

FIRST YEAR SOCIAL WORK STUDENTS
AT THE UNIVERSITY OF THE
WITWATERSRAND: SELECTION, EDUCATION
AND ACHIEVEMENT

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ABSTRACT

The two main aims of the research project were, firstly, to evaluate the predictive value of procedures used to admit students to the first year of the B.A.(Social Work) course at the University of the Witwatersrand, Johannesburg, and secondly, to study the views and experiences of students during their first year of social work study. Stage 1 Applicants for entry into the 1975 B.A. (Social Work) course at the University of the Witwatersrand, Johannesburg, were selected on the basis of five selection criteria, each of which provided a quantitative score: a weighted score derived from applicants' matriculation results; an interviewer's assessment score given for each applicant after an interview by lecturers of the Staff of the School of Social Work; a positive score on a specially constructed "Desirable Attributes Scale", a negative score on the same scale and a score computed from a standardised report on each applicant provided by their high school principals.

Subsequently, the academic performance of the students who completed the first year of study was examined in an attempt to relate performance to factors which were considered in admitting students to the course.

By means of a correlation matrix and stepwise regression procedures, it was established that two of the scores obtained during the initial selection procedures namely, the weighted matriculation score and the interviewers assessment score, were valid predictors of performance of the first year social work

students of 1975. Stage 2 The second stage of the study was concerned with all students selected for admission to the first year of study for the B.A. Social Work degree at the University of the Witwatersrand, Johannesburg in 1975, in order to ascertain their views with regard to the first year of professional education in social work.

The students' views in this regard were obtained using specially designed research questionnaires.

The general conclusions reached from this part of the research study were: that students were motivated to continue with the social work training course; that they found aspects of this course challenging and exciting, their volunteer placement in particular; that they were satisfied with staff support and encouragement; and that they both enjoyed and learned from several teaching methods and media used during the year under consideration.

DECLARATION

I declare that this dissertation is my own
work and that it has not been submitted for
a degree of any other university

JE Nelson

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CHAPTER 1 - INTRODUCTION

'We are only just realizing that the art and science of education require a genius and a study of their own.' (Whitehead, 36, p.6.)

Alfred North Whitehead³⁶ in his philosophical discussion of education, sees the educational process as dynamic and vital, a process during which students acquire the art of how to utilize knowledge and, in addition, a process through which the student as a person is stimulated and develops. Education thus aims to impart

an immediate sense for the power of ideas, for the beauty of ideas and for the structure of ideas, together with a particular body of knowledge which has peculiar reference to the life of the being possessing it. (Whitehead, 36, p.18.)

This knowledge may be imparted in the university where, according to Whitehead, the young and the old are united in the imaginative consideration of learning.

The student entering his first year of university study is exposed for the first time to this educational process, and this first year of training forms therefore, a bridge between the previous life's experience of the student and his subsequent years of study.

Thus the beginning social work student is confronted during his first year, with the challenges of social work training, a process involving both intellectual learning and personal change. This may produce anxiety as well as excitement and stimulation for the student, and motivation is thus of great importance at this

stage of the learning process as it influences the student's decision to continue with his social work studies.

In South Africa, the 'drop-out' rate among undergraduate social work students at all training centres is at a peak during the first year of study. At the University of the Witwatersrand for example, in 1973, sixty five students were selected for the Bachelor of Arts in Social Work course. Thirteen of these students dropped out before completing the end of year examination, while a further nineteen failed social work examinations at the end of the year. Therefore only fifty per cent of the students originally accepted were eligible to proceed to the second year of social work study. This occurrence raised two important questions:

1. Is the high failure/drop-out rate of social work students due to the fact that students selected for training do not possess the necessary attributes required for social work education in terms of either personality factors or intellectual ability, or both?
2. Does the first year university experience, particularly the experience of being a first year social work student, fail in some way to reinforce the student's original motivation to become a social worker?

It appears that it is of relevance to firstly, study social work selection procedures used by the University of the Witwatersrand; and secondly, to monitor the experience of students during the first year social work course, in an attempt to reduce the drop-out and failure rate in the first year of study.

1.1 Aims of the study

1. To review the literature of social work education, with particular reference to recent developments, curriculum construction, the teaching - learning engagement, admission procedures and the place of the first year of study on the educational sequence.

2. To study the admission and selection procedures used by the School of Social Work of the University of the Witwatersrand, Johannesburg, in admitting candidates to the first year course of the Bachelor of Arts in Social Work degree of 1975.

3. To present and evaluate the curriculum content of the first year social work course of 1975.

4. To examine the experiences of students admitted to the first year of study for the degree of Bachelor of Arts in Social Work in 1975, in order to:-

(a) ascertain their views with regard to a professional education in social work, prior to the commencement of their studies;

(b) examine their views of the Social Work 1 course during their studies in the 1975 academic year;

(c) assess whether or not changes in their views and opinions occur after exposure to their first year of social work study.

5. To survey the academic performance of students admitted to the first year course of the Bachelor of Arts in Social Work degree in 1975, and to attempt to relate performance to factors which were considered in admitting students to the course.

6. To make appropriate recommendations based upon the findings obtained from (1), (2), (3), (4) and (5) above.

1.2 Research methods used in the study

1.2.1 Stage 1 January, 1975

Applicants for admission to the Bachelor of Arts in Social Work degree at the University of the Witwatersrand in 1975, were admitted on the basis of five selection procedures.

These were:

- (a) Their matriculation results, converted into a weighted score (or x-score);
- (b) a confidential report obtained from their school principal (the principal's report score);
- (c) a personal interview with two senior staff members of the School of Social Work who subsequently rated their opinion of the applicant's suitability to complete an education in social work (the 'interviewer assessment score'), using as an additional aid an essay written by the applicant entitled 'How I see Myself and why I want to be a Social Worker';
- (d) a personal interview with a consultant psychiatrist if the applicant was considered by the social work interviewers to have possible personality or psychiatric problems that would impair his ability to complete his social work training;
- (e) an assessment by the staff members who personally interviewed the candidate of the presence or absence of attributes

considered desirable for successful performance in social work education ('the positive or negative desirable attributes score'.) These procedures were studied and appropriate scores were calculated for each applicant.

1.2.2 Stage 2 February, 1975

Applicants who were admitted to the first year of study for the Bachelor of Arts : Social Work degree in 1975, were required to complete a specially designed questionnaire before commencing the Social Work 1 course.

1.2.3 Stage 3 April, 1975

A further specially designed questionnaire was administered to members of the Social Work 1 class of 1975 in order to investigate their opinions of the first quarter of the Social Work 1 course of 1975.

1.2.4 Stage 4 July, 1975

Another questionnaire was administered to members of the Social Work 1 class in order to ascertain their opinions of the second quarter of the Social Work 1 course of 1975.

