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UNIVERSITY OF WINDSOR  
The School of Social Work

A Study of the Interest and Involvement In  
Continuing Education of the Graduates  
of the School of Social Work  
of the University of Windsor

by

Heather D. J. Collins

and

Heather A. Washburn

A research project presented to the School of Social  
Work of the University of Windsor in partial  
fulfillment of the requirements for the  
degree of Master of Social Work

September, 1975

Windsor, Ontario, Canada

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Research Committee

Professor Mae Harman	Chairperson
Professor V.J. Cruz	Member
Professor M.A. Buck	Member.

## ABSTRACT

The purpose of the study was to examine the interest and involvement in continuing education programs of the graduates of the University of Windsor School of Social Work. The study was timely for the School in its review of current program content and projections for future programming. It also provided an opportunity for graduates to communicate their learning needs to the School and to the neophyte alumni association of the School of Social Work.

A questionnaire was developed and sent to 191 graduates of the School; 177 questionnaires were received by the addressees. In all, 48 B.S.W. and 39 M.S.W. graduates responded, providing a satisfactory rate of response.

The findings obtained revealed a high rate of interest and involvement in continuing education programs by the graduates. The nature and extent of such involvement was found to be minimally affected by variables such as age, sex, number of years worked, primary job function, and O.A.P.S.W. membership.

Seventy-five per cent of the respondents indicated an interest in attending continuing education of programs at the Windsor School of Social Work and twenty-five offered to assist in the development of such programs.

There were significant implications for the role of the School of Social Work and the Alumni Association.

## ACKNOWLEDGEMENTS

The authors would like to extend their deepest appreciation to Professor Mae Harman for her continued warmth and encouragement as chairperson. Professors V. J. Cruz and M. A. Buck gave us utmost consideration and expertise throughout the course of our writing.

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Finally we would like to thank the Alumni of the Windsor School of Social Work who took time and effort in returning the completed questionnaire so promptly.



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## CHAPTER I

### INTRODUCTION

The purpose of the study was to examine the interest and involvement in continuing education programs of the graduates of the School of Social Work at the University of Windsor (hereafter Windsor School of Social Work).

Our interest in the study began with a personal "felt need" in anticipating our future careers as professional social workers. We both returned from the labour force in September 1974, anxious to learn and practise new knowledge and skills which would increase our competence on returning to full-time practice. Although the graduate program is a very comprehensive and demanding one, it became increasingly apparent that this year could be only a part of a lifetime process. Perhaps the main lesson was to become fully aware of how much more there is to learn. The simultaneous demands to specialize and to maintain awareness of the general trends at times is overwhelming. In addition, the field of social work is quickly changing as it reflects the upheaval and turmoil found in our cybercultural society. We became increasingly aware of the need to prepare ourselves for a constantly challenging field of practice.

As future practitioners in direct and indirect

services, we felt a need to take some responsibility for insuring the existence of opportunities for involvement in continuing education, for ourselves, our co-workers and colleagues, and all others involved in the common goal of effective delivery of social services.

The starting point, however<sup>a</sup>, could not be the planning or implementation of sophisticated continuing education programs. First, more basic data were required about the potential participants. In order to develop a coherent plan for continuing education, comprehensive knowledge is required of the practitioner as a learner and as one who is generally a voluntary consumer of educational programs. Data were needed about the actual practices with respect to continuing education participation, and the workers' perceptions of their own needs and interests. We wanted to know if other graduates of the Windsor School of Social Work shared our concern about continuing education. Do they, in fact, involve themselves in such endeavours following the completion of their social work degrees? What variables are important in determining the nature and extent of their involvement? What reasons do graduates give for participation and nonparticipation in continuing education programs? Do they accept responsibility for their own continuing development? What kind of direction and support do they receive from their alma mater,

professional association and employing agency? Finally, what interest do they have in attending continuing education programs at the Windsor School of Social Work?

We wanted to have our questions answered in two ways; behaviourally and attitudinally. What are graduates actually doing to continue their education and what are their attitudes towards involvement in continuing education?

Although the graduates of the Windsor School of Social Work represent only a part of the potential participant group for continuing education programs offered at the School, we decided to focus on this population for several reasons. First, many of the graduates do live and work in or near the Windsor area and have ready access to the University campus.<sup>1</sup> Secondly, it was felt that although many others live at a distance from the University, a significant number may indicate a strong interest in returning to their alma mater for weekend or summer sessions. Thirdly, data about the actual involvement of graduates in continuing education programs have implications regarding the type of education currently provided

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<sup>1</sup>According to the most recent list of the 192 students graduated from the School of Social Work between 1970 and 1974, 100 of these graduates live either in Windsor or within a two hour drive of Windsor.

by the School, ie. has the School fulfilled its responsibility to instill in its students a belief in education as a lifelong process? Do the actions and attitudes of the graduates reflect this belief? For these reasons, a survey of the graduates of the Windsor School of Social Work has implications for two important functions of the School: provision of continuing education programs and the inculcation of the belief in professional education as a lifelong process.

The relevance of our study becomes more clear when viewed in the light of the School of Social Work's past and recent history. The social work program at the University of Windsor developed as part of the large expansion in social services education designed to meet the manpower shortage of the sixties. Originally, the program was formulated as a three year undergraduate one, including summers, and led to a Bachelor of Arts degree with a Diploma in Social Work. In 1966, the first Director of the School of Social Work was appointed and the first class in undergraduate social work education was enrolled in September, 1966. The B.S.W. program was initiated in the fall of 1967 and soon replaced the Bachelor of Arts Degree with the Diploma in Social Work.<sup>2</sup> The first two

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<sup>2</sup>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 1, 1972, p. 1.

B.S.W. degrees were conferred in 1970, and since then a further 207 have been granted. During this period, the undergraduate program has undergone a number of changes so that the B.S.W. degree is now seen as an intervention-oriented generalist degree designed for the beginning social work practitioner.<sup>3</sup> After a period of extensive review, the undergraduate program became accredited in November, 1974.

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 program leading to the M.S.W. degree. This program was a traditional program in social work, but was eventually replaced by the one year M.S.W. program designed to admit the B.S.W. graduate 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. program to specialize at an advanced level in some field, method, or function of social work.<sup>4</sup> In 1975, the School received a grant from the federal Department of National Health and Welfare for the purpose

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<sup>3</sup>Ibid.

<sup>4</sup>"Self Study Report," Volume 11, Section 16, p. 10.



of reviewing the M.S.W. curriculum in preparation for application for accreditation of the graduate program. This review is underway at the time of writing. Since the first M.S.W. graduating class in 1970, seventy M.S.W. degrees have been conferred by the University of Windsor.

In its short history, the School of Social Work has modified and advanced both the undergraduate and graduate social work education programs. As with other Schools of Social Work, the next step would seem to be the progression into the area of continuing education. At present, there is little overt interest or involvement in this future role of the School, and we were hopeful that our study would provide some incentives and leadership in this area. For this reason, we felt our study was particularly timely.

In addition to the School of Social Work becoming more committed to providing continuing education programs, the graduates, as potential consumers and responsible professionals, must exercise their right and responsibility to communicate their learning needs. Graduates of the school may be considered adult learners, and according to Malcolm Knowles, a well-known adult educator, this implies a self-directing person who must be involved in the process of diagnosing his learning needs, formulating his objectives to meet these needs, evaluating the learning outcomes,

and rediagnosing the learning needs.<sup>5</sup> Only in this way will a satisfactory and relevant program be designed. This study provided the opportunity for the graduates to collectively communicate their learning needs to the Windsor School of Social Work.

Three other factors contributed to the timeliness of our study. One involved the Alumni Association of the School of Social Work (hereafter Alumni Association) which is currently forming. The small group involved in its organization sees a dual purpose for the Association: educational and social. A survey of the needs and interests of the graduates would provide very useful information for this group. Secondly, the University of Windsor has been experiencing serious financial problems and many cutbacks have been necessary.<sup>6</sup> Support for new programming such as continuing education for social workers will not likely be available without strong demand and support from the alumni.

The third factor concerns a previous follow-up study of the graduates of the Windsor School of Social Work.<sup>7</sup>

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<sup>5</sup>Malcolm Knowles, The Adult Learner: A Neglected Species (Houston: Gulf Publishing Co., 1973), p.102.

<sup>6</sup>Office of Information Services, University of Windsor, News (University of Windsor, March 4, 1974) p.1.

<sup>7</sup>Gordon R. Crompton and Terrance W. Monk, "A Follow-Up Study of the Graduates of the School of Social Work of the University of Windsor" (unpublished M.S.W. thesis, University of Windsor, 1974).

<sup>8</sup>This study was completed in September, 1974, and was the first formal follow-up study of the graduates. Although the study focused on a different area than the one presently being discussed, it did begin a systematic feedback process between the school and graduates.<sup>8</sup> We feel that this type of communication system is extremely important in the School's assessment of its programs, philosophy and relevance to the field. We wanted to continue this feedback mechanism by providing data about the graduates' attitudes towards and actual involvement in continuing education.

In summary, the purpose of the study was to examine the interest and involvement in continuing education of the graduates of the Windsor School of Social Work. The study was timely for the School, the University, and the Alumni Association and provided an opportunity for the graduates to communicate their learning needs to the School. The data provided useful information for the School's review of current program content, and projection for future programming. Similar implications were suggested for the Alumni Association.

The study is reported in the following four chapters.

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<sup>8</sup>The study examined the practice experience, mobility, and career patterns of the graduates.

Chapter Two deals with the review of literature relevant to the area of continuing education of professional social workers.<sup>9</sup> Chapter Three presents the methodology, outlining the purpose of the study, classification of the research, the methodological steps and the analysis of data. Chapter Four involves the research findings compiled from the returned questionnaires. Finally, in Chapter Five, our conclusions and recommendations are discussed.

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<sup>9</sup>For the purpose of this study, the term professional social worker, when used by the authors, denotes a person possessing a B.S.W., M.S.W. or postgraduate degree from a recognized School of Social Work within a University.

## CHAPTER II

### REVIEW OF THE LITERATURE

The review of the literature covered books, articles, government documents and other publications as well as experiential surveys related to the area of continuing education for the professional social worker. In addition to using the abstracts, bibliographies and other library reference services, the authors wrote letters of inquiry to a number of Canadian and American Schools of Social Work, Professional Social Work Associations, the Council on Social Work Education, the Canadian Association of Schools of Social Work, relevant government offices and various other educational institutions and offices. This type of inquiry process was necessary to compensate for the lack of available material, particularly in reference to the continuing education situation in Canada.

This extensive review is reported in this chapter in five interrelated background areas. They appear in the following order: (1) the societal context of the study; (2) the current role of education; (3) implications for education of the professions; (4) implications for education of professional social workers; and (5) responsibility and provision of education for professional social workers.

To our knowledge, a comparable study has not been completed on the social work alumni of this or any other School of Social Work.<sup>10</sup> Although several follow-up studies of graduates have been reported by this and other Schools of Social Work, they have focused primarily on the practice experience, employability, academic preparation and career patterns of the graduates.<sup>11</sup> Two studies concerning social workers' interest and involvement in continuing education have been completed recently in Ontario. Both studies surveyed only members of the Ontario Association of Professional Social Workers (O.A.P.S.W.) and therefore a large percentage of practising social workers were not reached.<sup>12</sup> However, the findings of these surveys

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<sup>10</sup>A similar study was completed on 435 working engineers, all graduates of Georgia Institute of Technology. See Richard Wiegard, "Factors Related to Participation in Continuing Education Among a Selected Group of Graduate Engineers," (Ph.D. thesis, Florida State University, 1966).

<sup>11</sup>For example see Crompton and Monk, p.1; J. Ewan MacIntyre, "Report Number One, Curriculum Review Study" (Revised Draft, McMaster University, School of Social Work, December, 1973), (mimeographed), p.5; Norma Radin, A Profile of Social Work Graduates, (University of Michigan, 1974), p.2; Margaret Yeakel, "The Smith Alumni Survey," Smith College Studies in Social Work, XIIIV (February, 1971), p.148.

<sup>12</sup>John Melichercik and Peter Jelinek, "Continuing Education Survey of O.A.P.S.W. Members, 1973" (Wilfred Laurier University, 1974) (Zeroxed); Ontario Association of Professional Social Workers, "1974 Membership Survey Frequency Distribution," O.A.P.S.W. 2 (Winter, 1974), pp.18-21.

are included in the appropriate sections of this chapter.

One very thorough study has been completed by the Extension Division of the University of Wisconsin (the Wisconsin Study).<sup>13</sup> This study addressed itself to many of the same issues and questions as this research. It employed a sample of 550 social workers, all B.S.W. and M.S.W. degree holders, employed in eight fields of practice in the State of Wisconsin, whereas our population is the complete alumni of a particular School of Social Work. The Wisconsin Study produced interesting and important data about the interest and involvement in continuing education of their respondents during a twelve month period. The findings are discussed in the following sections.

#### Societal Context of the Study

There is no dearth of literature written on the changing society in which we live. For the purposes of this study, the authors focused on the perspectives offered by educators, social workers and other experts in the fields closely related to education for the professions.

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<sup>13</sup>Melvin Brenner and William Koch, Jr. Continuing Education Among Social Workers: Highlight Report of a Study, (University of Wisconsin Extension, 1973), p.4.

Western industrial man has been described as living in an entirely new era, a cybercultural era that is the emerging product of a radically new technology.<sup>14</sup> Throughout the world, man is faced with profound changes in every aspect of his life. Lengrand, in a book published by UNESCO during International Education Year in 1970, outlines some of the challenges facing modern man: acceleration of change; demographic expansion; evolution of scientific knowledge and technology; the crises in ideologies, in patterns of life and relationships; and changing political institutions. Elaborating on the latter, he writes:

From one year to the next, sometimes from one day to another, men of our present generation find themselves projected into a new kind of society involving different types of political, legal or social institutions, far-reaching changes in the social classes, the emergence of a new governing class and the creation of new relationships between the citizen and the public powers.<sup>15</sup>

Lindsay et al hold a similar view as they comment on the accelerating pace of information generation, advances in technology, changes in educational, social, economic

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<sup>14</sup>Thomas H. Walz, "A Continuing Education Curriculum for the Graduate Social Worker," Journal of Education for Social Work, 91 (Winter, 1973), p.68.

<sup>15</sup>Paul Lengrand, An Introduction to Lifelong Education, (Paris: UNESCO, 1970), p.16.



and political institutions.<sup>16</sup>

Lowy states that "accelerated technological and social change breeds a proliferation of social problems that multiply faster than one's ability to harness the information explosion."<sup>17</sup> Shifts in national policies and funding priorities reflect the upheaval of social values and institutions.

As the fundamental values and institutions of the world-wide community are shaken and challenged, new problems are created, forcing the problem-solving elements to respond with innovative and encompassing solutions.

#### The Current Role of Education

One of the main institutions to which men turn for direction and assistance in a time of upheaval and change is education. In a report prepared for UNESCO by the International Commission on the Development of Education, the members wrote the following:

Education is both a world in itself and a reflection of the world at large. It is subject

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<sup>16</sup>Carl A. Lindsay, James L. Morrison, and E. James Kelley, "Professional Obsolescence: Implications for Continuing Professional Education," Adult Education, XXV (Fall, 1974), p.31.

<sup>17</sup>Lois Lowy, "Whither Social Work Education Amid Social Change?" Journal of Education for Social Work, 4 (Spring, 1968), p.31.

to society, while contributing to its goals, and in particular it helps society to mobilize its productive energies by ensuring that required human resources are developed...It necessarily has an influence on the environmental conditions to which it is at the same time subjected ...<sup>18</sup>

The role of education has been the subject of much concern for several years. This is apparent in the abundance of conferences, commissioned reports and other publications sponsored by private and governmental bodies. The trend is universal and activities range from local discussion groups to international commissions.

There are two emerging trends in the field of education. One is emphasis on education as a lifelong process. The second involves a new purpose for education.

The first trend is reflected in this quote from a UNESCO document:

Every individual must be in a position to keep learning throughout his life. The idea of lifelong education is the keystone of the learning society.<sup>19</sup>

In the United States, the Kellogg Foundation has given a great deal of support to the study of the role of

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<sup>18</sup>United Nations, Educational, Scientific and Cultural Organization, Learning to be: The world of education today and tomorrow, (Paris: Harrap and Co., Ltd., 1972), p.55.

