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A SURVEY OF MANPOWER IN THE

SOCIAL SERVICE FIELD OF

WINDSOR AND ESSEX COUNTY

AND ATTITUDES ABOUT

THE PROFESSIONAL ASSOCIATION (OAPSW)

by

JANET LAWSON MCDONNELL

A Thesis
Submitted to the Faculty of Graduate Studies
Through the School of Social Work
in Partial Fulfillment of the
Requirements for the Degree
of Master of Social Work at
The University of Windsor

Windsor, Ontario, Canada

1987

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RESEARCH COMMITTEE

Dr. F. C. Hansen, Chairman

Professor B. J. Kroeker, Member

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ABSTRACT

The primary purpose of this study was to determine what changes had occurred in the composition of workers in the social services of Windsor and Essex County over the past nine years and what attitudes they held towards the professional association (OAPSW). The six areas of study were; (1) a demographic description of workers in the social services in Windsor and Essex County, (2) an investigation of the professional attitudes of social workers in Windsor and Essex County, (3) a determination of the most preferred functions of the professional association, (4) an examination of the reasons given by social workers for their involvement with OAPSW, (5) a discussion of the recommendations for certification and re-certification processes, and (6) an investigation of attitudes towards provincial legislation to regulate the profession. In part, this study was a duplication of a 1977 study by Law on the same topic and results were compared when possible.

A self-administered questionnaire was distributed to social service workers in Windsor and Essex County, third, fourth year and masters social work students at The University of Windsor. Two hundred and seventy-eight questionnaires were returned, resulting in a return rate of 54.5%.

Some of the highlights of this study were; 70% of the sample were female (10% more than in 1977), income levels had not even remained at a par with 1977 income levels when inflation was taken into account, most workers (69.0%) were professionally educated, 65.5% of the student sample wished to obtain a MSW degree in the future and therefore, a BSW was not being considered a terminal degree, and almost no respondents were involved in full-time private practice. About 40% of the social work sample belonged to OAPSW and about 34% of the social work sample belonged to "The College".

Respondents rated "improving the quality of professional education" and "developing standards of professional practice" as the most important functions of OAPSW. The strongest reasons given for belonging to OAPSW included "providing standards of practice ", "taking action on issues relevant to social welfare..." and "personal commitment to the profession". Generally, the functions pertaining to legislation received low average ratings from the whole social work group.

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ACKNOWLEDGEMENTS

The researcher would like to express her appreciation to the members of the Research Committee. The Committee Chairperson, Dr. Forrest C. Hansen, was very helpful in directing this study and his flexibility, enthusiasm and knowledge was very much appreciated. Thanks also go to the other committee members, Professor Bernard J. Kroeker of the School of Social Work and Dr. Frank Schneider of the Department of Psychology, for their support of this work.

The researcher is grateful to the Windsor and Essex County Branch of OAPSW and to the workers in the social service field of Windsor and Essex County for their support of and participation in this study.

Finally, the researcher would like to express her deepest gratitude to her husband, Kenneth, who remained supportive, encouraging and understanding throughout a rather lengthy completion process. Also, the support from both our families has been genuinely appreciated.

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CHAPTER 1

PROBLEM IDENTIFICATION

This research began with the intention of repeating certain parts of a University of Windsor, School of Social Work, Master's thesis completed by Helen Man-Fung Law in 1977. The title of her report was, Workers in the Social Services in Windsor-Essex and Their Identification With the Ontario Association of Professional Social Workers. Law tried to determine why there was a lack of support and involvement within the professional association, the Ontario Association of Professional Social Workers (hereafter referred to as OAPSW). Also, she wished to propose an appropriate professional organizational model for the profession of social work at that time.

This researcher was interested in determining what changes, if any, had occurred in the composition of persons working in the social welfare field of Windsor and Essex County over the span of the past nine years. Also, the researcher wanted to investigate whether social workers were committed to their professional association and for what reasons. Law had been concerned and motivated by the relatively low number of social workers who were members of OAPSW in 1975; that is, 1,200 members out of an estimated 4,440 eligible social workers in the province (Law, 1977, pp. 1-2). As of December 31, 1985, OAPSW had a membership of 4,120 and the Ontario College of Certified Social Workers had a membership of 2,671 (The Beacon, July, 1986, p. 4). This

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represents a substantial increase over a ten year period, and therefore, the researcher thought it was appropriate to collect updated data on the position of the current social work population. Third, the researcher wanted to ascertain the attitudes of social workers towards the certification and re-certification processes and towards obtaining provincial legislation to regulate social work.

Over the past two decades, several major changes have occurred in the educational field. At the university level, provincial social work programs with different emphasis and different entrance requirements exist. In the past, until the 1970s, most professional social workers were educated with a general baccalaureate degree and then completed a two year graduate program leading to a Masters of Social Work degree (MSW). Since 1966, approximately twenty four year baccalaureate social work programs have developed in Canada. Candidates usually enter these programs following high school graduation, and completion leads to a Bachelors of Social Work degree (BSW). Upon obtaining a BSW degree, it is possible to enter a one year MSW program at universities such as Windsor, Toronto and Wilfrid Laurier. Until 1986, the University of Windsor offered a one year BSW program for experienced social service workers who held a general bachelor's degree. Doctoral programs in social work and specialty programs are also available (e.g., a Masters of Arts in Social Policy Planning from McMaster University and a graduate diploma in Social Administration from Wilfrid

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Laurier University). Thus, it may be seen that there are many different ways to prepare oneself for employment in the social welfare field.

Also, the community colleges now offer extensive programs in the social service field. For instance, two and three year programs have been developed leading to diplomas in social service, developmental service (DSW), mental health care, early childhood education (ECE), child care (CCW), and others. These programs have a greater impact on the social service field in 1986 than in 1977, due to the greater number of graduates in 1986.

The researcher was interested in learning what training and educational background the workers in the social service field of Windsor and Essex County had and subsequently, what kinds of jobs they were performing with their various qualifications. It was suspected that fewer workers in the social welfare field would hold high school and general bachelors degrees as their most advanced education, and more workers would be interested in seeking further professional education than was the case ten years ago.

During the past decade, the professional association (OAPSW), has also undergone some significant changes. First, in the early 1980s, a new Code of Ethics was adopted. Second, the Ontario College of Certified Social Workers (OCCSW or "The College") was founded by OAPSW in 1982. OAPSW's By-Law Number Two authorized "The College" to act as a self-disciplinary body for social workers who subscribed to

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OAPSW and "The College" and to certify such members as Certified Social Workers (C.S.W.). At the time "The College" was established, a grandfather clause provided for those social workers who were members of OAPSW and who joined "The College" to become automatically certified. Concurrently, membership in the professional association doubled on a provincial basis. The researcher wanted to discover if general attitudes about OAPSW had changed as a result of the increase in membership. Also, social workers who became C.S.W.'s in 1982 via the grandfather clause will soon be required to be re-certified in 1987. The researcher was interested in attitudes about those processes. Third, field of practice committees were introduced in the local Windsor-Essex County OAPSW branch, and this fact may have affected interest in OAPSW. Finally, Project Legislation, the current effort directed towards establishing an Ontario Regulatory Act for social workers may or may not be a motivating factor that has stimulated interest in the professional association. These ideas were the initial basis of interest for the researcher as the study commenced.

Study Focus

This study was specifically designed to: (1) gather current and complete demographic information about the workers in the social service field of Windsor and Essex County, (2) investigate the attitudes of social workers in Windsor and Essex County towards the profession of social work, (3) determine what functions of the professional

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association were most preferred by social workers, (4) examine the reasons given by social workers for their involvement with OAPSW, (5) ascertain the recommendations of social workers regarding the certification and re-certification processes of "The College", and (6) investigate the opinions of local social workers towards provincial legislation to regulate the profession.

This study utilized Law's 1977 report as an information base, but did not attempt an exact replication. The main areas of focus that were common to Law's work included data regarding: (1) a demographic description of the workers in the social service field of Windsor and Essex County, (2) an investigation into the professional attitudes of the social workers in Windsor and Essex County, with repetition of three out of four of Law's hypotheses, (3) an examination of the functions and roles of the professional association as preferred by social workers, and (4) an investigation into the reasons given by social workers for belonging to OAPSW. There was no effort made to address the problem of finding a professional organizational model for the profession which was included by Law, because that does not appear to be an issue at this time. Additional areas of focus to Law's report included: (5) an investigation of social workers' recommendations for the certification and re-certification processes, and (6) an examination of social workers' opinions regarding regulation and legislation issues.

The sample was intended to cover all persons working in

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the social services in Windsor and Essex County regardless of title, as did Law. The reason for the broad scope of the survey was to gather demographic data from all those persons working in the social service field.

A social worker delivers social services, yet social workers and social service workers are also distinguished on the basis of education or training. A social service worker is defined as a person who delivers social services and has been trained in a social service worker program from an accredited community college. A social worker is a person who delivers social services, who works in a social work position, and who has been or was being trained and educated as evidenced by holding a degree in social work such as a BSW, MSW or DSW (PhD in Social Work). In this study respondents identified themselves as social workers or social service workers.

Respondents were divided into two occupational groups: social service worker and social worker. The social worker group was further subdivided into employed workers and students. The emphasis of the data analysis, in all areas apart from the demographic statistics, was on the social worker group, since others were ineligible for membership in OAPSW. This factor differs from Law's study in that her analysis described social workers and social service workers as one group and therefore exact replication was not possible.

The study was classified as a combination of

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quantitative-descriptive and associational research. The
research tool was a self-administered questionnaire developed
from Law's instrument. Results were then tabulated by the
use of a computer and presented in chapter four.

Research Questions and Hypotheses

The above general ideas were developed into six research
questions and three related hypotheses which were then
tested. The results can be found in the following pages.

Research Question One

What are the characteristics of the workers in the social
services in Windsor and Essex County, with respect to the
variables of gender, age, salary, marital status, education,
length of full-time paid experience in the social services,
private practice, major field of practice and job functions
they performed?

Research Question Two

What are the attitudes of the social workers in Windsor and
Essex County towards the profession of social work?

The attitudes mentioned in this question were examined
through the variables of membership in OAPSW, membership in
"The College", membership in OAPSW and present education, and
further education.

Hypothesis One

Social work administrators and supervisors are more likely to
be members of the professional association (OAPSW) than those
who are front line social workers.

Hypothesis Two

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The longer social workers work in the profession, the more likely they are to be members of the professional association (OAPSW).

Hypothesis Three

Social workers in primary and secondary settings differentially belong to the professional association. A "primary setting" was defined as a service which was directly sponsored by social work agencies. A "secondary setting" was defined as a setting in which the overall responsibility for the development and maintenance of the system was outside the profession of social work.

Research Question Three

What are the most preferred functions of the professional association of social workers?

Research Question Four

What reasons do social workers in Windsor and Essex County give for belonging to OAPSW?

Research Question Five

What recommendations do social workers in Windsor and Essex County give regarding the certification and re-certification processes of "The College"?

Research Question Six

What opinions do social workers in Windsor and Essex County hold towards the idea of provincial legislation for social workers?

Relevance of This Research to the Social Work Profession

Review of the social work literature indicates that the

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social work profession is in the process of developing an identity and definition for themselves in an effort to achieve legitimacy. In many parts of Canada, the United States and Britain, social workers are attempting to combat budget restrictions while trying to establish themselves as a necessary profession with unique skills to offer the public. Social workers in Ontario are preparing to lobby for legislation to regulate their profession. Can social workers explain to the satisfaction of the public that social work has a unique skill? Can the profession justify why it is necessary to have professionally educated social workers do jobs that have previously been done by untrained workers or workers trained on the job? What makes a social worker different from a social service worker? Are social workers in agreement about the directions the profession is taking? What role should the professional association, in this case OAPSW, play in establishing social work as a full and viable profession? Do social workers support their association? Do social workers have a common identity? This study is only a beginning attempt to shed some light on these issues and in the process makes comparisons between how the social work field in Windsor and Essex County changed between 1977 and 1986.

Law's 1977 findings indicated four factors which appeared to be important in determining whether a professional would belong to the OAPSW or not.

They were: (i) the responsibility of a professional

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social worker, (ii) the provision of standards of
practice by the professional organization, (iii) taking
action on issues relevant to social welfare and to the
practice of social work, and (iv) the exchange of
knowledge and experience with other professionals. (p.
116)

Law seemed to view "the responsibility of a professional
social worker" as an indication of the strength of the
worker's identity with the profession of social work. The
1977 study stated that the "professional identity and the
provision of standards of practice were the most important
reasons explaining why people belonged to OAPSW..." (p. 69).

This study is timely in that accountability to the
clientele, funding sources, politicians and legislators are
key issues to the development of social work as a profession.
Furthermore, the findings will suggest implications for
social work educators, employers in the social service field,
social planners and legislators at all levels of government,
OAPSW leaders and members, and "The College".

After collecting demographic information from social
work students in the qualifying years of their education and
from practicing professionals, both educators and social
planners, such as The United Way, may have some useful data
about the working population. Other branches of OAPSW may
find that conducting such a study could be a useful
undertaking, in order to better assess the needs, values and
attitudes of social workers, professional organizations, and

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educating bodies in their own districts. Such studies could lend support to the findings of this report.

Also, the researcher believes that the results of this study will contribute to the development of social work as a profession in its own right. The results can assist in defining minimal practice standards based on demographic data about the local working population. The development of a practice definition of social work entails defining the specifics of social work method(s), knowledge, purpose, values and sanction. The results of this study could make a contribution towards such a definition.

Summary

This study was originally inspired by Law's 1977 study entitled, Workers in the Social Services in Windsor-Essex and Their Identification With the Ontario Association of Professional Social Workers. The purposes of this study are to gather demographic data about workers in the social service field of Windsor and Essex County, and to investigate the attitudes of social workers with respect to the profession, OAPSW, "The College" and its certification procedures, and future legislation. It is not an exact replication of Law's work, however, comparisons of the replicated areas were made to demonstrate changes which have taken place over the past nine year period.

The study has implications for social work educators, employers, social service employees, social planners, funding

sources, legislators, politicians, OAPSW and "The College"
and those people seeking regulatory legislation. The
researcher hopes that this work will assist social workers in
the development of a practice definition and minimal practice
standards which will help to bring legitimacy to the
profession of social work.

CHAPTER II

REVIEW OF THE LITERATURE

This chapter focuses on a review of the literature
dealing with social workers' professional associations and
related issues that are most pertinent to the social welfare
field today. The material is divided into six sections:
history, demographic information, functions, public
involvement, definition of minimal practice standards, and
regulation or legislation issues.

History

Gowanlock (1984) wrote a comprehensive review of the
Canadian Association of Social Workers (CASW), entitled:
Social Work in Canada: Perspectives on the Profession. CASW
was founded in 1926 and is now a federated structure
composed of 9,000 members in eleven member organizations, one
of which is the Ontario Association of Professional Social
Workers (OAPSW).

The stated mandate of CASW is to:

- promote, develop and sponsor activities
appropriate to the strengthening and unification
of the social work profession;

- encourage and assist in the development of
high professional standards;

- provide a means whereby the Corporation
(CASW is a federal non-profit corporation)
may take action on issues of social welfare;

- edit and publish books, papers, journals,

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and other forms of literature respecting social
work in order to disseminate information to
members as well as to the public;
- encourage specialized studies in social work
and provide assistance and facilities for
special studies and research. (p. 17)

Some of the issues the CASW has recently been involved
with include: pensions, immigration and the plight of the
South East Asian refugees, health, social security, human
rights, pornography, child welfare, nuclear disarmament,
capital punishment, family planning, young offenders and
violence towards women (Gowanlock, 1984). Other issues which
have received CASW attention through publication include
social work views on the Charter of Rights, social work in
industrial settings, social work in private practice, and
regulation through the strengthening of the national Code of
Ethics. Dr. Richard Splane, a past president of CASW, noted
that the success of influencing social policy should really
be measured not in terms of progress, but rather by the
preservation of social programs which have been put into
place over the years (Gowanlock).

CASW has always been involved in the development of
national standards of practice for social workers. Several
provincial associations have established voluntary
registration through legislative means and are now attempting
to strengthen their acts (Gowanlock, 1984). "They seek, at
the very least, mandatory registration by certification, and

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licensing which means that unless social workers have the qualifications to be licensed they cannot practice" (Gowanlock, p. 19). In all cases, provincial legislatures do not seem ready to pass such legislation (Gowanlock), and Ontario has not passed any legislation regarding the social work profession. Regulation of practice can be thought of "as an integral part of a triad necessary for professional practice: formal education, regulation of practice, and continuing education" (Gowanlock, 1984, p. 19).

Demographic Information

The initial intent of this research project was to replicate Helen Law's 1977 study entitled, Workers in the Social Services in Windsor - Essex and Their Identification with OAPSW. Law's study focused on "a demographic description of the sample, an investigation into the professional identity and commitment of the role of a professional organization and an identification of the most suitable professional organizational model" (p. 112).

The findings showed that the sample was mostly female with a mean age of thirty and most (74.4%) were professionally trained with either a Bachelors of Social Work (BSW) or a Masters of Social Work (MSW) degree (Law, 1977). Nearly 64% of the respondents worked in primary settings, that is, settings where services are directly sponsored by social work agencies. The greatest number of these people worked in child welfare or income maintenance services (Law, pp. 57-58). One half of the sample had been working in the

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field for at least five years, and more people were providing services to individuals and families than to groups and communities (Law).

To answer the second research question which involved professional commitment and identity, Law (1977) used the following variables in her questionnaire: "membership in a professional organization, career aspirations, satisfaction with present job, involvement in professional and non-professional organizations; and type of training the sample had" had (p. 114). Over one third of the sample were members of a professional association in 1976 or 1977. About 25.2% of this group belonged to OAPSW in 1977, while 5.2% belonged to the National Association of Social Workers (NASW) (Law, 1977, p. 115). NASW is roughly the equivalent of the Canadian Association of Social Workers in the United States except that NASW membership differs from CASW in terms of academic preparation. There are no student members and few members with BSW degrees in NASW.

Law (1977) found support for the following two hypotheses:

> the longer a worker works in the profession, the more likely he will belong to the professional organization than those who worked for only a short time, (p. 21) and
>
> workers in a professional association differentially attend association meetings and occupy committee membership according to their length of membership

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in the association. (p. 19)

There were four factors that were significant in determining whether a social work professional would belong to a professional organization or not. These factors were: the responsibility of a professional social worker, the provision of standards of practice by the professional organization, taking action on issues relevant to social welfare and to the practice of social work, and the exchange of knowledge and experience with other professionals (Law, 1977).

Law's (1977) third research question asked respondents what functions (or roles) were most desirable for a professional organization? The author of that report states "that the major role of a professional organization was to raise the status of the profession internally and externally" (Law, p. 118). She also states that the best ways to enhance the status of the social work field were identified as "developing and defining standards of practice" (Law, p. 121) and improving the quality of professional education (Law, pp. 121-122).

In addition to the above two general findings which Law (1977) stated were priorities, she also stated that the OAPSW membership should define the range of professional competence, pursue professional registration or licensing, provide public recognition, and develop a code of ethics for the profession of social work. Law found that the OAPSW student membership and new worker members wanted OAPSW to "provide more opportunities for furthering the career

possibilities of professionals in terms of opportunities for advancement and career gratification" (Law, p. 123). Goals for professional development and growth were stated as being the: the provision of more seminars and workshops, the provision of seminars on direct methods of intervention to the employed social work population (since the majority of the workers are treating individuals and families), and the provision of university students with seminars on specific problem areas (since students prefer to learn by that means) (Law). OAPSW publicity was to be improved by advertising and printing communications for the professional and the public eye, particularly at the provincial level, as well as establishing a public relations position at both the local and provincial levels of OAPSW (Law).

Law (1977) recommended that the School of Social Work at the University of Windsor lay the groundwork for meeting the previously outlined general objectives. She also recommended that OAPSW develop different categories of membership which would reflect different levels of competence and that each person who was not eligible for membership be individually assessed. Finally, Law suggested that similar studies be carried out in other branches of OAPSW and a study be undertaken to identify the most suitable model for a professional organization in the social service field of Ontario, in order to unite and integrate the profession.

Dr. G. W. Maslany (1973) conducted a study on social services manpower in the province of Saskatchewan on behalf

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of the School of Social Work at the University of Saskatchewan's Regina Campus. Social services were broadly defined and included such personnel as those employed in financial assistance, corrections, manpower counselling, child services, family services and geriatrics (Maslany). The study was conducted in order to determine what kinds of qualifications were held by persons in the social service field so as to provide guidelines for the Saskatchewan School of Social Work regarding the educational preparation of students for employment in the field (Maslany). According to Maslany, "the Need for Manpower studies of the social services had been extensively and well documented" (p. 3), at the time of his work.

Maslany (1973) distributed a questionnaire which asked respondents about the types of jobs they were performing, educational levels and experience obtained, as well as their work-related plans for the near future. Descriptive information gathered included data about their organizations, "the criteria used for hiring and promotion within them, the qualities they considered important for effective social work, the means and goals of social services provided, their educational background and attitudes towards consumers of the social services" (Maslany, p. ix). The employees' supervisors, as well as the people within the organizations were asked similar questions.

The rate of return was between 33% and 47% in all the sample groups (Maslany, 1973). Supervisors, employees and

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consumers of social services were not consistent with one another about what constituted effective social work. Respondents considered personal qualities to be the most important factor for effective practice, while "social work-related university education was considered to be the most desirable type of formal education" (Maslany, p. x). While both supervisor and employee respondents considered related experience and educational background to be of equal importance after personal qualities, consumers rated the importance of educational background much lower than the importance of related experience (Maslany).

The greatest percentage of social service staff possessed either a baccalaureate degree or university social work degree. The survey results concerning future plans of the respondents indicated that the trend would continue with social work university training becoming more prevalent (Maslany, 1973).

The researchers intended to repeat this study, using the same instrument, on at least a biennial basis and they hoped that parts of western Canada would carry out this project with their populations (Maslany, 1973). It is not known if this replication has been done. This study was considered to be unique in that it dealt with supervisor, employee and consumer sample groups, adopted a broad definition of social services and was "designed with the possibility of longitudinal extension and geographic expansion" (Maslany, p. xi) in mind.

In 1965, the U. S. Department of Health, Education, and Welfare, published a report entitled Closing the Gap... in Social Work Manpower: Report of the Departmental Task Force on Social Work Education and Manpower. This publication defined social services as being:

a.) Social services to individuals, families, groups, and communities, provided through social agencies under public or private auspices, or through the operation of private practice, focused on strengthening family life and enhancing individual social functioning; or preventing, remedying, or coping with the results of individual or group social breakdown; or on the development of community conditions supportive of individual and family functioning. Included in the category of agencies whose primary function is to provide such services are: public welfare and voluntary family service agencies, child welfare agencies, both public and voluntary, settlement houses and community centers, youth-serving organizations, programs for the aging and the handicapped, and community action programs.

b.) Social services offered to individuals or groups. in conjunction with public or voluntary health, education, or other programs:

(1) In the prevention, treatment, and rehabilitation in physical or mental illness, and in the treatment and care of the physically or mentally

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handicapped in hospitals and clinics, and in institutions for the chronically ill: in rehabil-itation centers; in comprehensive community health services; and in public health programs of prevention and control.

