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A follow-up study of the graduates of the School of Social Work of The University of Windsor.

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UNIVERSITY OF WINDSOR

The School of Social Work

A Follow-Up Study of The
Graduates of the School
of Social Work of
The University
of Windsor

by

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and

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Research Committee

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ABSTRACT

The purpose of the study was to examine the practice experience of the graduates of the School of Social Work at the University of Windsor. A study of this type was deemed to be of significance at this particular time not only because of the absence of a formal follow-up of graduates, but also due to the fact that the School was at this time preparing for accreditation.

A questionnaire was developed and mailed to 137 graduates of the School. In all, 50 B.S.W. and 42 M.S.W. graduates responded, providing an above average rate of response.

The findings obtained were highly comparable to findings about graduates of other schools reported in the literature. All graduates, both B.S.W. and M.S.W., were readily employed. Several significant differences were seen to exist between those graduates holding a B.S.W. degree and those holding an M.S.W. degree. The B.S.W. respondents indicated that they were primarily involved in providing direct service to individuals, families and small groups. Child welfare, mental health and medical settings were the most frequent employers of B.S.W. graduates. Although the major involvement of M.S.W.'s was in direct service, many M.S.W.'s also carried some component of indirect service. They too were

employed mainly within child welfare, mental health, and
medical settings, and were somewhat more likely to intervene
at a broader range of social systems levels. While our
findings for the variables of mobility and sex were comparable
to those reported in the literature, our data did not permit
the establishment of any firm conclusions.

ACKNOWLEDGEMENTS

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CHAPTER ONE

INTRODUCTION

This study originated from our interest in programmes
offered at the University of Windsor School of Social Work.
Collectively, we have been associated with the Windsor School
since 1967, and have observed the changing programme of the
school and participated in both the initiation as well as the
results of some of the changes. The suggestion by our thesis
committee chairperson, Dr. L. Buckley, that a follow-up study
of graduates of the School would be a meaningful project
sparked our interest in carrying out such a study.

The purpose of this study was to examine the graduates
of the University of Windsor School of Social Work in relation
to career patterns and career experience. It was anticipated
that this research would provide basic data about the practice
experience[1] of the graduates of this School. We had two major
expectations about the value of this data; namely that: (a)
inferences could be drawn from our results which would con-
tribute to the School's ongoing efforts at refining and
reviewing its programmes, both Bachelor of Social Work and

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[1]For the purpose of this paper the term "Practice
Experience" was used throughout for what may be commonly
referred to as employment or work experience.

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Master of Social Work (hereafter, B.S.W. and M.S.W.) and (b)
that this research would provide some basis upon which more
intensive research could be carried out, both in terms of the
experience of graduates, and the implications which this
experience could have for the Windsor programme. These
factors have shaped our approach to the research and the
scope which the project has assumed.

In carrying out the first formal follow-up study of
graduates of the School of Social Work at the University of
Windsor, the initial difficulty encountered in conceptual-
izing the study was the problem of scope. The need for
specific information was quite clear, however, to incorporate
this kind of information within the scope of a research
project such as this one was quite formidable.

The result was that we decided to focus on the
practice experience of the graduates, with the expectations
about the value of the data already explained. The specific
foci of the study were (a) career patterns, both vertical
and horizontal; (b) modalities of intervention and roles
assumed in carrying out intervention; and (c) the nature of
the social service settings in which our graduates are
employed. A decision had to be made about whether to focus
on the area of educational preparation or practice experience.
Another consideration was whether a broad examination of the
graduates of the School was more in order than was an intensive
examination of a selected number of graduates. We felt that
by surveying all graduates we would define the character-

istics of the population more clearly. Furthermore, such a study would provide the basis upon which areas requiring further investigation could be determined. We felt that an examination of practice experience on the broad scope mentioned above, would be more useful than would a study of academic preparation. A consideration in this regard was the limitations of a M.S.W. thesis. By virtue of the fact that this study was to be the first of its kind for the University of Windsor School of Social Work, we decided that there was not sufficient knowledge about the experience of the graduates to study intensively a small number of graduates and hope to generalize the conclusions to the entire population. Having made this decision, it seemed more appropriate to examine the practice experience of graduates on this broad scale rather than focus on educational preparation. In this way we could provide a yardstick against which other data may be measured and other studies designed. The progression from practice experience to educational preparation appeared more meaningful than attempting to approach the problem from the other perspective. We anticipated that a profile of the experience of the graduates of this school would be compiled, and that the ongoing refining and reviewing of curriculum could be more adequately studied in the light of this information.

One of the considerations in a study of this sort is the societal context in which the School exists. John Crane has summarized our concerns in this area quite nicely, in the introduction to his study of social service graduates in

Canada:

> The Employment Study had its origin in concern about the outcomes of the very large expansion in social services education which has occurred in Canada during the last four years. This expansion was, in some part, deliberately planned, a consequence of the efforts made during the 1960's to "close the manpower gap" in social welfare. But it also bore some resemblance to a gold rush, or to the overnight appearance of a field of mushrooms, illustrating once again one of our recurring dilemmas: while as a rule we tend to be advocates of planning, we frequently find that planning is neither possible nor convenient.[2]

The "gold rush" mentioned above by Crane occurred during the period in which the School of Social Work at the University of Windsor was being developed. The manpower shortage prompted the development of a focus on undergraduate professional social work education as one means of closing this gap. At the University of Windsor, the undergraduate programme in social work was originally formulated as a three-year programme, including summers, which entitled the student to a Bachelor of Arts degree (hereafter B.A.) with a Diploma in Social Work.[3] The first director of the School of Social Work, Mr. Harry Morrow, was appointed in June of 1966, and the first class in undergraduate social work education was enrolled in September of 1966.[4] The B.S.W. programme, as originally conceived, was based on the comments of the Rev. Shaun

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[2]John Crane, "Employment of Social Service Graduates in Canada," Canadian Association of Schools of Social Work, March 1974, p. 1 (Mimeographed).

[3]School of Social Work, University of Windsor, "Self Study Report," prepared for the Accreditation Board of the Canadian Association of Schools of Social Work, Volume I, p. 1.

[4]Ibid.

Govenlock of the University of Montreal, at a conference on
manpower needs in Ottawa held in November, 1966.[5] Consequently,
the Windsor B.S.W. programme was initiated in the fall of
1967 and soon replaced the B.A. plus Diploma in Social Work.
Since that time, the undergraduate programme has undergone a
number of changes which has transformed the B.S.W. degree
into an intervention-oriented, generalist[6] degree designed
for the beginning social work practitioner from a degree
providing training in specialties as well as entry into
graduate studies.[7]

Graduate social work education at the University of
Windsor began in the Fall of 1968, with the admission of the
first students to a two-year programme leading to the M.S.W.
degree.[8] This programme was a traditional graduate programme
in social work, but was eventually replaced by the one-year
M.S.W. programme designed to admit the B.S.W. who had
experience in professional social work employment. The M.S.W.
degree was seen as providing an opportunity for graduates of
a B.S.W. programme to specialize at an advanced level in

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[5]"Self Study Report," p. 2.

[6]The orientation of the School of Social Work at
the University of Windsor has been to equip its graduates
with the ability to intervene at a multiplicity of social
system levels. In the literature, a number of terms have
been ascribed to this approach, namely generic, integrated,
generalist, and combined. Although controversy remains as
to the acceptance of any term, for our purposes the term
generalist will be used.

[7]"Self Study Report," p. 23.

[8]Ibid., p. 3.

some field, method, or function of social work.[9]

From the spring of 1970 to the Fall of 1973, there have been 163 social work degrees conferred by the University. Like many schools, the University of Windsor School of Social Work has not done a comprehensive follow-up of its graduates and this was our task.

The rapid growth of social work education has been noted earlier by Crane.[10] We would support the contention made by Crane that forecasting the impact of this growth on the employment situation for graduates is very difficult, and that this difficulty alone is adequate rationale for carrying out a study on practice experience of social work graduates.

In many ways, the explosive growth of the social services and social work education may be seen in microcosm at the University of Windsor. The School now is undergoing a process of self-examination in an attempt to consolidate the growth which has occurred in the eight short years of its operation. The visit of the accreditation team, in response to the School's application to the Canadian Assoc- iation of Schools of Social Work for accreditation, has to some extent prompted this self-examination. However, the maturation of the School as an institutional entity and the development to a greater extent of its two degree programmes have also contributed. The input which a follow-up study of

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[9]"Self Study Report," Volume II, Section 16, p. 10.

[10]Crane, "Employment Study," p. 1.

graduates of the School can make to this process is consider-
able. This study will provide data about the practice
,experience of graduates against which the assumptions com-
prising the educational philosophy of the School may be
tested. Our task was to provide this data.

Another factor to be weighed in evaluating the worth
of a follow-up study of graduates grows from the orientation
of the University of Windsor School of Social Work. The
generalist approach to social work practice is considered by
some to be a departure from the traditional emphasis on
specialties. Even traditional expectations about
traditionally-trained graduates are difficult to make in 1974
but expectations of non-traditionally trained professional
social workers became even more difficult.

The growth of social work education in response to
the tremendous demand for manpower in the social services
was a product of changing societal conditions. The population
trends presently operating indicated a continued growth of
the social services. Crane described the process of urban-
ization as creating a social structure which makes increasing
demands on these services and results in the "institutional-
ization and professionalization of personal and social
services."[11] He further described the societal changes and
innovations in the delivery of social services which will
shape the demands society makes on the available social

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[11] Crane, "Employment Study," p. 81.

service manpower and ultimately concluded that an expansion
may be anticipated within the social services.[12]

Crane's perception of the future manpower needs in
the social services focuses on growth and changing demands
for specific forms of expertise. While this eventuality may
well represent accurately a long term condition, Melichercik
and Magee in their survey of manpower needs in southern
Ontario reached the following conclusion:

> In general, however, it appears that in the immediate
> future social workers will be trading their skills in a
> buyer's market where employers can be more selective
> about whom they hire and choose personnel that come
> closest to their expectations.[13]
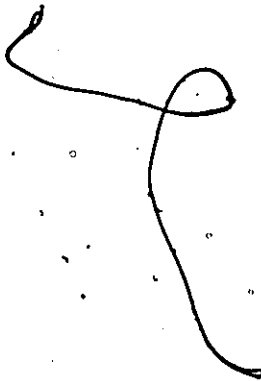
Melichercik and Magee saw a short-term decreased
demand for social service personnel as a likely occurrence,
whereas Crane indicated a long-term increased demand for
social service personnel. Whether both opinions are accurate
or not, schools of social work as well as other organizations
concerned with this manpower situation have a responsibility
to monitor the employment market in order best to prepare
graduates for ultimate employment in the social services.
This responsibility is double-pronged; the responsibility is
both to society in order to produce the maximum competence
in social service manpower vis-à-vis need, and to the student
who invests at least four years of his time in professional
training with the expectation of employment upon graduation.

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[12]Crane, "Employment Study," pp. 82, 83, 84.

[13]John Melichercik and Lois Magee, "Manpower Needs
In the Social Services: Results of a Survey of Organizations
Employing Social Work," p. 57.

This task is very difficult within the context of a rapidly changing society and a constantly changing demand for social services. However, the changes in employment conditions for professional social workers do not invalidate the need for follow-up, but rather emphasize the need for educational institutions to be as responsive as possible to societal demands.

In summary, it was an appropriate time to be carrying out a follow-up study of the graduates of a school of social work, and particularly appropriate to follow-up the graduates of the University of Windsor School of Social Work. The data obtained will be useful in examining academic programmes and in focusing future research.

CHAPTER TWO

REVIEW OF THE LITERATURE

We have decided to focus on those areas of the literature which pertain most specifically to the practice experience of social workers and of recent graduates of schools of social work in particular. With the focus of our study being on the practice experience of the graduates of the School of Social Work at the University of Windsor, and with particular emphasis on employment characteristics of graduates, and the nature of intervention modalities, the relevant literature was soon defined.

The review begins with an examination of the manpower situation within the social services, both from the perspective of recent history and in terms of an examination of manpower trends. Having established the nature of the manpower situation, the review focuses on the employability of social work graduates, on what rate of employment exists, and on the factors which are predictive of future employment. The distribution of social workers among the various sectors of the social service employment market is the next area to be examined.

The major section of the review concerns itself with intervention modalities with an extensive review of the

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literature in this area. Particular areas of concern are the social systems level of intervention, and the articulation between education and practice. In addition, an examination of the roles and functions performed by the professional social worker will be carried out. Furthermore, the nature of the distribution of graduates between direct and indirect service roles is examined.

Finally, the area of career patterns is examined with an initial focus on the early part of the professional career, and the peculiar difficulties encountered in the early years of practice by recent graduates.

Social Work Manpower Situation

In Chapter One, the influence of the conference on manpower needs in social work held in Ottawa in November of 1966 was discussed. The origin of the B.S.W. programme in the Rev. Shaun Govenlock's remarks at that conference has been established. Furthermore, Henry Stubbins has said:

> We believe that the time is ripe for imaginative and
> responsible experimentation with alternative career
> streams in social work. And, we are convinced that
> undergraduate education offers a promising and hope-
> ful path to this end.[14]

These comments were made within the context of a drastic shortage of professionally trained social workers. This shortage was so serious as to cause President Johnson

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[14]Henry Stubbins, "The Profession's Expectations of Undergraduate Education,". The Social Worker, XXXV (May, 1967), 64.

of the United States in 1966 to comment, as quoted by Barker

and Briggs:

> There are more than 12,000 unfilled vacancies for
> qualified social workers at a time when we need their
> skills more than ever before. These workers are
> important to the success of our poverty, health, and
> education programmes.[15]

Projections in the United States at that point in
time indicated that: " . . . by 1970 there would be 100,000
social work vacancies in the United States alone. The Bureau
of Labour Statistics has further estimated the manpower gap
in 1975 at 178,000 professional social work vacancies."[16]
The urgency of this manpower shortage in Canada would appear
to have been of similar proportions, judging from the impact
on the production of social service graduates referred to
above.[17]

Melichercik and Magee have carried out a survey of
102 organizations and agencies that employ social work
personnel in southern Ontario. According to the authors,
their results could serve as " . . . reasonable indicators
of current practices, trends and expectations in relation
to the employment and deployment of social work personnel
in southern Ontario."[18]

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[15]President Lyndon B. Johnson, Message to Congress,
March 1, 1966, cited by Robert L. Barker and Thomas L. Briggs,
Differential Use of Social Work Manpower (New York: National
Association of Social Workers, 1968), p. 17.

[16]Ibid., p. 19.

[17]See Introduction, p. 3.

[18]Melichercik and Magee, "Manpower Needs In The
Social Services," p. 46.

Melichercik and Magee demonstrated that the years of
1970 through 1972 were years in which increases of consider-
able size were made in the number of positions available to
social work personnel. However, during the latter stages
of this period the trend was towards a slower rate of expan-
sion in the number of positions available. Moreover, 70
per cent of the respondents forecasted no increase in social
work positions to be available during 1973.

The slower rate of expansion in available social
work positions was attributed to budgetary restrictions, less
demand for service, and increased efficiency. Budgetary
restrictions were seen by far as the major factor, while
the decrease in demand and increase in efficiency were seen
as contributing to similar degrees to the stabilizing man-
power situation.[19]

The nature of the distribution of this phenomenon
among the agencies is quite interesting. Melichercik and
Magee state:

> Budgetary restrictions appear to loom proportionately
> largest in health settings, next largest in private
> agencies and least in semi-private agencies. The
> semi-private agencies (which include the Children's
> Aid Societies in the sample) foresee to a greater
> proportionate extent than any other category of
> respondents (80%) a levelling or decreasing demand
> for services.[20]

The authors' general impressions of the manpower

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[19] Melichercik and Magee, "Manpower Needs In The
Social Services," p. 48.

[20] Ibid.

situation in southern Ontario is that the rapid expansion
of the 1960's is slowing down; however a slight expansion
is continuing. The greatest potential for expansion will be
in the health field, and throughout the public sector
generally with the potential lifting of budgetary restrictions.
The smallest expansions exist potentially among Children's
Aid Societies (hereafter C.A.S.), possibly because of the
development of other agencies to provide some of the services
which the C.A.S. had traditionally provided.[21] The contention
of Melichercik and Magee that in the future a buyer's market
will exist in relation to the employment potential for social
work graduates remains an important consideration in examin-
ing the social work manpower situation.

Another important consideration which may be drawn
from the Melichercik and Magee study is the composition of
the present labour force. In this connection, Henry Stubbins
refers to a 1954 study carried out by the Research Division
of the Department of National Health and Welfare, which
determined that only 30 per cent of social work positions in
Canada were filled by M.S.W. graduates.[22] He goes on to say
that:

> There is ample evidence that this proportion has
> declined in relation to new social work positions and
> that this trend will continue notwithstanding a sig-
> nificant current expansion in graduate facilities.[23]

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[21]Melichercik and Magee, "Manpower Needs In The
Social Services," p. 46.

[22]Stubbins, "Undergraduate Education," p. 64.

[23]Ibid.

Contrary to Stubbins' comment, Melichercik and Magee demonstrate that in spite of the rapid expansion that occurred during the late 1960's in terms of the social services, and which continued to some extent at least until 1972 in southern Ontario, the production of social work manpower has not only kept pace with this expansion but to some extent has improved its proportion in the social welfare labour force. According to their data, trained professional social workers, meaning post-M.S.W., M.S.W., B.S.W., and B.S.W. (honours) represent 56.5 per cent of the labour force in southern Ontario. Personnel with Bachelor of Arts degrees represent 36.5 per cent of the positions while paraprofessional personnel with community college diplomas hold 7.6 per cent of the positions. This data applies to southern Ontario and may well not apply in other regions of Canada.