<sup>19</sup>Ibid., p.81.

education in society today. In one study sponsored by the Foundation, Hesburgh et al note:

The changing nature of our society requires virtually all citizens to gain new skills and intellectual orientation throughout their lives ... The obsolescence of knowledge, the rapid growth of new knowledge, the shifts in national priorities, the multiplication and complexity of social problems and the close relationship between the application of knowledge and social progress all lead to the conclusion that lifelong education is not only desirable but necessary.<sup>20</sup>

The concept of lifelong learning has been repeatedly endorsed throughout Canada, as seen in the reports of official inquiries on education in the provinces of Quebec, Manitoba, and Ontario, as well as comments from other authors.<sup>21</sup>

At the University of Windsor, Vice-President DeMarco compiled a Report on Extension and Continuing Education in which he too promoted the concept of a learning society:

Continuing, recurrent or permanent education and a lifetime access to knowledge are indispensable

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<sup>20</sup>Theodore M. Hesburgh, Paul A. Miller and Clifton R. Wharton, Jr., Patterns for Lifelong Learning, (San Francisco: Jossey-Bass Publishers, 1973), p.3.

<sup>21</sup>See Report of the Royal Commission of Inquiry on Education in the Province of Quebec, Part 2, Alphonse Parent, Chairman (Quebec: P. DesMarais, 1965), p.325; Report of the Task Force on Post Secondary Education in Manitoba, Michael Oliver, Chairman (Manitoba: 1973), p.11; Report of the Commission on Post-Secondary Education in Ontario, Douglas T. Wright, Chairman (Toronto: Ministry of Government Services, 1972), p.vii; Duncan Campbell, "Taking the Tide of the Flood," Education Canada 13 (September, 1973), p.23.

to match social and economic changes and the occupational adjustments required of the individual.<sup>22</sup>

The trend toward a learning society where educational endeavours are considered as valid, important and necessary as any other activity is clearly endorsed throughout the world. As Knowles puts it, "the concept of learning as a lifelong process has emerged as one of the explosive ideas of the second half of the twentieth century."<sup>23</sup>

In addition to the concept of education as a lifelong process, the second emergent trend focuses on the goals and objectives of education. Knowles writes:

The new world requires a new purpose for education - the development of a capacity in each individual to learn, to change, to create a new culture throughout his life span.<sup>24</sup>

The needs of society can no longer be served by education that merely transmits knowledge and is concentrated in the early years of life. Education must cease to focus on blocks of knowledge and begin to focus on developing the student's ability to respond to changing

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<sup>22</sup>Frank DeMarco, Report on Extension and Continuing Education (Windsor: University of Windsor, 1974), p.18.

<sup>23</sup>Malcolm Knowles, Higher Adult Education in the United States, (Washington, D.C.: American Council on Education, 1969), p.5.

<sup>24</sup>Ibid, p.23

demands on his problem-solving faculty. Referring again to the UNESCO report, it states that "education should devote less effort to distributing and storing knowledge ... and more to mastering methods of acquiring it."<sup>25</sup> DeMarco continues this trend of thought, writing "... the highest kind of learning is learning to learn and the self-directed use of that competency."<sup>26</sup>

In response to the new purpose and function of education, there have developed many new theories of learning and teaching. For the purpose of this study, our focus is limited to higher or continuing education. Most relevant to this are the concepts of adult education where the adult learner is seen as approaching learning opportunities with a different self-concept, time perspective and social role than a youth in learning.<sup>27</sup> These concepts have implications for all levels of higher education, ie. undergraduate, graduate and postgraduate programs. Some universities have responded by holding seminars for undergraduates on the importance and necessity of their future involvement in continuing education.<sup>28</sup> Other suggestions include a refocusing of

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<sup>25</sup>UNESCO, Learning to be, p.xxx.

<sup>26</sup>DeMarco, p.51.

<sup>27</sup>Knowles, Neglected Species, p.102.

<sup>28</sup>Knowles, Higher Adult Education, p.33.

undergraduate curriculum from content to process, educational counselling available after graduation, and educational opportunities for alumni and other adults of the graduate community.<sup>29</sup>

One of the major issues in higher education today is that of postgraduate or continuing education programs.<sup>30</sup> Continuing education programs in a learning society must be available to and reach out towards each and every citizen. However, this is an ideal goal towards which education must strive. At present, "higher adult education has no more visible task than to continue professional education."<sup>31</sup> According to Sneed, the basic purpose of continuing education is to maintain and improve the manner in which the professional renders the service for which he has been qualified.<sup>32</sup>

On reviewing the discussion on the current role of education, it has been apparent that this role is an encompassing and challenging one. The authors have looked

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<sup>29</sup>See Knowles, Higher Adult Education, p.33; Hesburgh et al., p.10.

<sup>30</sup>Joseph T. Sneed, "Continuing Education in the Professions," Journal of Higher Education XLIII (March, 1972), p.223.

<sup>31</sup>Paul A. Miller, Introduction to Higher Adult Education, by Malcolm Knowles, p.xviii.

<sup>32</sup>Sneed, p.223.

more closely at one of the most demanding components of that role, the initiation and provision of continuing education for the professions.

### Implications for Education of the Professions

According to Schein, the professions have always been the agent by which society has dealt with its major problems. It is the professions, therefore, which must continue to evolve or change to deal with new problems and complexities, using the continually growing knowledge and technological base that is available.<sup>33</sup>

Miller agrees when he writes:

... the essential quality of life comes increasingly to depend upon the performance of professional people ... professional practitioners feel, more than any other group, the mounting pressure of having to discard old ideas and learn new ways.<sup>34</sup>

There has been much concern, originally in the physical sciences, but now prevalent in all fields of knowledge, about the rapidity of professional obsolescence. There has evolved a concept of "half-life" which refers to "the time after completion of formal training, when, because of new developments, practising professionals have become

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<sup>33</sup>Edgar H. Schein, with the assistance of Diane W. Kommers, Professional Education, (New York: McGraw-Hill, 1972), p.2.

<sup>34</sup>Miller, Introduction to Higher Adult Education, p.xviii.

roughly half as competent to meet the changing demands of their professions."<sup>35</sup> It is estimated that the half-life of scientific and technological knowledge is between five and seven and one half years.<sup>36</sup> Lowenberg underlines the seriousness of this as he writes: "In these days of rapid changes, the knowledge learned as recently as a year ago may be outdated."<sup>37</sup>

In addition to the impact of the knowledge explosion, professionals are currently challenged in many aspects of their careers: among them the change in work setting, new concepts of client and client groups, new consumer rights, new social values, and the rethinking of many professional roles. The professional is now expected to be an advocate, who strives to improve society, not merely service it. He must be socially conscious, not a responder but an initiator.<sup>38</sup> Leslie and Morrison underscore the new demands placed on the professions, imploring them to become sensitive to the changing societal demands and

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<sup>35</sup>Lindsay, Morrison, and Kelley, p.4.

<sup>36</sup>Ibid.

<sup>37</sup>Frank Loewenberg, Time and Quality in Graduate Education, (New York: Council on Social Work Education, 1972), p.31.

<sup>38</sup>Schein, pp.2-3.



willing to meet new obligations.<sup>39</sup>

The professions, therefore, are charged with the mission of dealing with society's major problems by continually increasing their competence and innovative practice. Education is charged with initiating and responding to the needs of these missionaries.

The professions and their educators have long debated what is entailed in professional education.<sup>40</sup> McGrath gave a fairly comprehensive outline in his discussion of the ideal education of a professional man. He states that it will provide the basic technical knowledge and elementary skills required to enter into initial activities of practice. It should not encourage the beginning professional to believe he is ready to operate at a high level of independent responsibility in any of his professional specialties. In addition, every professional man should have a sufficiently comprehensive general education to strengthen his effectiveness as a worker, but more important are the qualities of mind and character

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<sup>39</sup>Larry R. Leslie and James L. Morrison, "Social Change and Professional Education in American Society," Intellect, 102 (March, 1974), p. 360.

<sup>40</sup>See for example, Committee of Presidents of Universities of Ontario, Subcommittee on Research and Planning, Towards 2000, (Toronto: McClelland and Stewart, Ltd., 1971), p. 91.

essential to an informed and participatory citizen. He continues:

An education preparatory for practice ought also to cultivate the idea that the completion of such a program of training is but the cornerstone of professional competence. Only those conscious of the geometrical increase in knowledge relevant to their work and changing circumstances of practice can avoid beginning to become professionally moribund on the day of graduation. Institutions have the responsibility to cultivate the habit of professional self-enlargement as a part of the normal preparation for the work of a lifetime. They also have the responsibility to make continuing education available to their graduates and others of similar interests in the community.<sup>41</sup>

Moore agrees with this point when he writes: "to an increasing degree, a professional career will have to be regarded as a continuous learning experience, not the application of verities provided in youthful training."<sup>42</sup>

To emphasize the critical importance of continuing education for any professional, Miller states:

...it is both impossible and unethical for any profession to ignore procedures for elevating performance. Since continuous learning is indigenous to the meaning of a profession, it can never be casual.<sup>43</sup>

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<sup>41</sup> Earl J. McGrath, "The Ideal Education for the Professional Man," Education for the Professions in The Sixty-first Yearbook of the National Society for the Study of Education, pt. 11 (Illinois: National Society for the Study of Education, 1962), pp. 300-301.

<sup>42</sup> Wilbert E. Moore, The Professions: Roles and Rules, (New York: Russell Sage Foundation, 1970), p. 136.

<sup>43</sup> Miller, Introduction to Higher Adult Education, p. xviii.

Howery, Kidd, and McIntyre all agree with these authors as they emphasize the need for continuous learning in order to maintain relevance and competence in current professional practice.<sup>44</sup> In summary, education for professional practice includes many stages of developing appropriate and relevant skills and attitudes. However, it becomes increasingly clear that:

... whatever the nature of the initial education, the times in which we live dictate that every professional needs to keep up to date through continuing education studies if he is not to become obsolete within a relatively short time.<sup>45</sup>

### Implications for Education of Professional Social Workers

#### An Overview

As the previous section indicated, every field of professional activity is expected to deal with society's dilemmas. Perhaps no profession is as closely involved or concerned as that of social work.

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<sup>44</sup> See Victor Howery, "Continuing Education: Program Development, Administration and Financing," Journal of Education for Social Work 10 (Winter, 1974), p.34; J. Roby Kidd, "Continuing Education in the Professions," paper presented at a Symposium on Continuing Education in the Professions, University of British Columbia, 25 October, 1961; MacIntyre, p.3.

<sup>45</sup> John Melichercik, "Social Work Education and Social Work Practice," The Social Worker, 41 (Spring, 1973), p.89.

According to Lauffer:

... social work is much more subject to fluctuations in the social environment surrounding its practice; an environment that changes so rapidly as to make earlier perceptions and established skills increasingly irrelevant in the light of current concerns and conceptions of social need.<sup>46</sup>

Brenner and Koch state:

... the social services will remain particularly vulnerable to change through the impact of shifting social and economic conditions affecting consumer-clients, institutions in flux, and a social welfare decision-making process carried out in a political arena.<sup>47</sup>

Lowy's view is similar:

Under these conditions, social work has to fulfill its functions of ameliorating problems of stress to individuals, families, groups and communities; of finding approaches to prevent the spread of debilitating problems; of designing new and innovative programs and services; and of influencing social change through planning and action.<sup>48</sup>

In the light of the changing environmental and societal context, almost every aspect of the social work field is in flux. The basic theories of social work practice, its institutional arrangements, and its professional manpower practices are being called into question.<sup>49</sup>

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<sup>46</sup>Armand Lauffer, "Continuing Education as a Problem-Focused Extension," Journal of Education for Social Work, 8 (Fall, 1972), p.40.

<sup>47</sup>Brenner and Koch, p.2.

<sup>48</sup>Lowy, p.32.

<sup>49</sup>Walz, p.69.

Lauffer speaks of the shifting demands on practitioners and agencies to provide new or altered services, to perform new tasks in new settings, to respond to changes in national priorities and consumer demands, and to develop a new sense of mission.<sup>50</sup> There is also an increasing demand for professional competence in planning, management, policy analysis and evaluative research.<sup>51</sup> The current role of the social worker is ill-defined and diffuse. Gurin and Williams suggest that there is no single field of practice, making it impossible to predict what specific roles will be assumed.<sup>52</sup> The increasing use of paraprofessionals and baccalaureate degree holders leads the profession to question the appropriateness of roles for workers at all levels.

Studies completed recently concerning graduates of Schools of Social Work show a high rate of employability among graduates.<sup>53</sup> However, it is expected that the trend

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<sup>50</sup>Lauffer, "Problem-Focused Extension," p. 41.

<sup>51</sup>Armand Lauffer, "Trends Affecting Social Work Education and their Implications for Continuing Education," in Social Work Continuing Education Yearbook, ed. Selima Faruquee and Armand Lauffer, (University of Michigan), p. 122.

<sup>52</sup>Arnold Gurin and David Williams, "Social Work Education," in Education for the Professions of Medicine, Law, Theology, and Social Welfare, ed. Everett C. Hughes et al. (New York: McGraw-Hill, 1973), p. 212.

<sup>53</sup>For example, see Crompton and Monk, p. 107; MacIntyre, p. 5; Radin, p. 3.

in the near future will reflect a buyer's market where employers can be more selective about whom they hire, and choose personnel that come closest to their expectations.<sup>54</sup> Social workers, therefore may need to be more flexible and competitive to meet the demands of employing agencies. A recent study done by Radin regarding University of Michigan graduates supports this suggestion. Thirty-three percent of the responding graduates were practising a method in which they did not specialize during either year of a two year M.S.W. course at the School of Social Work.<sup>55</sup>

It is clear that social workers must be prepared to be flexible and must learn in basic training how to continue their learning on a lifetime basis in a field of practice where the only constant is change.

#### Continuing Education in Social Work

The nature of social work education must obviously reflect and attempt to meet the challenges of the field. The comments presented in Section 3 dealing with all professional education are directly applicable to the education of professional social workers. The focus in schools of social work must not be only on transmission of know-

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<sup>54</sup>Melichercik, "Social Work Education," p.24.

<sup>55</sup>Radin, p.5.

ledge and development of skills, but also on learning to be a continuous learner.<sup>56</sup>

In recent years there has been a shift in social work education resulting in a B.S.W. degree to prepare graduates to enter the field with a beginning level of expertise. The M.S.W. has tended to become more of a specialized degree rather than the normal entry point for professional practice. Regardless of the content of either degree program, no formal training of a specified time period is sufficient preparation for the field today. In the viewpoints of Lowenberg and Brenner and Koch, social work education must increasingly provide continuing education for workers at all levels.<sup>57</sup> With the recognition that formal education is only one part of the learning process, continuing education is now considered part of the social work education continuum.<sup>58</sup>

Numerous definitions and concepts of continuing education were found throughout the literature surveyed. The following were the most relevant to our problem formulation and research design.

The National Association of Social Workers in the

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<sup>56</sup>Lowy, p.34.

<sup>57</sup>See Lowenberg, p.29; Brenner and Koch, p.1.

<sup>58</sup>Council on Social Work Education, Guide to Continuing Education in Schools of Social Work (New York: Council on Social Work Education, 1974), p.2.

United States has agreed upon the following description of continuing education:

Continuing education for social welfare personnel provides planned, informal educational programs (those which do not lead to an academic or professional degree but might lead to a certificate) whose immediate and primary purpose is the enhancement of the individual's competence in the performance of social welfare tasks. Those programs follow upon, modify, and augment what has been learned in the initial education required for employment at a given point of entry in a specified career line. These programs are desired and sought out by the individual whose self-assessment and aspirations indicate to him a need for educational opportunities that will be immediately responsive to new demands upon his knowledge and skills.<sup>59</sup>

Robins states that continuing education has the purpose of helping practitioners to become more effective and efficient in achieving service objectives.<sup>60</sup> Others maintain that this is only one aspect and that continuing education may be oriented also towards changing or improving the practitioner's personal and professional competence. According to Kidd, this involves knowledge, skills, atti-

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<sup>59</sup>Margaret H. Jacks, "The Development of Programs in Continuing Education for Social Welfare Personnel," N.A.S.W. (April, 1969), p.7 as cited in Michael J. Austin, Jeffrey Lickson and Phillip L. Smith ed. Continuing Education in Social Welfare, (Florida: State University, September, 1972), p.10.