1.2.5 Stage 5 October, 1975

A final questionnaire was administered to members of the Social Work 1 class just prior to the end-of-year examination, in order to assess their opinions of the third and fourth quarters of the Social Work 1 course and to ascertain their assessment of the Social Work 1 course as a whole.

1.2.6 Stage 6 December, 1975

The academic results of members of the 1975 Social Work 1 class were examined in order to see whether they were related to factors which were considered in originally admitting students to the Bachelor of Arts in Social Work degree course.

1.3 Analysis of data

Data obtained from the questionnaires was coded and tabulated, while data obtained from the selection study was computerized in order to examine the relationship between 'prediction' (i.e. measurements used in the admissions process) and 'outcome' (i.e. first-year academic performance).

1.4 Limitations of the study

1. The study was conducted at the University of the Witwatersrand in Johannesburg with the first year candidates for the degree of Bachelor of Arts in Social Work, and any findings in respect of these students cannot be generalized freely to other student populations in other universities.

2. It was to be hoped that the subjects would respond to the specially designed questionnaires in an open and honest manner and not give the researcher responses which they believed she would like to obtain. It is difficult to ascertain whether there is any response bias in this respect, but the possibility of its occurrence cannot be overlooked.

3. It is possible that variables not measured in this

investigation may have influenced the subjects' experiences of their first year Social Work studies.

4. In order to be totally valid, a selection study should include on the course all those who apply for entry to that course, make predictions in respect of all the applicants and assess their performance. This, however, is not feasible due to large numbers of applicants and limited places available on courses.

5. Time proved to be another limitation, as it was not possible within the scope of this project to study the experiences and performance of the selected students beyond their first year of social work education.

CHAPTER 2 - SOCIAL WORK EDUCATION

In the foreword of Towle's book, The Learner in Education for the Professions, Ralph Tyler³⁰ asks three important questions:

- 1) How do the aims of professional education differ from objectives sought in training for other occupations or from the goals of general education?
- 2) On what basis and by what means can content and learning experiences be selected that will enable the student to attain these objectives?
- 3) In terms of what criteria can students be selected to provide a student body capable of attaining the high goals of a profession, and educable in terms of the educational opportunities provided by the professional school? (Tyler, 30, p.v)

In the chapters that follow, an attempt will be made to provide some answers to these questions, commencing with an attempt to answer the first question in this chapter.

2.1 The aims of professional education

In order to discuss how the aims of professional education differ from the aims of training for other occupations or from the goals of general education, it is necessary to present the aims of professional education, with the focus on professional social work education, and then to discuss any differences which become apparent.

In 1954, Towle³⁰ clearly formulated the aims of professional education, and as these aims encompass most of the objectives outlined by later writers, and are of great relevance today, they will be presented first.

According to Towle, the five aims of professional education are:

- 1) "To develop in students the capacity to think critically and analytically and to synthesise and to generalize." (30, p.6.)
- 2) "to develop feelings and attitudes that will make it possible for the student to think and act appropriately." (30, p.8.)
- 3) "to develop a capacity for establishing and sustaining purposeful working relationships." (30, p.9.)
- 4) to help the prospective practitioners develop a "social consciousness and social conscience." (30, p.13.)
- 5) "to ensure that students be oriented to the place of their profession in the society in which it operates." (30, p.16)

In 1967, Joseph Soffen²⁶ presented the aims of social work education as laid down by the Curriculum Policy Statement of 1962. These aims were more detailed than the aims presented by Towle, and will be discussed, stressing the points of similarity with the previous aims mentioned. (Soffen 26, pp.5-6)

Soffen²⁶ lists the aims of education as follows:

- 1) to incorporate knowledge and values basic to social work as a professional discipline.
- 2) to enable the student to manifest compassionate respect for individuals and appreciate man's capacity for growth and change.
- 3) to enable the student to develop the discipline and self awareness of the professional social worker and accept responsibility for the continued development of his own competence."

These three aims are summarised in Towle's second aim which

deals with personal growth and change, with the additional stress on continuing development of professional self.

- 4) to enable the student to understand the central concepts, principles and techniques applied.
- 5) to teach the student to recognize the significance of scientific enquiry in advancing professional knowledge and improving standards of practice.

These two goals are summarised by Towle's first aim, which incorporates the ideas of encouraging a scientific attitude towards study and a clear understanding of the material studied.

- 6) to aid the student to attain a level of competence necessary for responsible entry into professional practice and sufficient to serve as a basis for a creative and productive professional career.

This aim can be compared to Towle's third aim which deals with development of professional competence.

- 7) to enable the student to accept an obligation to contribute responsibly to social welfare objectives that express the goals of a democratic society and to the development of the profession that it may increasingly serve society in the prevention and treatment of social problems and the enhancement of social well being.

This aim can be compared with Towle's fourth aim which deals with development of a social conscience and social consciousness.

- 8) to teach the student to perceive and be able to interpret social work as a profession dedicated to the promotion of individual and social welfare in his own and other societies.

Soffen's final aim and the fifth aim of Charlotte Towle are similar in that both deal with the role of social work in society.

Many of the writers in the field of social work education have enumerated the aims of social work education and most of the

objectives mentioned are similar. Therefore these writers include aims such as: to transmit knowledge and values basic to the profession of social work; to help the student attain sufficient proficiency for beginning levels of practice; and to provide the kind of education that will enable the student to continue to develop himself and his competence. (Thomas and Morrison¹⁷⁸)

In studying these aims, it becomes apparent that the educable student in a profession will be one who not only has marked intellectual ability, but also has the potential for the development of the self. It is in this way that professional education differs from general education and therefore, the goals of professional education must, to fulfil these aims, differ from the goals of general education. In summary, Thomas and Morrison¹⁷⁸ recently stated (1974) that social work education should aim at more than a straightforward imparting of knowledge and that "preparing students for the professional practice of social work entails attitudinal and personal as well as conceptual growth". (178, p.24)

2.2 The history of social work education

As White Main¹⁸² has pointed out, a review of the history of social work education before discussing current educational trends, is of great importance, as this reveals that the past has provided legacies which are relevant to current developments. An historical analysis of social work education in addition, highlights most effectively the influences of changing social conditions on social work education. In this regard, changes in the prevailing social

climate lead to changes in the perceived role of the social worker and social work, which necessitate in turn changes in the education of the social worker to adjust him to his new role.

Thus Martin Rein¹⁶¹ in 1970 stated that 'each generation tries to redefine the meaning of social work so that it can better fit the changing conditions in which it functions.' (161, p.19). For example in the fifties, research was defined as a social work method because the crucial questions for the profession rested on its knowledge base, while in the sixties, commitment appeared to be of greater importance than knowledge as the moral conscience of the profession was now aroused in response to the claim of critics that social work had disengaged itself from the poor. The seventies heralded a period of great unrest, change and in some parts of the world, social revolution. Now social policy became all important as the centres of social work training attempted to become more relevant to the problems of society. Social work became recommitted to an exploration of its social role and the literature of the early seventies reflected the 'spirit of (the day's) reform and was less concerned with control and conformity' (Rein 161p.19). Rein, writing in the early seventies, depicted social work as a profession in 'turmoil' as it sought for social justice in the dynamism of highly advanced technological societies. In response to these challenges he saw social work modifying the nature of its training programmes with the emphasis removed from casework and placed on community

organisation and administration. Such changes in social work education would in turn, lead to modifications in where and how social workers would function in their post-university careers.

