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ABSTRACT

Focusing on social service occupations, this document is one in a series of forty-one reprints from the Occupational Outlook Handbook providing current information and employment projections for individual occupations and industries through 1985. The specific occupations covered in this document include dietitians, home economist, homemaker-home health aides, park/recreation/leisure service workers, social service aides, and social workers. The following information is presented for each occupation or occupational area: a code number referenced to the Dictionary of Occupational Titles; a description of the nature of the work; places of employment; training, other qualifications, and advancement; employment outlook; earnings and working conditions; and sources of additional information. In addition to the forty-one reprints covering individual occupations or occupational areas (CE 017 757-797), a companion document (CE 017 756) presents employment projections for the total labor market and discusses the relationship between job prospects and education. (BM)

Social Service Occupations

CE

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Occupational Outlook Handbook,
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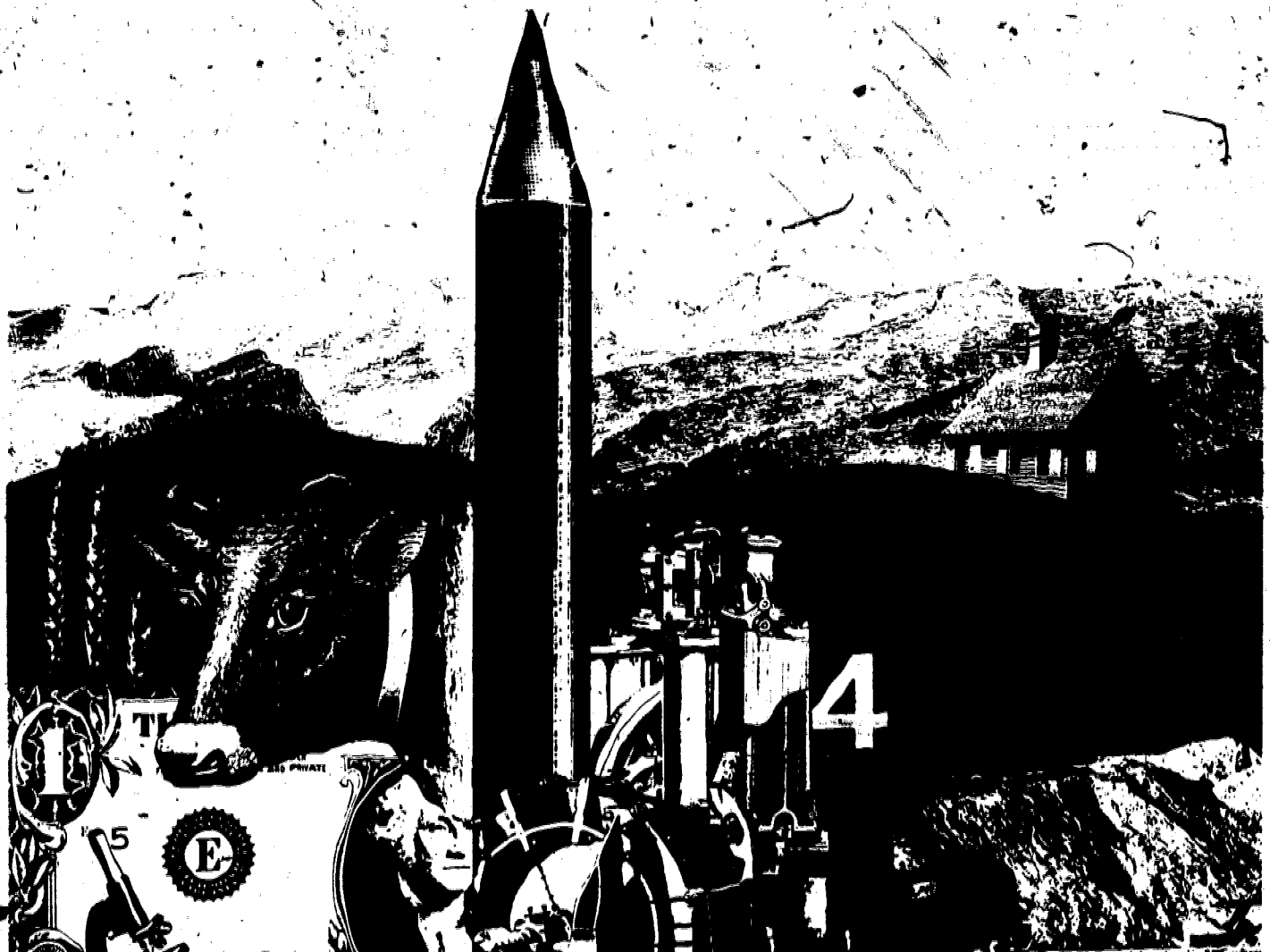

Containing the midpoints of the legs of right triangle RST, where pt. $(-5, 5)$, S is pt. $(1, 1)$, and T is pt. $(3, 4)$.

Containing the longer diagonal of a quadrilateral whose vertice pts. $(2, 2)$, $(-2, -2)$, $(1, -1)$, and $(6, 4)$.

Show that the equations $y - 1 = \frac{3}{4}(x + 3)$ and $y - 4 = \frac{3}{4}(x$ are equivalent.

An equation of the line containing pts. $(-2, 3)$ and $(4, -1)$ c written in the form $y - 3 = -\frac{2}{3}(x + 2)$ or in the $y + 1 = -\frac{2}{3}(x - 4)$, depending upon which point you take a (x_1, y_1). Show that the two equations are equivalent.

Show that the equations are equivalent

$$y - y_1 = \frac{y_2 - y_1}{x_2 - x_1}(x - x_1) \qquad y - y_2 = \frac{y_2 - y_1}{x_2 - x_1}(x - x_2$$

State the equation of a line through pt (p, q) and parallel to t containing pts (a, b) and (c, d). $(a \neq c)$.

DIETITIANS

(D.O.T. 077.081 through .168)

Nature of the Work

Dietitians plan nutritious and appetizing meals to help people maintain or recover good health. They also supervise the food service personnel who prepare and serve the meals, manage dietetic purchasing and accounting, and give advice on good eating habits. Clinical dietitians form the largest group in this occupation; the others are administrative, teaching, and research dietitians. Nutritionists also are included in this field.

Administrative dietitians apply the principles of nutrition and sound management to large-scale meal planning and preparation, such as that done in hospitals, universities, schools, and other institutions. They supervise the planning, preparation, and service of meals; select, train, and direct food service supervisors and workers; budget for and purchase food, equipment, and supplies; enforce sanitary and safety regulations; and prepare records and reports. Dietitians who are directors of a dietetic department also decide on departmental policy; coordinate dietetic service with the activities of other departments; and are responsible for the dietetic department budget, which in large organizations may amount to millions of dollars annually.

Clinical dietitians plan meals for patients in hospitals, nursing homes, or clinics.

Clinical dietitians, sometimes called therapeutic dietitians, plan diets and supervise the service of meals to meet the nutritional needs of patients in hospitals, nursing homes, or clinics. Among their duties, clinical dietitians confer with doctors and other members of the health care team about patients' nutritional care, instruct patients and their families on the requirements and importance of their diets, and suggest ways to keep on these diets after leaving the hospital or clinic. In a small institution, one person may be both the administrative and clinical dietitian.

Research dietitians conduct, evaluate, and interpret research to improve the nutrition of both healthy and sick people. This research may be in nutrition science and education, food management, or food service systems and equipment. They may conduct studies of how the body uses food. Research projects may investigate the nutritional needs of the aging, or persons with a chronic disease, or space travelers. Research dietitians usually are employed in medical centers or education facilities, but also may work in community health programs. (See statement on food scientists elsewhere in the *Handbook*.)

Dietetic educators teach dietetics to dietetic, medical, dental, and nursing students and to interns, residents, and other members of the health care team. They usually work in medical and educational institutions.

Nutritionists may counsel individuals and groups on sound nutrition practices to maintain and improve health or they may engage in teaching and research. This work covers such areas as special diets, meal planning and preparation, and food budgeting and purchasing. Nutritionists in community health may be responsible for the nutrition components of preventive health and medical care services. This includes planning, developing, coordinating, and administering a nutrition program or a nutrition component as an integral part of a community health program. Nutritionists work in such diverse areas as food industries, educational and health facilities, and agricultural and welfare agencies, both public and private.

An increasing number of dietitians work as consultants to hospitals and to health-related facilities. Others act as consultants to commercial enterprises, including food processors and equipment manufacturers.

