be taken with your clients, what are you most strongly influenced by? (Please check off one alternative for each item listed.)

	Most Important	Important	Least Important
(i) Your client.	_____	_____	_____
(ii) Own judgement.	_____	_____	_____
(iii) Employer (supervisor).	_____	_____	_____
(iv) Agency policy.	_____	_____	_____
(v) Community expectations.	_____	_____	_____

54. Competence in the social service field is determined by: (please rate in order of importance: 1 - most important factor; 2 - second most important factor; and so on. If you do not feel that one or more of the factors listed is significantly important, place a zero (0) beside this factor).

- (i) Life experience. _____
- (ii) Educational background. _____
- (iii) Previous work experience. _____
- (iv) One's personality (e.g., one's ability to work with people). _____

THANK YOU FOR YOUR TIME.

Please send the booklet entitled "Summary of Academic Programs Related to Social Service in Western Canada".

Please send me a copy of the final report of the Social Services Manpower Study.

(NOTE: Both these booklets will be sent to you free of charge.)

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Reminder Letters to Employees (1261)

458



UNIVERSITY OF SASKATCHEWAN, REGINA CAMPUS

REGINA, CANADA

S4S 0A2

SCHOOL OF SOCIAL WORK

Dear Sir or Madam:

Re: Social Services Manpower
Project

If you can remember, a letter was sent to you about a week ago requesting your cooperation in the completion of a questionnaire concerning a survey of social service personnel in this province.

Our records indicate that you have not, as yet, returned your questionnaire. (Please disregard this letter if your return is already in the mail.)

The success of the Study will depend upon your cooperation in completing and returning this questionnaire to us. We realize that the \$1.00 we offered for completing the questionnaire is a rather small sum and in no way adequately compensates you for either your time or effort. This amount merely represents a token of our appreciation of your assistance.

If you have misplaced your questionnaire, let us know and we will be happy to forward you another.

We cannot overemphasize how important the results of this Study are to the social services in this province and ultimately to you and your future in this field.

We thank you for your anticipated cooperation.

Sincerely,

A handwritten signature in cursive script that reads "G.W. Maslany".

G.W. Maslany, Ph.D.,
Research Director,
Social Services Manpower Project.

GWM/bk

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c) Supervisor Questionnaire and accompanying correspondence

Letter Sent to Those Identified as Supervisors (408)

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UNIVERSITY OF SASKATCHEWAN, REGINA CAMPUS

REGINA, CANADA

S4S 0A2

SCHOOL OF SOCIAL WORK

November 27, 1973

Dear Sir or Madam:

Re: Utilization and Needs of Manpower in the
Social Work Services in Saskatchewan Study

You have been identified by a social service employee under your charge as being a supervisor in this field. We are enclosing a questionnaire which requests information from you about a number of areas including particulars about your employment history, jobs that you are doing now, social service-related attitudes, and your ideas concerning further upgrading. The reason that we are asking these questions is that a number of private, governmental, and educational groups have expressed great interest in the answers to questions such as those contained within the questionnaire. In particular, these groups are interested in finding out what social service personnel are actually doing, and the sorts of training or experience they would like to obtain to better enable them to carry out their responsibilities. The results of this survey will provide valuable information about what social services are doing at the present time and the direction in which various sectors wish them to head. If you have been sent an employees questionnaire, please disregard it and only complete this one.

It should be noted that this type of information should not only be of interest to the groups mentioned above but to everyone employed in and affected by the delivery of social services. Our ultimate aim is to improve this delivery of services and this survey represents a first step towards accomplishing this end. The success of this study depends upon your cooperation in completing and returning this questionnaire to us. As an added incentive to you, we will be sending you a cheque for one dollar (\$1.00) on its receipt. We believe that you have the right to receive financial compensation for your time and effort.

Be assured of the confidentiality of the completed questionnaire. There is no way in which any respondent can be identified with their response by anyone other than project staff.

We thank you for your anticipated cooperation in this matter. If you are interested in the results of this study, please check the space provided at the end of the questionnaire and we will be pleased to forward you a copy of the final report when it is completed.

Yours sincerely,

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G. W. Maslany, Ph.D.
Research Director
Social Services Manpower Project

GWM/mb
Encl.

SOCIAL SERVICES MANPOWER PROJECT

SUPERVISORS' QUESTIONNAIRE

CARD 1 PART I. Personal Information

1. Age: _____ 2. Sex: Male _____ Female _____
(Col. 6-7) (Col. 8)
- (Col. 9) 3. Marital Status: Single _____ Married _____
Separated _____ Divorced _____
Widowed _____ Other (please specify) _____
- (Col. 10) 4. Number of dependents: _____
- (Col. 11-14) 5. Present salary: \$ _____/month
- (Col. 15) 6. What is the approximate population of the community in which you work?
- (i) less than 500 _____
 - (ii) 500 - 1,000 _____
 - (iii) 1,000 - 5,000 _____
 - (iv) 5,000 - 10,000 _____
 - (v) 10,000 - 50,000 _____
 - (vi) 50,000 - 100,000 _____
 - (vii) over 100,000 _____
- (Col. 17-19) 7. Present employer (name and address of organization) _____

- (Col. 20) 8. (a) Are you a member of any association related to your job (e.g., Saskatchewan Association of Social Workers, Psychiatric Nurses Association, etc.)?
- Yes _____ No _____
- (b) If the answer to Question 8 (a) is "yes", please list the associations
- (Col. 21-23) _____
(Col. 24-26) _____
- (Col. 27) 9. (a) Have you ever been a recipient of social services (e.g., have you ever been on welfare, been counselled by a social worker, etc.)?
- Yes _____ No _____
- (b) In what way were you a recipient? _____

PART II. Educational Background

(Col. 29-30)10. Please list your highest educational qualifications.

Degree or Certificate	Program Description	Name of Institution	Year Obtained
_____	_____	_____	_____

(Col. 31) 11. (a) If you had the opportunity, would you take further academic upgrading?

Yes _____ No _____

(Col. 32) (b) Are you working towards or planning to obtain a degree or certificate in social work-related courses in the near future?

Yes _____ No _____

(Col. 33) 12. Type of certificate or degree sought:*

University of Saskatchewan, School of Social Work, Regina:

- (i) Undergraduate BSW program (internal studies _____)
- (ii) BSW extension study program (external studies _____)
- (iii) Certificate in social services _____

University of Saskatchewan, Extension Division, Non-degree Programs, Saskatoon _____

Saskatchewan Institute of Applied Arts and Science, Saskatoon, Welfare Worker Certificate Program _____

Other (please specify)

*If you are interested in further information about any of the above or other social work courses in Western Canada check in the space provided at the end of the questionnaire and we will forward you a booklet entitled "Summary of Academic Programs Related to Social Service in Western Canada".



PART III. Previous Employment Experience

13. If you were ever previously employed, in which of the following areas have you been employed?

		<u>No. of years employed</u>
(Col. 34-35)	(i) Social services	_____
(Col. 36-37)	(ii) Human services other than social services (please specify)	_____
(Col. 38-39)	(iii) <u>Nursing</u>	_____ _____
(Col. 40-41)	(iv) Teaching	_____
(Col. 42-43)	(v) Religious field	_____
(Col. 44-45)	(vi) Agriculture	_____
(Col. 46-47)	(vii) Direct sales	_____
(Col. 48-49)	(viii) Administration	_____
(Col. 50-51)	(ix) Other (please specify)	_____
	_____	_____

PART IV. Present Employment

(Col. 52-54)14. What is your job classification? (E.g., Social Service Worker III, Social Worker IV, Registered Psychiatric Nurse, Administrator, etc.). Please be as specific as possible.

(Col. 55-58)15. What is the highest salary (/month) available for your current job? _____

(Col. 59-60)16. How long have you been employed by the organization you are currently working with?

Number of years with organization _____

(Col. 61) 17. (a) Are you working with a caseload?

Yes _____ No _____

(Col. 62-63) (b) If "yes", how many do you have on your caseload?

(Col. 64) 18. Do you feel that the social service personnel you are supervising are overworked?

Yes _____ No _____

(Col. 65) 19. Generally speaking have the qualifications for the positions under your supervision remained the same over the past five years?

Yes _____ No _____

(Col. 66) 20. (a) Have these qualifications been:

Increased _____ Decreased _____

(Col. 67-68) (b) Generally speaking, how have the qualifications been changed?

(Col. 69) 21. (a) If the qualifications have not been changed, do you think they should be?

Yes _____ No _____

(Col. 70-71) (b) If "yes", how do you think they should be changed?

CARD 2

22. Is it the purpose of your work to deal with or prevent problems in any of the following areas?

		<u>Yes</u>	<u>No</u>
(Col. 6)	(i) Individuals and families	_____	_____
(Col. 7)	(ii) Small groups (please specify) _____	_____	_____
(Col. 8)	(iii) Client self-help groups	_____	_____
(Col. 9)	(iv) Supervision and consultation	_____	_____
(Col. 10)	(v) Education and staff development	_____	_____
(Col. 11)	(vi) Administrative responsibilities	_____	_____
(Col. 12)	(vii) Other (please specify) _____	_____	_____

PART V. General

23. (a) Within your organization, what are the criteria used in hiring people for a social service work position? (Please check off one alternative for each item listed.)

		<u>Most Important</u>	<u>Important</u>	<u>Least Important</u>
(Col. 13)	(i) Related experience	_____	_____	_____
(Col. 14)	(ii) Educational background	_____	_____	_____
(Col. 15)	(iii) Other (please specify) _____	_____	_____	_____

(b) What do you feel should be the criteria for hiring people to a social service work position? (Please check off one alternative for each item listed.)

		<u>Most Important</u>	<u>Important</u>	<u>Least Important</u>
(Col. 16)	(i) Related experience	_____	_____	_____
(Col. 17)	(ii) Educational background	_____	_____	_____
(Col. 18)	(iii) Other (please specify) _____	_____	_____	_____

24. (a) What would best describe the necessary qualifications for promotion in your organization? (Please check off one alternative for each item listed.)

		<u>Most Important</u>	<u>Important</u>	<u>Least Important</u>
(Col. 19)	(i) Length of time on staff	_____	_____	_____
(Col. 20)	(ii) Merit (on the job performance)	_____	_____	_____
(Col. 21)	(iii) Previous work experience	_____	_____	_____
(Col. 22)	(iv) Education background	_____	_____	_____
(Col. 23)	(v) Knowing the boss	_____	_____	_____
(Col. 24)	(vi) Human relations skills	_____	_____	_____
(Col. 25)	(vii) Other (please specify) _____	_____	_____	_____



24. (b) What do you feel should be the necessary qualifications for promotion in your organization? (Please check off one alternative for each item listed.)

		<u>Most Important</u>	<u>Important</u>	<u>Least Important</u>
(Col. 26)	(i) Length of time on staff	_____	_____	_____
(Col. 27)	(ii) Merit (on the job performance)	_____	_____	_____
(Col. 28)	(iii) Previous work experience	_____	_____	_____
(Col. 29)	(iv) Education background	_____	_____	_____
(Col. 30)	(v) Knowing the boss	_____	_____	_____
(Col. 31)	(vi) Human relations skills	_____	_____	_____
(Col. 32)	(vii) Other (please specify)	_____	_____	_____

25. How do you rate the relevance of the following academic qualifications for social service positions under your charge?

		<u>Most Useful</u>	<u>Useful</u>	<u>Least Useful</u>
(Col. 33)	(i) Graduate work in social work related fields (e.g., Master of Social Work degree)	_____	_____	_____
(Col. 34)	(ii) Bachelor of Social Work	_____	_____	_____
(Col. 35)	(iii) Bachelor of Arts (social sciences)	_____	_____	_____
(Col. 36)	(iv) Bachelor of Arts (general)	_____	_____	_____
(Col. 37)	(v) Welfare worker technologist certificate	_____	_____	_____
(Col. 38)	(vi) Grade XII (with social service related experience)	_____	_____	_____
(Col. 39)	(vii) Grade XII	_____	_____	_____
(Col. 40)	(viii) No minimum education qualifications	_____	_____	_____
(Col. 41)	(ix) Other (please specify)	_____	_____	_____

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26. How many of the social service staff you supervise (at present) or expect to supervise come under the following categories? (Please answer where appropriate)

Columns			<u>Present</u>		<u>Projected # of staff for 1975</u>
			<u># of staff</u>	<u># of vacancies</u>	
(42-43)	(60-61)	(i) Graduate work in social work related fields (e.g., Master of Social Work)	_____	_____	_____
(44-45)	(62-63)	(ii) Bachelor of Social Work	_____	_____	_____
(46-47)	(64-65)	(iii) Bachelor of Arts (social science)	_____	_____	_____
(48-49)	(66-67)	(iv) Bachelor of Arts (general)	_____	_____	_____
(50-51)	(68-69)	(v) Welfare worker technologist	_____	_____	_____
(52-53)	(70-71)	(vi) Grade XII (with experience)	_____	_____	_____
(54-55)	(72-73)	(vii) Grade XII	_____	_____	_____
(56-57)	(74-75)	(viii) No minimum educational qualifications	_____	_____	_____
(58-59)	(76-77)	(ix) Other (please specify)	_____	_____	_____
Total number of social service staff			=====	=====	=====

(Note: This total should equal the sum of each of the above categories)

CARD 3

27. How do you feel your staff can work most effectively? (Check one.)

(Col. 6) (i) Working with close supervision _____
 (ii) Working fairly independently of supervision _____

(Col. 7) 28. Do you encourage educational upgrading for your staff?

Yes _____ No _____

29. (a) If educational upgrading was a requirement for promotion, do you feel that financial responsibility for this upgrading should rest with: (check one)

(Col. 8) (i) the employee _____
 (ii) the employer _____
 (iii) both the employee and employer _____

29. (b) If any of your staff were to take upgrading, would your agency provide financial assistance? (check one)

(Col. 9)

- (i) All or most of the cost _____
- (ii) A portion of the cost _____
- (iii) None of the cost _____

30. (a) If any of your staff were to take upgrading which would you prefer? (check more than one if necessary)

(Col. 10)

(Col. 11)

(Col. 12)

(Col. 13)

(Col. 14)

- (i) Evening classes _____
- (ii) Day classes _____
- (iii) Leave of absence from work for full-time course attendance _____
- (iv) Classes by special arrangement for individual instruction _____
- (v) Correspondence course (i.e., written materials, tapes, phone programmed instruction.) _____

30. (b) If you were to take upgrading what would you prefer?

(Col. 15)

(Col. 16)

(Col. 17)

(Col. 18)

(Col. 19)

- (i) Evening classes _____
- (ii) Day classes _____
- (iii) Leave of absence from work for full-time course attendance _____
- (iv) Classes by special arrangement for individual instruction _____
- (v) Correspondence course (i.e., written materials, tapes, phone programmed instruction.) _____

31. Which of the following classes do you feel are most relevant to the jobs in the social services under your charge. (Please check off one alternative for each item listed.)

(Col. 20)

(Col. 21)

(Col. 22)

(Col. 23)

(Col. 24)

(Col. 25)

(Col. 26)

(Col. 27)

(Col. 28)

(Col. 29)

(Col. 30)

(Col. 31)

	<u>Most</u> <u>Important</u>	<u>Important</u>	<u>Least</u> <u>Important</u>
(i) Psychology	_____	_____	_____
(ii) Sociology	_____	_____	_____
(iii) Political Science	_____	_____	_____
(iv) Anthropology	_____	_____	_____
(v) Social studies	_____	_____	_____
(vi) History	_____	_____	_____
(vii) Economics	_____	_____	_____
(viii) Social work	_____	_____	_____
(ix) Education	_____	_____	_____
(x) Humanities	_____	_____	_____
(xi) Administration	_____	_____	_____
(xii) Other (please specify)	_____	_____	_____

32. The following list describes possible areas of social work education. How relevant would training in each of these areas be to your staff to better enable them to perform their present jobs. (Please check off one alternative for each item listed.)

		<u>Most Relevant</u>	<u>Relevant</u>	<u>Least Relevant</u>
(Col. 32)	(i) Family services	_____	_____	_____
(Col. 33)	(ii) Child welfare	_____	_____	_____
(Col. 34)	(iii) Community planning and development	_____	_____	_____
(Col. 35)	(iv) Group work	_____	_____	_____
(Col. 36)	(v) Physical rehabilitation	_____	_____	_____
(Col. 37)	(vi) Mental retardation	_____	_____	_____
(Col. 38)	(vii) Medical services	_____	_____	_____
(Col. 39)	(viii) Psychological services	_____	_____	_____
(Col. 40)	(ix) Mental health	_____	_____	_____
(Col. 41)	(x) Alcoholism and drug abuse	_____	_____	_____
(Col. 42)	(xi) Corrections	_____	_____	_____
(Col. 43)	(xii) Public assistance (i.e., administering financial aid)	_____	_____	_____
(Col. 44)	(xiii) Recipients of social services (e.g., needs and ideas of welfare recipients, inmate groups, etc.)	_____	_____	_____
(Col. 45)	(xiv) Research	_____	_____	_____
(Col. 46)	(xv) Administration	_____	_____	_____
(Col. 47)	(xvi) Other (please specify)	_____	_____	_____

33. Which do you feel should be the main reasons for entering the social service field? (Please check one alternative for each item listed.)