The so-called unrest of the early seventies led to changes in education (envisaged by Rein¹⁶¹) in many schools of social work to the present day. Today, the literature reveals a concern with all the areas of concentration of the last few decades mentioned. Social work continues to be vitally concerned with research to provide empirical support for theories. There is continuing concern with poverty and its prevention and amelioration, and the search for social justice continues (Kendall¹²³, Younghusband¹⁹¹).

It is clearly apparent from this brief review of major trends in social work education, during the last decade, that in order to assess social work education in the context of the present day, an historical review of social work education is of vital importance.

For this reason, a brief history of social work education in the United States of America, Britain, and South Africa follows, as well as an historical review of the major developments in the social work curriculum, from 1919 to the present day.

It is hoped that through this historical overview, the importance of adopting social work education to the prevailing social climate will become apparent as well as the relevance of past educational trends for the present day.

2.2.1 The history of social work education in the United States of America, 1898-1976 - a brief review

In the United States of America, Marjorie White Main¹⁸² identified three major eras in the history of social work education, and as this classification facilitates analysis, it is followed in the ensuing discussion.

The first era is from 1898 to the mid-thirties, the second from the mid-thirties to the mid-sixties and the third from the mid-sixties to the present day. As will be seen, the first and third era may be characterized by diversity while the intervening period is characterized by an effort to reach a state of uniformity.

a. The first era 1898-1935

The first course of instruction in social work was established in 1898 by the Charity Organization Society when thirty students enrolled for a three months' summer school for philanthropic workers. The summer school was continued until 1904, when it was reorganized to constitute an eight month course and was offered under the aegis of the New York School of Philanthropy (now the Columbia University School of Social Work). At the turn of the century, training centres were also established in Chicago, Boston and Philadelphia.

The early schools were characterised by their provision of training courses which were vocational and narrow in nature, where an apprenticeship type of education was provided. According to Steiner,¹⁷³ these courses 'did not give the student a well rounded view of the whole field, but prepared him for a single task in a single organization'. (173, p.480)

In 1919 the Association of Training Schools for Professional Social Work was formed and nine schools enrolled as members. Entrance qualifications to these nine schools differed, as some of the schools limited attendance to students with a B.A. degree, while others placed emphasis on a four year under-graduate course of instruction in social work leading to a B.A. degree, followed by one or more years of graduate work.

In 1920-1921, the Tuft report concerning education and training for social work was compiled. This report dealt with many issues including the problem of whether training should be completed at a university department or in an autonomous professional school. Tuft believed that training should be given on different levels, with the technician at one end of the scale and the 'social statesman or social engineer' at the other end.⁸⁸

During the following year, Beisser (Chapin⁵⁹) published a report dealing with social work training, which was at that stage, given under three auspices: the privately sponsored independent School of Social Work which had full autonomy; the Graduate School or Graduate Department of Social Economy, Applied Social Science or Social Work which was more or less autonomous within the academic organisation of the college or university concerned; and the State University Department of Sociology and Social Work which offered, on the whole, under-graduate training leading to a B.A. degree. Other writers at the time evidenced a concern with

training auspices. For example, Cotler,⁶⁶ in the same year, put forward the opinion that separate professional schools should be established at universities in order to consolidate the scientific knowledge which was 'scattered' throughout the entire university curriculum.

In 1925, Gillen⁸⁸ summarized his perception of the objectives of social work education. He saw the aims of education for social work as providing a background of general education, providing technical training and experience, and providing training for leadership in the agencies.

An important milestone in the history of social work education in the United States of America was the formation of the American Association of Schools of Social Work (A.A.S.S.W.), in the mid-twenties. The Association laid down minimum curricula standards which were applied to all schools seeking admission, and, in 1932, formal accreditation of new schools was begun. In 1935, the A.A.S.S.W. adopted the requirement that only schools established within institutions of higher learning on the approved list of the Association of American Universities could be accredited (Marks¹³⁴).

b. The second era 1935-1965

The conflict with regard to whether education for social work should be given at the graduate or under-graduate level arose during the late thirties. In 1941, Fink⁸⁶ stressed the necessity of distinguishing between social work practitioners trained in graduate schools and pre-professionals, trained in under-graduate

departments of sociology. In 1942, Schools and departments offering under-graduate or combined under-graduate and graduate education organized the National Association of Schools of Social Administration (N.A.S.S.A.).

By 1945, Fenlason⁸⁵ described both graduate and under-graduate education as necessary but different in content and function and in the following year, a National Council on Social Work education was established to bring representatives of the A.A.S.S.W. and the N.A.S.S.A. together in order to resolve the problem of educational standards.

In 1951, this National Council on Social Work Education, published a report edited by Hollis and Taylor.¹⁶ The report proposed that the educational programme be broadened and expanded in respect of the basic concepts taught to students and that a programme of specialization be included, in order to produce statesmen and leaders in the profession. With regard to under-graduate and graduate training, Hollis and Taylor were of the opinion that the graduate school was the correct place in which to study social work and that the ultimate goal of the school should be to give a basic undifferentiated training over a two year period, with specialization in the third and fourth years.

The saw the function of training at the under-graduate level as being two-fold: firstly, to provide a pool of candidates for professional education in order to reduce manpower shortages and permit greater selectivity in the admission of candidates to

graduate school; and secondly, to provide a better education for students entering practice as non-professionals enabling them to perform certain limited functions.

In the following year, 1952, the Council on Social Work Education (C.S.W.E.) was established as the major national body concerned with social work education. By means of its control over accreditation and curriculum policy the C.S.W.E. aimed to influence educational standards. Accreditation by the C.S.W.E.'s commissions was based on a periodic review of each school, which was advised to offer the two year 'generic' programme outlined in 1952, including human growth and behaviour, social services and social work practice as major areas (Lubova¹⁸).

In 1956, Kendall¹²¹ emphasized the importance of providing a generic education in social work in order to prepare the student for a lifetime of professional service and not merely for the first job. In the same article Kendall called for better identification of knowledge peculiar to social work, stressed the need to produce scholars as well as practitioners and finally, suggested that doctoral programmes in social work should be developed.