Places of Employment

About 45,000 persons worked as dietitians in 1976. More than one-half work in hospitals, nursing homes, and clinics, including about 1,100 in the Veterans Administration and the U.S. Public Health Service. Colleges, universities, and school systems employ a large number of dietitians as teachers or in food service systems. Most of the rest work for health-related agencies, restaurants or cafeterias, and large companies that provide food service for their employees. Some dietitians are commissioned officers in the Armed Forces.

Training, Other Qualifications, and Advancement

A bachelor's degree, preferably with a major in foods and nutrition or institution management, is the basic educational requirement for dietitians. This degree can be earned in about 240 colleges and universities, usually in departments of home economics. College courses usually required are in food and nutrition, institution management, chemistry, bacteriology, physiology, and related courses such as mathematics, data processing, psychology, sociology, and economics.

For a dietitian to qualify for professional recognition, the American Dietetic Association (ADA) recommends the completion after graduation of an approved dietetic internship or an approved individual traineeship program. The internship lasts 6 to 12 months and the traineeship program 1 to 2 years. Both programs combine clinical experience under a qualified dietitian with some

classroom work. In 1976, 68 internship programs were approved by the American Dietetic Association. A growing number of coordinated undergraduate programs, located in schools of medicine and in allied health and home economics departments of both colleges and universities, enable students to complete both the requirements for a bachelor's degree and the clinical experience requirement in 4 years. The ADA approves coordinated undergraduate programs.

Persons meeting the qualifications established by the ADA's Commission on Dietetic Registration can become Registered Dietitians (R.D.'s). Registration with the ADA is acknowledgement of a dietitian's competence.

Experienced dietitians may advance to assistant or associate director or director of a dietetic department. Advancement to higher level positions in teaching and research usually requires graduate education; public health nutritionists must earn a graduate degree in this field. Graduate study in institutional or business administration is valuable to those interested in administrative dietetics.

Persons who plan to become dietitians should have organizational and administrative ability, as well as high scientific aptitude, and should be able to work well with a variety of people. Among the courses recommended for high school students interested in careers as dietitians are home economics, business administration, biology, health, mathematics, and chemistry.

Employment Outlook

Employment opportunities for qualified dietitians on both a full-time and part-time basis are expected to be good through the mid-1980's. In recent years, employers have used dietetic assistants trained in vocational and technical schools and dietetic technicians educated in junior colleges to help meet the demand for dietetic services. Because this situation is likely to persist, employment opportunities also should continue to be favorable for graduates of these programs.

Employment of dietitians is expected to grow about as fast as the average for all occupations through the mid-1980's to meet the food management needs of hospitals and extended care facilities, industrial plants, and restaurants. Dietitians also will be needed to staff community health programs and to conduct research in food and nutrition. In addition to new dietitians needed because of occupational growth, many others will be required each year to replace those who die, retire, or leave the profession for other reasons.

Earnings and Working Conditions

Starting salaries of hospital dietitians averaged $11,300 a year in 1976, according to a national survey conducted by the University of Texas Medical Branch. Experienced dietitians received annual salaries ranging from $13,900 to $25,300, according to the American Dietetic Association. The median salary paid by colleges and universities to dietitians with bachelor's degrees was $13,900 a year in 1976. The median salary for those with bachelor's degrees working in commercial or industrial establishments was $14,400 a year; for those in public and voluntary health agencies, $13,000. For self-employed dietitians with a bachelor's degree, the median salary was over $16,000 a year in 1976.

The entrance salary in the Federal Government for those completing an approved internship was $11,523 in 1977. Beginning dietitians with a master's degree who had completed an internship earned $14,097. In 1977, the Federal Government paid experienced dietitians average salaries of $18,109 a year.

Most dietitians work 40 hours a week; however, dietitians in hospitals may sometimes work on weekends, and those in commercial food service have somewhat irregular hours. Some hospitals provide laundry service in addition to salary. Dietitians usually receive paid vacations, holidays, and health insurance and retirement benefits.

Sources of Additional Information

For information on approved dietetic internship programs, scholarships, employment opportunities, and registration, and a list of colleges providing training for a professional career in dietetics, contact:

The American Dietetic Association, 430 North Michigan Ave., 10th floor, Chicago, Ill. 60611.

The U.S. Civil Service Commission, Washington, D.C. 20415, will send information on the requirements for dietetic interns and dietitians in Federal Government hospitals and for public health nutritionists and dietitians in the Public Health Service, U.S. Department of Health, Education, and Welfare, and in the District of Columbia government programs.

HOME ECONOMISTS

(D.O.T. 096.128)

Nature of the Work

Home economists work to improve products, services, and practices that affect the comfort and well-being of the family. Some specialize in specific areas, such as consumer economics, housing, home management, home furnishings and equipment, food and nutrition, clothing and textiles, and child development and family relations. Others have a broad knowledge of the whole professional field.

Most home economists teach. Those in high schools teach students about foods and nutrition; clothing selection, construction and care; child development; consumer education; housing and home furnishings; family relations; and other subjects related to family living and homemaking. They also perform the regular duties of other high school teachers that are described in the statement on secondary school teachers elsewhere in the *Handbook*.

Teachers in adult education programs help men and women to increase their understanding of family

relations and to improve their homemaking skills. They also conduct training programs on secondary, postsecondary, and adult levels for jobs related to home economics. Special emphasis is given to teaching those who are disadvantaged and handicapped. College teachers may combine teaching and research and often specialize in a particular area of home economics.

Home economists employed by private business firms and trade associations promote the development, use, and care of specific home products. They may do research, test products, and prepare advertisements and instructional materials. They also may prepare and present programs for radio and television; serve as consultants; give lectures and demonstrations before the public; and conduct classes for sales persons and appliance service workers. Some home economists study consumer needs and help manufacturers translate these needs into useful products.

Some home economists work with children.

Some home economists conduct research for the Federal Government, State agricultural experiment stations, colleges, universities, and private organizations. The U.S. Department of Agriculture employs the largest group of researchers to do work such as study the buying and spending habits of families in all socioeconomic groups and develop budget guides.

Home economists who work for the Cooperative Extension Service conduct adult education programs and 4-H Club and other youth programs in areas such as home management, consumer education, family relations, and nutrition. Extension Service home economists also train and supervise volunteer leaders and paid aides who teach adults and youth. (See statement on Cooperative Extension Service workers elsewhere in the *Handbook*.)

Federal, State, and local governments and private agencies employ home economists in social welfare programs to advise and counsel clients on the practical knowledge and skills needed for effective everyday family living. They also may help handicapped homemakers and their families adjust to physical as well as social and emotional limitations by changing the arrangements in the home; finding efficient ways to manage activities of daily living; aiding in the design, selection, and arrangement of equipment; and creating other methods and devices to enable disabled people to function at their highest possible level. Other home economists in welfare agencies supervise or train workers who provide temporary or part-time help to households disrupted by illness.

Home economists in health services provide special help and guidance in home management, consumer education, and family economics as these relate to family health and well-being. Activities of home economists working in health programs include the following: collaboration and consultation with other professionals on economic and home management needs of patients and their families; direct service to patients through home visits; clinic demonstrations and classes in homemaking skills and child care; counseling in the management of time and resources, including financial aspects; assisting socially and mentally handicapped parents in developing their potential skills for child care and home management; working with agencies and community resources; and supervising homemaker aides.

Places of Employment

About 141,000 people worked in home economics professions in 1976. This figure includes 45,000 dietitians and 5,600 Cooperative Extension Service workers who are discussed in separate statements elsewhere in the *Handbook*.

About 75,000 home economists are teachers, about 50,000 in secondary schools and 7,000 in colleges and universities. More than 15,000 are adult education instructors, some of whom teach part time in secondary schools. Others teach in community colleges, elementary schools, kindergartens, nursery schools, and recreation centers.

More than 5,000 home economists work in private business firms and associations. Several thousand are in research and social welfare programs. A few are self-employed.

Training, Other Qualifications, and Advancement

About 350 colleges and universities offer a bachelor's degree in home

economics, which qualifies graduates for most entry positions in the field. A master's or doctor's degree is required for college teaching, for certain research and supervisory positions, for work as an extension specialist, and for most jobs in nutrition.

Home economics majors study sciences and liberal arts—particularly social sciences—as well as specialized home economics courses. They may concentrate in a particular area of home economics or in what is called general home economics. Advanced courses in chemistry and nutrition are important for work in foods and nutrition; science and statistics for research work; and journalism for advertising, public relations work, and all other work in the communications field. To teach home economics in high school, students must complete the courses required for a teacher's certificate.

Scholarships, fellowships, and assistantships are available for undergraduate and graduate study. Although colleges and universities offer most of these financial grants, government agencies, research foundations, businesses, and the American Home Economics Association Foundation provide additional funds for graduate study.