		<u>Most Important</u>	<u>Important</u>	<u>Least Important</u>
(Col. 48)	(i) Life experience	_____	_____	_____
(Col. 49)	(ii) Volunteer work	_____	_____	_____
(Col. 50)	(iii) Desire to help people	_____	_____	_____
(Col. 51)	(iv) Better ability to facilitate social change	_____	_____	_____
(Col. 52)	(v) Salary	_____	_____	_____
(Col. 53)	(vi) Status	_____	_____	_____
(Col. 54)	(vii) Problem or area of special interest	_____	_____	_____
(Col. 55)	(viii) No other employment available	_____	_____	_____
(Col. 56)	(ix) Other (please specify)	_____	_____	_____

34. How important is it for a social worker to accomplish each of the following: (Please check off one alternative for each item listed.)

		<u>Most</u> <u>Important</u>	<u>Important</u>	<u>Least</u> <u>Important</u>
(Col. 57)	(i) Provide and/or maintain minimum standards of physical well-being	_____	_____	_____
(Col. 58)	(ii) Helping people to become self sufficient	_____	_____	_____
(Col. 59)	(iii) Helping people to avoid dependence on social services	_____	_____	_____
(Col. 60)	(iv) Improve the organization or delivery of social services	_____	_____	_____
(Col. 61)	(v) Increase opportunities for social and/or political participation of disadvantaged groups	_____	_____	_____
(Col. 62)	(vi) Changes in welfare philosophy, attitudes or policies of society as a whole	_____	_____	_____
(Col. 63)	(vii) Other (please specify) _____	_____	_____	_____

35. What means should a social worker use to enable him to accomplish the goal(s) of his job? (Please check off one alternative for each item listed.)

		<u>Most</u> <u>Important</u>	<u>Important</u>	<u>Least</u> <u>Important</u>
(Col. 64)	(i) Counselling and therapy	_____	_____	_____
(Col. 65)	(ii) Rehabilitation (encompasses more aspects of a client's life than either counselling or therapy)	_____	_____	_____
(Col. 66)	(iii) Family planning	_____	_____	_____
(Col. 67)	(iv) Child placement and/or care	_____	_____	_____
(Col. 68)	(v) Financial assistance	_____	_____	_____
(Col. 69)	(vi) Provide adequate housing	_____	_____	_____
(Col. 70)	(vii) Job placement	_____	_____	_____
(Col. 71)	(viii) Working with volunteer groups	_____	_____	_____

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35. - cont'd

- (Col. 72) (ix) Organization and/or working with client self-help groups _____
- (Col. 73) (x) Presenting briefs, papers or lectures _____
- (Col. 74) (xi) Research _____
- (Col. 75) (xii) Other (please specify) _____

CARD 4

36. Are you aware of the existence of any social service clients' rights groups? (E.g., welfare rights groups, foster parents associations, tenants associations, parents of the retarded, groups to provide rights to ethnic minorities.)

(Col. 6) Yes _____ No _____

37. (a) Are you aware of any of your staff who have assisted or are currently helping any social service clients' rights groups? (E.g., helping clients organize such groups, acting as a public relations person for such groups.)

(Col. 7) Yes _____ No _____

(b) Do you believe that your staff should be encouraged to support and assist social service clients rights groups?

(Col. 8) Yes _____ No _____ Undecided _____

In the following six questions, the ratings are as follows:

- Strongly disagree (SD) means you disagree with almost no exceptions
- Disagree (D) means you disagree with some exceptions
- Undecided (U) means you agree or disagree in approximately the same number of cases
- Agree (A) means you agree with some exceptions
- Strongly agree (SA) means you agree with almost no exceptions

(Col. 9) 38. Clients' rights groups should have a major part in determining the amount of assistance necessary for an adequate standard of living ("assistance refers to all aid, financial or otherwise, provided by social service or related organizations.)

SD	D	U	A	SA

(Col. 10) 39. Consumers of social services (e.g., welfare recipients, ex-inmates, foster parents) would make good social workers.

SD	D	U	A	SA

(Col. 11) 40. Clients' rights groups should be a strong force in social change.

SD	D	U	A	SA

(Col. 12) 41. One should support the goals of clients' rights groups.

SD	D	U	A	SA

(Col. 13) 42. The more education one has, the more difficult it becomes to communicate with one's clients.

SD	D	U	A	SA

(Col. 14) 43. In general, able-bodied clients who are unemployed are:

(i) victims of the socio-economic system.

SD	D	U	A	SA

(Col. 15) (ii) victims of their own lack of ambition.

SD	D	U	A	SA

44. In general, when deciding a course of action to be taken with clients, what do you expect your staff to be most strongly influenced by? (Please check off one alternative for each item listed.)

		<u>Most Important</u>	<u>Important</u>	<u>Least Important</u>
(Col. 16)	(i) The client	_____	_____	_____
(Col. 17)	(ii) The employee's own judgement	_____	_____	_____
(Col. 18)	(iii) Your advice as his supervisor	_____	_____	_____
(Col. 19)	(iv) Agency policy	_____	_____	_____
(Col. 20)	(v) Community expectations	_____	_____	_____

45. Competence in the social service field is determined by: (please rate in order of importance: 1 - most important factor; 2 - second most important factor; and so on. If you do not feel that one or more of the factors listed is significantly important, place a zero (0) beside this factor).

(Col. 21)	(i) Life experience			
(Col. 22)	(ii) Educational background		_____	
(Col. 23)	(iii) Previous work experience		_____	
(Col. 24)	(iv) One's personality (e.g., one's ability to work with people)		_____	

THANK YOU FOR YOUR TIME

- (Col. 25) Please send the booklet entitled "Summary of Academic Programs Related to Social Service in Western Canada".
- (Col. 26) Please send me a copy of the final report of the Social Services Manpower Study.

(Note: both these booklets will be sent to you free of charge.)



d) Consumer Questionnaire and accompanying correspondence

Letter Sent to Social Service Consumer Organizations (30)

475





UNIVERSITY OF SASKATCHEWAN, REGINA CAMPUS

REGINA, CANADA

S4S 0A2

SCHOOL OF SOCIAL WORK

Dear Sir or Madam:

Re: Utilization and Needs of Manpower
in the Social Work Services in
Saskatchewan Study

As we have already indicated to you, we are prepared to forward two dollars (\$2.00) to each person who participates in this survey upon receipt of a properly completed questionnaire from them. (We will, understandably, not be able to send a cheque to anyone who only partially completes the questionnaire.) Furthermore, we will also be forwarding the sum of fifty cents (\$.50) for each properly completed questionnaire your organization returns to us. We hope that the fifty cents (\$.50) per questionnaire is sufficient to compensate you for your efforts in helping your members completed the questionnaire. (For example, if you return fifty properly complete questionnaires, a cheque for twenty-five dollars (\$25.00) will be sent to your organization and in addition a cheque for two dollars (\$2.00) will be mailed to each of the fifty respondents).

To assist you in distributing the questionnaire, we are attaching a copy of the "Procedure for Distribution" plus the "Social Service Consumer's Survey" form.

Yours sincerely,

G.W. Maslany, Ph.D.,
Research Director,
Social Services Manpower Project.

GWM/hk
Encls.

PROCEDURE FOR DISTRIBUTION

The procedure we recommend for distribution of the questionnaire is as follows:

I.

A. Fill in the information requested about your organization on the accompanying form.

B. Fill in the names and addresses of the persons to whom the questionnaire has been given.

Note: Those persons whose names are listed must be members of your organization.

C. Indicate the date that the questionnaire a) was handed out
b) was returned.
(If they were all handed out or returned at the same time then just put the date at the head of the column.)

II. How to give the questionnaire.

A. It might be most convenient if you were to arrange a meeting specifically for the purposes of distributing and completing this questionnaire.

B. Please note that there are no right or wrong (good or bad) answers. Explain a question to a person filling out a questionnaire if they have any trouble answering it, don't try and tell them how to answer it. Therefore, try to guard against leading someone's answer in the direction that you think it should be answered or the way you would answer it.

C. Make sure that they check the questionnaire over after completing it to make sure that all questions are answered.

D. If any of the persons have any problem with their questionnaire they have been requested to contact you for clarification. If you cannot help them, call us (collect at 584-4575) and we will be happy to assist you. Also, if you need more questionnaires, please call us at the above number and we will send them to you.

III.

Collect the questionnaires preferably the same evening it is handed out or at least one WEEK after the distribution. Return them to us in the self-addressed envelopes provided. We have numbered each of the questionnaires to assist us in sending the cheques to the right people. When you hand out the questionnaires, please write beside each person's name the number of the questionnaire given to that person.

SOCIAL SERVICES CONSUMER SURVEY

NAME OF ORGANIZATION Distributing Questionnaire _____

Address of Organization _____

Name of Executive Officer Responsible for Distribution _____

NAME (please print) and NUMBER OF QUESTION- NAIRE	MAILING ADDRESS to Which Cheque Can Be forwarded	QUESTIONNAIRE		FOR OUR OFFICE USE ONLY. Cheque sent out
		Date Sent Out	Date Re- turned	
1.				

Letter Accompanying Consumer Questionnaires (1390)



UNIVERSITY OF SASKATCHEWAN, REGINA CAMPUS

REGINA, CANADA

S4S 0A2

SCHOOL OF SOCIAL WORK

November 8, 1973

Dear Sir or Madam:

Re: Utilization and Needs of Manpower in the
Social Work Services in Saskatchewan Study

We are enclosing a questionnaire which requests information from you about a number of areas including your personal background, the social services you have received in the past and are now receiving, your attitudes about social services, and your ideas concerning any further education that social service workers should obtain.

The reason we are asking these questions is that a number of private, governmental, and educational groups have expressed great interest in them. These groups are interested in finding out what social service workers are actually doing and the sorts of training or experience that would better enable them to do their jobs. This study will provide valuable information about social services at the present time and the direction in which various sectors wish them to head.

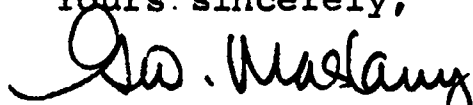
This information will not only be of interest to the groups mentioned above but to everyone employed in and affected by the delivery of social services. Our ultimate aim is to improve this delivery of services and this survey represents a first step towards accomplishing this end. The success of this study depends upon your cooperation in completing and returning this questionnaire to us. As an added incentive to you, we will be sending you a cheque for two dollars (\$2.00) on receipt of the properly completed questionnaire. We believe that you have the right to receive financial compensation for your time and effort.

If you have any trouble filling out the questionnaire, please contact the person in your organization who distributed the questionnaire to you.

We assure you of the confidentiality of the completed questionnaire. There is no way in which any person can be identified with their response by anyone other than project staff.

We thank you for your anticipated cooperation in this matter. If you are interested in the results of this study, please check the space provided at the end of the questionnaire and we will be pleased to forward you a copy of the final report when it is completed.

Yours sincerely,



G. W. Maslany, Ph.D.

Research Director

Social Services Manpower Project

GWM/mb
Encl.

SOCIAL SERVICES MANPOWER PROJECT

SOCIAL SERVICE CONSUMER QUESTIONNAIRE

1. Age: _____ 2. Sex: Male _____ Female _____
3. Marital Status: Single _____ Married _____
Separated _____ Divorced _____
Widowed _____ Other (please specify) _____
4. Number of children living at home: _____
5. What was the approximate population of your place of residence up the age of fifteen?
- (i) Farm _____
 - (ii) Less than 500 _____
 - (iii) 500 - 1,000 _____
 - (iv) 1,000 - 5,000 _____
 - (v) 5,000 - 10,000 _____
 - (vi) 10,000 - 50,000 _____
 - (vii) 50,000 - 100,000 _____
 - (viii) Over 100,000 _____
 - (ix) Hard to say - moved at least three times _____
6. What is the approximate population of the community in which you presently live?
- (i) Farm _____
 - (ii) Less than 500 _____
 - (iii) 500 - 1,000 _____
 - (iv) 1,000 - 5,000 _____
 - (v) 5,000 - 10,000 _____
 - (vi) 10,000 - 50,000 _____
 - (vii) 50,000 - 100,000 _____
 - (viii) Over 100,000 _____
7. a) What level of education have you completed? _____
- b) Have you: (check one)
- (i) partial university or other post-secondary education? _____
 - (ii) completed university or other post-secondary education? _____

8. a) In which of the following ways have you been a "consumer" or client of social services? (Check where appropriate.)

- (i) Recipient of financial assistance. _____
 - (ii) Foster parent. _____
 - (iii) Inmate in a correctional centre or penitentiary. _____
 - (iv) Child care or apprehension in your family. _____
 - (v) Juvenile offender in your family. _____
 - (vi) One-parent family. _____
 - (vii) Other (please specify) _____
-

b) In which of the following ways are you presently a "consumer" or client of social services? (Check where appropriate.)

- (i) Foster parent. _____
 - (ii) Inmate in a correctional centre or penitentiary. _____
 - (iii) Child care or apprehension in your family. _____
 - (iv) Juvenile offender in your family. _____
 - (v) One-parent family. _____
 - (vi) Other (please specify) _____
-

9. What should be the main reason(s) for people entering the field of social service work?

- (i) Life experience. _____
 - (ii) Volunteer work. _____
 - (iii) Desire to help people. _____
 - (iv) Salary. _____
 - (v) Status. _____
 - (vi) To better be able to bring about social change. _____
 - (vii) A problem or area of special interest. _____
 - (viii) No other employment available. _____
 - (ix) Other (please specify) _____
-

10. Which of the following should a social worker attempt to accomplish in his job? (Please check either Most Important, Important, or Least Important for each item listed.)

	Most Important	Important	Least Important
(i) Provide and/or maintain minimum standards of physical well being.	_____	_____	_____
(ii) Help people to become self-sufficient.	_____	_____	_____
(iii) Help people to avoid dependence on social services.	_____	_____	_____
(iv) Improve the organization or delivery of social services.	_____	_____	_____
(v) Increase opportunities for social and/or political participation of disadvantaged groups.	_____	_____	_____
(vi) Bring about changes in welfare philosophy, attitudes or policies of society as a whole.	_____	_____	_____
(vii) Other (please specify)	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

11. Which of the following should social service workers use to accomplish their work? (Please check either Most Important, Important, or Least Important for each item listed.)

	Most Important	Important	Least Important
(i) Counselling and therapy.	_____	_____	_____
(ii) Rehabilitation (includes more aspects of a client's life than either counselling or therapy).	_____	_____	_____
(iii) Family planning.	_____	_____	_____

11. - continued.

	Most Important	Important	Least Important
(iv) Child placement and/or care.	_____	_____	_____
(v) Provide financial assistance.	_____	_____	_____
(vi) Provide adequate housing.	_____	_____	_____
(vii) Job placement.	_____	_____	_____
(viii) Work with volunteer groups.	_____	_____	_____
(ix) Organize and/or work with client self-help groups.	_____	_____	_____
(x) Presenting,briefs, papers or lectures.	_____	_____	_____
(xi) Research.	_____	_____	_____
(xii) Other (please specify)	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

12. a) Have the social workers you have had contact with worked fairly independently of supervision?

Yes _____ No _____

b) In general, which social workers do you feel would be more effective?

(i) Those who have close supervision. _____

(ii) Those who work fairly independently of supervision. _____

13. a) Do the social workers you have had contact with spend enough time in trying to help you?

Yes _____ No _____

b) Did these social workers seem to be overworked?

Yes _____ No _____

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14. Which type of academic social work training do you feel would produce workers best able to do an effective job? (Check one.)

- (i) University social work training. _____
- (ii) Any university training. _____
- (iii) Technical or community college program. _____
- (iv) Specific classes in areas of relevance to the person's job. _____
- (v) Other (please specify). _____

15. Which of the following areas, which can be included in social work education, can be made relevant to the work a social worker must do? (Check either Most Useful, Useful or Least Useful for each item listed.)

<u>A. Fields of Study</u>	Most Useful	Useful	Least Useful
(i) Family services	_____	_____	_____
(ii) Child welfare	_____	_____	_____
(iii) Community planning	_____	_____	_____
(iv) Group work	_____	_____	_____
(v) Physical rehabilitation	_____	_____	_____
(vi) Mental retardation	_____	_____	_____
(vii) Psychological services	_____	_____	_____
(viii) Medical services	_____	_____	_____
(ix) Mental health	_____	_____	_____
(x) Alcoholism and drug abuse	_____	_____	_____
(xi) Corrections	_____	_____	_____
(xii) Public assistance (i.e., administering financial aid)	_____	_____	_____
(xiii) Recipients of social services (e.g., needs and ideas of welfare recipients, inmate groups, etc.)	_____	_____	_____
(xiv) Research	_____	_____	_____
(xv) Administration	_____	_____	_____
(xvi) Other (please specify)	_____	_____	_____

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15. - continued

B. Techniques

	Most Useful	Useful	Least Useful
(i) Human relationship skills	_____	_____	_____
(ii) Counselling skills	_____	_____	_____
(iii) Supervisory skills	_____	_____	_____
(iv) Clear expression of ideas - written (e.g., classes in writing case histories, reports, etc.)	_____	_____	_____
(v) Clear expression of ideas - oral (e.g., classes in public speaking)	_____	_____	_____
(vi) Other (please specify)	_____	_____	_____
_____	_____	_____	_____

C. General

(i) Human growth and development (e.g., classes in general psychology)	_____	_____	_____
(ii) Knowledge of community re- sources (e.g., location and services provided by various social service or related agencies.)	_____	_____	_____
(iii) Social work philosophy	_____	_____	_____
(iv) Social work policy	_____	_____	_____
(v) Legislation (i.e., knowledge of statutes relevant to social services such as the Landlord-Tenants Act, Saskatchewan Assistance Plan)	_____	_____	_____
(vi) Social work education cannot be made relevant until the system (legislation, etc.) is changed to be relevant to the work social workers are doing.	_____	_____	_____
(vii) Other (please specify)	_____	_____	_____
_____	_____	_____	_____

16. Do you believe that social workers would be better able to help you if they took further social work education?

Yes _____

No _____

17. What reasons should a social worker have for taking further courses for academic credit? (Please check off either Most Important, Important or Least Important for each item listed.)