Jonathan Sealy's work would indicate that for his national sample, more than one-half of the positions in the sample were for B.A. or community college graduates. In addition, for those positions for which B.S.W. or M.S.W. graduates were preferred, only 38.3 per cent were held by B.S.W. or M.S.W. graduates.[24]

Sealy's data obtained in 1971-72, would indicate that in some areas of the country, and in some sectors of the social service employment market, a manpower shortage is

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[24]Jonathan Sealy, "A Descriptive Study of Qualifications of Workers in Selected Areas of Social Welfare: Public Corrections, Child Welfare, Public Welfare" (unpublished M.S.W. Thesis, University of British Columbia, 1972) cited by Crane, "Employment Study," p. 123.

continuing to be a very serious problem. However, this data should be considered in view of the fact that only agencies in public corrections, child welfare and public welfare were included in the sample. This sample would by no means be representative of the agencies employing the bulk of social service personnel in Canada, according to Crane's data about the deployment of graduates. That study indicated that 80 per cent of graduates were employed in " . ... the social welfare programme areas of income maintenance, health and medical care, mental health and family and children's services."[25]

Given the accuracy of Melichercik and Magee's results and the qualifications which must be made in relation to Sealy's results, the manpower situation appears to be considerably different from that which prompted the surge in social service education at all levels in the 1960's.[26]

Of even greater importance than the representation of professionally trained social workers in the social welfare labour force, are the drastic changes in proportion which have occurred even during the brief period of 1970-72. The B.A. educated social worker has declined by 10.5 per cent in the labour force in southern Ontario, while the professionally trained and newly graduated B.S.W. (honours) graduates have increased over five hundred per cent. M.S.W. graduates have

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[25]Sealy, "A Descriptive Study of Qualifications of Workers in Selected Areas of Social Welfare," p. 93.

[26]Melichercik and Magee, "Manpower Needs In The Social Services," p. 49.

increased by 22 per cent within the same period.[27] The trend would seem to be that despite a slowing rate of expansion of social welfare positions in southern Ontario, the increase in the number of professionally educated social workers at both the Master's and the Bachelor's level will result in the replacing of almost all B.A. educated social welfare personnel with professional social workers. In addition, some B.A. educated social welfare personnel will be replaced by community college graduates. In the short run it would appear that until budgetary restrictions are lifted and unless another expansion in the social services develops, the integration into the labour force of newly graduated professional social workers will be in terms of positions vacated as a result of attrition among B.A. educated social welfare personnel. This also raises the question of the degree of competition for positions which will exist among M.S.W., B.S.W., and community college graduates.

John Crane describes five factors which he feels will contribute to expansion in the social services; namely, population trends, income redistribution policies, reorganization of health and welfare services, citizen participation in social welfare services, and work differentiation in welfare services. His interpretation of this material is that expansion in the demand for social services and the consequent demand for social service personnel will occur.[28]

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[27]Melichercik and Magee, "Manpower Needs In The Social Services," p. 49.

[28]Crane, "Employment Study," pp. 82, 83, 84.

The fabric of society is changing such that greater reliance will have to be made on the social services for the satisfaction of human needs. In addition, however, Sealy indicates that the turnover of non-professionally trained social service personnel is about 4 to 5 per cent per year.[29] Crane interprets this statistic to mean that the University should focus its efforts on providing extension programmes for upgrading of non-trained B.A. personnel rather than focusing its efforts on expanding the numbers of professionally trained personnel available.

In summary, the social welfare manpower situation would appear to be improving, if one considers the data provided by Melichercik and Magee in combination with the data provided by Sealy about the rate of turnover. As has been discussed earlier, it would appear that at the present time, the market is relatively stable and that employment opportunities are limited to some extent. If the predictions are accurate, the employment market for social work graduates will likely remain stable at least in the short run. As the demand for social service personnel increases, however, the training of the type of graduate in demand will also change according to Crane. Additional emphasis will be placed on co-ordination and management as foci of activity with a decreasing number of graduates being required for direct services.[30]

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[29]Sealy, cited in Crane, "Employment Study," p. 95.

[30]Ibid., p. 81.

The description of the manpower situation in the social welfare field highlighted three trends. The first was the drastic shortage of professionally educated social work personnel experienced during the rapid expansion of the social services during the 1960's. The second trend described was the slowing rate of demand for social service personnel discovered notably by Melichercik and Magee. The third trend was the trend described by Crane of another long-run expansion of the social services once more demanding professionally educated social work personnel with a somewhat different repertoire of skills.

The Availability of Employment

Most follow-up studies of graduates of schools of social work indicate a very high level of employment.[31] Again, however, one must be aware of the fact that these studies were carried out in the context of a high demand for social service graduates. Another consideration is the definition which is applied to the term employment. Important in this regard is whether employment was considered as being only professional social work. Other interpretations might include employment of any sort.

[31]For example, see Norma Radin, "A Followup Study of Social Work Graduates With Implications for Social Work Education" (paper presented at the Annual Meeting of the Council on Social Work Education, Atlanta, Georgia, March 1974), p. 3. Dr. J. Ewan MacIntyre, "Report Number One, Cirriculum Review Study" (Revised Draft, McMaster University School of Social Work, December, 1973), p. 5. Margaret Yeakel, "The Smith Alumni Survey," Smith College Studies In Social Work, XLIV (February, 1971), p. 148.

Professor Norma Radin carried out a follow-up study of the M.S.W. graduates of the School of Social Work at the University of Michigan. She discovered that 86.1 per cent of the respondents were able to locate full-time employment within the field of social work. An additional 4.9 per cent were employed part-time within the field of social work.[32] Thus 91 per cent of the graduates of the University of Michigan School of Social Work are employed full or part-time in the field of social work.

The University of Michigan offers specialization within its programme, and Radin has analyzed these employment rates by area of specialization. Second year specialists in casework, group work, social treatment and administration showed above average opportunities to locate employment either full or part-time. Community practice specialists and policy specialists showed below average potential to locate employment.[33] One would have to assume from the nature of the data that the labour market is still actively demanding the skills of most of the specialties offered by the University of Michigan.

The University of Michigan represents one American perspective on the availability of employment for social work graduates. Another follow-up study carried out in the United

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[32]Norma Radin, "A followup Study of Social Work Graduates With Implications For Social Work Education," (paper presented at the Annual Meeting of the Council on Social Work Education, Atlanta, Georgia, March, 1974), Table 2, p. 18.

[33]Ibid., Table 2, p. 18.

States was done by the Smith College School for Social Work. The Smith Alumni Survey conducted by Margaret Yeakel was carried out in 1968, and studied the graduates of the School from 1960-1967.[34] In terms of the rate of employment, Yeakel found that three-quarters of the graduates were in full-time employment and one-tenth were employed part-time.[35] This figure represents once-more a fairly high rate of employment given the length of time which had elapsed since initial graduation and also given the fact that 94 per cent of the sample were women and over one-half of the sample were married.[36] In addition her definition of part-time practice was 35 hours or less per week. The movement out of practice would appear to be relatively small.

In Canada, there have been two major follow-up studies of graduates of social service programmes. The McMaster University School of Social Work carried out a follow-up study of its joint B.A./B.S.W. graduates in 1973. The study, conducted by Dr. J. Ewan MacIntyre, found that 93 per cent of the graduates had located employment.[37]

The McMaster University School of Social Work graduates experienced a fairly great demand for their

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[34]Margaret Yeakel, "Smith Alumni Survey," Smith College Studies in Social Work, XLIV (February, 1971), pp. 147-171.

[35]Ibid., p. 148.

[36]Ibid., p. 147.

[37]J. Ewan MacIntyre, "Report Number One Curriculum Review Study" (Revised Draft, McMaster University, School of Social Work, December 1973), p. 5. (Mimeographed.)

services,4 and consequently experienced a high rate of employ-
ment. This high level of employment of graduates has been
characteristic of the three Schools examined: Smith,
University of Michigan, and McMaster University. This data
is in contrast to results obtained by John Crane in his
study "Employment of Social Service Graduates in Canada."[38]
This study examined two national samples of social service
graduates in Canada, including all levels of graduates from
M.S.W. degrees to community college certificates. His data
about B.S.W. graduates contrasted with MacIntyre's in that
Crane found 60 per cent of the B.S.W. graduates were in full-
time social welfare employment compared with the 93 per cent
figure obtained by MacIntyre.[39] One would surmise that the
graduates of the McMaster programme practicing in southern
Ontario fared considerably better than their counterparts
across the country.

In terms of the M.S.W. graduate, Crane's findings
are consistent with those presented in terms of Smith College
and University of Michigan. Ninety-three per cent of the
M.S.W. graduates in Canada were found to be employed in social
welfare, 7 to 9 months following graduation.[40] This figure
includes 5 per cent who were employed overseas. It
would appear that the M.S.W. graduate in Canada is clearly

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[38]John Crane, "Employment Study."

[39]Ibid., p. 17.

[40]Ibid.

more in demand than the B.S.W. graduate.

The scope of Crane's study permitted the cross-tabulation of data in order to establish the discriminators of employment. He originally isolated 32 variables significantly related to employment, however, eventually reduced them to 11. His description of the process and the results follows:

> . . . By the use of multiple discriminate analysis, it was possible to reduce this number to a set of 11 variables which had a strong collective association with employment in a social welfare occupation, and with employment in a related field, but which were only weakly related to unemployment. This was interpreted to indicate that unemployment is a function not so much of differences in student characteristics as of the lack of employment opportunities.[41]

Crane also says:

> . . . . one cannot attempt to be precise about whether 1971 and 1972 figures for unemployment may be expected to hold over the next few years. If the expansion of social welfare services is continuing to slow it is quite possible that the data of this study understate rather than overstate the rate of unemployment to be expected in the next few years.[42]

Thus we return to the problem of the manpower situation dictating the rates of unemployment to be experienced by graduates of schools of social work. Crane's multiple discriminate analysis would seem to indicate that the availability of positions was the major factor in determining the employability of graduates. As indicated above, Professor Radin discriminated between method specialties as determinants of employment outcome. Yet, the rates of employment

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[41]Ibid., p. 98.

[42]Ibid., p. 100.

for graduates of the Michigan M.S.W. programme were quite
high, and, though somewhat lower, generally close to those
obtained by Crane. Melichercik and Magee have stated that
the employment situation in southern Ontario which is by
and large the constituency of the University of Windsor has
been gradually becoming less and less positive. However,
contrary to this position are the McMaster data which point
to the ready employability of B.S.W. graduates in southern
Ontario. Furthermore, from all of the data presented thus
far, the employability of M.S.W. graduates is not in question;
however, there may be regional variations in the employ-
ability of B.S.W. graduates.

Fields of Practice

Knowing where graduates find employment has always
been a significant factor in the social service field. It
is upon this basis that schools of social work decide what
and how to teach. In this regard, there is considerable
evidence to support the conclusion that graduates are
clustered in certain types of employment.

Speaking generally,

> The major areas in which social welfare programs have
> been developed in Canada are income maintenance and
> security, manpower and immigration, corrections, urban
> affairs, housing, ethnic minorities, health and medical
> care, mental health, family and children's services and
> recreation and leisure time activities.[43]

However, of these major fields in which social work graduates

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[43]Crane, "Employment Study," p. 69.

may be found, a limited number stand out as being more

significant   than the rest. In his study, Employment of

Social Service Graduates In Canada, Crane found that " . . .

80% [sic] of the graduates are absorbed into the social

welfare program areas of income maintenance, health and

medical care, mental health and family and children's

services."[44] The remaining areas of social welfare programmes

available to the social work graduates each received a very

small proportion of the entire graduate population. These

findings have been shown to be very much in line with

similar studies. For example, Crane compares his findings

to a study conducted by David G. French and Alex Rosén in

the United States in 1957 and found the comparable proportion

of graduates in these same social welfare programme areas to

be 85 per cent.[45] Similarly, the Smith College Alumni Survey

found that:

> The distribution by agencies of the employed respondents
> included a third in psychiatric in-patient and out-
> patient settings, 17 per cent in family agencies, 13
> per cent in general or medical hospitals, 13 per cent in
> public assistance, 10 per cent in public and private
> child welfare and adoption agencies, and the remainder
> in schools or other settings.[46]

Finally, in the follow-up study of B.A./B.S.W. graduates of

McMaster University, in comparison with the studies by French

and Rosen and by Crane, MacIntyre maintained that "85% [sic] of

McMaster's B.A./B.S.W. graduates are absorbed into these same

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[44]Crane, "Employment Study," p. 71.

[45]Ibid., p. 72.

[46]Yeakel, "Smith Alumni Survey," p. 149.

programs."[47] Therefore, as Crane points out, "there seems

to be little evidence of change in the concentration of

graduates in the social welfare programs to which social

services education makes its main contributions."[48] Conse-

quently, it would seem that one could predict with a reason-

able degree of accuracy those service programmes into which

graduates of a social service programme would be absorbed.

Given the nature of the service fields in which

graduates are primarily employed, it is also interesting to

note the nature of the functions of the service fields. The

functional areas of the social welfare system may be clas-

sified as being those of social provision, social services

and social action, which in turn may be defined as follows:

> Social provisions substitute for, supplement, or replace
> the market allocation of income, medical care, housing
> and other resources. Illustrations are public assist-
> ance, social insurance, public housing, and public
> provision of medical care. . . .
>
> Social services support, supplement or substitute for
> the family and our educational institution and are part
> of socialization and social control mechanisms. They
> are essentially 'people-changing' institutions designed
> to equip individuals with the competence and resources
> essential for effective social participation or to[7]
> control those whose participation is defined as, a threat
> to society . . .
>
> Social action . . . directs attention at system change
> . . . seeks to alter the structure of roles and the
> distribution of power, prevent problems, expand opportunity,
> and enhance the quality of life.[49]

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[47]MacIntyre, Curriculum Review Study, p. 5.

[48]Crane, "Employment Study," p. 73.

[49]John M. Romanyshyn, Social Welfare: Charity To
Justice (New York: Random House, 1971), pp. 51-53.

Using Romanyshyn's definitions of the functional aspects of the social welfare field, Crane sought the extent of involvement by graduates in social provisions, social services and social action. In this respect, he concluded:

> Perhaps the most important finding of the study is that the commitment of social services education . . . continues to be overwhelmingly in the direction of remedial and substitutive social services rather than toward social action and social provision.[50]

Crane claims that the above statement holds "for all regions of Canada and both university and non-university social services education, for graduation in the 1970-71 and also the 1971-72 academic year,"[51] and partial substantiation is provided by the finding that:

> While 94 per cent of graduates describe themselves as spending most of their time on problems of family relationships, or emotional health or child placement and/or care, only 6.5 per cent see themselves as spending most of their time on problems of social and political participation of low income or ethnic groups.[52]

Thus, based on these findings, a rather clear picture of the graduate is presented. Not only is he more likely to be involved in one of the four major social welfare areas of concentration previously mentioned, but he is also no doubt functioning as a provider of social services rather than social provisions or social action. Further explanation and documentation will be made later when discussing roles and interventions of the graduates.

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[50]Crane, "Employment Study," p. 89.

[51]Ibid.

[52]Ibid.

Practice Experience

In this section of our review of the literature we will focus on three major areas: the characteristics of intervention by social workers and new graduates in particular, the articulation between their training and experience, and the nature of their experience in the early part of their career.

The first major area, the characteristics of intervention may be seen from three perspectives: the nature of the intervention carried out by social work graduates, the social systems level at which social work graduates intervene, and the type of roles assumed by graduates.

By nature of intervention carried out by graduates, we mean whether the graduates provided direct service to a client or client group or whether the service was indirect, for example, administration, research, consultation with social workers or other disciplines. Our definition is very similar to that used by John Crane who classifies indirect services as." . . . managerial, planning, policy and research functions . . ."[53] In addition he classifies supervision, consultation, staff development, administration, research, social planning and policy development, as indirect services.[54] Crane classifies only casework, group work, and work with citizen's self-help associations as direct service.[55] We

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[53]Crane, "Employment Study," p. 89.

[54]Ibid., p. 10.

[55]Ibid.

would see the involvement of a professional social worker in a planning function but in relation to citizens as a form of direct service, rather than as a form of indirect service.

One of the difficulties in social work education which pertains to the question of the nature of intervention, is the problem of disarticulation between training and practice after graduation. This presents difficulties in terms of the question of whether graduates should be prepared for their initial position or whether some level of skill should be provided which prepares them to perform different functions within a few years of their graduation. Melichercik and Magee state:

> Most MSW programs seem to be preparing students for their first positions (direct services) on the assumption that either they will stay in them . . . or that they will acquire additional education as they move on . . . [56]

The area of mobility and career patterns will be discussed later in the review. At this point it is important that we recognize the significance of this issue in terms of what actually happens to graduates vis-à-vis direct and indirect service. The question is sufficiently important to encourage both John Crane and Norma Radin to focus on this difficulty in their work.

Radin's findings about the graduates of the M.S.W. programme at the University of Michigan indicate that a large proportion of graduates provide direct services, within

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[56]Melichercik and Magee, "Manpower Needs In The Social Services," p. 59.

the confines of our definition. Her analysis of the data
was based on the method used primarily in the first position
after graduation as well as that used in the current position
held by the respondent. Her findings demonstrate that over
60 per cent of the graduates provided exclusively casework
or group work services in their first and current positions.[57]

The percentage of graduates using community practice
in their first position was 14.5 per cent and dropped to
8.4 per cent in their current position.[58] There does not
appear to be a clear definition of the roles carried out by
the community practitioners, in terms of direct and indirect
service. Assuming, for the sake of discussion, that there is
a large social planning component in the work of the community
practitioners compared to the social action component, one
might assign one-third of the community practitioners to
direct service, and two-thirds to indirect service.