(2) In educational programs, in school systems and in special schools and classes for exceptional, retarded, or handicapped children; in vocational training of youth and adults and other educational programs, including those designed to reach the educationally and economically impoverished.

(3) In the correction or treatment of legally defined socially deviant behaviour, both in juvenile and adult courts; in probation and parole services; in prisons, reformatories, and training schools; in voluntary rehabilitation and residential treatment centers; or community action programs to prevent delinquency.

(4) In housing and urban renewal programs, in the provision of social services to residents, individually or in groups, and in community organization and development within such programs.

(5) In the social insurance programs, in services to individuals and families in relation to benefits.

(6) In recreational and cultural programs.

(7) In industry and in labor organizations, in services to employees and members.

(8) In the military services.

c.) Social planning activities and the organized
development of social policy to foster conditions
supportive of individual and social well-being,
and to eliminate environmental conditions hostile
to the welfare of individuals, families, groups,
and communities, at National and State levels; in
community councils and in neighbourhoods and regional
social planning organizations; and in organized fund
raising for social welfare purposes in community
chests and united funds (Closing the Gap... in Social
Work Manpower, 1965, pp. 7-8).

This report also states that:

With better understanding of the basic social work
functions, with increases in need, and with recognition
that various social work activities require different
kinds and levels of skill, has come the realization that
social welfare activities may be accomplished
satisfactorily by a diversified staff with different
qualifications and different assigned responsibilities.
(Closing the Gap... in Social Work Manpower, 1965)

This Task Force stated that the degree of
professionalism and the degree of autonomy and responsibility
assumed by the practitioner in any social work task could be
determined by considering the following three factors:

(1) the nature and severity of the problem and the
extent to which its solution involves modification of

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attitudes, changes in behaviour or the development of
new types of resources;

(2) the relative strength of the individual, group, or
community, and their inherent capacity to cope with the
problem and to make selective use of social welfare
services with a greater or lesser degree of
independence; and

(3) the kind of service that is offered through the
social worker. (Closing the Gap... in Social Work
Manpower, 1965, p. 9)

One of the pertinent findings of this project was that
child welfare services throughout the country were highly
concentrated in certain geographic areas, while many other
sections of the country showed a lack of such services and
represented serious gaps in the overall social work manpower
requirements. Also, the report found that an insufficient
number of social workers were being educated which resulted
in widespread vacancies. In evaluating the manpower needs
for child welfare services, it is necessary to consider the
high turnover rate in this particular segment of the social
welfare field. This client population is one of the most
vulnerable in the entire system. Educators and social
planners must consider the cost to an already deprived child
who loses yet another worker, when decisions are made
regarding manpower preparation, education and hiring needs
over and above other administrative and economic
considerations (Closing the Gap... in Social Work Manpower,

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1965).

Another finding related to this researcher's work was
that the availability of regional schools which train social
welfare personnel resulted in greater availability of trained
manpower in those regions (Closing the Gap... in Social Work
Manpower, 1965). Windsor and Essex County are in a similar
position since the University of Windsor, School of Social
Work, the various social service programs at St. Clair
Community College and programs available from nearby Michigan
provide plenty of trained local manpower.

F. C. Hansen (1969) prepared a (doctoral social work)
paper entitled; Manpower for the Social Services. Over the
previous decade there had been concern about the shortage of
manpower in the growing field of social services. Hansen
(1969) depicted the manpower system with an expository model
borrowed from Lanthrope, to illustrate the overall manpower
system in terms of its input from recruiting and admissions
sources; its throughput, from the educational system which
prepared personnel for the social service field; and the
graduates, who were the output of the model. In Hansen's
model, the educational system was able to provide input into
the delivery system, which in turn gave feedback to the
educators. The professional association received and
provided feedback to both the educational system and the
delivery system (Hansen). In the case of this study,
feedback of the findings provided by the educational system
will be given to the professional association and eventually,

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infiltrate the delivery system.

Hansen (1969) reviewed the literature on the manpower demands of that time and made comments regarding a Canadian Survey of Welfare Positions, completed by the Research Division of the Department of National Health and Welfare, which was published in 1954. Hansen noted that the assessment of demand is limited by the way a social worker is identified and defined, as well as by the basis of the need for the social worker, be it the agency's wishes or proposed budget, etc. The following quotation from the 1954 study sums up the situation of that time:

> In view of this situation and in the light of a more thorough study of supply, employers, Schools, and the social work profession will need to determine the most practical immediate and long term goals for professional education and recruitment. Insofar as the meeting of agency requirements constitutes a long term goal, two other questions are of signal importance, that is, the most effective utilization of trained social workers and the development of in-service training. In short, it falls to the welfare field as a whole to consider the implications, in terms of recruitment, formal training and in-service training, of the inability of employing organizations to secure staff with the qualifications for which, with varying degrees of emphasis, they have expressed a preference. (Survey of Welfare Positions, 1954, p.182)

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Another relevant finding presented by Hansen included study data which stated; "the proportion of professionally educated social workers in the various fields of social work was very uneven" (1969, p. 6). Hansen also mentioned that along with the increasing demand for social service manpower was the new public awareness about some of society's problems such as "The War on Poverty". Hansen cited Orzack when he discussed the notion that social change as it was occurring at that time had implications for the changing roles of personnel in the social welfare system.

The most significant portion of Hansen's (1969) work for this current area of study was his discussion on the relationship of the professional organization to the manpower system. He quotes Mann who stated that "the profession is responsible for defining the nature, standards and boundaries of practice" (Hansen, 1969, p. 6). This idea is further supported in By-law One of the Ontario Association of Professional Social Workers' constitution, in which the first objective of the association is:

> To serve the people of the Province of Ontario by
> promulgating standards for the practice of social
> work and by encouraging and assisting Members of
> the Association to maintain and improve their
> knowledge, skill and proficiency in the practice
> of social work. (Ontario Association of Professional
> Social Workers Constitution By-law Number One,
> 1975, p. 5)

Hansen (1969) believed that standardization and innovation within the profession were conflicting goals and that if the problem of unmet manpower needs was to be remedied, considerable innovative action would be necessary. Hansen pointed out that there has generally been much ambivalence in the history of professions and used the following words of Hall to strengthen his point:

It is pertinent here to call attention to a certain type of ambivalence associated with professions. The efforts of a profession to expand its services are often paired with an extremely jealous attitude toward any competitor who comes forward with a similar kind of service. Indeed, a good deal of effort is expended by professions in driving off any other occupation that tries to compete. In general this is done through licensing. Only those persons licensed by the profession may offer the service. Any intruders are characterized as quacks or char- latans or imposters and are if possible punished through the courts. Professions are shot through with this form of ambivalence. They want their services to be made widely available to the public; but they want a monopoly on who provides the service and on how it is provided. (p. 8)

Functions of a Professional Association

According to Law's (1977) study the main role of a professional association was to raise the status of the

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Profession internally and externally.

Internally, the standards of the profession could be enhanced by improving the quality of professional education, developing and defining standards of professional practice and defining the range of professional competence. Externally, the status of the profession could be raised by influencing important social issues like shaping laws and policies, and furthering career possibilities for advancement and career gratification. (p. 118)

By-law Number One stands as the constitution for the Ontario Association of Social Workers. The functions of that body are listed in general terms as follows:

(a) To serve the people of the Province of Ontario by promulgating standards for the practice of social work and by encouraging and assisting Members of the Association to maintain and improve their knowledge, skill and proficiency in the practice of social work; and

(b) To take action on issues relevant to social welfare and to the practice of social work throughout the Province of Ontario and to inform the citizens of Ontario about such issues; and

(c) To encourage research on social welfare and social work practice and to facilitate research through the provision of resources; and

(d) To collect and preserve data and documents

relating to social welfare, the practice of social
work and the proceedings of the Association and to
furnish this information to Members of the Associa-
tion and members of the public by publication. (By-law
Number One, p. 5)

The Ontario College of Certified Social Workers (OCCSW)
or "The College" which operates under the mandate of OAPSW
was established in 1982. By-law Number Two was added to the
constitution and cites the following functions as the
objectives of The College:

a) prescribing and maintaining standards of social
work knowledge and skill among its members;

b) prescribing and maintaining standards of ethical
social work practice among its members;

c) regulating the practice of social work and
governing those registered in accordance with the
regulations made under this By-law. (By-law Number Two,
p. 2)

Recently, OAPSW established a committee known as the
Project Legislation Steering Committee. On April 5, 1986,
this committee presented a resolution to the OAPSW Provincial
Board, calling for the pursuit of legislation for social work
based on a regulatory body independent from the Association.
that is, a body other than the Ontario College of Certified
Social Workers as it now exists (410 Report, April 1986, p.
3). The following two motions were passed by the Board and
were ratified by the general membership at the Annual General

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Meeting of the Association on May 30, 1986:

(1) That the Board of Directors approve in principle
the pursuit of a Social Work Act based on a regu-
latory body independent from the Ontario Association
of Professional Social Workers, unless this proves
to be politically unfeasible and or seriously disrup-
tive to the profession.

(2) Whereas [the above resolution from the Project
Legislation Steering Committee] was approved by
the Board; be it resolved that the structure of
OAPSW and OCCSW as described in By-laws One and
Two remain unchanged until the Board has further
information on the outcomes of the pursuit of
legislation as identified by the Project Legislation
Steering Committee. (410 Report, April 1986, pp.
3-4)

Alan W. Black (1981) wrote an article which discussed
professional associations as being monopolistic and elitist
organizations versus the opinion that such organizations
contribute positively to the welfare of society. Black
cites Gyarmati when he talks about "the process whereby
professional associations develop and maintain their
privileges and power" (p. 150). Gyarmati believes that
professionals lay claim to autonomy and to a legal monopoly
based on the notion that they alone are able to perform
certain tasks which are necessary to the well-being of
society. Behind this claim is the belief that "through

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lengthy and specialized training, they have acquired a systematic body of highly complex knowledge, and that they place their clients' interests above their own" (Black, 1981 p. 150). According to Gyarmati, this doctrine is false, yet it it accepted because it is consistent with the dominant ideology of society which makes these three assumptions. First, there is "equality of opportunity" so that those who deserve it will rise to the top. Second, the competition among those in pursuit of power will prevent excesses and serve the public interest. Third, a natural harmony exists between the individual's interests and the interests of the society as a whole (Black, 1981, p. 150).

The universities have the role of certifying that the premises of the doctrine are valid, as well as selecting and socializing the elite membership (Black, 1981). Also, according to Gyarmati, the people who control the legislative and executive functions of government are university trained professionals and therefore, they are sympathetic to the positions taken by professional associations, be they for or against certain pieces of legislation (Black, 1981). Gyarmati views the professional association as the main component in the process of converting professional ideology into social power (Black, 1981).

In contrast to the above viewpoint, Durkheim (Black, 1981) states that society previously shared a moral order based on a common life style which has disappeared due to the increasing division of labour. Therefore, according to

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Black's interpretation of Durkheim, it is necessary to have stable, well-organized professional organizations that can regulate professional ethics. Other useful functions of professional associations include the guarding of standards and a measure of service orientations within their professions (Black).

In the conclusion of this article, professional associations are said to have the function of establishing and protecting the monopoly by their members, but they can also seek to serve the wider public interest (Black, 1981). In some cases, consumer associations have developed to counteract the self-interest function by demystification of some areas of practice, by arranging alternative services and by acting as spokesmen for consumers' interests (Black).

Paul Ephross (1983) in Giving Up Martyrdom: It's Time for Practitioners to Assert Themselves, suggests that it is important for social workers to begin to write about themselves, their careers and their experiences for two reasons: (1) Social workers need roadmaps and role models that will universalize common career experiences and (2) such writings would promote greater public understanding of the profession, which is usually seen as a function of the professional association.

Bargal (1982) warns that it is important for social workers to keep up with the expansion of professional knowledge and remain committed to the field in order to avoid the process of obsolescence. According to Bargal, continuing

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education has been recognized as being essential for the professional fields of medicine and engineering, and lately for social work. Bargal also states that such educational opportunities can be useful in helping workers to update their practice methods and techniques, and the updating of skills may eventually become necessary in order to be licensed to practice.

Public Involvement

A study completed by Gary Mathews in 1982 found that although social workers are often politically active, they are not seen as being politically influential. Legislators do not have an accurate image of who social workers are and therefore, it is "necessary for social workers to educate legislators as to who they are, how they are trained, and what it is that distinguishes them from other health and human service professionals" (Mathews, 1982, p. 625).

Definition of Minimal Practice Standards

The definition of minimal practice standards for the profession of social work has come to the forefront of American literature recently. In part, it has been a response to the threat of declassification, that is, "the reduction in standards of professional education and work-related experience for public social service jobs" (Pecora and Austin, 1983, p. 421). These organizational changes threaten social work as a profession because they serve to eliminate positions that require a social work degree. In 1975, the National Association of Social Workers conducted a

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survey to determine how wide spread declassification had become in the United States (Pecora and Austin, 1983). The study showed that the common entry-level requirement for most social work positions had become the undifferentiated or general bachelor's degree.

The following factors were identified as contributing to declassification:

a shortage of social work-trained personnel, a loss of social work identity due to departmental reorganization and fiscal constraints, career aspirations of paraprofessional staff, competition from related disciplines and lack of social work licensing, the misinterpretation or abuse of legislation for equal employment opportunity, the antiprofessionalism of top management and politicized administrative decision making, and the lack of expertise and resources in personnel departments for conducting adequate job analysis. (Pecora and Austin, 1983, p. 422)

Pecora and Austin (1983) recommended the following six strategies that social workers could use to combat job declassification:

1) Development of organizational linkages between schools of social work, NASW chapters, and program directors of agencies.

2) Political action with legislators, board members of personnel committees, and commissioners.

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3) Consumer advocacy and public awareness.

4) Implementation and dissemination of programs and research documenting the effectiveness of social work-trained staff.

5) Promotion of continuing education requirements for licensing as a mechanism for upgrading staff.

6) Development and implementation of procedures for position validation. (p. 423)

The methods suggested by the authors to carry out these strategies include "communicating with significant actors, lobbying, arousing public awareness, disseminating information of innovative social work interventions, promoting continuing education, and validating social service positions" (Pecora and Austin, 1983, p. 425).

In a related article written by Karger (1983), he quotes Kahn's definition of reclassification is quoted in Karger's report to the Michigan Chapter of the National Association of Social Workers (or NASW, the counterpart of CASW in the United States). Karger states that reclassification is "a term that has been coined to describe the reduction of educational standards for social service jobs" (p. 427). Trends related to reclassification "include the reduction of educational requirements for entry-level jobs, assumption of interchangeability of bachelor's degrees, reorganization of jobs to reduce educational requirements, nonrecognition of the exclusivity of bachelor's and master's of social work skills, and equating education with experience" (p. 427).

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This article focuses on the Michigan Civil Service Commission and its attempts at reclassification. Karger reports that a study conducted by this group from 1975 to 1979 known as the Benchmark Plan, was carried out for the purpose of establishing a systematic grouping of occupations based on duties, responsibilities and qualifications necessary to fill individual positions. Karger describes some of the findings from the Benchmark Plan:

1) Master's level workers were underutilized and often did the same work as those with Bachelors degrees.

2) Education was most important in judging whether a social service employee had the necessary knowledge and ability required for an entry level position. Experience was found to be a reliable indicator of job performance.

3) Four levels of job classification for social service workers were developed as follows:

a) Trainee: An entry level position requiring a general bachelor's degree.

b) Developing Worker: Requires a bachelors of social work degree and one year of experience or a masters of social work degree.

c) Journeyman: Workers with either degree move to this position based on job knowledge and experience.

d) Special Technical Worker: This category includes those with MSW degrees or other master's degrees who act as special resource persons for management, in

supervision or to serve difficult clients. (p. 428)

The position of the Michigan Chapter of NASW on reclassification as reported by Karger, is as follows:

1) Personnel offering professional social work services must have professional social work education.

2) There is no exact equivalent to social work education. On-the-job training and an allied degree do not equal a social work education.

3) All social services must have a career ladder that extends to both preprofessional and professional social work positions.

4) The profession of social work and the professional social worker must be held accountable for the provision and quality of social services.

5) Clients have the right to receive the high-quality social work skills that are expected from trained social workers. (pp. 428-429)

Karger's (1983) position is that the NASW cannot combat reclassification alone. He believes that it is necessary to translate professional issues into collective bargaining issues, as unions do, if the social work profession is to hope to have any success against the public welfare sector.

Middleman (1984) in her article entitled, How Competent is Social Work's Approach to the Assessment of Competence?, examines competence as it involves the formulation of definitions, the determination of standards, and the

construction of quality instruments. She reviews the
National Association of Social Worker's (NASW) approach to
the issue of standards of competence and the efforts of the
Academy of Certified Social Workers (ACSW) towards this end.
She includes the following quotation taken from Guidelines
for the Assessment of Professional Practice in Social Work,
the report of the Committee on the Study of Competence,
accepted by the NASW Delegate Assembly in 1969:

> the social worker who meets standards for self-regulated
> professional practice...is able to carry on direct
> practice activity with professional autonomy; has
> integrated personal, social, and professional values;
> has developed a broad knowledge of the range of social
> work concepts, methods, and professional issues and a
> depth of knowledge and technical skill in a specific
> method or combination of methods in a specific field of
> practice. He has conviction of the necessity for
> professional self-awareness, self-improvement and the
> use of consultative help. (Middleman, 1984, p.149)

According to Middleman (1984), initially, social workers
were accepted into the ACSW based on the completion of a
written examination, review of the application material and
scores based on references. Middleman notes that as of 1979,
a new policy was enacted which gave equal weight to these
three indicators of competence; (1) the written examination,
(2) reference assessments, and (3) the number of years of
experience on the job. These indicators are similar to those

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presently in use by OAPSW and "The College", in their process of certification of social workers in Ontario. At the time of the data collection for this study, "The College" required work references, social work experience, current employment in social work, membership in OAPSW, an experience paper and an examination by a panel of oral examiners for social work certification in Ontario.

In 1980, a report was published in Britain known as the Barclay Report, in which the task of the committee was "to review the role and tasks of social workers in local authority social service departments and related voluntary agencies in England and Wales and to make recommendations" (Harrison and Hoshino, 1984, p. 213). The report began by stating that generally too much was expected of social workers. The committee found that there was considerable confusion about the direction in which social work should be going, and that the profession was uneasy about what they should be doing and the ways in which they are organized. This information is a strong indication that there is a real need for the development of specific practice standards. Harrison and Hoshino (1984) also found that although social workers were employed in a wide range of programs, from mental health to adoptions, to hospices, to employee assistance programs, to industrial settings, the public was unclear about their tasks and roles. According to Harrison and Hoshino, "the identification of the common core of social work as social care planning and counseling would be

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beneficial to the profession and to the overall conceptualization of social welfare..." (p. 216).

Another article written by James Billups (1984) which supports the above viewpoint states the following:

If professional social work practice is not only to survive but also to develop as a distinguishable and viable enterprise, much more needs to be done to strengthen the centripetal (center-moving) forces of the profession in order to give greater clarity, distinctiveness, and unity to the practice of social work. Much of the growth of social work to date has been characterized by centrifugal (center-fleeing) forces that have promoted not only greater diversity but, frequently, a tendency for social workers to identify with and be absorbed by other professions. (p. 173)

Billups (1984) states that this state of affairs has been perpetuated by its key professional organization, in this case NASW. He adds that the professional association is highly influential in determining the way in which the social work profession conceptualizes practice.

Gordon and Schultz (1977) also touched on NASW's role in assisting social work to clearly establish itself as a profession. In their opinion, social work could have remained as an organizational entity consisting of a disparate set of special practices. However, they were against that, and therefore recommended that social work find

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a distinctive frame of reference.

> Social work's distinctiveness should be seen as lying
> primarily in its perspective or frame of reference
> rather that its methods, as clarification attempted some
> twenty years ago by the first National Association of
> Social Workers Commission on Practice, but unfortunately
> not yet adopted by the profession. (Gordon and Schultz,
> 1977, p. 426)

Gordon and Schultz (1977) and Billups (1984) both predicted that unless a distinctive practice frame of reference was developed by professional associations of social workers, the profession would continue to be an uncoordinated conglomerate of special practices which would dissipate until workers become identified with or absorbed by other professions. The development of a distinctive practice frame of reference is seen as a very appropriate and vital function for the professional association of social workers.

Gordon and Schultz (1977) also wrote about the need for the social work profession to develop specializations. These authors worked from the premise that social work would be a unique profession when it recognized its dual focus; that is, accepted as its ultimate goal of practice: "the realization of each individual's human potential and the amelioration of the social environment to allow the maximum realization of the potential of other individuals" (p. 422). The article discussed the following social work job areas as possible bases of social work specializations: school social worker;

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family social worker; child welfare social worker; social
work services with the mentally retarded, the ill, and the
aged; group social work; social policy, social reform and
activism; community mental health social work; social work
generalist; and administration, social planning and research.
The position of medical social worker was considered to be a
natural social work specialization and was discussed as such
for the purposes of an illustration. Gordon and Schultz had
hoped that interest in social work specializations would
"push practitioners to proclaim the distinctiveness of social
work's domain and also encourage them to develop their social
work specializations within it" (p. 426).

Regulation or Legislation Issues

Recently the issue of achieving regulation through
legislation for the profession of social work has been a
major concern of social workers and their professional
associations. Edward Brawley (1983), in an article entitled
Alternative Routes to Public Recognition for Social Work,
states that NASW has put much time, energy and resources into
trying to achieve the legal regulation of social work because
the association believes that this activity is in the
profession's best interests. Brawley believes that this
position is debatable. He looks at the history of other
professions such as doctors and lawyers who have achieved
this type of recognition and mentions some of the
disadvantages to their professional practice. Brawley found
that drawbacks include the facts that; professionals tend to

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seek out higher-status clients, necessary services are
neglected in favour of financially rewarding specialties,
there are inequalities in the distribution of practitioners,
and lower income clients are often treated in controlling and
manipulative ways. Brawley states that the main reason for
seeking legal recognition of the necessary qualifications to
practice is so that professionals will be officially
recognized by insurance companies and therefore be eligible
for malpractice insurance.

Brawley (1983) goes on to say that there is confusion
over the definition of "governing image" for social workers
and the nature or purpose of social work in the public eye.
The Hardcastle and Katz study that was cited by Brawley
found that "NASW members who 'represent social workers with a
strong professional identification' frequently identify their
jobs as being outside of social work" (p. 3). It is not
surprising than that the public is confused about the nature
of social work. According to Brawley, there are currently a
number of social service workers competing for social work
jobs and clear evidence is needed that will show that
specific educational preparation is required to perform those
jobs.

Validation of social work is becoming more vital given
the declassification and reclassification threat within the
profession. Dinerman, as quoted by Brawley (1983), stated
that social work must "undertake the difficult task of
differentiating the tasks performed by social workers

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according to levels of difficulty or kinds of skills required" (p. 4). Brawley mentioned that several state chapters of NASW became involved in validation projects; however, he maintained that their efforts were not nearly as extensive as the effort made towards achieving licensing.