Home economists must be able to work with people of various incomes and cultural backgrounds and should have a capacity for leadership. Poise and an interest in people also are essential for those who deal with the public. The ability to write and speak well is important. Among the subjects recommended for high school students interested in careers in this field are home economics, speech, English, health, mathematics, chemistry, and the social sciences.

Employment Outlook

Home economists, especially those wishing to teach in high schools, will face keen competition for jobs through the mid-1980's. Other areas of home economics also will experience competitive job market conditions as those unable to find teaching jobs look for other positions. However, for those willing to continue their education toward an advanced degree, employment prospects in college and university teaching are expected to be good.

Although little change is expected in the employment of home economists, many jobs will become available each year to replace those who die, retire, or leave the field for other reasons. The growth that is expected to occur will result from increasing awareness of the contributions that can be made by home economists in child care, nutrition, housing and furnishings design, clothing and textiles, consumer education, and ecology. They also will be needed to promote home products, to act as consultants to consumers, and to do research for improvement of home products and services.

Earnings and Working Conditions

Home economics teachers in public schools generally receive the same salaries as other teachers. In 1976, the average annual salary for public secondary school teachers was $12,395, according to the National Education Association. Teachers with a bachelor's degree in school systems with enrollments of 6,000 or more received starting salaries averaging $8,233 per year in the 1974-75 school year. Beginning teachers with a master's degree started at $9,159 a year. Annual salaries for teachers at the college and university level in 1975-76 ranged from an average minimum of $7,272 for instructors in private 2-year institutions to an average maximum of $25,387 for professors at 4-year public institutions.

The Federal Government paid home economists with bachelor's degrees starting salaries of $9,300 and $11,500 in 1977, depending on their scholastic record. Those with additional education and experience generally earned from $11,500 to $20,400 or more, depending on the type of position and level of responsibility. In 1977, the Federal Government paid experienced home economists average salaries of $20,500 a year.

Cooperative Extension Service workers on the county level averaged $14,000 per year in 1976; those on the State level received substantially higher salaries. In general, home economists earn about 1 1/2 times as much as the average for all nonsupervisory workers in private industry, except farming.

Home economists usually work a 40-hour week. Those in teaching and extension service positions, however, frequently work longer hours because they are expected to be available for evening lectures, demonstrations, and other work. Most home economists receive fringe benefits, such as paid vacation, sick leave, retirement pay, and insurance benefits.

Sources of Additional Information

A list of schools granting degrees in home economics and additional information about home economics careers and graduate scholarships are available from:

American Home Economics Association, 2010 Massachusetts Ave. NW., Washington, D.C. 20036

HOMEMAKER-HOME HEALTH AIDES

Nature of the Work

Homemaker-home health aide is an awkward but descriptive title for this occupation, since the job entails both domestic and social services as well as health care. Employed and supervised by social and health agencies, homemaker-home health aides work in the home to provide whatever assistance is necessary to enable sick persons who cannot perform basic tasks for themselves to remain in their own homes. They provide homemaking services, personal services, instruction, and emotional support for their clients, and they keep records of their clients' progress and activities. Their schedules vary according to their clients' needs. For example, a person who is recuperating from an operation may need daily help for 1 or 2 weeks, while a person who has chronic medical problems may need help for 1 or 2 half-days a week for an indefinite period of time.

At times, homemaker-home health aides work with families when the mother is convalescing from an illness and there are small children who need care. Most clients, however, are elderly persons who either live alone or with a spouse who also has medical problems. Usually the clients have no family or friends who can provide the care that is needed.

Homemaking services provided by the aides are manifold. Basic duties include cleaning a client's room, kitchen, and bathroom, doing the laundry, and changing bed linens. Aides also plan meals (including special diets), shop for food, and prepare meals.

Among the personal services that they perform are assisting with bathing or giving a bed bath, shampooing hair, and helping the client move from bed to a chair or another room. Homemaker-home health aides also check pulse and respiration, help with simple prescribed exercises, and assist with medications. Occasionally, they change dressings, use special equipment such as an hydraulic lift, or assist with braces or artificial limbs.

In addition to these practical duties, homemaker-home health aides offer instruction and psychological support. They often teach clients how to adapt their lives to cope with a new disability or how to prevent further illness. For example, an aide may teach a low-income client how to plan nutritious, low-cost meals. Another client may need instruction on the proper diet for a diabetic. Still another client, newly confined to a wheel chair, may need help in learning how to perform daily tasks. An aide may help a client establish a daily schedule that permits the accomplishment of necessary household duties and provides the exercise necessary for rehabilitation. Providing emotional support and understanding when a client is depressed and lonely is another aspect of the work. This often is more important than the practical jobs since, at times, a sick person's inability to gain strength and independence is more the result of a mental attitude than a physical problem. Lastly, the aide regularly reports changes in the client's condition and helps a professional team decide when the services being given to the client should be changed.

A homemaker home-health aide is assigned specific duties by a supervisor, usually a registered nurse or social worker who works as part of a professional team. The supervisor usually consults the client's physician, especially if the client recently has been discharged from the hospital. Many public or nonprofit agencies require physician certification of need for the service. The supervisor visits the client to decide what services are needed and to discuss the aide's schedule of duties with the client. Often the homemaker-home health aide gives the supervisor a daily report, signed by the client, listing the exact services performed and the hours worked. The supervisor occasionally visits the client to determine if the service is satisfactory.

If the supervisor determines that extensive services will be required over a long period of time, attempts are made to coordinate the assignment of the aide with other in-home services such as meals-on-wheels, friendly visitors, and telephone reassurance. If satisfactory provision for the required care cannot be made, the supervisor will suggest an alternative arrangement such as transfer to a nursing home or a home for the aged. However, unless a client requires 24-hour care, it usually is possible to maintain care in the home through the services provided by homemaker-home health aides—coordinated, where needed, with other community services.

Places of employment

Approximately 70,000 persons were employed as homemaker-home health aides in 1976. Although they work in clients' homes, aides are employed and supervised by social and health agencies that are responsible to the clients for the service provided. These agencies include public health and welfare departments, private health care agencies, and nonprofit community health or welfare organizations such as visiting nurse associations. A few hospitals and nursing homes have extended their services into the community and employ homemaker-home health aides.

Some agencies provide only homemaker-home health aide services while others provide several health or welfare services. In the latter case, the aide is part of a team of professional and paraprofessional workers. For example, in a home health agency, a homemaker-home health aide may be part of a team of nurses, therapists, and other aides who have the same supervisor and who serve all clients in a particular area.

Training, Other Qualifications, and Advancement

Generally, the only educational requirement for employment as a homemaker-home health aide is the ability to read and write; completion of high school usually is not necessary. However, courses in home economics such as meal planning and family living are helpful, especially for younger persons with less personal experience in homemaking. A few agencies require previous training as a nursing aide; some of these agencies also require a year's experience working as a nursing aide in a hospital or nursing home.

Successful homemaker-home health aides are mature persons who like to help people and don't mind hard work. They have a sense of responsibility, compassion, emotional stability, and a cheerful disposition. They are able to overcome an atmosphere of depression and bring brightness into the day of a sick, elderly person. Aides also must be tactful and able to get along with all kinds of people.

In addition to these personal qualities, homemaker-home health aides must have good health since some of their duties, such as lifting, moving, and supporting patients, require above-average physical strength. A physical examination usually is required of applicants.

Homemaker-home health aides usually are middle-aged women. However, younger women, elderly women, and men of all ages also are employed as aides. Although only a small number of men currently are employed in the occupation, additional men are needed, especially to

care for those elderly men who prefer a male aide. The minimum age for a homemaker-home health aide is usually 17; however, most agencies prefer people in their [illegible] at least. Many agencies employ persons who are elderly themselves. Most of these older aides desire part-time employment to supplement their Social Security income. Some agencies employ nursing students who want income from part-time work. College students in appropriate major fields such as home economics or social work occasionally can find summer work as aides, replacing regular employees who are on vacation.

Shortly after they are hired, homemaker-home health aides undergo orientation and training. The length and quality of this training vary greatly. Agencies that require experience as a nursing aide generally provide only a few hours of orientation. Most agencies, however, provide a 1- or 2-week training program. Topics covered include basic nutrition, meal planning and preparation; personal care of the sick, such as bathing, turning and lifting bed patients; emotional problems accompanying illness; and the aging process and behavior of the elderly.

Supervisors give additional training informally when required for specific case assignments. As aides take on a variety of cases, they develop expertise in caring for persons with many types of illness. Some aides discover a special talent for caring for a specific type of client, such as persons who need help with prescribed exercises, or clients with failing eyesight. In some larger agencies, experienced homemaker-home health aides can specialize in caring for clients with a specific type of problem.