The indirect service positions as classified by Radin
included administration, policy and research. These special-
ties comprised 22 per cent of the respondents in terms of
their first positions and 28 per cent in their current
positions.[59] Given these distributions the result is that
slightly over two-thirds of Radin's sample are involved in
direct service and slightly under one-third are involved in

[57]Radin, "Followup Study," Table 3, p. 19.

[58]Ibid.

[59]Ibid., Table 3, p. 19.

indirect service within the framework of our definition.

The question of disarticulation is of equal importance. Radin states:

> Insofar as graduates practicing a method in which they specialized, the picture is not as positive. Virtually one-third of the 631 respondents for whom there was full information were practicing a method most of the time in their current job for which they were not fully trained. It is possible that these individuals may have taken an elective class in another method, but in almost all cases, their field placement would not have been involved.[60]

Casework represents the method which holds graduates best. Only 13 per cent of those whose specialty was in casework during their second year are practicing out of method. This compares with 77 per cent of group workers, 55 per cent of community practitioners, 29 per cent of administrators, and 17 per cent of social treatment graduates. Furthermore, casework represents the second highest number of in-method practitioners, with 74 per cent.[61] Group work leads the specialties with the highest proportion of in-method practitioners with 78 per cent, followed by casework, community practice at 78 per cent, administration at 46 per cent, and policy at 30 per cent.[62]

A serious problem with disarticulation between educational preparation and professional practice exists. There does not appear to be a firm pattern which can be obtained

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[60]Radin, "Followup Study," p. 9.

[61]Ibid., p. 21.

[62]Ibid.

from Radin's data indicating a trend towards disarticulation
between educational preparation for indirect service roles
or direct service roles. One might say, however, that the
traditional direct service methods are more likely to employ
graduates trained in that method than are less traditional
indirect service methods.

John Crane's findings are similar in intent if not
in degree to those of Professor Radin. Of the problem of
disarticulation Crane says:

> The findings support the implication drawn earlier from
> the study findings . . . that personal social services,
> mainly remedial and substitutive, are the major thrust
> of the educational programs and of beginning practice
> for both university and non-university level graduates.
> It is apparent that individual graduates are preparing
> themselves for practice within this broad framework of
> personal social services.[63]

He adds:

> The whole problem of articulation-disarticulation can
> be conceptualized in variance terms as follows: the
> educational programs were already in 1972 turning out a
> more varied set of practitioners than could be absorbed
> into employment. As variance in the preparation of
> graduates increases, as it seemingly must over the next
> few years, the problems of disarticulation may be
> expected to increase.[64]

Crane adds an additional consideration to the question
of articulation-disarticulation, and that is the variable of
student special interest in a particular area, in addition to
preparation in that area. Nearly all of the sample, 92 per
cent for M.S.W. graduates and 95 per cent for B.S.W. graduates,
ended up practicing substantial components of casework or

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[63] Crane, "Employment Study," p. 105.

[64] Ibid.

group work.[65] Articulation between educational preparation and subsequent practice is high in that 82 per cent of the sample of M.S.W. graduates and 76 per cent of the B.S.W. graduates with preparation in casework or group work ended up practicing these specialties.[66] These might be considered "in-method" practitioners.

For the other classification of direct service, that is, work with citizens' groups, there is considerably less evidence of articulation between preparation and subsequent practice. In relation to this method of intervention, 20 per cent of the M.S.W. respondents and 22 per cent of the B.S.W. respondents indicated that their practice experience contained a substantial component of work with citizens' groups. Only 8 per cent of the M.S.W. graduates and 14 per cent of the B.S.W. graduates indicated preparation for work with citizens' groups.[67]

It would appear from these findings that a large majority of M.S.W. and B.S.W. graduates practice direct service in traditional form with some preparation. A relatively small number practice direct service with citizens' groups, and generally without preparation. In relation to the findings from the University of Michigan, it would seem that there are considerably fewer graduates practicing case-

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[65]Crane, "Employment Study," Table 9(a), p. 42.

[66]Ibid.

[67]Ibid., Table 11, p. 46.

work or group work without training in Canada. However, there would appear to be substantially more graduates practicing community practice without training than in the Michigan study.

Crane's data concerning indirect service does not provide a great deal of information about the articulation between the educational preparation and subsequent practice of specifically M.S.W. and B.S.W. graduates, in terms of staff development, supervision and consultation. He does indicate, however, that of the entire sample 43 per cent describe their practice as containing a substantial supervisory and consultative component.[68] The data also indicate that less than 10 per cent of graduates are practicing in the area of staff development.[69] Crane does not further analyze the data because of the small number of graduates who are involved in this area.

The other indirect methods of intervention, administration, policy planning and research show low rates of practice among graduates, compared to the direct service categories. Forty-two per cent of the M.S.W. graduates and 35 per cent of the B.S.W. graduates indicate that their practice contains a substantial administrative component. However, only 12.7 per cent of the M.S.W. graduates and 5.4 per cent of the B.S.W. graduates indicate any training in this area.[70] The

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[68]Crane, "Employment Study," Table 14, p. 50.

[69]Ibid., Table 15, p. 52.

[70]Ibid., Table 17, p. 56.

proportion of graduates involved in policy planning is very
nearly the same as those involved in administration and the
rates of preparation are of the same order.[71] Research
involvement is at a lower rate with 17 per cent of M.S.W.
graduates involved in research and 24 per cent of B.S.W.
graduates. The proportion of prepared graduates, however,
is somewhat larger than that noted for other specialties,
over one-half of the M.S.W. graduates and nearly one-half of
the B.S.W. graduates demonstrate preparation.[72]

In summary then, the bulk of social work graduates
are not involved in indirect service according to Crane's
data. Consultation, administration and policy planning are
the most common indirect methods of intervention. However,
there is substantial disarticulation between education and
practice in all areas of indirect service.

It is important to recognize that Crane's sample were
recent social service graduates. Melichercik and Magee's
work provides a slightly different perspective. This study
surveyed the distribution and deployment of social work
personnel in terms of levels of intervention and functions.
Melichercik and Magee summarize their data by saying:

> More MSW's were sought for all service positions
> ranging in order of preference as follows: direct
> service, supervisory, other specialist functions, com-
> bined supervisory and direct services; administration
> and research. More BSW and Community College graduates
> were sought for direct service positions . . .[73]

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[71]Crane, "Employment Study," Table 21, p. 62.

[72]Ibid., Table 19, p. 59.

[73]Melichercik and Magee, "Manpower Needs In The
Social Services," p. 52.

Whereas, M.S.W.'s are only slightly more common in indirect service positions than in direct service positions as of 1972, they hold 30 per cent of the direct service positions and 79 per cent of the indirect service positions.[74] B.S.W.'s are in demand primarily for direct service positions.

The Smith College alumni study provides some support for the notion that the M.S.W. degree is a direct service degree. Margaret Yeakel makes the observation that two-thirds of the graduates remained in direct casework service, one-quarter carried supervisory or executive responsibilities, and 8 per cent were in teaching or research positions.[75] However, the Smith College School for Social Work offers two distinct graduate programmes in social work. Plan A is designed for the inexperienced graduate student; Plan B is designed for " . . . students who have had adequate graduate preparation or satisfactory supervised employment in an approved casework agency."[76] Eighty-one per cent of Plan A graduates were employed as casework practitioners, while only 40 per cent of Plan B graduates were employed as case-work practitioners. However, twice as many Plan B graduates were employed in supervisory positions, and four times as many were employed in executive and sub-executive positions.[77]

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[74]Melichercik and Magee, "Manpower Needs In The Social Services," Table 5, p. 51.

[75]Yeakel, "Smith Alumni Survey," p. 148.

[76]Smith College Calendar, p. 281.

[77]Yeakel, "Smith Alumni Survey," p. 148.

Thus it may be seen that the M.S.W. student with experience is more likely to move into indirect service functions than into direct service functions.

The implication which can be drawn from this review of the data derived from follow-up studies is that a majority of graduates from both M.S.W. and B.S.W. programmes begin their professional careers in a position providing direct service to clients. It would also appear that there is some opportunity for movement into indirect service positions, particularly for the M.S.W. However, a substantial proportion of all graduates remain in direct service positions beyond their first position, or beyond the first years of practice.

The second area to be discussed is the question of the social systems level at which those graduates in direct service positions intervene. MacIntyre in his study, found that 36 per cent of the McMaster graduates were able to specify intervention at a specific social systems level. Nearly two-thirds specified the individual level, and nearly one-third specified the family level.[78] Fifty-seven per cent of the entire sample specified more than one level of inter-vention. Of these respondents over one-half specified an individual-family combination and an additional one-fifth specified an individual, family and group combination.[79] Approximately 14 per cent of the respondents indicated multiple

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[78]MacIntyre, "Curriculum Review Study," p. 43.

[79]Ibid.

level intervention at all four levels, that is, individual,
family, group and community.[80] The concentration of McMaster
graduates then is at the micro-systems level of intervention
(individual, family and group).

Micro-systems intervention is characteristic of the
University Of Michigan graduates as well. Radin indicates
that approximately 60 per cent of graduates both in their
initial position and in their position at the time of follow-
up intervened primarily at the individual and group level.
The assumption being made here is that some constellation
of individual, family and group intervention would exist in
the practice of those primarily engaged in casework and
group work. Another indicator is that direct service to
individuals comprised an average of 49 per cent of the work
day of all graduates. The lowest level of involvement at
the micro-systems level was among the policy practitioners,
and even for them, direct service to individuals represented
one-sixth of their time.[81]

If one assumes a similar constellation of individual,
family and group intervention as assumed above, the concen-
tration of intervention at the micro-systems level among the
respondents in Crane's sample is also extremely high. Crane
indicates that 92 per cent of the M.S.W. graduates and 95
per cent of the B.S.W. graduates practiced intervention at

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[80]MacIntyre, "Curriculum Review Study," p. 43.

[81]Radin, "Followup Study," p. 20.

the micro-systems level.[82]

The data from the Smith College alumni study does not indicate any other form of intervention than casework. Although not stated by Yeakel, one might assume that family intervention and to a lesser extent group intervention are also being practiced by Smith alumni. Thus Yeakel's statement that over two-thirds of graduates remain in direct service positions practicing casework, may also imply other levels of micro-systems intervention. This then would be similar to the data obtained by Radin.

In summary then, the evidence is in favour of the conclusion that the graduates of professional social work programmes practice intervention primarily at the micro-systems level. It is interesting to note the difference between concentration of Canadian graduates at this level of intervention compared to the less than two-thirds figure obtained by Radin. One might assume some significant differences in practice between Canada and the United States. However, Radin's data in no way contradicts the conclusion arrived at earlier, but rather it would temper the degree of acceptance which this conclusion might receive.

Roles and Functions

At this point, we have established some of the characteristics of the practice experience of the professional

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[82]Crane, "Employment Study," Table 9(a), p. 42.

social worker as they apply to the new graduate. The kind

of material which has been explored has been to some extent

objective, and locates the graduate in the system of social

services and within some modalities of intervention. However,

the next area of the review, that is the nature of the roles

played by social workers in general and by new graduates in

particular is considerably less concrete. The set of roles

·which may be played will cross the boundaries of the tradition-

al methodological approaches to social work practice, and

will cross the boundaries of the various settings in which

social workers are employed. For example, Andrew Billingsley

in his study of the social workers in a child protective

agency, compared these social workers with those in a family

service agency. His hypothesis in relation to role perform-

ance was that the nature of the role performance would be

significantly related to setting.[83] It would seem reasonable

that within various practice settings there would be

clusters of similar roles being performed by the social work

staff.

Atherton, Mitchell and Schien describe the role-set

of the social worker as " . . . a range of role relationships

peculiar to the position of social worker."[84] In terms of

our supposition about the nature of role performance by

[83]Andrew Billingsley, The Social Worker in a Child
Protective Agency (New York: National Association of Social
Workers, 1964), p. 15.

[84]Charles R. Atherton, Sandra T. Mitchell and Edna
Biehl Schein, "Locating Points For Intervention," Social
Casework, LII (April, 1971), p. 228.

social workers they add:

> Accordingly, it is assumed that what must be related to
> the points for intervention categories is a set of
> roles that the social worker should be prepared to play.
> The assumption is made here that the social worker
> should be able to assume any role that is appropriate
> as he perceives the nature of the presenting problem,
> rather than to play only one role despite the differences
> in the presenting problems.[85]

This approach to the conceptualization of social work treat-

ment is readily compatible with the generalist approach to

social work education. Equipping of social work practitioners

with a broad range of interventive skills facilitates the

kind of flexible approach to human problems foreseen by

Atherton, Mitchell and Schien. In a letter to the editor of

Social Work, Saul Bernstein, a member of the Commission on

Social Work Practice, urged the incorporation into social

work education of more than one specialty. While not advo-

cating a full blown generalist approach, Bernstein does stress

the importance of training social workers in interventive

skills at more than one level. He indicates the reality of

the use of more than one method by social workers and

encourages the exposure of students to this kind of expe-

rience.[86]

In a study conducted by the Golden Gate Chapter of

The National Association of Social Workers, it was reported

that:

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[85]Atherton et al., "Locating Points For Intervention,"
p. 228.

[86]Saul Bernstein, "Concerns," Social Work, VIII
(January 1963), pp. 110-111.

Our data would support the assumption that current social work practice requires that (a substantial number of) social workers use methods other than the one that is primary in their practice and for which they have had limited professional training.[87]

Arnulf M. Pins documents the trend in social work education towards the generalist approach to social work intervention when he indicates that the proportion of schools of social work offering this approach to social work intervention has increased from 4 per cent in 1967 to 37 per cent in 1971.[88] Bernard Gelfland describes the major trends emerging in treatment today as eclecticism, role expansion, peer helping, environmental focus, systems theory, and greater efficiency in the use of time and manpower. He also says:

Practitioners both in the public and voluntary fields now use more diversified and flexible treatment methods. Client needs, no longer perceived as stemming only from intrapsychic sources, can now best be met by a worker actively engaged within the network of social agencies.

Many social practitioners trained in the clinical model have experienced difficulty in assuming such active roles as broker and advocate. Many of these workers argue that such roles are most appropriate for serving low-income clients, without recognizing that their middle class clients can, in the social confusion that characterizes the urban milieu be as voiceless and as powerless as the poor in finding and obtaining important social services.[89]

Gelfland's emphasis on the importance of social workers incorporating active and assertive roles into their

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[87]Shirley A. Reece, "Social Work Practice: An Exploratory Study," Social Work, VI (July, 1961), p. 62.

[88]Arnulf M. Pins, "Changes In Social Work Education," Social Work, XVI (April, 1971), p. 10.

[89]Bernard Gelfland, "Emerging Trends in Social Treatment," Social Casework, LII (March, 1972), p. 157.

treatment repetoire is quite clear. In the beginnings of the
trends cited by Gelfland, a great number of attacks were
made from various quarters on the traditional methods and
casework in particular. The result was a series of articles
presenting a spirited defence of casework as a viable social
work method, even within the context of the new perspective.[90]
An analysis of this debate by Scott Briar highlights the
"... progressive constriction of the functions performed
by the caseworker from an array of functions to a single
function, that of therapist."[91] Briar goes on to state that
the profession has a responsibility to expand the number of
roles carried by social workers and to evolve a different
approach to client problems than that proposed by the disease
model.

Contrary to the opinion developed in relation to the
generalist philosophy about social work education and practice
is the opinion of Herman Piven. Piven states that while
diversity of specialization is both healthy and necessary
for social work in the twentieth century, it also has inherent
dangers in relation to the fragmentation of the profession
which will result. However, he adds:

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[90]For example see: Helen Harris Perlman, "Can
Casework Work?" Social Service Review, XLII (December, 1968),
435-447; Perlman, "Casework Is Dead," Social Casework, IIL
(January, 1967), 22-25; Berthe Granfein, "Should Casework Be
on the Defensive?" Social Casework, IIIL (December, 1966),
650-656.

[91]Scott Briar, "The Casework Predicament," Social
Work, XIII (January, 1968), p. 7.

Diversity created by increasing specialization reflects
the profession's effort to provide a high level of
service based on new knowledge and improved technique
to meet the complex needs of modern society. In contrast
the general practitioner is likely to know less and less
about more and more.[92]

He maintains that the role expansion and diffusion
of activities which have come about and which were endorsed
by Gelfland and Briar although legitimate, have not been
accompanied by achievements in the training of professional
social workers. His recommendation is for a programme at the
M.S.W. level which produces an area of specialization in
method of intervention and a constellation of curriculum
which produces expertise in a social problem area.[93]

Another dissenting view on the question of role
expansion is that presented by Harry Specht. His position
is that the trends towards activism, and the advocate role in
social work practice without adequate conceptualization of
these roles within the context of professional social work
practice are destructive of social work as a profession.[94]
His position then is not that the expansion of social work
roles is entirely negative, but rather that it should occur
within the context of a well-thought out professional frame
of reference for such practice roles, and with adequate
knowledge about the most effective way of practicing social

[92]Herman Piven, "The Fragmentation of Social Work,"
Social Casework, L (February, 1969), p. 89.

[93]Ibid., p. 94.

[94]Harry Specht, "The Deprofessionalization of
Social Work," Social Work, XVII (March, 1972), pp. 5-6.

work in these roles.