Brawley (1983) notes that there is a need to direct much more effort and expense towards the education of the public about social work tasks. He suggests the use of mass media methods to achieve this end.

Meanwhile, since the 1960s, the Ontario Association of Social Workers began to place more emphasis on the pursuit of social work legislation. Recently, such OAPSW efforts have been demonstrated by the activities of the Project Legislation Steering Committee. In 1982, the Ontario College of Certified Social Workers was established and that may be considered an important contributing factor towards the future successful passage of a Social Work Act in Ontario. Part of the rationale for establishing "The College" was "to demonstrate the feasibility of regulation for social work practice towards the achievement of statutory regulation" (Tremblay, 1986, p. 5). Tremblay states that since November 10, 1984, the OAPSW Board of Directors has endorsed the "pursuit and achievement of a statute to regulate social work in Ontario as a priority goal of the Ontario Association of Professional Social Workers" (p. 5). The following are the principles of the regulation as presented by the Joint Task Force on College/Association Relations and reported by

Tremblay (1986) in the OAPSW Newsmagazine:

a) Certification and periodic re-certification of practice competence;

b) graduation from a recognized university level program of social work education as a requirement for certification;

c) a self-regulatory body authorized to investigate complaints and impose discipline on certified practitioners;

d) inclusion of all eligible social work practitioners without regard to their field of service or practice specialization;

e) regional election of the majority of members of the governing body of the regulatory body, and appointment to the governing body of appropriate numbers of the following:

1) lay persons appointed by the Lieutenant Governor-in-Council;

2) appointees of the Ontario Association of Professional Social Workers;

3) appointees of the Ontario Schools of Social Work offering programs accredited by the Canadian Association of Schools of Social Work.

f) transfer of the title, Certified Social Worker/Travailleur Social Agree and the name, Ontario College of Certified Social Workers/College Des Travailleurs Sociaux Agrees De L'Ontario to the

Statutory Regulating Body;

g) registration of all members of the Ontario
College of Certified Social Workers registered at
the time the statute is enacted as members of the
Statutory Regulating Body by application and upon
payment of the required fee, with no other require-
ment until re-certification procedures shall be
implemented;

h) provision for appeals against decisions of the
Regulatory Body to be heard by an appropriate body
external to the profession. (p. 5).

Four basic principles regarding professional regulation
have been identified by The Professional Organizations
Committee (Ministry of the Attorney General, 1980) and are as
follows:

The protection of vulnerable first (practitioners),
second (clients) and third (the public) party
interests; fairness of regulation; feasibility of
implementation; public accountability of regulatory
bodies. (Tremblay, 1986, p. 5)

According to Tremblay (1986), both OAPSW and OCCSW believe
that the social work profession can and should meet the
requirements for professional regulation. Tremblay gives
several reasons for that statement. One is that, since there
has been considerable public investment in professional
social work education and in human service programs that
employ professionally educated social workers, it is implied

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that effective social work practice depends on university education in accredited programs. A second reason is that "social-workers work with vulnerable individuals, families, groups and communities and that professional-client relationships demand a high level of professional confidentiality which can best be protected under statute" (p. 5). Third, the public needs legal protection from the "harmful effects of incompetence, incapacity and professional misconduct by members of the social work profession" (p. 5). Four, "the public should have a clear means of identifying a satisfactory level of professional social work practice" (p. 5). Five, "there have been a number of public recommendations that social work practice should be regulated, particularly in the area of child welfare" (p. 5). Six, "social workers can be expected to fulfill the mandate conferred by the community with a clearly-defined and statutory mechanism for setting and enforcing professional standards" (p. 5). Seven, "the costs of practitioner error can be high, both financially and emotionally, for those served" (p. 6). Eight, "the services of professional social workers should be supervised by other professionally qualified social workers, as is the case with other recognized professions" (p. 6).

There are some differences in the type of legal regulation that may be sought. A private statute provides for limited public accountability (Tremblay, 1986). "A private bill could provide for protection of title,

registration and certification, but not licensure" (p. 6).
Whereas a public bill is able to furnish full accountability.

> A public bill to regulate social work could provide
> for: Registration of practitioners (the listing of
> qualified individuals in a registry); certification
> of practitioners (indicating that those listed in
> the registry have achieved a particular level of
> practice competence); or licensure (the granting of
> exclusive practice rights to certified practitioners).
> (p. 6).

It is necessary for the social work profession as a whole to come to a decision about how or if it wishes to regulate itself through legal means. That is the reason the Project Legislation Steering Committee was created and it has been able to develop the two previously mentioned motions regarding legal regulation. At the 1986 annual meeting of OAPSW, the general membership ratified the two motions that were passed by the OAPSW Board of Directors. The opinions of the social work population in Windsor and Essex County should become apparent through the questionnaire developed for collecting the data of this study.

Summary

The material covered in this chapter has been very broad in nature. The literature was reviewed in order to gather information on the history of professional associations in Canada, demographic data about manpower employed in the social services, popular functions of a professional

association, public opinion of the profession, definition of minimal practice standards and finally, information about the issues of regulation and legislation.

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CHAPTER III

RESEARCH METHODOLOGY

In this chapter the researcher will discuss the classification of the research design, the logic of the research design, the research sample source and sampling method, the data collection instrument, the method of data analysis, and the limitations of the research design.

The Classification of the Research Design

According to Grinnell (1981), there are four distinct levels of knowledge objectives involved in research design. Those levels include hypothetical-developmental, quantitative-descriptive, associational and cause-effect knowledge levels.

This study has been classified as a quantitative-descriptive design and also has elements of an associational design with respect to the three hypotheses tested. The level two knowledge criteria of conceptual translatability, hypothesis researchability and measurement accuracy have been met (Grinnell, 1981, p.209).

> Research designs are the plans, structures, and
> strategies of investigations which seek to obtain
> answers to various research questions. They refer
> to the overall scheme of the research process,
> from problem identification, definition and
> specification to evaluation and dissemination
> of findings. The purpose of research designs

is to provide a set of systematic procedures for
producing data pertaining to the development,
modification or expansion of knowledge. (Grinnell,
1981, p.198)

The results of this study which have been repeated from
Law's (1977) work include the information gathered from
Research Questions One and Two, Hypotheses One, Two and
Three, and Research Questions Three and Four. Data has been
compared with the results of Law's research, which itself was
a quantitative-descriptive design at level two knowledge (pp.
42-44). Also, Law's thesis contained some qualities
consistent with the associational level or level three
knowledge. For example:

> This study sought to test some hypotheses and to
> correlate relationships between some variables.
> For example, are supervisors and administrators
> more likely to be members of the professional
> association because they are more committed to the
> profession? Is it true that the longer the person
> works in a profession, the more likely he will be
> to belong to the professional association? Is it
> true that workers in secondary settings are more
> likely to be members than those in primary settings?
> Are workers turning to the professional association
> to enhance their professional identity? (Law, 1977,
> p. 44)

Therefore, with respect to those hypotheses which have

been compared to Law's study, this researcher believes that
the additional criteria of empirical relationships and
replications have also been met.

> Associational knowledge involves empirical data
> which indicate a relationship between two variables.
> The empirical data are summarized by statistical
> techniques which show the degree of the relationship.
> (Grinnell, 1981, p. 201).

As far as the replicated hypotheses in this study are
concerned, they may be classified as associational or level
three knowledge (Grinnell, 1981, p. 198-225).

The Logic of the Research Design

The design best suited to this study was a survey. In
this case, effort was made to include the entire population
of workers in the social services in Windsor and Essex County
in the survey. Data was collected concerning demographic
information and opinions associated with membership in a
professional association by a survey questionnaire (see
Appendix G). The information gathered included such things
as gender, age, marital status, income, education, major
field, length of practice, major job functions, private
practice, opinions about OAPSW, certification, legislation,
and so on. Law's data related to seeking a professional
model (that is, her Research Question Four) was not
replicated in this study, since that issue is not in the
forefront of discussion at the time of research formulation.

Otherwise, the findings obtained throughout the questionnaire were compared to the findings reported by Law in 1977.

Questionnaires were mailed or delivered in person to all the agencies included in Appendix D, which indicates the number of questionnaires sent and the number returned. The survey attempted to reach all those persons working in the social services in Windsor and Essex County. In one case, permission was granted to survey only 60% of the employees at a particular agency. All agencies were contacted by telephone prior to the delivery of the questionnaires in order to obtain an accurate count of the number of questionnaires required. Some workers may have been missed; however, steps were taken to minimize this by contacting the agencies and establishing contact persons in each, as well as contacting those persons in private practice in advance. Students in the third and fourth year of the bachelors of social work program and the masters of social work program at the University of Windsor were also included in the population, since they were eligible to be OAPSW members.

The data was collected during March and April 1986. Since the researcher attempted to include the whole population in the sample, there was no initial selection bias. Some eligible respondents may have been missed if their agency was neglected or their job title was other than those described. Also, students who were absent from class on the day of completion may have been missed; however, questionnaires were left in their mail boxes for completion.

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Some people who received the questionnaire may have chosen not to respond, therefore the factor of self-selection was operative.

This study was primarily a replication of Law's survey although the questionnaire was modified so as to be brought up to date. Comparisons were made between data collected at two particular points in time (i.e. 1977 and 1986) (Grinnell, 1981, p.216). Grinnell (1981) said that survey designs are "commonly used to measure change in attitudes, opinions, perceptions and facts" (Grinnell, 1981, p. 216). Although Law (1977) did not plan her study as a survey to be replicated, this one time replication will provide readers with a description of the net change over time.

The Research Sample Source and Sampling Method

The researcher attempted to include the whole population in her survey of 510 questionnaires which were distributed. The 278 questionnaires that were returned became the sample.

> A sample is a small portion of the total set of objects, events, or persons which together compromise the subjects of the study. The total set from which the individuals or units of study are chosen is referred to as a population. (Grinnell, 1981, p. 71)

The population for this study was all the workers working in the social service field of Windsor and Essex County at the time of data collection (March and April, 1986); as well as students who were eligible for OAPSW membership, that is third and fourth year B.S.W. students and M.S.W. students

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currently enrolled at the School of Social Work at the University of Windsor. For the first part of the analysis (Research Questions One and Two), the population was comprised of three subgroups. The respondents were divided into the two occupational groups of social service workers and social workers. Question C on the questionnaire asked the respondents to identify themselves according to job title; social service worker, social worker, field worker, welfare worker, case worker, or "other". At the time of the data analysis, the occupational group of social service workers was expanded to include those persons who identified themselves as field workers, welfare workers, child care workers and day care workers. Likewise, the occupational group of social workers was altered to include case workers and several respondents who placed themselves in the "other" category, but were deemed to be doing social work job functions. Seven people from the "other" category were deleted from the analysis, as they did not fit into either occupational group.

The social worker occupational group was divided into employed workers and students, resulting in the three subgroups: social service workers, social workers and social work students. Responses to Question D in the questionnaire made it possible to divide the sample population this way. The twenty respondents who identified themselves as part-time students were grouped in the employed worker category. Should this study be replicated in the

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future, it would be advisable to have "full-time student" as one response in the "title" question: that is, combine Questions C and D (see Appendix G).

For the data analysis of Research Questions Three through Six, only the results for the social worker occupational group were reported. Those in the social work category were first divided into employed workers and students and then again divided into further subgroups according to whether they were members of OAPSW or not. This division resulted in the groups of social worker-member, social worker non-member, student-member, and student non-member.

Before beginning the data collection process, the researcher wrote to Mr. John Harnett, President of the OAPSW Windsor-Essex Branch, to request OAPSW support of the research project (see Appendix A). The OAPSW Branch Board endorsed and encouraged the study as confirmed by mail (see Appendix B). The researcher also wrote a brief submission for the Spring Edition of The Beacon (March 18, 1986), in order to inform OAPSW members about the upcoming survey (see Appendix C).

Law included an appendix to her study which indicated the name of the agency and the number of questionnaires sent to each agency (Law, 1977, pp. 129-130). This researcher included essentially the same agencies in her sample; however, in most cases, the number of subjects was increased (see Appendix D). A total of five hundred and ten

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questionnaires were distributed by hand and by mail to twenty-nine social service agencies in Windsor and Essex County, four private practitioners and one hundred and twenty-eight students in six classes of social work. Two hundred and seventy-eight questionnaires were returned to the researcher. The overall rate of return was 54.5%; the workers' rate of return was 46.9%; the students' rate of return was 65.6%

Prior to the delivery of the questionnaires, each agency was contacted by telephone and a contact person was established. This person informed the researcher of the number of questionnaires required, and distributed and collected the questionnaires in the case of person to person deliveries. Large agencies were visited in person by the researcher in order to drop off and pick up the questionnaires. Agencies were generally given two weeks to complete the data collection. Smaller agencies and individuals in private practice received and returned the questionnaires by mail. Students completed the questionnaires during class time. The instruction and identification sheet (see Appendix F) was included in order to facilitate follow-up procedures, and could in no way be associated with the data responses, as separate unmarked envelops were used for return of the data. Effort was made to increase the return rate by recontacting the agencies once or twice after the two week completion period had ended. A follow-up and thank you letter was also mailed to

Participating agencies which requested that contact persons

mail back any outstanding responses (see Appendix H).

The Data Collection Instrument

The researcher utilized the self-administered

questionnaire prepared by Law, after making some

modifications. The parts of Law's (1977) tool which

pertained to her Research Question Four (pp. 38-40) were

deleted from the questionnaire used in this study.

Additional segments were added to the original instrument in

order to gather information pertaining to Research Questions

Three through Six. Questions P, Q and U were modified to

gather more complete data. Questions V and W were added to

obtain responses related to Research Question Five. (See

Appendix G for the revised questionnaire tool used in this

study.)

The questionnaire was chosen as the method of research

collection primarily because that was the method used in the

original study. Law's rationale for using a questionnaire

instead of an interview schedule included the following

reasons:

(1)... With such a wide geographical dispersion

and large number of potential respondents, an almost

inevitable choice is the use of a self-administered

questionnaire.

(2) The use of a questionnaire is more standardized.

(3) Since no names or addresses are attached to

the questionnaire, the respondents may feel more free to express their views...

(4) The respondents, having at least a high school education, are intelligent and educated well enough to understand the questionnaire and to reply appropriately. (Law, 1977, pp.47-48)

In addition to the above rationale stated by Law, the questionnaire has the following advantages over an interview method:

1) Considerable savings in comparison to the higher costs of conducting interviews.

2) Considerable time saving, in comparison to the many hours involved in face to face interviews and travel time.

3) Questionnaires are completed at respondents' convenience.

4) Standardized wording.

5) No interviewer bias.

6) Possibility of gathering relevant data from personal records or colleagues before answering items.

7) Respondents are more accessible by mail than with face-to-face interviews. (Grinnell, 1981, pp. 228-229)

When using a questionnaire, there is a high potential of a biased sample, since motivated and curious people might respond and others might not. (Grinnell, 1981, p.229) This

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disadvantage was minimized by providing stamped, self-addressed envelops with the questionnaires and by making personal contacts with the agencies involved.

A list of the names of the workers was prepared before the questionnaires were distributed. In order to know who received a questionnaire, the respondents were asked to write their names, agencies and positions on the outside sheet of paper, which they were asked to return to the researcher in a separate, stamped, self-addressed, business envelop (see Appendix F). The rationale for this procedure was to facilitate follow-up on the part of the researcher. No names or identifying information were included on the questionnaires in order to ensure anonymity. Students were asked to return the questionnaires to the researcher or the social work secretaries at the School of Social Work, the University of Windsor.

In order to shorten the length of time taken in answering the questionnaire, most of the questions were closed-ended. They were structured with fixed alternatives. The factor of providing only certain criteria for respondents could be considered a limitation of the study in that all possible responses were curtailed. However, the review of the literature and careful selection of the criteria offered attempted to minimize this effect. The scales used in the questionnaire were interval, nominal and ordinal. The use of a rating scale in some questions had the effect of getting more information than just a yes or no answer (Law, 1977, p.

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Method of Data Analysis

The data was analyzed with the use of a macro computer and the SAS program of data analysis. In most cases, frequency, percentage, mode, median and mean statistics were used. In addition, the three hypotheses were tested by the chi square to determine statistical significance. The frequencies and percentages, and the mean average ratings on the interest scales were usually compared with the 1977 data.

Limitations of the Research Design

Several limitations arise out of the use of this sampling method, the method of data collection, the boundaries of the sample and this particular research design. One limitation already mentioned was that the selected criteria in the questionnaire limited the possible responses made by those people surveyed. Effort was made to minimize this effect through careful literature review prior to expanding Law's questionnaire.

A further limitation of this study was that the sample included only those people employed in the social service field at the time of the study (March and April 1986). There may have been several recent B.S.W. and M.S.W. graduates living in Windsor and Essex County (they may even have been members of OAPSW), who had not secured employment in the social work field.

Third, the readers must be cautioned about generalizing

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the findings of this study to other localities within
Ontario. The characteristics of the workers in social
services in Windsor and Essex County might not be the same as
those in other areas, as each community is unique in itself
(Law, 1977, p. 49). Windsor and Essex County is a relatively
self -contained segment of the province, a community of
primarily automobile-related industrial employees and
agricultural workers, which is surrounded and influenced by
the United States. The county is also unique in that it
contains a very active United Way and a large School of
Social Work. For these reasons, the sample population may,
and probably does, differ from other areas of the province.

Fourth, the use of a self-administered questionnaire
limits the data findings in some ways. As examples, in
seeking the respondents reasons for membership or lack of
membership in OAPSW and in exploring opinions about the
function and community role of OAPSW, the certification and
re-certification procedures of "The College" and
regulation/legislation issues; this researcher believes it
would have been more beneficial to have had an interview with
the respondents. Respondents would likely have given more
specific and detailed responses in an interview.

Finally, the sample only included workers who
identified themselves as social service workers, social
workers, field workers, welfare workers and case workers,
as well as third year, fourth year and master students
enrolled in the School of Social Work, University of Windsor

between January and April 1986. Therefore, there could be a chance that workers who perform social work functions within agencies were neglected in this study because they were not called by one of the above-mentioned names. Furthermore, entire agencies may have been missed, and some social workers who were engaging in private practice in the community may also have been missed, although effort will be made to identify these people through contacts made prior to distributing the questionnaires.

Summary

The research design was a combination of a quantitative-descriptive and an associational design. A revised, self-administered questionnaire was completed by large number of workers and students in social service agencies in Windsor and Essex County.

A computer was used to tabulate the data and to compare it to Law's 1977 findings. Although there were some limitations on the method of collecting data and on the design needed for data analysis, as well as on the generalization of the findings to other areas of Ontario, this researcher, given the time and resources available, found that this was the best possible method for collecting data.

CHAPTER IV

DATA ANALYSIS

The findings are presented in order of the research questions and hypotheses which were described in Chapter One. For the purposes of clarity and comparison the findings are presented in two categories. The first category includes 179 workers in the social service field. Twenty of the employed respondents were also part-time students, but they were not necessarily part-time social work students. Part-time students refers to those who were registered as part-time students and who attended courses in a university or educational institution at the time the questionnaires were completed. The second category consists of 84 third and fourth year baccalaureate social work students and masters social work students at The University of Windsor.

Five hundred and ten questionnaires were distributed by hand and by mail to social service agencies in Windsor and Essex County, including 128 questionnaires to students. Two hundred and seventy-eight questionnaires were returned to the researcher, therefore the overall rate of return was 54.5%. The students' sample had a return rate of 65.6%, while the rate of return for workers was 46.9%.

Description of the Sample

Research Question One

What are the characteristics of the workers in the social services in Windsor and Essex County with respect to the variables of gender, age, salary, marital status,

education, length of full-time paid experience in the
social services, private practice, major field of practice
and job functions they performed?

The findings are presented for the two occupational
groups of 1) social service workers and 2) social workers.

Gender

The total sample consisted of 80 males (30.4%) and 183
females (69.6%). This was similar to Law's (1977) findings
which indicated that there was a larger proportion of
females working within the social services in Windsor and
Essex County. It is interesting to note that there were
fewer males in the social services in 1986 (30.4%) than in
1977 (39.3%).

Among the students surveyed, there was a greater
difference in gender than among those employed in both
occupational groups. Consequently, there likely will be even
a larger female to male social worker ratio in the future
work force.

TABLE 1: GENDER

GENDER	SERVICES WORKER	SOCIAL WORKER	WORK STUDENT	TOTAL
Male	33.3%	34.3%	22.6%	30.4%
Female	66.7	65.7	77.4	69.6
TOTAL	100.0%	100.0%	100.0%	100.0%
	(N=42)	(N=137)	(N=84)	(N=263)

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Age

The age range of respondents studied varied from 20 to 65. The mean age of the total sample was 31.5 years. The greatest percentage (31.7%) of social service workers was between 25 and 29 years old, while the greatest number (27.5%) of social workers were in the 30 to 34 year age bracket. Overall, the working force in Windsor and Essex County was young.

The findings of this researcher regarding age were very similar to Law's (1977) findings. Law found an age range of

TABLE 2: AGE

AGE	SERVICES WORKER	SOCIAL WORK WORKER	STUDENT	TOTAL
60 and over	4.9%	2.3%	—	2.0%
55 – 59	2.4	2.3	—	1.6
50 – 54	—	3.1	—	1.6
45 – 49	2.4	6.9	1.2%	4.3
40 – 44	7.3	9.9	6.1	8.3
35 – 39	9.8	16.0	3.7	11.0
30 – 34	24.4	27.5	7.3	20.5
25 – 29	31.7	23.7	18.3	23.2
20 – 24	17.1	8.4	63.4	27.6
TOTAL	100.0%	100.1%	100.0%	100.1%
	(N=41)	(N=131)	(N=82)	(N=254)

Missing observations = 9

20 to 62 years, and a mean age for the total sample of 30 years. The mode of her 1977 sample was 22 years, while the 1986 mode for the whole sample fell in the 20 to 24 year age bracket. Given that the social worker/social service worker population had not "aged" as would be expected over the past nine years. Explanations are needed. Several factors can be considered. First, the population is primarily female, and and females often leave the work force in favour of assuming family responsibilities or in order to relocate with their family. Second, there is generally an unusually high turnover or attrition rate in the social service and social work fields, as employees tend to change job settings fairly regularly and may therefore leave the area. Another reason for the low mean age could be the expansion of the work force in terms of raw numbers over the past decade. These explanations in combination have probably worked to help maintain the low mean age of the total sample over the past nine years.

Income

The findings in Table 3 clearly indicate the annual income differences between workers and students in the social services and social work fields. The highest frequency for those employed in the social services was between $16,000 and $20,000, while most social workers earned a higher income falling in the range of $26,000 to $30,000. Social work salaries ranged from $4,000 to $75,000. Law (1977) reported that most workers (51.9%) in both fields were earning

TABLE 3: ANNUAL INCOME

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INCOME ($/THOUSANDS)	SERVICES WORKER	SOCIAL WORK WORKER	STUDENT	TOTAL
41 and over	5.1%	8.1%	—	5.2%
36 – 40	2.6	4.9	—	3.1
31 – 35	10.3	24.4	—	14.8
26 – 30	15.4	26.0	—	16.6
21 – 25	20.5	23.6	3.0%	17.0
16 – 20	30.8	8.9	3.0	10.9
11 – 15	2.6	1.6	14.9	5.7
6 – 10	2.6	1.6	26.9	9.2
1 – 5	10.3	.8	52.2	17.5
TOTAL	100.2%	99.9%	100.0%	100.0%
	(N=39)	(N=123)	(N=67)	(N=229)

Missing observations = 34

between $11,000 and $15,000 in 1977, which indicates that salaries have certainly increased over the past nine years.