In addition to on-the-job training given by supervisors, many agencies offer seminars from time to time on specific topics such as diets for diabetics, exercises for clients with a heart condition, or coping with depression. As aides gain experience in different types of cases, they can assume more responsibility and become more self-directing, within the scope of their assigned duties. In some agencies, experienced aides can be promoted to special assistant to the supervisor, relieving the supervisor of some of the more routine aspects of supervision and case management.

Employment Outlook

Employment of homemaker-home health aides is expected to grow much faster than the average for all occupations through the mid-1980's. This very rapid growth of the occupation will occur as a result of growing public awareness of the availability of home care services, and probable changes in Federal legislation to encourage more widespread use of these services.

Over the next 10 years, employment growth in this field will be affected by heightened awareness on the part of the public and the medical profession of the availability of home care services. Support is growing for services that enable people to remain in their own homes as long as possible. Since home care is a relatively new approach to long-term care, many elderly persons and their doctors are not yet aware that it is possible to receive personal care without moving into a nursing home or a home for the aged. However, publicity surrounding investigations into the nursing home industry has raised

Persons who are interested in and well suited for work with the elderly should have no trouble finding a job.

much interest in alternatives to institutional care for those who do not require constant nursing or personal care. The general awareness of homemaker-home health aide service, then, can be expected to grow in the future.

An equally important factor in determining how the occupation will grow is how much money is available to pay for the service. Federal legislation authorizing greater use of public funds for homemaker-home health services probably will be enacted in the future. Such legislation might take the form of changes in the Social Security Act to expand Medicare coverage for home health care; adoption of a national health insurance program providing for long-term care; or other measures that would expand health and social services to people in their own homes. Public funds for home care already are available under Title XX of the Social Security Act. Since 1975, when this title took effect, nearly all the States have given high priority to homemaker-home health services in allocating the social service funds alloted them. The trend toward public financing of home care services is expected to continue.

Such trends indicate that the number of jobs for homemaker-home health aides is likely to grow very rapidly through the 1980's. A large number of jobs also will become available because of the need to replace persons who leave the occupation to take other jobs, devote more time to family responsibilities, or retire. Some job openings will arise from the need to replace aides who die. Although there is an abundant supply of persons for work of this type, with its minimal education and experience requirements, the personal qualifications required for the job greatly limit the number of applicants who are hired. Persons who are interested in this work and well suited for it should have no trouble finding and keeping jobs.

Earnings and Working Conditions

Earnings for homemaker-home health aides vary considerably. Beginning wages ranged from about $0.10 to $1.50 an hour higher than the minimum wage, or from $2.10 to $3.60 an hour in 1975. Agencies in large cities that have a high cost of living generally pay higher wages. Agencies that have union contracts usually pay higher wages and offer more benefits. While some agencies pay the same rate to all aides, most agencies give pay increases as aides gain experience and are given more responsibility. A few agencies have career ladders, with the increasing responsibilities and wages of each step stated in detail. Limited data indicate that pay for experienced aides averaged about $3.25 an hour in 1975 with some agencies paying over $4 an hour.

Benefits vary even more than wages. Some agencies offer no benefits at all, while others offer a full package of holidays, vacation, sick leave, health and life insurance, and retirement plans. While some agencies hire only "on call" hourly workers, with no benefits, many agencies also employ aides on a full-time or part-time basis with many benefits and a minimum number of hours guaranteed. A typical full-time aide is guaranteed 36 hours of work a week; earns between $2.25 and $3.25 an hour, depending on length of employment and level of responsibility; has 1 to 3 weeks of paid vacation each year, based on number of years of employment; earns 1 day of sick leave a month; is paid for major holidays; and can participate in health insurance and pension plans. A typical part-time employee works a regular schedule and is guaranteed 20 hours of work a week, receives the same hourly wage as full-time employees, and has similar benefits, allocated according to the number of hours worked. A few agencies also allocate vacation and sick leave to those employees who do not have a guaranteed minimum number of hours or a regular schedule.

Even though agencies carefully screen applicants before they hire a new employee, many homemaker-home health aides leave the occupation during the first few months of employment. The most frequent reasons for leaving center on the nature of the work. Often new employees like the personal care element of the work, but do not like the housekeeping chores. Other new employees dislike the demanding work schedule. The inability of new employees to cope with the physical or emotional problems of clients is another frequent reason for leaving. Agencies fire employees who are irresponsible, repeatedly refuse cases, are absent from work, or perform their work unsatisfactorily.

Homemaker-home health aides who stay in their job have many reasons for liking the work. The occupation has status in comparison with many other jobs that do not require a high school education; aides are important members of a health care team since their regular reporting of changes in a client's condition is the basic information used to reassess the services provided. Another attractive aspect of the occupation is the availability of part-time work. Often persons who have full-time, strictly scheduled jobs as nursing aides in hospitals or nursing homes leave these jobs to work as homemaker-home health aides because they need a part-time or flexible work schedule. A third attractive element of the work is the independence and self-direction homemaker-home health aides have in carrying out day-to-day duties. This element increases as aides gain experience and need less detailed supervision.

The personal satisfaction that comes from helping people is just as important as status, independence, and a flexible schedule. Homemaker-home health aides provide essential services for persons who cannot live alone without help. The work they do keeps households functioning as normally as possible, and enables sick persons to remain at home instead of moving to a nursing home. Often homemaker-home health aides see depressed elderly people "come to life" because someone cared enough to brighten their homes and their lives. Persons who do not mind hard work and want to help people with basic human needs may find homemaker-home health aide a very satisfying occupation.

Sources of Additional Information

Information may be obtained by contacting:

National Council of Homemaker-Home Health Aide Services, 67 Irving Place, New York, N.Y. 10003.

PARK, RECREATION, AND LEISURE SERVICE WORKERS

(D.O.T. 079.128, 159.228, 187.118, 195.168, 195.228)

Nature of the Work

Participation in organized recreation is more important today than ever before as many Americans find the amount of leisure time in their lives increasing. Park, recreation, and leisure service workers plan, organize, and direct individual and group activities that help people enjoy their leisure hours. They work with people of various ages and socioeconomic groups; the easy-to-reach, and those who have tuned out society; the sick and the well; the emotionally and physically handicapped. Employment settings range from the wilderness to rural to suburban and urban, including the inner city. Jobs can be found in municipal, county, special district, State and Federal tax-supported agencies; voluntary youth service organizations; commercial enterprises; and colleges and universities.

The park, recreation, and leisure service field provides career opportunities in two major areas which, despite some overlap, involve distinctive characteristics and training requirements. Activity with and for people is the chief characteristic of *Recreation Program Services*. Examples of recreation program jobs include playground leaders; program specialists in dance, drama, karate, tennis, the arts, and other physical activity; recreation center directors; therapeutic recreation specialists; camp counselors and wilderness leaders; senior citizen program leaders; civilian special services directors in the Armed Forces; and industrial recreation directors. Participants engage in recreational activity as a means of achieving personal satisfaction and other goals. Skilled leadership is required. The other major career area is *Park Management and Natural Resources*, which focuses on activities in natural and constructed areas, facilities, and environments. Job examples include outdoor recreation planners and park managers. These personnel work closely with others including grounds and facilities maintenance personnel; park rangers; landscape architects; foresters; and soil, range and wildlife conservationists. An understanding of the natural environment, physical planning, and maintenance and operation are essential job requirements. (Separate statements on foresters, range managers, landscape architects, soil conservationists, life scientists, and other closely related occupations are found elsewhere in the *Handbook*).

Park, recreation, and leisure service workers in full-time, year-round jobs occupy a variety of positions at different levels of responsibility. *Recreation program leaders* and *park technicians and aides* provide face-to-face leadership, give instruction in crafts, games, and sports, keep records, maintain recreation facilities, assist park rangers, and staff visitor centers.

Specialists include those trained in dance, drama, and the arts, in landscape architecture, horticulture, forestry, biology, and a variety of other fields. These specialists are employed by many park and recreation agencies and often are involved in program development, planning, implementation, and management.

Supervisors plan programs; supervise recreation leaders or park personnel; manage recreation facilities; provide direction in areas of specialization such as arts and crafts, music, drama, dance, and sports; or supervise leadership personnel over an entire region.

Administrators include directors of parks and recreation, superintendents of parks and/or recreation, and various division heads. These individuals have overall responsibility for administration, budget, personnel, programming and/or park management.

Educators teach park and recreation courses, supervise field work students, do research, and provide public service expertise.

Places of Employment

About 85,000 persons were primarily employed year round as park, recreation, and leisure service workers in 1976. The majority worked in public, tax-supported agencies including 2,018 municipal park and recreation departments, 1,211 county park and recreation agencies, 345 special districts, and the State park systems. In addition to these public agencies, a number of other employment settings provide year-round jobs for park, recreation, and leisure service workers.