<sup>60</sup>Arthur Robins, "Institutional Linkages of Continuing Education," in Approaches to Innovations in Social Work Education ed. Council On Social Work Education (New York: Council on Social Work Education, 1974), p.51.



tudes, personal growth and social responsibility.<sup>61</sup>

Several other authors maintain that continuing education may also be geared toward organizational change, or designed to modify services, through resource allocation, administrative structures, program policies, etc.<sup>62</sup>

Regardless of the target of change, the ultimate goal is the improved delivery of service. Included in our discussion, therefore, are not only programs offered by educational or professional institutions, but agency in-service training and staff development. This is often not included in a discussion of continuing education, although according to Adler, "the primary objective of a staff development program in a social agency is to maintain high standards and efficient delivery of services."<sup>63</sup> Wald agrees, stating:

Staff development has an educational component ... it has an administrative component ... Staff development has the purpose of training the staff so that the practice is improved, the policies and

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<sup>61</sup>Kidd, pp.13-15.

<sup>62</sup>For example, see Lauffer, "Problem Focused Extension," p.41; Beulah Rothman, "Perspectives on Learning and Teaching in Continuing Education," Journal of Education for Social Work 9 (Spring, 1973), p.43; Council on Social Work Education, Guide to Schools, p.4.

<sup>63</sup>Jack Adler, "A Comprehensive Staff Development Program in a Foster Care Agency," Child Welfare LII (February, 1973), p.117.

programs of the agency are carried out more effectively, and its clients are better served.<sup>64</sup>

All continuing education efforts offer a wide range of benefits, including varied learning opportunities, increased effectiveness and higher staff morale.<sup>65</sup> Educators, practitioners, administrators, and clients are directly or indirectly affected by continuing education programs as they expand communication among these groups, provide a link between the innovators and the deliverers, and allow dissemination and validation of research findings. Continuing education activities can also serve school maintenance activities through the development of new funding sources, the expansion of good will and the establishment of new school-community relationships.<sup>66</sup> Continuing education is much more flexible than other programming; it can respond to the learning needs of practitioners, while guiding them into innovative and creative practice.

The need for continual questioning, testing and evaluating in the delivery of social services is obvious. The target of change may be the individual practitioner or

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<sup>64</sup>Max Wald, "Outside Resources for Staff Development Available to Public Welfare Agencies," Public Welfare XXVIII (July, 1970), p.311.

<sup>65</sup>Delores Reid and Merle Springer, "The Formulation and Integration of a Staff Development Program in a Public Child Welfare Agency," Public Welfare XXVIII (July, 1970), p.292.

<sup>66</sup>Lauffer, "Problem Focused Extension," p.42.

the organizational system . The benefits may affect many levels. Focusing on another point, we note that the potential content of continuing education programs is infinite. Some authors suggest that in an age where narrow specialization is both necessary and dangerous, priority should be given to interdisciplinary teamwork.<sup>67</sup> Another author includes helping workers to achieve their own potential and life career plans.<sup>68</sup> Lauffer recommends problem-focused programs relating to concrete, daily issues.<sup>69</sup> Many employers feel orientation and training in agency related functions and roles provide the most important focus of continuing education.<sup>70</sup> Another view promotes a comparative perspective where both worldwide and local issues are understood within a common framework.<sup>71</sup>

Brenner and Koch categorized the approximately one thousand titles of non-credit programs in which their respondents had participated over a twelve month period. Forty-two percent of the programs related to client problems and problem-oriented services such as child

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<sup>67</sup>See Schein, p.52 and Lowy, p.31.

<sup>68</sup>Wald, p.311.

<sup>69</sup>Lauffer, "Problem-Focused Extension," p.45.

<sup>70</sup>Reid and Springer, p.292.

<sup>71</sup>Walz, p.69.

welfare, drug abuse and mental health; 23 per cent related to methods, processes and techniques of direct service to clients such as family therapy, group therapy, and Transactional Analysis; 13 per cent related to support of social service programs and institutions, such as administration, supervision and research; 9 per cent related to social service background and supporting disciplines such as psychology, law and criminology; 9 per cent related to personal growth and personal skills and the remaining 4 per cent were miscellaneous topic areas.<sup>72</sup>

The survey conducted by O.A.P.S.W. indicated the following preferred content areas: 63 per cent were interested in programs relating to methods of practice; 56 per cent were interested in programs relating to various fields of social work; 42 per cent were interested in programs relating to specific groups; and 55 per cent were interested in programs relating to specific social issues.<sup>73</sup>

Melicherick and Jelinek's survey of O.A.P.S.W. members indicated a high degree of interest in clinical work, administration, and family therapy, with group work, supervisory techniques, and community organization as

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<sup>72</sup>Brenner and Koch, pp. 13-15.

<sup>73</sup>O.A.P.S.W., "Membership Survey," p. 20.

secondary interest choices.<sup>74</sup> In surveying programs offered by one Canadian University, topics included such areas as family therapy, systems theory, sexuality and the teen-ager, day-care for preschoolers, and techniques of evaluative research.<sup>75</sup>

As the content of programs varies, so does the format. Continuing Education programs may include workshops, conferences, seminars, institutes, ongoing courses and independent activity. Universities may offer summer institutes of a few weeks duration, ongoing courses during the fall and winter semester or weekend workshops. In-service agency programs may utilize a variety of educational methods, among them "individual supervision ... seminars and workshops, a professional library, provision for conference attendance, educational leaves, scholarships, and student training."<sup>76</sup>

Brenner and Koch report that 91 per cent of the reported participation in continuing education took the form of courses, laboratories, workshops, seminars, institutes, etc. Only 9 per cent of the programs utilized media such as educational television or correspondence courses. Other activities included reading professional journals and books,

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<sup>74</sup>Melichercik and Jelinek, "Continuing Education Survey," pp. 2-4.

<sup>75</sup>University of Manitoba, Annual Report of the Extension Services, March 31, 1974, Appendix D.

<sup>76</sup>Adler, p. 117.

consultation and supervision, and conference attendance.<sup>77</sup>

It is clear that continuing education is an extremely important part of the social work education continuum. Its goal of improving social service delivery incorporates a vast array of content areas, formats, sponsoring bodies, benefits, styles of leadership and participation. Co-operation and coordination among those promoting, initiating, providing and receiving continuing education is essential.

The next section explores the response to the needs for continuing education programs by universities, schools of social work, professional associations, social agencies, government offices and individual practitioners.

#### Responsibility and Provision of Continuing Education

Continuing education for the professional social worker cannot be left solely to one person or institution. Moscrop suggests that education for social work is tripartite, involving the schools of social work, the social agencies, and the social workers.<sup>78</sup> Robins believes that continuing education in social work must be linked to the

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<sup>77</sup>Brenner and Koch, p.15; p.10.

<sup>78</sup>Martha Moscrop, In-Service Training for Social Agency Practice, (Toronto: University of Toronto Press, 1958), p.35.

practice or service delivery systems, to innovation-producing systems and to systems of social work education.<sup>79</sup> Although it seems somewhat artificial to separate the parties involved, for the purpose of discussion, the following sections will discuss the participating institutions individually.

### The University

As the university has changed dramatically from an ivy-covered, cloistered setting reserved for the elite, to a community-oriented institution adapting to the changing demands of society, there has been a tremendous increase in extension and continuing education programs, particularly related to the professions. At many Canadian universities, continuing education programs related to social work practice are presently being offered and are increasing yearly.<sup>80</sup> Brenner and Koch report that 35 per cent of their respondents had taken credit courses during the twelve month period, all of which were given by a university or college. Twenty-five per cent of the noncredit programs were university or college sponsored.<sup>81</sup>

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<sup>79</sup>Robins, "Institutional Linkages," p. 51.

<sup>80</sup>For example, see University of Manitoba, Annual Extension Report, Appendix D.

<sup>81</sup>Brenner and Koch, p. 15.

Vice-President DeMarco made the following recommendations in his Report on Extension and Continuing Education:

That the University of Windsor heartily endorse the concept of Lifelong Education ... the University should continue to expand its work in Extension and Continuing Education in the provision of traditional liberal studies, professional and updating courses, and programs of cultural and general interest.

That the University, through its Extension Division, take a very energetic and dynamic approach toward seeking out, identifying, and satisfying unmet needs for higher education (by)

Helping the professional schools and faculties in the direct communication and liaison with professional groups.

That the professional Faculties look into the provision of part-time professional and up-dating courses for professionals and would-be professionals in the field ...

#### Graduate Studies

That special emphasis be given by the professional Schools and Faculties toward the development of post-practice updating and advanced programs.<sup>82</sup>

In summary, the University of Windsor is following the pattern of other universities in strong commitment to the provision of continuing education programs, particularly for professional practitioners.

#### Schools of Social Work

Schools of Social Work across Canada and the United States are increasingly becoming involved in continuing education. According to the Council on Social Work Educ-

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<sup>82</sup>DeMarco, pp. 82-87.



ation, "the school of social work has a major responsibility for the continuing education of social workers and allied professionals."<sup>83</sup> Practitioners and agency personnel expect the Schools to fulfill this responsibility.<sup>84</sup> At many graduate schools of social work, it is the fastest growing element of the educational program.<sup>85</sup>

Lauffer and Faruquee indicate the rapid rate of increase in such programs at American Schools of Social Work.<sup>86</sup> In Canada as well, many graduate schools are involved in this area. In correspondence received from the Canadian Association of Schools of Social Work, names of faculty members at five schools of Social Work were given as having some responsibility for continuing education.<sup>87</sup> A group of these are undertaking the task

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<sup>83</sup>Council on Social Work Education, Guide to Schools, p.3.

<sup>84</sup>For example, MacIntyre, "Curriculum Review Study," found that the greatest expectation of other roles for the McMaster School of Social Work expressed by graduates and employers was the provision of continuing education.

<sup>85</sup>Faruquee and Lauffer, Yearbook, p.1.

<sup>86</sup>Lauffer, "Problem-Focused Extension," p.41.  
Faruquee and Lauffer, Yearbook, p.28.

<sup>87</sup>Personal correspondence received from Canadian Association of Schools of Social Work, May 20, 1975.

of providing communication and collaboration amongst those involved in continuing education in social work in Canada.<sup>88</sup> At least one university, the University of Manitoba, employs a fulltime director for continuing education in social work.<sup>89</sup> Among others, the School of Social Work at Wilfred Laurier University recently conducted a survey to determine practitioners' interest in programs at that school.<sup>90</sup>

Continuing Education offers the School of Social Work a multi-purpose opportunity to fulfill its functions of teaching and learning, research dissemination and validation, service to the community and organizational maintenance.<sup>91</sup>

The administrative arrangements between the School of Social Work and the University may differ widely in terms of responsibility for finances and staff.<sup>92</sup> Whatever the administrative structure the trend is unequivocally

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<sup>88</sup> Personal correspondence received from H.K. Baskett, School of Social Welfare, University of Calgary, June 3, 1975.

<sup>89</sup> University of Manitoba, Annual Extension Report.

<sup>90</sup> Melichercik and Jelinek, "Continuing Education Survey."

<sup>91</sup> Council on Social Work Education, Guide, pp.5-6.

<sup>92</sup> Andrew Armitage and H.K. Baskett, "Manpower Development for Social Practitioners in Alberta: Some Issues and Actions," paper presented to the Canadian Association of Schools of Social Work Meeting, Kingston, May, 1973, p.21.

towards a greater variety and intensity of continuing education programs initiated and/or sponsored by Schools of Social Work.

#### Professional Associations

The tremendous need for continuing education has been responded to differently by various professions. In some locations, the professions of medicine, law, dentistry, engineering, and teaching have made relicensing dependent upon proof of successful completion of continuing education programs.<sup>93</sup> Although in Ontario social workers do not yet have certification or licensing, a survey of O.A.P.S.W. members in 1974 indicated that about 78 percent of the respondents felt the Association had an important or very important role in providing continuing education programs for its members.<sup>94</sup> Both the provincial and national associations sponsor conferences and workshops, and also give assistance to local chapters or branches in their continuing education endeavours.

In the Wisconsin study, it was found that 21 per cent of the programs attended by the respondents were sponsored by professional or functional associations.<sup>95</sup>

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<sup>93</sup>Committee of Presidents of Universities of Ontario, Towards 2000, pp.89-92; Lindsay, Morrison, and Kelley, p.4.

<sup>94</sup>O.A.P.S.W., "Membership Survey," p.19.

<sup>95</sup>Brenner and Koch, p.15.

In the United States, the Practice and Knowledge Cabinet of the National Association for Social Workers has identified continuing education as its major focus during the next five years. Lauffer reports that "the national staff is expressing increased interest in establishing collaborative relationships with the schools of social work in the development of continuing education training."<sup>96</sup>

In summary, it is clear that professional social work associations are taking an active role in determining needs, sponsoring programs and promoting continuing education concepts in both the United States and Canada.

#### Social Agencies

According to Moscrop, "agencies have a definite obligation ... in respect of the education of the social worker."<sup>97</sup> Reid and Springer continue this thought, stating that:

all staff needs orientation, training and re-training if any agency is to effectively meet its objectives ... agencies that view training as a luxury and do not provide it are ineffective and inefficient in their operation.<sup>98</sup>

Lauffer maintains that state and local agencies seem

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<sup>96</sup>Lauffer, "Trends and Implications," p.121-122.

<sup>97</sup>Moscrop, p.17.

<sup>98</sup>Reid and Springer, p.292.

increasingly aware of the needs for staff development and training.<sup>99</sup>

Social agencies support participation in continuing education in several ways. Most agencies that are concerned about their effectiveness have a planned, continuous in-service training program. Generally the focus is on administration or service functions of the particular agency. The result of such programs may be an increase in staff morale, agency effectiveness and co-operative planning.

Secondly, many agencies support participation of workers in continuing education programs provided by outside resources. Agency funds generally cannot provide all the educational programs needed, and participation in an outside educational resource may provide a broader or more innovative approach to agency functioning.

Referring again to Brenner and Koch, they indicate that social agencies were the major sponsors of noncredit continuing education. One half of the programs attended were sponsored by employing agencies and by other social and community agencies. Workers also reported considerable support from their employing agencies through paid expenses, time off, credit toward salary raise and promotion, and other means. Furthermore the workers expected this type of support, feeling it was an agency

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<sup>99</sup>Lauffer, "Trends and Implications," p.121.

responsibility to assist them in their educational endeavours.<sup>100</sup>

#### Government Offices

Lauffer discusses the changing focus of the United States' federal government support of social work education. He states that the trend is away from career training grants to allow increased support to on-the-job training and continuing education.<sup>101</sup> A strong indication of government support came in 1968 when the National Institute of Mental Health (of the federal Department of Health, Education and Welfare) gave a five year grant to the Council on Social Work Education to help schools of social work develop, expand and enrich programs of continuing education.<sup>102</sup>

In Canada, the federal Department of Health and Social Welfare has given a grant to Carleton University School of Social Work to fund a study to determine continuing education needs in the social welfare field.<sup>103</sup> In

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<sup>100</sup>Brenner and Koch, p.40.

<sup>101</sup>Lauffer, "Trends and Implications," p.120.

<sup>102</sup>"Council to Encourage Continuing Education Programs," Social Work Education Reporter XVI (March, 1968), p.1.

<sup>103</sup>Personal correspondence from H.K. Baskett, University of Calgary, June 3, 1975.

Ontario, the Ministry of Community and Social Services has been reviewing the policies on educational leaves and bursaries for graduate students, with the possible result of curtailing both.<sup>104</sup> However, in the Ministry's recent reorganization on a decentralized basis, allocation was made for a staff training and development person for each geographical area.

Although our data is sparse, it appears that government offices involved in social welfare services do accept some responsibility for determining continuing education needs and providing for them.

#### The Individual Practitioner

According to Kidd, the responsibility for professional education cannot be delegated in its entirety to the university. Each professional, in some measure, holds in his grasp the health and future of his profession. The professional man must seek out and maintain an honourable partnership with the university and perhaps with his colleagues in other professions.<sup>105</sup>

The Council on Social Work Education, in speaking of the social work practitioner, maintains that:

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<sup>104</sup>Personal correspondence from Ontario Ministry of Community and Social Services, Staff Training and Development Branch, August, 1974.

<sup>105</sup>Kidd, p.30.

It is his right and obligation to keep abreast of the scientific and technological developments which bear on his practice ... It is also the right and obligation of the service delivery system to demand this of him ...<sup>106</sup>

Schroeder underlined the professional's responsibility, stating that "a worker in practice carries primary responsibility for his own professional development."<sup>107</sup>

The Code of Ethics of the Canadian Association of Social Workers includes the following statement in regard to the obligations of the professional social worker:

To increase his own professional competence and be ready to share his knowledge with the social work profession as a whole. To work for the improvement and extension of education for social work.<sup>108</sup>

Philosophically, therefore, the individual practitioner is assigned some responsibility for his involvement in continuing education. Several surveys have been done which indicate the extent to which professional social workers are involved and interested in continuing education. The data collected in the Wisconsin study indicate that nearly three-fourths of the respondents had

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<sup>106</sup>Council on Social Work Education, Guide, p. 2.