The average annual income for social service workers and social workers can be derived from Law's 1977 data and is approximately $13,000. Likewise, the 1986 annual income for the two occupational groups in combination was calculated to be about $26,000. According to The Consumer Price Index published by Statistics Canada in December 1986, the cumulative inflation rate for the nine year period between 1977 and 1986 was about 110.6% and therefore, salaries should have more than doubled over that time. Thus, $13,000 would

have had to become $27,400 in order to have salaries remain at a par. Consequently, salaries in the social work and social service fields have not improved, but rather have not even maintained the same low level once inflationary influences have been taken into account.

In comparison to other occupational fields which require a similar educational investment (for example, nursing or teaching or accounting), social workers holding a BSW degree can be considered underpaid in both 1977 and in 1986. If social workers and their professional association are convinced that the human services they provide are vital services and that workers are doing a competent job, then organizing to pursue improved salaries would be a logical move. Even though the social work profession is currently primarily (65.7%) female, workers deserve to be paid on a par with professions in which there are greater concentrations of men. This idea is in keeping with the policy of equal pay for equal work.

Marital Status

Table 4 shows that 44.4% of the sample were single and 42.5% were married. Of those working in the social services, 46.3% were married, while 58.8% of employed social workers were married. About 17.1% of social service workers were divorced, which may indicate that some people, particularly females in that occupational group (by far the larger proportion), have re-entered the work force following a marital breakdown.

TABLE 4: MARITAL STATUS

MARITAL STATUS	SERVICES WORKER	SOCIAL WORKER	WORK STUDENT	TOTAL
Single	31.7%	28.7%	76.2%	44.4%
Married	46.3	58.8	14.3	42.5
Separated	4.9	2.9	3.6	3.4
Divorced	17.1	5.9	6.0	7.7
Widowed	—	1.5	—	.8
Other	—	2.2	—	1.1
TOTAL	100.0%	100.0%	100.1%	99.9%
	(N=41)	(N=136)	(N=84)	(N=261)

Missing observations = 2

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Education

Approximately 30.8% of the respondents working in the social service field had a baccalaureate degree other than a BSW. It is interesting to note that 12.8% of the sample working in the social service field had BSW degrees, while 7.7% had MSW degrees. In comparison, of the sample employed in the social work field, 44.4% held BSW degrees, while 35.6% held MSW degrees. In other words, almost 80% of social service workers did not have either a BSW, MSW or DSW/PhD degree, as compared to 83.0% of the social worker group who did hold one of those degrees. Of those employed in the social work field, 12.6% had less than a BSW education.

TABLE 5: HIGHEST EDUCATION ATTAINED

KIND OF EDUCATION	SERVICES WORKER	SOCIAL WORK WORKER	STUDENT	TOTAL
High School	15.4%	3.7%	61.0%	23.8%
Community College/ Institute	23.1	1.5	8.5	7.0
B.A.	30.8	7.4	17.1	14.1
B.S.W.	12.8	44.4	13.4	29.7
M.S.W.	7.7	35.6	—	19.9
D.S.W./PhD.	—	3.0	—	1.6
Other	10.3	4.4	—	3.9
TOTAL	100.1%	100.0%	100.0%	100.0%
	(N=39)	(N=135)	(N=82)	(N=256)

Missing observations = 7

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Those who reported in the "other" category held one of the following degrees/certificates; social welfare, masters of education, public administration certificate, masters of social work and masters of business education, masters of arts, bachelors of commerce or LLB degree.

For the purpose of comparison, Table 6 has been produced to illustrate the similarities and differences in the highest education attained by the whole sample between 1977 and 1986. For the working population of the total sample including both social service workers and social workers, the number of

TABLE 6 : COMPARISON OF HIGHEST EDUCATION ATTAINED

KIND OF EDUCATION	WORKER		STUDENT *	
	1986	1977	1986	1977
High School	6.3%	3.7%	61.2%	-
Community College /Institute	6.3	2.4	8.5	1.2
B.A.	12.6	18.3	17.1	9.3
B.S.W.	37.4	26.8	13.4	75.6
M.S.W.	29.3	40.2	-	12.7
D.S.W./PhD.	2.3	1.2	-	-
Other	5.7	7.3	-	1.2
TOTAL	99.9%	99.9%	100.0%	100.0%
	(N=174)	(N=164)	(N=82)	(N=86)

Missing observations for 1986 = 7 : for 1977 = 2

* Direct comparisons cannot be made due to differences in coding. 1986 = attained, 1977 = enrolled.

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respondents were roughly equal. The 1986 sample had almost twice as many respondents holding high school or community college/institute qualifications, as did the 1977 sample. In the 1986 working sample, 5.7% fewer respondents had BA degrees compared to the 1977 sample. Similarly, in 1986, 10.6% more working respondents held BSW degrees over the 1977 working respondents. In the MSW category, the 1986 sample showed about a 11% drop in those with this educational preparation as compared to the 1977 sample. There were 2.3% holding DSW/PhD degrees in 1986, while 1.2% had been so classified in the 1977 sample. In 1986, 69.0% of the total sample had a BSW, MSW or DSW/PhD degree, while in 1977, 68.2% had one of those degrees. Therefore, there has been little overall change in the educational preparation of workers in the social service field of Windsor and Essex County. Possible explanations include a high turnover rate and female dominance in this occupational group, as well as tighter budgets, differential use of manpower and more efficient use of differential manpower.

For discussion purposes, it is difficult to comment on the student population, since it appears that Law (1977) categorized those students who were enrolled in the BSW or MSW programs as having actually already attained their respective degrees. The 1986 statistics, on the other hand, placed those students enrolled in the BSW/MSW programs, in one of the high school, community college, B.A. or "other" categories, since they had not yet fully achieved a BSW/MSW

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degree. However, the student statistics are reported here
for the convenience of future researchers.

The majority of the sample (82.7%) received their
highest education in Windsor. Table 7 shows that just over

TABLE 7: PLACE OF INSTITUTION OR UNIVERSITY
WHERE HIGHEST EDUCATION RECEIVED

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NAME OF PLACE	SERVICES WORKER	SOCIAL WORK WORKER	STUDENT	TOTAL
Windsor	65.8%	76.7%	100.0%	82.7%
Ontario (excluding Windsor)	26.3	12.0	—	10.2
Canada (excluding Ontario)	2.6	3.0	—	2.0
United States	2.6	7.5	—	4.3
Other	2.6	.8	—	.8
TOTAL	99.9%	100.0%	100.0%	100.0%
	(N=38)	(N=133)	(N=83)	(N=254)

Missing observations = 9

One quarter (26.3%) of the workers in the social services
graduated from institutions or universities outside of
Windsor but within Ontario. In comparison, only 12.0% of the
workers in the social work field graduated from other
institutions or universities within Ontario. Relatively few
workers received their highest education from other provinces
in Canada, from the United States or from places outside of
North America. These findings speak to the tremendous impact

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of the University of Windsor on the delivery of social
services in Windsor and Essex County.

Table 8 shows the future plans for further education for
the sample.   Of the total sample, 38.5% wish to obtain a MSW
degree in the next ten years.   In particular, of the student
social work sample, most of whom were BSW candidates, 65.5%
plan to receive a MSW education.   When the choice of pursuing

TABLE 8: FUTURE EDUCATIONAL PLANS

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KIND OF EDUCATION	SERVICES WORKER	SOCIAL WORK WORKER	STUDENT	TOTAL
Community College/ Institute	10.8%	—	—	1.6%
B.A.	18.9	.8%	—	3.2
B.S.W.	5.4	.5	10.7%	5.2
M.S.W.	16.2	27.5	65.5	38.5
D.S.W./PhD.	8.1	6.9	8.3	7.5
None of the above	18.9	45.0	8.3	29.0
Other	21.6	18.3	7.1	15.1
TOTAL	99.9%	100.0%	99.9%	100.1%
	(N=37)	(N=131)	(N=84)	(N=252)

Missing observations = 11

a doctoral degree is included, 73.8% of social work students
plan to obtain MSW or DSW/PhD degrees.   Only 10.7% of social
work students gave a BSW as their future educational plan.
Therefore, the BSW degree is not being considered a terminal

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degree.   This is an important fact for those doing educational planning at The University of Windsor.

Of the total sample, 29% were content with their current level of education.   Those thirty-nine respondents who marked the "other" category had the following educational goals listed in order of decreasing frequency: business administration (10), clinical specialization (7; i.e. 3 in family therapy, 3 general, and 1 in child abuse and family therapy), bachelors of education (6), masters of arts (3), continuing education (3), public administration certificate (2), masters in criminology (1), masters in criminology and social work (1), masters of social science (1), management courses (1), guidance counselling-high school (1), child care worker (1), and a doctorate in psychology (1).

Table 9 has been prepared for comparison to Law's (1977) "Table 25: Present Education by Future Education".   Table 9 demonstrates that the majority of the sample were oriented towards future education.   It may be concluded from Table 9 that both the current BSW and MSW programs at the University of Windsor, School of Social Work need to be continued.   The 1986 findings indicate that the MSW program may see a significant increase in the number of applicants in the future.   However, some of these respondents who desire further education may not find it feasible to leave permanent positions and family obligations in order to do so. Therefore, part-time student timetables would present a practical solution that would assist potential candidates in

meeting their educational goals.

Law (1977) found that 50.8% of her sample wished to go
into a M.S.W. or doctorate program, while 49.0% of the 1986
sample had those ambitions. Generally, the 1977 findings are
similar to the 1986 findings.

TABLE 9 : PRESENT EDUCATION BY FUTURE EDUCATION

PRESENT HIGHEST EDUCATION ATTAINED	FUTURE EDUCATION (FREQUENCY)					
	B.S.W.	M.S.W.	D.S.W./ PhD.	OTHER	NONE	N
STUDENT						
B.S.W.	—	5	1	2	3	11
Bachelors	—	12	2	—	—	14
Community College	—	3	3	1	—	7
High School	8	37	1	4	4	54
WORKER						
D.S.W./PhD.	—	—	—	1	3	4
M.S.W.	—	—	8	14	28	50
B.S.W.	—	34	—	8	19	61
Bachelors	1	4	2	5	7	19
Community College	—	—	1	1	3	5
High School	—	3	—	2	2	7
Other	1	—	2	1	5	9
TOTAL	10	98	20	39	74	241

Missing observations = 22

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Major Field

There were more people working in primary settings (64.5%) than in secondary settings (35.1%). Law (1977) found almost identical percentages, 63.9% and 36.1% respectively. In 1986, there was a greater percentage of students being placed in secondary settings for their field placements than the percentage of workers found to be employed in those fields.

Primary settings referred to services which were directly sponsored by social work agencies. Secondary settings referred to settings in which the overall responsibility for the development and maintenance of the system was in the hands of planners and administrators from outside the profession of social work.

In primary settings, child welfare services had the largest number of workers in both occupational groups: 31.0% of social service workers and 30.2% of social workers were employed in the child welfare field. Among social service workers in primary settings, 20.7% worked in income maintenance services and another 20.7% were employed in family services. Among the social workers, 18.3% worked in family services and the next largest percentage (only 7.9%) worked in income maintenance services.

In secondary settings, more employed social workers (34.9%) than social service workers (17.2%) had found employment in these fields. The largest percentage (8.7%) of social workers in secondary settings were working at services

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TABLE 10 : MAJOR FIELD

MAJOR FIELD	SERVICES WORKER	SOCIAL WORK WORKER	STUDENT	TOTAL
PRIMARY SETTINGS(Total)	82.7%	65.2%	56.2%	64.5%
Child Welfare Services	31.0	30.2	15.9	25.9
Income Maintenance Services	20.7	7.9	2.9	8.0
Family Services	20.7	18.3	21.7	19.6
Vocational Rehabilitation Services	—	2.4	—	1.3
Drug & Alcohol Addiction Services	—	—	4.3	1.3
Social Planning & Research	—	1.6	1.4	1.3
Services for Mental Retardation	10.3	4.0	7.2	5.8
Services for Aged	—	—	1.4	.4
Services for Physically Handicapped	—	.8	1.4	.9
SECONDARY SETTINGS(Total)	17.2%	34.9%	43.3%	35.1%
Social Work in Primary or Secondary Schools	—	6.3	15.9	8.5
Services in Medical Clinic /General Hospital	—	4.8	4.3	4.0
Services in Mental Health Clinic/Hospital Centre	3.4	8.7	8.7	8.0
Corrections	6.9	7.1	7.2	7.1
Social Work Education in Colleges/Universities	—	4.0	—	2.2
Legal Aid Services	—	—	1.4	.4
Housing	—	—	—	—
Recreational Services	—	.8	—	.4
Other	6.9	3.2	5.8	4.5
TOTAL	99.9%	100.1%	99.5%	99.6%
	(N=29)	(N=126)	(N=69)	(N=224)

Missing observations = 28

in a mental health clinic/hospital centre, followed by 7.1% in the corrections field.

Length of Practice

The majority (100.0% − 33.8% = 66.2%) of the total sample had some full-time paid work experience in the social services. The length of paid work experience for the total sample varied from zero to thirty-six years. As Windsor had a young working force in social services, the years of paid full-time experience were expected to be small. The mean for the whole sample was 6.1 years. The category with the highest frequency (mode) of number of years of full-time paid work experience for the whole sample was between zero and four years, not including the "no experience" category. Approximately 26.2% of the total sample had a mean of 2.8 years of paid part-time experience in the social services.

Table 11 shows that 38.1% of social service workers had between zero and four years of full-time paid work experience in the social services, while 19.0% of that group had five to nine years of full-time experience. In the social work occupational group, 24.8% had zero to four years, another quarter (24.8%) had five to nine years, while a third quarter (24.1%) had ten to fourteen years of full-time experience.

TABLE 11: FULL-TIME PAID WORK EXPERIENCE
IN SOCIAL SERVICES

===

YEARS	SERVICES WORKER	SOCIAL WORK WORKER	STUDENT	TOTAL
30 and over	4.8%	2.2%	—	1.9%
25 - 29	—	2.9	—	1.5
20 - 24	2.4	2.2	—	1.5
15 - 19	9.5	10.2	—	6.8
10 - 14	11.9	24.1	—	14.4
5 - 9	19.0	24.8	7.1%	18.3
>0 - 4	38.1	24.8	8.3	21.7
None	14.3	8.8	84.5	33.8
TOTAL	100.0%	100.0%	99.9%	99.9%
	(N=42)	(N=137)	(N=84)	(N=263)

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Job Functions

The job functions of social service workers and social workers, excluding students were divided into the following categories; service to individuals, service to families, service to groups, service to communities, administration, supervision, consultation, research, planning, staff development, teaching and "other". Respondents were asked to give the percentage of time they spent in each relevant area.

TABLE 12 : JOB FUNCTION — SERVICE TO INDIVIDUALS

SERVICE TO INDIVIDUALS	SERVICE WORKERS	SOCIAL WORKERS	TOTAL
90 - 100% of Time	9.5%	5.1%	6.1%
80 - 89	4.8	1.5	2.2
70 - 79	4.8	8.0	7.3
60 - 69	2.4	10.2	8.4
50 - 59	14.3	10.9	11.7
40 - 49	7.1	11.7	10.6
30 - 39	4.8	5.1	5.0
20 - 29	4.8	13.1	11.2
10 - 19	11.9	9.5	10.1
>0 - 9	2.4	2.2	2.2
None	33.3	22.6	25.1
TOTAL	100.1%	99.9%	99.9%
	(N=42)	(N=137)	(N=179)

Missing observations = 84

83

Tables 12 through 22 show the findings for the occupational groups of social service workers and social workers. Students were considered a special circumstance and therefore their responses were not reported.

TABLE 13 : JOB FUNCTION - SERVICE TO FAMILIES

SERVICE TO FAMILIES	SERVICE WORKERS	SOCIAL WORKERS	TOTAL
90 - 100% of Time	4.8%	0.7%	1.7%
80 - 89	-	2.9	2.2
70 - 79	-	6.6	5.0
60 - 69	2.3	2.9	2.8
50 - 59	2.3	8.0	6.7
40 - 49	7.1	6.6	6.7
30 - 39	2.3	9.5	7.8
20 - 29	9.5	8.0	8.4
10 - 19	4.8	15.3	12.8
>0 - 9	9.5	8.0	8.4
None	57.1	31.4	37.4
TOTAL	99.7%	99.9%	99.9%
	(N=42)	(N=137)	(N=179)

Missing observations = 84

There were a total of 42 social service workers and 137 social workers who could have responded to the question on job functions. For the social service worker occupational group, most people spent time in the job functions according

84

to the following order of highest to lowest frequency; (1)
service to individuals, (2) administration, (3) service to
families tied with supervision, (5) planning, (6)
consultation, (7) staff development tied with service to
groups, (9) service to communities, and (10) research tied
with teaching. Similarly, the social work occupational group
were most involved in the following job functions from
highest to lowest frequency; (1) service to individuals,

TABLE 14 : JOB FUNCTION — SERVICE TO GROUPS

SERVICE TO GROUPS	SERVICE WORKERS	SOCIAL WORKERS	TOTAL
90 - 100% of Time	—	—	—
80 - 89	—	0.7%	0.6%
70 - 79	—	—	—
60 - 69	—	0.7	0.6
50 - 59	—	0.7	0.6
40 - 49	—	—	—
30 - 39	4.8%	2.2	2.8
20 - 29	2.4	4.4	3.9
10 - 19	4.8	10.2	8.9
>0 - 9	9.5	10.2	10.1
None	78.6	70.8	72.6
TOTAL	100.1%	99.9%	100.1%
	(N=42)	(N=137)	(N=179)

Missing observations = 84

(2) service to families, (3) administration, (4) supervision,
(5) consultation, (6) planning, (7) service to groups, (8)
staff development, (9) service to communities, and (10)
research was again tied with the teaching job function.
Generally, there were very few differences in the rank order
of job functions when comparing the two occupational groups.

TABLE 15 : JOB FUNCTION — SERVICE TO COMMUNITIES

==

SERVICE TO COMMUNITIES	SERVICE WORKERS	SOCIAL WORKERS	TOTAL
90 - 100% of Time	—	—	—
80 - 89	—	—	—
70 - 79	—	—	—
60 - 69	—	—	—
50 - 59	—	—	—
40 - 49	—	—	—
30 - 39	—	1.5%	1.1%
20 - 29	—	—	—
10 - 19	9.5%	4.4	5.6
>0 - 9	9.5	12.4	11.7
None	81.0	81.8	81.6
TOTAL	100.1%	100.1%	100.0%
	(N=42)	(N=137)	(N=179)

Missing observations = 84

86

TABLE 16 : JOB FUNCTION - ADMINISTRATION

ADMINISTRATION	SERVICE WORKERS	SOCIAL WORKERS	TOTAL
90 - 100% of Time	—	1.5%	1.1%
80 - 89	4.8%	—	1.1
70 - 79	2.4	0.7	1.1
60 - 69	—	1.5	1.1
50 - 59	7.1	0.7	2.2
40 - 49	4.8	4.4	4.5
30 - 39	4.8	5.1	5.0
20 - 29	14.3	13.1	13.4
10 - 19	4.8	18.2	15.1
>0 - 9	7.1	10.2	9.5
None	50.0	44.5	45.8
TOTAL	100.1%	99.9%	99.9%
	(N=42)	(N=137)	(N=179)

Missing observations = 84

87

TABLE 17 : JOB FUNCTION - SUPERVISION

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======================================================================
                                   |
                                   |
SUPERVISION      SERVICE WORKERS    | SOCIAL WORKERS        TOTAL
--------------------------------------------------------------------
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SUPERVISION	SERVICE WORKERS	SOCIAL WORKERS	TOTAL
90 - 100% of Time	—	—	—
80 - 89	—	—	—
70 - 79	—	1.5%	1.1%
60 - 69	2.4%	—	0.6
50 - 59	—	0.7	0.6
40 - 49	7.1	0.7	2.2
30 - 39	4.8	0.7	1.7
20 - 29	7.1	7.3	7.3
10 - 19	16.7	17.5	17.3
>0 - 9	4.8	18.2	15.1
None	57.1	53.3	54.2
TOTAL	100.0%	99.9%	100.1%
	(N=42)	(N=137)	(N=179)

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--------------------------------------------------------------------
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Missing observations = 84

TABLE 18 : JOB FUNCTION - CONSULTATION

CONSULTATION	SERVICE WORKERS	SOCIAL WORKERS	TOTAL
90 - 100% of Time	—	0.7%	0.6%
80 - 89	—	—	—
70 - 79	—	—	—
60 - 69	—	—	—
50 - 59	—	0.7	0.6
40 - 49	—	1.5	1.1
30 - 39	2.4%	—	0.6
20 - 29	9.5	6.6	7.3
10 - 19	11.9	15.3	14.5
>0 - 9	9.5	20.4	17.9
None	66.7	54.7	57.5
TOTAL	100.0%	99.9%	100.1%
	(N=42)	(N=137)	(N=179)

Missing observations = 84

89

TABLE 19: JOB FUNCTION - RESEARCH

RESEARCH	SERVICE WORKERS	SOCIAL WORKERS	TOTAL
90 - 100% of Time	—	—	—
80 - 89	—	—	—
70 - 79	—	—	—
60 - 69	—	—	—
50 - 59	—	—	—
40 - 49	—	—	—
30 - 39	—	0.7%	0.6%
20 - 29	—	2.9	2.2
10 - 19	4.8%	1.5	2.2
>0 - 9	11.9	8.8	9.5
None	83.3	86.1	85.5
TOTAL	100.0%	100.0%	100.0%
	(N=42)	(N=137)	(N=179)

Missing observations = 84

90

TABLE 20 : JOB FUNCTION - PLANNING

==

PLANNING	SERVICE WORKERS	SOCIAL WORKERS	TOTAL
90 -100% of Time	—	—	—
80 - 89	—	—	—
70 - 79	—	—	—
60 - 69	—	—	—
50 - 59	—	—	—
40 - 49	—	0.7%	0.6%
30 - 39	—	1.5	1.1
20 - 29	2.4%	2.2	2.2
10 - 19	19.0	11.7	13.4
>0 - 9	14.3	15.3	15.1
None	64.3	68.6	67.6
TOTAL	100.0%	100.0%	100.0%
	(N=42)	(N=137)	(N=179)

Missing observations = 84

91

TABLE 21 : JOB FUNCTION - STAFF DEVELOPMENT

===

STAFF DEVELOPMENT	SERVICE WORKERS	SOCIAL WORKERS	TOTAL
90 - 100% of Time	—	—	—
80 - 89	—	—	—
70 - 79	—	—	—
60 - 69	—	—	—
50 - 59	—	—	—
40 - 49	—	—	—
30 - 39	—	—	—
20 - 29	—	2.2%	1.7%
10 - 19	9.5%	4.4	5.6
>0 - 9	11.9	20.4	18.4
None	78.6	73.0	74.3
TOTAL	100.0%	100.0%	100.0%
	(N=42)	(N=137)	(N=179)

Missing observations = 84

92

TABLE 22 : JOB FUNCTION - TEACHING

===

TEACHING	SERVICE WORKERS	SOCIAL WORKERS	TOTAL
90 - 100% of Time	-	-	-
80 - 89	-	-	-
70 - 79	-	2.9%	2.2%
60 - 69	-	0.7	0.6
50 - 59	2.4%	0.7	1.1
40 - 49	-	-	-
30 - 39	-	-	-
20 - 29	2.4	0.7	1.1
10 - 19	4.8	0.7	1.7
>0 - 9	7.1	8.0	7.8
None	83.3	86.1	85.5
TOTAL	100.0%	99.8%	100.0%
	(N=42)	(N=137)	(N=179)

Missing observations = 84

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Table 23 was produced to compare the findings shown in Tables 12 through 22. Table 23 illustrates the performance percentage within each occupational group according to the various job functions. From the Table 23 data, the existent similarities and differences between the job functions performed by each occupational group was ascertained. When social workers were compared to social service workers, it can be stated that for this total sample, more social workers spent time in every job function except service to communities, research, planning and teaching. More specifically, 25.7% more of the social workers than of the social service workers spent time in service to families; likewise, 11.2% more of the social work group was involved in consultation, 10.7% more in service to individuals and 7.8% more in service to groups. The information summarized in Table 23 was included with the objective of assisting in the definition of minimal practice standards, in preparation for future social work legislation. However, generally there are more similarities than dissimilarities in the findings. In Table 23 the column totals do not add to 100.0% since the respondents were involved in more than one job function.