In 1959, the C.S.W.E. produced the thirteen volume Social Work Curriculum Study.⁴ In response to some of the more controversial aspects of this study, the C.S.W.E.'s Curriculum Committee formulated a revised policy statement which was published in 1962. This statement followed the earlier statement

of 1952 in structure, but emphasised different content areas as being of importance.

c. The third era 1966 onwards

The third era can be characterised by a concern with different levels of training, an issue which was raised in the previous eras but not resolved adequately. Thus Blackey⁴⁷ in 1967 stressed that education for social work should prepare students for the performance of a range of different functions as well as for the practice of social work at a number of different levels of responsibility. For this reason, she saw the need for the development of differentiated training programmes based on both the pre-university educational backgrounds of the students applying for social work education, and the level to which these students wished to be educated.

In the same year, the C.S.W.E. indicated a growing interest in different levels of education by proposing four objectives for under-graduate education. They stated that under-graduate education should aim to enrich a liberal arts education; to prepare the student for graduate social work education; to prepare the participant in the programme for practice and employment in social welfare; and to prepare the individual concerned for other human service professions and occupations (Skidmore and Thackery²⁴).

The C.S.W.E. further explored the question of diverse programmes and levels of education in the early seventies, and in 1970, the C.S.W.E. Board set standards for under-graduate programmes

in social welfare as well as continuing the programme of accreditation of graduate social work education. The C.S.W.E. policy statement published in the same year, showed a modified approach to curriculum planning. Now, the schools were given freedom to develop new organising principles in curriculum planning and to select content.

According to Pins,¹⁵⁷ from 1971 five types of education for social work could be identified in the United States; and the classification below is relevant to the present day.

1. An Associates degree

This degree is offered on a two year basis at a community college and it serves to prepare students for community and social service technician roles.

2. The Bachelor's degree in Social Work or Social Welfare

The B.A.(S.W.) degree is offered on a four year basis by some colleges and universities and it prepares the student for beginning practice in certain areas of social work or social welfare.

3. The Master's degree in Social Work

The M.S.W. prepares the student for professional practice, administration and policy planning and is acquired in a graduate school of social work.

4. The Doctorate in Social Work

The D.S.W. constitutes the highest level of training and prepares the student for leadership roles in policy development, administration, planning, advanced practice, research and teaching and can be acquired in graduate schools of social work.

5. Continuing education

Continuing education is offered by schools of social work, university extension services, professional associations and agencies in order to update existing knowledge and skills held by social workers and in order to prepare them for more advanced responsibilities.

These successive levels of educational preparation for positions in social work, now make it possible for students to leave the educational stream at the point commensurate with their interests and abilities. In addition, the social worker with experience and ability may re-enter the educational process at a later stage and acquire a higher qualification (White Main¹⁸²).

Vigilante¹⁸⁰ sees education for social work as falling along a continuum, with under-graduate education at the lower end and post-graduate education at the upper end. He sees the move to differentiate tasks by education as being of great significance for the future, where the nature of social service needs 'will probably suggest a different use of personnel' (Vigilante¹⁸⁰ p.364).

This historical review of the development of social work education in the United States highlights the points made in the

introduction to the section. Thus the statement that the past provides important legacies for the future, is illustrated by the fact that concern with training social workers for different levels of practice was raised by the Tuft report in the twenties and revived and implemented in the seventies. The statement that the development of education is tied to changing social conditions is supported by the example of the C.S.W.E. modifying their approach to curriculum planning in the seventies, giving the schools freedom to develop new organising principles and to select appropriate content in conformity with the demand for greater self-determination and greater academic freedom at the beginning of this decade.

2.2.2 The history of Social Work Education in Britain - 1896 to the present day

Social work education in Britain had its beginnings in 1896, when the Charity Organization Society and the Settlement movement instituted a training scheme comprising lectures and associated practical work.

In 1903, this training scheme expanded and developed into the School of Sociology and Social Economics which amalgamated in 1912 with the London School of Economics to become the Department of Social Science and Administration. By 1914, several universities were issuing certificates in the social services, jointly with the settlements, and independently.

At the end of World War I, the professional associations of

social workers, for example, the Institute of Hospital Almoners and the Institute of Industrial Welfare Workers, took the initiative in planning training programmes. They modelled these programmes on those of other professions which were characterized by learning based on a scientific or artistic discipline; training in the skilled application of this learning; a defined code of behaviour towards clients; and an association with membership restricted to those who were educated and trained in the ways of the profession (Crichton⁶⁵).

At this time, the Joint University Council for Social Studies was established to investigate training within the university. As a result of this investigation, it was decided that if social studies were to find a permanent place within the university, academic standards would have to be raised. To this end, the under-graduate course was extended to two years in duration, and post-graduate students were not accepted for the one year post-graduate training course unless they had graduated in a relevant undergraduate course.

During the thirties and the early forties, little with regard to the structure of social work education is recorded in the literature. Social work educators in Britain at this time appeared to be more concerned with the content of the social work curriculum. Thus, according to Cypher,⁶⁷ during the interwar years, professional social work emphasized relationships with individual clients rather than societal problems. Specialists in the field of psychiatric

social work began to emerge as a result of this development, but social work writers saw the need for a forum where social workers from different fields of practice would be able to come together and exchange ideas and techniques and express their underlying unity of purpose. To this end the British Federation of Social Workers was formed in 1935, enabling specialists from different fields to communicate and thereby to some extent, prevent overspecialization.

During the war years little is recorded in the literature with regard to social work education in Britain and it is doubtful in view of Britain's role in the war, whether educational expansion took place at all at this time.

By 1944 according to Brown⁵⁴ almost all social work training was undertaken by the university and the length of training was two years for non-graduates and one year for graduates. At this time, the need for centres of practical training was recognized and the establishment of such centres was called for.

At the first experimental conference of the British Federation of Social Workers in 1946, the training in supervision of social workers was discussed. At this conference, delegates noted that for the first time in Britain, the number of students applying to social science departments exceeded the number of places available. For this reason, selection of candidates was considered. It was decided by conference delegates, that candidates should be selected on the basis of one or more interviews

and that they should furnish a written statement giving reasons for their decision to follow a social work career. Candidates eligible for selection should be in possession of a good general education and, in addition, it was considered that the 'right' type of personality was of as much importance as academic proficiency.

Other issues raised at the conference included the belief that a university training was the most suitable form of training for the social work student and that it should be of two to three years in duration. Training should be based on broad general principles before the student acquired specialized skills, and the qualifying award for proficiency attained in social work should be a social science diploma or certificate. (Brown⁵⁴)

In the post-second world war years, training schemes expanded. In some training institutions, a new three year certificate course which emphasized social studies was introduced. In others a two year certificate course was introduced for the first time. Admission standards were stipulated, and minimum age limits at admissions were raised to nineteen, or even twenty-three at some universities. This had the effect of producing a limited number of candidates who were better able to cope with the demands of the course (Crichton).⁶⁵

In order to investigate employment and training of social workers in Britain in the late 1940's and early 1950's, surveys were conducted by Eileen Younghusband under the sponsorship of the

Carnegie U.K. Trust. Younghusband predicted an increase in the demand for social workers in the future and a concomitant need to increase the supply.⁹¹ Despite this finding, according to Collis,⁶² training facilities were not adequately expanded during the 1950's and by the end of the decade, the country was faced with a spate of urgent plans to obtain and train recruits for the social services.