	Most Important	Important	Least Important
(i) Field or problem area of personal interest.	_____	_____	_____
(ii) Better understanding of agency.	_____	_____	_____
(iii) Increased ability to work with clients.	_____	_____	_____
(iv) To gain improved techniques (e.g., improved counselling skills, writing case histories, etc.)	_____	_____	_____
(v) Better understanding of social service policy.	_____	_____	_____
(vi) Better understanding of social service philosophy.	_____	_____	_____
(vii) Greater opportunity for advancement within his agency.	_____	_____	_____
(viii) Greater opportunity for advancement outside his agency (to get out of Saskatchewan).	_____	_____	_____
(ix) Other (please specify) _____	_____	_____	_____

18. a) What do you feel is the reason for hiring people to a social service position? (Please check either Most Important, Important, or Least Important for each item listed.)

	Most Important	Important	Least Important
(i) Related experience.	_____	_____	_____
(ii) Educational background	_____	_____	_____
(iii) Other (please specify) _____ _____	_____	_____	_____

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18. - continued.

b) What do you feel should be the reason for hiring people to a social service position? (Please check either Most Important, Important or Least Important for each item listed.)

	Most Important	Important	Least Important
(i) Related experience.	_____	_____	_____
(ii) Educational background.	_____	_____	_____
(iii) Other (please specify)	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

19. What do you feel should be the necessary qualifications for promotion of people in social service work? (Please check either Most Important, Important or Least Important for each item listed.)

	Most Important	Important	Least Important
(i) Length of time on staff.	_____	_____	_____
(ii) Merit (on the job performance).	_____	_____	_____
(iii) Previous work experience.	_____	_____	_____
(iv) Knowing the boss.	_____	_____	_____
(v) Educational background.	_____	_____	_____
(vi) Personality.	_____	_____	_____
(vii) Other (please specify)	_____	_____	_____
_____	_____	_____	_____

20. Which of the following makes a good social worker? (Please check either Most Important, Important or Least Important for each item listed.)

	Most Important	Important	Least Important
(i) Life experience.	_____	_____	_____
(ii) Educational background.	_____	_____	_____
(iii) Previous work experience.	_____	_____	_____
(iv) One's personality (e.g., one's ability to work with people).	_____	_____	_____

21. a) What type of client's rights or consumer group do you belong to? (Check where applicable.)

- (i) Anti-poverty groups. _____
 - (ii) Foster parents' groups. _____
 - (iii) Inmates' group. _____
 - (iv) Other (please specify) _____
- _____
- _____

b) What is/are the specific name(s) of the group(s) to which you belong?

22. a) Does (do) your social worker(s) know that you belong to a consumer group?

Yes _____ No _____ (if No, go on to Question 23)

b) How has this affected how you are treated by your social worker?

- (i) Improved relationship. _____
- (ii) Worsened relationship. _____
- (iii) Made no difference. _____

In the following seven questions, the ratings are as follows:

Strongly Disagree (SD)	means you disagree with almost <u>no</u> exceptions
Disagree (D)	means you disagree with some exceptions
Undecided (U)	means you agree or disagree in approximately the same number of cases
Agree (A)	means you agree with some exceptions
Strongly Agree (SA)	means you agree with almost <u>no</u> exceptions

23. Clients' rights groups should be a strong force in social change.

SD	D	U	A	SA

24. Clients' rights groups should have a major part in setting the amount of assistance necessary for an adequate standard of living ("assistance" refers to all aid, financial or otherwise, provided by social service or related organizations).

SD	D	U	A	SA

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25. Consumers of social services (e.g., welfare recipients, ex-inmates, foster parents) would make good social workers.

SD	D	U	A	SA

26. In general, able-bodied people who are unemployed are victims of the socio-economic system.

SD	D	U	A	SA

27. In general, able-bodied people who are unemployed are victims of their own lack of ambition.

SD	D	U	A	SA

28. Social workers should support client's rights groups in their functions (e.g., helping clients organize such groups, acting as a public relations person for such groups).

SD	D	U	A	SA

29. The more education a social worker has, the more difficult it becomes to communicate with his clients.

SD	D	U	A	SA



30. Of the social workers you have met, what was their attitude towards helping clients rights' groups in their function?

- (i) Seemed willing to help. _____
- (ii) Seemed unwilling to help. _____
- (iii) Don't seem to care either way. _____

31. In general, what do you feel social workers are most influenced by when deciding what to do for their clients? (Please check either Most Important, Important or Least Important for each item listed.)

	Most Important	Important	Least Important
(i) Their client(s).	_____	_____	_____
(ii) Their own judgement.	_____	_____	_____
(iii) Their employer (supervisor).	_____	_____	_____
(iv) Agency policy.	_____	_____	_____
(v) Community expectations.	_____	_____	_____

32. In general, what do you feel social workers should be influenced by when deciding what to do for their clients? (Please check either Most Important, Important or Least Important for each item listed.)

	Most Important	Important	Least Important
(i) Their client(s).	_____	_____	_____
(ii) Their own judgement.	_____	_____	_____
(iii) Their employer (supervisor)	_____	_____	_____
(iv) Agency policy.	_____	_____	_____
(v) Community expectations.	_____	_____	_____

THANK YOU FOR YOUR TIME.

Please send me a copy of the final report of the Social Services Manpower Study.

Please send the booklet entitled "Summary of Academic Programs Related to Social Service in Western Canada".

(NOTE: Both these booklets will be sent to you free of charge.)

APPENDIX G

**LIST OF LEGISLATION PERTAINING TO THE SOCIAL
SERVICES**



A lack of knowledge of legislation pertaining to the social services was frequently identified as one of the major shortcomings of social service personnel. Consequently, we carried out a review of existing provincial legislation provided by the Queen's Printer for our own library. This information has been made available to faculty and students in the Social Work program.

The following is an indication of the general areas covered.

I. Social Service Related Acts

- a) The Relief Act
- b) The Saskatchewan Assistance Act, 1966
- c) Rehabilitation Act
- d) The Pension Benefits Act, 1967
- e) The Deserted Wives and Childrens Maintenance Act
- f) The Family Services Act
- g) The School Attendance Act
- h) The Infants Act
- i) The Landlord and Tenant Act
- j) The Legitimacy Act
- k) The Children of Unmarried Parents Act, 1973
- l) The Corrections Act, 1967
- m) The Age of Majority Act, 1972

- n) The Marriage Act
- o) The Marriage Settlement Act
- p) The Married Woman's Property Act
- q) The Matrimonial Causes Act, 1857

- r) The Proceedings Against the Crown Act
- s) The Crown Suits (Causes) Act

- t) The Registered Social Workers Act, 1967
- u) The Psychiatric Nurses Act
- v) The Registered Psychologists' Act

II. Legislation Regarding Civil Rights

- a) Saskatchewan Bill of Rights Act
- b) The Saskatchewan Commission Act, 1972
- c) The Limitation of Civil Rights Act
- d) The Fair Accommodation Practices Act
- e) The Fair Employment Practices Act

III. Acts of the Legislature to Incorporate Provincial Government Departments

- a) The Department of Government Services Act, 1972
- b) The Department of Northern Saskatchewan Act, 1972
- c) The Planning and Development Act, 1973
- d) The Secondary Education Act
- e) The Human Resources Development Act, 1972
- f) The Law Reform Commission Act, 1972
- g) The Community Colleges Act, 1973
- h) The Department of Cooperation and Cooperative Development Act
- i) The Department of Consumer Affairs Act, 1972
- j) The Department of Continuing Education Act, 1972
- k) The Department of Public Health Act
- l) The Alcoholism Commission of Saskatchewan Act, 1968
- m) The Health Services Act

IV. Legislation Regarding the Mentally Unfit

- a) The Administration of Estates of Mentally Disordered Persons Act
- b) The Lunacy Act
- c) The Mental Health Act

V. Acts Pertaining to the Physically Disabled

- a) The White Cane Act
- b) The Workmens Compensation Act
- c) The Workmens Compensation (Accident Fund) Act
- d) The Blind Persons Allowance Act
- e) The Blind Workmen Compensation Act
- f) The Education of Blind and Deaf Children Act
- g) The Education of Blind and Deaf Persons Act
- h) The Disabled Persons Allowance Act
- i) The Occupational Health Act

VI. Credit and Loans Acts

- a) The Small Claims Enforcement Act
- b) The Absconding Debtors Act
- c) The Motor Dealers Act
- d) The Loan Companies Act
- e) The Loans (Special Powers) Act
- f) The Bulk Sales Act
- g) The Collection Agents Act
- h) The Distress Act
- i) The Absentee Act, 1969
- j) The Cost of Credit Disclosure Act, 1967
- k) The Credit Reporting Agencies Act, 1972
- l) The Creditors Relief Act
- m) The Deferred Charges Act
- n) The Bill of Sale Act
- o) The Mortgage Brokers Act, 1967

VII. Acts Regarding Housing

- a) The Housing and Special Care Homes Act
- b) The House Building Assistance Act, 1972
- c) The Senior Citizens Home Repair Assistance Act, 1973
- d) The Reconstruction and Rehabilitation Fund Act
- e) The Family Farm Protection Act, 1971
- f) The Saskatchewan Loans Act
- g) The Local Improvement Districts Relief Act
- h) The Expropriation (Rehabilitation Project) Act
- i) The Municipalities Relief and Agricultural Aid Act

VIII. Miscellaneous

- a) The British North America Act, 1867
- b) The Ombudsman Act, 1972
- c) The Exemptions Act
- d) The Expropriations Act
- e) The Wills Act
- f) The Expropriation Procedure Act, 1968
- g) The Societies Act
- h) The Wages Recovery Act
- i) The Seduction Act
- j) The Crown Administration of Estates Act
- k) The Education of Soldiers' Dependent Children Act
- l) The Employment Agencies Act
- m) The Hotel Keepers Act
- n) The Automobile Accident Insurance Act

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APPENDIX H

**LIST OF STAFF FOR THE SOCIAL SERVICES
MANPOWER PROJECT**



LIST OF SOCIAL SERVICES MANPOWER PROJECT STAFF

Dr. G.W. Maslany
Research Director

Ms. Betty Klancher
Secretary

Research Assistants

Ms. Debby Behm

Ms. Maren Bergstrom

Ms. Etta Fry

Mr. Harold Hugg

Mr. John Kreiser

Mr. Ronald Mang

Ms. Terri Moen

Ms. Angela Nunweiler

Ms. Jacalyn Ross

Ms. Mary Whyte

Ms. Patricia Whyte

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BEST COPY AVAILABLE

**SUMMARY OF THE FINDINGS
OF THE
SOCIAL SERVICES MANPOWER PROJECT**

**Dr. G.W. Maslany
Research Director**

**School of Social Work
University of Saskatchewan
Regina Campus
Regina, Saskatchewan**

VOLUME III

**Regina, Saskatchewan
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G.W. Maslany**

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George W. Maslany

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PREFACE

In 1971 in some notes I prepared on a proposed programme of social work studies at the Regina Campus, it was recommended that there should be early consideration of a five-year study which should have as one of its major intentions the staking out of essential questions related to social service manpower problems common to the province of Saskatchewan and other similar regions in Canada. This study was to have the dual focus of developing a research design for future related studies and gathering preliminary data on social service personnel who are potential social work students — B.A.'s, non-degree social service and health personnel, and others.

In view of the fact that the School of Social Work at that time did not have a faculty or any research funds, the recommendation carried with it several tongue-in-cheek features which have now been set aside. With the encouragement of colleagues and the full co-operation of the provincial Department of Continuing Education and federal Department of Manpower and Immigration a grant of \$35,000 was secured, allowing the initial portion of the study to begin in the Autumn of 1972.

Dr. George Maslany and his research staff, in a very brief period, have gathered useful planning data, staked out some "essential questions" and set in motion a way to further studies of this sort. His work has gone far beyond the 1971 terms of reference and has taken up a certain posture which states in a definitive way that the human service community should be listened to, challenged, and listened to some more.

Harvey Stalwick, Director
School of Social Work
May 14, 1974

RESPONSIBILITY FOR SUMMARY

The production of this final summary is the sole responsibility of the Research Director, Dr. G. W. Maslany. All of the interpretations which were derived from the data are those of the Director.

The content of this summary does not reflect any of the attitudes, opinions, or policies of any of the organizations or persons associated with this Study, such as its funders (Department of Continuing Education and the Department of Manpower and Immigration), the Advisory Committees or the University of Saskatchewan, Regina Campus.

Liability for any misrepresentation which may have occurred rests with the Research Director.

The Research Director shall have sole right to act as senior author in the preparation and submission of any articles to professional journals. It will be his prerogative to choose any junior authors he may wish.

We have planned a widespread distribution of the summary of the Report to those who have been involved in any way with the Study. We feel that a broad distribution of the summary will be justified even if it is of interest to only a few.

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PERSONAL ACKNOWLEDGEMENTS

We would like to take this opportunity to thank all of the persons who assisted in getting this project off the ground by advising us as to possible sources of funding. These persons also provided us with invaluable advice, direction and support when the funding was secured.

We also wish to express our gratitude for the consultative assistance provided by the members of the Senior and General Advisory Committees. These persons did much to aid the progress of the Study by facilitating access to and contact with persons and organizations which would serve as the focus of the Study. Without their paving of the way for us, the Study would have undoubtedly become critically bogged down at a number of stages.

Sincere thanks also go out to all of the persons who provided data to the Study. Without them this Study would not have been possible. The response and cooperation we received from them was far better than we had expected.

We would also like to thank our critics, many of whom did not provide us with the information we had hoped for but who took the time to let us know why not. As a result, we will be better able to accommodate them the next time, if we have the good fortune of there being a next time.

I also wish to give special commendation to my research staff. Although I may have been responsible for organizing and

planning, they were the ones who had to clothe my "vague germs of ideas in the garment of detail". Without them this project might very likely still be at the planning, conceptualizing stage - a good idea that never became a reality.

RESEARCH DIRECTOR'S PREFACE

This Study was undertaken as an attempt to obtain a description of the profile of the social services in this Province. We accomplished this by using a number of different techniques to obtain a variety of qualitative and quantitative data.

By far the most time-consuming procedure consisted of the interviews we had with various sectors of the social services. The time invested in this interview phase was, however, well spent since it enabled us to orient this Study to what has commonly been referred to as "action research". We were not merely passive spectators but also helped out where we could. In some cases, we helped consumers of social services find their way through the bureaucratic jungle of multi-services, multi-agencies. In other cases, we offered our assistance to various agencies which requested it, in particular for evaluative research. Furthermore, many of the persons whom we contacted had been unaware of the recent developments in and the nature of the University of Saskatchewan, Regina Campus, School of Social Work and its Community Education Centres or of any of the other educational resources which are presently available.

Although this Study will officially terminate shortly, the contacts we developed by way of these interviews will be maintained. The contacts will hopefully provide invaluable feedback to all educational resources concerned with the social services

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in this Province so that their educational programs remain (or become) relevant to the needs of those carrying out and receiving social services.

It would be misleading to imply that everything went off "without a hitch", because there were problems — big ones. We were accused by some of being too radical; by others of trying to preserve the status quo. There was resistance to the project by some groups who questioned its relevance — surveys such as the present one being regarded with great suspicion as a strategy which the "powers" employ to delay urgently-needed social change. Whenever possible, we attempted to answer these and any other objections, concerns and criticisms either in person or by letter as best we could. In most instances our efforts were rewarded by subsequent improved cooperation, although in other instances we were admittedly not so successful. Nonetheless, this type of resistance was anticipated both in severity and extent (a small proportion to be sure) when we first planned to undertake the Study.

Less qualitative, though more comprehensive in terms of the number of persons covered, was the questionnaire. Despite the length of this instrument we received a gratifyingly high rate of returns. The Study did make us aware of the shortcomings and advantages of both methods of obtaining information.

We suspected the influence of a measurement method factor

(i.e., asking the same questions by different means) would lead to somewhat different responses. Nonetheless, we doubted that the difference between the questionnaire- and interview-derived data would be so extreme as to invalidate the results obtained from either. It is not a question of which technique is the better, since many factors including time, budget, reliability, and subject cooperation all needed to be considered in making that decision.

It was especially disheartening to us to be informed that the financial support through which this Study was funded (Section 10, Adult Occupation Training Act) would be terminated because of the discontinuation of this program for cost-shared research between federal and provincial governments. We had looked forward to the possibility of expanding the present Study both regionally and longitudinally in subsequent years and to at least keep up the type of monitoring we were engaged in for the past year on an ongoing basis. We will, therefore, be obliged to solicit funds for projects which are "spin-offs" of the present one elsewhere. We are very thankful for the financial assistance we have received; without it we would not have been able to do what we have done.

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ABSTRACT

A comprehensive study of the social services was carried out in the province of Saskatchewan in 1973. A broad definition of social services was adopted which included many groups which had not previously been considered in similar studies. The primary focus was placed on personnel involved with a variety of areas such as financial assistance, corrections, manpower counselling, child services, family services and geriatrics.

The ultimate purpose of the Study was to determine what kinds of qualifications were needed in the social services so as to provide guidelines for ensuring that the Saskatchewan School of Social Work provided an adequate supply of appropriately trained personnel for the social service employment market in the province.