TABLE 23 : JOB FUNCTION BY PERCENTAGE OF RESPONDENT INVOLVEMENT

==

PERCENTAGE OF RESPONDENT INVOLVEMENT

JOB FUNCTION	SERVICE WORKERS	SOCIAL WORKERS	TOTAL
Service to Individuals	66.7%	77.4%	74.9%
Service to Families	42.9	68.6	62.6
Administration	50.0	55.5	54.2
Supervision	42.9	46.7	45.8
Consultation	33.3	45.3	42.5
Planning	35.7	31.4	32.4
Service to Groups	21.4	29.2	27.4
Staff Development	21.4	27.0	25.7
Service to Communities	19.0	18.2	18.4
Research	16.7	13.9	14.5
Teaching	16.7	13.9	14.5
N	42	137	179

Missing observations = 84

Note: Column totals do not equal 100.0% since respondents had
more than one job function.

95

Private Practice

Table 24 shows that in this sample there were very few
full-time private social work practitioners in Windsor or
Essex County, even though questionnaires were sent to and
returned by people known as private practitioners. About
4.9% of the 1986 sample were engaged in private practice, a
similar percentage compared to 5.5% of Law's 1977 sample.
The mode (30.8%) of the sample spent between 5 and 9 hours a
week in private practice. Law's findings showed that a mode
of 42.9% spending about 2 hours a week engaged in private
practice. This comparison suggests a small but expanding
trend among those engaged in private practice.

TABLE 24 :   HOURS/WEEK SPENT
IN PRIVATE PRACTICE

HOURS	SERVICE WORKER	SOCIAL WORK WORKER	STUDENT	TOTAL
25 or More	—	18.1%	—	15.4%
20 - 24	—	—	100.0%	7.7
15 - 19	—	9.1	—	7.7
10 - 14	—	18.1	—	15.4
5 - 9	—	36.4	—	30.8
0 - 4	100.0%	18.1	—	23.1
TOTAL	100.0%	99.8%	100.0%	100.1%
	(N=1)	(N=11)	(N=1)	(N=13)

Missing observations = 250

96

Table 25 indicates the future plans of the sample
regarding engaging in private practice in the next five to
ten years. Almost one half (47.1%) of the sample said they
did not plan to engage in private practice. About 18.4% did
plan to pursue private practice, while another 33.3% were not
sure. These findings would seem to indicate a definite
upward trend in the field of private practice. However, Law
(1977) found that 30.5% of her sample planned to be engaging
in private practice in five to ten years, yet nine years
later only 4.9% of this sample were actually doing so.

TABLE 25 : FUTURE PLANS TO BE IN
PRIVATE PRACTICE

===

RESPONSE	SERVICE WORKER	SOCIAL WORK WORKER	STUDENT	TOTAL
No	71.4%	49.6%	31.0%	47.1%
Yes	2.4	23.7	17.9	18.4
Not Sure	21.4	26.7	50.0	33.3
Not Applicable	4.8	—	1.2	1.1
TOTAL	100.0%	100.0%	100.1%	99.9%
	(N=42)	(N=135)	(N=84)	(N=261)

Missing observations = 2

97

Professional Attitudes

Research Question Two

What are the attitudes of social workers in Windsor and Essex County towards the profession of social work?

This research question was analyzed by eaxamining the following variables: membership in the professional association (OAPSW), membership in "The College", membership in OAPSW by the educational level of the sample and the respondents' plans for further education.

Membership in the Professional Association

Table 26 shows membership in OAPSW. Only one category was recorded and those who appear as members in 1985 had not renewed their membership by March or April 1986, when the questionnaires were completed. Presumably, most of those who

TABLE 26 : MEMBERSHIP IN OAPSW

MEMBERSHIP	SERVICE WORKER	SOCIAL WORKER	WORK STUDENT	TOTAL
Never a Member	89.7%	34.8%	58.9%	50.0%
Once a Member	—	18.6	—	10.0
Member in 1985	—	6.8	1.4	4.1
Member in 1986	10.3%	39.8	39.7	35.9
TOTAL	100.0%	100.0%	100.0%	100.0%
	(N=29)	(N=118)	(N=73)	(N=220)

Missing observations = 43

98

were members in 1986 were also members in 1985.

About 39.8% of employed social workers and 39.7% of student social workers were members of OAPSW in 1986.

Comparison with Law's (1977) results shows that the overall worker membership was similar or a little greater than (33.8%) the 1986 findings (27.9%), while the student membership had more than doubled since 1977 (39.7% compared to 18.3%). The recent campaigns for student membership at the School of Social Work, the University of Windsor, would seem to be effective in increasing student involvement.

Only 1.2% of the sample were members of the Social Service Workers' Association, while only 0.6% were members of the Municipal Welfare Workers' Association. These numbers were similar to Law's (1977) study. The National Association of Social Workers, the United States counterpart to OAPSW/CASW had a membership of 3.1% of this sample. As well, small numbers of respondents belonged to the following professional associations; the Ontario Association of Child Care Workers (7), the Association of Early Childhood Education (3), the Ontario Association of Marital and Family Therapists (1),the Ontario Mental Retardation Association(1), the Ontario Association of Discharge Planning Coordinators (1), the Canadian Association of Schools of Social Work (1), the Canadian Association of Nephrology Social Workers (1), the Ontario Association for Volunteer Administration (1), Ontario Social Workers in Education (2), Family Support Workers Association (1), Law Society of Upper Canada (1),

Canadian Group Therapy Association (1), Family Mediation Canada (1) and the Canadian Association of Rehabilitation Personnel (1). By far the greatest number of respondents (35.9%) were members of the Ontario Association of Social Workers and the Canadian Association of Social Workers. These facts shows the attitudes of the sample towards OAPSW and the social work profession.

Membership in "The College"

Another indicator of social workers' attitudes towards their profession is membership in the Ontario College of Certified Social Workers, usually known as "The College". It is necessary to be a member of OAPSW to be a member of "The College", therefore in this sample only 47 people or the 39.8% of the social work worker group as shown in Table 26, and perhaps a few of the masters social work students were qualified. As can be seen from Table 27, only 34.4% of employed social workers and 5.0% of social work students were certified social workers or members of "The College". In contrast, at least 59.4% of employed social workers were not certified. However, many of these people may not have been eligible due to a requirement of two years of work experience.

TABLE 27 : MEMBERSHIP IN "THE COLLEGE"

==

MEMBERSHIP	SERVICE WORKER	SOCIAL WORK WORKER	STUDENT	TOTAL
Never a Member	100.0%	59.4%	95.0%	76.9%
Once a Member	-	4.2	-	2.2
Member in 1985	-	2.1	-	1.1
Member in 1986	-	34.4	5.0	19.8
TOTAL	100.0%	100.1%	100.0%	100.0%
	(N=26)	(N=96)	(N=60)	(N=182)

Missing observations = 81

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Membership in OAPSW and Present Education

Tables 28, 29 and 30 show Membership in OAPSW by Present Education. Table 28 shows the data for the whole sample, Table 29 shows only the social services occupational group, and Table 30 shows the information for the social work group, including students.

According to Table 28, 78 out of 214 (36.4%) of the whole sample were members of OAPSW in 1986, while Law (1977) found that 28.6% of her whole sample were OAPSW members in 1977. More specifically, 4 out of 25 (16.0%) of the 1986 respondents who had identified themselves as working in the social service field as indicated in Table 29, and 74 out of 189 (39.2%) of those who stated they were from the social work field as indicated in Table 30, were members of OAPSW in 1986.

Among the employed workers in the whole 1986 sample, 42.0% of those holding BSW degrees were members of OAPSW. For the BSW social worker only group, 40.8% were members of OAPSW. For the whole 1986 sample of employed respondents with MSW degrees, 55.6% were members of OAPSW. When that was interpreted for the social work group only, 53.5% were members of OAPSW. Similarly, 2 out of 4 (50.0%) of those in the whole sample with DSW/PhD degrees were OAPSW members. It would appear that the more social work education attained by the respondents, the more likely they were to be members of OAPSW, or MSW respondents were more likely than BSW respondents to be members of OAPSW.

TABLE 28 : MEMBERSHIP IN OAPSW BY PRESENT EDUCATION

===

PRESENT HIGHEST EDUCATION ATTAINED	MEMBERSHIP IN OAPSW (FREQUENCY)				
	NEVER	ONCE	MEMBER IN 1985	MEMBER IN 1986	TOTAL
STUDENT					
B.S.W.	4	—	—	9	13
Bachelors	6	—	1	0	7
Community College	3	—	—	4	7
High School	31	—	—	15	46
WORKER					
D.S.W./PhD.	1	1	—	2	4
M.S.W.	6	12	2	25	45
B.S.W.	15	8	6	21	50
Bachelors	18	—	—	1	19
Community College	6	—	—	—	6
High School	7	—	—	1	8
Other	8	1	—	—	9
TOTAL	105	22	9	78	214

Missing observations = 49

Law's 1977 findings indicated that 27.9% of those respondents with BSW degrees, 54.3% of those with MSW degrees and 50.0% of those with DSW/PhD degrees were members of OAPSW.

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One working respondent holding a BSW degree and two
respondents holding MSW degrees, all current OAPSW members,
chose to identify themselves as social service workers as
opposed to social workers. This seems to point to the fact
that these respondents do not clearly identify with the
social work profession or that they have a different
understanding of the terms involved.

TABLE 29 : MEMBERSHIP IN OAPSW
BY PRESENT EDUCATION
FOR SERVICE WORKERS

==

| | MEMBERSHIP IN OAPSW (FREQUENCY) | | | |
PRESENT HIGHEST EDUCATION ATTAINED	NEVER	ONCE	MEMBER IN 1985	MEMBER IN 1986	TOTAL
D.S.W./PhD.	—	—	—	—	—
M.S.W.	—	—	—	2	2
B.S.W.	—	—	—	1	1
Bachelors	9	—	—	1	10
Community College	5	—	—	—	5
High School	4	—	—	—	4
Other	3	—	—	—	3
TOTAL	21	—	—	4	25

Missing observations = 17

TABLE 30 : MEMBERSHIP IN OAPSW
BY PRESENT EDUCATION
FOR SOCIAL WORKERS

==

	MEMBERSHIP IN OAPSW (FREQUENCY)				
PRESENT HIGHEST EDUCATION ATTAINED	NEVER	ONCE	MEMBER IN 1985	MEMBER IN 1986	TOTAL
STUDENT					
B.S.W.	4	—	—	9	13
Bachelors	6	—	1	—	7
Community College	3	—	—	4	7
High School	31	—	—	15	46
WORKER					
D.S.W./PhD.	1	1	—	2	4
M.S.W.	6	12	2	23	43
B.S.W.	15	8	6	20	49
Bachelors	9	—	—	—	9
Community College	1	—	—	—	1
High School	3	—	—	1	4
Other	5	1	—	—	6
TOTAL	84	22	9	74	189

Missing observations = 34

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Further Education

About one third of the sample (29.0%) did not plan to pursue any further education (see Table 8). Law (1977, p. 83) found that 30.8% of the 1977 sample were uninterested in any form of further education. Table 9 showed that the majority of the 1986 sample were oriented towards future education. About 49.0% of the whole 1986 sample wished to pursue a M.S.W. or doctoral program, while 50.8% of the 1977 sample had wished to do so. According to Table 8, approximately 34.9% of the employed social workers wanted to obtain a BSW, MSW or doctorate degree in the future, while 29.7% of the employed social service workers wished to do so. Since there is only about a 5.2% difference in these figures, this finding does not indicate any great difference in the attitudes towards obtaining formal educationon the part of social workers versus social service workers . Law found that 37.2% of the working respondents in her sample, that is both social service workers and social workers, had wished to pursue a BSW, MSW, or DSW/PhD degree in the future.

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Hypothesis One

Social work administrators and supervisors are more likely to be members of the professional association (OAPSW) than those who are front line social workers.

The researcher tried to find out if there was any relationship between the job function a worker performed and membership in the Ontario Association of Professional Social Workers (OAPSW). Social work supervisors and administrators were defined as those who spent more than 50.0% of their time in the combined job functions of administration, supervision and consultation. Similarly, social workers who spent more than 50.0% of their time providing services to individuals, families, groups and communities were classified as front line workers. Only those in these social work occupational groups were considered, including students.

Table 31 shows the membership in OAPSW by job function. Social work administrators and supervisors were somewhat more likely (55.6%) to be members of OAPSW than front line workers. About 36.7% of front line workers were members of OAPSW. The data was analyzed with a chi square. The findings in Table 31 showed no statistical significance between membership in OAPSW and the job functions a social worker performed. Law's 1977 findings also indicated no significance when this hypothesis was tested.

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TABLE 31 : DIRECT PRACTICE, ADMINISTRATION, SUPERVISION AND CONSULTATION BY OAPSW MEMBERSHIP.

==

SOCIAL WORKERS

OAPSW MEMBERSHIP	ADMINISTRATION, SUPERVISION & CONSULTATION	DIRECT PRACTICE	TOTAL
Yes	55.6%	36.7%	39.0%
No	44.4	63.3	61.0
TOTAL	100.0%	100.0%	100.0%
	(N=18)	(N=128)	(N=146)

$X^2 = 2.35$ $\underline{df} = 1$ $\underline{p}$ = ns at a 0.05 level of confidence

Missing observations = 75

Hypothesis Two

The longer social workers work in the profession, the more likely they are to be members of the professional association (OAPSW).

The researcher tried to discover if there was any relationship between how long a worker had worked and membership in OAPSW. The social work occupational group was considered and the results including students are reported in Table 32, while the results excluding students are shown in Table 33. The main difference between the two tables was in the >0 to 5 years of experience category which increased from a 25.0% membership in OAPSW to a 35.3% membership in OAPSW

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when students were included.

When the data was analyzed by the chi square, neither
of the findings held statistical significance and the null
hypothesis was accepted. Law (1977) was able to show a 1%
level of significance when this hypothesis was tested on her
whole sample, including social service workers. Membership
in the professional association did not vary with experience
for the 1986 sample. However, it may be seen from Tables 32
and 33 that there was a trend towards a greater likelihood of
membership in OAPSW, the longer a respondent had worked.

TABLE 32 : LENGTH OF PAID FULL-TIME EXPERIENCE
(INCLUDING STUDENTS) BY OAPSW MEMBERSHIP

==

MEMBER OF OAPSW	SOCIAL WORKERS (INCLUDING STUDENTS) YEARS OF EXPERIENCE					
	NONE	>0 - 5	6 - 10	11 - 15	16 AND OVER	TOTAL
Yes	27.5%	35.3%	47.2%	55.0%	53.3%	38.2%
No	72.5	64.7	52.8	45.0	46.7	61.8
TOTAL	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
	(N=69)	(N=51)	(N=36)	(N=20)	(N=15)	(N=191)

$X^2 = 8.698$ $\underline{df} = 4$ $\underline{p} = $ ns at 0.05
level of confidence

Missing observations = 30

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TABLE 33 : LENGTH OF PAID FULL-TIME EXPERIENCE (EXCLUDING STUDENTS) BY OAPSW MEMBERSHIP

===

SOCIAL WORKERS (EXCLUDING STUDENTS)
YEARS OF EXPERIENCE

MEMBER OF OAPSW	NONE	>0 - 5	6 - 10	11 - 15	16 AND OVER	TOTAL
Yes	27.3%	25.0%	43.3%	55.0%	53.3%	38.8%
No	72.7	75.0	56.7	45.0	46.7	61.2
TOTAL	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
	(N=11)	(N=40)	(N=30)	(N=20)	(N=15)	(N=116)

$X^2 = 7.628$ $\underline{df} = 4$ $\underline{p}$ = ns at 0.05 level of confidence

Missing observations = 21

Hypothesis Three

Social workers in primary and secondary settings differentially belong to the professional association according to the demand imposed by the agency environment. A "primary setting" was defined as a service which was directly sponsored by social work agencies. A "secondary setting" was defined as a setting in which the overall responsibility for the development and maintenance of the system was outside the profession of social work.

When testing this hypothesis, the primary settings were considered to be one of the following major fields; child welfare services, family services, services for the aged, services for mental retardation, services for physically

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handicapped, drug and alcohol addiction services, social
planning and research, income maintenance services and
vocational rehabilitation services. Secondary settings
included the following major fields; housing, services in
a medical clinic/general hospital, services in a mental
health clinic/hospital centre, corrections, legal aid
services, social work in primary or secondary schools, social
work education in colleges or universities and recreational
services. As can be seen from Table 34, OAPSW membership
varied little according to the setting. The chi square
analysis showed no statistical significance. Law's 1977
findings also showed no significance when this hypothesis was
tested by a chi square.

TABLE 34 : PRIMARY AND SECONDARY SETTINGS
BY OAPSW MEMBERSHIP

===

MEMBER OF OAPSW	SOCIAL WORKERS		
	PRIMARY SETTING	SECONDARY SETTING	TOTAL
Yes	41.7%	37.3%	40.1%
No	58.3	62.7	59.9
TOTAL	100.0%	100.0%	100.0%
	(N=103)	(N=59)	(N=162)

$X^2 = 0.31$ $\underline{df} = 1$ $\underline{p} = $ ns at 0.05
level of confidence

Missing observations = 59

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Functions of a Professional Association

Research Question Three

What are the most preferred functions of the professional
association of social workers?

The findings in Table 35 are average ratings which were
obtained by dividing the sum of the score on a five-point
ordinal scale by the total number of responses. Only the
social worker occupational group are shown. In order to
clarify how members and non-members of OAPSW perceive the
function of a professional association, the findings were
categorized into social worker-member, social worker non-
member, student-member and student non-member. A high rating
indicates high interest.

The whole social worker occupational group rated
"improving the quality of professional education",
"developing standards of professional practice", "providing
public recognition and acceptance" and "defining standards of
professional practice" as the top four functions which a
professional association should perform. Law's 1977 findings
agreed with these findings on ratings one and two. The
present study found that the next four priorities were
"defining the range of professional competence", "furthering
career possibilities for professionals in terms of
opportunities for advancement...", "providing a means of
intraprofessional communications: seminars, 'house' journals,
conferences, study projects, development of professional
literature" and "providing a code of ethics".

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TABLE 35 : FUNCTIONS OF A PROFESSIONAL ASSOCIATION

===

	AVERAGE RATING FOR SOCIAL WORKERS*				
FUNCTION	WORKERS OAPSW		STUDENTS MEMBERSHIP		TOTAL (N)
	YES	NO	YES	NO	
Improving the quality of social work education............	4.02	3.83	4.50	4.07	4.02(221)
Developing standards of professional practice..............	4.09	3.61	4.17	3.72	3.81(223)
Providing public recognition and acceptance............	3.93	3.36	4.17	4.00	3.75(222)
Defining standards of professional practice..............	4.02	3.54	4.13	3.60	3.74(223)
Defining the range of professional competence............	3.98	3.46	3.93	3.47	3.64(221)
Furthering career poss- ibilities for profes- sionals in terms of opportunities for advancement, career gratification........	3.50	3.37	3.87	3.83	3.58(223)
Providing a means of intraprofessional communications: seminars, `house' journals, conferences, study projects, develop- ment of professional literature............	3.40	3.26	4.00	3.77	3.52(221)
Providing a code of ethics................	3.89	3.47	3.53	3.28	3.52(221)
Providing salary guidelines............	3.85	3.31	3.79	3.37	3.50(222)
Liaison with other professionals........	3.32	3.20	3.97	3.88	3.50(221)

TABLE 35 : CONTINUED

===

AVERAGE RATING FOR SOCIAL WORKERS*

| FUNCTION | WORKERS | | STUDENTS | | |
| | OAPSW MEMBERSHIP | | | | |
	YES	NO	YES	NO	TOTAL(N)
Improving working conditions............3.38	3.38	3.06	3.57	3.65	3.35(222)
Providing legal registration to protect job title....3.62	3.62	2.98	3.67	3.26	3.28(221)
Providing certification3.88	3.88	2.85	3.50	3.05	3.21(218)
Licensing, by a regulatory act which defines and regulates practice.............3.79	3.79	2.93	2.96	3.02	3.15(208)
Involvement in defining, developing and providing legislative input into pending registration criteria and procedures to be backed up by a provincial Regulatory Act for professional social workers in Ontario...............3.79	3.79	2.74	3.14	3.07	3.11(217)
Liaison between agency administrators and social service staff in matters of dispute between them.........2.89	2.89	2.64	3.20	3.50	2.99(224)
Collecting and preserving data and documents relating to social welfare, the practice of social work and the proceedings of the professional association..........2.71	2.71	2.49	2.57	3.14	2.71(220)

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* (A high rating indicates high interest.)

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Law's (1977) study held six of the eight topmost priorities in common with this study. In the 1986 study, the least important functions included in decreasing rank order were: "providing salary guidelines", "liaison with other professionals", improving working conditions", "providing legal registration", "licensing, by a regulatory act...", "providing certification", "involvement in defining, developing and providing legislative input into pending registration criteria...", "liaison between agency administrators and social service staff..." and "collecting and preserving data...".

To the social workers who were members, "developing standards of professional practice", "improving the quality of professional education" and "defining standards of professional practice" were the three most important functions of OAPSW. "Licensing, by a regulatory act..." ranked ninth. "Collecting and preserving data..." was identified by this group as the least important function.

The social workers who were non-members of OAPSW had the same top three priorities as members, except in a slightly different order and at a lower average rating. For this group, "licensing, by a regulatory act..." ranked thirteenth in importance. The lowest priority remained the same.