For this reason, in 1961 Younghusband⁹¹ published another report analysing existing training facilities. The report, referred to as the 'Working Party Report', stated that with regard to established training auspices, universities provided three types of courses; specialist training courses were provided by voluntary organisations for work in specific fields; and refresher courses were provided by professional organisations. The report pointed out that these training facilities were inadequate to meet the demand for social workers.

Younghusband saw the need for three types of social workers:

a) A welfare assistant to deal with straightforward or obvious needs of people. The types of problem the welfare assistant would deal with would be material requirements and they would be trained by a form of systematic, planned in-service training.

b) A general purpose social worker to deal with people who had problems of a more intangible and complex nature. They would receive training in a college of further education.

c) The university trained social worker to deal with people who had problems of special difficulty. Their training would consist of three or four years of full time study following a social science degree or qualification in a related field.

As a result of the findings and conclusions reached in the report discussed, a further Working Party was constituted in the same year, with representatives from the Ministry of Education and Health, the National Association for Mental Health and three principals of major colleges. They were assisted by Miss Younghusband and drew up four training courses which were introduced at four different colleges (Gore).⁹¹

As a result of another recommendation of the Younghusband report, a National Institute for social work training was established in 1961 to provide a discussion forum for senior administrators. The Institute aimed to provide a meeting place for social workers to discuss common interests, to promote enquiries, research and experiments, and to promote publications and teaching materials as well as to provide a specialist library. A final aim of the Institute was

to assist, within the limits of its resources, the work done directly by volunteer bodies and local authorities, indirectly by universities and professional bodies, colleges of further education, government departments and statutory councils... (Jones 114 p.15).

The Seeborn report which appeared in 1968 once again stressed the importance of providing a generic training in social work and stressed that advanced education in social work should be developed.

An important development for social work education in Britain, was the formation of the Central Council for Education and Training in Social Work (C.C.E.T.S.W.) in 1970. The aim of the Council was to promote training in all fields of social work and its fifty-three members represented employers, educational institutions and professional associations.⁶

One of the C.C.E.T.S.W.'s main statutory duties today is the promotion and expansion of social work education, including preliminary training, basic qualifying courses, in-service training schemes, and further advanced courses. The Council also develops the theoretical, vocational and practical content of social work education and organises this content; it recognizes courses leading to its awards; it explores the need for training schemes, and initiates such schemes if necessary; and finally, it assists in developing methods to recruit and assess students participating in its recognized courses. The Council stimulates further research in social work education and, finally, it assesses overseas qualifications in social work as well as issuing statements of equivalence related to its own awards.

Two examples in the past year of qualifying certificates awarded by the C.C.E.T.S.W. are, the Council's Certificate of Qualification in Social Work (C.Q.S.W.) and the Certificate in the Social Services (C.S.S.).⁷ The C.Q.S.W. is awarded to graduates with degrees relevant to social work, or graduates with degrees not relevant to social work who have completed a specified two

year course or to under-graduates specializing in a four year social work course.

In addition, non-graduates who fulfil specified academic criteria or who have relevant experience, may be awarded the C.Q.S.W. This certificate is awarded to people in both groups mentioned, who are either seeking a professional qualification in field social work or for people seeking a professional qualification in residential social work.

The C.S.S. is awarded after completion of a two year course designed to meet the needs of various staff groups in field, residential, day, domiciliary and community settings.

The wide diversity of types of training discussed, indicates the attempt by social work educators in Britain to meet the needs of individuals with different pre-educational qualifications and diverse interests and abilities, to enter the field of social work and make a relevant, meaningful contribution to the field.

Once again, the discussion of social work education in Britain, indicates the attempts made by social work educators to adapt their educational programmes to current socio-political developments and requirements.

2.2.3 A review of the history of Social Work Education in South Africa - 1929 to the present day

According to Annette Muller,¹⁴¹ when the development of social work education in South Africa is studied, it becomes apparent that two organizations played a significant role in the establishment of

training facilities in the late twenties and early thirties in South Africa.

In 1929, the Pretoria branch of the Suid Afrikaanse Vroue Federasie (S.A.V.F.) the first of these organisations, financed the establishment of a Child Guidance Clinic at the Transvaal University College. A lecturer attached to the clinic lectured on social work. In 1930, the name of the Clinic was changed to the School for Child Study and Social Welfare Training which later became the Department of Sociology and Applied Sociology at the University of Pretoria.

The second organisation mentioned, which greatly influenced the development of social work training in South Africa, was the Carnegie Commission of Investigation into the Poor White Problem in South Africa. The commission initiated the first formal request for trained workers in 1932, when they reported the need for scientific study of the problems of the poor. As a result of nationwide interest aroused by the findings of the commission, training for social work was established at the Universities of Stellenbosch and Cape Town in the early thirties. In 1937, degree and diploma training was introduced at the University of the Witwatersrand.

An important development in 1937, was the establishment of the Department of Social Welfare as an independent department of State. This department, in 1938, organized a conference to discuss the training of social workers. In the same year, the research

officer attached to the department, Dr Felix Brummer, visited the eight existing universities and training centres to hold discussions with staff members and investigate training standards.

In 1938, a report entitled 'Training for Social Work' by Professor Batson of the University of Cape Town appeared. He noted that most of the universities in South Africa provide a degree courses for which the entrance qualification was the matriculation certificate and that the courses were of three years duration. An exception was the course provided by the University of the Witwatersrand which was of four years' duration and led to the award of a Bachelor's degree in Social Studies. In the same report, Professor Batson mentioned diploma courses which could be taken under the auspices of the Universities of Pretoria and Stellenbosch by candidates who did not comply with admission requirements to a degree course. Further diploma courses for non-matriculants could be taken at the Universities of South Africa and the Witwatersrand. Finally, an advanced post-graduate diploma course was offered at the University of Cape Town.

The South African Inter-University Committee for Social Studies was established in 1938 at a conference held at the University of Cape Town with the dual aim of fostering the exchange of ideas and information between universities and of promoting social studies in general in South Africa.

In 1941, the Jan Hofmeyer School for Social Work was established in Johannesburg by the American Board Mission, for the

training of Black Social Workers. The course was of three years' duration, and as matriculation exemption was not required for entrance, the qualifying award was a diploma. This school was closed with the formation of the University Colleges for Black students in the early sixties.

From 1943 to 1952, a four year course in the form of an in-service training programme, was offered by the South African Railways.

In 1944, a conference with the theme of 'Post War Planning in Social Welfare' was held at the University of the Witwatersrand. Professor Wagner presented a paper at the conference entitled 'Training for Social Work' which dealt with many important issues with regard to social work education. Some of the issues included were the importance of providing a generic social work training, and the extension of degree courses to four years' duration.