A questionnaire was used to determine the jobs social service employees were performing and the types of education and experience they had obtained and the type they were seeking to better enable them to carry out their employment responsibilities. They were asked for descriptive information about their organizations, the criteria used for hiring and promotion within them, the qualities they considered important for effective social work, the means and goals of social services they provided, their educational background and attitudes towards consumers of social services. The employees' supervisors were asked similar questions

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regarding themselves as well as what type of education and experience they regarded as being most desirable for the employees under their charge. This Study went one step further than most other similar studies since the same questions that were asked of social service personnel were also asked of persons within consumer organizations (e.g., welfare rights and self-help groups).

No less than 33% of the persons contacted in any of the sample groups completed and returned the questionnaire. The highest rate of return (47%) came from the employee group. The findings revealed that the three groups (supervisors, employees, and consumers of social services) were not necessarily consistent with one another with regard to what they considered to be most relevant and important for effective social work. Only rarely, however, were the differences major ones.

The most consistent information obtained from all three groups was that social work-related university education was considered to be the most desirable type of formal education. However, all of the groups placed the most importance on personal qualities (maturity, empathy, etc.) for effectiveness in the social service field. Next to personal qualities, supervisors and employees placed nearly equal importance on related experience and educational background, whereas consumers rated the importance of educational background significantly lower than they did related experience. This finding is further illustrated by the fact that twice the

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proportion of supervisors as consumers felt that educational upgrading for employees would be of value in their work.

The data indicated that the largest single group of social service staff possessed university Bachelor degrees or university social work-related degrees. The employees' intentions regarding upgrading and the trends regarding future social service positions imply that this will continue to be the case, with social work-related training becoming more prevalent.

Now that the survey instrument has been developed, we hope to be able to carry out an ongoing monitoring of the questions with which it is concerned and possibly additional ones on at least a biennial basis. Consideration has also been given to the geographic expansion of this project to cover western Canada. The Study was never intended to be simply a "one-shot" effort.

To our knowledge, there are no other studies such as this one in progress at the present time. None of the other studies reviewed have 1) dealt with supervisors, employees, and consumers; 2) adopted as broad a definition of social services; or 3) were designed with the possibility of longitudinal extension and geographic expansion. Other studies have been similar to this one in one of these regards but not in all.

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PURPOSE OF THE STUDY

On August 26, 1971 a general meeting of interested persons was held to discuss the possibility of and problems associated with establishing a Social Service Manpower Research Project. The meeting attracted persons concerned with the education for or the delivery of social services. Dr. Harvey Stalwick, the newly appointed Director of the School of Social Work with the University of Saskatchewan, Regina Campus, outlined that the purpose of this study would be to provide information for the planning of a BSW degree program.

The Ad Hoc Committee for the School of Social Work had earlier agreed that they wanted to encourage the development of a School which was unique to the needs of Saskatchewan.¹ The strategy of transplanting a curriculum from some other established School was unacceptable. Moreover, it was felt that the most important point was that all those interested in social work education in the province should be given the opportunity to provide input into the planning of the new program. This meeting and a Manpower Project would be the first steps in making these plans become a reality.

Such a study would assist with policies for developing a curriculum and the setting up of an administrative structure

¹Report of the Ad Hoc Committee on a School of Social Work for the Regina Campus, September 1970.

for the School. It would also provide for a continuous review of the impact of the School's programs on social services in the province.

At the same time, it was decided that a specific study should be undertaken:

- 1) to determine the demand for the programs offered by the School by persons who are currently (or have been) employed in the social services and by persons who are undergraduate students at the time of their application for admission to a BSW program;
- 2) to design ongoing studies to evaluate the impact of the School and to make projections for the demand (in the social service field) for variously educated personnel.

There were also other reasons for conducting the Social Services Manpower Project. In 1972, the Canadian Association of Schools of Social Work (CASSW) published a description of the criteria by which Schools of Social Work across Canada would be accredited. The Manpower Project would attempt to satisfy some of these criteria, which were that the School include in its plans some provision for ongoing and effective self-study and be responsive to changing conditions and knowledge. The Manpower Project would also help the School establish and maintain working relationships with the social work profession and community.

REVIEW OF THE LITERATURE

The need for Manpower studies of the social services has been extensively and well documented. The following studies are regarded as providing the primary theoretical rationale for the present project.

Our review was to determine what comparable research was currently being done or had recently been completed in this field. The following Table (Table 1) provides a brief description of the comparable studies reviewed. As well, it provides the opportunity for comparison among any of the others and between any of them and the present study. Although the other studies provided a basis for the present one, these other studies were characterized by differences in approach, populations studied and in the specific questions with which they were dealing. Moreover, ours was the only study which actually contacted consumers of social services. Of the other studies cited in this Table, none were actually implemented in Saskatchewan. We recommend that anyone wishing more detailed information about this related literature obtain copies of these studies, the references of which are as follows:

- 1) Blair, W.R.N. Mental Health in Alberta, Volume II. Queen's Printer, Government of Alberta, 1973.
- 2) Blair, W.R.N. A Study of Mental Health in Alberta. A Report on the Alberta Mental Health Study, 1968, Volume I. Human Resources Research and Development Executive Council, Government of Alberta, 1969.

- 3) Crane, J. "Employment of Social Service Graduates in Canada, 1972." An interim report for the Canadian Association of Schools of Social Work, University of British Columbia, 1973.
- 4) Crane, J. Deployment of Graduates of Professional and Technical Training Programs in Canada, 1970 - 1972. Progress report 1971-72, School of Social Work, University of British Columbia, 1973.
- 5) Davis, J.M. "A Proposed Experiment on the Differential Use of Manpower in the Social Services". Report commissioned by and submitted to the Saskatchewan Department of Social Services (1973).
- 6) McArton, D. "Social Work Manpower Needs in Manitoba and Saskatchewan, Report of a Study". The Manitoba School of Social Work, Winnipeg, January - May, 1970.
- 7) Melichercik, J. and L. Magee. "Manpower Needs in Social Services: Results of a Survey of Organizations Employing Social Work Personnel in Southern Ontario." Paper presented at the Canadian Federation of Social Services Students Conference, Sudbury, January, 1973.
- 8) Paterson, J.G., D.D. Sawatzky and F.O. Olivia. "Summary Report - Description of Follow-up of Trainees from Social Services Programs in Colleges and Technical Institutes in the Province of Alberta". Social Services Education Special Research Project, Alberta Colleges Commission, 1972.

TABLE 1

RESEARCH IN THE PROVISION OF SOCIAL SERVICES WITH SPECIAL REFERENCE TO THE 1970'S

OBJECTIVES AND SCOPE	PRESENT STUDY	BLAIR REPORT	MAJOR STUDY	OREGON & FLORIDA	CRANE STUDY	DAVIS STUDY	SOCIAL SERVICE EDUCATION STUDY	RESEARCH IN THE PROVISION OF SOCIAL SERVICES WITH SPECIAL REFERENCE TO THE 1970'S
OBJECTIVES AND SCOPE	Deployment of social service personnel. Many of the projects are of a pilot nature and are considered to be most relevant in other social service areas.	Profile with the aim of improving mental health services.	Profile of social service organizations.	Resolve differences between expressed needs of social service agencies for variously qualified entry-level personnel and state social service educational institutions output.	Definition of graduates of training and university programs. Manpower projections.	Improvement of social service delivery system.	Recent status and projections of social service work in various educational levels.	
SAMPLES	A wide range of social service organizations and concepts of social services. Attempted to contact the entire population of these identified.	Academics, heads of agencies and professional organizations. Most of the data from teachers. This approach can lead to a substantial bias since not all of those that have something to contribute can, due to care to prepare a brief.	Same sample of social service organizations as previous study; however, data from personnel interviews.	Social service organizations and their employees. Social service educational institutions.	Random sample of population of academic social service program graduates in 1970.	Random samples of social service employees in randomly sampled regions of Saskatchewan Department of Social Services.	Random samples of social service organizations, employees and service consumers of social service organizations.	Survey of social service organizations and service consumers.
METHOD OF SOLICITING INFORMATION AND TYPE OF ANALYSIS	Preliminary interviews with organization representatives to develop a comprehensive questionnaire.	Commission approach - involving briefs. Leads to very selective input. This procedure is the simplest since all that is required of the project director is to solicit (invite) and edit information received.	Questionnaire.	Comparative analyses educational output from different institutions. Operationally determine agencies' expectations for entry-level graduates.	Questionnaire (descriptive) and measures of confidence, skills. Comparisons of differential competence in social service within different systems of social service delivery.	A variety of questionnaires, measures of skills and competence. Experimental comparison of differential competence as a function of different educational backgrounds.		
POPULATION TO WHICH RESULTS OF STUDY CAN BE GENERALIZED	Saskatchewan social services, employees, employers and consumers.	Alberta Mental Health services.	Saskatchewan and Manitoba academic social service program graduates up to mid-70's.	Human service workers in Oregon, Florida agencies and education institutions.	Academic social service program graduates in Canada, 1970's.	Social service delivery system and employees in Department of Social Service (Saskatchewan).	Alberta social service employees, employers and service consumers.	Saskatchewan social service organizations and service consumers.
RESULTS	Recommendations for curriculum development in social service academic programs.	List of recommendations derived from results. Many of which have been acted on by government.	Tapering off of need for social service graduates. Demand still exceeds supply.	Better liaison between social service agencies and educational institutions. Estimated output made relevant and consistent with agency needs.	Tapering off of need for social service graduates. Supply beginning to exceed demand.	Not commenced as yet.	List of recommendations derived from results.	Tagging of need for social service graduates. Subjects regard much social service training as irrelevant to work needed to be done.

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PROJECTIONS OF SOCIAL SERVICE MANPOWER NEEDS

During our review we came across the Job Vacancy Survey produced by Statistics Canada (under contract to the Department of Manpower and Immigration). This Survey was created to fill a need similar to the one we described in our proposal for the present study. The Job Vacancy Survey was an analysis of job vacancies in the labour market in view of the importance of planning for vocational education programs, occupational training and retraining and expected labour surpluses and shortages. This Survey, based on the Canadian Classification Dictionary of Occupations, included a list of the positions of most social service employee classifications. The list of places in which these social service personnel could be employed was based on lists from the Standard Industrial Classification Manual. These lists contained many of the social service positions and types of places of employment which we used in our survey.

The estimates produced by this Survey for specific occupational groups made it unnecessary for us to make similar projections as we had proposed to do. Their projections for various occupational categories (including social work) on which they have reported regularly on a quarterly basis since 1971, are far more comprehensive than any which we might have hoped to carry out. We will, therefore, attempt to negotiate access to the quarterly reports they provide in order to obtain the information

about available and projected vacancies in social service-related fields which will be so essential to the proper planning of student intake in the University of Saskatchewan School of Social Work.

Hazards of Prediction

Although there are many problems associated with carrying out useful projective studies, accurate manpower projections for the social services are quite essential so that a sufficient number of properly trained persons are available to meet future employer demands.

Regardless of how much valid information is obtained and how sophisticated the analyses of it are, inaccuracies in the projection of manpower needs in the social services are bound to occur.¹

¹Bowen, Howard R. "The Manpower vs. the Free-Choice Principle". In University Affairs, edited by Gloria Pierre, Vol. 15, No. 1, January 1974 (Ottawa).

GOALS OF SOCIAL WORK

It is very difficult to specify what the objectives of social services are. Means (e.g., counselling) can easily be confused with the ends which these means are supposed to attain.¹

Very closely related to clear and practical identification of the goals of social service is the question of who is most competent in the social service field. Without being able to agree upon what social workers are doing, it is very difficult (if not impossible) to determine whether any one educational level is any better in social work than any other. We might be very surprised to find out that one's educational level is not the crucial factor at all in determining competence in the field. More and more education may not necessarily lead to better and better competencies in the social services.

Despite the vague objectives of social services, and the

¹It may seem ironic but our experience in the study has been that the representatives of the consumers' self-help groups with whom we met were in many cases better able to identify the goals of social service than were either the employers or employees of social services. For example, frequent mention was made by the consumers that social services should provide for their basic needs (shelter and sustenance) and to improve opportunities for them to get "off welfare" (e.g., by education). In contrast to consumers, social service personnel frequently described their responsibilities as being primarily counselling or therapy (a means to an end) without being able to indicate what the purpose of this intervention was, even if it was as vague as "enhancement of quality of life". Some of the social service personnel seemed almost convinced that their casework, groupwork, etc., were ends in themselves.

hazy relationship between educational level and competence in the field, social service graduates usually get the first chance at the jobs in the social service field. Regardless of the fact that competence has not been definitely related to educational type or level, our contact with most employers has shown that they do indeed have very rigid hiring policies and that it would be an almost impossible task to persuade them to change those policies.

On one occasion, we had arranged to meet two employer representatives from two institutions. We asked them about their hiring policies. The first indicated that he would never consider hiring social workers because they were far too idealistic and their training too general for them to be of any use in that setting. What he wanted were employees with psychological ("objective") kinds of training. We later asked the same question of the head of another institution which, in fact, had the same function as the former. The employer there expressed opposite preferences to the first employer. The latter stressed that he would never hire any psychologically trained person ("they only know how to give tests - they don't know how to get involved in ongoing, long-term relationships with people"). Only those with a background in social work were given any consideration there. The irony here is that two institutions which were supposed to carry out the same function have such different hiring preferences. We strongly doubted that we could have done anything to change either of their biases.

PROCEDURE

Stage I: Definition and Identification of Social Service Organizations and Personnel

The first step was that of applying a very broad definition of social services to organized groups obtained from a wide range of directories listing social service groups and organizations located in Saskatchewan. When selecting those which we considered should be included in our survey, we experienced great difficulty at times in objectively "drawing the line" as to which could be categorized under the term "social services" and which would more appropriately be regarded as belonging to an allied field. Some fairly arbitrary decisions had to be made as to which should be included and which should not. For example, all those organizations with the term "social services", "welfare" (or variations of these) contained within their names (e.g., Department of Social Services, Saskatchewan Association of Social Workers, etc.) were automatically included. On the other hand, there were some, such as legal organizations and teaching institutions, which would have easily corresponded to our definitions but we, nonetheless, decided that they should be excluded. Wherever there was any doubt about the appropriateness of including an organization we included it. We felt that it would be better to include an organization which should probably have been excluded than to run the risk of excluding one which we might later have wished we had included. In other words, the advantages of including too wide a range of groups seemed to outweigh any

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possible disadvantages of this selection procedure.

Our broad definition of the social services led to misunderstanding which failed to be sufficiently clarified in, for example, the covering letters accompanying our questionnaires. The connotations of the terms "social services" and "social worker" were hard to counteract. Responses to the questionnaire ranged from "this doesn't apply to me because I have neither a BSW nor an MSW nor do I want or ever intend to get one" (most common) to "...I hear you are doing a study on the Department of Social Services; we are not connected with them" (less common, but nevertheless occurring often enough to warrant mentioning). It did not matter that we anticipated this ambiguity and tried very hard to explain that we were using the term social services in a very general sense. There was still a significant number who either outrightly refused to change their definitions ("I am not involved in social service no matter what you say") or just could not be gotten through to ("you must have gotten my name by mistake, I have only a grade..."). Where we could, we either tried to contact these persons directly or by telephone or we sent letters to the effect of "there was no mistake", which usually resulted in better cooperation, but not always. We suspect that a proportion simply didn't feel they should be included in our study and consequently would have nothing to do with it.

The lesson here is that we probably would have been better off to include some form of a twenty-five word or less textbook

definition of social services in our letters accompanying the questionnaires, a practice which we had deliberately avoided. However, there would still have been the problem of the people we dealt with reading it, understanding it and acting on it in order to change their personal definition of social services.

Stage II: Interviews

At this stage we set up interviews with representatives of the organizations we had already identified as social service-related in Stage I. The purpose of this stage was to obtain reactions to our proposed study from these organizations and to obtain descriptions of their services and their hiring policies. The interviews also served to help us to develop an appropriate survey instrument for the Study.

These interviews were conducted on an informal, open-ended basis and, in many cases, covered subjects which were not included in the format. They were usually tape-recorded, then transcribed and edited. They were then sent back to the interviewee for any changes, deletions, or additions he or she wished to make. If the transcripts were not returned to us, we assumed that no misrepresentation had been made. We also requested permission to quote these interviews, which was usually granted.

The interviews were reviewed for recurring themes which could be used as a basis for items and alternatives within the items on the questionnaire. It should be noted, however, that

the interviews were not the only source used in developing the survey instrument. We also obtained material from questionnaires developed elsewhere for similar studies.

A further selection occurred at the interview stage in that a number of the organizations interviewed indicated that they actually had no direct social services kinds of contacts with clients but served purely an administrative function (e.g., the Federal Department of National Health and Welfare, Unemployment Insurance Commission, etc.). During the interviews, we were occasionally informed about other organizations who would have come within the scope of our study but of whose existence we had previously been unaware (e.g., newly-founded consumer groups).¹

Stage III: Obtaining Lists of Names of Possible Participants in the Survey

We next obtained lists of names from the representatives of the organizations we had contacted during the interviews as well as of the organizations with whom we did not have the opportunity to carry out an interview.