Student members of OAPSW had the following three top priorities: "improving the quality of professional education", "providing public recognition and acceptance" and "developing standards of professional practice". "Licensing,

by a regulatory act..." ranked sixteenth out of seventeen for
this group of respondents. The lowest priority was again the
same.·

Finally, non-member students rated "improving the
quality of professional education", "providing public
recognition and acceptance", "liaison with other
professionals" and "furthering career possibilities..." as
the four most important functions. For this group,
"licensing, by a regulatory act..." ranked last. Table 36
summarizes the comparative rankings for the most important
and least important functions of a professional association.

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TABLE 36: COMPARATIVE RANKINGS FOR FUNCTIONS OF A
PROFESSIONAL ASSOCIATION

===

| | RANK FOR SOCIAL WORKERS | | | | |
| | WORKERS OAPSW MEMBERSHIP | | | STUDENTS | |
FUNCTION	YES	NO	YES	NO	TOTAL
Developing standards of professional practice............	1	2	2		2
Improving the quality of professional education...........	2	1	1	1	1
Defining standards of professional practice.............	2	3			
Providing public recognition and acceptance..........			2	2	3
Liaison with other professionals........				3	
Collecting and preserving data....	17	17	17		17
Licensing, by a regulatory act.....				17	

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Several respondents added suggestions for other
functions of a professional association. These included:
professional development, social action, social policy,
counselling, dealing with children and youth, more input in
regulating education in schools of social work, community
development, having input into legislation regarding client
services, upgrading housing standards, assistance to single
mothers, teaching, therapy-related research,
interdisciplinary research with psychologists and
sociologists on social trends, acceptance of related
experience qualifications for non-social worker trained
individuals, procedures for hearings and discipline for
alleged malpractice, municipal management, political
placements, marketability of degree, intraprofessional
learning, management policies, program for family therapists,
development of cohesiveness among social workers, social
advocacy and citizen rights for the elderly, labour
relations, burnout and private practice.

To conclude, from the findings in Table 35, the most
important function of a professional association was deemed
to be "improving the quality of social work education".
Second most important to the whole social worker occupational
group was "developing standards of professional practice",
followed by "providing public recognition and acceptance".
In the opinion of this writer, the development and definition
of minimal practice standards for the social work profession
which are clear and distinctive to that profession, would

logically assist in improving the quality of social work
education. Educators and students would have a better
understanding of what constitutes acceptable professional
methodology and under what circumstances specific social work
intervention is indicated.

The members of OAPSW who were at the 1986 annual
conference of the professional association strongly endorsed
the pursuit of social work legislation in Ontario. However,
this sample has shown very poor support for legislation
efforts as a preferred function of OAPSW.

Community Role of a Professional Association

In a broader sense, the community role of a professional association was also examined. Average ratings were calculated in the manner described for the functions of a professional association, with a high rating indicating high interest. Table 37 shows these results.

The social worker population on the whole, felt that "taking action on issues relevant to social welfare and the practice of social work and informing citizens about such issues" was identified as the most important community role of a professional association. "Assisting members of the association to maintain and improve their knowledge..." and "making known standards for the practice of social work" were the next highest ratings. The social worker non-member group agreed with the order of the top two priorities and placed "encourage research on social welfare..." third. The social worker member group placed the top three roles in this order: "making known standards for the practice of social work", "taking action on issues relevant to the practice of social work..." and "assisting members of the association to maintain and improve their knowledge...". Least important to the whole occupational group and each subgroup was "collecting and preserving data and documents...".

Respondents wrote in the following suggestions for community roles: supporting job actions, amalgamating the categories of child care worker, early childhood education and developmental service worker, etc., since there are too

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many separate entities, informing the public of all aspects,

offering teaching workshops on new issues, listing books or

library open to the public but in a separate facility,

involvement in schools, assisting members to clarify ethical

TABLE 37 : COMMUNITY ROLE OF A PROFESSIONAL ASSOCIATION

==

AVERAGE RATING FOR SOCIAL WORKERS*

| ROLE | WORKERS | | STUDENTS | | |
| | OAPSW MEMBERSHIP | | | | |
	YES	NO	YES	NO	TOTAL(N)
Take action on issues relevant to social welfare and the practice of social work and inform citizens about such issues...............	4.08	3.81	4.41	4.29	4.07(225)
Assist members of the association to maintain and improve knowledge, skill and proficiency in the practice of social work..........	4.06	3.78	4.34	4.37	4.06(225)
Make known standards for the practice of social work..........	4.29	3.59	4.10	4.02	3.92(226)
Encourage research on social welfare and social work practice and facilitate research through the provision of resources.........	3.60	3.60	3.90	3.91	3.72(225)
Collect and preserve data and documents and publish this information for members and the public...............	3.44	3.31	3.44	3.74	3.45(225)

* (A high rating indicates high interest.)

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issues, producing good professional literature, more
research, encouraging formation of a social workers' union,
providing more community linkage for clients and political
consultants on new legislation.

Reasons for Belonging to OAPSW

Research Question Four

What reasons do social workers in Windsor and Essex

County give for belonging to OAPSW?

Twenty-five responses and one "other" category were
listed in the questionnaire and respondents were asked to
rate the importance of those reasons for belonging to OAPSW.
The rating scale consisted of a five point ordinal scale
ranging from "one", representing very unimportant, to "five",
representing very important. The findings were obtained by
dividing the sum of the scores by the number of respondents.

Table 38 shows the ratings by the social worker
occupational group. The averages are shown for the whole
group and also divided into the categories of social worker-
member, social worker non-member, student-member and student
non-member.

For the whole occupational group, the three most
important reasons explaining why people belong to OAPSW were
to have OAPSW "provide standards of practice" and "take
action on issues relevant to social welfare and to the
practice of social work" and due to a "personal commitment to
the profession". The next most important motivators were:
"exchange knowledge and experience with other professionals",

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"to be involved in the movement towards establishing an act to license social workers, which will define and regulate practice" and "enhance professional and personal growth". Law (1977) offered fewer reasons in her questionnaire, however, five out of six of her highest motivators agreed with those found in this study. "To be involved in the movement towards establishing an act..." was the reason that differed in this study and since that was not an issue in 1977, it was not included in Law's questionnaire. The reasons which were rated highest in this study imply that social workers expect OAPSW to promote visibility of the social work profession in the community.

The least important reasons for belonging to OAPSW included: "nearly everyone around me are members and they expect me to be one", "social reasons" and "meet agency requirement". This implies that socialization was not important in OAPSW.

TABLE 38 : REASONS FOR BELONGING TO OAPSW/CASW

==

AVERAGE RATING FOR SOCIAL WORKERS*

| | WORKERS | | STUDENTS | | |
| | OAPSW MEMBERSHIP | | | | |
REASON	YES	NO	YES	NO	TOTAL (N)
Provide standards of practice...........4.25		3.71	4.21	4.05	4.00(208)
Take action on issues relevant to social welfare and to the practice of social work..................3.88		3.39	3.96	4.18	3.79(208)
Personal commitment to the profession.......4.15		3.15	4.32	3.98	3.76(206)
Exchange knowledge and experience with other professionals........3.52		3.30	4.14	4.34	3.72(207)
To be involved in the movement towards establishing an act to license social workers, which will define and regulate practice..............4.13		3.11	4.04	3.60	3.60(202)
Enhance professional and personal growth..3.53		3.29	4.08	3.96	3.63(199)
See this as part of the responsibility of a professional social worker................4.08		2.85	4.04	3.79	3.55(205)
Encourage research on social welfare and social work practice.3.38		3.27	3.78	3.86	3.52(205)
Provide salary guidelines...........3.54		3.22	3.71	3.73	3.50(210)

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TABLE 38 : CONTINUED

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	AVERAGE RATING FOR SOCIAL WORKERS*				
	WORKERS		STUDENTS		
	OAPSW MEMBERSHIP				
REASON	YES	NO	YES	NO	TOTAL (N)
To be involved in establishing legal registration for social workers which protects job title...	3.83	3.00	3.74	3.73	3.49 (203)
To gain access to job opportunities....	3.07	2.90	4.22	3.95	3.41 (198)
Gain recognition and support from colleagues and other professionals and professions......	3.22	2.92	3.89	3.84	3.37 (208)
Gain specific knowledge and skill............	2.85	3.01	3.81	4.00	3.35 (206)
Improve working conditions..........	2.85	2.88	3.54	4.02	3.27 (203)
To receive the national journal, The Social Worker................	3.33	2.70	3.64	3.64	3.24 (200)
Obtain colleagues' consultation.........	2.77	2.79	3.75	3.91	3.21 (205)
To have involvement in the field of practice committees...........	3.09	2.87	3.42	3.63	3.21 (200)
Liaison between agency administrators and OAPSW members in matters of dispute...	3.04	2.75	3.42	3.56	3.13 (199)
To be involved in certification procedures currently being carried out by 'The College'.....	3.60	2.59	3.32	3.25	3.10 (190)

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TABLE 38 : CONTINUED

==

	AVERAGE RATING FOR SOCIAL WORKERS*				
	WORKERS		STUDENTS		
	OAPSW MEMBERSHIP				
REASON	YES	NO	YES	NO	TOTAL(N)
To receive the provincial Newsmagazine.........3.10		2.56	3.28	3.47	3.04(199)
To receive the local branch Newsletter....2.98		2.61	3.04	3.40	2.97(199)
As a necessary requirement to be able to join 'The College' to become a C.S.W.......3.13		2.14	3.35	3.02	2.78(186)
Meet agency requirement2.38		2.48	2.67	3.35	2.73(175)
Social reasons (e.g. for mixing with colleagues)..........2.34		2.16	2.93	3.15	2.56(204)
Nearly everyone around me are members and they expect me to be one................1.49		1.58	1.89	2.07	1.72(162)

* (A high rating indicates high interest.)

Social worker-members agreed with the whole group on the most important reason, rated "personal commitment to the profession" second, "to be involved in the movement towards establishing an act..." third, and rated fourth, "see this as part of the responsibility of a professional social worker". Social worker non-members gave the following three reasons as most important: "provide standards of practice", "take action on issues..." and "exchange knowledge and experience with other professionals". Student-members put

responses in this order: "personal commitment to the profession", "to gain access to job opportunities" and third, "provide standards of practice". Non-member students rated the following reasons highest: "exchange knowledge and experience with other professionals", "take action on issues..." and third, "provide standards of practice".

Respondents wrote in these two additional reasons for belonging to OAPSW: to improve the quality of practice and to research professional job-related issues.

In conclusion, this researcher might state that the provision of standards of practice, social action and professional commitment and identity are seen as the most important reasons for belonging to OAPSW by members and non-members alike.

Certification and Re-certification Processes
of "The College"
Research Question Five

What recommendations do social workers in Windsor and Essex County give regarding the certification and re-certification processes of "The College"?

Independence of "The College" and OAPSW

The social worker group did not show strong support for "The College" becoming independent of OAPSW. The overall average rating was 2.78, with a N of 153. Sub-groups rated the independence of the two bodies as follows: social worker-member: 2.59, social worker non-member: 3.00, student-member: 2.55 and student non-member: 2.78.

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One respondent included a general comment of this issue
which read:

> I do not feel that OAPSW should be in a position to
> regulate members of a "College". If a person has earned
> their BSW, and/or MSW, and/or doctorate, they should be
> entitled to be a member of an Association. If their
> "quality" is in question there should be a panel to
> decide if the person should leave the Association. This
> panel should represent the members of the Association.
> If anything, the Schools of Social Work should be
> accredited, thereby the "College" can screen people vis-
> a-vis the school programs. This could be a function of
> the "College".

Certification and Re-certification

The findings in Table 39 and Table 40 show the average
ratings on recommendations for the certification and re-
certification processes of "The College", respectively. They
were obtained by dividing the sum of the score on a five-
point ordinal scale by the total number of responses from the
occupational group of social workers. Respondents were
further sub-divided into social worker-member, social worker
non-member, student-member and student non-member. A high
rating indicates a high degree of support for that method of
certification or re-certification.

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Certification

As can be seen in Table 39, the social worker group on the whole, most strongly endorsed the following three methods of certification: "providing three references covering professional work", "accumulation of a specific number of continuing education credits, through workshops, seminars, conferences or course involvement, as recognized by OCCSW" and "currently being employed in social work". The social worker group gave the least support to: "completing an examination with multiple choice AND essay questions", "completing a multiple choice examination" and "completing a written, essay-style examination".

The written-in suggestions for the certification process included: completion of academic BSW, MSW or doctoral programs (3), accumulation of a specific number of continuing education credits... but not necessarily recognized by OCCSW, accumulation of credits as recognized by the Professional Association of Child Care Workers, and personal working record (attitudes).

The social worker-member sub-group gave the following three methods of certification the highest average ratings: "providing three references covering professional work" and "being a member in good standing of OAPSW", and third "having at least two years of paid social work experience". The social worker non-member group gave the highest average ratings to: "providing three references covering professional work", "currently being employed in social work" and

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TABLE 39 : RECOMMENDATIONS FOR THE CERTIFICATION
PROCESS OF "THE COLLEGE"

===

| | AVERAGE RATING FOR SOCIAL WORKERS* | | | | |
| RECOMMENDATIONS: CERTIFICATION | WORKERS OAPSW | | STUDENTS MEMBERSHIP | | |
	YES	NO	YES	NO	TOTAL(N)
Providing three references covering professional social work...................	3.72	3.31	2.96	3.31	3.36(200)
Accumulation of a specific number of continuing education credits, through workshops, seminars, conferences or course involvement, as recognized by OCCSW..3.49	3.49	3.19	3.36	3.41	3.34(199)
Currently being employed in social work.......3.46	3.46	3.28	2.92	3.41	3.31(200)
Being a member in good standing of OAPSW....3.72	3.72	2.66	3.56	3.40	3.24(194)
Having at least two years paid social work experience......3.60	3.60	3.01	2.64	3.12	3.12(196)
Having submitted an experience paper describing personal involvement in a social work task.....3.21	3.21	2.77	2.81	2.87	2.91(198)
Being examined by a panel of oral examiners....3.09	3.09	2.60	2.19	2.60	2.66(199)
Completing a written, essay-style examination....2.40	2.40	2.57	2.30	2.30	2.42(191)
Completing a multiple choice examination...2.39	2.39	2.59	2.15	2.31	2.41(194)
Completing an examination with multiple choice AND essay questions..2.51	2.51	2.57	2.19	2.17	2.39(192)

* (A high rating indicates high interest.)

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of a specific number of continuing education credits...".

The student-member group rated the options as follows: "being a member in good standing of OAPSW", "accumulation of a specific number of continuing education credits..." and "providing three references covering professional work". Finally, the student non-member group had these recommendations for the certification process: "currently being employed in social work" and "accumulation of a specific number of continuing education credits", and third, "being a member in good standing of OAPSW".

Generally, the social worker occupational group agreed with the current certification process being carried out by "The College", except where they rated examinations as their lowest priority. The group recommended substituting the accumulation of a specific number of continuing education credits in the place of an exam by a panel of oral examiners.

Re-certification

Table 40 shows the attitudes of the social worker occupational group towards the re-certification process of "The College". The overall group most strongly supported: "be currently employed in social work", "be a member in good standing of OAPSW" and "accumulation of a specific number of continuing education credits...". They showed the least support for the methods of: "complete a multiple choice examination", "complete a written, essay-style examination" and "complete an examination with multiple choice AND essay questions".

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TABLE 40 : RECOMMENDATIONS FOR THE RE-CERTIFICATION PROCESS OF "THE COLLEGE"

	AVERAGE RATING FOR SOCIAL WORKERS*				
	WORKERS OAPSW MEMBERSHIP		STUDENTS		
RECOMMENDATIONS: RE-CERTIFICATION	YES	NO	YES	NO	TOTAL(N)
Be currently employed in social work	3.47	3.24	3.36	3.67	3.42(202)
Be a member in good standing of OAPSW	3.91	2.82	3.67	3.51	3.39(196)
Accumulate a specific number of continuing education credits through workshops, seminars, conferences or course involvement as recognized by OAPSW	3.54	3.10	3.58	3.42	3.35(196)
Provide three current references pertaining to the last five years of professional work experience	3.26	3.36	3.04	3.37	3.29(198)
Submit an experience paper describing personal involvement in a social work task during the past five years	2.81	2.79	2.85	2.88	2.83(199)
Be examined by a panel of oral examiners comprised of social workers only	2.30	2.11	2.33	2.62	2.32(196)
Be examined by a panel of oral examiners comprised of social work peers and lay persons or other professionals	1.96	2.08	2.22	2.64	2.22(194)
Complete an examination with multiple choice AND essay questions	1.89	2.14	2.19	2.42	2.16(192)
Complete a written, essay-style examination	1.87	2.19	2.00	2.44	2.15(194)

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TABLE 40 : CONTINUED

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=================================================================
                         AVERAGE RATING *
               ------------------------------------------------
                     WORKERS    |    STUDENTS
RECOMMENDATIONS:          OAPSW MEMBERSHIP
RE-CERTIFICATION     YES  |  NO  |   YES  |  NO      TOTAL(N)
-----------------------------------------------------------------

Complete a multiple
   choice examination...2.60   1.82     2.07  2.43    2.13(191)
-----------------------------------------------------------------
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* (A high rating indicates high interest.)

The respondents added the following comments about the
re-certification process of "The College": continuing
education does not have to be recognized by OAPSW, not
necessary to go through a second extensive certification
process after five years unless professional conduct and
competence are in question, re-certification should not
require exams or references since College members engaged in
professional development should be certifiable unless proven
otherwise, attitudes and personal records, and finally, good
standing with "The College".

Social worker-member, student-member and student non-
member groups agreed with the three highest ratings of the
overall group except for a somewhat different order. The
social worker non-member group showed the following methods
as being most favourable: "provide three current references
pertaining to the last five years of professional work
experience", "be currently employed in social work" and
"accumulation of a specific number of continuing education
credits...".

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In conclusion, there was little variation in attitudes towards the certification and re-certification processes. In neither case did respondents favour examinations of any kind.

Provincial Legislation

Research Question Six

What opinions do social workers in Windsor and Essex County hold towards the idea of provincial legislation for social workers?

The opinions of the social worker occupational group were explored in the questionnaire, questions P and U. The average ratings have been reported in Tables 35 and 38.

When the preferred functions of a professional association were explored, the four functions pertaining to legislation produced low average ratings by the whole social worker occupational group. Only two out of seventeen functions ranked lower that the ones involving legislation. The ratings taken from Table 35 were as follows: "providing legal registration to protect job title": 3.28, "licensing, by a regulatory act which defines and regulates practice": 3.15, "providing certification": 3.21 and "involvement in defining, developing and providing legislative input into pending registration criteria and procedures to be backed up by a provincial Regulatory Act for professional social workers in Ontario": 3.11. Each of the occupational groups ranked these functions in the bottom half of their priorities. In summary, the social worker occupational group did not consider the legislative needs of the social work

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profession in Ontario a priority.

These issues were again explored in the question rating
the reasons for belonging to OAPSW/CASW. The results were
reported in Table 38. Reasons were ranked in order from one
to twenty-five. The whole social worker occupational group
ranked the pertinent reasons as follows: fifth: 3.60 - "to be
involved in the movement towards establishing an act to
license social workers, which will define and regulate
practice", tenth: 3.49 - "to be involved in establishing
legal registration for social workers which protects job
title" and nineteenth: 3.10 - "to be involved in
certification procedures currently being carried out by "The
College"". These results from Table 38 indicate that the
sample did not strongly support legislation for social
workers.

Summary

In conclusion, this chapter presented the findings of
the six main research questions and the three hypotheses
which related to the second research question. The
description of the sample showed that the respondents were
primarily female (70%); between twenty-five and thirty-nine
years old (54.7%); 44.5% were earning between $16,000 and
$30,000 annually; about an equal number were married (42.5%)
as were single (44.4%); about 30.0% held BSW degrees and
about 20.0% held MSW degrees; most (82.7%) were educated in
Windsor; and about 46.0% of the sample wished to receive a
MSW or DSW/PhD education in the future. The sample were

mostly (64.5%) working in primary settings and the most
common, overall, major field was child welfare services,
followed by family services. Most (60.4%) of the sample had
under 10 years of full-time paid work experience. The amount
of time spent in each of eleven job functions was summarized
for both occupational groups. The trend towards private
practice social work was assessed as small, but expanding.

Analysis of the second research question showed that
about 40.0% of employed social workers were members of OAPSW,
while 34.4% were members of "The College". The three
hypotheses tested were not shown to have significance for
this sample.

The most preferred functions of a professional
association were "improving the quality of social work
education", "developing standards of professional practice"
and "providing public recognition and acceptance". The
sample identified "to take action on issues relevant to
social welfare and the practice of social work and to inform
citizens about such issues" as the most important community
role of a professional association. The social worker sample
stated that these three reasons were the most important with
respect to becoming members of OAPSW: "provide standards of
practice", "take action on issues relevant to social welfare
and to the practice of social work" and "personal commitment
to the profession".

The social workers did not strongly recommend
independence of "The College" from OAPSW. The most frequent

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recommendations from the social worker group for the certification process of "The College" included: "providing three references covering professional social work", "accumulation of a specific number of continuing education credits..." and "currently being employed in social work. The respondents' first three recommendations for the re-certification process were similar but "be a member in good standing of OAPSW" replaced "providing references...". The social worker group gave relatively low priority to the four functions of their professional association which involved provincial legislation.

Considering the overall findings, a marketing plan to attract new members to OAPSW would need to address the issues of improvement in initial and ongoing educational preparation, specification of minimal practice standards and more extensive public education, public relations and publicity. A follow-up research survey conducted by The School of Social Work at The University of Windsor, to explore what specific educational changes are desired by the respondents, is indicated. Publicity needs to be aimed at the non-members of OAPSW who currently are not receiving information about the activities of OAPSW.

In the following chapter, the statistical findings are summarized in greater detail. As well, the implications and recommendations for future study arising from this research are presented.

CHAPTER V

SUMMARY AND CONCLUSIONS

This study was primarily a duplication of Law's 1977 study entitled: <u>Workers in the Social Services in Windsor - Essex County and Their Identification With the Ontario Association of Professional Social Workers</u>. This research was conducted to determine what changes had occurred in the demographic composition of the workers in the social service field of Windsor and Essex County over the past nine years. Also, the study investigated the attitudes and opinions of social workers towards their professional association, the Ontario Association of Professional Social Workers (OAPSW), towards the certification process of the Ontario College of Certified Social Workers ("The College"), and towards pending provincial social work legislation.

The rationale for the study was based on two facts. First, there are several different educational programs existing at both the university and community college levels which prepare persons to deliver social services. Therefore, the researcher wanted to ascertain what training and educational background workers in the social service field had and what type of jobs they were performing with their various qualifications. The findings were expected to produce implications for the educational system. Second, it was noted that the membership of OAPSW had more than tripled over the past ten years. Several changes had occurred within the organization of the professional association (OAPSW),

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such as the founding of "The College" in 1982, adoption of a new Code of Ethics, establishment of the field of practice committees in the Windsor and Essex County Branch and the establishment of plans to introduce provincial legislation designed to regulate the social work profession. Given these factors, it was thought appropriate to collect updated information on the attitudes and opinions of the local social work population.