In 1946, a one day conference was organized by the Secretary for Social Welfare which adopted the resolution that training for social work should comprise a minimum three year degree course. Delegates to this conference decided to approach the Minister of Social Welfare to request that a special committee be appointed to investigate basic training for social workers; specialized post-graduate training in certain fields (for example housing, cripple care and groupwork); training facilities at a lower level for assistants in social welfare institutions such as children's homes; cooperation of training centres other than universities,

particularly technical colleges; and the employment opportunities available for social workers and unqualified assistants.

An eight member committee was appointed to investigate these aspects of training, and they published a report in 1950. The report stated that university training was at that stage, offered at nine centres (the Universities of Cape Town, Pretoria, Stellenbosch, Witwatersrand, Natal, South Africa, Orange Free State, Rhodes and Potchefstroom).

The report in addition, gave attention to graduate and undergraduate education; the duration of training courses; minimum age requirements for entry to the courses; selection of students for the courses and specialization. With regard to the last-mentioned, the committee believed that generic social work was characteristic of the South African approach to training but that specialist courses in certain fields (for example physical and mental health, housing management, social surveys, community organisation, leadership, personnel and institutional management) should be provided. They warned against over-specialization and suggested that the courses mentioned be divided amongst the training centres. Finally, the committee stated that a National Association of Social Workers should be established as soon as possible.

By 1954, student enrolment for social work at universities had declined alarmingly, and a conference was arranged by the Inter-University Committee for Social Science in Johannesburg to discuss the problem and give publicity to the profession of social

work. The theme of the conference held in Johannesburg was 'Social Work as a Profession'. Eight papers were read at the conference, covering different aspects of social work including training, employment and the professional status of social work. Professor Batson delivered a paper concerned with training and some of the issues that he raised included his belief that theoretical and practical training were both necessary; that the university was the most suitable training centre; that a broad background in the social sciences should be given; and that under-graduate training was an appropriate form of training but the possibility of introducing post-graduate training at a later stage should be kept in mind.

Dr. Thelma Seawright from the University of the Witwatersrand delivered a paper dealing with specialization in Social Work and put forward the point of view that training in South Africa should be generic in nature.

In 1956 the Department of Social Studies at the University of the Witwatersrand became the Department of Sociology and Social Work and the qualifying degree obtained from the department, formerly referred to as a B.A. in Social Studies, became known as the 'B.A. in Social Work'.¹⁹²

Two new training provisions were introduced at the University of the Witwatersrand in 1959. One was the requirement that fourth year students submit a dissertation on an approved topic in their final year and the second was that students take an oath of

confidentiality before commencing their second year of study.¹⁹²

In the early sixties, the State established five university colleges for Black people in terms of the Extension of Universities Act (Act No.45 of 1956). These training centres all provided degree and diploma courses in social work and constituted separate training facilities for Africans, Coloureds and Indians. Therefore, the University Colleges of the North, Port Hare and Zululand provided training facilities for Africans while Coloureds could train under the auspices of the University College of the Western Cape in Bellville, and Indians at the University College of Durban.

In 1964, the Master's degree in Social Work was introduced at the University of the Witwatersrand. This provided for practical training, advanced study and research culminating in the submission of a dissertation.¹⁹²

From 1967 to the present day, annual conferences for social work teachers have been held at suitable venues in order to discuss topics relevant to social work education.

The 1967 conference was held under the chairmanship of Professor Erica Theron, who was responsible for convening the meeting. Some of the topics discussed at this conference included subjects to be taken for the social work degree; teaching of community organisation, social policy and administration; aspects relating to field work and the belief that all universities should work towards the implementation of a four year degree in social work.¹⁶⁵

The conference of social work teachers held in 1968 had as its theme, 'Supervision of the in-service training of students in social work'. In addition to discussing various aspects of supervision, papers were delivered concerning the use of tape recordings and of role-playing as teaching aids in social work education.¹²⁷

In 1969,¹⁷⁷ the conference discussed the theory and practice of group work and in the following year, 1970,¹⁵⁰ the focus was on community organisation with attention given to problems such as where to place community organisation in the under-graduate curriculum, how much time to devote to the teaching of community organisation, the content to be included in its study, and the importance of teaching community organisation to Blacks.

The social work curriculum was explored at the conference of teachers in 1971. The participants at the conference discussed the optimum length of courses in the curriculum, the place of psychology and sociology in the curriculum and the importance of integrating knowledge from these two subjects as well as ensuring that social work had a prominent position in the curriculum, so as to enable students to identify with the profession.⁷⁹

The conference of teachers in 1972 had as its theme 'Community Development - can social workers meet the challenge?' The papers delivered at the conference dealt with possible areas for community development, relevant curriculum content for a theoretical course on community development and the possibility of

organising field instruction in community development.⁹⁶

Writing in the same year, Annette Muller¹⁴² called for the establishment of a non-statutory advisory body to consider minimum standards for curriculum content in the light of changing demands of practice. This body, in her opinion, would consist of representatives from the Schools of Social Work, State and Voluntary welfare organisation employees and members of the Social Workers' Association. In addition, Muller called for courses in supervision for selected social workers, and an increase in post-graduate specialist courses. Finally, she called for more research into social work education in South Africa to enable educationalists to plan curricula to meet existing needs and to anticipate future developments.

Social work research comprised the theme of the conference of teachers held in 1973.¹⁴⁶ Delegates discussed the introduction of refresher courses for practitioners who have little knowledge of research. In addition, they suggested that universities publicize the research studies conducted under their auspices, and make these studies available to practitioners. Finally they decided to encourage welfare organisations to conduct social work research.

In 1974, the conference discussed post-graduate social work education. Topics raised for discussion included the importance of recruiting students for post-graduate study, educational methods for social work study at the post-graduate level, the role

of the teacher in post-graduate education and the importance of using expert teaching methods.¹⁴⁷

In this year, the Joint University Committee on social work (J.U.C.) met and formulated the proposal that it was of importance to decide what constituted the basis of an under-graduate academic programme in social work, in order to facilitate the evolvement of an accrediting body for South Africa. To this end, the committee elected a four person curriculum study committee to explore the feasibility of such a project.¹⁴⁸

At the conference of teachers in 1975, social work education and training in South Africa was evaluated. The conference was divided into three sections, and a paper was delivered in each section dealing with different aspects of social work education. One part of the conference dealt with the first year as a basis for training; another part dealt with the newly qualified graduate as a professional beginning worker, and the other section was concerned with the educational process in social work. Topics raised for discussion included the quality and quantity of social work teachers in South Africa, both in the classroom and in the field, and the delegates explored ways of improving teaching-learning facilities in social work.¹⁴⁹

Social work educators in South Africa continue to explore, question and find solutions for the problems arising in the development of social work education in the light of overseas trends as well as local current developments.