Several thousand persons work for the Federal Government as recreation specialists (sports, art, music, theatre, therapeutic), outdoor recreation planners, park managers and technicians, and recreation assistants and aides. They work primarily for the Forest Service and Soil Conservation Service of the Department of Agriculture; the Corps of Engineers and Armed Forces Recreation of the Department of Defense; the Veterans Administration; and the National Park Service, Bureau of Land Management, Bureau of Outdoor Recreation, and U.S. Fish and Wildlife Service of the Department of Interior.

Peace Corps and Vista employ park and recreation personnel in 68 foreign countries and in the United States to plan and supervise recreational activities for deprived persons.

Boys' and Girls' Clubs provide a variety of recreational, guidance, and instructional activities to help youngsters grow and work together, to discover their needs, understand themselves, and achieve a sense of responsibility.

Senior centers and retirement communities offer older people a range of recreation and leisure activities, and often employ trained staff to supervise and coordinate the assistance provided by volunteers.

Therapeutic recreation is a rapidly growing specialized field which pro-

A majority of all paid employees in the park, recreation, and leisure service field are part-time or seasonal workers.

vides services to help an individual recover or adjust to illness, disability, or a specific social problem. Places where recreational therapists work include hospitals, correctional institutions, health and rehabilitation centers, nursing homes, and private schools and camps for the mentally retarded, emotionally disturbed, and physically handicapped. Therapeutic recreation workers, in conjunction with physicians, prescribe activities on a one-to-one basis.

Many jobs for park, recreation, and leisure service workers are found in private and commercial recreation—including amusement parks, sports and entertainment centers, wilderness and survival enterprises, tourist attractions, vacation excursions, resorts and camps, health spas, clubs, apartment complexes, and other settings.

The park, recreation, and leisure service field is characterized by an unusually large number of part-time, seasonal, and volunteer jobs. Volunteers represent perhaps three out of every four individuals performing service in public park and recreation agencies. Some serve on local park and recreation boards and commissions. The vast majority serve as volunteer activity leaders at local playgrounds, or in youth organizations, nursing homes, hospitals, senior centers, and other settings. Many park and recreation professionals have found that volunteer experience, as well as part-time work during school, can lead directly to a full-time job. A majority of all paid employees in the park, recreation, and leisure service field are part-time or seasonal workers. Typical jobs include summer camp counselors and playground leaders, lifeguards, craft specialists, after school and weekend recreation program leaders, park rangers, maintenance personnel, and others. Many of these jobs are filled by teachers and college students.

Training, Other Qualifications, and Advancement

A college degree with a major in parks and recreation is increasingly important for those seeking full-time career positions in the park, recreation, and leisure service field. Generally, an applicant's level of formal education and training determine the type of job he or she can get.

A number of aide, recreation program leader, and park technician positions currently are filled by high school graduates. However, those seeking career potential should obtain a minimum of an associate degree. Some jobs at the recreation leader level require specialized training in a particular field, such as art, music, drama, or athletics.

Positions as specialists normally require a minimum of a baccalaureate degree. However, the degree usually is in the area of specialization, such as forestry or biology, rather than in parks and recreation.

Most supervisors have a baccalaureate degree plus experience. A degree in parks and recreation may improve chances for career advancement.

A baccalaureate degree and experience are considered minimum requirements for administrators. However, increasing numbers are obtaining master's degrees in parks and recreation as well as in related disciplines. Many persons with backgrounds in other disciplines including social work, forestry, and resource management pursue graduate degrees in recreation.

In 1975, over 1,200 educators taught parks and recreation in junior and community colleges and senior

colleges and universities. On the junior college level, 90 percent of the faculty had a master's degree or less while on the senior college level, one-half had a master's degree and the other half had a doctorate.

In 1975, about 165 2-year community colleges offered associate degree recreation leadership and park technician programs; 180 4-year colleges and universities offered park and recreation curriculums. In addition, over 80 master's degree programs and about 25 doctoral programs were offered. Programs in therapeutic recreation were offered by about 45 community and junior colleges and 95 4-year colleges and universities. A number of graduate programs were taught.

The National Recreation and Park Association (NRPA) is beginning a process of accrediting park and recreation curriculums. Students in accredited baccalaureate degree programs will devote about one-half of their time to general education courses in which they may gain knowledge of the natural and social sciences including an understanding of human growth and development and of people as individuals and as social beings; history and appreciation of human cultural, social, intellectual, spiritual, and artistic achievements; and other areas of interest. Another one-fourth of their time will involve exposure to professional park and recreation education including history, theory, and philosophy; community organization; recreation and park services; leadership supervision and administration; understanding of special populations such as the elderly or handicapped; and field work experience. Students may spend the remainder of their time developing competencies in specialized professional areas such as therapeutic recreation (courses in psychology, health, education, and sociology are recommended), park management, outdoor recreation, park and recreation administration, industrial or commercial recreation (courses in business administration are recommended), camp management, and other areas.

Persons planning park, recreation, and leisure service careers must be good at motivating people and sensitive to their needs. Good health and physical stamina are required. Activity planning calls for creativity and resourcefulness. Willingness to accept responsibility and the ability to exercise judgment are important qualities since park and recreation personnel often work alone. To increase their leadership skills and understanding of people, students are advised to obtain related work experience in high school and college. Opportunities for part-time, summer, or after-school employment, or for volunteer work, may be available in local park and recreation departments, youth service agencies, religious or welfare agencies, nursing homes, camps, parks, or nature centers. Such experience may help students decide whether their interests really point to a human service career. Students also should talk to local park and recreation professionals, school guidance counselors, and others.

After a few years of experience, aides or recreation program leaders may become supervisors. However, additional education may be desired. Although promotion to administrative positions may be easier for persons with graduate training, advancement usually is possible through a combination of education and experience.

An effort currently is underway to establish professional status and recognition for the field of parks and recreation (accreditation of curriculums is discussed earlier in the statement). There currently is no licensing requirement for individuals employed in public park and recreation agencies. However, NRPA has developed national standards for professional and technical personnel, including both education and experience requirements. NRPA expects many States to adopt these standards in the coming years. Some therapeutic recreation workers are subject to mandatory requirements that denote competence to practice their profession. Those working in long-term care facilities must be registered by the NRPA, National Therapeutic Recreation Society's Board of Registration, or by the State in which they work.

Employment Outlook

The need for trained park, recreation, and leisure service workers is expected to grow as physical fitness and recreation become increasingly important to millions of Americans; as the number of older people using senior centers and nursing homes increases; as the demand for camp sites, lakes, streams, trails, and picnic areas increases; as correctional institutions recognize the need for such personnel; as the need develops for creative expression in the arts and humanities; and as the citizen's understanding of the use of our leisure and natural resources increases. However, because of financial uncertainty in both the public and private sectors, this need for trained personnel may not necessarily result in actual employment growth. Many openings, nevertheless, will arise annually from deaths, retirements, and other separations from the labor force.

A 1976 National Recreation and Park Association study indicates that competition is keen for many jobs in municipal, county, special district, and State park systems. Contributing to the competitive job situation are recent sizable increases in the number of park and recreation graduates and the austerity budgets adopted by many local governments and municipalities since the early 1970's.

The long-term employment outlook is difficult to assess, largely because of uncertainty about future funding levels for these and other public services. Furthermore, persons with a wide variety of experience and education may seek to become park, recreation, and leisure service workers. However, persons with formal training and experience in parks and recreation are expected to have the best job opportunities in this field; those with graduate degrees should have the best opportunities for supervisory and administrative positions. If the number of park and recreation curriculums continues to grow, master's and Ph. D. degree holders may find favorable teaching opportunities.

Additional job opportunities are expected in therapeutic recreation, private and commercial recreation,

and—to a lesser extent—in senior centers and youth organizations. Opportunities for specially trained therapeutic recreation workers are likely to be favorable, in line with the anticipated need for additional staff in many health-related occupations. By contrast, competition for jobs as camp directors is expected to be very keen.

Job experience prior to graduation will greatly help a graduate find a position. Although competition is expected to be keen, many opportunities for part-time and summer employment will be available for recreation program leaders and aides in local government recreation programs. Many of the summer jobs will be for counselors and craft and athletic specialists in camps.

Earnings and Working Conditions

Starting salaries in State and local governments for recreation program leaders with a bachelor's degree averaged about $9,300 in 1976, according to a survey by the International Personnel Management Association. There was a wide salary range among employers—in general, salaries were highest in the West and lowest in the South. Average earnings for park and recreation workers are higher than those for nonsupervisory workers in private industry, except farming.