<sup>107</sup>Dorothy Schroeder, "Basic Principles of Staff Development and their Implementation" in Staff Development in Mental Health Services ed. George W. Magner and Thomas L. Briggs (New York: National Association of Social Workers, 1968), p. 48.

<sup>108</sup>Canadian Association of Social Workers, Policy Statements and Public Positions, collected by Dogan D. Akman (Newfoundland: Memorial University, 1972), p. 114-115.



taken part in at least one organized program of continuing education. Of those who did, the respondents averaged two and one half programs with an average of forty hours (or one working week) of participation. Involvement was both credit and noncredit, but few were intending to complete an additional degree. This was most noticeable for the majority of B.S.W. graduates who said they did not intend to acquire the M.S.W. or other further degree. M.S.W.'s were likewise not intending to complete further formal degree programs. Seventy-five per cent of those involved in continuing education did so mainly to enhance their knowledge and skill, regardless of jobs, benefits, degree or career. However, many did take part in order to obtain agency required credentials or other jobs and career-advancing forms of recognition. For the 27 per cent who did not participate in continuing education, satisfaction with goals already achieved, lack of need for further academic work and family responsibilities were the main reasons given.<sup>109</sup>

Brenner and Koch further differentiated their data by comparing their respondents on educational and bureaucratic dimensions. This led to profiles of involvement and interest for four groups; B.S.W. in direct practice, B.S.W. in support services, M.S.W. in direct practice and M.S.W. in support services.

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<sup>109</sup>Brenner and Koch, p. 39, p. 19.

The B.S.W. in direct practice was characterized by a quest for legitimation. He took courses for credit, to obtain salary raises, promotion or certification. He was interested in learning basic knowledge and skills of social work practice. Fewer B.S.W.'s took part in non-credit programs, independent learning activities or other job related educational activities, and received less support than other groups from their employing agency for their involvement in continuing education.

B.S.W.'s in support positions did not want further degrees and participated in conferences, conventions, credit and noncredit programs generally to meet agency requirements. They received support from their employing agencies and generally focused their learning upon job-related matters rather than professionally-oriented subject matters.

M.S.W.'s in direct practice became involved in non-credit and credit programs to enhance their own knowledge and skills and to receive recognition by professional associations and their employing agencies. They took part in job-related educational activities more frequently than B.S.W.'s in direct practice as well as in independent activities. M.S.W.'s in direct practice were more likely to pay their own way for continuing education opportunities than B.S.W.'s and they received less material aid for participation.

M.S.W.'s in support positions took few credit courses, and the majority participated in non-credit programs. The primary reason for their involvement in continuing education was to enhance their own knowledge and skills. They took part in independent and job-related activities more than all the others. M.S.W.'s in support positions were also interested in gaining new knowledge, particularly about social and community problems. They felt that they did not need credit courses and stated that credit courses were too expensive.<sup>110</sup>

Melichercik and Jelinek surveyed 172 members of O.A.P.S.W. in December, 1973, and found that 129 had taken courses since graduation; twenty-three of these had taken six or more courses. Eighty-eight per cent stated they were interested in further continuing education programs.<sup>111</sup>

Yeakel found in her follow-up study of Smith College M.S.W. Alumni that 14 per cent had continued formal education in a third year certificate or doctoral program; 25 per cent were contemplating additional formal study. Two-thirds of the respondents had had some continued education in programs such as seminars, workshops, or institutes.

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<sup>110</sup>Ibid., pp. 43-47.

<sup>111</sup>Melichercik and Jelinek, "Continuing Education Survey."

More specifically, four out of every ten recent graduates had had from one to six months of additional professional (nondegree) education, with almost one-fifth having had seven to twenty-four months.<sup>112</sup>

MacIntyre reported that 44 per cent of the McMaster B.S.W. graduates were considering the possibility of attending a graduate School of Social Work at some time in the future. In addition, well over half of the graduates had been involved in continuing education programs, with a major determinant being the number of years since graduation.<sup>113</sup>

A pre-workshop survey of school social workers (M.S.W. degree holders) in Florida revealed that 77 per cent had taken courses after their M.S.W. Eighty-one per cent felt a need to obtain additional courses.<sup>114</sup>

The O.A.P.S.W. Membership Survey previously mentioned also indicated a high rate of interest in continuing education participation.<sup>115</sup>

From the data available, it would appear that most

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<sup>112</sup>Yeakel, p. 150.

<sup>113</sup>MacIntyre, Report Number 3, p. 4.

<sup>114</sup>Alexis Halley and John Alderson, "A Pre-Workshop Survey of M.S.W. School Social Workers in Florida," in Continuing Education in Social Welfare, ed. Michael J. Austin, Jeffrey Lickson, and Phillip L. Smith, p. 99.

<sup>115</sup>O.A.P.S.W., "Membership Survey," p. 20.

social work practitioners take their need for continuing education seriously. This is demonstrated both in their actual involvement and in their expressed interest in further programs.

### Summary

The review of literature covered five interrelated areas relevant to the area of continuing education in social work.

The first section outlined the societal context of the study and of the current practice of social work. A description was offered of a society in flux, constantly challenged and changing in every aspect of life.

Section two looked at the current role of education within this societal context. Two emergent themes were noted: that the purpose of education is to learn how to learn, and that learning must be a lifelong process.

Implications from these two sections lead into a discussion in section three on education for the professions. Today's professional is faced with continued challenges and changes and the rapidity of the obsolescence of professional knowledge is staggering. Professionals must be involved in a lifelong educational process, beginning with formal training and maintained in continuing education programs.

Section four focused more specifically on the profession of social work and implications for social work education. Several of the current trends in the social service field were noted and implications for social work education were presented. As in section three, it was unequivocally stated that continuing education is an essential part of social work education. The purpose, content and format of current continuing education programs were also discussed.

The last section dealt with the providers of continuing education programs. Response to the obvious need to stay relevant has been made by universities, schools of social work, social agencies, individual practitioners, professional associations and government offices. The involvement and responsibility of these six parties were looked at separately, although in actual fact, continuing education programs must entail considerable cooperation and collaboration among all of them.

### CHAPTER III

#### RESEARCH DESIGN AND METHODOLOGY

In this chapter the nature of the research design is examined. The chapter is divided into the following sections: purpose of the study, classification of the research, research questions, methodological steps and the analysis of data.

##### Purpose

The purpose of this research project was to study both B.S.W. and M.S.W. graduates of the University of Windsor School of Social Work to determine the nature and extent of their interest and involvement in continuing education.

##### Classification of the Research

In fulfilling the purpose of the study, the design has been described as a quantitative descriptive study. Tripodi has defined quantitative descriptive studies as:

...empirical research investigations which have as their major purpose the delineation or assessment of characteristics of phenomena, program evaluation, or isolation of key variables. These studies may use formal methods as approximations to experimental design with features of statistical reliability and control to provide evidence for testing of the hypothesis. All of these studies use quantitative devices for systematically collecting data from populations, programs or samples of populations or programs.

They employ personal interviews, mailed questionnaires, and/or other rigorous data gathering devices.<sup>116</sup>

Thus, this study has described the characteristics of the graduates of the Windsor School of Social Work in their interest and involvement in continuing education.

Furthermore, this study has been classified into the subtype of the population description study in that it has as its 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 can have a large number of variables. Some of these studies are descriptive of characteristics of designated populations such as roles, functions, needs, attitudes, and opinions.<sup>117</sup>

Since it is a quantitative descriptive study with a subtype population description study, this research had the ultimate purpose of "describing quantitative relations among specified variables."<sup>118</sup> Thus, such variables as age, sex, type of degree, number of years as a paid professional social worker, type of job and type of

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<sup>116</sup>Tony Tripodi, Phillip Fellin, and Henry J. Meyer, The Assessment of Social Research (Itasca, Illinois: F.E. Peacock Publishers, Inc., 1969) p.38.

<sup>117</sup>Ibid, p.42.

<sup>118</sup>Ibid, p.38.



employing agency were correlated with the nature and extent of the graduates' involvement in professional continuing education.

### Research Questions

In order to study the graduates by means of a quantitative descriptive design, the following research questions were posed:

1. What is the nature and extent of the involvement of graduates of the University of Windsor School of Social Work in continuing education?

2. Is there a significant relationship between the nature and extent of the graduates' involvement in continuing education and such variables as age, sex, type of social work degree, number of years as a paid professional social worker, field of practice, O.A.P.S.W. membership, and primary job function?

3. What reasons do graduates give for participation or nonparticipation in continuing education?

4. Whom do the graduates see as being responsible for providing continuing education?

5. What interest do graduates have in participation in continuing education programs at the University of Windsor?

6. Are graduates encouraged by their employing

agencies and their alma mater to continue their education?

### Methodological Steps

In order to answer the above mentioned questions, several deliberate methodological steps were taken. These include problem formulation, operational definitions, statement of assumptions accepted for the purposes of this investigation, survey of literature, development of a questionnaire, pre-test of the questionnaire, locating the graduates, and clarification of sampling procedures.

### Problem Formulation

The topic of continuing education of graduates emerged as the authors sensed a particular need in this area in anticipating our future careers as professional social workers. We had both been in the professional work force for a number of years and had participated in some continuing education programs during this time. We returned to the M.S.W. program in the fall of 1974 to further our knowledge, skills, and hence competence for practice as advanced practitioners. However, both of us came to the quick realization that even at this advanced level of academic achievement, education was meant to be a lifelong process. We could not possibly learn all there is to learn in one full year of study, and even if it were possible, the field of social work is changing so dram-

atically that our knowledge would require continuous updating.

From this felt need, we decided to compile information about the interest and involvement of graduates of the Windsor School of Social Work in continuing education. To date, no information regarding their interest and involvement has been compiled. We felt that if the school were to take a leadership role in developing programs to meet the needs of their students, such information was required.

In recent years, a number of schools throughout the United States and Canada have developed quite elaborate continuing education programs for their graduates and other members of the professional community. In order to keep abreast of the changing trends in education and to meet the needs of the professional social work community, two questions must be posited: What are the continuing education needs of the graduates? What is their present involvement in continuing education?

#### Operational Definitions

The purpose of the explication of concepts is to aim at reducing the limitations, ambiguities, and inconsistencies in their ordinary usage by propounding a reinterpretation intended to enhance the clarity and precision of their

meanings as well as their ability to function in hypothesis and theories.<sup>119</sup>

In addition, this procedure is significant in that it clarifies the concepts that affect the meaning of the problem. Furthermore, through operational definitions, the study becomes more easily replicable.

The following operational definitions have been provided for the above mentioned purposes:

The term continuing education was defined as any planned learning experience, after completion of the last Social Work degree, designed to enhance, increase, or build upon knowledge and skills with the goal of a more effective delivery of social services to consumers. Continuing education included workshops, seminars, institutes, conferences, ongoing courses, (both credit and noncredit), in-service training, (including supervision and consultation), and independent reading of professional books and journals.

For the purposes of the study, the terms workshop, seminar and institute were used interchangeably to denote a short, intensive series of lectures, discussions, etc., focused on a specified topic.

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<sup>119</sup>Lillian Ripple, "Problem Identification and Formulation" in Social Work Research, ed. Norman Polansky, (Chicago: University of Chicago Press, 1960), p.43.

Conference was considered to mean a large gathering, usually with a global theme, which might include workshops and institutes.

The term ongoing course was used to denote a defined course of studies offered regularly, either through an educational institution, or a private enterprise, and either for credit or non credit.

In-service training was perceived as a continuing education program carried on within the employing agency and for which the agency assumes full responsibility. This may include courses, workshops, supervision and consultation on a regular or periodic basis. The agency usually provides time for in-service training and its basic goal is to enhance the competence of its own personnel in carrying out the agency functions.

The term independent reading was considered to mean self-motivated reading by the individual of professional books and/or articles in professional journals.

Participation meant actual consumption of any continuing education program.

#### Statement of Assumptions

Several assumptions were made for the purposes of this study. The assumption basic to the entire design was that continuing education is both necessary and useful to

graduates in order to enhance and build upon social work knowledge, skills and overall competence. The essence of its necessity is that the field of social work is rapidly changing and the knowledge base constantly needs updating.

Tied in with the aforementioned is the further assumption that continuing education is part of the professional responsibility of every social worker in order to enhance professional competence and service delivery to clients.

Taking the above two assumptions into consideration, a further assumption has been drawn. That is, that the School of Social Work at the University of Windsor has an interest in and a responsibility towards providing continuing opportunities to its graduates. The results of this study would therefore be useful to the School of Social Work.

### Survey of Literature

The survey of literature was done in Chapter two with five foci in mind: (1) the societal context of the study; (2) the current role of education; (3) implications for education of the professions; (4) implications for education of professional social workers; and (5) responsibility and provision of education for professional social workers.

The review of the literature was completed by reviewing books, articles, government documents and other publications. Experiential surveys were completed relating to the area of continuing education. In order to fill in the gaps left by the above areas, letters were written to various sources including numerous Canadian and American Schools of Social Work, Professional Social Work Associations, the Council on Social Work Education, the Canadian Association of Schools of Social Work and involved individuals.

#### Questionnaire

##### Data Collection Instrument

For the purpose of the study, a mailed questionnaire was chosen as the data collection instrument. (Appendix A) A questionnaire "refers to a device for securing answers to questions by using a form which the respondent fills in himself."<sup>120</sup> The format of the questionnaire was basically structured in that it left only a few alternative ways of answering. Most of the questions were closed ended. The purpose of this style was to pose the questions in as straight-forward a manner as possible, thereby overcoming adverse effects

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<sup>120</sup>William Goode and Paul Hatt, Methods in Social Research, (Toronto: McGraw-Hill Book Co., 1952), p.133.

which a lengthy, thought-provoking questionnaire may have on the respondents. This type of format was also beneficial in that data analysis was simplified and for the most part, pre-coded.

However, there was a minimal amount of open-ended questions where the authors assumed that the list of closed-ended questions were not exhaustive. In such cases, the respondents were able to specify a response more applicable to themselves. In addition, in several instances, respondents were able to give general responses which the authors may have overlooked. These questions were coded once the questionnaires were all received.

The choice of employing a mailed questionnaire was made for a number of reasons. First of all, the graduates were widely dispersed throughout Ontario and personal interviews would have made the study uneconomical in terms of time and money. In addition, the small amount of respondents with whom a personal-interview could have been held was both too small a sample and probably not representative of the entire group of graduates. The graduates also possessed three characteristics which made the use of a mailed questionnaire very appropriate. These characteristics were that the graduates presumably had a high interest in the subject matter, greater education,



and higher socioeconomic status.<sup>121</sup>

Attention was also given to the length of the questionnaire. "A self-administered questionnaire should not usually require more than 30 minutes to complete, and an even shorter time is desirable."<sup>122</sup> Although the questionnaire, including a covering letter, was eleven pages long, it was quite straightforward and required, on the average, 15 minutes to complete. However, the imposing physical length of the questionnaire may have discouraged some respondents from even attempting to reply.

The question content was aimed primarily at obtaining factual information on respondents' participation in continuing education. Some respondents, however, may have been too embarrassed to answer correctly, especially when participation was minimal, even if their responses were anonymous.

In addition to factual questions, other questions were aimed at obtaining the respondents' opinions on various areas of continuing education. These queries may have been regarded as more threatening to the respondents, particularly if their actions did not correlate with their beliefs.

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<sup>121</sup> Ibid, p.182.

<sup>122</sup> Ibid.

Also present in the questionnaire were what Goode and Hatt describe as sieve questions which "sifted out those who should not be answering the questions because they do not possess the necessary knowledge or experience."<sup>123</sup> The first such question appeared on page 3 of the questionnaire when the respondents were asked if they had participated in continuing education over the past year. The respondents who answered "no" were instructed to proceed to question 12 while those who replied with a "yes" were instructed to omit question 12 and answer question 13. In this way those who had participated in continuing education would not have had to bother answering question 12 which asked for reasons for nonparticipation in continuing education. Similar sieve questions occurred in questions 14, 15, 16, 17, 18 of the questionnaire.

#### The Design of the Questionnaire

Prior to the mailing of the questionnaire, a brief resume of the auspices and purpose of the project was outlined for the graduates in the Alumni Association Newsletter. We hoped that this extra preparation would result in an increased return of the questionnaire by emphasizing the legitimacy of the project as linked to the School of Social Work and the Alumni Association.