The study utilized Law's (1977) research as a starting point, but did not attempt an exact replication. For instance, no effort was made to find an appropriate professional organizational model for the profession, which was the fourth area of Law's study. The questionnaire used as the research tool was modified and in many cases the data was analyzed differently than did Law. The issues of certification and re-certification procedures, and regulation/legislation were an added focus which was not included in Law's study.

This study has relevance for social workers in that the profession is currently trying to achieve legitimacy and to find an unique and common identity for itself. It is believed by this researcher that the professional association, OAPSW and "The College" are necessary organizations to bring legitimacy to the profession and therefore, warrant study. Accountability to the public, the clientele, the funding sources, and the politicians and legislators is necessary in order to establish authenticity

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for social workers. In the opinion of the researcher, it is necessary to discover the characteristics of the workers in the field and their opinions about various issues if the social work profession hopes to define minimal practice standards, develop a complete practice definition, understand its own identity and explain itself to the public. Implications for social work educators, employers, social planners, funding sources, legislators, and of course, OAPSW were expected to result from the study's findings. When possible, comparisons to Law's work were made, in order to examine changes in the field and the profession over the nine year time span.

The study was classified as quantitative-descriptive research and had a cross-sectional survey design. Effort was made to include the entire population of workers in the social service field of Windsor and Essex County in the sample. The sample consisted of those people who were working in the field during March and April 1986, as well as third and fourth year bachelors of social work students and full-time students in the masters of social work program at the University of Windsor, since all of these students were eligible to belong to OAPSW. For the first part of the analysis related to the demographic information, the respondents were divided into three subgroups; that is, social service workers, social workers and social work students. When the research questions were related to OAPSW, data was analyzed for the occupational group of social

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workers only, who were divided into the subgroups of social worker-member, social worker non-member, student-member and student non-member.

Data was collected through a questionnaire adapted from Law's (1977) original tool. Twenty-nine agencies were surveyed (see Appendix D). Five hundred and ten questionnaires were distributed and two hundred and seventy-eight were returned. The overall rate of return was 54.5%, while the workers returned 46.9% and the students returned 65.6%. Questions were usually closed-ended and structured with fixed alternatives in order to shorten the length of time needed to answer the questionnaire. Data was analyzed by the use of a macro computer and the SAS program of statistical analysis. Next, the results of the data analysis will be summarized, and then the implications, limitations and recommendations arising from the research will be discussed.

Summary of the Findings

Description of the Sample

For the discussion on the description of the sample, two hundred and sixty-three responses were analyzed. The respondents were classified in the following categories; forty-two social service workers, one hundred and thirty-seven social workers and eighty-four social work students.

The sample was 30.0% male and 70.0% female, which represents a 10.0% larger concentration of females than in the 1977 sample. The mean age of the sample was 31.5 years. Social service workers were usually (31.7%) between the ages of 25 and 29, while most (27.5%) social workers were in the 30 to 34 year age bracket. The findings with respect to gender and age were similar to Law's 1977 findings. Income levels had increased since 1977: 30.8% of the social service workers earned between $16,000 and $20,000, while 26.0% of the social workers earned between $26,000 and $30,000. An equal percentage of the whole sample were married as were single; however, 58.8% of the employed social workers were married, compared to 46.3% of the employed social service workers who were married. In Law's whole sample, 50.0% were married and about 40.0% were single.

About 30.8% of the respondents working in the social service field had a baccalaureate degree other than a BSW. About 20.5% of that occupational group had either a BSW or a MSW degree. Of the employed social worker group, 44.4% held BSW degrees and 35.6% held MSW degrees. About 25.2% of all

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employed workers had less than a BSW education, while Law
(1977) found that 24.4% of her working sample had less than a
BSW education. In this 1986 study, the BSW degree was the
most common (37.4%) degree held among the total working
sample when compared with the 29.3% of the employed sample
who held MSW degrees. Most of the sample (82.7%) had
received their highest education in Windsor. Of the total
sample, 38.5% wished to obtain a MSW degree in the next five
to ten years. A total of 76.2% of social work students
surveyed wished to obtain either MSW or DSW/PhD degrees in
the future. Of the total sample, 49.0% wished to go into a
MSW or doctorate program in the next five to ten years.

When the major field of employment for the respondents
was analyzed, it was found that more people (64.5%) of the
whole sample worked in primary settings, while secondary
social service settings employed 35.1%. Proportionately more
students were being placed in secondary settings for their
field experience than corresponding trends would indicate for
the working sample. Primary settings were the services which
were directly sponsored by social work agencies. In this
group, child welfare services employed the greatest numbers
of social service workers (31.0%) and social workers (30.2%).
Income maintenance and family services, also primary
settings, employed the next largest percentages of workers.
Of the social service employees, 20.7% worked in income
maintenance and 18.3% of social workers worked in family
services.

Secondary settings referred to settings in which the
overall responsibility for the development and maintenance of
the system was outside the profession of social work. The
findings indicated that more (34.9%) employed social workers
than social service workers (17.2%) had found employment in
these fields. Social workers were most often employed in
services in a mental health clinic/hospital centre (8.7%) or
in the corrections field (7.1%). It was noted that no
respondents worked in the housing field. Apart from that
absence, the fewest numbers of workers were employed in
services for the aged, services for the physically
handicapped, legal aid services and recreational services.

The majority (66.2%) of the total sample had some full-
time paid social work experience in the social services, with
the mean being 6.1 years of experience. The highest
frequency of number of years of full-time paid work
experience for the whole sample was between zero and four
years. About 38.1% of the social service workers had zero to
four years and 19.0% had five to nine years of full-time paid
work experience. Among social workers, 24.8% had zero to
four years, 24.8% had five to nine years and 24.1% had ten to
fourteen years of full-time paid work experience.

Respondents were asked to state the percentage of time
they spent in each of twelve job functions with the hope that
any differences between the two occupational groups of
employed social service workers and employed social workers
would become apparent. About 66.7% of employed social

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service workers spent time in service to individuals, while
the greatest percentage (14.3%) spent between 50 and 59% of
their time in this job function. Some (50.0%) social service
workers reported that they were involved in administrative
tasks, while 14.3% of this occupational group spent between
20 to 29% of their time in administration. The next most
frequent job functions for social service workers were
service to families and supervision.

In the employed social worker occupational category,
77.4% reported that they spent some time in service to
individuals, percentages of time being fairly well
distributed between 0 and 100% of their time. Another 68.6%
of social workers were involved in service to families and of
that group, 15.3% spent 10 to 19% of their time at this job
function. The third largest group of social workers (55.5%)
spent time doing administrative tasks. Of this group, 18.2%
spent between 10 to 19% of their time, 13.1% spent 20 to 29%
of their time and 10.2% spent 0 to 9% of their time in
administration.

A greater percentage (77.4%) of social workers were
involved in service to individuals, than were social service
workers (66.7%). This was also the case with administrative
tasks (55.5% of social workers, 50.0% of social service
workers) and with service to families (68.6% of social
workers, 42.9% of social service workers). One difference
between the two occupational groups is that the second
greatest number of social workers provided services to

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families, while the second greatest number of social service
workers were involved in administrative tasks. Generally, the
frequencies of the remaining job functions fell in a similar
order for both occupational groups, with research and
teaching having the lowest percentages.

Few (N=2) respondents stated that they were full-time
private practitioners. About 4.9% of the sample were engaged
in some private practice and the mode (30.8%) for the sample
spent between five and nine hours per week in private
practice. The number of hours engaged in private practice
had increased from Law's 1977 sample, which suggests an
expanding trend in the area of private practice. About one
half (47.1%) of the sample stated they were not interested in
becoming involved in private practice in the future, while
18.4% said they were interested and 33.3% said they were
unsure. A greater percentage (23.7%) of employed social
workers than employed social service workers (2.4%) planned
to be engaged in private practice in the future.

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Professional Attitudes

Professional attitudes for the social worker occupational category were considered by discussing the following variables; membership in OAPSW, membership in "The College", membership in OAPSW by present education, and further education.

About 39.8% of employed social workers and 39.7% of the student social workers were members of OAPSW in 1986. Comparison to Law's 1977 study showed that while the overall percentage of employed social work members had remained about the same, the student membership had doubled. It could be concluded that Law's recommendation to stimulate student awareness of OAPSW through instigating a publicity campaign at the University of Windsor had been effective in increasing student involvement.

Membership in "The College" was available to those who were members of OAPSW and who had the other necessary qualifications. In this sample, 34.4% of employed social workers and 5.0% of social work students (presumably masters of social work candidates), belonged to "The College" and therefore, had the title of C.S.W. in 1986. The remaining 59.4% of employed social workers who were not members must have been either not qualified or not interested.

When membership in OAPSW by present education was studied, the findings revealed that 42.0% of those in the working sample with BSW degrees, 55.6% of those with MSW degrees and 50.0% of those with DSW/PhD degrees, were members

of OAPSW in 1986. Respondents with MSW degrees were more likely to be members of OAPSW than respondents with BSW degrees. In the whole 1986 sample, 49.0% stated that they wanted to pursue a MSW or DSW/PhD degree in the future, while 50.8% of the 1977 sample had indicated that they wished to do so.

The findings revealed no statistically significant relationship between the job function a worker performed and membership in OAPSW. This finding supports Law's findings. There was no statistically significant relationship demonstrated in this sample between the length of time a social worker had worked and membership in OAPSW. This findings differs from Law's results. When she tested this hypothesis on her whole sample, including social service workers, a 1% level of statistical significance was shown. When students were excluded from the 1986 sample, there was still no statistical significance shown. Finally, the data revealed no statistically significant relationship between a social worker's job setting (primary or secondary) and membership in OAPSW. The analysis of Law's sample also did not demonstrate statistical significance when testing this hypothesis.

Functions of a Professional Association

Respondents rated various functions of a professional association on a five-point ordinal scale and the average ratings for the social worker occupational group were calculated. The top four functions for that group were

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"improving the quality of professional education",
"developing standards of professional practice", "providing
public recognition and acceptance" and "defining standards of
professional practice". Law's 1977 sample also rated the
first two functions as their top priorities. The next four
priorities were "defining the range of professional
competence", "furthering career possibilities for
professionals...", "providing a means of intraprofessional
communications..." and "providing a code of ethics". The
least important functions were "collecting and preserving
data...", "liaison between agency administration and social
service staff..." and "involvement in defining, developing
and providing legislative input into pending registration
criteria...". "Improving the quality of social work
education" was found to be most important to social workers.
In the opinion of this writer, the development and definition
of minimal practice standards for the social work profession,
which are clear and distinctive to that profession, would
logically assist in improving the quality of social work
education.

The social worker group reported that "taking action on
issues relevant to social welfare and the practice of social
work and informing citizens about such issues" was the most
important community role of a professional association.

Reasons for Belonging to OAFSW

Reasons for belonging to OAFSW were also rated by social
workers on a five-point ordinal scale. The overall social

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worker group gave the highest average ratings to: "providing
standards of practice", "taking action on issues relevant to
social welfare and the practice of social work" and "personal
commitment to the profession". Next in importance were:
"exchanging knowledge and experience with other
professionals", "to be involved in the movement towards
establishing an act to license social workers..." and "to
enhance professional and personal growth". Law's 1977
findings agreed with five out of six of the highest
motivators for membership. Social workers seemed to expect
OAPSW to promote visibility of the social work profession in
the community and to provide leadership when seeking
legislative input. The least important reasons for belonging
to OAPSW were "nearly everyone around me are members and they
expect me to be one", "social reasons" and "meet agency
requirement", which suggests that socialization was not
important to this group.

Certification and Re-certification

In general, the social worker group did not show strong
support for "The College" becoming independent of OAPSW. The
overall average rating for this question was 2.78 with a N of
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When processes for certification were rated by the
social worker occupational group, these three methods were
most strongly supported: "providing three references covering
professional work", "accumulation of a specific number of
continuing education credits..." and "currently being

employed in social work". Methods involving examinations,
both essay style or multiple choice, received the least
support. Generally, the group agreed with the current
processes of certification being carried out by "The
College", except in the case of examinations.

The re-certification process was rated in a similar way
and the findings indicated that social workers thought it was
most important to: "be currently employed in social work",
"be a member in good standing of OAPSW" and "accumulate a
specific number of continuing education credits...". Again,
examinations were unpopular. Some respondents felt a second
certification process should not be required, while some felt
that completing professional education should be sufficient
for certification.

Provincial Legislation

When the preferred functions of a professional
association were explored, the four functions pertaining to
legislation produced low average ratings from the whole
social worker occupational group. Only two out of seventeen
functions ranked lower than the ones involving legislation.

When reasons for belonging to OAPSW were ranked from one
to twenty-five, as in Table 38, the reasons involving
legislation were ranked by the social worker occupational
group in this way: fifth: average rating 3.60 -"to be
involved in the movement towards establishing an act to
license social workers, which will define and regulate
practice", tenth: 3.49 - "to be involved in establishing

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legal registration for social workers which protects job title" and nineteenth: 3.10 - "to be involved in certification procedures being carried out by 'The College'". These findings also indicate relatively low interest in the issues of certification, registration and licensing by legislation for social workers.

These findings are in direct contrast to the strong endorsement given the motions related to Project Legislation at the 1986 annual meeting of OAPSW. This may indicate that this sample was not well informed or that their attitudes and opinions differ from those attending the OAPSW conference. Possibly other results may have been found had the legislation issues been directly addressed in the questionnaire and not presented as a part of the functions of the professional association or as reasons given for being a member of OAPSW. However, the legislation issues were not the main focus of this study.

Implications

The implications of this study will be discussed in terms of the characteristics of the workers in the social service field of Windsor and Essex County, and their involvement with the profession and with OAPSW, certification and legislation. Implications will be identified that have pertinence for the social service field, the profession, OAPSW, educators or the general public, including legislators.

The sample was primarily female, young (mean age, 31.5

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years: mean of full-time paid experience in the social services, 6.1 years) and held a minimum of a baccalaureate degree (44.9%) or a BSW degree (another 29.7%). Maslany found that social work university training was the most prevalent form of education in his 1973 study of manpower in the social service field of Saskatchewan. Likewise, the BSW degree was the most commonly held degree for this sample. However, educators and employers should not consider the BSW degree a terminal degree, since 38.5% of the total sample wanted to obtain a MSW degree and 49.0% planned to obtain a MSW or doctorate degree in the future. Most (82.7%) of the sample had received their highest education in Windsor, which indicated that employers did not often need to look outside this area for employees.

Respondents more often identified themselves as social workers (137 workers, 84 students), as opposed to social service workers (42 workers). However, it was interesting to note that although five occupational titles were offered in the questionnaire, thirty-one different titles were written into the "other" category. This may be interpreted in several ways. Generally, it shows a lack of clarity of identity within the social work profession. It could also indicate that the social work field is not well integrated and does not identify itself with the profession of social work or the title "social worker". It may also indicate a diversity of the job descriptions in the social service field or a diversity of educational preparations for the various

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positions. This notion is in keeping with the findings in Closing the Gap... in Social Work Manpower (1965), which indicated that staff were generally diversified with different qualifications and different assigned responsibilities. Hansen (1969) also noted that assessment of manpower demand was limited by how the social worker was identified and defined. Consequently, educators need to evaluate the various needs of the social service field as suggested by the job titles given and by the job functions most often performed in the questionnaire when making program plans and field placement decisions. In that way, students will be most appropriately prepared for future employment according to the required needs of the field. If the trend towards reclassification is to be avoided, social work education and accountability for the provision and quality of services are necessary to ensure that the clientele receive treatment from trained workers with high quality skills (Karger, 1983). Billups (1984) stated that social workers and their professional association need to develop a distinctive practice frame of reference or they will be susceptible to the constraints of the social welfare field, such as fiscal limitations, and may be absorbed by other social welfare systems.

Harrison and Hoshino (1984) mentioned worker confusion about professional direction and the repercussions for the public who may remain unclear and confused about services. Brawley (1983) stated it was necessary to be clear about the

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nature of the work and to identify jobs that are outside of the profession of social work in order to avoid public confusion. These issues point to the increasing need for the establishment of practice standards and a validated social work identity, as well as the need for publicity and public education. These implications are important for OAPSW/CASW, employers and educators. Gyarmati (Black, 1981) maintained that the professional association is the main component for converting professional ideology into social power and consequently, OAPSW/CASW should take these concerns to heart. These are also pertinent issues in that By-law Number One names the promulgation of standards as a constitutional purpose of OAPSW, while By-law Number Two cites that purposes of "The College" as maintaining standards of social work knowledge and skill and regulating practice. Furthermore, the CASW mandate is to strengthen and unify the social work profession, to develop high professional standards and to disseminate information to the members and the public. This data concerning professional identity is certainly relevant to these bodies.

About 65.2% of social workers were employed in primary settings. Child welfare services and family services employed the greatest number of workers. Since this sample had no social workers employed in drug and alcohol addiction services, services for the aged, legal aid services or the housing field, and only very few in services for the physically handicapped and recreational services, these areas

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could be under-serviced. While educators should still emphasize the major fields of employment, they may want to permeate some of the other fields through field placements, based on the percentage of respondent involvement in the various major fields. Also, funding sources may consider pilot projects in the less developed areas. Social work students were placed in secondary settings at a proportionately higher rate (43.3%) than workers were employed in these fields (34.9%), which would seem to suggest inappropriate educational preparation according to the assessed need. This finding was most significant in terms of social work in the primary and secondary schools, where 15.9% of student respondents were placed for field experience. In contrast, only 6.3% of the social workers were employed in one of these settings.

Generally, social service workers were employed in primary settings at a higher percentage than were social workers. Also, social service workers were not as broadly represented over the seventeen major fields, which is useful information when defining practice standards.

The data regarding percentages of time in various job functions showed that more social workers than social service workers were involved in services to individuals, administrative tasks and services to families. Services to families was the second largest job function for the social worker group, while it was third for the social service worker group. These findings could be utilized as a starting

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point for the development and definition of practice standards for the social work profession. The lowest percentages for the social worker group were found in the teaching and research functions, and it would seem necessary to promote these job functions in order to bring validation through research to the social work profession.

Private practice for social workers seemed to be expanding now and a trend for future expansion was indicated by the findings.

Student membership in OAPSW had more than doubled since 1977, which suggests that the recruiting process at the University of Windsor has been effective in stimulating student interest and should be continued. The relatively low membership fees for students may also have contributed to the increase in student interest in OAPSW.

Since none of the three repeated hypotheses was found to be statistically significant, the reliability of Law's 1977 study was supported for hypotheses one and three. The second hypothesis was not found to be statistically significant for this sample, but since Law's study showed statistical significance, it might be retested in the future.

As Law's 1977 study held six of the eight most preferred functions for a professional association in common with this study, validity is strengthened. It is important to note that for the social worker occupational group, the most important function of a professional association was "improving the quality of social work education". This could

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be done by developing and defining standards of professional
practice and providing public recognition and acceptance.
Again, since taking action on issues relevant to social work
and informing citizens about such issues, was the most
desirable community role of a professional association,
efforts directed towards these goals and expanding general
publicity are indicated.

OAPSW needs to be aware of the reasons social workers
gave for belonging to the organization. The provision of
standards of practice, social action and professional
commitment and identity were the most important reasons given
by the social worker population. These reasons imply that
social workers expect OAPSW to promote visibility of the
social work profession in the community and to provide
leadership when seeking legislative regulation.
Socialization was unimportant. Considering the overall
findings, a marketing plan to attract new members to OAPSW
would need to address the issues of improvement in initial
and ongoing educational preparation, specification of minimal
practice standards and more extensive public education,
public relations and publicity.

The respondents indicated that the certification and re-
certification processes did not need to be drastically
changed, although they were definitely against examinations.
Responses indicated that social workers saw a continuing
education requirement as a more appropriate criteria for
certification than an interview by a panel of oral examiners.

Some respondents stated that formal professional requirements should be sufficient criteria for certification. Written examinations were definitely not popular methods of evaluation. This information is pertinent for the professional association and for the educational system, as it pertains to interest in continuing education credits.

Generally, regulation and legislation issues did not seem to be a priority for the overall social worker group in this survey. This finding was in direct contrast to the support given to Project Legislation at the 1986 OAPSW annual meeting. This sample may not be sufficiently aware of issues pertaining to legislation and therefore, more publicity and education may be called for.

Recommendations

Recommendations for educators, for OAPSW and the profession, for those seeking legislation and for future research will be discussed in this section.

As the most important function of a professional association was identified by the whole social worker occupational group as "improving the quality of professional education", there are several pertinent recommendations for educators. First, it is important for educators to examine and consider the findings in the areas of major field and major job function when planning course material and field placements in order to prepare students for available jobs in

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the field.   The findings showed some discrepancies in the
percentages of persons employed in some areas and the
percentages of students placed in those areas of the field.
Also, some major fields could be underserviced.   Second,
there seems to be a need to increase the emphasis on the
teaching and research functions, which currently suffer from
a lack of involvement according to the findings.   Third, the
public need to be made more aware of professional activities
and goals through education, publicity and publications.
Fourth, the social work sample indicated that they did not
consider their BSW degrees the end of their education.   Given
the large percentage of people interested in future MSW and
doctorate programs, greater emphasis should be placed on the
development of such programs on both a full-time and a part-
time basis.   Fifth, interest was expressed in continuing
education credits for the purposes of professional
development, certification criteria and possibly to prepare
workers for greater responsibilities in the future, in the
areas of the administrative, supervisory and planning job
functions.   Sixth, a follow-up research survey conducted by
The School of Social Work to explore what specific
educational changes are desired by the respondents is
indicated, since respondents stated that "improving the
quality of social work education" was their top priority.
Finally, as the student OAPSW membership had greatly
increased since 1977, low fees, publicity, promotional and
recruiting practices suggested by Law and instigated at the

University of Windsor should continue.

Several recommendations pertaining to OAPSW are
indicated. First, the organization should closely examine
the findings pertaining to the desirable functions of a
professional association, community role of a professional
association and reasons given for belonging to OAPSW, when
they set or revise policy. Second, data clearly indicates
the need to develop and define minimal practice standards for
the purposes of promoting unity within the profession and to
combat declassification trends. Third, the professional
association should make a greater effort to increase the
interest of social work professionals in teaching and
research functions which seem to have been neglected relative
to the other job functions. Fourth, OAPSW and the profession
would benefit from promoting the visibility of the profession
through publicity and public education aimed at stimulating
public recognition and acceptance. Fifth, publicity needs to
be aimed at the non-members of OAPSW who currently are not
receiving information about the activities of OAPSW if the
professional association wants to increase membership and
involvement.

In terms of future research, it is recommended that such
a study be done in other areas of the province in order to
determine if there is support for the findings of this study.
Also, this study suggested the need for a study to
investigate how the social work profession would specifically
like to see the quality of social work education improved.

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Summary

This chapter has been a complete summary for this study
and thus, has outlined the problem formulation, including the
rationale for the work, the relevance for the social work
profession, methodology and data collection. The findings
were summarized in the areas of description of the sample,
professional attitudes, functions of a professional
association, reasons for belonging to OAPSW, certification
and re-certification processes, and provincial legislation.
The chapter concluded with the implications and
recommendations that stemmed from this research.