A total of 132 letters was sent to various agencies and organizations requesting the names and working addresses of their

¹It should be noted that it could conceivably have been that there were social service personnel working in organizations whose names did not imply any social service function. If so, this group would have been missed by the survey. In any event we expect that this group would have been so small as to be inconsequential.

employees or members. We received lists of names and addresses of slightly over 2,000 employees from 93 social service organizations. Some names of social service supervisory personnel were also secured from the letters sent to organizations. Most of the names of supervisors, however, were received by way of the employee questionnaire.¹

We had also intended to obtain membership lists from social service consumer organizations. This strategy was ultimately decided against because we were frequently informed by the executives of these groups that our rate of return would be poor because their members would be afraid that we might disclose their responses to the staff of the social service organizations they were involved with, which might lead to some form of retaliation against them by these staff. Therefore, we asked the consumer groups to give us only the approximate number of members each of them had. We forwarded them the corresponding number of questionnaires. In cases where we received no reply, we mailed fifty questionnaires to the organization. The distribution of these questionnaires was handled by an executive member within the cooperating organizations, which did much to dispel any anxiety among the respondents. The major source of names and addresses of various consumer self-help groups and the executive members who would take care of distributing the

¹One of the questionnaire items asked the employee to identify the name and working address of their immediate supervisor.

questionnaires were made available to us at a SCAPO conference (Saskatoon, September 25 - 27, 1973).

Stage IV: Distribution and Rates of Return of Questionnaires

This stage consisted of distributing one of the three questionnaires to each of those persons identified during the previous stage (consumer, employee, or supervisor).

The number of employee questionnaires returned which we were able to use for purposes of the study represents approximately 47% of the known possible returns (887 returned of a possible 1,898). The supervisor questionnaires were mailed approximately one month after the employee questionnaires were sent out. Of the 408 supervisor questionnaires mailed out, 149 (37%) were returned.

A total of 1,390 consumer questionnaires was mailed to 32 organizations. According to the information returned to us by the organizations who distributed the questionnaires, 579 is the maximum number of questionnaires which we know for certain were distributed. A total of 188 completed questionnaires was returned by the consumers which represents a 33% return. We are certain this greatly underestimates the actual rate of returns with respect to those who actually received a questionnaire to return since we weren't informed in every case of the number of questionnaires which were actually distributed.

RESULTS

In the following section we have presented the highlights of the information cited on the figures and tables in the final report of this Study. In some cases, we have included the tables and figures themselves because we felt that they would provide more valuable information than a written description.

We have organized these results of the Study into the same categories as those used in the final report. Much of the information should be of interest to most people reading this summary; however, some of the information will be of interest only to certain groups. For example, the information on employees' plans for academic upgrading, facts about post-secondary institutions attended, subjects taken, and professional associations would likely be of more interest to employees and supervisors than to consumers. On the other hand, the entire section on consumer groups, we feel, will undoubtedly be of special interest to everyone concerned with this Study.

Two symbols have been used throughout the tables and figures. These are used as follows: "N" refers to the percentage of subjects in one of the three groups who answered the particular question since not every respondent answered every question. In order to determine the actual number of persons who responded to an item, one would have to multiply the total number of persons who returned questionnaires in that group (employee, supervisor,

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or consumer) by the percentage of persons who answered that item. "T" refers to the total number of different responses to a particular item and this symbol is used wherever the subject has had the opportunity to answer more than one alternative in an item. In these cases, the number of responses can be greater than the number of respondents.

On each table and figure we have indicated the numbers of the questionnaire items from which we derived the data for the tables or figures. The symbols "E", "S", and "C" before the question numbers refer to the employee, supervisor or consumer questionnaire respectively. We have also used the symbol "S.D." to refer to standard deviation (a statistic used to describe the distribution of scores for any item — the higher it is, the greater the spread) on all figures which report means (averages).

General Information

The three groups being compared were all of similar age. As one might expect, the supervisors were an average of six years older (average age, 40) than the employees whom they were supervising. The consumers fell midway between the two (average age, 37).

Although there were roughly similar proportions of males and females within the employee group, there were more than twice as many males who attained the rank of supervisor than females. Also of interest is the fact that almost three times as many female consumers responded as did males.

As one would have expected, most of the people in two of the groups were married. However, there were very few (35%) who were married in the consumer group, about half as many as among the employees and a little less than half as many as among the supervisors. The consumers also had the highest rate, by far, of being either separated, widowed, or divorced than did the other two groups. There were approximately equal percentages (21%) of consumers and employees who were single, while only 10% of the supervisors were single. These results have face validity in that one would have expected more marital problems from those receiving social services than from those who were involved with the dispensing of these services.

Despite the great difference in income between supervisors and consumers, both reported the same average number of children.¹ The employees reported the fewest number of dependents but we strongly suspected that the difference between the employees and supervisors in this regard was primarily because of the difference in ages between the two groups. Both supervisors and consumers had an average of two children; the average for employees was one.

Surprisingly, the largest proportion of persons among

¹I have heard enough supervisors in this group (whom I know personally) complain about the high cost of supporting a family. If they are having problems, then I am almost afraid to ask what sorts of problems the consumers must be having in raising and providing for their children.

the employees and consumers (approximately one-third in both groups) stated that they had spent most of their youth living on farms. This percentage appears to be disproportionate to the actual distribution of the population at present, but this may not have been the case more than fifteen or twenty-five years ago when many of the sample group were under the age of fifteen (i.e., the province's cities were smaller then or people may have lived elsewhere).

The majority of all three groups of respondents presently live in either Regina or Saskatoon. (It should be noted that we received a very small percentage of the total consumer returns from Saskatoon). The interesting feature here is that the supervisors' distribution among the different population categories was quite similar to the employees'. Just over one-third of each of these groups lived in medium-sized cities of 10,000 to 50,000 population. The consumers, however, were more likely to be located in smaller areas consisting of populations of less than 5,000 (30%); whereas only 11% of the employees and only 8% of the supervisors were located in these communities. Presumably, the employees kept in contact with their clientele by commuting to these smaller centres.

Forty-eight percent of the employees and 64% of the supervisors indicated that they belonged to at least one professional association. The most common employee association was the Saskatchewan Psychiatric Nurses Association; for the

supervisors, the most common association was the Saskatchewan Association of Social Workers. The other two associations most frequently listed by both groups were the Saskatchewan Criminology and Corrections Association and the Canadian Association of Social Workers.

Salaries and Social Service Organizations

Table 2 gives a breakdown of the employees and supervisors on the basis of the organization by which they are currently employed.

Although there was some overlap, there was a substantial difference between the average supervisors' (\$1,080) and the average employees' (\$713) monthly salaries.¹ A small proportion of the employee group reported earnings of rather large salaries (e.g., medical doctors). Therefore, it would be more meaningful to cite the modal (most frequently occurring) salary for the employees which was in the \$600 to \$699 range.

The distribution of salaries among the supervisors also deserves mention. A small proportion of supervisors was earning relatively low salaries. The majority of these were supervisors in the small agencies. Apart from this, the distribution was bimodal. This suggested to us that we may have two distinct sub-groups within the supervisory category, both of whom would, nonetheless,

¹We did not ask consumers to identify their income.

TABLE 2

Present Employer

Employer	Employee N = 97.9%	Supervisor N = 98.7%
	%	%
I. Provincial Government	71.6	67.3
<u>Departments</u>		
Culture and Youth	.7	
Education	.2	
Northern Saskatchewan	2.2	
Public Health	23.2	15.6
Social Services	34.8	38.1
Core Services	7.0	8.8
<u>Agencies</u>	2.6	.7
<u>Miscellaneous</u>	.9	4.1
II. Federal Government	9.2	13.0
III. Private Agencies	13.0	16.6
<u>United Appeal Supported</u>	3.7	6.9
<u>Non United Appeal Supported</u>	9.3	9.7
IV. Miscellaneous	5.3	2.1

E - 8

S - 7

532

be supervisors. An examination of the positions described by the supervisors suggested that this interpretation was probably true. The lower income supervisory group (modal income of \$900 to \$999) was supervisors of employees, whereas, the higher income group bracket (modal \$1,200 to \$1,299) was usually supervisors of the former kinds of supervisors.

Regarding previous employment experience, a large number of both the employees (23%) and the supervisors (20%) had previously been involved in nursing. Previous employment in some field of the social services was also mentioned quite frequently by both the employees (18%) and the supervisors (38%). It was not surprising that 32% of the supervisors as opposed to only 10% of the employees indicated previous experience in administrative areas. Although a fairly large percentage of both groups of social service personnel stated that they had previously worked in "other" fields, no pattern emerged for either group. Office work and "labouring" jobs were, however, frequently mentioned by both groups. The biggest surprise regarding this item was the relatively high percentage of both groups who had indicated they had previous experience in "direct sales".

Consumer Organizations

Table 3 lists the sixteen groups from which the consumer sample was obtained showing the percentage of the total sample who

533

TABLE 3
Consumer Group Membership

Consumer Groups	N = 98.3 %
Central Community Services, Regina	23.9
Saskatchewan Valley Anti-Poverty Association, Laird	13.0
Marianna's (Single Parents), Regina	12.0
Joint Action Co-op, Regina	10.3
Preeceville and Area Self-Help Group	9.8
Battlefords Self-Help Group, North Battleford	7.1
Unemployed Citizen's Welfare Improvement Council, Saskatoon	6.5
Seekers of Security Welfare Rights Centre, Regina	4.3
Tisdale Low Income Group	3.8
Swift Current Anti-Poverty Association	2.2
Humboldt Improvement Council	1.1
SCAFO, Moose Jaw	1.1
WOW Garments, Regina	1.1
Rights of Social Security, Yorkton	1.1
Duck Lake Willing Workers	.5
Nipawin Ongoing Social Action Group	.5

C - 21 (b)

574

23

responded from each group. Messrs. Tom Brown, Al Skagen and Chuck Kowalski deserve special mention for the assistance they provided us. With their help, we were able to make the contact with the majority of the consumer organizations listed. Without it, we would have had little hope of receiving as much cooperation as we did from these organizations.

Criteria for Hiring and Promotions

Regarding criteria being used for hiring staff to social service positions, the supervisors rated both related experience and educational background as being of approximately equal value, as did the employees (the latter rated both of these criteria as somewhat more important than did the former). The consumers, however, rated related experience as being more important than educational background, although the difference between the ratings was not great. Other criteria which were mentioned as important were:

<u>Employees</u>	<u>Supervisors</u>
Ability to relate to people, seniority, personality, maturity, interest in one's work.	Personality, aptitude, ability to relate to clients, interest in clients, maturity and understanding, interpersonal skills.

When the question "what should the criteria for hiring be?" was asked, social service-related experience was consistently rated by all three groups as being more important than educational background, although employees and consumers both seemed to think

5:5

that related experience was more important than did the supervisors. The consumers rated related experience much higher than they did educational background. As one would expect, the responses to the "other" category for this item were similar to those listed above.

Figure 1 compares employees and supervisors on the relative importance they assigned to various reasons for entering the social services. It should be kept in mind that this comparison is between employees' personal reasons for entering the field and the motives which supervisors felt should be important. Consumers were asked a similar question but, rather than being required to rate motives, they were simply required to check off those items they considered to be important. Eighty-four percent of the consumers indicated that desire to help people should be the most important motive followed by "to be better able to bring about social change" (43%). "Area of interest" (27%) and "life experience" (23%) were of intermediate importance, while "salary", "status" and "no other employment available" were all cited as being of very low importance (less than 5%).

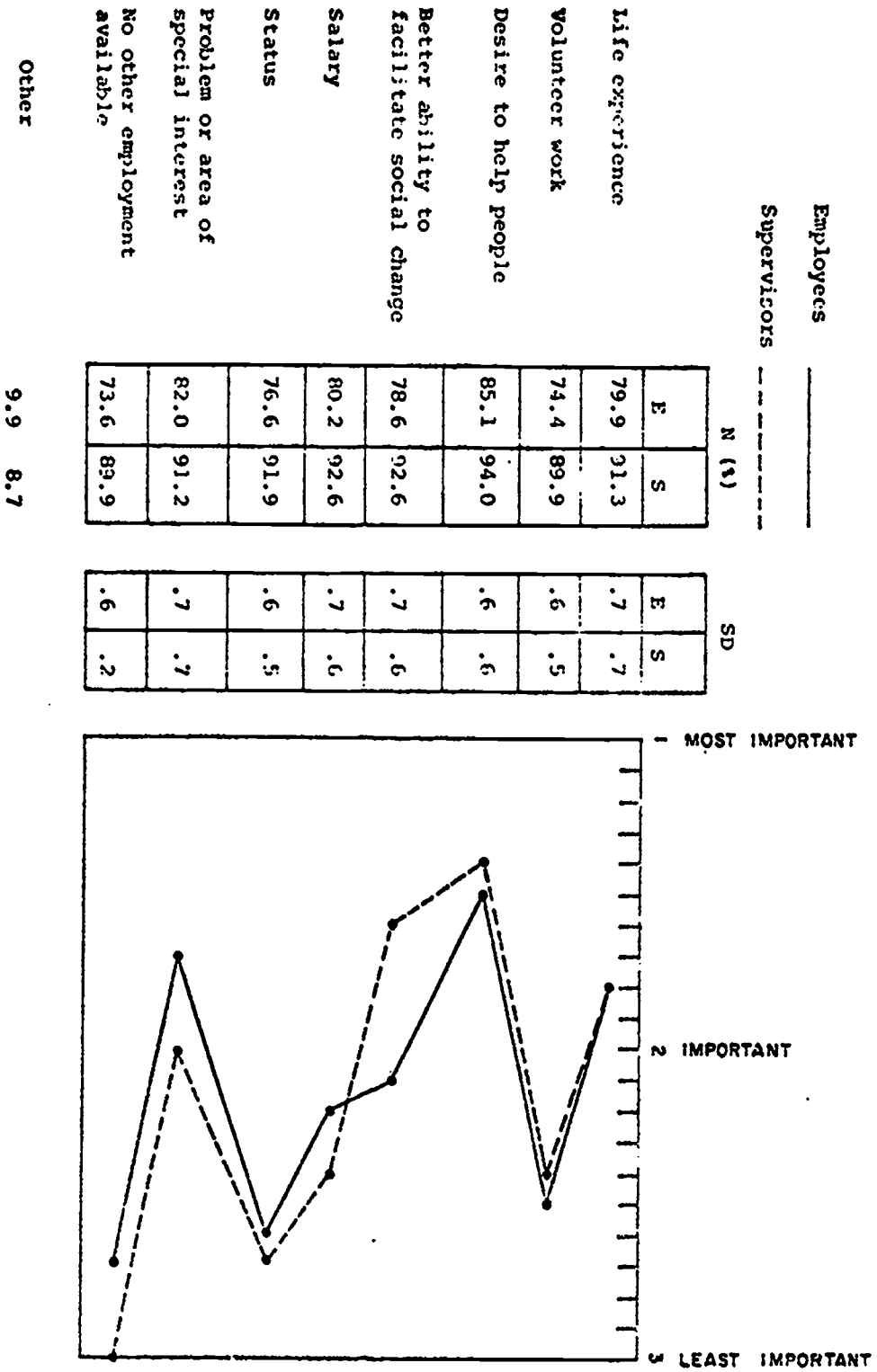
Most employees considered that the qualifications for their positions had remained the same since they were hired; however, only 59% of the supervisors felt that the qualifications for the positions they were supervising had remained the same during the past five years.

Of the employees who felt that the qualifications for their positions had changed, the most common response indicated

28

Importance of Motives for Entering the Social Service Field*

FIGURE 1



*Supervisors were asked what should be the reasons for entering the field, whereas the employees were asked what their reasons actually were.

E - 28
S - 33

increases in educational requirements (e.g., to BSW, MSW, or a university degree). There was also a significant number of employees who described changes of a more subjective nature, such as requirements for intelligence, adaptability, imagination and interpersonal skills. For example, one correctional officer commented that his position had changed from

"...being oriented towards custody and autocratic discipline to emphasis on developing relationships and positive discipline, supervision and understanding."

Supervisors also mentioned that educational requirements have generally been increased with a trend towards preference for professional social work qualifications rather than for general university degrees. Also stressed were somewhat subjective personal characteristics such as maturity, motivation and flexibility.

More employees than supervisors felt that there shouldn't be any changes in qualifications for their positions. Supervisors were split about evenly on this question. When we asked the question "if the qualifications for the positions have not been changed and you think they should be, how should they be changed?", employees specified that there should be an increase in educational qualifications, such as university degrees or social work-related degrees. A large number also indicated that there should be more training related specifically to the work that will be carried



out on the job (i.e., administration, human relationship skills, individual casework, group work and special education). On the other hand, among the supervisors a stronger stress was placed on the necessity for professional training in social work. They also mentioned the relevance and the importance of having a "correct attitude". Some of the supervisors considered practical experience to be of more importance than educational qualifications.