According to NRPA, 2-year associate degree graduates received starting salaries ranging from $6,500 to $9,500 in 1976. Individuals with baccalaureate degrees obtained park and recreation positions with annual salaries that were in the $7,200 to $12,000 range. Persons with graduate degrees generally received higher salaries. All salaries varied widely depending on the size and type of employing agency and geographic area.

Supervisors' salaries ranged from $10,000 to $20,000. Salaries for specialists varied greatly, but generally were equivalent to those of supervisory personnel. The average salary for chief administrators in public park and recreation agencies was about $20,000, and ranged up to $45,000.

The average annual starting salary for recreational therapists (positions requiring a college degree in recreational therapy or a related field) in hospitals and medical centers was about $10,200 in 1976, according to a survey conducted by the University of Texas Medical School. Top salaries for experienced recreational therapists in these settings averaged $12,200, and some were as high as $17,800.

Starting salaries for recreation and park professionals in the Federal Government in 1977 were $9,303 for applicants with a bachelor's degree; $11,523 for those with a bachelor's degrees plus 1 year of experience; $14,097 for those with a bachelor's plus 2 years' experience or a master's degree; and $17,056 for those with a bachelor's plus 3 years' experience or a Ph. D. Recreation and park assistants, aides, and technicians earn considerably less than these professionals.

The average week for recreation and park personnel is 35-40 hours. Many camp recreation workers live at the camps where they work, and their room and board are included in their salaries. Most public and private recreation agencies provide vacation and other fringe benefits such as sick leave and hospital insurance.

People entering the park, recreation, and leisure service field should expect some night work and irregular hours. In addition, workers often spend much of their time outdoors when the weather permits.

Sources of Additional Information

Information about parks, recreation, and leisure services as a career, employment opportunities in the field, colleges and universities offering park and recreation curricula, accreditation, and registration and certification standards is available from:

National Recreation and Park Association, Division of Professional Services, 1601 North Kent St., Arlington, Va. 22209.

For information on careers in industrial recreation, contact:

National Industrial Recreation Association, 20 North Wacker Dr., Chicago, Ill. 60606.

For information on careers in camping and job referrals, send postpaid return envelope to:

American Camping Association, Bradford Woods, Martinsville, Ind. 46151.

SOCIAL SERVICE AIDES

(D.O.T. 195.208)

Nature of the Work

Social service or human service aides enable social service agencies to help greater numbers of people by providing services that supplement the work of professional social workers and rehabilitation counselors. Social service aides work under the close guidance and supervision of other professional staff.

Social service aides serve as a link between professional social workers or rehabilitation counselors and people who seek help from social agencies. Aides explain the services and facilities of the agency and help new applicants fill out any required forms. Social service aides perform much of the routine paperwork required in welfare programs. They may keep records on clients up to date, maintain a filing system of reports or control system for periodic case reviews, and fill out school enrollment, employment, medical, and compensation forms.

While such duties are an essential part of the job, the most important aspect of the work is being available when needed to offer encouragement and to assist people in the community who need help.

Social service aides work in many different settings, perform a wide range of duties, and have a number of different job titles. Aides called *income maintenance workers* interview applicants to determine whether they or their families are eligible for help. The aide's responsibilities may include visiting the applicant's home, interviewing friends and relatives, and checking documents such as marriage licenses or birth certificates to determine whether he or she meets the requirements for financial assistance or other services.

Aides usually referred to as *casework aides* or *assistants* work directly with clients. They may help clients locate and obtain adequate housing, food stamps, or medical care, help them apply for unemployment or social security benefits, or refer them to job training. Family crises often bring clients to social service agencies, and aides counsel parents about such problems as children in trouble with the police. Casework aides serve as advocates for clients by accompanying them to clinics to ensure that they receive necessary medical care, making appointments for them at legal aid offices, or by helping them through the red tape that surrounds many welfare programs.

Many social service aides spend most of their work day in the office interviewing clients and helping them fill out forms, telephoning other agencies for information and appointments, and keeping records up to date. Some aides, however, spend most of their time out of the office. Their jobs call for assisting clients in their neighborhoods or homes. Aides called *neighborhood* or *outreach workers* personally contact the residents of an area to explain and discuss agency services. They learn the needs of individuals and families and refer routine cases to a counselor or to the appropriate community service agency. They report more difficult problems to a supervisor. Neighborhood workers may inform residents about job openings, available housing, job training opportunities, and public services. On a broader scale, they assist in the organization of block and other neighborhood groups to conduct programs that benefit the neighborhood, foster a sense of community responsibility among residents, and encourage participation in the anti-poverty programs of social service agencies. They also may assist in routine neighborhood surveys and counts, keep records, and prepare reports of their activities for the supervisor.

Employment aides also work with clients in the neighborhoods where they live. These aides actively seek out the disadvantaged and help prepare them for employment by giving them assistance in getting special training and counseling. While working in neighborhood centers or mobile units, they locate candidates for available jobs and training programs by contacting unemployed residents in pool rooms, laundromats, and street corners or through employment or welfare agency referrals. They give the unemployed information about the services of the local State employment service office, available job and training opportunities, and help them fill out the necessary application forms. After clients are employed, aides maintain contact to help workers adjust to the new work environment and to iron out minor difficulties.

Homemaker-home health aides work in households where illness, old age, or an emergency makes it difficult for the client to manage everyday tasks. Aides help with such household activities as grocery shop-

Social service aides are a link between professional social workers and the people who seek help.

ping, cooking, cleaning, mending, child care, and personal care if the client is sick or bedridden. The occupation of homemaker-home health aide is described more fully in a separate statement elsewhere in the *Handbook*.

Places of Employment

About 100,000 people worked as social service aides in 1976. Most work in the inner cities of large metropolitan areas.

The overwhelming majority of social service aides work for welfare agencies run by local governments or by voluntary or religious organizations. These include public welfare departments, community and neighborhood centers, family service agencies, halfway houses, and rehabilitation agencies. Most of the remaining aides work in hospitals, clinics, and community health programs, or in schools and public housing projects.

Training, Other Qualifications, and Advancement

Social service aides have a wide range of educational backgrounds and levels of responsibility often are a function of formal educational attainment. For example, persons with a grade school education may enter the field in clerical positions. Those persons with a college degree, on the other hand, may immediately assume more professional responsibilities.

Most social service aide jobs do not require graduation from high school. Many persons enter this field without significant prior work experience. In fact, personal qualities matter most. These include a genuine desire to help people and the ability to communicate with community agencies and clients. In addition to these personal qualities, typing skills and knowledge of an appropriate foreign language for aides working in certain ethnic communities may be helpful.

When hiring, an individual's need for work, potential for upgrading his or her skills, and making a useful contribution to the agency often are chief considerations. As a result, agencies often hire former welfare recipients as social service aides. Some aides are hired as part of government programs to provide subsidized job opportunities for low-income people. For employment in some agencies, an examination or registration on a civil service list may be required.

Most employers emphasize the development of career ladders with opportunities for advancement through a combination of on-the-job training, work experience, and further education. For example, entry level positions as employment aides can lead to a job as an employment interviewer, and, after special training, to employment counselor. Aides usually are trained on the job from 1 to several months. Aides often must acquire knowledge of many social programs including social security, food stamps, and Medicare. They also must receive training from social workers, rehabilitation counselors, nurses and other professionals. Those without high school diplomas often receive classroom instruction to help them pass a high school equivalency examination. Employing agencies frequently pay part of the cost of further education for social service aides.

Aides with college training in this field generally are given the more difficult assignments, sometimes including duties normally performed by social workers. About 140 community and junior colleges offer 2-year programs for social service aides under such diverse titles as "human service aide," "mental health aide," or "social service aide." Training may include course work in sociology and psychology, skills in interviewing, observation and recording of behavior, individual counseling, group dynamics, activity therapy, and behavior modification, and field experience at local helping agencies. Some college graduates with degrees in non social service areas work as social service aides.

Employment Outlook

Employment of social service aides is expected to grow faster than the average for all occupations through the mid 1980's. Many opportunities are expected for part-time work. A large number of openings will arise from the need to replace aides who die, retire, or leave the occupation for other reasons.

Employment in this field will stem from population growth, coupled with this country's continuing commitment to aid those who are disadvantaged, disabled, or unable to care for themselves. The need to provide social services of many kinds for our aging population is likely to spur an expansion of social welfare programs and create many new jobs for social service aides. Shifts in job duties within welfare agencies also may contribute to the anticipated increase in employment in this occupation. As social welfare services and programs expand, social service aides increasingly will be used for much of the routine work now done by professional personnel.