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<sup>123</sup>Ibid, p.164.

The questionnaire was divided into four sections. A covering letter was sent out with the questionnaire to each potential respondent, (Appendix B). The presenting letter informed the respondents of four areas: the auspices, why the study was done, why the respondent should bother to answer, and the directions on how to fill out the questionnaire. Inclusion of these four areas was recommended by Goode and Hatt.<sup>124</sup> In addition, anonymity of the respondents was assured. The graduates were asked to return the questionnaire by July 4, 1975, which allowed two full weeks for responding. It was felt that a longer period would only discourage quick attention to completing and returning the questionnaire. A return, self-addressed stamped envelope was also enclosed.

Section A of the questionnaire was to be answered by all respondents. It included questions that were formulated to obtain basic background information on the respondents. This information enabled the authors to make comparisons between B.S.W. and M.S.W. degree holders, between males and females, and between O.A.P.S.W. members and nonmembers. Questions regarding length of time as a paid professional social worker, the type of the employing agency, and the nature of the respondent's present position

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<sup>124</sup>Ibid, pp. 177-178.

were added to determine what significance, if any, these variables had upon the nature and extent of the respondent's participation in continuing education.

Section B focused on the nature and extent of the graduates' involvement in continuing education. Continuing education, in this section, was sub-divided into five categories: (1) workshops, seminars, and institutes, (2) conferences, (3) ongoing courses, both credit and noncredit, (4) in-service training, and (5) independent reading. In order to determine the nature and extent of the graduates' involvement in continuing education, specific questions were asked about each continuing education sub-type. Such questions involved the focus of each program and the number of occasions the graduates made use of each specific program with a particular focus. In addition, the respondents' motivations behind participation or nonparticipation in continuing education were examined.

Section C focused primarily on the respondents' attitudes toward continuing education and their perception of the School of Social Work and their employing agencies' attitude toward continuing education. It also provided some data about the respondents' present external motivations for continuing education and what they perceived their continuing education needs to be.

### Pre-test

Prior to formalization of the final draft and mailing the questionnaire, it was pre-tested once on ten people. The questionnaire was given to six M.S.W. candidates, four of whom were Windsor B.S.W. graduates. One was completed by a Windsor M.S.W. graduate, two by B.S.W. graduates from another School of Social Work, and another by a Wilfred Laurier M.S.W. graduate. On the basis of their comments, minor revisions were made. More comprehensive instructions were given throughout and one scale for several questions was radically revised.

### Locating the Graduates

As of May 1, 1975, three different lists had been compiled of the addresses of the graduates of the University of Windsor School of Social Work. However, on initial investigation these lists proved to be outdated and incomplete and it became evident that a new list had to be compiled. Neither the Alumni Association of the University of Windsor nor the School of Social Work had an updated list.

The present M.S.W. class was contacted for addresses of alumni with whom they had kept in contact. Several alumni of the school, presently residing in Windsor, were also contacted for any names and addresses. In addition, the newly formed Alumni Association of the School of Social

Work provided the authors with a substantial list of names. Addresses were then cross-checked against telephone directories available in the University of Windsor Library.

As a result of these efforts, 191 names and addresses were secured out of a possible 192.

### Sampling

The population to be studied included most of the graduates of the Windsor School of Social Work. The first graduates obtained their degree in the spring of 1970. According to the registrar, this specific population includes 227 graduates over a four year time span. The breakdown of the number of graduates and degree granted is as follows:

TABLE 1

Social Work Degrees Conferred by Year  
by the University of Windsor

Year	M.S.W.	B.S.W.
1970	12	2
1971	17	13
1972	16	45
1973	11	47
1974	13	51

Graduates of the 1975 B.S.W. and M.S.W. programs were excluded from this study since it was assumed that

they would not have been in the work force long enough to provide an adequate representation of the graduates' participation in continuing education.

During the period from 1970-1974, 158 B.S.W. and 69 M.S.W. degrees were conferred. For the purpose of this study, it was decided that all B.S.W. and M.S.W. graduates would be studied, largely because of the relatively small size of the sample.

However, 35 of the graduates were both B.S.W. and M.S.W. degree holders, representing a duplication of persons in the number of degrees conferred. These were treated as one respondent which reduced the sample to 192.

One address was not located, and the final number of the sample was 191. Fourteen of the questionnaires were returned with incorrect addresses, which decreased our sample to 177.

#### Limitations

A few limitations were identified as part of the study. These will be described in chapter five.

#### Method of Data Analysis

Variables such as age, sex, membership in O.A.P.S.W., type of social work degree, number of years as a paid professional social worker, the main field of practice, and primary job function were correlated with the nature and

extent of the graduates' involvement in continuing education, using lambda, eta., and Pearson's r. Characteristics of the sample population were also described.

The SPSS system of computer programming was used to make the statistical computations.

### Summary

The topic of this study emerged as a felt need in the area of continuing education. Continuing education was seen as a necessity for professional development and as a prevention for professional obsolescence. Review of available literature confirmed this. The question we posed was "Do graduates of the Windsor School of Social Work participate in continuing education, and if so, what is the nature and extent of their participation?"

A mailed questionnaire was sent out to all the graduates of the Windsor School of Social Work to answer these questions. It was thought that the answers provided would have some implications for the Windsor School of Social Work and the Social Work Alumni Association.

Data analysis was completed by means of the SPSS system of computer programming.



## CHAPTER IV

### DATA ANALYSIS

#### Introduction

In this chapter, the data are presented in seven major sections. Following a description of the characteristics of the sample, the data are presented as applied to the six research questions outlined in chapter three. In summary, the research questions referred to the nature and extent of involvement in continuing education by the graduates; the significance of variables such as age, sex, degree, number of years worked, field of practice, O.A.P.S.W. membership, and primary job function, on graduates' involvement in continuing education; graduates' reasons for participation or nonparticipation in continuing education programs; areas of responsibility for provision of continuing education programs; graduates' interest in participating in continuing education programs at the Windsor School of Social Work; and the amount of encouragement offered to graduates by their employing agencies and their alma mater to continue their education.

Data analysis was completed by means of the SPSS system of computer programming.<sup>125</sup> Statistics employed

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<sup>125</sup>Norman H. Nie, Dale H. Bent, and E. Hadlai Hull, SPSS Statistical Package for the Social Sciences, (Toronto: McGraw-Hill Book Co., 1970).

included Pearson's  $r$ ,<sup>126</sup> lambda assymetric,<sup>127</sup> eta.<sup>128</sup> and Codebook.<sup>129</sup>

Statistics normally used for a nominal and an ordinal scale were converted into statistics used for a nominal and an interval scale. Ferguson elaborates on the validity of this point stating,

Variables which are ordinal may be treated by a method appropriate for interval and ratio variables...This means that certain assumptions are made. Information is superimposed on the data which the measuring operation did not yield; that is, for computational purposes we assume we are in possession of information we actually do not have.<sup>130</sup>

What this in fact means is that the statistics used, when ordinal scales are converted to interval scales, are slightly less accurate than when ordinal scales are left the same and statistics are calculated from them. However, the conversion should be acceptable for the purposes of this study where very fine measurements are unnecessary. We were looking for general patterns of participation rather than minute measurements.

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<sup>126</sup>Ibid., pp.143-153.

<sup>127</sup>Ibid., pp.129-142.

<sup>128</sup>Ibid.

<sup>129</sup>Ibid.

<sup>130</sup>George A. Ferguson, Statistical Analysis in Psychology and Education, (Toronto: McGraw-Hill Book Co., 1971), p.15.

### Characteristics of the Sample

Of the 191 questionnaires sent to the graduates of the Windsor School of Social Work, 14 were returned unopened with incorrect addresses. The authors assumed that the other questionnaires reached the remaining graduates and therefore the sample was reduced to 177. Of these, 88 questionnaires were returned within the allotted time period.<sup>131</sup> This constituted an overall response rate of 49.7 per cent. (An additional eleven questionnaires were received subsequent to the cut-off date, but were not included in the data analysis). While the applicability of the results obtained may have some limitations based on an almost one-half return rate, this is generally an acceptable rate of response for a mailed questionnaire.

The analysis of the responses provided the following information about the characteristics of the sample. The age of the respondents ranged from 22 to 60 years, with a mean age of 29.6. Forty-eight of the respondents were B.S.W. graduates, 39 were M.S.W. graduates, and one did not specify degree. The sample of those receiving questionnaires included 113 B.S.W. graduates and 64 M.S.W. graduates, and therefore the response rate by degree was 42.5 per cent.

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<sup>131</sup>The allotted time period was extended for four days after the original cut-off date due to the possible interference of the July 1 weekend mail.

and 56.5 per cent respectively. In table 2 the data concerning the response rates of each graduating class are presented.

TABLE 2

Response Rates by Year of Graduation  
and Degree Obtained

Year	N*	B.S.W. Returns	Per Cent	N*	M.S.W. Returns	Per Cent
1974	41	15	36.6	13	7	53.8
1973	33	17	51.5	11	8	72.7
1972	30	9	30.5	15	8	53.3
1971	8	6	75.0	15	9	60.0
1970	1	1	100.0	10	7	70.0

\*Number of Questionnaires Received by Respondents

As indicated in table 2, response rates for B.S.W. graduates ranged from 30 to 100 per cent, whereas the overall M.S.W. rate was slightly higher. The differential rates of response of B.S.W. and M.S.W. graduates might reflect the slightly more accurate mailing list of the M.S.W.'s or it might be attributable to the M.S.W. graduates' closer affiliation with research projects. Although the response rate varied among the B.S.W. and M.S.W. graduating classes, a satisfactory response rate was received for each graduating class.

In terms of sex of the respondents, the overall sample was 57.2 per cent female and 42.7 per cent male . Response rates were 56.8 per cent and 42 per cent respectively, thus giving an almost perfect representation of sex for the overall population. Therefore the respondents were considered to represent the overall graduate population of the Windsor School of Social Work.

Other characteristics of the population included membership in professional associations, other degrees obtained and several factors relating to the current employment situation of the graduates. These are discussed below.

Only 35 per cent of the respondents were members of O.A.P.S.W. or other provincial organizational members of the Canadian Association of Social Workers. Fifty-six or 63.6 per cent did not maintain such membership, and one person did not answer the question.

Respondents were asked to specify other degrees or diplomas they had received. Only eighteen degrees were specified; 13 of these were B.A.'s and the remaining five included Teaching degrees or certificates, one M.A. and one degree in Theology.

The next five questions concerned the respondents' employment situation. All of the respondents had had some employment as paid professional social workers after

receiving their Social Work degree. Table 3 illustrates the length of such employment.

TABLE 3  
Length of Employment in Paid  
Professional Social Work

Years	N	Per Cent
1	21	23.9
2	32	36.4
3	12	13.6
4	13	14.8
5	7	8.0
6	2	2.3
No response	1	1.1

The mean number of years worked by the respondents was 2.6. Fifty-three or 60.3 per cent had worked one to two years as paid professional Social Workers. Twenty-five or 28.4 per cent had worked from three to four years while the remaining 9 or 10.3 per cent worked five to six years.

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

As indicated in table 4, almost one-third of the respondents are employed in the field of Child Welfare. Family Service, Correctional, and Medical Settings show the

TABLE 4

Distribution of Graduates by  
Field of Practice

Field of Practice	N	Per Cent
Child Welfare	27	30.7
Family Service	9	10.2
Correctional	8	9.1
Medical	8	9.1
Psychiatric	5	5.7
Addiction	3	3.4
Mental Retardation	3	3.4
Social Planning/Research	3	3.4
Unemployed	3	3.4
Child Welfare/Family Service	3	3.4
Medical Psychiatric	3	3.4
Vocational/Employment	2	2.3
Services for the Aged	2	2.3
School Social Work	2	2.3
Neighbourhood Services/Social Action	1	1.1
Teaching	1	1.1
Recreational	0	0.0
Housing	0	0.0
Private Practice	0	0.0
Other	2	2.3
No Response	1	1.1
Total	88	100.0

next largest concentrations and combined, include 29.4 per cent of the graduates. The remaining 29 graduates are distributed throughout the other fields of practice. For seventy-eight of the respondents this employment was full time, 2 worked part time, 3 were unemployed and 5 did not respond to this question.

The graduates were asked to specify if their employing agency was private, public or other. This question appeared confusing to many graduates and perhaps contained an out-dated concept in an era when many agencies previously considered private are now supported by public funds. Consequently the researchers decided to omit this question from the data analysis.

The last question in this section concerned the primary job function of the respondents. Seventy-five per cent of the respondents were involved in direct service to individuals, groups, families, and communities. The remaining 15 per cent who answered were involved in indirect service functions such as supervision, teaching, administration and research.

In summary, the majority of the respondents were not members of O.A.P.S.W.; were employed full time in the fields of Child Welfare, Family Service, Corrections or Medical Social Work; were involved in direct service to individuals, families or groups; and had worked for two or more years as paid professional Social Workers.



Nature and Extent of Involvement  
In Continuing Education

This section presents the data concerning the nature and extent of involvement in continuing education of the graduates. While the majority of questions related to continuing education of an informal, noncredit nature, one question specifically examined the interest in pursuing additional formal degrees.

Thirty or 62.5 per cent of the B.S.W. respondents stated that they were certain or likely to complete their M.S.W. degree. It should be noted that an additional 35, or 18.2 per cent of the graduates, are presently completing or have already completed their M.S.W. degree. This results in a very high percentage of Windsor B.S.W. graduates interested in attaining a graduate social work degree.

In his study of McMaster University B.S.W. graduates, MacIntyre found that 44 per cent were considering the possibility of attending a graduate school of Social Work. However, only 5 out of 108 graduates were completing or had completed their M.S.W. degree at the time of his study.<sup>132</sup>

It is clear that, in comparison with McMaster graduates, many more of the Windsor graduates have actually attained their second professional degree. This may be partially

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<sup>132</sup>MacIntyre, "Report Number 3," pp. 4, 5.

attributed to the history and focus of the two schools; the Windsor School of Social Work had an M.S.W. program several years prior to the inception of a graduate social work program at McMaster University. The latter is also very specialized, offering a graduate degree only in social policy, whereas the Windsor School of Social Work has a flexible program offering study in several specialized areas. In addition, many B.S.W. graduates of the Windsor School of Social Work were in fact make-up students who entered a one year B.S.W. program following experience in the social welfare field at a B.A. level. Many of these graduates sought the B.S.W. primarily as a prerequisite for admission to the M.S.W. program.

Brenner and Koch reported quite a different finding. Most of their B.S.W. respondents said they did not intend to acquire an M.S.W. or any further degree. "Bachelors appear to enter employment and remain in it as bachelors."<sup>133</sup>

With regard to other degrees, only 5 or 5.7 per cent of the respondents were certain or likely to seek a D.S.W. degree. One of these recently completed the second year of a three year D.S.W. program. Fifty-two or 59.1 per cent of the respondents indicated that such a goal was uncertain or unlikely; 31 did not answer the question.

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<sup>133</sup>Brenner and Koch, p. 42.

Eight graduates indicated definite interest in other degrees: 3 in Business, 1 in Law, 2 in Education (1 B.Ed. and 1 D.Ed.), 1 M.P.H.. Another was interested in a Diploma in Clinical Behavioural Science and 1 did not specify degree.

It appears that for almost all graduates of the Windsor School of Social Work, the M.S.W. is considered a final degree. Brenner and Koch reported a similar finding, stating:

The generally perceived notion of the Masters degree in social work as a "terminal" degree was confirmed ... Masters appear to enter employment and remain in it as masters.<sup>134</sup>

Yeakel's follow-up study of Smith College M.S.W. graduates yielded a much higher percentage of those involved in further training. Fourteen per cent had continued formal education in a third year certificate or doctoral program; 25 per cent were contemplating addition formal study.<sup>135</sup>

In summary, a large number of the Windsor School of Social Work B.S.W. graduates intend to complete or already have completed an M.S.W. degree. Little interest was evidenced in further degrees either in Social Work or other areas.

In regard to participation in continuing education programs not leading to a formal degree, 95 per cent of

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<sup>134</sup> Ibid.

<sup>135</sup> Yeakel, p. 150.

the respondents reported such involvement, during the twelve month period immediately prior to the administration of the questionnaire. This constitutes a much higher degree of involvement than those reported in other studies. For example, Brenner and Koch found that 73 per cent of their respondents had participated in one or more programs; Melicherick and Jelinek reported a 75 per cent involvement ratio of O.A.P.S.W. members surveyed; Yeakel found that two-thirds of Smith College Alumni had such involvement; and MacIntyre discovered 61 per cent of participating McMaster graduates.<sup>136</sup> The higher ratio present in these findings may be partly attributed to the researchers' utilization of a broader definition of continuing education than employed in some of the other studies, including in-service training, supervision and independent reading.