Qualities of Importance for Effective Social Work

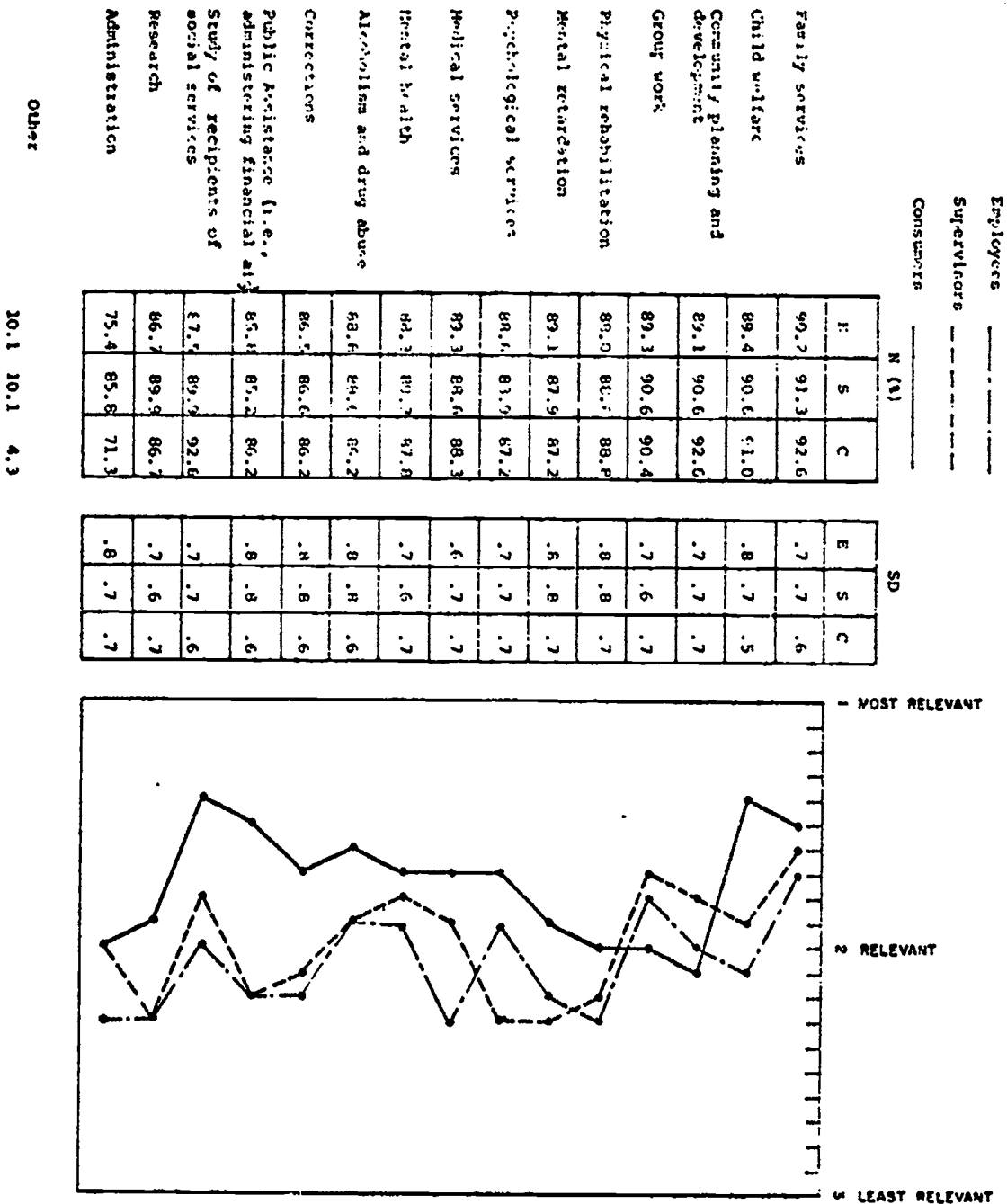
All three groups were asked to rate the relative importance of various qualities to competence in the social services. All regarded "one's personality" as being the most important variable with respect to competence. The consumers considered experience to be more important than did the other two groups. On the other hand, both supervisors and employees considered that educational qualifications were more important than did the consumers. Surprisingly, the consumers rated previous work experience as being slightly more important than did either of the other two groups, while supervisors indicated it to be the least important quality.

Figure 2 represents the rating of the relevance of various fields of study of social work education to social work.

Consumers and employees were asked about their attitudes concerning the usefulness of various skills. The profiles of both groups were much the same. Both assigned the highest importance

Relevance of Various Fields of Study in Social Work Education to Social Service Positions*

FIGURE 2



*Employees and supervisors were asked to relate these categories to their specific work or the work of the staff under their charge; consumers were asked to relate them to social work in general.

to human relationship and counselling skills and less importance to the need for supervisory skills (though we would have expected a different answer from the supervisors had we asked this of them) and the skills of being able to speak or write well.

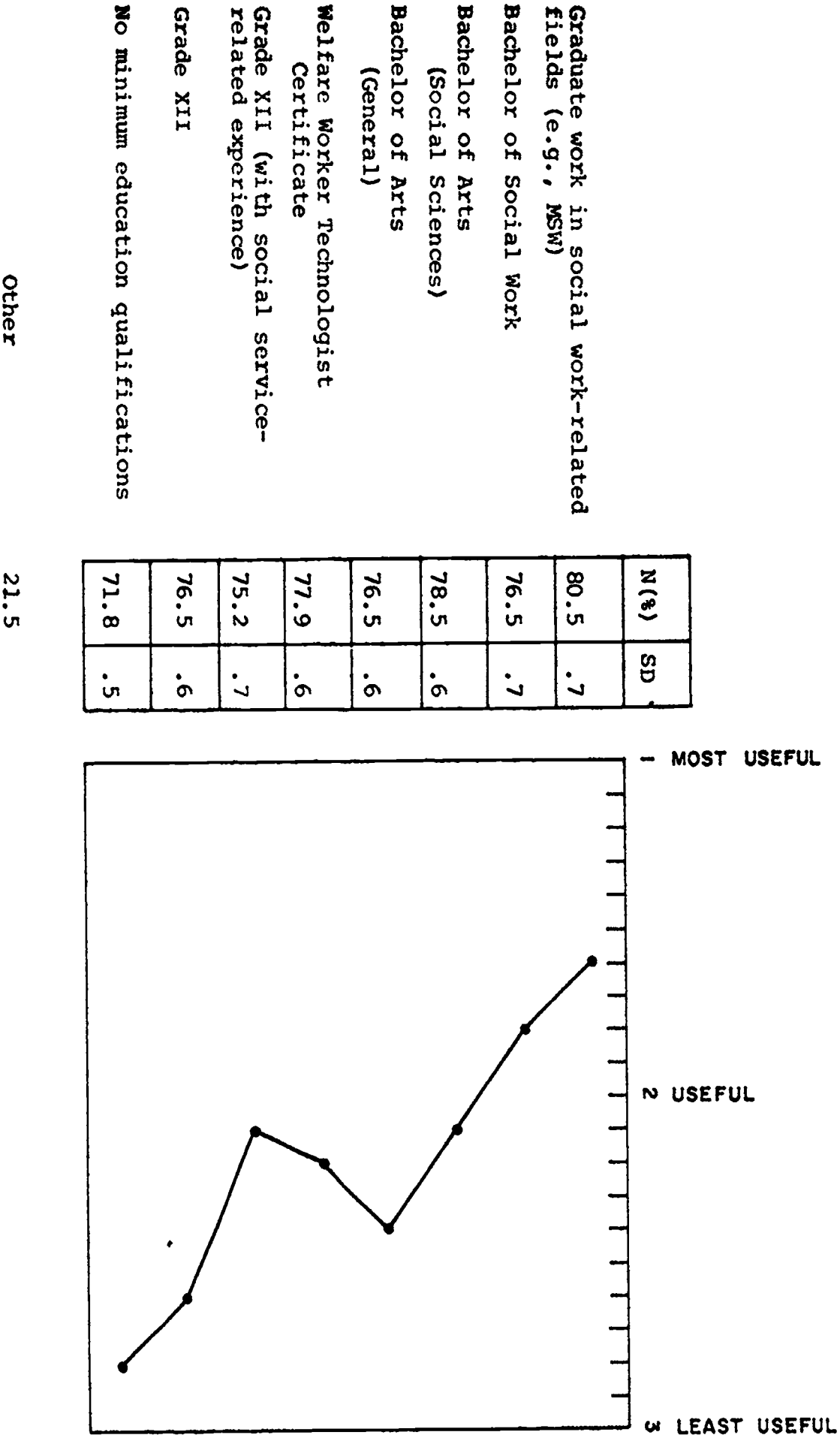
Consumers and employees were also asked about the relevance of certain kinds of knowledge to social services. Consumers rated understanding legislation related to social services as having the greatest relevance. Their lowest rating went to familiarity with social work policy although this was also considered to have some importance. Probably contributing to their high rating of the importance of legislation is the fact that active campaigns are currently being carried out by consumer groups to make their members more knowledgeable of what their rights are.

The employees rated "knowledge of community resources" as being of relatively high importance. This was not substantially differently rated by the consumers. While many of the consumers felt strongly that "the system" had to be changed before social work education would be of any effect, the employees felt far less strongly about the necessity for social change.

Figure 3 is a rating by supervisors of the various kinds of academic qualifications with relation to competence in the social services. Consumers were also asked to rate certain kinds of training. The majority indicated that university social work training (37%) and classes in areas specifically related to a

Relevance of Various Academic Qualifications to Social Service Positions Cited by Supervisors

FIGURE 3



person's job (43%) would be the most important kinds of academic training for social service personnel. Both technical institute or community college programs (13%) and just any university training (1%) received very low endorsement from the 95% of the consumers who answered this item.

Means and Goals of Social Services

Table 4 gives the breakdown of the dispensers on the basis of the kinds of problem areas with which they deal. Some of the "other" responses that supervisors gave were: community organization, public relations, court work, interdisciplinary problems, and maintaining staff morale.

The employees were asked whether or not they had been involved in any volunteer work previous to their present employment. Almost half of them indicated that they had been involved in some form of volunteer work which was primarily in the areas of youth, recreation and church groups. They were also asked whether they were working in other areas in addition to their present job. Approximately 30% stated that they were and their work was involved with a number of areas relating primarily to either human services or the social services.

We were interested in learning about the importance of various goals of social services by comparing what employees were doing in their specific jobs to what supervisors and consumers felt social workers should be doing. The most important goal cited

TABLE 4

Does Employment Involve Dealing with Problems in any
of the Designated Areas

Areas of Work	YES		NO	
	EMPLOYEES %	SUPERVISORS %	EMPLOYEES %	SUPERVISORS %
a) Individuals and families	92.8	91.7	86.0	89.3
b) Small groups	57.2	68.6	70.3	67.5
c) Client self-help groups	54.4	64.8	71.0	79.5
d) Supervision and consultation	64.9	96.4	72.9	92.6
e) Education and staff development	53.6	95.5	71.7	89.9
f) Administrative responsibilities	52.0	97.0	67.2	90.6
g) Other		66.7		39.6

33

544

E - 38
S - 22

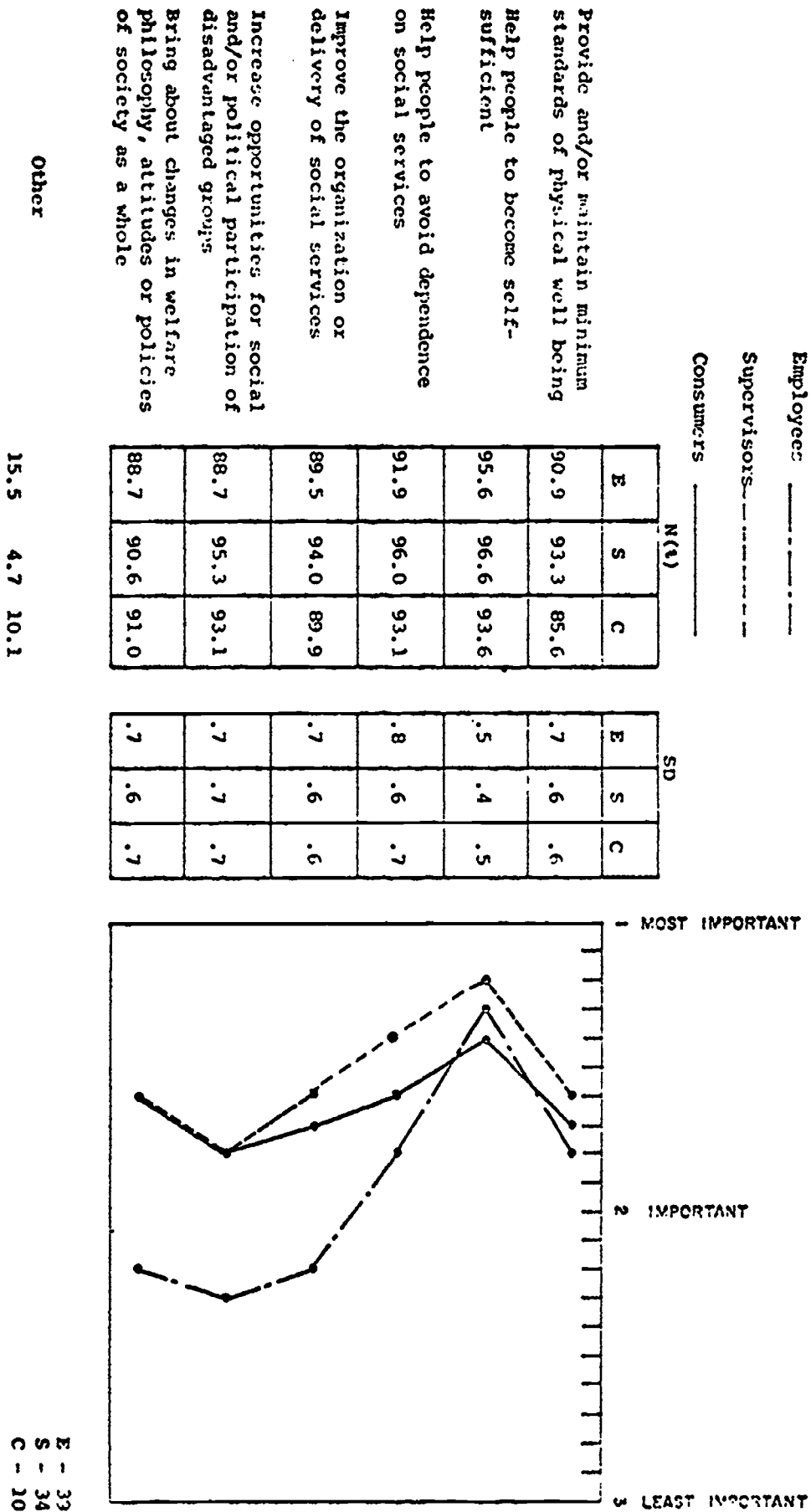
by all three groups was that of helping people become self sufficient although, surprisingly, the consumers rated this item of a slightly lower importance than either of the other two groups. It is quite noteworthy that the supervisors' profile was highly similar to that of the consumers even though consumers generally have only indirect contact with supervisors. For more details, see Figure 4.

Figure 5 compares the three groups with respect to their ratings of the relative importance of various kinds of intervention. Again, supervisors and consumers were asked what the importance of various methods of social service should be and employees were asked of their importance as related to their specific jobs. The profiles of consumers and supervisors were far more consistent with one another than were either of these with the employees'. Apparently, while the employees feel that, in their work, it is very important for their clients to talk about their problems (via counselling), the clients want practical things (adequate housing, financial assistance, rehabilitation).

Figure 6 discloses one of the most interesting findings of the entire study. Employees and supervisors agreed very highly with one another about the relative importance of various factors when deciding upon a course of action with a client. Consumers indicated a parallel profile when they were asked to rate these factors in terms of how important each should be in reaching a decision. When, however, consumers were asked how important they

Importance of Various Goals of Social Services:

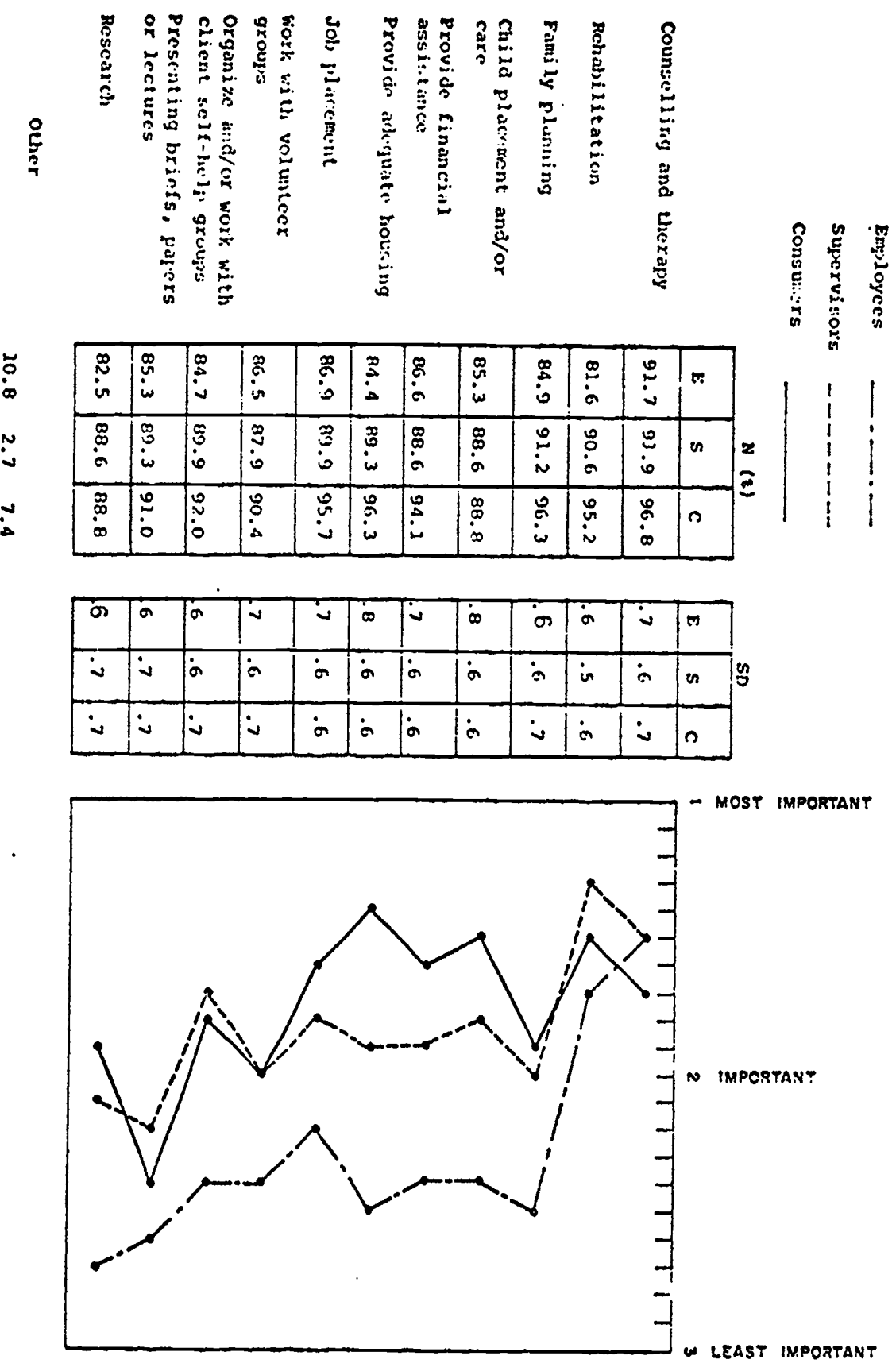
FIGURE 4



Whereas employees were asked about this item in reference to the specific job they were doing, supervisors were asked what social workers should be doing.