In conclusion, the findings suggest several ways in
which the social workers can make moves to bring more unity,
definition and validity to their profession. The
professional association, OAPSW/CASW, is the key body to pave
the way for significant changes, and it is best suited, in
combination with educators and legislators, to establish
practice standards that will make the role of social workers
clear and valid to themselves and to the public they serve.
The development of minimal practice standards and a practice
definition for the profession are logical steps to pursue
based on the findings of this study. It is timely and
appropriate for the profession to firmly establish itself
through more specific definition, and thus, to both promote
accountability and enhance the unity and status of the social
work profession.

APPENDIX A

LETTER TO OAPSW

4 - 570 Campbell Avenue,
Windsor, Ontario,
N9B 2H4.
January 13, 1986.

Mr. John V. Harnett, MSW, C.S.W.,
OAPSW Windsor - Essex Branch President,
1041 Parkview Avenue,
Windsor, Ontario.

Dear Mr. Harnett:

I am about to commence a research survey involving the
collection of demographic information on all the workers in
the social service field of Windsor - Essex County and their
identification with OAPSW. I have developed a nine page
questionnaire to distribute to social workers, welfare
workers, social service workers, as well as third and fourth
year and masters students currently enrolled at the School of
Social Work, University of Windsor.

My survey is being conducted under the guidance of Dr.
F. C. Hansen as my thesis chairperson, and it is essentially
a replication of a similar student study completed by Helen
Law in 1977. Results of the data collection will have
pertinence for social work education, the field and
definitely for the Association. My data analysis will
include a comparison with Ms. Law's results in order to
determine how workers from the social service field of our
area have changed in terms of educational qualifications, job
descriptions, affiliation with OAPSW and attitudes over the
past nine years.

I felt that you and the local branch executive of OAPSW,
as well as the branch members would be interested in knowing
about this study. The results should also be of interest to
you once they are compiled. I intend to finish collecting
the data by February 28, 1986, so you may expect to receive a
questionnaire to complete in the near future. Please be
assured that participation in this study will be voluntary
and respondent confidentiality will be strictly maintained,
as there will be no identifying information on the
questionnaire itself. Of course, there is no penalty for
choosing not to participate.

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If all goes smoothly, I will be ready to publish a summary of my findings in the provincial Newsmagazine by early summer. You may wish to mention this survey in the next edition of The Beacon. I would be happy to write a brief synopsis of the project for that purpose should you wish.

I hope that I can count on OAPSW branch support while I am conducting my study. I would very much appreciate written confirmation of your approval to conduct this research. If you have any questions or if I can be of assistance to you in this matter, please feel free to contact me at my home address above, by telephone at 253-7136, or through Dr. Hansen.

I thank you in advance for your time, interest and support.

Sincerely,

Janet Lawson, BA. BSW.,
MSW Student, and
OAPSW Student Member.

cc: F.C.Hansen.

WINDSOR-ESSEX BRANCH

1041 Parkview Avenue,
Windsor, Ontario.
N8S 2X6

January 29, 1986

Janet Lawson BA BSW,
4-570 Campbell Avenue,
Windsor, Ontario,
N9B 2H4

Dear Ms. Lawson,

Thank you for your letter of January 13 1986.

I placed your letter on the agenda of the January Branch Board meeting and distributed a copy of it to all those present. There was some healthy interest shown in your Project and a motion was unanimously carried giving you the Branch Board's endorsement and encouragement in this endeavour.

The Branch Board will be very interested to see the results of this Project in due course, and in the meantime a brief synopsis of the Project would be most appropriate for the next publication of the Beacon.

Yours sincerely,

John V. Harnett
President
Windsor-Essex Branch
O.A.P.S.W.

APPENDIX C

SUBMISSION FOR THE BEACON

For: Syd Bondy

Due: Mar. 7/86.

LOCAL RESEARCH SURVEY INVOLVING OAPSW

     Most of you will have recently received a survey
questionnaire designed to collect information about
yourselves as workers in the social service field of Windsor
and Essex County.   In collaboration with my thesis chairman,
Dr. F. C. `Bud` Hansen, this project was designed to do
several things. First, it will gather data on the
educational background and job experiences of people employed
in the social service field of this area.   Second,
respondents were asked whether they were members of a
professional association and if they were eligible to be
OAPSW members, their reasons for belonging or not belonging
to OAPSW were ascertained.   The most desirable functions and
community roles for OAPSW were explored. Finally, the
respondents were asked to give their opinions about the
certification and re-certification processes proposed by the
Ontario College of Certified Social Workers.

     Six hundred and fifty questionnaires were distributed to
employees and students at approximately thirty different
settings in Windsor and Essex County. The completed
questionnaires are expected by the end of March. The
survey results will have pertinence for social work
education, for the field and particularly for our local
branch of OAPSW. In fact, the Branch Board of OAPSW
unanimously agreed to give their endorsement to this project.

     Those interested in the study results may contact the
School of Social Work or OAPSW, where the information will be
made available by this fall. Thank you all for your interest
and cooperation in responding to the questionnaire. Your
support has been appreciated.

                         Janet Lawson

APPENDIX D

NAMES OF THE AGENCIES SURVEYED AND

NUMBER OF QUESTIONNAIRES SENT AND RETURNED

AGENCY	QUESTIONNAIRES	
	SENT	RECEIVED
Big Brothers of Windsor-Essex County	3	0
Big Sisters Association of Greater Windsor	4	1
Canadian Hearing Society	3	2
Catholic Family Service Bureau	10	6
Cerebral Palsy Association of Windsor and Essex County	2	0
The Children's Aid Society of Windsor and Essex County	45	28
The Child's Place	5	0
Essex County Department of Social and Family Services	32	11
Family Service Bureau of Windsor and Essex County Inc.	10	5
Hiatus House	13	13
Hotel Dieu Hospital	4	2
John Howard Society of Windsor	4	2
Legal Aid Assistance of Windsor	2	0
Maryvale: Adolescent and Family Services	55	29
Metropolitan General Hospital	2	2
Ontario Ministry of Community and Social Services	8	7
Ontario Ministry of Correctional Services	6	5

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Private Practitioners	4	3
Roman Catholic Children's Aid Society for the County of Essex	26	15
Salvation Army Grace Hospital	2	2
School of Social Work, Faculty: University of Windsor	22	6
School of Social Work, Students: University of Windsor	128	84
St. Leonard's House	6	4
United Way of Windsor-Essex County	4	2
Windsor Association for the Mentally Retarded	10	8
Windsor Board of Education	6	5
Windsor Group Therapy Project	11	2
Windsor Separate School Board	4	3
Windsor Social Services Department	55	14
Windsor Western Hospital Centre	24	17

Workers:	382	194
Students:	128	84
TOTAL:	510	278

APPENDIX E

INTRODUCTORY LETTER

School of Social Work,
University of Windsor,
Windsor, Ontario.
N9B 3P4

March 3, 1986.

Dear Social Service Workers, Social Workers, Field Workers,
    Welfare Workers, Case Workers and Fellow Students;

    Your help is requested for a research project designed
to obtain information concerning your ideas and interests in
organizations for the social services. It is important to
know what people who are working in social services think
about professional organizations and what can be done to make
them more effective.

    This questionnaire has been designed by a M.S.W. student
at the School of Social Work, University of Windsor as part
of a research project required for the degree of Master of
Social Work. The research committee consists of Professor F.
C. 'Bud' Hansen, chairman, Professor Bernard J. Kroeker,
reader from the School of Social Work, and Dr. Frank
Schneider, reader form the Department of Psychology,
University of Windsor.

    The Ontario Association of Professional Social Workers,
Windsor-Essex County Branch has sanctioned this project.
When the project has been completed this fall, the findings
may be obtained from the local branch of OAPSW or from the
School of Social Work at the University of Windsor.

    Confidentiality is ensured as no names will be required
on the questionnaire. This questionnaire will only take
about fifteen to twenty minutes of your time.

    Your co-operation in returning this questionnaire would
be much appreciated. The instructions for completion follow.
Please return this questionnaire as soon as possible.

    Thank you for your co-operation.

                              Yours sincerely,

                              Janet Lawson.

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INSTRUCTION AND CONSENT SHEETS

Instructions for Completing this Questionnaire

1. PLEASE PRINT

NAME: _____

AGENCY: _____

POSITION: _____

2.   Detach this sheet from the questionnaire and mail it separately in the stamped and addressed envelop provided.

3.   Then complete the questionnaire.

4.   Do not put any identifying information on the questionnaire itself.

5.   Use a circle to indicate your answer.

6.   When completed, return the questionnaire in the large stamped and addressed manila envelop provided.

7.   THANK YOU FOR YOUR COOPERATION!

Instructions for Completing this Questionnaire:

.

1. PLEASE PRINT

NAME: _____

AGENCY: _____

POSITION: _____

2.   Detach this sheet from the questionnaire and place
        it in the addressed business envelop provided.
        Return this to your agency contact person.

3.   Then complete the questionnaire.

4.   Do not put any identifying information on the
        questionnaire itself.

5.   Use a circle to indicate your answer.

6.   When completed, put the questionnaire in the
        large addressed manila envelop provided and return
        it to your agency contact person.

7.   THANK YOU FOR YOUR COOPERATION!

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RESEARCH QUESTIONNAIRE
(Please use a circle to indicate your answer.)

A. Gender

    (1) male   (2) female

B. Marital Status
    (1) single   (4) divorced
    (2) married   (5) widowed
    (3) separated   (6) other

C. What would you consider yourself?
    (Please circle **ONE** answer.)
    (1) social service worker   (4) welfare worker
    (2) social worker   (5) case worker
    (3) field worker   (6) other

                                    _____
                                      (please specify)

D. Are you a student?
    (1) no   (2) yes, part-time
    (3) yes, full-time

E. How many years of paid work experience do you have in the social services?
    (1) no experience
    (2) _____ years, part-time
    (3) _____ years, full-time

F. What kinds of education have you received?

Kind of Education	Year Received	Year Expected To Receive if Student
(1) high school......................	_____	_____
(2) community college/institute...	_____	_____
(3) Bachelors degree **OTHER** than a B.S.W.......................	_____	_____
(4) B.S.W.......................	_____	_____
(5) M.S.W.......................	_____	_____
(6) Doctoral degree (D.S.W./PhD)..	_____	_____
(7) Other_____ .. (specify)	_____	_____

G. From which institute or university did you receive or
    are now receiving your most advanced education?

    _____

H. What kind of education do you plan to attain in the
    future, say within the next ten years?

    (1) high school   (2) community college/institute
    (3) Bachelors degree   (4) B.S.W.
    (5) M.S.W.   (6) D.S.W./PhD.
    (7) None of the above   (8) Other _____
                                        (specify)

I. To which **MAJOR** field of social service is your agency
    (or your field placement) primarily related?

PERSONAL SOCIAL SERVICES
        (1)   child welfare services
        (2)   family services
        (3)   services for the aged
        (4)   services for mental retardation
        (5)   services for physically handicapped
        (6)   drug and alcohol addiction services
        (7)   social planning and research

ECONOMIC SYSTEM
        (8)   income maintenance services
        (9)   vocational rehabilitation services
        (10)   housing

HEALTH SYSTEM
        (11)   services in medical clinic/general hospital
        (12)   services in a mental health clinic/ hospital
               centre

JUSTICE SYSTEM
        (13)   corrections
        (14)   legal aid services

EDUCATIONAL SYSTEM
        (15)   social work in primary or secondary schools
        (16)   social work education in colleges or
               universities

RECREATIONAL SYSTEM
        (17)   recreational services

OTHER
        (18) _____
                            (specify)

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J. What percentage of your time do you spend in each of the
    following now?

        Functions   **Percentage of**
                                                          Time Per Week

        (1)   service to individuals........   _____%
        (2)   service to families...........   _____%
        (3)   service to groups.............   _____%
        (4)   service to communities........   _____%
        (5)   administration................   _____%
        (6)   supervision...................   _____%
        (7)   consultation..................   _____%
        (8)   research......................   _____%
        (9)   planning......................   _____%
        (10) staff development.............   _____%
        (11) teaching......................   _____%
        (12) other_____   _____%
                    (specify)

K. In the future, say five or ten years from now, what
    percentage of your time will you prefer to spend in
    each of the following?

        Functions   **Percentage of**
                                                          Time Per Week

        (1)   service to individuals........   _____%
        (2)   service to families...........   _____%
        (3)   service to groups.............   _____%
        (4)   service to communities........   _____%
        (5)   administration................   _____%
        (6)   supervision...................   _____%
        (7)   consultation..................   _____%
        (8)   research......................   _____%
        (9)   planning......................   _____%
        (10) staff development.............   _____%
        (11) teaching......................   _____%
        (12) other_____   _____%
                    (specify)

L. Are you presently involved in social work private
    practice?
            (Please state approximately how many hours per week
            you spend in private practice on the average.)

            (1) no   (2) yes _____ hours

M. In the future, say five or ten years from now, do you
    plan to be involved in social work private practice?
            (1)   no   (3)   not sure
            (2)   yes   (4)   not applicable

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N.   Are you a member of any of the following professional
     associations?
     (Please circle all according to the following criteria.)
                                         Membership

	Never a Member	Once a Member	Member Prior to 1982	Member in 1985	Member in 1986
(i) Social Service Workers' Association.	1	2	3	4	5
(ii) Municipal Welfare Workers' Association..........	1	2	3	4	5
(iii) OAPSW/CASW (Ontario Association of Professional Social Workers/ Canadian Association of Social Workers)...	1	2	3	4	5
(iv) NASW (National Association of Social Workers, USA).................	1	2	3	4	5
(v) OCCSW, 'The College' (Ontario College of Certified Social Workers)..............	1	2	3	4	5
(vi) Other_____ (specify)	1	2	3	4	5

O.   If you are currently a member of OAPSW/CASW, please
     circle your membership status.

     (1)   Professional member

           a) employed full time   d) non-practising,
           b) employed part time   non-resident of Ontario
           c) new graduate   e) retired

     (2)   Student member

     (3)   Candidate for professional membership

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P. Personally, in what functions of a professional
   association would you be most interested?
   (Please rate ALL according to the following scale.)

            NOT   1   2   3   4   5 EXTREMELY
         interested   +-----+-----+-----+-----+ interested

Licensing, by a regulatory act which
   defines and regulates practice.........   1   2   3   4   5

Improving working conditions   1   2   3   4   5

Providing salary guidelines..............   1   2   3   4   5

Furthering career possibilities for
   professionals in terms of opportun-
   ities for advancement, career
   gratification.........................   1   2   3   4   5

Providing public recognition and acceptance 1   2   3   4   5

Developing standards of professional
   practice..............................   1   2   3   4   5

Defining standards of professional
   practice..............................   1   2   3   4   5

Defining the range of professional
   competence............................   1   2   3   4   5

Providing a means of intraprofessional
   communications: seminars,'house'
   journals, conferences, study projects,
   development of professional literature..   1   2   3   4   5

Liaison with other professionals.........   1   2   3   4   5

Providing a code of ethics...............   1   2   3   4   5

Improving the quality of professional
   education.............................   1   2   3   4   5

Liaison between agency administrators
   and social service staff in matters
   of dispute between them...............   1   2   3   4   5

Providing legal registration to protect
   job title.............................   1   2   3   4   5

Collecting and preserving data and
   documents relating to social welfare,
   the practice of social work and
   the proceedings of the professional
   association...........................   1   2   3   4   5

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```
            NOT        1     2     3     4     5   EXTREMELY
        interested     +----+----+----+----+   interested

Providing certification...................   1     2     3     4     5

Involvement in defining, developing
 and providing legislative input into
 pending registration criteria and
 procedures to be backed up by a provin-
 cial Regulatory Act for professional
 social workers in Ontario.............   1     2     3     4     5

In what other functions of your
professional association are you interested?

i)_____   1     2     3     4     5
        (specify
ii)_____   1     2     3     4     5
```

Q. What role do you think a professional association should
   play in the community?
   (Please rate ALL according to the following scale.)

```
                      1     2     3     4     5
        unimportant   +----+----+----+----+ important

Make known standards for the practice
  of social work.......................   1     2     3     4     5

Assist members of the association to
  maintain and improve their knowledge,
  skill and proficiency in the practice
  of social work.......................   1     2     3     4     5

Take action on issues relevant to social
  welfare and the practice of social work
  and inform citizens about such issues.   1     2     3     4     5

Encourage research on social welfare and
  social work practice and facilitate
  research through the provision of
  resources............................   1     2     3     4     5

Collect and preserve data and documents
  and publish this information for members
  and the public.......................   1     2     3     4     5

Other:  _____
                                             1     2     3     4     5
        _____
            (specify)
```

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R. Your present age is _____ years.

S. Your income (including grants, teaching associateships and summer employment) for the present year is $_____.
(to the nearest thousand)

T. If you are not a member of OAPSW/CASW now, do you intend to become one in 1986?
        1) not sure   2) unlikely
        3) likely   4) most likely
        5) certainly   9) don't know

U. How important do you consider the following reasons for belonging to OAPSW/CASW?

very UNimportant	1	2	3	4	5	very important	9 - NOT APPLICABLE
Enhance professional and personal growth...........................	1	2	3	4	5		9
Exchange knowledge and experience with other professionals.........	1	2	3	4	5		9
See this as part of the responsibility of a professional social worker..	1	2	3	4	5		9
Gain specific knowledge and skill..	1	2	3	4	5		9
Meet agency requirement.............	1	2	3	4	5		9
Gain recognition and support from colleagues and other professionals and professions...................	1	2	3	4	5		9
Obtain colleagues' consultation...	1	2	3	4	5		9
Personal commitment to the profession	1	2	3	4	5		9
Social reasons (e.g. for mixing with colleagues).......................	1	2	3	4	5		9
Improve working conditions.........	1	2	3	4	5		9
Take action on issues relevant to social welfare and to the practice of social work....................	1	2	3	4	5		9
Provide salary guidelines..........	1	2	3	4	5		9
Provide standards of practice......	1	2	3	4	5		9

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very	1	2	3	4	5	very	9 - NOT
UNimportant	+----+----+----+----+					important	APPLICABLE

Encourage research on social welfare
    and social work practice.........   1   2   3   4   5   9

Liaison between agency administrators
    and OAPSW members in matters of
    dispute............................   1   2   3   4   5   9

Nearly everyone around me are members
    and they expect me to be one.....   1   2   3   4   5   9

As a necessary requirement to be able
    to join The College to become a
    C.S.W.   1   2   3   4   5   9

To be involved in certification
    procedures currently being carried
    out by 'The College'   1   2   3   4   5   9

To be involved in establishing legal
    registration for social workers
    which protects job title........   1   2   3   4   5   9

To be involved in the movement towards
    establishing an act to license social
    workers, which will define and
    regulate practice   1   2   3   4   5   9

To have involvement in the field
    of practice committees..........   1   2   3   4   5   9

To receive the local Branch
    newsletter......................   1   2   3   4   5   9

To receive the Provincial
    Newsmagazine....................   1   2   3   4   5   9

To receive the national journal,
    The Social Worker   1   2   3   4   5   9

To gain access to job opportunities   1   2   3   4   5   9

Others: _____
        _____   1   2   3   4   5   9
                (specify)

V. Personally, in what functions or future directions of OAFSW would you be most interested in maintaining or establishing?
(Please rate ALL according to the following scale.)

```
     NOT       1    2    3    4    5  EXTREMELY    9  -  NOT
 interested    +----+----+----+----+  interested     APPLICABLE
```

'The College' should become
independent of OAPSW.............   1   2   3   4   5   9

Conditions established by OAPSW and OCCSW for FIRST TIME
certification of BSW and MSW graduates as certified social
workers should include:

a) Being a member in good standing
    of the OAFSW....................   1   2   3   4   5   9

b) Having at least two years paid
    social work experience.........   1   2   3   4   5   9

c) Currently being employed in social
    work...........................   1   2   3   4   5   9

d) Providing three references covering
    professional work..............   1   2   3   4   5   9

e) Having submitted an experience paper
    describing personal involvement in
    a social work task..............   1   2   3   4   5   9

f) Being examined by a panel of oral
    examiners......................   1   2   3   4   5   9

g) Completing a multiple choice
    examination....................   1   2   3   4   5   9

h) Completing a written, essay
    style examination   1   2   3   4   5   9

i) Completing an examination
    with multiple choice AND essay
    questions......................   1   2   3   4   5   9

j) Accumulation of a specific number of
    continuing education credits, through
    workshops, seminars, conferences,
    or course involvement, as recognized
    by OCCSW   1   2   3   4   5   9

k) Others: _____   1   2   3   4   5   9
              (specify)

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W. The PROPOSED RE-certification process (which may occur
    every five years) for a current C.S.W. from 'The College'
    should include:

```
                1    2    3    4    5                9  -  NOT
    DISagree +----+----+----+----+   Agree          APPLICABLE
```

a) Be a member in good standing
    of OAPSW   1   2   3   4   5   9

b) Be currently employed in social
    work   1   2   3   4   5   9

c) Provide three current references
    pertaining to the last five years
    of professional work experience...   1   2   3   4   5   9

d) Submit an experience paper
    describing personal involvement
    in a social work task during the
    past five years..................   1   2   3   4   5   9

e) Be examined by a panel of oral
    examiners comprised of social
    workers only   1   2   3   4   5   9

f) Be examined by a panel of oral
    examiners comprised of social
    work peers and lay persons or
    other professionals..............   1   2   3   4   5   9

g) Complete a multiple choice
    examination......................   1   2   3   4   5   9

h) Complete a written, essay
    style examination................   1   2   3   4   5   9

i) Complete an examination with
    multiple choice AND essay
    questions........................   1   2   3   4   5   9

j) Accumulate a specific number of
    continuing education credits
    through workshops, seminars,
    conferences, and course involve-
    ment as recognized by OAPSW....   1   2   3   4   5   9

k) Others: _____   1   2   3   4   5   9
                    (specify)

Additional ideas and comments on professional associations
are welcome! Please use the back of this page.
THANK YOU FOR YOUR TIME AND INTEREST!

APPENDIX H

THANK YOU AND FOLLOW-UP LETTER

531 Wellington Rd.,
Windsor, Ontario.
N9A 5J3

April 28, 1986.

Dear _____ and fellow employees:

I would like to sincerely thank all those who recently completed my research survey and thus assisted me in gathering information about the attitudes of social service workers towards the Ontario Association of Professional Social Workers (OAPSW). Your participation has yielded some interesting preliminary results and further information will be made available in the fall.

Completed questionnaires which have not been returned may be mailed to me at this address:

Ms. Janet Lawson
531 Wellington Road,
Windsor, Ontario
N9A 5J3

253-7136

Enjoy your summer.

In appreciation,

Janet Lawson.

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VITA

Janet Lawson McDonnell was born in Windsor, Ontario on March 23, 1953. She graduated from Walkerville Collegiate Institute and in 1975 she received a B.A. from the Faculty of Science at the University of Western Ontario. Ms. McDonnell worked as a case coordinator at Adolescent and Children's Services, St. Thomas Psychiatric Hospital from 1980 through 1984.

In June 1985 she received her Bachelor of Social Work degree from the University of Windsor and expects to receive her Master of Social Work degree in June 1987. Ms. McDonnell is happily married and she and her husband intend to relocate in the Newmarket area to practice social work.