This debate has been raging for at least five years and will probably continue for several more. The content of the debate about the propriety of teaching social workers to carry out these roles is not at issue here, but rather our concern is with the reality that such role expansion and the trend towards advocacy appears to be current in terms of social work practice. The literature would indicate that the assumption of a broader selection of roles and quite possibly a more active set of roles is occurring. In addition, within certain kinds of settings, practice roles are emerging for social workers which have not previously been recognized. The traditional problems of role definitions for social workers in secondary settings in all likelihood still remain. However, there would appear to be some greater consolidation of roles for social workers in secondary settings, with increasing emphasis on consultation and communication with other agencies. As Bertram J. Black points out, in many secondary settings these have been traditional roles assigned to social workers, and they are becoming of greater and greater impor-tance.[95] The trend towards community based services and a community oriented approach to service necessitates the development of an efficient and effective means of communi-cating with other disciplines and other organizations and this bespeaks an expansion in this role. Dr. J. Ewan MacIntyre

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[95]Bertram J. Black, "Social Work in Health and Mental Health Services," Social Casework, LII (April, 1971), pp. 216-17.

in his report to the Curriculum Review Committee quotes

Richan and Mendelsohn on this issue:

> Rather than struggle with competing specialists, the
> social worker needs to opt for the role of expert among
> experts. By widening rather than narrowing his base of
> knowledge, he can assure a very appropriate as well as
> respected role as the co-ordinator of specialized
> services . . . Rather than specialize his program
> further, as he is now doing, it would serve him well
> to generalize; to develop in new directions; to become
> proficient in those areas he has assiduously neglected
> —economics, anthropology, sociology, etc.; and to
> improve service delivery. The social worker would gain
> in acceptance and responsibility by becoming the
> "expert of the experts."[96]

Within the context of the secondary setting, there

is increasing demand for the broader use of social worker's

skills and the consequent performance of a fairly extensive

range of roles. In addition, secondary settings are moving

into the community oriented approach to service. MacIntyre

quite appropriately maintains that this factor indicates the

need for social workers to assume broader responsibilities

for services to clients with the resultant role expansion.[97]

In the McMaster study, an examination was made of

the nature of the roles being played by graduates of the

programme. The analysis was based on a paradigm described

by Harold L. McPheeters.[98] This paradigm contained twelve

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[96]Willard C. Richan and Allan R. Mendelsohn, Social
Work: The Unloved Profession, New York: New Viewpoints, 1973,
p. 47 cited by MacIntyre, "Curriculum Review Study," p. 15.

[97]MacIntyre, "Curriculum Review Study," p. 14.

[98]Harold L. McPheeters, "A Core of Competence For
Baccalaureate Social Welfare," A Report to the Undergraduate
Social Welfare Manpower Project, (Atlanta, Georgia, Southern
Regional Education Board, 130 Sixth St. N.W.), pp. 18-20.

roles, and graduates were asked to select those two roles

which were most representative of their practice. The roles

most frequently selected were behaviour changer and care

giver, with the combination of behaviour changer and care giver

as the most commonly selected pair. Beyond this combination,

there is a good deal of scatter in the selection of roles,

with most respondents selecting either the care giver or

behaviour changer role in combination with another.[99]

Behaviour changer, as defined:

> . . . includes a range of activities directed to changing
> people's behaviour rather precisely. Among them are
> simple coaching, counselling, behaviour modification and
> psychotherapy.[100]

Care giver, as defined:

> . . . involves giving supportive services to people who
> are not able to fully resolve their problems and meet
> their own needs, such as supportive counselling, fiscal
> support, protective services, day care, 24-hour care.[101]

The information provided by the McMaster study in the

area of role performance is definitely in accord with the

description of social work practice seen to this point in

this chapter. The McMaster graduates are carrying out tra-

ditional roles in traditional settings. There does not appear

to be any concentration of role selection in any of the non-

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[99]MacIntyre, "Curriculum Review Study," Table 14,
p. 9. "Personnel in Southern Ontario," Report prepared for
the Curriculum Committee of the Graduate School of Social
Work, Waterloo Luthern University, December 15, 1972
(mimeographed), p. 57.

[100]Ibid., p. 8.

[101]Ibid.

traditional areas of role performance. This is an interesting

distribution in view of the fact that when asked how well

the graduates felt they had been prepared for their practice

using the roles which they had selected, a similar pattern

developed among all roles.[102]

The study carried out by Andrew Billingsley mentioned

previously, does have some import for the examination of role

performance of social workers. As indicated earlier, one of

his hypotheses was that the nature of the setting would

determine the nature of the role carried out by the social

workers practicing in that setting. Billingsley's research

revealed highly significant variations in role performance

between social workers functioning in the child protective

agency and social workers functioning in the family counsel-

ling agency. The social worker in the child protective agency

was more aggressive in reaching out to the community and

spent less time in professional development and in face-to-

face contact with clients.[103] This worker also was less

likely to use a psychodynamic orientation to clients and

client difficulties. However, an additional concern in

relation to Billingsley's data is the impact which the child

protective setting had on the social workers.

> . . . the pattern of preferences caseworkers develop for
> professional activity is somewhat out of line with the
> reality of work in child protective agencies. Case-
> workers who come to work in a child protective agency
> are therefore subjected to a greater "reality shock"

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[102]MacIntyre, "Curriculum Review Study," p. 10.

[103]Billingsley, Child Protective Agency, pp. 52-3.

than are those who go to work in a family counselling agency. The pattern of preferences for activities cannot be assumed to be exclusively developed in professional school, or in the profession generally, in any explicit way . . . Nevertheless, it is one of the explicit responsibilities of social work education to fortify a professional orientation among its members; this bears heavy influence on what caseworkers would ideally like to do in their work.[104]

This quotation from Billingsley not only sums up the major differences between these two settings, it directs one's thoughts to the differences which must exist between all settings of practice and the implications which these differences have for role performance.

The conclusions drawn by Billingsley in terms of the impact of the child protective agency on the professional orientation of new graduates, the discrepancy between what the recent graduate has learned about the nature of social work practice, and what really exists can present a good deal of difficulty for the new graduate and quite possibly job dissatisfaction.

Career Patterns, Mobility, Sex Distribution

Career patterns of social work graduates have not been documented extensively. In the literature concerns such as length of stay in a position and horizontal versus vertical mobility have received minimal attention. More study has been given to the issues of differences between male and female social workers and the degree held by the

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[104]Billingsley, Child Protective Agency, p. 142.

social worker as they apply to the examination of career

patterns. There have been studies conducted, however, which

have looked at career patterns in a peripheral way and others

which allow some discussion of the topic by inferences

deduced from the data supplied. In the survey of the

graduates from Smith College, for example, it was found that:

> Four out of five of the respondents had held either
> one or two positions since their graduation from Smith;
> this number included, however, some who were not
> currently employed. A comparison by classes suggested
> that a majority of the employed alumni stay in their
> first position for at least two years. Among the
> employed respondents who had graduated in 1960, about
> a third had remained in their first position, a third
> were in their second, and a third in their third or
> fourth.[105]

This type of data, as mentioned is relatively scarce in

the literature, and in itself, is not all that enlightening

without taking into account the many factors impinging upon

the question of mobility.

In a study conducted by Stolar of the British

Columbia Association of Social Workers, occupational mobility

was found to be related to three important contingencies.

In this respect, Stolar states:

> Men rated personal fulfillment, geographical location
> and interest area (field of service) as the three most
> important choice factors that influenced the decision
> to take their current job. Women chose the same
> factors but in a different order: interest area,
> personal fulfillment and geographical location.
> Opportunity for advancement and status were not con-
> sidered as important choice factors by the sample.[106]

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[105]Yeakel, "Smith Alumni Survey," p. 149.

[106]G. Elaine Stolar, "Occupational Mobility: Male-
Female Variants in the Social Work Profession," The Social
Worker, IXL (Autumn, 1973), p. 206.

Similar kinds of factors weighed in the decisions of the
respondents in the Smith survey:

> Slightly over one-fifth of the respondents indicated
> that the most decisive single factor in their choice
> of a first position after graduation had been the
> opportunity for further learning in casework. For
> the next largest number, slightly under one-fifth,
> the kind of client or type of problem served had been
> decisive. Agency reputation, location and opportunity
> to collaborate with other specialties were each the
> most decisive single factor in first job choices of
> ten per cent.[107]

Thus, job promotions and salary raises do not seem
to be the determining factors in the mobility pattern of
social workers, as one might anticipate that they could be.
Further substantiation is given to this from Stolar's data
which indicated that only "Thirty per cent of the men and 19
per cent of the women said they would not leave one job
before securing another."[108] And furthermore, 48 per cent
of the men and 57 per cent of the women said they had at
one time or another left a job without having another to go
to."[109] No doubt there are a number of factors which could
be involved here but it is interesting to note the apparent
lack of concern with the more material aspects of employment.

However, the reality of practicing social work in
certain kinds of agencies may also affect the questions of
mobility and career patterns. This situation becomes most
obvious when one considers the recent graduate entering the

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[107]Yeakel, "Smith Alumni Survey," p. 149.

[108]Stolar, "Occupational Mobility," p. 207

[109]Ibid.

employment field. There can be little doubt that two years

of graduate social work training has its effect on the

individual involved. The ideals the graduate holds and the

goals for which he strives may often be in sharp contrast

to the reality situation of the agency which he enters. In

a study of twelve new professional social workers in a

public child welfare agency over a two year period, eight·

had left the agency for other employment by the end of the

two years.[110] The reason for such a high rate of attrition

was the fact that:

> Frustration as a reaction to insufficient resources
> and utilities and physical and emotional fatigue as a
> response to daily emergencies and crises were the
> cumulative effects during the two year period . . .
> They [the workers] had little sense of being members
> of a professional collectivity with whom they could
> consult on the basis of common experiences, concerns
> and needs.[111]

High attrition rates such as that mentioned above seem to

be almost characteristic of some fields of service. In a

nation-wide study of full-time caseworkers in public and

private child welfare agencies, it was found that "about 27

per cent of the workers who are with the agency at the

beginning of the year will no longer be with it by the end

of the year."[112] In a New York State study conducted by a

citizen's committee on welfare costs examining caseworkers

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[110]Harry Wasserman, "Early Careers of Professional
Social Workers in a Public Child Welfare Agency," Social
Work, XV (July 1970), p. 99.

[111]Ibid., p. 101.

[112]Alfred Kadushin, Child Welfare Services, (New York:
The MacMillan Company, 1967), p. 593.

in the New York welfare services, it was reported that
"the turnover rate . . . of 35 per cent for the State in
1964 was a major factor in high costs of welfare services."[113]
Where situations such as these exist, it appears that all
too often one may draw a conclusion similar to that drawn
in the Public Child Welfare Study of the new professionals;
that is, that:

> . . . the knowledge, skills and values (the social work
> perspective) that graduate students presumably acquire
> during a two year period of professional social work
> education are essentially of little use in a work
> situation in which structured constraints dictate the
> decision-making process.[114]

Consequently, the returning graduate is often faced
with the dilemma of attempting to incorporate that which was
gained through the educational process and that which awaits
him in some agency settings. Often he finds himself totally
removed from the practice of social work as he understands
it. He finds himself faced with a conflict of roles and as
indicated by the above study, frustration and anxiety are
often the result. Billingsley labelled this type of
situation as 'reality shock,' noting that it develops when
"the pattern of preferences caseworkers develop for profes-
sional activity is somewhat out of line with the reality of
work."[115] From his own study, Billingsley found that "case-
workers who come to work in a child protective agency are

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[113]"Closing The Gap In Social Work Manpower," Report
of the Departmental Task Force on Social Work Education and
Manpower, Irwin E. Walker, chairman (Washington D.C., U.S.
Government Printing Office, November, 1965), p. 72.

[114]Wasserman, "Early Careers," p. 100.

[115]Billingsley, "Child Protective Agency," p. 142.

". . . subjected to a greater 'reality shock' than are those who go to work in a family counselling agency."[116]

The social worker finding himself in such a position has a limited number of alternatives available to him; in short, he can stay or leave. Wasserman offers this explanation:

> In the long run it is extremely difficult for a professional social worker in a bureaucracy to be an impassioned advocate for his clients, because in so doing he must come into conflict with agency administrators as well as professional colleagues. If he cannot mobilize the support of both colleagues and welfare rights or other organizations that represent clients, he will be forced to leave the agency. If the new professional remains in the agency and eventually moves to the position of supervisor, he is constrained to "play the game," which includes accepting the meager systemic inputs and the dysfunctional aspects of the bureaucratic structure.[117]

One would not seem to be justified in generalizing this rather bleak picture to the profession as a whole, given the recent attention that has been paid to the manpower gap and all that is entailed therein. There is, nevertheless, a built-in problem in the organizational structure of the social work profession which continues to affect the mobility rates and career patterns of those within the profession.

Within the profession, the lines of promotion lead to administrative positions, with the social worker usually beginning in direct service, moving into a supervisory or consultative position and finally into a position that is

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[116]Billingsley, "Child Protective Agency, p. 142.

[117]Wasserman, "The Professional Social Worker in a Bureaucracy," Social Work, XVI (January, 1971), p. 93.

largely, if not entirely, administrative. Thus, the movement is away from direct service to clients which is "characteristic of professions practiced in an organizational setting."[118] Yet, "The pressure toward vertical mobility up the hierarchical ladder is even greater in social work than in most professions practiced in organizational settings."[119] The reason for this becomes obvious when one considers the fact that there is only one road available to obtain the benefits that come with vertical mobility. Whereas the only means of advancement is through the lines of the hierarchical structure, "it would represent a substantial sacrifice for the professionally trained caseworker to remain in the lower category in order to practice full-time casework."[120] This dilemma is of course one which primarily confronts the fully trained professional social worker, due to the limited job openings and career possibilities for those who are not fully trained.

As a consequence of this, schools of social work need to give careful attention to preparing graduates for roles they likely will play, particularly as it applies to the graduate professional social worker who is likely to climb the organizational hierarchy. The crux of the matter is evident when one considers that:

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[118]Kadushin, "Child Welfare Services," p. 592.

[119]Ibid.

[120]Jane K. Thompson and Donald P. Riley, "Use of Professionals in Public Welfare: A Dilemma and a Proposal," Social Work, XL (January, 1966), p. 24.

> Most MSW programs seem to be preparing students for
> their first positions (direct services) on the
> assumption that either they will stay in them, not
> borne out by facts for a majority of graduates or that
> they will acquire additional education as they move
> on, which again doesn't appear to be very common.
> What does in fact seem to happen most often is that
> 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.[121]

Thus, it is seen that the M.S.W. is able to become vertically

mobile in a relatively short period of time. To do so,

however, he must prove himself, so to speak, usually in a

direct service position. Therefore, if he is trained in

direct service, he may be inadequately prepared for other

roles which he will be called upon to assume. On the other

hand, if he is trained for a position in indirect service,

his lack of expertise on a direct service basis may prevent

him from obtaining a promotion.

The nature of the agency and the qualifications held

are important factors to consider when examining career

patterns and mobility rates of social workers. A third

factor which would seem to be at least equally as important,

is that of the sex of the social worker. A great deal has

been written about the sex distribution in social work and,

as will be seen, it is often the determining index of the

course a career may take. In considering the male versus

female factor, the two dominant themes of discussion are

those of discriminatory practices against women and differ-

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[121]Melichercik and Magee, "Manpower Needs In the
Social Services," p. 59.

ential rates of employment between the sexes.

It has been mentioned previously that the trend in manpower development has indicated that social workers holding B.S.W. degrees will enter positions of direct practice whereas those social workers with a M.S.W. degree tend to fill the various administrative positions. Further to this, there has been an increasing influx of men with advanced degrees into the profession. Parallel to this has been the cry that "discriminatory practices against women in relation to salaries, promotions and job opportunities prevail in the profession."[122] Substantiation for this claim comes mainly from the indications that men are taking over the administrative and policy making positions, leaving a disproportionate number of women in the lower-paying positions of direct service. Sylva Gelber states:

> It is estimated that well over one-half of the members of the Canadian Association of Social Workers at the present time are women . . . Yet, according to an Employment and Salary Survey carried out by the Canadian Association of Social Workers itself, the proportion of women holding positions as administrators and consultants, positions of management and policy-making, is barely more than one-third (35%) of all such positions.[123]

A similar situation is found in the United States. Whereas, in 1969 "two-thirds of the NASW were women,"[124] it was

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[122]C. Bernard Scotch, "Sex Status in Social Work: Grist for Women's Liberation," Social Work, XVI (July, 1971), p. 5.

[123]Sylva Gelber, "Social Work and the Status of Women," The Social Worker, IXL (Autumn, 1973), p. 194.

[124]Janet Saltzman Chafetz, "Women In Social Work," Social Work, XVII (September, 1972), p. 13.

reported that:

> In 1968, 43 per cent of female social workers functioned
> in some administrative capacity, but the percentage for
> men was 58 [sic]. When this category is examined more
> closely, women were more frequently found in lower-
> level administrative jobs, for example, supervisors of
> a few caseworkers, while men usually filled the top
> administrative positions. Conversely, only 25 per cent
> of male workers were involved in direct services, but
> more than 43 per cent of female workers listed direct
> service as their primary job function..[125]

It is difficult to dispute, therefore, the fact that women

do tend to occupy the lower-eschelon positions.

Not only is the disparity evident in terms of the

number of men and women holding positions of indirect

service. In a study of 181 in the Masters degree programme

at Columbia University School of Social Work, the data

revealed: "Men choose community organization in dispro-

portionate numbers, women choose casework disproportionately

and group work falls between these two extremes."[126] This

finding is not in itself particularly significant except

for the fact that community organization tends to be a

higher paying position and carries more prestige than either

of the other two areas of direct practice. It is also

interesting to note that from the same sample referred to

above:

> . . . women in community organization tended to have
> higher expectations than women in the other methods;
> conversely, men in casework had lower expectations
> than their male peers in other methods.[127]

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[125]Chafetz, "Women In Social Work," p. 14.