FIGURE 5

Importance of Various Methods of Achieving Social Service* Goals



*Both supervisors and consumers were asked what means a social worker should use whereas employees were asked what means they were actually using.

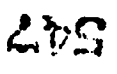


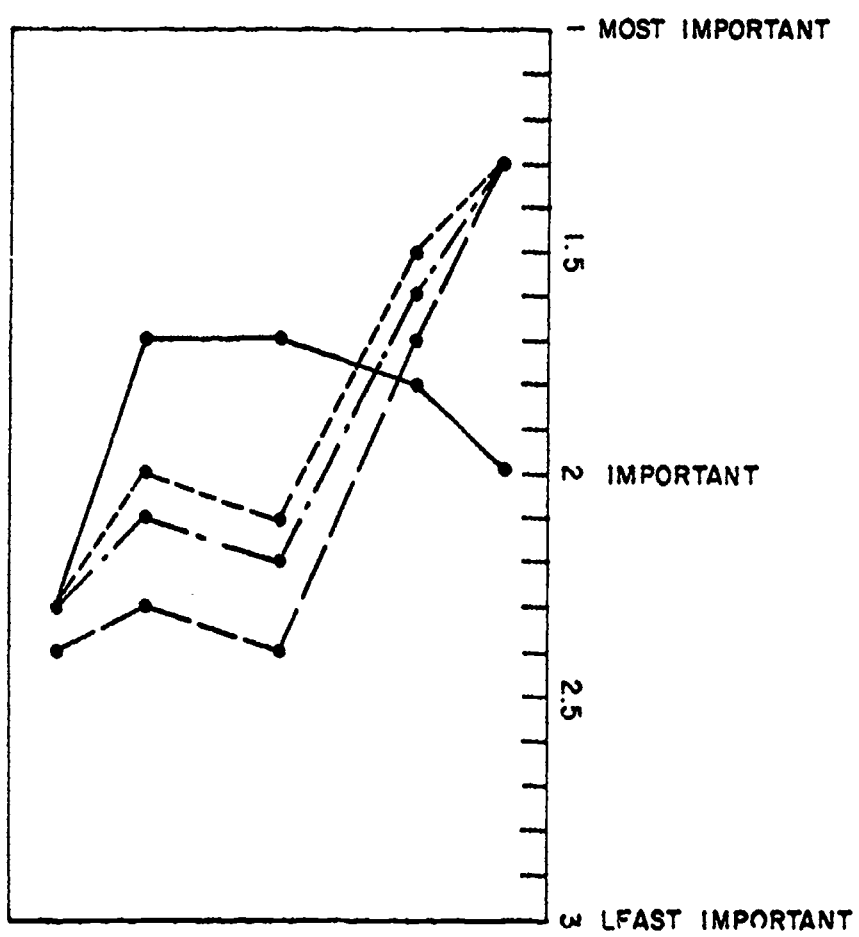
FIGURE 6

Importance of Factors Influencing Social Service Employees When Deciding upon a Course of Action to Take with Clients

Employees _____
 Supervisors _____
 Consumers _____
 Consumers** _____

	N (%)			
	E	S	C	C*
The client	93.9	95.3	88.8	95.2
Employee's own judgment	93.2	94.6	86.2	89.4
Advice of the supervisor	91.5	94.6	87.2	86.7
Agency policy	92.1	95.3	87.8	86.2
Community expectations	91.1	95.3	86.2	86.2

	S.D.			
	E	S	C	C*
The client	.5	.5	.8	.5
Employee's own judgment	.5	.6	.6	.6
Advice of the supervisor	.6	.5	.7	.6
Agency policy	.6	.5	.7	.7
Community expectations	.7	.6	.8	.7



*These figures represent consumers responses to what social workers should be influenced by
 **What social workers should be influenced by

E - 53
 S - 44
 C - 31, 32

felt each of these factors actually was when it came to deciding upon a course of action with a client, the profile was quite different. As far as the clients were concerned, the way that decisions about them were being made was not the way they should be made. On the other hand, the employees and supervisors were suggesting that the way their decisions were being made was consistent with the way that consumers thought they should be made. This point will become easier to understand by referring to Figure 6.

The three groups were asked whether they felt that social service personnel were overworked. They indicated roughly similar and even proportions of affirmative and negative responses to this item. In relation to the question of being overworked, the employees and consumers were asked whether enough time was spent with clients. Although the difference wasn't really substantial, more consumers felt that social service staff were spending enough time with clients than did the employees. One would have expected the results to be reversed (i.e., consumers complaining that their workers didn't have enough time to spend with them).

Educational Background

The most common subject major taken by the employee group while at university was psychology (31%) with sociology and social work (12% and 11% respectively) running a distant second. In addition to asking employees about their majors, we asked those who were not planning to take any further education which

and how many classes they had taken in all. Both psychology and sociology headed the lists again (46% and 39% respectively) with the remainder, including social work, being very minimally represented. These responses confirmed the information reported about subject majors -- that the most popular university courses among the employees were psychology and sociology.

Figure 7 shows the rating supervisors and employees gave to various academic subjects with regard to the relevance these subjects had to social service positions.

The supervisors were asked to indicate, for the positions under their charge, the number of vacancies, the number of staff, and the projected number of staff there were for various educational qualifications. Although we had thought this question would be relatively straight forward, it turned out that it was badly presented and therefore, misunderstood by the respondents. Because of this problem, we have not cited the information obtained from this questionnaire item.

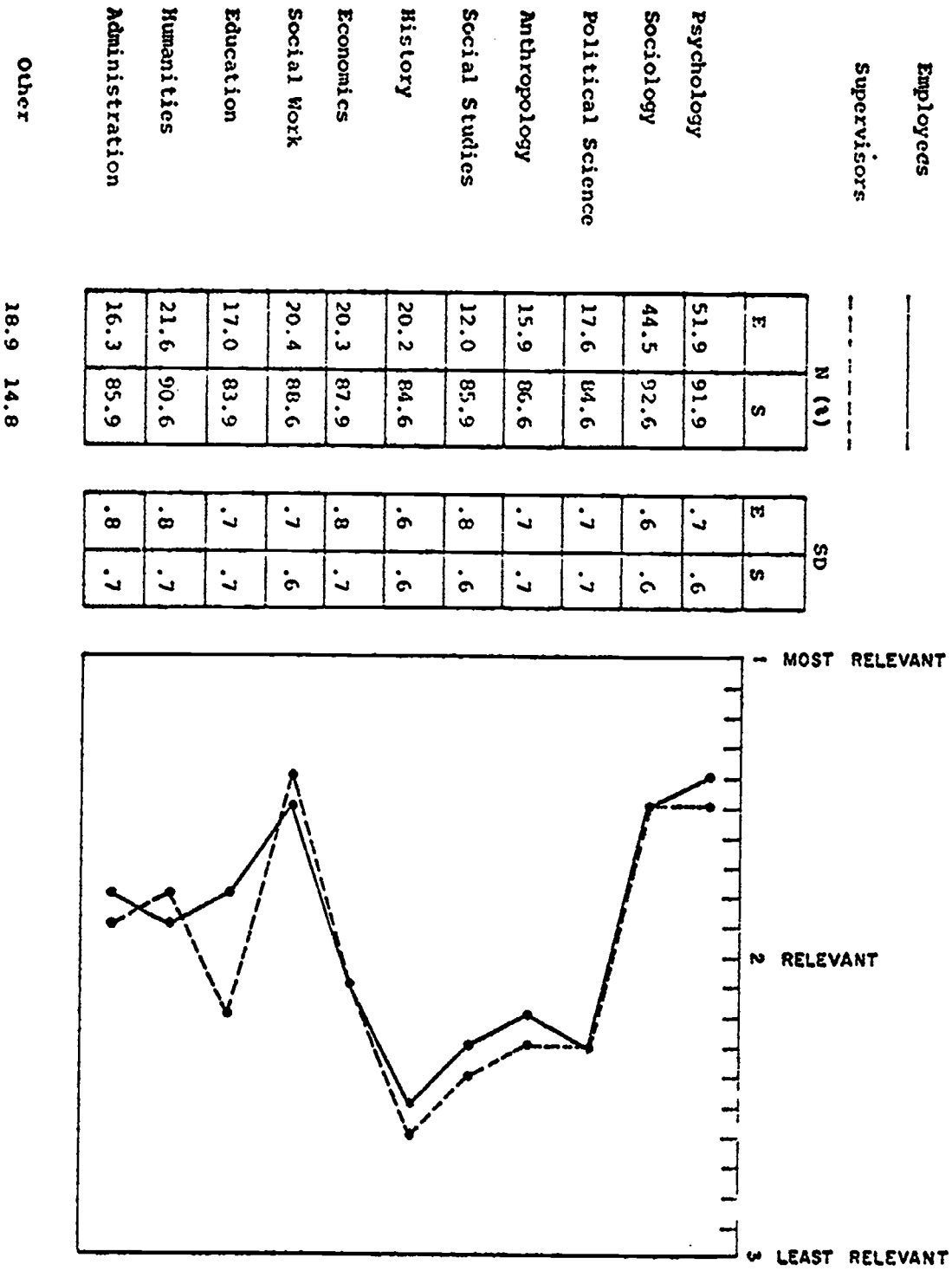
Among the employees, the largest proportion received their university education in this province. Of the supervisors, approximately equal proportions attended either the University of British Columbia, the University of Manitoba, or the University of Saskatchewan. The most common non-university, post-secondary institutions referred to by the employees were the Saskatchewan Training School at Moose Jaw, the Saskatchewan Hospitals in Weyburn

Oh

1951

Relevance of Certain Academic Subjects to Present Social Service Positions

FIGURE 7



and North Battleford and the Institute of Applied Arts and Sciences in Saskatoon. The supervisors had received their non-university, post-secondary training at a number of institutions, none of which were mentioned significantly more frequently than any other.

Table 5 describes the sample on the basis of the highest educational qualifications achieved. This Table compares the educational qualifications employees claimed themselves to have and the educational qualifications the supervisors claimed that the staff under their charge had. The proportions cited by both groups are quite similar. The 27% which has been included in the "other" qualifications category (first column) probably would have been lowered substantially had we allowed for a category which specified medically-related certificates or diplomas for the equivalent question on the supervisor questionnaire. The supervisors seemed, on the whole, to be better qualified in terms of level of education than the employees, with a substantially high proportion of them having had social work-related training.

It should be noted that only 5% of the consumers stated that they had completed a university or other post-secondary course. These percentages suggest that one of the main features distinguishing the dispensers from the consumers of social services is the educational level they have.

Educational Upgrading

Figure 8 indicates the opinions of employees and consumers

41
552



TABLE 5
Comparison of Sample on Highest Educational Qualifications

Educational Qualifications:	Present Number of Staff Cited by Supervisors	Employee	Supervisor	Consumer
	N = 81.2%	N = 98.4%	N = 88.6%	N = 96.1%
	T = 1227**			
Educational Qualifications				
Grade 8 or less	0	0	0	32.4
High School	28.1	27.1	13.6	60.4
i) partial	*	10.6	2.3	37.6
ii) complete	28.1	16.5	11.3	22.8
Certificates (e.g., administration, education)	*	1.0	5.3	2.2
Diplomas (e.g., administration, education)	*	1.0	3.1	1.1
Medical-related Certificates or Diplomas	*	27.1	16.6	1.0
i) Psychiatric nurses	*	23.5	12.1	0
ii) Others (e.g., R.N.'s, certified nursing assistants)	*	3.6	4.5	1.0
Bachelor Degrees	23.9	24.4	11.4	.5
i) Bachelor of Arts	*	20.1	6.1	0
ii) Other Bachelor degrees (e.g., B.Ed., B.Sc.)	*	4.3	5.3	.5
Social Work Related Courses	19.9	11.7	45.4	0
i) Welfare Worker Technical Course	4.8	3.9	3.0	0
ii) BSW	2.4	1.6	4.5	0
iii) MSW	12.7	6.2	37.9	0
Graduate Degrees	*	1.4	1.6	.5
Other qualifications (university and non-university)	27.4	6.2	2.7	0

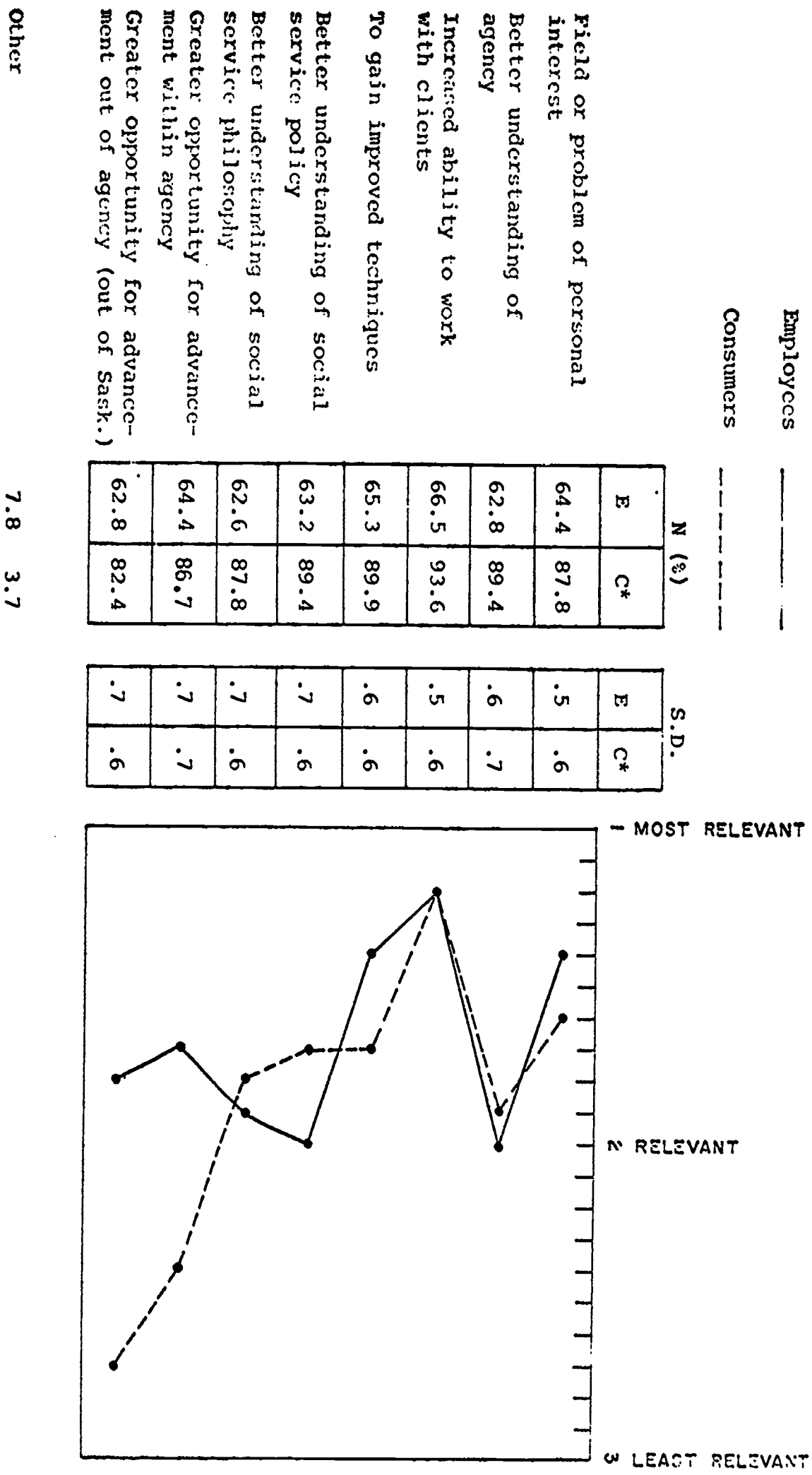
*There was no basis for comparison for these items.