2.2.4 The present structure of social work training in South Africa

1. The under-graduate degree or diploma

In South Africa today, there are sixteen residential training centres which offer twenty-five different under-graduate programmes recognized for the purpose of statutory registration as a social worker (Hare and McKendrick).⁹⁷ Fifteen of these courses are degree courses while ten are diploma courses. Twenty of the courses are three years in length while five are of four years' duration. In addition, the University of South Africa, a non-residential training centre offers a correspondence course leading to a social work qualification. All the courses are generic in nature and include social work theory courses and associated field instruction courses. The undergraduate course content at all universities comprises a three or four year Social Work major and a major and a sub-major in Sociology, Psychology or other discipline. A recent development has been the conversion of long established three year courses into courses of four-years' duration.

2. Honours or the post-graduate diploma

Universities with a three year social work programme offer an honours degree. The content of the Honours courses may be generic, for example the course offered by the University of Natal, or these courses may be specialized in nature for example the Honours degree in medical social work offered by the University of Stellenbosch or the Honours degree in psychiatric social work offered by the University of Cape Town.

With regard to the post-graduate diploma, the University of the Witwatersrand at present offers a generic course in advanced social work practice, while the University of Stellenbosch has planned as from 1978, to offer specialized courses leading to a post-graduate diploma in supervision and administration.

3. The Master's degree in Social Work

All South African universities offer a Master's degree in Social Work. To a large extent, the Master's degree course involves candidates conducting empirical research in Social Work and then presenting a dissertation for examination. However, at individual universities the course may include other requirements, such as prescribed field instruction in social work practice and oral examinations.

4. The Doctorate in Social Work

A doctorate in Social Work can be undertaken at all South African universities.

2.2.5 Possible future directions in social work education in South Africa

During 1977, the report of a Committee of Inquiry into the Future of the Social Work profession was published,¹ and should the Committee's recommendations be accepted, the form and structure of social work education in South Africa may undergo considerable change. The two major recommendations of relevance to social work education concern social work aides and the accreditation of training institutions.

Whereas the Committee did not support the general introduction of social work aides, recognition was given to the need for certain groups of personnel who would perform specific social welfare tasks, yet who would not be fully trained social workers. Two such groups identified by the Committee were institutional aides and persons trained to render social welfare services in developing communities. The recognition of these groups of personnel will probably lead to the development of specialized training courses for them.

The accreditation of training institutions was supported by the Committee, which suggested that social work training institutions should be registered with a proposed Social Work Council. This Council, it was recommended, should establish minimum standards for all levels of diploma, under-graduate and post-graduate theoretical and practical training, with these minimum standards including combination and content of educational programmes, physical facilities and staffing ratios. Although the Committee did not advocate absolute uniformity in training courses, it is likely that the creation of any set of common minimum standards will lead to a basic conformity in certain central aspects of curriculum content and structure.

CHAPTER 3 - THE SOCIAL WORK CURRICULUM

In an attempt to respond to Tyler's³⁰ second question, namely on what basis and by what means to select content and learning experience that will enable the student to attain the educational objectives discussed in Chapter 2, the social work curriculum will be surveyed in this chapter, while learning experiences will be considered in the following chapter. As Lowenberg¹³⁰ has stated,

A curriculum is more than a list of courses or an outline of content. When properly designed and correctly perceived the curriculum becomes the instrument for fulfilling educational objectives and for accomplishing the educational tasks established for a specific program. (Lowenberg, 130, p.1.)

In view of the importance of the curriculum in the social work educational process, the history of the development of the curriculum in the United States of America, Britain and South Africa will be discussed, followed by a review of some of the basic principles of curriculum construction.

3.1 A brief historical overview of the curriculum in social work education in the United States of America 1919-1976

Early efforts to define the content of social work education led the American Association of Social Workers (A.A.S.W.) in 1919 to outline the courses which they believed to be of importance in education for social work. The courses mentioned included studies in the social sciences, courses on small town and rural community problems and an emphasis on preventive and constructive social work rather than remedial social work.

In 1921, Steiner¹⁷³ wrote that the focus of courses should emphasize general facts and principles, should analyse an entire situation and not merely the solution of an immediate problem, and should analyse causes of underlying problems as well as the methods and techniques of solving these problems. Steiner believed that courses dealing with administration were necessary to prepare executives for their tasks and that the case method was the appropriate method of instruction to use. Finally, Steiner stressed that the social worker should be a scientist as well as a practitioner and should therefore be equipped in the use of scientific methods.

The general emphasis in social work teaching in the 1920's in the United States was placed on Psychology and Psychiatry. The courses at this time therefore stressed the individual and his relationships and casework was the most prominent method of intervention. Sociology and Economics were not re-emphasized in teaching until the late thirties, when Ebaugh (1941)⁷⁵ stated that Sociology was an integral part of the Social Work curriculum and that people planning to enter social work should initially prepare themselves in the field of Sociology before attempting to master the specific techniques of the profession.

In 1944, the A.A.S.W. adopted a new curriculum plan that required each member school to include eight subject matter areas, which became known as the 'basic eight', in their curricula. These were, social casework, social groupwork, community organization,

public welfare, social administration, social research, medical information and psychiatric information. The 'basic eight' were intended to be incorporated into the general training programme, but in many cases, schools developed their programmes as if each area had to be a separate academic course. For this reason, a more general curriculum policy statement was adopted in 1952 (Marks¹³⁴).

In 1946, the A.A.S.W. decided not to lay down a rigid list of specific courses but to maintain flexibility in curriculum construction. They described social work education as a liberal arts education with a concentration in the social sciences.

However, the Hollis and Taylor report of 1951,¹⁶ once again detailed the content to be included in graduate social work education. They stated in this regard, that students should acquire an understanding of social processes and social institutions; that they should develop professional social work knowledge, skills and attitudes for face-to-face work with individuals, groups and communities; as well as knowledge with regard to the philosophy and ethics of social work, its relationship to other professions and society in general; and that they should acquire knowledge of administration.

In 1956, Kendall¹²¹ stated that the social work curriculum should offer a view of social work that encompassed the cause and prevention as well as the treatment of social ills. It should include specific subject matter designed to provide knowledge about

social welfare development together with the underlying factors which motivate or impede social development and social change. It should stimulate a critical analysis of current social issues and the genesis and effects of prevailing social policy, and it should foster in the student a strong identification with a deep commitment to his profession. Finally it should

lay the foundations for a steadily enlarging professional competence, rooted in some knowledge of the science, a beginning skill in the art, and an emerging conviction about the philosophical tenets of social work practice. (Kendall, 121, p. 46)

By 1958, writers in the field of social work education in America were expressing confidence in the state of social work knowledge and Kendall¹²² wrote

It is my contention that social work has now reached a sufficiently advanced stage of development to permit the identification of universal characteristics and beyond that a common core of professional knowledge and skill which can be communicated in programmes of education everywhere. (122 p. 29)

Towards the end of the 1950's and early 1960's, writers in the field of social work education showed concern regarding the use in social work of theoretical contributions from other fields of knowledge, particularly the other social sciences. Grace Coyle,⁶³ in 1958, stated that a social work curriculum should contain certain selected material from those social sciences which were relevant to social work. This she believed, included knowledge of individual behaviour drawn from Psychology, Psychiatry and Medicine, as well as knowledge of societal behaviour extracted from Sociology, Economics and Political Science.