The nature and extent of this involvement was determined by questions relating to the number, focus and sponsorship of conferences; workshops, seminars and institutes (hereafter workshops); in-service training; ongoing courses; and independent reading activities participated in by the graduates. Table 5 illustrates the extent of such involvement, which will be elaborated on in the remainder of this section.

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<sup>136</sup>Brenner and Koch, p. 8; Melicherick and Jelinek, p. 1; Yeakel, p. 150; MacIntyre, "Report Number 3," p. 4.

TABLE 5

Nature and Extent of Involvement  
In Continuing Education

	Participated		Did Not Participate		No Response	
	N	Per Cent	N	Per Cent	N	Per Cent
Conferences	63	71.6	21	23.9	4	4.5
Workshops	43	48.9	38	43.2	7	8.0
In-Service Training	58	65.9	26	29.5	4	4.5
On-Going Courses	14	15.9	70	79.5	4	4.5
Subscriptions to Journals or Book Clubs	55	62.5	29	33.0	4	4.5

Conferences

As evidenced in table 5, the most frequently attended continuing education program involved conferences, which 71.6 per cent of the respondents had attended.

The number attended ranged from 1 to 8, while the average number attended was 2.15. The question regarding the focus of conferences was open-ended and the answers were later categorized into the same focus areas employed for all other program formats. Thirty-eight or 49.3 per cent of the conferences related to specific problem areas, with child welfare, family and marital problems, mental retardation, the aged, corrections and human sexuality mentioned most frequently. Twenty-five or 32.4 per cent related to methods, skills and techniques of direct service

(hereafter methods of direct service), specifically family and marriage counselling, sexual counselling, and communication skills. Methods, skills and techniques of indirect service (hereafter methods of indirect service), such as supervision, administration, social planning and service delivery methods occupied the primary focus of 10 or 12.9 per cent of the conferences. Only 3 conferences focused on personal growth.

Conferences were sponsored in the following way: 34 by Independent Enterprises, 15 by Schools of Social Work, 11 by O.A.P.S.W., 6 by Community Colleges, and 4 by other University departments. One-half or 65 conferences had sponsors other than the above. The Child Welfare League of America, Ontario Association of Children's Aid Societies, Ontario Hospital Association, and various other provincial ministries, hospitals and other agencies were frequently mentioned as other sponsors.

#### In-Service Training

Following participation in conferences, in-service training involved the next largest concentration of graduates. Fifty-eight or 65.9 per cent had participated in some form of in-service training. Overall, a total of 93 instances were reported, resulting in an average of 1.6 instances of participation per respondent. Involvement was generally not on a regular basis, but graduates

periodically attended agency sponsored workshops and less frequently, ongoing courses, supervision and consultation.

Although 65.9 per cent of the respondents indicated involvement in in-service training, there was a very high rate of no response throughout the next question regarding format and frequency. This might infer that the question was confusing, that the authors did not offer a representative sample of types of in-service training, or that graduates are involved in in-service training which they do not consider as continuing education. Regarding the focus of in-service training, methods of direct service were frequently the focus for 47 per cent of the respondents, specific problem areas for 40.9 per cent, policies and procedures of the agency for 34 per cent, personal growth for 23.8 per cent and methods of indirect service for 20.5 per cent.

### Workshops

The third most popular form of continuing education involved participation in workshops. Forty-three or 48.9 per cent of the respondents reported a total of 73 such programs, resulting in an average of 1.7 workshops for each participant. As with conferences and in-service training, the most frequent foci were methods of direct service and specific problem areas, each reported in 23 instances. Personal growth ranked next, with 13 instances, followed by

9 responses of methods of indirect service. Five other foci were specified including the status of women, marriage encounter groups and use of power in unions.

Workshops were sponsored in the following manner: Schools of Social Work and Independent Enterprises 17 each, other agencies 13, other sponsors 12, other University departments 6, Community Colleges 5, and O.A.P.S.W. 1.

#### Ongoing Courses

Fourteen respondents had participated in a total of 24 ongoing courses of which 12 were for credit and 12 noncredit. Unlike the other formats, ongoing courses were most frequently focused on methods of indirect service, as in 9 courses; followed by methods of direct service in 5, specific problem areas in 2, and personal growth in 2. The remaining six had other foci such as family law, training of volunteers and communication skills with the deaf. Eleven courses were sponsored by a School of Social Work, 8 by another University department, 3 by a Community College and one each by an Independent Enterprise and another agency.

Brenner and Koch found that a much higher percentage of their respondents had taken courses for credit. Although few were planning to complete further degrees, 35 per cent of their respondents had taken credit courses.<sup>137</sup> Perhaps this discrepancy can be attributed to the greater number of

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<sup>137</sup>Brenner and Koch, p. 7.



courses offered by American Schools of Social Work or relevant courses offered by American Universities and Colleges. Also more of the Windsor B.S.W.'s have gone on for their M.S.W. degree, thereby decreasing the number of credit courses taken for continuing education purposes.

#### Independent Reading

In addition to participation in conferences, workshops, ongoing courses and in-service training, graduates were asked to indicate the amount of independent reading in which they were involved. Fifty-five or 62.5 per cent of the respondents subscribed to professional journals or book clubs, ranging from 1 to 8 subscriptions with a mean of 1.9. The average number of books read by the 70 who answered the question equalled 8.2, with a range of 1 to 100. The number of articles read in professional journals ranged from 1 to 150, with a mean of 69. It appears that for many of the graduates, independent reading is an important means of continuing their education.

In summary, graduates of the Windsor School of Social Work reported considerable involvement in the area of continuing education. Programs of short duration, such as conferences and workshops, and independent reading activities were most popular, followed by ongoing courses and regular in-service training. In total, programs most frequently focused on specific problem areas and methods of direct

service, directly applicable to the respondent's daily practice. Overall sponsorship was scattered, with Independent Enterprises, Schools of Social Work and various provincial, national and international associations most frequently mentioned.

In addition to graduates' actual involvement, attitudes towards continuing education were surveyed. Sixty-seven or 76.1 per cent of the respondents felt such participation was very important; 20 or 22.7 per cent rated it as important; and one person did not answer. None of the respondents stated that such participation was unimportant.

Relationship Between Specified Variables  
and Participation In  
Continuing Education

This section examines the degree of association between variables, using eta, lambda, and Pearson's  $r$ . Tests of significance were not employed in this study as it was felt that the findings could not be used to describe a general population of M.S.W. and B.S.W. graduates. The graduates of the Windsor School are certainly unique from graduates of other Schools, as revealed in the previous section describing the nature and extent of their involvement in continuing education.

Furthermore, only significant associations are discussed. For a complete table of associations between

variables, refer to Appendix C.

### Sex

Sex was found to have a significant relationship with three variables; those of participation in in-service training, specifically in the areas of educationally focused supervision and consultation, and participation in workshops.

TABLE 6

Relationship Between Sex and Participation  
in Educationally Focused Supervision

Sex	Regular Supervision		Periodic Supervision	
	N	Per Cent	N	Per Cent
Female	8	66	3	33
Male	4	33	6	66

Lambda Asymmetric = 0.22

As revealed in table 6 we see that a very small number of the graduates participated in educationally focused supervision. Only 12 respondents indicated that they are supervised regularly. Of these 12, 8 were females or 66 per cent of those who were supervised regularly. The remaining 4 or 33 per cent of those who participated in supervision were males. A total of 9 respondents were supervised periodically. Three or 33 per cent of these

were females while 6 or 66 per cent were males.

Lambda asymmetric = 0.22 with educationally focused supervision being the dependent variable. To elaborate, there is a slight relationship between sex and participation in educationally focused supervision. Knowledge of gender will eliminate 22 per cent of the errors in guessing who will participate in supervision.

One may speculate reasons for this occurrence. It may be because there are twice as many female B.S.W. graduates as male B.S.W. graduates, while many more M.S.W. graduates are male. Or employers may feel that women more than men need or seek regular supervision.

A similar association exists between sex and participation in educationally focused consultation.

TABLE 7

Relationship Between Sex and Participation  
in Educationally Focused Consultation

Sex	Regular Consultation		Periodic Consultation	
	N	Per Cent	N	Per Cent
Female	6	75	4	40
Male	2	25	6	60
Lambda Asymmetric = 0.25				

From table 7 we see that 18 respondents had participated in educationally focused consultation. Seventy-five per cent

of the females and 25 per cent of the males participated in regular consultation while 40 per cent of the females and 60 per cent of the males participated in periodic consultation.

With lambda asymmetric = 0.25, with educationally focused consultation being the dependent variable, it is known that 25 per cent of the errors in guessing who will participate in either regular or periodic consultation will be eliminated if we take sex into consideration.

The same speculations that applied to the relationship between sex and participation in supervision apply to the relationship between sex and participation in consultation.

There is also an association between sex and participation in workshops.

TABLE 8

Relationship Between Sex and Participation  
In Workshops

Sex	Participated		Did Not Participate	
	N	Per Cent	N	Per Cent
Female	20	47.6	25	65.8
Male	22	52.4	13	34.2
Lambda Asymmetric = 0.13				

As we can see, a larger number of males participated

in workshops, than females. Perhaps males are in a more favourable position to choose the format of their continuing education, or are compensating for their minimal involvement in supervision.

#### O.A.P.S.W. Membership

O.A.P.S.W. membership had no significant effect upon the majority of the dependent variables. The one dependent variable that it did have an effect upon, however, was participation in educationally focused consultation.

TABLE 9

Relationship Between O.A.P.S.W. Membership and  
Participation in Educationally  
Focused Consultation

O.A.P.S.W. Membership	Regular Consultation		Periodic Consultation	
	N	Per Cent	N	Per Cent
Yes	3	37.5	2	20.0
No	5	62.5	8	80.0

Lambda Asymmetric = 0.12

From table 9 we see that a greater number of respondents who are not O.A.P.S.W. members participated in both regular and periodic educationally focused consultation than members.

Lambda Asymmetric = 0.12 with educationally focused

consultation as the dependent variable. Therefore 12 per cent of the errors could be eliminated when guessing who participated in educationally focused consultation.

One speculation to account for this is that perhaps more senior social workers are members of O.A.P.S.W. and presumably they would be less involved in a learning role and more in a teaching role.

### Age

Age made a difference with two variables only, those of specific problem areas as the focus of workshops, and of in-service training. Pearson's  $r = -0.21$  for the former. Therefore, as age decreases, the number of workshops, with the focus of specific problem areas increases. However, the relationship is slight.

This could be because it takes some time to become acquainted with the specific knowledge of one field (i.e. addictions, child welfare). In this case, one might assume that as age decreases so does the number of years worked. The need for information on specific problem areas would be more necessary for recent graduates of a social work program.

Pearson's  $r = -0.20$  for the focus of in-service training. Again the relationship is slight with the focus of specific problem areas increasing in number as age decreases. The same speculation that applied to workshops could apply to in-service training.

Number of Years Worked

The number of years worked was condensed into two values: 1 to 3 years and 4 to 6 years. For the most part, the number of years worked made no significant difference on the dependent variables.

However, there was a slight relationship between number of years worked and the number of times specific problem areas were the focus of workshops. Pearson's  $r = -0.23$ . Thus as the number of years worked decreased, the number of times specific problem areas were the focus of workshops, increased. This relationship also occurred between age and the number of times that specific problem areas were the foci of workshops. The same speculations that applied to the effect of age upon the number of times specific problem areas were the foci of workshops could be applied to the effect of the number of years worked upon the number of times specific problem areas were the foci of workshops.

A relationship also exists between the number of years worked and the number of times methods of direct service were the focus of workshops. Pearson's  $r = 0.46$  which indicates a moderate relationship. Thus workshops focused on methods of direct service became more popular as workers gained more experience.

One might speculate that a new worker is more interested in learning about specific problem areas. However, as more experience is attained a worker then becomes more concerned with how to better deal with specific problem areas, thereby increasing the popularity of programs focused on methods of direct service.



### Degree

It is interesting to note that type of degree had no effect upon any dependent variable. All of the graduates had received degrees from the University of Windsor. Perhaps during their attendance at Windsor, the graduates were exposed to the same philosophy and the same professors. All respondents would be receiving the same messages and hence the finished product would not be diversified.

Or one might also speculate that the specific program at the University of Windsor attracts a certain type of student.

### Primary Job Function

Primary job function was condensed into two values, direct and indirect service. However, as with type of degree, there was no significant association between primary job function and any of the dependent variables.

It could be conjectured that although some respondents stated their primary function was indirect service, in all likelihood, they were still performing some direct service functions. According to Monk and Crompton, very few of the Windsor graduates surveyed in 1974 were performing purely indirect service functions.<sup>138</sup> Thus there may be considerable overlap in interest and skill areas between

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<sup>138</sup> Monk and Crompton, p. 109.

direct and indirect service practitioners.

Brenner and Koch reported a different finding with the Wisconsin social workers. Primary job function did affect certain issues regarding nature and extent of involvement in continuing education.<sup>139</sup> However, the Wisconsin study employed a much larger sample with a less biased distribution between direct and indirect practitioners. The survey also included workers of all ages, not solely recent graduates with limited work experience.

#### Fields of Practice

Field of practice was eliminated from the tests of association for several reasons. First of all, the variable, field of practice, had 23 values which made the number of respondents in each cell too small for this tabulation. Such a small number of respondents per cell caused statistical computations to be blown out of proportion.

The authors attempted to compact this variable into a maximum of four values. However, it was decided that the values of fields of practice would lose their meanings and at this point this variable was eliminated from cross-tabulations.

Thus, because of the small size of the sample, the variable field of practice was eliminated.

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<sup>139</sup>Brenner and Koch, pp.43-47.

### Summary of Relationships Between Variables

There were few significant relationships between variables. There was a slight relationship between sex and the frequency of in-service supervision and consultation, and participation in workshops. O.A.P.S.W. membership slightly affected the frequency of participation in educationally focused consultation. The frequency of specific problem areas as a focus for in-service training and workshops was slightly affected by age. The frequency of specific problem areas as a focus for workshops also had a slight relationship with the number of years worked. A moderate relationship existed between the number of years worked and the frequency of methods of direct service as the focus of workshops. No other degree of association existed between variables.

### Reasons for Participation and Non Participation In Continuing Education

Our third research question examined the graduates' reasons for participation and non participation in continuing education. Only 4 respondents had not participated in any form of continuing education during the last twelve months. Three of these were women who were not working, one an M.S.W. graduate, and 2 B.S.W. graduates. The fourth was a male M.S.W. graduate employed in the vocational/employment

field. All three women rated family responsibilities as a very important reason for their lack of participation. The male respondent also rated this as an important factor. Of the three respondents who answered, all stated that lack of continuing education opportunity in or near their community was also an important reason; 2 stated heavy outside responsibilities were prohibitive, and one quoted lack of agency support as an important reason. Only one of these respondents felt satisfied with educational goals already achieved; no one considered that continuing education was unnecessary. In general, lack of involvement in continuing education appeared to be related to concrete problems such as lack of agency support, inaccessibility to programs and family responsibilities, rather than a negative attitude towards the importance of continuing education.

Eighty-four respondents had participated in some form of continuing education, and they were asked to rank, on a 5 point scale, the importance of 8 reasons for their involvement. Table 10 summarizes the frequency with which the reasons were given a rank of "important" and "very important."

As evidenced in table 10, graduates were motivated by a desire both to learn new knowledge and skills, many specific to the currently held job, and to grow as

TABLE 10  
Frequency of Reasons for Participation in  
Continuing Education Ranked Important  
and Very Important

Reasons for Participation	N	Per Cent
Learn new knowledge and skills not studied in formal training	79	89.8
Enhance personal growth	78	88.6
See this as part of responsibility of a professional social worker	73	83.0
Gain specific knowledge for currently held job	73	83.0
Exchange knowledge and experience with other professionals	69	78.5
Meet agency requirements	21	23.9
Gain recognition from colleagues and other professionals	13	14.7
Gain credit toward promotion or salary raise	7	8.
Other reasons	3	3.4

a person and a responsible professional. They were also motivated by an opportunity to exchange knowledge and experience with other professionals. Graduates were not generally motivated by agency requirements or rewards. It appears that many agencies do not offer such pressure or encouragement as these reasons were considered "not applicable" by 27 and 51 per cent respectively. A later

question revealed that only 23.9 per cent of the respondents were employed in agencies where promotion, salary raise or seniority were influenced by participation in continuing education. Finally, recognition from colleagues and other professionals was not valued by many respondents.