Earnings and Working Conditions

Full-time social service aides with no prior experience or formal education in the field earned salaries ranging from about $6,000 to $7,500 a year in 1976. Those with experience or additional education usually earned more. The Federal Government paid beginning social service aides salaries ranging from $5,810 to $9,303 in 1977 depending upon their education and prior work experience, experienced aides earned as much as $11,523. Many aides in both public and private agencies work part time and earn less. Average earnings for social service aides are about the same as those for nonsupervisory workers in private industry, except farming.

Although much of their time is spent in offices of social service departments and agencies, aides frequently may visit the homes of clients or offices of other social service agencies, hospitals, and business establishments. They often must work evenings or weekends when clients can be reached.

Sources of Additional Information

Information on requirements for social service aide jobs is available

from city, county, or State departments of welfare or social services, community or neighborhood development agencies, and local offices of the State employment service.

SOCIAL WORKERS

(D.O.T. 195.108, .118, .168, and .228)

Nature of the Work

The ability of people to live effectively in society often is hampered by lack of resources and problems that range from personal ones to those arising from social unrest within a group or community. These problems, aggravated by the growing complexity of society, have greatly increased the need for social services. Social workers assist individuals, families, groups and communities in using these services to solve their problems, and work to improve the resources available to enhance social functioning.

The three traditional approaches to social work have been casework, group work, and community organization. The approach chosen usually is determined by the nature of the problem and the time and resources available for solving it. Social workers often combine these approaches in dealing with a specific problem. However, recently developed ways of organizing curriculums and training social workers have resulted in other approaches to the field. In addition to the traditional methods, social workers may specialize in social institutions which encompasses health, education, and other areas, social problems including poverty, and along other organizing principles and fields of practice.

In casework, social workers use interviews to identify the problems of individuals and families. They then help people to understand and solve their problems and secure the appropriate resources, services, education, or job training. In group work, social workers help people understand themselves and others, overcome racial and cultural prejudices, and work with others in achieving a common goal. They plan and conduct activities for children, teenagers, adults, older persons, and other groups of people in settings such as community centers, hospitals, nursing homes, and correctional institutions. In community organization, social workers coordinate the efforts of groups, such as political, civic, religious, business, and union organizations, to combat social problems through community programs. For a neighborhood or larger area, they may help plan and develop health, housing, welfare, and recreation services. Social workers often coordinate existing social services, organize fund raising for community social welfare activities, and aid in the development of new community services.

Some social workers specialize in child welfare.

The majority of social workers provide social services directly to individuals, families, or groups. However, a substantial number are directors, administrators, or supervisors. Directors of social service agencies have responsibilities much like those of administrators anywhere. They hire and train personnel, make budgetary decisions, develop and evaluate agency problems, solicit new funds, supervise the staff, and serve as a spokesperson for the agency's clients. Some social workers are college teachers, research workers, or consultants. Others work for community agencies and planning bodies at all levels of government, voluntary agencies, and other private organizations.

Social workers apply their training and experience in a variety of settings. While most work for agencies or institutions, growing numbers of social workers are in private practice and provide counseling services on a fee basis.

Social workers in family and child service positions in public and in voluntary agencies such as those run by religious charities, provide counseling and social services that assist individual adjustment, strengthen personal and family relationships, and help clients to cope with their problems. They provide information and referral services in many areas—advising clients on how to plan family budgets and manage money, finding homes for families who have no-

where to go, arranging homemaker assistance for elderly couples who no longer can manage household chores, providing information on job training and day care for parents trying to support a family, and providing help with interpersonal difficulties.

Social workers in child welfare positions work to improve the physical and emotional well-being of deprived and troubled children and youth. They may advise parents on child care and child rearing, counsel children and youth with social adjustment difficulties, and arrange homemaker services during a parent's illness. Social workers may also be called upon to institute legal action for the protection of neglected or mistreated children, provide services to unmarried parents, and counsel couples who wish to adopt a child. After making appropriate case evaluations and home studies, they may place and oversee children in suitable adoption or foster homes or in specialized institutions.

School social workers aid children whose unsatisfactory school progress is related to their social problems. These workers consult and work with parents, teachers, counselors and other school and community personnel to identify and solve problems that hinder satisfactory adjustment and learning.

Social workers also are employed in medical and psychiatric settings, such as hospitals, clinics, mental health agencies, rehabilitation centers, and public welfare agencies. They aid patients and their families with social problems that may accompany illness, recovery, and rehabilitation. As members of medical teams, social workers help patients respond to treatment and guide them in readjusting to their homes, jobs and communities. Renal social workers (those who deal with patients suffering from kidney disease and their families) and social workers specializing in drug addiction perform such functions. (The related occupation of rehabilitation counselor is discussed in a separate statement.)

A growing number of social workers specialize in the field of aging. Many work with elderly persons in public welfare agencies and family service agencies, although workers also are employed in senior centers, helping people deal with financial and role changes brought about by retirement; in area agencies, focusing on planning and evaluating services to the elderly; and in nursing homes, helping patients and their families adjust to illness and the need for institutionalization.

Social workers in correctional institutions and others engaged in correctional programs help offenders and persons on probation and parole readjust to society. They counsel on social problems faced in returning to family and community life, and also may help secure necessary education, training, employment, or community services.

Places of Employment

About 350,000 social workers were employed in 1976. Among these, two-thirds provide direct social services working for public and voluntary agencies, including State departments of public assistance and community welfare and religious organizations. Most of the remainder are involved in social policy and planning, community organization, and administration in government agencies, primarily on the state and local level, while still others work for schools or for hospitals, clinics, and other health facilities. A small but growing number of social workers are employed in business and industry.

[illegible] located in urban areas, many work with rural families. A small number of social workers are employed by the Federal Government and the United Nations or one of its affiliated agencies, serve in other parts of the world as consultants, teachers or technicians and establish agencies, schools, or assistance programs.

Training, Other Qualifications, and Advancement

[illegible] in the last few years has the bachelor's degree in social work (BSW) rather than the master's degree (MSW), been fully accepted as the minimum education of the professional social worker. The BSW programs generally provide content in the areas of social work practice, social welfare policies and service, human behavior and the social environment, social research, and supervised field experience. Generally, BSW programs prepare people for direct service positions such as case worker or group worker. Quite a few workers in this field have degrees in the liberal arts or humanities, sociology and psychology being the most prevalent majors. However, opportunities for advancement to high-level supervisory and administrative positions tend to be limited for those without graduate training in social work, and are particularly limited for persons with no formal training in this field.

For many positions, a master's degree in social work is preferred or required. Two years of specialized study and supervised field instruction generally are required to earn an MSW. Field placement affords one the opportunity to test his or her suitability for social work practice. The student may develop expertise in a specialized area and make contacts helpful in later securing a permanent position. Previous training in social work is not required for entry into a graduate program, but courses in related fields such as psychology, sociology, economics, political science, history, social anthropology, and urban studies, as well as social work, are recommended. Some graduate schools recently have established accelerated MSW programs for a limited number of highly qualified BSW recipients. However, applicants to graduate programs in social work may face keen competition.

In 1976, over 170 colleges and universities offered accredited undergraduate programs in social work while over 80 offered accredited graduate programs. More than 20 have incorporated a gerontological emphasis into their programs. Graduate students may specialize in clinical social work, community organization, administration, teaching, research, social policy planning, and a variety of other areas. Some schools offer concentrations in many areas while others offer fewer choices.

A limited number of scholarships and fellowships are available for

graduate education. Because of increased costs, social welfare agencies have reduced their practice of granting workers "educational leave" to obtain graduate education.

A graduate degree and experience generally are required for supervisory, administrative, or research work, the last also requiring training in social science research methods. Many administrators have a background in social work, business or public administration, education, or health administration. For teaching positions, an MSW is required and a doctorate usually is preferred. In government agencies, most applicants for employment must pass a written exam, with the exception of some high-level positions.

In mid-1976, 20 States had licensing or registration laws regarding social work practice and the use of professional social work titles by those who qualify. Usually work experience, an examination, or both, are necessary for licensing or registration, with periodic renewal required. The National Association of Social Workers allows the use of the title ACSW (Academy of Certified Social Workers) for those members having at least 2 years of postmaster's job experience who have passed the ACSW examination. In view of the emerging trend towards specialization at advanced levels of social work practice, efforts are being made to devise specialized examinations in addition to the general ACSW examination currently given.

Social workers should be emotionally mature, objective, and sensitive and should possess a basic concern for people and their problems. They must be able to handle responsibility, work independently, and maintain good working relationships with clients and coworkers.

Students should obtain as much related work experience as possible during high school and college to determine whether they have the interest and capacity for professional social work. They may do volunteer, part-time, or summer work in places such as camps, settlement houses, hospitals, community centers, or social welfare agencies. Some voluntary and public social welfare agencies occasionally hire students for jobs in which they assist social workers.