[126]G. Brager and John A. Michael, "The Sex Distribution
in Social Work: Causes and Consequences," Social Casework,
L (December, 1969), p. 595.

[127]Ibid., p. 597.

Further complication stems from the fact that the job market for the M.S.W. is becoming more competitive, leaving women particularly vulnerable "because of the general practice of hiring males before females."[128] Further impetus is given to the argument that hiring practices favour men over women from the study conducted in British Columbia mentioned previously. From that study, Stollar found:

> . . . when it came to choosing their present position, two-thirds (66 per cent) of the men had to choose between the position accepted and at least one other. Over a third (37 per cent) of the men had a choice among three or more positions. Slightly over a third (38 per cent) of the women had at least one other possible job choice; one-fifth (19 per cent) had three or more positions to choose from.[129]

There can be little doubt as to the trend which these findings indicate. Furthermore, Scotch also predicts a "reduction in job opportunities will take place in case-work—the method women traditionally select as their specialization."[130] According to Scotch, the already bleak employment picture for women social workers may become even more so, at least for the immediate future.

Another major issue in considering the sex distribution in social work as a factor in career patterns and mobility is that of the differential rates of employment for men and women. In one national study previously

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[128]Scotch, "Sex Status," p. 9.

[129]Scotch, "Occupational Mobility," p. 205.

[130]Scotch, "Sex Status," p. 9.

referred to:

> Among male members of NASW, 97 per cent are employed full time and less than 2 per cent are unemployed (most of them only temporarily). In contrast only 75 per cent of NASW's female members are employed full time, almost 15 per cent are employed part time and 9 per cent are unemployed (the majority for long periods).[131]

The study in British Columbia revealed similar findings. Ninety-five per cent of the male sample were employed full time, 2 per cent were unemployed; 69 per cent of the females were employed full time and 3 per cent were looking for work.[132] Another study focusing upon married women social workers who had received their M.S.W. degrees between 1938 and 1958 concluded that, ."on the average, the women in the sample have worked a little over 40 per cent of the time available to them to work."[133] While no doubt there are a variety of factors which may account for differences in the employment rates of men and women, the demands of child care and family are dominant reasons for keeping women out of the employment market.[134] Nevertheless, whatever the reasons the studies indicate, as Stolar has concluded from her study, that "males and females are differentially available for employment."[135] Further to

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[131]Chafetz, " Women In Social Work," p. 15.

[132]Stolar, "Occupational Mobility," pp. 204-5.

[133]John E. Tropman, "The Married Professional Social Worker," Journal of Marriage and The Family, XXX (November, 1968), p. 662.

[134]Ibid., p. 665.

[135]Stolar, "Occupational Mobility," p. 205.

this, Stolar also found that "women are less mobile than
men,"[136] in that "men are more willing to move for a career
promotion and to move farther for a considerable promotion
than are women."[137] Thus, it is this type of information
which accounts for some of the differences in the sex
distribution of social workers, the differential rates of
mobility and perhaps some of the claims of discrimination
against female social workers.

In reference to career patterns, there is one final
category of social workers not yet mentioned, namely the
private practitioners. The private practitioners do not
fit into the traditional organizational structure of social
work, although for the most part, they are of course
primarily providing direct service. Yet, there are indi-
cations that social workers engaged in private practice are
among the more upwardly mobile. In a study comparing a
national sample of private practitioners with a similar
sample of social workers not in private practice, the results
suggested:

> . . . that those who engage in private practice are more
> likely than the others to have achieved success in
> organizations, or to have worked in those areas affording
> a high degree of autonomy-teaching and consultation.[138]

Further comparison of the two groups showed that the

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[136]Stolar, "Occupational Mobility," p. 206.

[137]Ibid., p. 207.

[138]Michael Cohen, "Some Characteristics of Social
Workers in Private Practice," Social Work, XI (April, 1966),
p. 72.

private practitioners were older, had more years in social work, were experienced in more fields and had held more different types of social work positions. In addition, it was indicated that the private practitioners were "among the more professionally skilled"[139] and more likely than the others "to be experienced in family service, psychiatric social work and teaching social work."[140] Consequently, whereas this body of professionals may not be classified organizationally, at least as yet, they do present somewhat of a contradiction to the traditional mobility pattern that the more skilled one becomes, the farther he gets from direct service.

In summary, the review of the literature focused upon the social work manpower situation, the availability of employment, the fields of social work practice, the roles and functions of social workers, and the career patterns, mobility and sex distribution in social work.

In the discussion of the manpower situation, the evolution of the gap in social work manpower was developed and information presented descriptive of the present situation. The present situation in southern Ontario was examined with some evidence presented which indicated that the gap between supply of and demand for professional social workers is narrowing. In addition, the potential for future

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[139]Cohen, "Some Characteristics of Social Workers in Private Practice," p. 73.

[140]Ibid., p. 72.

expansion of the social work labour market was explored.

Four major follow-up studies of graduates of schools of social work were examined particularly as they applied to the availability of employment. The studies presented both Canadian and American perspectives on the question. The overall conclusion was that employment rates for M.S.W. graduates were generally high, but that there were regional variations in the employability of B.S.W. graduates.

In the section on fields of practice, the deployment of social work graduates was examined. The literature indicated that an extremely high proportion of graduates are employed in the social welfare programme areas of family and children's services, income maintenance, health, medical care, and mental health.

The literature regarding practice experience revealed a substantial degree of disarticulation between education and subsequent practice. This disarticulation was greatest in the non-traditional areas of indirect service. Most graduates were found to be providing direct service at the micro-systems level.

In the section on roles and functions, the debate between the advocates of the generalist approach to social work education and practice and those who advocate the specialist approach to social work education and practice, was presented. The development of the professional social work role was examined with attention being paid to the processes of role constriction and role expansion. In

addition, the relationship between role performance and
setting was presented.

Finally, career patterns, mobility and sex distrib-
ution within the field of social work were examined, with
the discussion focusing on the characteristics of each as
well as the interrelationship among them.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

In this chapter, the focus for discussion will be that of examining the nature of the design and methodology which has guided this research.. Inherent in such a discussion are a number of factors and these will be dealt with in the following order: classification of the research, problem formulation, research questions, operational definitions, data collection, pre-test, sample, locating the graduates, time-table, and data analysis.

Classification Of The Research

Of the three major types of research, namely: experimental, quantitative-descriptive and exploratory, this research could be classified as quantitative-descriptive. The general purpose of such a study is either to test hypotheses or to describe quantitative relations among specified variables.[141] In our research the latter purpose was dominant with the former being irrelevant to our concerns. In conducting this type of research, "the study must include variables which are amenable to measurement and,

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[141]Tony Tripodi, Phillip Fellin, and Henry J. Meyer, The Assessment of Social Research (Itasca, Illinois: F. E. Peacock Publishers, Inc., 1969), p. 34.

hence, can provide quantitative descriptions."[142]   Thus,

quantitative-descriptive studies may be defined as follows:

> Quantitative-descriptive studies are empirical research
> investigations which have as their major purpose the
> delineation or assessment of characteristics of phenomena,
> program evaluation, or the isolation of key variables
> . . . All of these studies use quantitative devices for
> systematically collecting data from populations, pro-
> grams, or samples of populations or programs. They
> employ personal interviews, mailed questionnaires, and/
> or other rigorous data gathering devices and survey
> sampling procedures.[143]

Within the framework of this definition of quantitative-

descriptive studies, there are four major sub-types of research,

which may be identified according to the primary purpose of

the investigation.   The sub-type pertinent to our research

is that designated as population description studies, defined

as:

> . . . those quantitative descriptive studies which have
> as their primary function the accurate description of
> quantitative characteristics of selected populations,
> organizations, or other collectivities. These studies
> frequently use survey procedures. They usually employ
> sampling methods to claim representativeness, and they
> contain a large number of variables. Some of these
> studies are descriptive of characteristics of designated
> populations such as roles, functions, needs, attitudes
> and opinions.[144]

Thus, using these criteria as our guidelines, the research

which was conducted may be classified as a quantitative-

descriptive, sub-type population description, study.

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[142]Phillip Fellin, Tony Tripodi, and Henry J. Meyer, eds.,
Exemplars of Social Research (Itasca, Illinois: F. E.
Peacock Publishers, Inc., 1969), p. 139.

[143]Tripodi, Assessment, p. 38.

[144]Ibid., p. 42.

Problem Formulation

For the purposes of this research, it was our intent to examine some of the aspects of the practice experience of the graduates of the School of Social Work, University of Windsor. A study of this nature was thought to be most relevant due to the fact that since the first graduating class of 1970, no information regarding the experience of graduates had been provided by or for the School of Social Work in any organized, consistent way. Yet, in recent years, there has been an increasing amount of information compiled about graduates of Schools of Social Work in general. However, whether or not such information would be comparable for graduates of the University of Windsor School of Social Work was not known.

As previously indicated in the review of literature, the potential areas of investigation were numerous. However, the focus for this research was to determine what the exper-ience of the Windsor graduate has been in each of the following areas: (1) the fields of practice in which the graduates are employed, (2) the nature of the service being performed by the graduates, and (3) the career patterns and mobility of the graduates. We further wanted to know how these experiences compared with those of social workers as outlined in similar studies.

Research Questions

As a result of the aforementioned, the following

questions were posited in relation to the graduates of the School of Social Work of the University of Windsor:

1) Following the initial search for a job what was the length of time necessary to secure employment?

2) What proportion of the graduates found employment?

3) What were the fields of practice in which the graduates found employment?

4) What was the nature of the service performed by the graduates?

5) At what social systems levels did the graduates intervene?

6) What roles were performed by the graduates?

7) What was the nature of the career patterns of the graduates?

8) Were there differences in the practice experiences between male and female graduates?

9) What were the differences in the practice experiences of those graduates holding a B.S.W. degree and those graduates holding a M.S.W. degree?

Operational Definitions

The following working or operational definitions are provided for the purpose of clearly conceptualizing what meaning we intended by the use of terms.

The term practice experience was used to denote what may more commonly be referred to as employment or work experience.

Fields of practice was defined as those spheres of

activity in which the graduates practice their profession.
More specifically, in the questionnaire the respondents
could check child welfare, income security or public assist-
ance, family service, correctional, recreational, medical,
psychiatric, vocational-employment, mental retardation,
services for the aged, education, that is, social work in a
school setting, housing, neighbourhood services/social action,
social planning, addictions, or private practice. In
addition, respondents finding none of the above satisfactory
in terms of the job held could write in a description.

The phrase <u>nature of service being performed</u> was
operationalized by considering whether the graduate was
involved with clients on a direct or indirect basis, or both.
By <u>direct service</u> was meant casework, group work and community
organization practice involving face-to-face work with
clients or client groups. By <u>indirect service</u> was meant
working in administration, research, policy, consultation
or teaching.

The term <u>career patterns</u> was defined as the composite
picture presented by the graduate in terms of the extent of
his or her horizontal and vertical mobility. After having
secured employment, <u>mobility</u> was indicated by any change in
job position, whether of a horizontal or vertical nature.
A change in job position was deemed to be of a <u>horizontal</u>
<u>nature</u> if the change was from a field of practice to another
or an agency department to another with no increase in
indirect service responsibilities. A change in job position

was deemed to be of a <u>vertical nature</u> if the change incorpo-
rated an increase in indirect service responsibilities. Such
a change could have been from one field of practice to
another, from one agency department to another, or within a
field of practice or agency department.

    <u>Employment</u> was considered to mean paid professional
social work employment.

    The term <u>social systems levels</u> was defined as
individuals, families, small groups and communities but not
denoting any progression or different value as levels might
imply.

    <u>To intervene</u> meant to intercede and was used in
conjunction with the term social systems levels. That is,
one intervened or interceded at one or more of the social
systems levels.

    The term <u>roles</u> was used to denote the functions
performed by the graduates. In all, twelve roles were used
and these were defined according to McPheeters in the
following way:

(1) <u>Outreach Worker</u>-implies an active reaching out into
the community to detect people with problems and
help them to find help, and to follow-up to assure
that they continue toward as full as possible
fulfillment of their needs.

(2) <u>Broker</u>-involves helping a person or family get to
the needed services. It includes assessing the
situation, knowing the alternative resources,
preparing and counselling the person, contacting
the appropriate service and assuring that the client
gets to it and is served.

(3) <u>Advocate</u>-this has two major aspects:
(i) pleading and fighting for services for a single
client whom the service system would otherwise
reject (regulations, policies, practices, etc.).

(ii) pleading or fighting for changes in laws, rules, regulations, policies, practices, etc. for all clients who would otherwise be rejected.

(4) Evaluator-involves gathering information, assessing client or community problems, weighing alternatives and priorities and making decisions for action.

(5) Teacher-includes a range of teaching from simple teaching (how to dress, how to plan a meal) to teaching courses in budget or home management, to teaching in staff development programmes and teaching aims to increase people's knowledge and skills.

(6) Behaviour Changer-includes a range of activities directed to changing people's behaviour rather precisely. Among them are simple coaching, counselling, behaviour modification and psychotherapy.

(7) Mobilizer-involves working to develop new facilities, resources and programmes or to make them available to persons who are not being served.

(8) Consultant-involves working with other persons or agencies to help them to increase their skills and to help them in solving their client's social welfare problems.

(9) Community Planner-involves participating and assisting in planning of neighbourhood groups, agencies, community agents or governments in the development of community programmes to assure that the human service needs of the community are represented and met to the greatest extent feasible.

(10) Care Giver-involves giving supportive services to people who are not able to fully resolve their problems and meet their own needs, such as supportive counselling, fiscal support, protective services, day care, 24 hour care.

(11) Data Manager-includes all kinds of data gathering, tabulation, analysis and synthesis for making decisions and taking action. It ranges from simple case gathering through preparing statistical reports of programme activities to evaluation and sophisticated research.

(12) Administrator-includes all activities directed toward planning and carrying out a programme, such as planning, personnel, budgeting and fiscal operation, supervising, directing and controlling.[145]

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[145]McPheeters, _Core of Competence_, pp. 18-20.

Data Collection

For the purpose of discussing the instrument used
in the collection of data, this section will be divided
into two parts. First, our reasons for choosing a mailed
questionnaire and the overall design in general will be
discussed. Secondly, the design of our particular quest-
ionnaire will be discussed, outlining its actual intent in
more specific detail.

The Choice and General Design of the Questionnaire

The instrument for the collection of data which was
used in the survey was that of the mailed questionnaire
(Appendix A). It was noted that caution in using such an
instrument for data collection should be given "when the
circumstances in which the report occurs lead us to suppose
that the subject's motivation or the pressures to which he
is exposed are such as to prevent a candid report."[146] For
reasons to be discussed subsequently, we did not believe
that such circumstances existed for our respondents. In
addition, use of an alternative instrument such as the inter-
view would not have been practical under our circumstances.
It would have been impossible to survey all graduates and
with the time allotted for the study, the small number who
could have been interviewed quite possibly would not have
been representative of the population. Thus, for our
purposes, we felt the mailed questionnaire would be a

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[146]Claire Selltiz, et al., Research Methods In Social
Relations (New York: Holt, Rinehart and Winston, 1959),
p. 237.

satisfactory means of obtaining the desired information.

The question content was directed mainly at obtaining factual information which included past and present behaviour. Questions were not directed at obtaining beliefs, ascertaining feelings or discovering standards of action which possibly could be viewed as being more threatening to the respondent, in that he may wish to present himself in an optimal light in the eyes of the School. Furthermore, the questionnaire was as anonymous as possible in that no distinguishing features were incorporated into it for the purpose of differentiation among respondents. However, complete anonymity could not be maintained due to the unique situations of some of the graduates, therefore making them readily identifiable.

In selecting the questionnaire as the instrument for data collection, it was recognized that there were several factors which influence the rate of return. Among the most important were:

1) the sponsorship of the questionnaire
2) the attractiveness of the questionnaire format
3) the length of the questionnaire
4) the nature of the accompanying letter requesting cooperation
5) the ease of filling out the questionnaire and mailing it back
6) the inducements offered to reply
7) the nature of the people to whom the questionnaire is sent.[147]

We took the above factors into consideration. The respondents were, of course, all University graduates,

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[147] Selltiz et al., Research Methods In Social Relations, pp. 241-2.

associated at least by degree with the field of social work and having a minimum of one year of prior affiliation with the School of Social Work at the University of Windsor. We assumed that this association would provide some degree of commitment by the respondents. Furthermore, we kept the questionnaire short and precise to facilitate the ease with which it could be completed. To accommodate the respondents, a stamped, self-addressed envelope was enclosed,

The questionnaire was standardized, meaning that "questions are presented with exactly the same wording, and in the same order to all respondents."[148] This method ensured "that all respondents are replying to the same question."[149]

The questions themselves were of the fixed-alternative type; that is, ones "in which the responses of the subject are limited to stated alternatives."[150] The fixed-alternative or closed question is "more efficient where the possible alternative replies are known, limited in number and clear-cut."[151] Such questions are more appropriate, therefore, to secure factual information such as was the case in this study. In addition, it had the advantage "of focusing the respondent's attention on the dimension of the problem in

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[148]Selltiz et al., Research Methods In Social Relations, p. 255.

[149]Ibid.

[150]Ibid., p. 256.

[151]Ibid., p. 262.

which the investigation is interested."[152]   These then were

some of the considerations taken into account in the choice

and general design of the questionnaire.

The Design Of The Questionnaire

The questionnaire was divided into four sections.