Responsibility for Provision of  
Continuing Education

Our fourth research question surveyed the graduates' attitudes towards the degree of responsibility each of the following should assume in providing continuing education programs: the individual graduate, colleagues, the School of Social Work, employing agency and the Alumni Association. All were attributed "considerable" or "a great deal" of responsibility by a large percentage of the respondents. Specifically, 86 respondents attributed considerable or a great deal of responsibility to the employing agency; 80 to the individual graduate; and 78 to the School of Social Work. No one felt that either the employing agency or the individual graduate had no responsibility, and only one respondent felt that the School of Social Work had no responsibility in this area. Sixty respondents attributed considerable or a great deal of responsibility to the Alumni Association (six stated no responsibility) and 56 to their colleagues (8 stated no responsibility). Eight respondents also included the professional association.

It appears that graduates perceive considerable overlap

in the area of responsibility for provision of continuing education programs. Twenty-five of the graduates took their personal responsibility seriously enough to indicate they would consider assisting in the development of such programs at the Windsor School of Social Work.

Interest In Participating In Continuing  
Education Programs at the Windsor  
School of Social Work

Of the 86 respondents who answered, 66 or 75 per cent indicated an interest in participating in programs at the Windsor School of Social Work. Twenty were not interested, and 11 of these indicated that distance from Windsor prohibited their involvement.

When asked to specify their areas of interest, 35 respondents indicated specific problem areas. Areas most frequently mentioned were youth and adolescents, the aged, marital and family problems, addictions, and mental health topics such as depression and stress.

An overwhelming majority, 61 respondents, were interested in methods of direct service, specifically family therapy, as requested by 26 respondents. Other popular topics included Transactional Analysis, Group Work, and Reality Therapy. Less frequently mentioned were sexual counselling, crisis intervention, death counselling and social systems theory.

Thirty-four respondents were interested in methods of indirect service with 12 specifying supervision, 6 research and 4 administration. Other responses included staff development and program evaluation.

The area of personal growth was favoured by 24 graduates; policies and procedures by 9 (specifically in hospital settings, court, welfare, and corrections). Other areas suggested were consultation and community work.

The most popular time period for programming was the fall/winter semester, with preference for 2-3 days, evening sessions and week-ends, in that order. Full-time for one or more weeks was not attractive to the respondents.

Finally, graduates were asked to indicate if they would consider assisting in the development of a continuing education program at the Windsor School of Social Work.

Twenty-five answered yes, 29 no, and 29 were undecided.

Five did not respond.

In summary, a large number of the respondents were interested in continuing education programs at the School, and were able to specify what areas would be most helpful. In addition, 25 graduates would assist in the development of such programs. Distance from the School might have discouraged others from volunteering to assist.



Encouragement from Employing Agency and  
Windsor School of Social Work

The graduates were asked to rate the degree of emphasis placed upon their involvement in continuing education by the Windsor School of Social Work. As illustrated in table 11, the respondents were quite diversified in their opinions.

TABLE 11

Graduates' Perceptions of the Degree of  
Emphasis Placed Upon Continuing  
Education by the Windsor  
School of Social Work

Degree of Emphasis	N	Per Cent
No Emphasis	12	13.6
Very Little Emphasis	27	30.7
Some Emphasis	40	45.5
A Great Deal of Emphasis	7	8.0
No Response	2	2.3
	<u>88</u>	<u>100.0</u>

Thus 44.3 per cent of the graduates felt that their alma mater placed little or no emphasis on involvement in continuing education, while 53.5 per cent recalled some to a great deal of emphasis.

The respondents also felt varying degrees of encour-

agement from their employing agencies. None of the respondents felt actually discouraged, but 18.2 per cent felt that their employers were indifferent towards such involvement. Almost 60 per cent of the respondents felt some

TABLE 12

Agency Supports for Involvement in  
Continuing Education

Agency Supports	Yes		No		No Response	
	<u>N</u>	<u>Per Cent</u>	<u>N</u>	<u>Per Cent</u>	<u>N</u>	<u>Per Cent</u>
Supplies information on continuing education programs	68	77.3	14	15.9	6	6.8
Provides professional library	62	70.5	20	22.7	6	6.8
Gives credit for time spent in continuing education programs	48	54.5	30	34.1	10	11.4
Pays for some expenses of continuing education programs	46	52.3	24	27.3	18	20.5
Pays for all expenses of continuing education programs	21	23.9	57	64.8	10	11.4
Gives credit toward promotion, salary raise and seniority	21	23.9	54	61.4	13	14.8

encouragement from the agency, and 17 per cent felt very encouraged in this area. The graduates were then asked


to specify how the agency operationalizes this encouragement. Table 12 summarizes their responses.

As illustrated in table 12, over one half of the respondents are employed by agencies which provide (1) information on educational programs, (2) a professional library, (3) credit for participation in continuing education programs through extra pay, time off, etc. and (4) financial support for some of the expenses incurred. Less than one quarter of the agencies, however, paid for all expenses of continuing education programs or rewarded such involvement through salary raise, promotion or seniority.

#### Chapter Summary

The analysis of the data was based upon 88 of a possible 177 respondents, which was demonstrated to be representative of the population in terms of sex, degree and year of graduation. The responses of the graduates were analyzed in terms of six research questions regarding the nature and extent of graduates' involvement in continuing education, their reasons for participation, their opinions regarding support in this area from their alma mater, and their employing agencies, their opinions regarding areas of responsibility for providing programs, and finally their interest in participating in such programs at the Windsor School of Social Work. Data relevant to selected areas were examined in terms of sex, degree, O.A.P.S.W.

membership, number of years worked and primary function. A summary of the findings and implications of these for the School of Social Work and the Alumni Association are outlined in the next chapter.



## CHAPTER V

### CONCLUSIONS, LIMITATIONS, AND RECOMMENDATIONS

The purpose of the study was to examine the interest and involvement in continuing education programs of the graduates of the Windsor School of Social Work. The unquestionable need for responsible professionals, including social workers, to continually update their knowledge and skills was emphasized throughout the literature reviewed. A questionnaire was developed and sent to the graduates, and the analyzed data were presented in chapter four.

Our conclusions based upon a summary of the findings, the limitations of the study and the implications of the data for the School of Social Work and its Alumni Association are discussed in this final chapter.

#### Conclusions

The graduates of the Windsor School of Social Work were found to have a very positive attitude towards the importance of continuing education. This may be partly attributed to the emphasis placed by their alma mater upon learning as a continuous process, and the encouragement received from their employing agencies. Graduates also seemed to be sensitive to the pressures on them as responsible professionals to fight the rapid obsolescence of knowledge discussed in

chapter two. They were highly motivated to gain new knowledge and skills, and to develop further both personally and professionally, with little regard for recognition from agency or colleagues. It is interesting to point out that although over two-thirds of the respondents did not belong to the professional association, most graduates' definition of professionalism included a strong commitment to education as a continuous process. The effect of these supports and pressures is considerable: 95 per cent of the respondents had, during the specified twelve month period, participated in some form of continuing education. Independent reading activities, coupled with programs of short duration, such as conferences and workshops, were more favoured than ongoing courses or any specific form of in-service training. Graduates were most interested in topics geared to improving their daily practice, i.e., specific problem areas and methods of direct service. The majority of these programs were sponsored by Independent Enterprises, Schools of Social Work and various provincial, national and international associations. In addition to continuing education programs of a noncredit nature, 62.5 per cent of the B.S.W. respondents expected to complete their M.S.W. degree.

Cross tabulations allowed few definite conclusions regarding the effect of sex, age, O.A.P.S.W. membership, number of years worked and primary function, on the nature and extent of educational involvement. However, slight associa-

tion was noted between sex and supervision, consultation, and workshop participation; between O.A.P.S.W. membership and participation in conferences; between the number of years worked and foci of workshops; and between age and the foci of workshops and in-service training. No differences were accounted for by type of degree or primary job function.

It is surprising to note that very few, only 14 per cent of the respondents, indicated that they were involved in supervision in their employing agencies, considering their limited work experience. As stated in chapter one, the B.S.W. degree is designed for the beginning social work practitioner,<sup>140</sup> which would seem to imply that most B.S.W. graduates would seek or require regular supervision. This assumption was in fact not supported by the data collected, although the respondents may have felt that their supervision was not educationally focused.

The M.S.W. degree is considered as a means of specializing at an advanced level.<sup>141</sup> From this one might assume that type of degree would make a difference in the amount of supervision received. Again this assumption was not supported by the data obtained.

A very large percentage of graduates attributed con-

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<sup>140</sup>"Self Study Report," Volume 1, p. 1.

<sup>141</sup>"Self Study Report," Volume 11, Section 16, p. 10.

siderable responsibility to themselves, their employing agencies and the School of Social Work to provide programs of continuing education. Colleagues and the Alumni Association were deemed somewhat less responsible.

In addition to the already noted extensive involvement of the graduates, 66 or 75 per cent of the respondents indicated an interest in attending continuing education programs at the Windsor School. Sixty-one respondents were interested in methods of direct service with 26 specifying Family Therapy, 9 Transactional Analysis, 7 Group Work and 5 Reality Therapy. Other areas included sexual counselling, crisis intervention and death counselling. Thirty-five respondents were interested in specific problem areas; the most frequently mentioned areas were youth and adolescents, child and family problems and the aged. Thirty-four respondents were interested in methods of indirect service, with 12 specifying supervision, 6 research, and 4 administration. Personal growth was mentioned by 24 respondents; policies and procedures by 9. The respondents indicated a preference for programs during the fall-winter semester, for 2-3 days, evening sessions or week-end sessions. One-half of the 22 respondents who would not attend such programs stated distance from Windsor as a prohibitive reason. Twenty-five graduates also indicated they would be willing to assist in the development of such programs, and again, distance from Windsor prohibited such commitment from others.



### Limitations of the Study

Several limitations of the study were identified. First of all, the questionnaires were sent out in the early summer when many of the respondents may have been on vacation. This may have resulted in a lower return rate than otherwise might have been expected. Eleven questionnaires were returned too late to be included in the data analysis. In addition, two of the questions appeared confusing to many of the respondents resulting in an eventual rejection of one question and an unsatisfactory response in another.

The relatively small size of the total sample, 177 graduates, and the responses of only 88 of these made it difficult to determine the degree of association between certain variables. This was most pronounced with the variable of field of practice which finally had to be eliminated.

There was one limitation inherent in the questionnaire which is tied in with the size of the sample. More tests of association may have been significant had the foci of conferences, in-service training, workshops and ongoing courses been combined and the scales of frequency standardized. As the questionnaire was developed, this was impossible.

Also, tests of significance were not employed as it was assumed that the graduates of the Windsor School of Social Work were not sufficiently similar to a general population of B.S.W. and M.S.W. graduates. The results of this study could therefore not be applied to the general

population of professional social workers in the community of Windsor. The recommendations of the study would only apply to the offering of continuing education programs for the Social Work alumni.

### Recommendations

As suggested in the Introduction, the study has implications for two roles of the School of Social Work: the inculcation of the belief in professional education as a lifelong process, and the provision of continuing education programs.

The graduates of the Windsor School displayed, both attitudinally and behaviourally, a strong belief in the importance of continuing education. However, just under one half of the respondents felt that the School had placed very little or no emphasis on this area. The authors therefore recommend that the faculty of the School increase their endorsement of the belief in education as a lifelong process.

Secondly, we recommend that the School of Social Work respond to the expressed learning needs of its graduates and fulfill its responsibility to provide continuing education programs. The responsibility attributed to the School is even more enhanced by the lack of graduates' interest in the professional association and any leadership it might assume in this area. The graduates, as adult

learners, have demonstrated their capacity to diagnose their learning needs and to accept responsibility for planning programs to meet these needs.

It cannot be stressed too strongly that the alumni want to be and must be involved in the planning and implementation of continuing education programs at the Windsor School of Social Work. Twenty-five of the respondents indicated their willingness to become so involved. It is recommended that the Alumni Association take an active role in coordinating the efforts of interested graduates and faculty members. A committee should be established with representatives from the Alumni Association and the School's Program Committee to continue the process begun in this study. As noted in chapter two, the University of Windsor has strongly endorsed the concept of continuing education for professionals and must be made to fulfill its commitment to help the professional schools operationalize this philosophy. This too, will be the work of the Committee. It is also recommended that the Committee contact Professor Baskett at the School of Social Welfare at the University of Calgary in order to join the coordinated efforts of several schools of Social Work in their provision of continuing education programs.

In addition to the recommendations concerning specific programs at the Windsor School of Social Work, this study also has implications for activities on a more global

level. Although graduates reported a high degree of involvement in continuing education, the quality of these programs was not established. Following the lead of other professions, the social work profession could set up and maintain high standards of skills and competence. These standards can be ensured by a certification process renewed regularly upon successful completion of specified continuing education programs.

This can be accomplished if all those bodies involved in and responsible for providing continuing education, such as Schools of Social Work, Alumni Associations, employing agencies, and professional organizations, co-ordinate their efforts to reach this goal.

#### Suggestions for Further Research

The establishment of continuing education programs inherently implies further research. No program should be carried out without careful evaluation, and further studies will be necessary to define more precisely the learning needs of potential participants. For example, the general social work population in the Windsor community should be surveyed regarding their interests in this area.

Other areas of research suggested from our study involve further investigation into some of the associations noted in chapter four, for example, the discrepancy between the sexes and participation in consultation and supervision,

and the lack of differences in interest areas and involvement for graduates supposedly trained at quite different levels, and for workers whose primary function differs from direct to indirect service.

The authors also recommend investigation into graduates' involvement in supervision and consultation, as a suprisingly small number of workers, with limited experience, reported such involvement.

Another question concerns the graduates' lack of involvement in the professional association. It is recommended that O.A.P.S.W. seriously concern itself with this issue not only with graduates of this School, but graduates of other programs as well.

Finally, the authors recommend that this study be replicated in three to four years when the graduate population is much larger, thus making it more feasible to obtain significant associations and patterns of involvement.

The authors would like to conclude the study by saying that interesting and important data about the graduates as continuing adult learners have been made available through this project. It is hoped that the School and the graduates will use the data to develop programs which will effectively increase the quality of delivery of social services to the client-consumers.

APPENDIX A  
CONTINUING EDUCATION  
QUESTIONNAIRE

SECTION A

ALL RESPONDENTS ARE REQUESTED TO COMPLETE THIS SECTION. PLEASE INDICATE YOUR RESPONSES WITH A CHECK (✓) UNLESS OTHERWISE SPECIFIED.

1. Age as of last birthday: \_\_\_\_\_
2. Sex: \_\_\_\_\_ Female \_\_\_\_\_ Male
3. Member of O.A.P.S.W. or other provincial organizational member of C.A.S.W.:  
\_\_\_\_\_ yes \_\_\_\_\_ no

4. Please specify the university from which you graduated and the year of graduation. Indicate all that apply.

	University	Year
BSW	_____	_____
MSW	_____	_____
Other (specify degree or diploma)	_____	_____

5. How long have you worked as a paid professional Social Worker after each of the following degrees? Complete both if applicable.

BSW \_\_\_\_\_ years      MSW \_\_\_\_\_ years

6. Indicate the main field of practice of your present position.

_____ Child Welfare	_____ Mental Retardation
_____ Income Security	_____ School Social Work
_____ Family Service	_____ Housing
_____ Correctional	_____ Neighbourhood Services/ Social Action
_____ Recreational	_____ Teaching
_____ Medical	_____ Social Planning/ Research
_____ Psychiatric	_____ Private Practice
_____ Addiction	_____ Unemployed
_____ Vocational/Employment	_____ Other (specify)
_____ Services for the Aged	_____
	_____

7. Is your employment \_\_\_\_\_ full time? \_\_\_\_\_ part time?

8. Is your present employer

\_\_\_\_\_ Public Agency

\_\_\_\_\_ Private Agency

\_\_\_\_\_ Other (specify) \_\_\_\_\_

9. In your present position, which area best describes your primary function. Check only one.

\_\_\_\_\_ Direct Service to individuals, families,  
and/or groups

\_\_\_\_\_ Direct Service to communities

\_\_\_\_\_ Administration

\_\_\_\_\_ Supervision/Consultation

\_\_\_\_\_ Research/Planning

\_\_\_\_\_ Teaching/Staff Development

\_\_\_\_\_ Other (specify) \_\_\_\_\_

#### SECTION B

10. Do you expect to continue your formal education towards any of the following?

MSW \_\_\_\_\_ certain \_\_\_\_\_ likely \_\_\_\_\_ uncertain \_\_\_\_\_ unlikely

DSW \_\_\_\_\_ certain \_\_\_\_\_ likely \_\_\_\_\_ uncertain \_\_\_\_\_ unlikely

Other \_\_\_\_\_ certain \_\_\_\_\_ likely \_\_\_\_\_ uncertain \_\_\_\_\_ unlikely  
(specify) \_\_\_\_\_

For the purpose of this study, continuing education is defined as any learning process, after completion of your last Social Work degree, designed to enhance, increase or build upon knowledge and skills with the goal of a more effective delivery of social services to consumers. Continuing education includes: 1) conferences 2) in-service training, including supervision and consultation 3) workshops, seminars and institutes 4) ongoing courses 5) independent reading of professional books and journals.