Employment Outlook

Employment of social workers is expected to increase faster than the average for all occupations through the mid-1980's. The recent passage of Title XX of the Social Security Act, the potential development of national health insurance, and the expansion of services in public education should contribute to a continued increase in employment in social services. Many new positions will come from the expansion of health services in hospitals, nursing homes, community mental health centers, and home health agencies. Other areas expected to offer employment opportunities include services for the aging; counseling in the areas of consumerism, rape, and drug and alcohol abuse; and social planning. Relatively high levels of unemployment coupled with problems caused by social change are expected to sustain a strong demand for persons in the social service field. The increasing need for social workers to assist other professionals in such fields as health planning, transportation, law, and public administration also should stimulate employment growth. In addition to jobs resulting from employment growth, thousands of openings will result annually from deaths and retirements.

If the number of students graduating from social work programs continues to increase at the same rate as in the 1960's and early 1970's, persons having bachelor's degrees in social work will face increasing job competition. Graduates of master's and doctor's degree programs in social work are more qualified for a wider range of jobs including administrative, research, planning, and teaching positions, and are expected to have good opportunities through the mid-1980's.

Because many cities are experiencing financial crises often resulting in budget cuts in human service activities, applicants in these areas may face keen competition. Graduates often prefer to work in major metropolitan areas, since small towns and rural areas offer less opportunity for professional contact with colleagues and have fewer academic institutions for continuing education necessary for advancement. However, job opportunities may be more favorable in rural areas and small towns.

Earnings and Working Conditions

Salaries for social workers at all levels vary greatly by type of agency (private or public, Federal, State, or local) and geographic region. Average earnings for social workers are higher than those for nonsupervisory workers in private industry, except farming. Salaries generally are highest in large cities and in States with sizable urban populations. Private practitioners and those in administration, teaching, and research often earn considerably more than social workers in other settings.

Starting salaries for social case workers (positions requiring a bachelor's degree) in State and local governments averaged about $9,500 in 1976, according to a survey by the International Personnel Management Association; for psychiatric social workers and case work supervisors (positions requiring a master's degree), about $12,000.

The average annual starting salary for social workers (positions requiring an MSW and 1 year of related experience) in hosptials and medical centers was about $12,100 in 1976, according to a survey conducted by the University of Texas Medical School. Top salaries for experienced social workers in these settings averaged $15,600, and some were as high as $25,300.

In the Federal Government, social workers with an MSW and no experience started at $11,523 or $14,097 in 1977. Graduates with a Ph. D. or job experience may start at higher salaries. Most social workers in the Federal Government are employed by the Veterans Administration and the Departments of Health, Education, and Welfare, Justice, and Interior.

Most social workers have a 5-day, 35 to 40-hour week. However, many, particularly in private agencies, work part time. In some agencies, the nature of the duties requires some evening and weekend work, for which compensatory time off is given. Most social work agencies provide fringe benefits such as paid vacation, sick leave, and retirement plans.

Sources of Additional Information

For information about career opportunities in the various fields of social work, contact:

National Association of Social Workers, 1425 H St. NW., Suite 600, Southern Building, Washington, D.C. 20005.

Information on accredited graduate and undergraduate college programs in social work is available from:

Council on Social Work Education, 345 East 46th St., New York, N.Y. 10017.

What to Look For in this Reprint

To make the *Occupational Outlook Handbook* easier to use, each occupation or industry follows the same outline. Separate sections describe basic elements, such as work on the job, education and training needed, and salaries or wages. Some sections will be more useful if you know how to interpret the information as explained below.

The TRAINING, OTHER QUALIFICATIONS, AND ADVANCEMENT section indicates the preferred way to enter each occupation and alternative ways to obtain training. Read this section carefully because early planning makes many fields easier to enter. Also, the level at which you enter and the speed with which you advance often depend on your training. If you are a student, you may want to consider taking those courses thought useful for the occupations which interest you.

Besides training, you may need a State license or certificate. The training section indicates which occupations generally require these. Check requirements in the State where you plan to work because State regulations vary.

Whether an occupation suits your personality is another important area to explore. For some, you may have to make responsible decisions in a highly competitive atmosphere. For others, you may do only routine tasks under close supervision. To work successfully in a particular job, you may have to do one or more of the following:

- motivate others
- direct and super[illegible]
- work with all types [illegible]
- work with things [illegible]
- and [illegible]
- [illegible]
- [illegible]
- [illegible] as part of a [illegible]
- work with detail [illegible]
- [illegible] laboratory [illegible]
- [illegible]
- [illegible]
- [illegible]
- [illegible]
- [illegible]

[illegible] abilities [illegible] you.

The EMPL[illegible] the job market [illegible] expected growth [illegible] rate for all occupations [illegible]. The following phrases are [illegible]:

Much fast[illegible]	
Faste[illegible]	
About [illegible]	[illegible]
Slowe[illegible]	[illegible]
Little [illegible]	[illegible]
Decline	[illegible]

[illegible] growing at least as fast as [illegible] economy as [illegible].

But you would have to know the number [illegible] peting with you to be sure of your prospects. Unfortunately, supply information is lacking for most occupations.

There are exceptions, however, especially among professional occupations. Nearly everyone who earns a medical degree, for example, becomes a practicing physician. When the number of people pursuing relevant types of education and training and then entering the field can be compared with the demand, the outlook section indicates the supply/demand relationship as follows:

Excellent [illegible]	Demand much greater than supply
[illegible] good	Demand greater than supply
Good or favorable	Rough balance between demand and supply
May face competition	Likelihood of more supply than demand
[illegible] competition	Supply greater than demand

[illegible] few job openings should not stop your pursu[illegible] a career that matches your aptitudes and interests. Even [illegible] overcrowded occupations provide some jobs. So do those in which employment is growing very slowly or declining.

Growth in an occupation is not the only source of job [illegible] because the number of openings from turnover can be substantial in large occupations. In fact, replacement needs are expected to create 70 percent of all openings between 1976 and [illegible].

[illegible] your area may differ from those in [illegible] a whole. Your State employment service can fur[illegible] information.

[illegible] EARNINGS [illegible]

[illegible] jobs pay [illegible] question to answer be[illegible] information is available for only one type of earn[illegible] wages and salaries [illegible] and not even this for all occupa[illegible] although [illegible] out of 10 workers receive this form of income [illegible] extra [illegible] working overtime, night shifts, or [illegible] occupations, workers also receive [illegible] commissions based on sales or service. Some factory [illegible] are paid a piece rate [illegible] an extra payment for each item [illegible].

[illegible] occupations [illegible] physicians [illegible] and farmers, for example. Earnings for [illegible] employed [illegible] the same occupation differ [illegible] because [illegible] depends [illegible] whether one is just starting [illegible] has an established business.

Most wage and salary work[illegible] paid vacations, holidays, and sick leave.

Workers also receive income in goods and [illegible] (pay in kind). Sales workers in department stores, for example, [illegible] receive discounts on merchandise.

Despite difficulties in determining exactly [illegible] people earn [illegible] job, the Earnings section does compare occupational [illegible] by indicating whether a certain job pays more or less than the average for all nonsupervisors in private industry, excluding farming.

Each occupation has many pay levels. Beginners almost always earn less than workers who have been on the job for some time. Earnings also vary by geographic location but cities that offer the highest earnings often are those where living costs are most expensive.

What's an ad for the OOQ doing in a place like this?

The career information contained in the reprint you are reading was taken from the 1978-79 edition of the Occupational Outlook Handbook. But the Handbook is not the only source of useful career information published by the Bureau of Labor Statistics. The Handbook's companion, the Occupational Outlook Quarterly, is published four times during the school year to keep subscribers up to date on new occupational studies completed between editions of the Handbook. The Quarterly also gives practical information on training and educational opportunities, salary trends, and new and emerging jobs—just what *people need to know to plan careers.*

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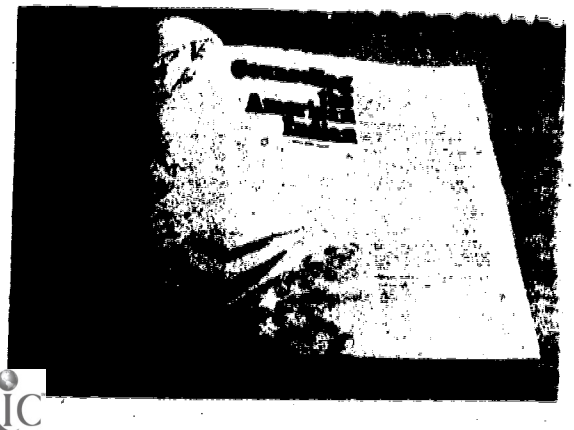

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