Section A was to be answered by all respondents and included

questions designed to obtain basic demographic information

as well as to provide the basis upon which comparisons

could be made between males and females, and B.S.W.'s and

M.S.W.'s. Questions regarding prior employment commitment

were included primarily to determine those individuals who

had to begin a job search upon graduation, although we were

also interested in knowing how many respondents had prior

employment commitments. Knowing the length of the employment

commitment was also necessary to determine the mobility

patterns of those respondents who had such a commitment.

Section B was to be answered by only those respond-

ents who did not have a prior employment commitment or who

had such a commitment but did not accept it. Questions in

this section of the questionnaire therefore were designed

for those who had to seek employment. The information

desired pertained to the type of employment sought by the

respondents, the type of employment located, and the length

of time necessary to secure employment after beginning a job

[152]Selltiz et al., Research Methods in Social
Relations, p. 262.

search.

Section C was to be answered by only those respondents who had had at least one paid professional social work position, discounting such a position if it was only for summer employment. This section was designed to obtain information on various aspects of the respondent's first paid professional social work position. In particular, we were interested in knowing the field of practice, the service provided, the client groups served, and the roles performed by the graduates in their first social work positions. In addition, whether or not the graduate's first position was full or part-time employment, whether he or she was still in this position and the length of time in the first social work position were all seen to be important in obtaining a profile of the graduate's practice experience.

The basis of the question for determining the fields of practice in which the graduates were finding employment was extracted, with minor revisions, from the questionnaire used by John Crane in his study.[153] Similarly, as previously indicated, the question concerning roles was extracted from the work of Harold L. McPheeters and incorporated into the study because of its apparent completeness and the fact that these roles had been used in a previous study by MacIntyre.[154]

Section D was to be answered only by those respond-

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[153]Crane, "Employment Study," p. 131.

[154]MacIntyre, "Curriculum Review Study," p. 8.

ents who had had more than one paid professional social work position, again discounting such a position if it was only for summer employment. Questions in this section were designed basically to determine the nature of the career patterns of the Windsor graduates. To do so, we had to ascertain the number of additional full and part-time positions held by the graduates as well as determine the fields of practice, the nature of the service performed and the client groups served in the additional positions held.

Finally, in designing the questionnaire, one last question was added to allow the respondent an opportunity to clarify or add any information felt to be relevant to this study.

Pre-Test

Prior to mailing, the questionnaire was pre-tested on two occasions. For the first pre-test, the questionnaire was given to five faculty members of the School of Social Work at the University of Windsor. On the basis of the faculty's comments and the results obtained, extensive revisions were made in the questionnaire. The wording of many questions was changed to enhance clarity, new questions were added, and some questions were divided for better emphasis into two questions. With the revisions, a second pre-test was conducted using social work graduates from schools other than the University of Windsor. Both B.S.W. and M.S.W. graduates were used in this pre-test. As a result

of the second pre-test, minor changes in the wording of some questions were made. The final questionnaire reflects the results of these pre-tests.

Sample

The first class in the School of Social Work graduated in the spring of 1970. With this and subsequent classes, the number of graduates of the School of Social Work at the University of Windsor may be broken down as indicated in Table 1.

TABLE 1

UNIVERSITY OF WINDSOR SCHOOL OF SOCIAL WORK GRADUATES

BY YEAR OF GRADUATION

Degree	1970	1971	1972	1973	Total
B.S.W.	2	13	45	47	107
M.S.W.	12	17	16	11	56
Total	14	30	61	58	163*

*Source: Registrar's Office, University of Windsor

Table 1 indicates that 107 B.S.W. degrees and 56 M.S.W. degrees have been conferred by the University during the period 1970-1973. For the purpose of obtaining a sample, it was decided that all graduates, both of the B.S.W. program and of the M.S.W. program, from 1970 to 1973 inclusive, would be studied. Two factors involved in making the deci-sion to include all graduates were first, the small size of some graduating classes and secondly the relatively small

population as a whole. In addition, it was felt that this approach would provide more useful information to the School than would information obtained from any sample. Thus, the only criteria used in establishing who could be included in the survey was that of having obtained a Bachelor of Social Work degree or a Master of Social Work degree from the School of Social Work, University of Windsor, during the period 1970 to 1973 inclusive. However, to arrive at the actual sample to be used, several factors had to be considered due to the fact that the total of 163 represented the number of degrees conferred and not the number of different persons.

There were 12 individuals who had graduated with both a B.S.W. degree and an M.S.W. degree within the time period of the study. Consequently, these individuals represented duplicates and of course could only be counted as 12 respondents. Furthermore, there were 12 individuals who had graduated with a B.S.W. degree in the spring of 1973 and enrolled in the M.S.W. program in the fall of 1973. Because of the nature of the data to be requested, these 12 individuals were also omitted from the survey. One additional individual who had graduated with a B.S.W. in the spring of 1971 and who had subsequently returned to Windsor to complete the M.S.W. was involved in carrying out this study. He too was eliminated. Finally, a mailing address could not be located for one B.S.W. graduate of 1972. Thus, the number of graduates included in the sample for whom we had addresses is indicated in Table 2.

TABLE 2

SAMPLE FOR THE STUDY BY YEAR OF GRADUATION
AND DEGREE OBTAINED

Degree	1970	1971	1972	1973	Total
B.S.W.	2	10	34	35	81
M.S.W.	12	17	16·	11	56
Total	14	27	50	46	137

Therefore, as illustrated in Table 2, our sample contained
81 B.S.W.'s and 56 M.S.W.'s, for a total of 137 graduates.

Locating The Graduates

In order to collect the data, our first task was to
locate the graduates. There was no comprehensive up-to-date
list of addresses available and consequently one had to be
compiled. Several methods were used to accomplish this:
some addresses were obtained from the University of Windsor
Alumni office, some from the records of the School of Social
Work, some from faculty having personal knowledge of the
graduates, and some from the graduates themselves encountered
at various times during the preparation for the study. Where
no current home or office address could be secured, the
address at the time of admission, which in most cases was
the graduate's parents' address, was used. When the list
of addresses had been completed, the questionnaire was
mailed. With the questionnaire was an accompanying letter
(Appendix B) identifying the researchers as students of the

Windsor School of Social Work and outlining our intentions
and rationale for the study.

Time Table

All background information for the study, including
the review of the literature, had been completed by the
first week of May, 1974. Based on the information which had
been obtained, the questionnaire was compiled during the
middle of May and pre-tested and revised twice during the
latter part of May. During this same time period the list
of the graduates' addresses was compiled. The questionnaire
was then ready for mailing on June 4, 1974. Slightly less
than three weeks was allowed for returning the questionnaire,
with the final cut-off date for a respondent to be included
in the survey being June 21, 1974.

Data Analysis

The analysis of the data included coding, tabulation
of the responses and statistical computations. As the
questionnaires were returned, the responses were coded and
transferred to a master sheet listing the categories under
study. The results were then tabulated and the frequency
distribution of responses for each category was calculated.
The statistical computations performed were descriptive
involving measures of central tendency, percentages and
tests of significance. The Chi square test was used to
determine this significance and the .05 level of significance

was accepted as basic.

Summary

The study has been classified as quantitative-descriptive and more specifically the sub-type of population description. The areas of focus for the study were the fields of practice in which graduates are employed, the nature of the service being performed by the graduates and the career patterns and mobility of the graduates. Nine research questions were formulated in relation to these areas of focus. Data was collected through the use of a standardized questionnaire using fixed-alternative questions. The questionnaire was pre-tested prior to being mailed to 137 graduates of the School of Social Work, University of Windsor.

CHAPTER IV

RESEARCH FINDINGS

In this chapter, the presentation of the data will be in three major sections, namely, characteristics of the sample, the first position, and subsequent positions. The three major sections will be broken down to facilitate an examination of the variables which serve as foci of this study. The data will be presented and analyzed, and in addition some inferences about their meaning will be drawn.

Characteristics of the Sample

Of the 137 questionnaires which were sent to the graduates of the School of Social Work of the University of Windsor, 92 were returned within the time allotted. This constituted an overall response rate of 67.2 per cent (an additional ten questionnaires were received subsequent to the cut-off date, but not included in the tabulation and analysis.) While the applicability of the results obtained may have some limitations based on a two-thirds return rate, it should be noted that this is an above average rate of response for a mailed questionnaire. In fact, in comparison with other follow-up studies of social work graduates our

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response rate compared favourably.[155]

The analysis of the responses provided the following information. Fifty of the 92 respondents were B.S.W. graduates, with the remaining 42 respondents being M.S.W. graduates. The sample contained 81 B.S.W. graduates and 56 M.S.W. graduates, and therefore the response rates, by degree were 61.7 per cent and 75 per cent respectively. In Table 3 the data concerning the response rates of each graduating class are presented.

TABLE 3

RESPONSE RATES BY YEAR OF GRADUATION AND

DEGREE OBTAINED

	B.S.W.			M.S.W.		
	N	Returns	Per cent	N	Returns	Per cent
1970	2	1	50.0	12	8	66.7
1971	10	7	70.0	17	11	64.2
1972	34	21	61.8	16	13	81.3
1973	35	19	54.3	11	9	81.8
Total	81	48*		56	41*	

*2 B.S.W. respondents and 1 M.S.W. respondent did not indicate a year of graduation.

As is indicated in Table 3, response rates for B.S.W.

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[155]For example, Crane, "Employment Study," obtained a response rate of 85.9 per cent for one sub sample and 81.4 per cent for his other sub sample. Yeakel, "Smith Alumni Survey," reports a return rate of 80 per cent and Norma Radin, "Follow-Up Study" obtained a 62 per cent return rate.

graduates ranged from 50 to 70 per cent, whereas the M.S.W.
response rate was slightly higher. The differential rates
of response of B.S.W.'s and M.S.W.'s might be attributable
to a closer affiliation with the profession by M.S.W.'s. A
consideration in drawing this inference is the possibility
that our mailing list may have been more accurate for the
M.S.W.'s. Although there were varying response rates among
B.S.W. and M.S.W. graduating classes, a satisfactory response
rate was received for each graduating class. The differen-
tial response rate by sex was not indicated in Table 3;
however, there were no significant differences in the pro-
portion of questionnaires received. Of the B.S.W. graduates,
15 of 25 males or 60 per cent and 35 or 56 females or 62.5
per cent responded, of the M.S.W. graduates, 28 of 36 males
or 77.8 per cent and 14 of 20 females or 70.0 per cent
responded. There was a proportionate distribution by sex
for each graduating class. Thus, we had an above average
rate of response which was deemed to be representative of
the population.

Respondents' First Professional Position

In this section, the experiences of the new graduate
are discussed with several pertinent issues examined. In
this respect, data are presented in terms of the employ-
ability of the Windsor graduate, the fields of practice in
which the graduates found employment, the social systems
levels at which the graduates are intervening, the types of

interventive service and the nature of the roles performed, and a partial indication of the nature of mobility.

Prior Commitment to Employment

To ascertain a clear picture of the employability of the recent graduate, it was necessary to separate those individuals who were subject to a prior employment commitment and therefore in most cases not actively seeking a first position. In this regard, 7 B.S.W.'s and 36 M.S.W.'s had prior commitments to employment. Of these, 2 B.S.W.'s, or 28.6 per cent, and 34 M.S.W.'s, or 91.9 per cent, accepted these commitments. Using Chi square, this data was not found to be statistically significant at the .05 level. This finding indicates that the variable of the degree obtained is not a significant factor in influencing whether graduates accept their commitments. However, 2 of the M.S.W. respondents had a prior employment commitment which required them to personally locate employment within a designated field of practice. Seven respondents were committed for 1 year, 27 were committed for 2 years, one respondent indicated a commitment of more than 3 years, and 1 respondent did not indicate the length of commitment.

Employment Plans and Outcomes

The employment plans and outcomes for B.S.W. and M.S.W. respondents may be broken down as follows. Upon entering the labour market, 44 of the 48, or 91.6 per cent, B.S.W. graduates who were without employment were seeking

paid professional social work employment; an additional 3 B.S.W.'s, 2 of whom indicated they later found social work employment, were interested in seeking only summer employment and 1 individual was not seeking employment at all. All 10 of the M.S.W. graduates who were in need of employment sought positions in paid professional social work. In terms of the B.S.W.'s 41 out of 44, or 93 per cent, respondents initially seeking paid professional social work were able to locate such employment, while 100 per cent of the M.S.W. respondents located paid professional social work employment. Although one M.S.W. did not respond, and another M.S.W. indicated part-time employment, all remaining B.S.W.'s and M.S.W.'s indicated full-time employment in their first position. All of the M.S.W. respondents were able to locate paid professional social work positions within three months of the initiation of their job search. For the B.S.W.'s, 39 of these 41 respondents or 95.1 per cent located paid professional social work employment within 9 months, and 33 of them or 84.6 per cent were able to do so in less than three months. The findings described above approached but were not found to be statistically significant at the .05 level using the Chi square as a measurement. Thus, the type of degree obtained did not prove to be a factor in the length of time necessary to locate employment. This finding reflects the demand for social work graduates during the period 1970-73. Manpower trends would indicate that this may not always be the case. Nevertheless, these findings

were well within the range of results obtained in other
follow-up studies. For example, Radin's follow-up of M.S.W.
graduates from the University of Michigan yielded a 91 per
cent employment rate[156] and Yeakel's follow-up of Smith
College M.S.W. graduates indicated an employment rate of 85
per cent.[157] Crane found "93 per cent were in social welfare
employment seven to nine months following graduation."[158]
In addition for B.S.W. graduates he reported a 60 per cent
employment rate.[159] MacIntyre's follow-up of B.A./B.S.W.
graduates of McMaster University yielded an almost identical
employment rate to that obtained in our study. In the
review of the literature Melichercik and Magee noted a slowing
rate of expansion in social work manpower needs. In their
study they concluded:

> The survey confirms the impression that most observers
> of the social welfare scene have developed in recent
> years, namely that the rapid growth of social welfare
> programs, so characteristic of the 1960's, has slowed
> down considerably but has not been eliminated completely.[160]

Although we have some very slight indications of the slowing
rate of expansion, the impact on the employability of Windsor
graduates appears to be negligible. Thus, the Windsor
graduate has fared extremely well on the basis of the data

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[156]Radin, "Follow-Up Study," p. 3.

[157]Yeakel, "Smith Alumni Survey," p. 148.

[158]Crane, "Employment Study," p. 17.

[159]Ibid.

[160]Melichercik and Magee, "Manpower Needs in the
Social Services," p. 57.

obtained and its comparison with other similar studies.

Fields of Practice

Our findings in the area of field of practice are summarized in Table 4.

TABLE 4

FIELDS OF PRACTICE BY DEGREE OBTAINED

	B.S.W. (N=45)		M.S.W. (N=42)	
	Number	Per cent	Number	Per cent
Child Welfare	23	51.2	22	52.4
Income Security	1	2.2	1	2.4
Family Service	2	4.4	-	--
Correctional	2	4.4	-	--
Medical	5	11.2	3	7.1
Psychiatric	5	11.2	9	21.4
Vocational-employment	1	2.2	3	7.1
Mental retardation	2	4.4	2	4.8
Education (social work in a school setting)	-	--	1	2.4
Social Planning	1	2.2	1	2.4
Consultant for Youth agency	1	2.2	-	--
Unknown	2	4.4	-	--
Total	45	100.0	42	100.0

As is evident in Table 4, over one-half of the B.S.W.'s are employed in the field of child welfare. Medical

and psychiatric settings show the next largest concentration of B.S.W. respondents, receiving more than 20 per cent. The remaining B.S.W. respondents are distributed throughout the other fields of practice. A comparable percentage of the M.S.W. respondents are also found in the field of child welfare. An additional 21.4 per cent are found in psychiatric settings with the remaining 26.2 per cent dispersed throughout six other fields of practice. Chi square did not establish statistical significance for this finding at the .05 level and consequently the degree obtained can not be seen as a significant factor in terms of the field of practice entered.

In the review of the literature, a consistent pattern has emerged in relation to the concentration of graduates in various fields of practice. Other follow-up studies of graduates have demonstrated rates of concentration in the fields of practice of family and child welfare, medical and mental health settings, and income security, ranging from 80 to 86 per cent.[161] Although there is a definite trend for University of Windsor graduates to be absorbed into these same fields, our data indicate a somewhat broader deployment. Although the reasons for this deployment are not clear, it is evident that the fields mentioned above are the primary employers of Windsor social work graduates.

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[161]For example, Crane, "Employment Study," found 80 percent of the graduates absorbed into these areas; the figure for MacIntyre, "Curriculum Review Study," was 85 per cent, for Yeakel, "Smith Alumni Survey," the figure was 86 per cent, and French and Rosen in Crane, "Employment Study," indicated 85 per cent.

Nature of Service Performed

In their first paid professional social work position graduates of the Windsor School of Social Work provided both direct and indirect services. However, there is a differentiation between the breadth of service provided by B.S.W. as compared to M.S.W. respondents. Thirty-two, or 71.1 per cent, of the B.S.W. respondents indicated the sole provision of direct service in their first paid professional social work position. Of the remaining 13, only 1 showed no direct service component; of the remaining 12, 6 are providing some combination of direct and indirect service and 6 are providing direct and "other" services. The "other" services represent such responsibilities as consultant, public relations, supervising social work students, and teaching students from other disciplines. Altogether, only 7, or 15.6 per cent, of the B.S.W. respondents indicated some component of supervision, administration, or research as a current part of their practice.

On the other hand, only 12, or 28.6 per cent, of the M.S.W. respondents indicated direct service only. However, all but 1 individual have direct service as a component to their practice. Twenty-three or, 54.8 per cent, of the M.S.W. respondents were providing supervision, administration, and research, or some combination of these three. M.S.W.'s provided a variety of other functions; such as consultation; supervision of child care workers, social work students,

and group homes; and public relations.