11. The following questions relate to the nature and extent of your involvement in continuing education during the last 12 months and differentiate among the five types mentioned above. Please answer all questions that apply to you, using the above definition.

Have you participated in any of the above types of continuing education during the last 12 months?

\_\_\_ no (proceed to Question 12 and then to page 8, Questions 21 to 30)

\_\_\_ yes (proceed to Question 13, and answer all remaining questions)

12. If you answered no to Question 11, please rate the importance of the following reasons for your nonparticipation in continuing education. Rate each reason according to the scale provided below.

- 1 - not applicable
- 2 - very unimportant reason
- 3 - unimportant reason
- 4 - important reason
- 5 - very important reason

\_\_\_ Satisfied with educational goals already achieved.

\_\_\_ Family responsibilities prohibit participation.

\_\_\_ Lack of continuing education opportunity in or near community of employment.

\_\_\_ Lack of agency support for time and/or expense.

\_\_\_ Continuing education is unnecessary.

\_\_\_ Heavy outside responsibilities prohibit involvement.

\_\_\_ Other, if any (specify) \_\_\_\_\_

Now please proceed to page 8 and answer Questions 21 to 30.



13. If you answered yes to Question 11, please rate the importance of the following reasons for your participation in continuing education. Rate each reason according to the scale provided below.

- 1 - not applicable
- 2 - very unimportant reason
- 3 - unimportant reason
- 4 - important reason
- 5 - very important reason

- ☐ Meet agency requirements.
- ☐ Gain specific knowledge for currently held job.
- ☐ Learn new knowledge and skills not studied in formal training.
- ☐ Gain credit toward promotion or salary raise.
- ☐ See this as part of the responsibility of a professional Social Worker.
- ☐ Gain recognition from colleagues and other professionals.
- ☐ Enhance personal growth and self awareness.
- ☐ Exchange knowledge and experience with other professionals.
- ☐ Other, if any (please specify) \_\_\_\_\_

14. Have you participated in any conferences during the last 12 months? (e.g. international, national, provincial etc.) conferences.

☐ yes ☐ no

(b) If yes, how many? \_\_\_\_\_

(c) Please specify the primary focus of the conferences you have attended.

\_\_\_\_\_  
\_\_\_\_\_

(d) How many of the conferences were sponsored by the following? Insert appropriate number.

- ☐ OAPSW or CASW
- ☐ School of Social Work
- ☐ Other University Department (non Social Work)
- ☐ Community College
- ☐ Independent Enterprise
- ☐ Other (specify) \_\_\_\_\_

15. (a) Have you participated in any in-service training programs sponsored by your employer during the last 12 months?

\_\_\_ yes \_\_\_ no (if no, proceed to Question 16)

- (b) If yes, in which of the following in-service training programs have you participated?

___ ongoing in-service courses	___ regular	___ periodic
___ in-service workshops	___ regular	___ periodic
___ educationally focused supervision	___ regular	___ periodic
___ educationally focused consultation	___ regular	___ periodic

- (c) Using the scale provided below, indicate how often the primary focus of the in-service training related to the following topics.

- 1 - never
- 2 - seldom
- 3 - moderately often
- 4 - often
- 5 - always

\_\_\_ Specific problem areas (e.g. youth, addictions).

\_\_\_ Methods, skills, and techniques of direct service (e.g. Family Therapy, Reality Therapy, Transactional Analysis).

\_\_\_ Methods, skills and techniques of indirect service (e.g. Administration, Supervision, Research).

\_\_\_ Personal growth (e.g. Self-awareness group).

\_\_\_ Policies and procedures of the agency.

\_\_\_ Other, if any (specify) \_\_\_\_\_

16. Have you participated in any workshops, seminars, or institutes, other than those mentioned above, in the last 12 months?

\_\_\_ yes \_\_\_ no (if no, proceed to Question 17)

(b) If yes, how many? \_\_\_\_\_

(c) How many of the workshops, seminars, and institutes had, as their primary focus, the following? Insert appropriate number.

\_\_\_\_\_ Specific problem areas (e.g. youth, addictions).

\_\_\_\_\_ Methods, skills and techniques of direct service (e.g. Family Therapy, Reality Therapy, Transactional Analysis).

\_\_\_\_\_ Methods, skills and techniques of indirect service (e.g. Administration, Supervision, Research).

\_\_\_\_\_ Personal growth (e.g. Self-awareness group).

\_\_\_\_\_ Other, if any (please specify) \_\_\_\_\_

(d) How many of these workshops, seminars or institutes were sponsored by the following? Insert appropriate number.

\_\_\_\_\_ OAPSW or CASW

\_\_\_\_\_ School of Social Work

\_\_\_\_\_ Other University Department (Non Social Work)

\_\_\_\_\_ Community College

\_\_\_\_\_ Independent Enterprise

\_\_\_\_\_ Other Agency

\_\_\_\_\_ Other, if any (specify) \_\_\_\_\_

17. Have you ever taken any ongoing courses (other than in-service training) during the last 12 months?

\_\_\_\_\_ yes \_\_\_\_\_ no (If no, proceed to Question 18).

(b) If yes, how many of these courses were

\_\_\_\_\_ credit \_\_\_\_\_ noncredit

- (c) How many of the ongoing courses had, as their primary focus, the following? Insert appropriate number.

\_\_\_ Specific problem areas (e.g. youth, addictions).

\_\_\_ Methods, skills and techniques of direct service (e.g. Family Therapy, Reality Therapy, Transactional Analysis).

\_\_\_ Methods, skills and techniques of indirect service (e.g. Administration, Supervision, Research).

\_\_\_ Personal growth (e.g. Self-awareness group).

\_\_\_ Other, if any (please specify) \_\_\_\_\_

- (d) How many of the above ongoing courses were sponsored by the following? Insert appropriate number.

\_\_\_ OAPSW or CASW

\_\_\_ School of Social Work

\_\_\_ Other University Department (non Social Work)

\_\_\_ Community College

\_\_\_ Independent Enterprise

\_\_\_ Other Agency

\_\_\_ Other, if any (please specify) \_\_\_\_\_

18. Do you subscribe to any professional journals or book clubs?

\_\_\_ yes \_\_\_ no (if no, proceed to Question 19)

(b) If yes, how many? \_\_\_\_\_

19. Approximately how many professional books or articles in professional journals have you read during the past 12 months?

\_\_\_ books \_\_\_ articles in professional journals

If, during the last 12 months, you have been involved in any continuing education programs which have not been covered by the above questions, please use the space provided below and the back of this page to describe these programs.

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SECTION C

ALL RESPONDENTS ARE REQUESTED TO COMPLETE QUESTIONS 21 THROUGH 30.

21. In your opinion, how important is participation by Social Workers in continuing education?

\_\_\_ very important      \_\_\_ important      \_\_\_ unimportant

22. In your opinion, how much emphasis did the University of Windsor School of Social Work place on your becoming involved in continuing education following the completion of your Social Work degree(s)?

\_\_\_ no emphasis  
\_\_\_ very little emphasis  
\_\_\_ some emphasis  
\_\_\_ a great deal of emphasis

23. How much encouragement do you receive from your employing agency in involving yourself in continuing education?

\_\_\_ discouragement  
\_\_\_ indifference  
\_\_\_ some encouragement  
\_\_\_ much encouragement

24. Does your employing agency support your involvement in continuing education in the following way?

- ☐ yes    ☐ no    Supplies information on continuing education progress.  
☐ yes    ☐ no    Pays for all expenses of continuing education programs.  
☐ yes    ☐ no    Pays for some expenses of continuing education programs.  
☐ yes    ☐ no    Gives credit for time spent in continuing education (through time off, extra pay etc.).  
☐ yes    ☐ no    Gives credit towards promotion, salary raises, and seniority for participation in continuing education.  
☐ yes    ☐ no    Provides professional library.  
☐ yes    ☐ no    Other, if any (please specify) \_\_\_\_\_

25. In your opinion, how much responsibility should each of the following assume in providing continuing education programs? Rate each category according to the scale provided below.

- 1 - no responsibility  
 2 - very little responsibility  
 3 - considerable responsibility  
 4 - a great deal of responsibility

- ☐ the individual graduate  
☐ colleagues  
☐ School of Social Work  
☐ employing agency  
☐ Alumni Association of the School of Social Work  
☐ Other, if any (please specify) \_\_\_\_\_

26. Would you be interested in participating in continuing education programs offered by the School of Social Work at the University of Windsor?

- ☐ yes    ☐ no

27. If yes, in which of the following areas would you consider attending?

☐ Specific problem areas (e.g. youth, addictions). Please specify what areas \_\_\_\_\_  
☐ Methods, skills and techniques of direct service (e.g. Family Therapy, Reality Therapy, Transactional Analysis). Please specify what areas \_\_\_\_\_  
☐ Methods, skills and techniques of indirect service (e.g. Administration, Supervision, Research). Please specify what areas \_\_\_\_\_  
☐ Personal growth (e.g. Self-awareness group). Please specify what areas \_\_\_\_\_  
☐ Policy and procedures. Please specify what areas \_\_\_\_\_  
☐ Other, if any. Please specify what areas. \_\_\_\_\_

28. If the University of Windsor School of Social Work offered continuing education programs, which of the following time periods would you prefer?

(a) ☐ fall/winter ☐ spring ☐ summer  
 (b) ☐ full time 1 week ☐ evening sessions  
☐ full time 2 weeks ☐ week-end  
☐ full time 3 weeks ☐ 2-3 days  
☐ full time 4 weeks ☐ other (specify) \_\_\_\_\_

29. Would you consider assisting in the development of a continuing education program at the School of Social Work at the University of Windsor?

☐ yes ☐ no ☐ undecided

30. If you have any other comments regarding your involvement in continuing education, please use the back of this sheet.

APPENDIX B



UNIVERSITY OF WINDSOR

WINDSOR, ONTARIO N9B 3P4

TELEPHONE: AREA CODE 519  
253-4232

School of Social Work

Dear Graduate,

We are both MSW students at the University of Windsor. As we indicated in the recent edition of the Alumni Newsletter, we are conducting a survey of all graduates regarding your interest and involvement in continuing education.

Your responses will be very helpful to the School and the Alumni Association in their endeavours to become familiar with and provide for your educational needs. This is also an opportunity for you to indicate whether you feel continuing education programs should be provided, and if so, a chance to indicate your preferences regarding content and scheduling.

The enclosed questionnaire is divided into three parts. Section A provides general information, Section B addresses your involvement in continuing education programs, and Section C is oriented towards your interest in further continuing education at the University of Windsor School of Social Work. All responses are completely anonymous and confidential.

The questionnaire will require approximately 15 minutes of your time. For your convenience, a stamped, addressed return envelope is enclosed.

We would ask that you return the questionnaire by July 4, 1975 at the latest in order to enable us to compile the data for our study.

Your co-operation will be greatly appreciated.

Yours truly,

*Heather Washburn*  
Heather Washburn

*Heather Collins*  
Heather Collins



# APPENDIX C

## DEGREE OF ASSOCIATION BETWEEN DEPENDENT AND INDEPENDENT VARIABLES

	Sex	U.A.P.S.-4	Education	Age	Years worked	Primary Function
Participation in continuing education	0.00 lambda	0.00 lambda	0.00 lambda	0.00 eta	0.00 eta	0.00 lambda
Participation in conferences	0.00 lambda	0.00 lambda	0.00 lambda	0.01 eta	0.00 eta	0.01 eta
Number of conferences attended	0.06 eta	0.04 eta	0.01 eta	-0.04 r	-0.02 r	0.04 eta
Participation in in-service training	0.00 lambda	0.00 lambda	0.00 lambda	0.01 eta	0.00 eta	0.00 lambda
Participation in ongoing in-service courses	0.00 lambda	0.00 lambda	0.00 lambda	0.01 eta	0.11 eta	0.00 lambda
Participation in in-service workshops	0.00 lambda	0.00 lambda	0.00 lambda	0.01 eta	0.04 eta	0.00 lambda
Participation in educationally focused supervision	0.22 lambda	0.00 lambda	0.00 lambda	0.00 eta	0.03 eta	0.00 lambda
Participation in educationally focused consultation	0.25 lambda	0.12 lambda	0.00 lambda	0.04 eta	0.00 eta	0.00 lambda
Frequency of specific problem areas as focus of in-service training	0.09 eta	0.00 eta	0.06 eta	-0.29 r	-0.06 r	0.02 eta
Frequency of methods of direct service as focus of in-service training	0.02 eta	0.01 eta	0.00 eta	0.09 r	0.02 r	0.02 eta
Frequency of methods of indirect service as focus of in-service training	0.00 eta	0.00 eta	0.00 eta	0.08 r	-0.03 r	0.06 eta
Frequency of personal growth as focus of in-service training	0.00 eta	0.00 eta	0.04 eta	0.10 r	-0.06 r	0.03 eta
Frequency of policies and procedures as focus of in-service training	0.00 eta	0.00 eta	0.00 eta	0.09 r	-0.15 r	0.00 eta
Frequency of other foci of in-service training	0.13 lambda	0.05 lambda	0.03 lambda	0.09 eta	0.00 eta	0.03 lambda
Participation in workshops	0.00 eta	0.06 eta	0.14 eta	-0.21 r	-0.23 r	0.00 eta
Frequency of specific problem areas as focus of workshops	0.00 eta	0.14 eta	0.02 eta	0.15 r	0.46 r	1.00 eta
Frequency of methods of direct service as focus of workshops	0.14 eta	0.08 eta	0.14 eta	0.26 r	0.49 r	1.00 eta
Frequency of methods of indirect service as focus of workshops	0.09 eta	0.12 eta	0.06 eta	-0.37 r	-0.11 r	0.03 eta
Frequency of personal growth as focus of workshops	1.00 eta	0.00 lambda	0.00 lambda	0.01 eta	0.00 eta	0.00 lambda
Frequency of other foci as focus of workshops	0.00 lambda	0.00 lambda	0.00 lambda	0.01 eta	0.00 eta	0.00 lambda
Participation in ongoing courses	0.00 lambda	0.00 lambda	0.00 lambda	0.01 eta	0.00 eta	0.00 lambda
Number of credit courses	0.00 lambda	0.00 lambda	0.00 lambda	0.01 eta	0.00 eta	0.00 lambda
Number of noncredit courses	0.00 lambda	0.00 lambda	0.00 lambda	0.01 eta	0.00 eta	0.00 lambda
Frequency of specific problem areas as focus of ongoing courses	0.00 lambda	0.00 lambda	0.00 lambda	0.01 eta	0.00 eta	0.00 lambda
Frequency of methods of direct service as focus of ongoing courses	0.00 lambda	0.00 lambda	0.00 lambda	0.01 eta	0.00 eta	0.00 lambda
Frequency of methods of indirect service as focus of ongoing courses	0.22 eta	0.22 eta	0.22 eta	0.22 eta	0.22 eta	0.22 eta
Frequency of personal growth as focus of ongoing courses	0.40 eta	0.70 eta	0.70 eta	0.70 eta	0.70 eta	0.70 eta
Frequency of other foci of ongoing courses	0.10 eta	0.06 eta	0.11 eta	-0.04 r	-0.01 r	0.00 eta
Number of subscriptions to book clubs and journals	0.00 lambda	0.03 lambda	0.00 lambda	0.00 eta	0.02 eta	0.05 eta
Subscriptions to book clubs and journals	0.00 eta	0.00 eta	0.00 eta	-0.07 r	-0.07 r	0.01 eta
Number of books read	0.00 eta	0.04 eta	0.00 eta	0.07 r	-0.14 r	0.00 eta
Number of articles read	0.00 eta	0.04 eta	0.00 eta	0.07 r	-0.14 r	0.00 eta

Eta is presented in the squared format

\*Indicates too small of a sample to make an accurate association

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