**This number represents the total number of employees cited by the supervisors.

E - 11, 12, 14, 15, 17
S - 10
C - 7 (a), (b)

FIGURE 8

Importance of Motives for Academic Upgrading



* Consumers were asked what should be the motives for upgrading, whereas employees were asked what their motives actually were.

regarding their reasons for wanting academic upgrading.

Ninety-eight percent of the supervisors indicated that they encourage their staff to upgrade themselves, whereas only 51% of the consumers felt that upgrading would help social workers to be better able to help them. While social service staff regard education as important, it is clear that the consumers do not regard it as being quite as important.

Whereas the majority among the employees and supervisors indicated that they were not presently working at or planning to take any further social work education, about twice as many employees as supervisors indicated an interest in further upgrading (employees 37%, supervisors 18%). The reason for this seems obvious, since more supervisors had terminal educational qualifications than did the employees. We also asked the supervisors a very general question as to whether or not they would take further upgrading if they had the chance, since we had expected that a large number would not do so because they felt they could not do so. When the question was phrased this way, 75% indicated that they would take further upgrading.

Table 6 shows the percentages of employees and supervisors wishing to take the various kinds of academic social work-related programs. Among the 34% of the supervisors who answered this item, the highest proportion (51%) indicated that they wished to take courses outside of Saskatchewan in graduate and undergraduate administration (business, public, hospital, and social work), or graduate social

TABLE 6

Type of Social Work Programs Sought

Social Work Programs	Employee N = 30%	Supervisor N = 34.2%
	%	%
University of Saskatchewan, School of Social Work, Regina		
Undergraduate BSW program (Internal Studies)	8.3	2.0
BSW Extension Study Program (External)	47.7	2.0
Certificate in Social Service	17.7	25.5
University of Saskatchewan, Extension Division, Non-degree programs, Saskatoon	8.6	7.8
Kelsey Institute of Applied Arts and Science, Saskatoon, Welfare Worker Certificate Program	2.3	11.8
Other (outside of Saskatchewan)	14.3	51.0

E - 18 (b)
S - 12

556

45



work courses (MSW, DSW). Most of the foregoing areas were mentioned with approximately equal frequency. A lesser number indicated in the "other" category a desire for further training in criminology, law and judicial types of programs.

Both employees and supervisors indicated that, if they were to take upgrading, they would like to do it either by way of evening classes or leave of absence in order to attend courses full time.

We were particularly interested in determining the reasons that employees had for not taking any further education. The three reasons that were most often cited as being the most true were "not being able to afford the expense", "family responsibilities", and "not needing any more schooling in order to succeed in their present job". The reason most often cited as being not true at all was that they would be "intimidated by going back to school". This profile suggests that many more in the employee group would be interested in upgrading themselves were it not for family responsibilities or the lack of financial support.

Financial Responsibility for Further Upgrading

Table 7 shows the opinions of employees and supervisors as to who should pay for academic upgrading.

There were differences between the employees' and supervisors' responses when it came to the question of how much financial assistance would be provided by the employer. Whereas 36% of the employees indicated that their employer would provide none of the

TABLE 7

Who Should Take Financial Responsibility
For Further Upgrading

	Employee N = 93.8% %	Supervisor N = 96% %
Employee	12.6	5.6
Employer	21.6	17.5
Employee and Employer	65.6	76.2

E - 23
S - 29 (b)

558



We asked all three groups under what types of supervision social service personnel seemed to be operating most efficiently. The interesting finding here was that, while the majority of the employees (over 80%) indicated that they operated most efficiently while working independently of supervision, the same high proportion of supervisors indicated that the employees (presumably the same ones) operated best while under close supervision.¹ The consumers sided with the employees, contending that employees worked best independently of supervision.

Consumer Group-Related Data

We were interested in finding out whether social service personnel were aware of the existence of any consumer groups. Most of the employees (88%) and the supervisors (94%) stated that they were aware of the existence of these groups. A complementary question to the foregoing was asked of the consumers. They were asked whether the social service personnel they had contact with knew of the existence of the kinds of groups of which they were members. Of the 70% who answered this item, 81% indicated that they felt that their workers knew of their membership.

¹ It should be noted that one of the supervisors, quite correctly, pointed out that this was a poor question because the type of supervision was exclusively a function of the experience and the competence of respective employees. Those employees who were good at their job didn't need as much as those who weren't as effective. On the other hand, we did qualify this question by stating "in general".

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One of the common complaints which we heard during the interview stage of this project was that consumers were afraid to join consumer groups for fear of reprisals being carried out against them by social service personnel. The information we received from the consumers who are currently members in these groups suggests that this fear is unfounded since only about 2% specified that their relationships with their workers had actually worsened as a result of them being in these groups. Twenty-six percent indicated that these relationships had been improved ("my worker will even light a cigarette for me when I go into his office ... say hello to me when he sees me on the street"). The greatest percentage, about 72% of the 63% of consumers who answered this item, however, indicated that their membership didn't really make any noticeable difference to their relationship with their workers. On the basis of this information, it seems that it would be very much to the advantage of a consumer to join consumer organizations, since the advantages (e.g., more lobbying force, opportunity to become more aware of rights) of belonging appear to outweigh the disadvantages that a small percentage of consumers have referred to.

Table 8 indicates the opinion of supervisors, employees, and consumers concerning the willingness of employees to be involved in clients' rights groups.

Table 9 shows the opinions of supervisors and employees as to whether employees actually were aiding clients' rights groups.

Figure 9 indicates the attitudes which were expressed

TABLE 8

Are Social Workers Willing to
Help Clients' Rights Groups?

	Employee N = 96.4%	Supervisor* N = 96.6%	Consumer** N = 87.8%
	%	%	%
Yes	55.7	68.8	59.4
No	4.4	6.9	10.3
Undecided	39.7	24.3	30.3

* Supervisors were asked if their staff should be encouraged to help clients' rights groups.

**Consumers were asked if social workers they had met seemed willing or not to help clients' rights groups or whether they did not seem to care either way.

E - 46 (b)
S - 37 (b)
C - 30

562

51

TABLE 9

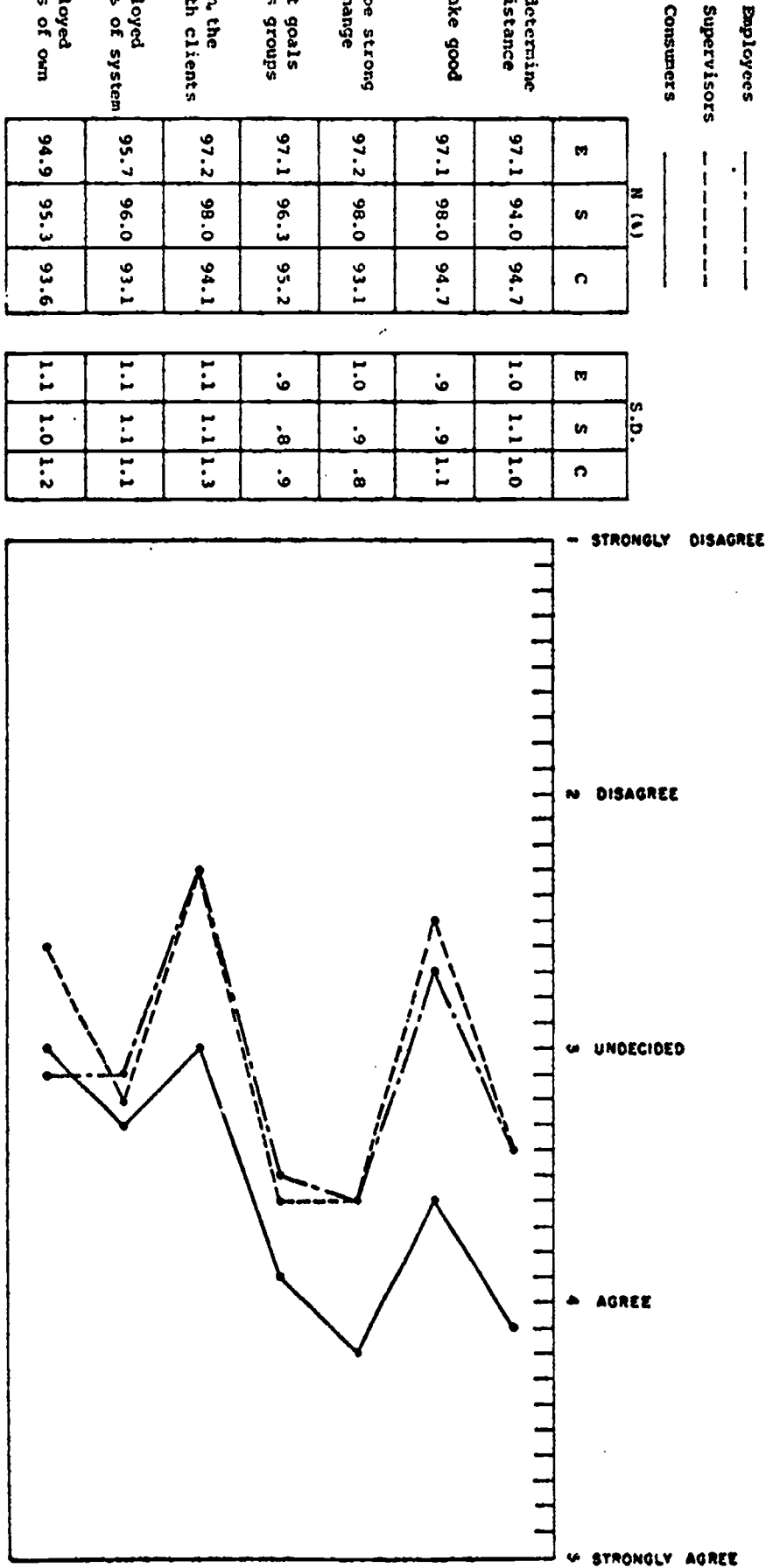
Are Social Work Staff Aiding any
Clients' Rights Groups?

	Employee N = 97.1% %	Supervisor* N = 96.0% %
Yes	24.4	62.9
No	75.2	37.1

* Supervisors were asked if any of their staff were
aiding clients' rights groups.

E - 46 (a)
S - 37 (a)

Attitudes towards Consumers of Social Services



E - 47, 48, 49, 50, 51, 52
 S - 38, 39, 40, 41, 42, 43
 C - 24, 25, 23, 28, 29, 26, 27

by all three groups towards consumers and the groups they are associated with. The most remarkable aspect of these results was the similarity of profiles. They were, with one exception, almost parallel. As one would expect, the consumers exhibited stronger agreement with the items than the other groups, but then probably only because these attitudes were directly concerned with themselves.

We were intrigued to find out that 20% of the employees admitted that they had been recipients of social services at one point in life (which is probably an underestimate because many would probably not like to disclose this fact). In comparison, only about 8% of the supervisors admitted that they had ever been consumers of the social services. Table 10 compares the entire sample on the way in which they had been consumers.

565



TABLE 10

Type of Social Service Recipient

Type of Recipient	Employees		Supervisors		Consumers	
	N = 15.6% %	N = 8.1% %	T = 231* %	T = 134* %	Consumer in Presently the past a consumer	Consumers
Financial assistance	45.7	41.5	61.5	33.3**		
Foster or adoptive parent	7.2	25.0	3.0	3.0		
Ward of the government ¹	3.6	8.3	2.2	3.7		
Involvement with juvenile authorities ¹	2.2	0	4.0	2.3		
Received counselling -personal counselling (e.g., marital, alcoholism) -employment counselling	34.1	17.0	1.2	1.0		
One-parent family	0	0	23.8	56.0		
Inmate in a correctional centre or penitentiary	0	0	1.3	0		
Other	7.2	8.3	2.8	(see financial assistance)		

*Refers not to the total number of respondents but to the total number of types of recipients. Many respondents are multi-problem persons receiving multi-social services simultaneously.

**This percentage is obtained from the similar but not identical "other" category on the consumer questionnaire. Almost all respondents who checked the choice "other" specified that they were currently recipients of financial assistance.

¹Whereas the percentages for these items apply to the children of consumers, they refer to the employees and supervisors themselves.

CONCLUSION

The conclusion of the project marks the beginning of a new phase of our manpower study in which we hope to make as many sectors as possible aware of those of our findings which may be relevant to them. It became quite clear to us that, as the writing of the Report progressed and as it became longer and longer, fewer and fewer people would ever bother to read it. The more we put into it, the more discouraged we became that this would be just another study which collected dust on somebody's bookshelf. Therefore, a great deal of effort will have to be spent in developing appropriate ways of presenting the Report so that the social service community is made aware of the results we have obtained. Without this information, there is no chance that any action will be taken on the basis of the results. Every effort will be made to avoid a situation where no action is taken by setting up a series of meetings with representatives of social service agencies and consumer organizations. We also intend to bring our findings to the attention of various social service professional journals and conventions.

Recommendations

Table 11 outlines the objectives of our Manpower Study, the goals accomplished, the goals which were not accomplished, areas covered in the Study which we had not planned to cover, and the recommendations made on the basis of the results we obtained.

The results of our Study have indicated that there is a

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a trend towards hiring those people who have obtained a social work degree or, at least, who have obtained an undergraduate degree in the social sciences, preferably in psychology or sociology. There also appears to be a continued need for social service graduates; however, our results indicate that this need is beginning to taper off. As well, our study found that much of the increased need was due to employers' tendencies to boost minimum qualifications for social service positions when applicants for employment began to be better qualified. This, in effect, takes social service positions from one set of potential employees who do not possess as high a level of educational qualifications and gives these positions to another set of potential employees who do possess higher qualifications, despite the fact that the question of which group provides better services has not yet been clearly resolved.

There were a large number of respondents who indicated that they would like to take further upgrading but were prevented from doing so because of financial considerations. Because of the increasing emphasis on higher education in the social service field, financial resources should be made available to provide assistance to those social service employees who are otherwise appropriately qualified for their present job and who want, but cannot afford, further upgrading. Resources could be made available through an increase in the number of cost-sharing programs between employers and employees, scholarships, bursaries, and similar forms of financial assistance. There is a

qualification which should be made regarding this recommendation. If the social service employees plan to take upgrading in order to improve their qualifications for their present positions, then financial assistance should be made available to them. If, on the other hand, upgrading is desired in order to obtain a different job requiring higher qualifications, it must be pointed out that the need for higher qualifications in the social work job market is beginning to taper off, with the result being that these employees may find themselves unable to obtain a different job and left with qualifications unnecessary for the jobs they are doing.

As far as the technical graduates from the Kelsey Institute of Applied Arts and Sciences are concerned, the potential job outlook in Saskatchewan is bleak. Few employers will hire the technical graduate, because they feel that this type of graduate is not suited to the needs of the social service positions available. Apart from this, although the Kelsey Institute program personnel informed us that the average age of their social service technical graduates is in the late twenties or early thirties, consumers and some employers had the impression that the technical graduates are usually very young and consequently, incompetent. On the other hand, those who have hired these graduates appear to be generally pleased with their performance in the social service field. One of these two groups has to be mistaken. The information available indicates that these graduates are, to a large degree, very probably the victims of unjustified prejudice.

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A recommendation which is specifically directed to the Kelsey Institute of Applied Arts and Sciences, but which is probably of interest to other educational institutes as well, suggests that the technical training program personnel give serious attention to the development of a public relations program to dispel some of the erroneous impressions about their program. One of the best ways to go about doing this would probably be to have employers who were having concerns about this program contact those who have hired technical graduates.

All of the groups surveyed felt that the most important qualifications necessary for effectiveness in the social services field are personal qualities (e.g., maturity, empathy). However, related experience and educational background were also stressed as being extremely important in choosing social service personnel. Consumers placed more emphasis on related experience than did employers or employees. There is agreement that human relationship skills should be an important area of emphasis for both the selection of applicants to social service education and for the training of students in social work programs. Once the students have graduated and want to enter social work employment, it should be remembered that there is an increasing desire for more contact between consumers of social services and social service personnel on other than a helper-helpee basis.

Since this Study was originally commissioned by the School

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of Social Work in Regina, recommendations were made to this School regarding factors to be considered for admission to and those areas to be stressed in the social work curriculum. These recommendations may also be of interest to other educational institutes in the area, specifically, the Kelsey Institute in Saskatoon, the University of Manitoba and the University of Calgary. For selection, it was suggested that less emphasis be placed on academic grades obtained and that more emphasis be placed on the related experience and the personality of social work program applicants. Personality and human relationship skills were cited as important areas to be stressed in social work education. As well, it was recommended that specific classes be implemented in such areas as legal assistance, consumer attitudes to social assistance, and legislation pertaining to human rights.

Because the available positions in the social service field are beginning to decrease, it is recommended that the School of Social Work in Regina maintain the conservative number of admissions to their "internal studies" social work program at the present level until further study can determine the impact of Regina's social work graduates on the social service job market. It is hoped that close contact between the social service community and the School of Social Work regarding available employment can be kept by acting as a "clearing-house" for social work job applicants; that is, we plan to ask employers identified in the course of the project about the kinds of personnel they are interested in hiring and then inform them of

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those students from the social work undergraduate programs (and, possibly, even from the extension programs) who might meet employers' specifications.

The recommendations made in this summary are not intended to be long term. In view of the changing economy and the varying demand for social service personnel, any results described or recommendations made in this summary can be valid for no longer than a period of a few years; however, the method of study adopted here will probably be appropriate for some time to come. Continuous review and ongoing research in the area of social work manpower predictions must be undertaken in order to keep up with changing trends in the social service field.

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provide input into the planning of the school's curriculum and to provide a more active role of the teacher in the selection of the content with the school's philosophy and the needs of the community.

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