The differences in M.S.W. and B.S.W. respondents in direct service only compared to some combination of direct and indirect service was found to be statistically significant. A Chi square of 16.77 was obtained and statistical significance for one degree of freedom was established at the .001 level. It is very clear from this finding that the B.S.W. respondent was much more likely to be providing direct service only than was the M.S.W. respondent.

In the review of the literature the proportion of B.S.W. and M.S.W. graduates in direct and indirect service positions was discussed at some length. Basically, it was concluded that the B.S.W. and M.S.W. degrees are both seen as direct service degrees, but the M.S.W. degree is also in demand for a variety of indirect service functions. Our data would support this finding. It would seem that the most plausible explanation is the fact that since the M.S.W. is an advanced degree it provides expertise in carrying out a broader and more complex range of functions.

Social System Level of Intervention

The differences in the service performed by M.S.W.'s and B.S.W.'s, as established above was seen to continue in relation to the social systems levels at which they intervened. Of those individuals who stated that some component of direct service existed in their practice, there was a statistically significant finding that M.S.W.'s were more likely than B.S.W.'s to intervene with individuals, families, small groups,

and communities, concomitantly, rather than some combination thereof. Chi square was 5.45 which was significant at the .05 level for one degree of freedom.

Whereas the 44 B.S.W. respondents were requested in the questionnaire to select all social systems levels at which they were intervening, practice with individuals was selected 43 times, practice with families 42 times, practice with small groups 10 times, and practice with communities 6 times. The most popular combinations for B.S.W. graduates were individuals and families, selected mutually by 19 respondents, and individuals, families and small groups, selected mutually by 18 respondents. Together this repres- ented 84.1 per cent of the B.S.W. respondents.

While 2 of 41 M.S.W.'s indicated their practice was solely with individuals, altogether practice with individuals was selected 38 times, practice with families 38 times, practice with small groups 23 times and practice with community 10 times. Again, the combination of individuals and families and the combination of individuals, families and small groups were selected most frequently, 13 and 14 times respectively. Together they represented 65.9 per cent of the M.S.W. respondents.

It was noted in the review of the literature that graduates of schools of social work practice intervention primarily at the micro-systems level. Our data also lend support to this overall trend, and furthermore lend support to the contention that Windsor social work graduates are

intervening at a multiplicity of social systems levels rather than at one level only. Once again we would suggest that the differences are contingent upon the fact that the M.S.W. is an advanced degree.

Roles

Analysis of the roles performed by the respondents provides further insight into the practice experiences of the Windsor graduates. The data on selection of roles are presented in Table 5.

TABLE 5

ROLE SELECTION BY DEGREE OBTAINED

Role	B.S.W. n=45*		M.S.W. n=42*	
	Frequency	Per Cent	Frequency	Per Cent
Outreach Worker	1	2.2	2	4.8
Broker	17	37.7	9	21.4
Advocate	1	2.2	3	7.1
Evaluator	13	28.8	6	14.3
Teacher	1	2.2	1	2.4
Behaviour Changer	19	42.2	19	45.2
Mobilizer	4	8.8	6	14.3
Consultant	2	4.4	7	16.7
Community Planner	1	2.2	3	7.1
Care Giver	22	48.9	15	35.7
Data Manager	-	--	1	2.4
Administrator	3	6.6	8	19.1
Unknown	6	13.8	4	9.5
Total	90	200.0	84	200.0

*Columns total twice their expected value in that respondents were requested to select two roles.

The four most commonly selected roles for B.S.W.
respondents were care giver, behaviour changer, broker and
evaluator. There are no other roles which approach these
in terms of frequency of selection. These same 4 roles
were also selected frequently by the M.S.W.'s. The fact
that both B.S.W.'s and M.S.W.'s practice the 4 roles mentioned
was statistically significant. Chi square for 1 degree of
freedom was 10.80, which is significant beyond the .01
level. Therefore, this finding indicates that the practice
experience of graduates is most likely to involve the per-
formance of these 4 roles. We might add that these data
coincide with the previous findings that the Windsor graduate
is providing primarily direct service to individuals, families
and small groups.

Although M.S.W. respondents indicated a clear
preference for the roles of behaviour changer and care giver,
5 other roles were selected with a fairly high frequency.
It would appear that these data represent the greater diver-
sity of services performed by M.S.W. respondents as compared
with B.S.W. respondents. In reference to roles performed,
the only data available are those provided by MacIntyre
concerning B.A./B.S.W. graduates. MacIntyre also found that
care giver, behaviour changer, broker and evaluator were
the four most commonly selected roles.[162]

With the B.S.W.'s the roles of care giver, behaviour

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[162]MacIntyre, "Curriculum Review Study," Table 1.3,
p. 8.

changer, broker and evaluator were paired with each other
in over two-thirds of the responses. Furthermore, with one
exception, in every pair of roles selected, one of the above
roles, that is, care giver, behaviour changer, broker or
evaluator was involved. Upon closer examination, it was
seen that the one exception was an individual involved in
indirect service only, with no direct service component in
her practice. The same pattern of role selection did not
occur among M.S.W. respondents, and this is attributed to
the characteristic diversity of this group mentioned above.

Graduates Remaining in First Professional Position

The length of time which respondents remained in
their first paid professional social work position was
examined. Of the 45 B.S.W.'s and 42 M.S.W.'s who had
located paid professional social work employment, 32 or 71.1
per cent of the B.S.W.'s and 21 or 50 per cent of the M.S.W.'s
were still in their first social work position at the time
the study was conducted. Chi square was 4.07 and consequently
the finding was statistically significant at the .05 level
for one degree of freedom. The data provide evidence that
the type of degree obtained is a factor in terms of whether
or not the respondents remain in their first position.
Obviously much of this difference may be accounted for by
the fact that 26 of the M.S.W. respondents had a commitment
for two years and one was committed for more than three years.
Of those 32 B.S.W. respondents still in their first position,
only 6 or 18.8 per cent have been in this position for more

than 2 years. This finding should not be taken as an index
of stability in that many of the recent graduates have not
had sufficient time to make a decision about mobility.
However, for the 13 B.S.W. respondents who were no longer
in their first paid professional social work position at the
time of the study, 9 stayed less than 2 years.

Of the 21 M.S.W.'s still in their first paid pro-
fessional social work position, 13 or 61.9 per cent had been
in this first position longer than two years. Of the
remaining 21 M.S.W.'s who were no longer in their first
position at the time of the follow-up, 14 or 66.7 per cent
indicated that they had remained in their first position
for two years or more. The indication is that there is a
reasonable amount of stability for M.S.W. respondents in the
first position. Furthermore, the M.S.W. respondents remained
in their first position longer than did B.S.W. respondents.

The only data available for comparison with ours are
those obtained by Yeakel for M.S.W. graduates of Smith
College. Her data revealed that a majority of her respondents
stayed in their first position for at least 2 years.[163]
Our data as presented above are comparable to hers.

Subsequent Positions

The data presented in this section deal only with
those respondents who have had more than one paid professional
social work position. This includes 23 M.S.W.'s and 12 B.S.W.'s.

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[163]Yeakel, "Smith Alumni Survey," p. 149.

While only 21 M.S.W. respondents had previously indicated that they were no longer in their first paid professional social work position, 2 other respondents indicated an additional part-time position while remaining in their first position, and they have been included in the analysis of this section. Furthermore, while 13 B.S.W.'s had previously indicated that they were no longer in their first paid professional social work position, one of these individuals has dropped out of the labour force completely and therefore does not appear in the analysis of this section. Chi square applied to these data concerning the differential incidence of subsequent social work positions by degree, was 6.84. This is statistically significant at the .05 level, for one degree of freedom therefore demonstrating that M.S.W.'s are more likely than B.S.W.'s to have had more than one paid professional social work position. Of the 23 M.S.W. respondents who indicated more than one subsequent position, 20 were full-time and 3 were part-time. All of the subsequent positions of B.S.W. respondents were full-time. In addition, no B.S.W.'s indicated more than one subsequent position, whereas, 17 M.S.W.'s have had one subsequent position, 3 have had 2 subsequent positions, and 3 have had 3 subsequent positions. This finding once more reflects the flexibility and diversity of experience characteristic of the M.S.W. degree.

Fields of Practice in Subsequent Positions

Analysis of the data pertaining to fields of practice

for those B.S.W.'s and M.S.W.'s holding subsequent paid professional social work positions yielded the following information. Of the 12 B.S.W.'s who had subsequent positions, 7 remained in the same field of practice as was indicated for their initial position; namely, 3 in child welfare, 2 in psychiatric settings, 1 in corrections and 1 in a medical setting. For the 5 respondents moving out of their initial field of practice, 3 who were initially in child welfare moved into a medical setting, a correctional setting, and a multi-function voluntary agency. A fourth individual moved from a psychiatric setting to a medical setting, and the fifth went to child welfare from income-security.

Whereas 23 M.S.W.'s indicated subsequent positions, 1 individual's response to the question of field of practice in subsequent positions was not ascertainable. The M.S.W.'s indicating a move out of their first field of practice and those remaining in their first field of practice were 12 and 10 respectively. For the 10 who remained within their initial field of practice, 7 were in child welfare, 1 each was in a psychiatric, a medical and a neighbourhood services setting. For those respondents indicating that they were no longer in their first field of practice, 5 left psychiatric settings, 4 left child welfare, and the remaining 3 left a mental retardation setting, an income security setting and a vocational rehabilitation setting. Of the respondents leaving psychiatric settings, 3 went to child welfare, 1 went to a family service setting and 1 to a medical setting. Of

those leaving child welfare, 2 went to psychiatric settings, 1 to a medical setting and 1 to a vocational rehabilitation setting. For the remainder, 1 left income security for family services, 1 went from vocational rehabilitation to a psychiatric setting, and 1 from mental retardation to teaching at a community college. Furthermore, 4 individuals indicated 3 different social work positions since graduation, and 1 respondent indicated 4 such positions. All of these positions were evenly divided between child welfare and psychiatric settings with the exception of 1 position in a family service setting.

Because of the small numbers of both B.S.W. and M.S.W. respondents indicating subsequent positions in social work any generalizations must be made with caution. However, the data suggest the B.S.W.'s tend to remain within what might be considered traditional social work settings and while the same holds true for M.S.W.'s it was also observed that much of the movement was between child welfare and psychiatric settings.

Vertical and Horizontal Mobility

Previously vertical mobility was defined in terms of a movement away from direct service and toward an increasing component of indirect service functions. For horizontal mobility there is no basic change in the nature of service being provided by the respondent. Furthermore, inherent in the analysis of mobility of the Windsor graduates is the criterion of having moved either within the same field of

practice or from one field of practice to another. There-
fore, on this basis only 2 B.S.W.'s and 6 M.S.W. respondents
have demonstrated a clear indication of vertical mobility.
The remaining 10 B.S.W.'s and an additional 13 M.S.W.'s with
more than one position could clearly be classified as having
experienced horizontal mobility. Whether or not the 4
remaining M.S.W.'s exhibited horizontal or vertical mobility
could not be definitely determined, with the criteria of
classification used. One individual, after having provided
direct service, supervision, administration and research in
his first position indicated only direct service in his second
position. A second individual after having provided the same
variety of services moved into a teaching position at a
community college, and the responses of the two remaining
respondents were not ascertainable. Of all respondents
demonstrating any form of mobility only the 2 vertically
mobile B.S.W.'s and 2 of the vertically mobile M.S.W.'s
indicated a complete absence of a direct service component
in their practice.

.Thus on the whole, only 4.4 per cent of the 45 B.S.W.
respondents and 14.3 per cent of the 42 M.S.W. respondents
have demonstrated any vertical mobility. While one may make
any number of inferences from these data, it should be pointed
out that the 6 M.S.W.'s were all 1970 or 1971 graduates,
and the B.S.W.'s graduated in 1971 and 1972. Nevertheless,
it is still too early to state any conclusion other than to
acknowledge that some movement is occurring in the four

years since the first graduating class.

Social System Level of Intervention

Analysis of the data pertaining to the social system level of intervention for those respondents who indicated a direct service component in any subsequent positions revealed that both B.S.W. respondents and M.S.W. respondents continue to intervene with individuals, families, and small groups. Once again the M.S.W.'s exhibited greater diversity in the number of levels at which they intervened.

Sex

Sex as a variable in terms of professional social work was discussed at some length in the review of the literature. While our data reflect some of the trends previously mentioned, the full impact of these trends is not as yet evident, no doubt because of the relatively short period of time which Windsor graduates have been in the labour force. However, an examination of a few key areas such as the number of positions held, nature of service performed, and extent of vertical mobility, did point out differences in the practice experience of male and female graduates.

Of the 53 respondents who had held only 1 social work position 24 were males and 29 were females, and of the 34 who indicated more than 1 social work position, 20 were males and 14 were females. Chi square applied to this data, approached but did not provide statistical significance for this

finding. However, while it would seem that males are some-
what more likely than females to have subsequent positions,
it should be pointed out that the School has had only 4
years of graduates and the existence of any such trend
cannot be conclusively established.

Nevertheless in examining the nature of service
performed by all males and females in their first position,
a very definite trend does emerge. Of those respondents
providing only direct service, 14,or 32.6 per cent,were
males and 30,or 68.1 per cent,were females, whereas for those
indicating some component of indirect service the figures
were 29,or 67.4 per cent,and 14,or 31.9 per cent,for males
and females respectively. Chi square applied to this data
was 11.04, thus being statistically significant at the .001
level for one degree of freedom. Consequently, these data
demonstrate that for the first position males are much more
likely to provide indirect services than are females.
Further analysis of this trend for the second position
yielded a Chi square of 2.83, which was not statistically
significant. However, proportionately more males continued
in indirect services than did females. Support for this
finding exists in the fact that of the 8 respondents who
demonstrated vertical mobility, 7.were males. A conclusion
which may be drawn from this is that the societal definition
of the female role, as presented in the review of the
literature, continues to be problematic in terms of the
mobility of females within the social work profession.

Chapter Summary

The analysis of this chapter was based upon 92 of a possible 137 respondents, which was demonstrated to be representative of the population in terms of sex, degree, and year of graduation. The responses by the graduates were analyzed in terms of the first paid professional social work position as well as any subsequent positions. Of particular concern to us were the length of time necessary to gain employment, the fields of practice in which graduates were finding employment, the nature of service and roles performed, client groups served, and the question of mobility. Data relevant to these areas were examined in terms of sex and degree. These data were seen as indicators of the practice experience of graduates.

For the M.S.W.'s, all respondents who did not have a prior commitment to employment located paid professional social work employment within 3 months of completion of their studies. Only 2 of the B.S.W. respondents had prior commitments to employment and virtually all of those seeking paid professional social work employment located it within 9 months of graduation. Nearly three-quarters of both M.S.W. and B.S.W. graduates were concentrated in child welfare, psychiatric and medical settings. While over 70 per cent of the B.S.W.'s provide direct service alone, only 28 per cent of the M.S.W.'s indicated direct service only. The bulk of respondents indicated intervention at the micro-systems level, and generally intervened at a multiplicity of social

systems levels. Statistical significance was attached to
the finding that M.S.W.'s were more likely than B.S.W.'s to
intervene at all four social system levels concomitantly.
The B.S.W. respondent was found to be most likely to perform
the roles of care giver, behaviour changer, broker and
evaluator. For the M.S.W.'s the 2 primary roles performed
were those of behaviour changer and care giver, and a much
broader diversity was noted in the selection of roles by
M.S.W.'s. Nevertheless, a statistically significant number
of M.S.W.'s also performed the 4 roles of care giver,
behaviour changer, broker and evaluator. While one-half of
the M.S.W.'s were no longer in their first position at the
time of the follow-up, over 70 per cent of the B.S.W.'s
were still in their first position. M.S.W.'s showed greater
stability in terms of the amount of time in which they
remained in their first position.

For those respondents showing mobility about one-
half were mobile within the same field of practice. From the
data, very little vertical mobility could be ascertained.
Direct service remained the dominant component of the
practice of those respondents with subsequent positions, and
micro-systems intervention continued to be most character-
istic of the practice of graduates with subsequent positions.

Finally in examining sex as a variable in terms of
the practice experience of graduates, some discernible
differences were demonstrated between males and females.
For example, it was statistically significant that males were

more likely than females to assume some component of indirect service, and furthermore, 7 of 8 respondents demonstrating vertical mobility were males.

In summary, our findings have demonstrated that the practice experience of the Windsor graduate is comparable to that which one would have expected from the review of the literature. In addition, very clear differences were established in the practice experiences of the B.S.W.'s and M.S.W.'s, with greater flexibility and diversity characteristic of the M.S.W.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

The purpose of the study was to examine the practice experience of the graduates of the School of Social Work of the University of Windsor. The goal of the research was to provide data which would indicate areas of needed research and which would assist the School in reviewing and refining curriculum. By design, the scope of the study was limited to focus most adequately on those areas which we considered to be of primary importance. These areas were formulated into the research questions outlined in the methodology chapter. In response to the concerns raised by the research questions, we have been able to draw the following conclusions. Furthermore, having weighed these conclusions, we present several recommendations.

Conclusions

Proportion of Graduates Finding Employment.

Windsor graduates fared, extremely well in their ability to locate professional social work employment. M.S.W. respondents were more readily employed than those of other studies,[164] and B.S.W. respondents were more readily employed

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[164]Crane, "Employment Study," found 93 per cent of

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than Crane's sample of B.S.W. graduates, and as readily
employed as those studied by MacIntyre.[165]

Length of Time Required to Locate Paid Professional Social Work Employment

While we have no data with which to compare our
findings about the length of time required to locate employ-
ment, there seems to be no indication that the Windsor School
of Social Work graduates have any trouble locating employ-
ment within a reasonable period of time.

Fields of Practice

University of Windsor social work graduates are
primarily employed within the traditional areas of family
and child welfare, medical and mental health settings. As
was indicated in Chapter IV, a broader deployment of Windsor
graduates exists than one would have suspected from the review
of the literature.[166] Nevertheless, the fields of practice
mentioned above remain major employers of Windsor graduates.

Nature of Service Provided by Graduates

There is a differentiation between the breadth of

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graduates employed, Radin, "Follow-Up Study," found a 91 per
cent employment rate, and Yeakel, "Smith Alumni Survey,"
found 85 per cent of her respondents still in practice in
her study of graduates from 1960-1967.

[165]MacIntyre, "Curriculum Review Study," found an
employment rate of 93 per cent for B.A./B.S.W. graduates.

[166]For example, in these areas, Crane, "Employment
Study," found 85 per cent employed, MacIntyre "Curriculum
Review Study," found 85 per cent, Yeakel, "Smith Alumni
Survey," found 86 per cent.

services provided by B.S.W. respondents in comparison with M.S.W. respondents. Both degrees were seen to be direct service degrees, however, the M.S.W. respondents were considerably more likely to carry indirect service functions in addition to direct service functions. This conclusion corresponds with the findings reported in the review of the literature.[167]

Social System Level of Intervention

Graduates of both M.S.W. and B.S.W. programmes were found to intervene primarily at the micro-systems level. Again the M.S.W.'s were more diversified than were the B.S.W.'s in the social systems levels at which they intervened. Although there is a limited amount of information available in the literature to support or refute this finding, our data are comparable to that which has been written.[168]

Roles

The concentration of respondents in direct service and

[167]Crane, "Employment Study," found 92 per cent for M.S.W.'s in direct service, and 93 per cent of B.S.W.'s. These figures represent those respondents indicating some component of direct service in their practice. MacIntyre, "Curriculum Review Study," found 83 per cent of the B.A./B.S.W. graduates in direct service.

[168]Crane, "Employment Study," found that 92 per cent of M.S.W.'s and 93 per cent of B.S.W.'s intervened at the micro-systems levels. This is based on interpretation of his data about those respondents indicating a component of casework or groupwork in their practice. Yeakel, "Smith Alumni Survey," found that 66 per cent of her respondents indicated casework intervention. These respondents, graduates of Smith College, during the period 1960-67 might also be construed as having

in the micro-systems levels of intervention was established above as were the differences between M.S.W. and B.S.W. in relation to these variables. The concentrations of graduates and the differences between the M.S.W. and the B.S.W. are reflected in the nature of role selection. Those roles selected by B.S.W.'s were direct service roles and were limited in number. In contrast, the M.S.W. respondent selected a broader range of roles, with greater emphasis on indirect service functions and with a greater variety of combinations. However, the most frequently selected roles were direct service roles, even for M.S.W. respondents. Our findings about the role selections of B.S.W.'s are similar to MacIntyre's who used the same paradigm in his study.[169]

Career Patterns

Very little was established about the career patterns of graduates, no doubt due primarily to the fact that the School has only produced 4 years of graduates. Although a greater proportion of M.S.W. respondents held subsequent positions than did B.S.W. respondents, the M.S.W.'s remained in their initial position for a greater period of time. Our findings compare favourably with those of Yeakel obtained

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some elements of group and family intervention in their practice. MacIntyre found 77 per cent of B.A./B.S.W. respondents practicing micro-systems intervention.

[169]MacIntyre, "Curriculum Review Study," in his use of the McPheeters paradigm found the same proportions of respondents in the areas of broker, evaluator, behaviour changer and caregiver.

in her follow-up study of Smith College alumni.[170] Mobility,
as demonstrated in a vast majority of instances, was primarily
of a horizontal nature.

Sex

Males were seen to assume some component of indirect
service more frequently than were females, and were more
likely to experience vertical mobility than were females.
These findings are well supported in the literature about
male-female variants in the social work profession.[171]

M.S.W.-B.S.W. Differences

The findings on the differences between M.S.W.
respondents and B.S.W. respondents have been stated above.
Briefly in summary it can be stated that the M.S.W. respondent
had a good deal more flexibility and diversity of experience
than had the B.S.W. respondent.

Recommendations

Based on the literature reviewed, the findings
presented, and the data analyzed, we offer the following
recommendations:

(1) The B.S.W. degree is clearly a direct service
degree and consequently the School should continue to re-

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[170]Yeakel, "Smith Alumni Survey," reports that the
majority of Smith graduates remained in their initial position
for at least two years.

[171]For example see, Chafetz, "Women," Stolar, "Occup-
ational Mobility," and Gelber, "Status of Women."

examine its B.S.W. programme in relation to direct service and particularly to its relevance to direct service at the micro-systems level of intervention.

(2) The combination of direct and indirect service functions carried by M.S.W.'s indicates the need for diversity in the preparation of graduates. However, the range of diversity is limited by the fact that virtually all M.S.W. graduates practice direct service, and consequently require preparation in this specialty at the micro-systems level.

(3) The School needs to re-evaluate the weight given the administration, policy, and research components of the curriculum, particularly for the B.S.W. programme, and to a lesser extent the M.S.W. programme, keeping in mind the high concentration of respondents in direct service.

(4) In view of the large number of graduates clustered within a relatively few fields of practice, more consideration should be given to academic preparation for practice in these few fields.

(5) Since it was impossible to ascertain the specific meanings given by the respondent to the term indirect service and particularly what was meant by administration and research, we would recommend that further study be carried out to determine the precise nature of the administrative and research responsibilities carried by graduates. Although unconfirmed, our suspicion is that what was defined as administration and research by our respondents was a broader definition than that which we had intended.

(6) Further research is indicated in the area of direct service in order to factor out the activities carried out by graduates in relation to clients. We would feel that the McPheeters paradigm would be useful in this regard.

(7) A study similar to ours should be carried out in the not too distant future in order to provide current and more meaningful indices of mobility, manpower trends, and practice needs.

(8) In order to complement our data about practice experience it would be helpful to examine the adequacy of academic preparation from the professionally experienced graduate's point of view.

In conclusion, we feel that the goals established for this study have been met and that meaningful data have been provided for the School's use. We hope that the data provided will be helpful to the School in its ongoing evaluation of its programmes.

QUESTIONNAIRE

Follow-up study of Graduates of the
School of Social Work, University of Windsor

SECTION A

All respondents will please answer all questions in Section A
(questions one to five inclusive).

(1) Sex of respondent - please check (√)

_____ Male

_____ Female

(2) Please indicate the year and from which University you
graduated. Indicate all that apply.

	Year	University
B.S.W.	_____	_____
M.S.W.	_____	_____
D.S.W.	_____	_____
Other (specify degree(s) or diploma(s))	_____	_____

(3) Did you have a prior obligation to employment because of
financial commitment upon completion of your studies?

_____ Yes

_____ No

(4) If you had a prior commitment, did you accept employ-
ment with the agency or setting specified in your
commitment?

_____ Yes

_____ No

_____ Does not apply

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(5) If you fulfilled a commitment to a specific agency or setting, how long was it? Check (✓) one

_____ (a) one year

_____ (b) two years

_____ (c) three years

_____ (d) more than three years

_____ (e) does not apply

SECTION B

Please answer Section B (questions 6, 7, 8) only if

(a) you did not have a prior employment commitment

OR

(b) you did not accept your commitment to employment

NOTE: All questions in Section B apply only to employment following your most recent University of Windsor degree.

(6)   Upon completion of your studies, did you: Check (✓) one

_____ (a) seek paid professional social work employment?

_____ (b) Seek employment in a related field independent of paid professional social work?

_____ (c) Seek employment in a field totally unrelated to paid professional social work?

_____ (d) Seek summer employment only?

_____ (e) Not seek employment at all?

(7)   Upon completion of your job search, did you: Check (✓) one

_____ (a) Locate paid professional social work employment?

_____ (b) Locate employment in a related field independent of paid professional social work?

_____ (c) Locate employment in a field totally unrelated to paid professional social work?

_____ (d) Locate summer employment only?

_____ (e) Fail to locate employment?

(8) If you were seeking paid professional social work employ-
ment, how long did it take you to locate it? Check (✓)
one

NOTE: Do not include summer only employment.

_____ (a) less than three months

_____ (b) three months but less than six months

_____ (c) six months but less than nine months

_____ (d) greater than nine months

_____ (e) unable to locate paid professional social
work employment

_____ (f) does not apply

SECTION C

Please complete Section C (questions 9 to 15 inclusive) only
if you have had at least one paid professional social work
positions, whether part-time or full-time employment.

NOTE: (a) Summer only employment should not be considered
in answering this section.

(b) All questions in Section C apply only to your
first paid professional social work position
following completion of your studies for your
most recent University of Windsor degree.

(9) What was the nature of your first paid professional
social work position held after the completion of your
studies? Check (✓) one

NOTE: Do not include summer only employment

_____ (a) full-time

_____ (b) part-time

(10) Please indicate the field of practice of your first position, other than summer only employment. Check (✓) one only

_____ (a) child welfare

_____ (b) income security or public assistance

_____ (c) family service

_____ (d) correctional

_____ (e) recreational

_____ (f) medical

_____ (g) psychiatric

_____ (h) vocational-employment

_____ (i) mental retardation

_____ (j) services for the aged

_____ (k) education (social work in a school setting)

_____ (l) housing

_____ (m) neighbourhood services/social action

_____ (n) social planning

_____ (o) addictions

_____ (p) private practice

_____ (q) other (specify) _____

(11) Are you still employed in this first position?

_____ Yes

_____ No

(12) What was/has been the length of time which you remained/ have remained in this first position, other than summer only employment? Check (✓) one

_____ (a) less than six months

_____ (b) six months but less than one year

_____ (c) one year but less than eighteen months

_____ (d) eighteen months but less than two years

_____ (e) two years but less than three years

_____ (f) three years or more

(13) In your first paid professional social work position other than summer only employment, did you fulfill responsibilities in the area of: Check (✓) all that apply

_____ (a) direct service

_____ (b) supervision of social workers

_____ (c) administration

_____ (d) research

_____ (e) other (specify) _____

_____

(14) If any portion of your first position was in direct service, which client groups did you serve? Check (✓) all that apply

_____ (a) individuals

_____ (b) families

_____ (c) groups

_____ (d) communities

_____ (e) other (specify) _____

_____

(15) Following is a list of roles commonly practiced by social workers. Please select the two roles which most apply to your practice experience in this first position. DO NOT INCLUDE SUMMER ONLY EMPLOYMENT. Check (✓) two only

_____ (a) Outreach Worker-implies an active reaching out into the community to detect people with

problems and help them to find help, and to
follow-up to assure that they continue toward
as full as possible fulfillment of their needs.

_____(b) Broker- involves helping a person or family
get to the needed services. It includes
assessing the situation, knowing the alter-
native resources, preparing and counselling
the person, contacting the appropriate service
and assuring that the client gets to it and is
served.

_____(c) Advocate-this has two major aspects:

(i) pleading and fighting for services for a
single client whom the service system
would otherwise reject (regulations,
policies, practices, etc.).

(ii) pleading or fighting for changes in laws,
rules, regulations, policies, practices,
etc. for all clients who would otherwise
be rejected.

_____(d) Evaluator-involves gathering information,
assessing client or community problems, weighing
alternatives and priorities and making decisions
for action.

_____(e) Teacher-includes a range of teaching from simple
teaching (how to dress, how to plan a meal) to
teaching courses in budget or home management,
to teaching in staff development programmes and
teaching aims to increase people's knowledge
and skills.

_____(f) Behaviour Changer-includes a range of activities
directed to changing people's behaviour rather
precisely. Among them are simple coaching,
counselling, behaviour modification and psycho-
therapy.

_____(g) Mobilizer-involves working to develop new
facilities, resources and programmes or to
make them available to persons who are not being
served.

_____(h) Consultant-involves working with other persons
or agencies to help them to increase their
skills and to help them in solving their
client's social welfare problems.

_____(i) Community Planner-involves participating and
assisting in planning of neighbourhood groups,
agencies, community agents or governments in

the development of community programmes to assure that the human service needs of the community are represented and met to the greatest extent feasible.

_____(j) Care Giver-involves giving supportive services to people who are not able to fully resolve their problems and meet their own needs, such as supportive counselling, fiscal support, protective services, day care, 24 hour care.

_____(k) Data Manager-includes all kinds of data gathering, tabulation, analysis and synthesis for making decisions and taking action. It ranges from simple case gathering through preparing statistical reports of programme activities.to evaluation and sophisticated research.

_____(l) Administrator-includes all activities directed toward planning and carrying out a programme, such as planning, personnel, budgetting and fiscal operation, supervising, directing and controlling.

SECTION D

Please answer remaining questions only if you have had more than one paid professional social work position since completion of studies for your most recent University of Windsor degree.

NOTE: Do not include summer only employment

(16) Other than your first paid professional social work position, please check (✓) the number of additional paid professional social work positions held:

NOTE a position change comprises:

(i) . movement from one agency or department to another.
(ii) movement within the hierarchy, e.g. direct service to supervision
(iii) a combination of the two

_____(a) one

_____(b) two

_____(c) three

_____(d) four

_____ (e) five

_____ (f) six

(17) Please indicate (√) whether each additional position referred to in question 16 above was full-time or part-time:

	Full-time	Part-time
(a) one	_____	_____
(b) two	_____	_____
(c) three	_____	_____
(d) four	_____	_____
(e) five	_____	_____
(f) six	_____	_____

(18) For each position held other than your first position, please indicate (√) in the chart, the field of practice in which you were employed.

	Second Position	Third Position	Fourth Position	Fifth Position	Sixth Position
(a) child welfare	_____	_____	_____	_____	_____
(b) income security or public assistance	_____	_____	_____	_____	_____
(c) family service	_____	_____	_____	_____	_____
(d) correctional	_____	_____	_____	_____	_____
(e) recreational	_____	_____	_____	_____	_____
(f) medical	_____	_____	_____	_____	_____
(g) psychiatric	_____	_____	_____	_____	_____
(h) vocational-employment	_____	_____	_____	_____	_____
(i) mental retardation	_____	_____	_____	_____	_____

	Second Position	Third Position	Fourth Position	Fifth Position	Sixth Position
(j) services for the aged					
(k) education (social work in a school setting)					
(l) housing					
(m) neighbourhood services/ social action					
(n) social planning					
(o) addictions					
(p) private practice					
(q) other (specify for each position)					

(19) For each position held other than your first, indicate (✓) in the chart the nature of your areas of primary responsibility. Check (✓) all that apply

	Second Position	Third Position	Fourth Position	Fifth Position	Sixth Position
(a) direct service					
(b) supervision of social workers					
(c) administration					
(d) research					
(e) other (specify for each position)					

(20) If you indicated direct service as an area of primary responsibility in question 19 above, please check (✓) in the chart the nature of the client groups served. Check all that apply

	Second Position	Third Position	Fourth Position	Fifth Position	Sixth Position
(a) individuals					
(b) families					
(c) groups					
(d) communities					
(e) other (specify for each position)					

(21) Please indicate any additional information about your experience since leaving the University of Windsor which you feel would help clarify any of the answers which you have given or any questions which were not clear to you.

_____

_____

_____

THANK YOU VERY MUCH FOR YOUR COOPERATION IN COMPLETING THIS QUESTIONNAIRE.

APPENDIX B

UNIVERSITY OF WINDSOR

SCHOOL OF SOCIAL WORK

June 1, 1974

Dear Graduate:

As two students in the Master of Social Work programme
at the University of Windsor, we are conducting a follow-up
study of the career experiences of the School's graduates.
We anticipate that the results of the study will be helpful
to the School in its ongoing efforts to refine and improve
its programmes.

Since the first graduating class of 1970, approximately
one hundred and sixty-three social work degrees have been
conferred. As yet, however, there has been no formal
attempt to discover what the actual experiences of the
Windsor graduates have been; this, then, is the purpose of
our study.

We would like to request that you complete the attached
questionnaire and return it as quickly as possible.
Enclosed is a stamped, self-addressed return envelope for
your convenience. The questionnaire should take no more than
ten or fifteen minutes of your time. In order to ensure
your anonymity, there are no distinguishing features on the
questionnaire.

Thank you for your cooperation in assisting us to
complete this study.

Sincerely,

Gordon R. Crompton

Terrence Wm. Monk

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VITA AUCTORIS

Gordon Roland Crompton was born on February 15, 1948 in St. Catharines, Ontario. He attended Alexandra and Queen Mary Public Schools. His secondary education was completed at the St. Catharines Collegiate Institute and Vocational School in 1967. In 1971 he graduated from the University of Windsor with a Bachelor of Social Work degree.

Following graduation, he was employed at the Ontario Hospital School, Cedar Springs, as a social worker from June of 1971 to August of 1973. He returned to the University of Windsor and entered the Master of Social Work programme, and expects to graduate in the fall of 1974.

VITA AUCTORIS

Terrence Wm. Monk was born May 22, 1947 in Chatham, Ontario. He obtained his elementary school education at Dresden Public School. His secondary education was completed at Lambton-Kent District High School in 1966. In the fall of 1966 he enrolled at the University of Windsor and graduated with a Bachelor of Arts degree in 1969.

Following graduation, he was employed at the Ontario Hospital School, Cedar Springs, as a social work assistant from September 1969 until September 1971. In the fall of 1971 he returned to the University of Windsor and graduated with a Bachelor of Social Work degree in the spring of 1973. He was admitted to the Master of Social Work programme in the fall of 1973 and expects to graduate in the fall of 1974.