Coyle emphasized the importance of selecting content most relevant to social work and, in her view, selection of content could be effected only with the cooperation of the social work faculty and experts in the social sciences involved.

In 1961, Herman Stein¹⁷⁰ too expressed the belief that social work education required knowledge from the social and behavioural sciences as part of the scientific base on which it depended for practice. In his opinion, the essential contribution of the social sciences to social work was to clarify and expand the social worker's understanding of the concept of social environment, and to increase the social worker's awareness of the importance of adopting a scientific view of human behaviour. Like Coyle, Stein stated that as the social worker could not use all the theoretical knowledge available from the social sciences, educators should be selective with regard to what in their view was the most important knowledge for social work.

An important landmark in the history of curriculum development in social work, as mentioned in Chapter 2 was the appearance in 1959 of the Social Work Curriculum Study in 13 volumes.⁴

In Volume 1, the nature of social work and of social work education was discussed. In chapter five of this volume, Boehm recommended that the social work curriculum be based on two components, the scientific-philosophic component and the methods component. The scientific-philosophic component was viewed as the foundation on which the methods component was built. The methods

referred to in the methods component were: casework, groupwork, community organisation, administration and research. The scientific-philosophic component aimed to impart knowledge to the student with regard to the individual, the environment and the interaction between individual and environment. Other topics discussed in the study included the role and function of the social worker in the process of rendering service; the teaching of values and ethics; and field instruction.

Topics covered in Volume 2 of the study included the need for under-graduate education, the need to integrate content from other disciplines into the social work frame of reference, and the need for collaboration between the social science disciplines within the university.

The Curriculum Committee of the Council for Social Work Education published a curriculum policy statement in 1962 in which the general objectives for social work education at the Master's Degree level were set out. The statement gave broad guidelines for the development of curricula but stated that each School of Social Work was responsible for the development of their own curricula within the general framework set down in the policy statement. Three broad areas of study were mentioned: these were, social welfare policy and services, human behaviour and the social environment and the methods of social work practice. With regard to field instruction, the student it was recommended, should be placed in a social agency and should work under the supervision of an experienced social worker.

By the 1970's, social work education, due to social changes discussed in Chapter 2, was also committed to change. Therefore White Main¹⁸² in 1971 called for a re-structuring of social work education, especially social work curricula, in the light of societal trends, new perspectives, knowledge and understanding. She stated that for example, there was a need for new knowledge from the social and behavioural sciences with regard to racial and ethnic differences, a more penetrating analysis of urban and rural poverty, analysis of problems of fragmentation in criminal justice and the correctional system, and the study of community mental health and of drug use and abuse.

There was in addition, in the United States in the early 1970's, a move away from using the three primary social work methods as organizing principles for curricula and a movement towards using diverse organizing principles. For example, White Main¹⁸¹ applied a systems approach to curriculum building, describing the curriculum as a system or 'unitary whole with interrelated parts or subsystems and with an identifiable relationship with other systems'. (White Main¹⁸² p.32).

These changes in the approach to curriculum construction were reflected in the Council for Social Work's Education's Policy Statement of 1970. The Council, in the statement, set down broad guidelines for curricula to be adopted by Schools of Social Work. This statement emphasized that ethics were an integral part of the social work curriculum and the emphasis on a

methods oriented approach was discarded in favour of a broad societal orientation with a new stress on theoretical considerations.

Administration and research were no longer viewed as separate entities but were woven into the curriculum at every level. Content to be included in the course of human behaviour and the social environment was no longer specified, but was of a more general nature (Muller¹⁴⁵).

Amidst all this change, White Main¹⁸² warned educationalists that they should not lose sight of the common core of social work education in order to avoid jeopardising the identity of social work by the new directions and specializations. Her view of the common core was an identification of basic problem solving skills, of a range of relevant knowledge areas and of the common attitudinal base of social work practice.

3.2 A brief historical overview of the curriculum in social work education in Britain 1920-1976

Developments in the social work curriculum in Britain have been influenced by developments in the United States of America from the 1920's to the present day. This was evidenced by the emphasis placed on Psychiatry and Psychology in social work curricula in Britain during the 1920's and early 1930's, parallelling a similar emphasis in American social work curricula at that time.

During the late 1930's and early 1940's, there was little discussion of social work curricula in the literature due to Britain's involvement on the second world war but by the mid-forties,

reference to curriculum content was once again made. Thus Penley¹⁵⁴ in 1946 stressed that all training should be based on general principles preceding the acquisition of specialized skill, and in addition, that practical training should be included in the social work curriculum in order to integrate theoretical learning and the practice situation. In 1949, Halmos⁹² called for basic training for all types of social work and once again stressed the importance of giving the student a broad theoretical foundation. Subjects to be included in the curriculum in his view, were Sociology, Cultural Anthropology, Economics, Study of Modern Group Life, Social Philosophy, Psychology and Psychiatry. In 1950, Eyden⁸¹ repeated the call for a basic education for all fields of social work in Britain as opposed to early specialization.

In 1954, Kendall¹²⁰ studied the British Curriculum in Social Studies and noted that at this stage, the British social work student received training in Social Administration, Social Services, Social Legislation, Public Administration, History, Psychology, Economics, Social Philosophy and Ethics, Social and Political theory, Public Health, Hygiene, Philosophy, Social Biology, Statistics, Law, Social Structure and Social Institutions, Industrial Relations and Sociology which at this stage appeared as an optional course only.

The call for the provision of a generic education in social work continued in Britain into the 1950's with Younghusband¹⁸⁶ who in 1956, once again stressed the importance of this form of

education. In the same article, Younghusband discussed subjects to be included in the social work curriculum some of which were, Human Growth and Development, Social Influence on Behaviour or Social Anthropology, Health and Disease, Social Administration, Social Policy and Law. Skill in the use of the treatment methods of social casework and social groupwork were to be taught and theoretical knowledge and practical training were to be integrated. In addition, she stated, careful thought should be given to the timing of different parts of the curriculum, that is, when to introduce different sections, where the emphasis should lie in teaching, and how each part should reinforce the other.

In 1963, Younghusband¹⁸⁸ called for an increase in social work research in Britain, in order to provide a scientific basis for teaching and practice and she stressed that Administration should be studied and taught to improve the efficiency of social workers in this sphere.

During the 1970's, social work curriculum content development once again followed a similar path to that of the United States of America, with the emphasis placed on the teaching of social action, to deal with current social change. As Younghusband¹⁹¹ stated, the role of the social worker was now seen as that of an effector of structural change in society and there was a need therefore for social work educators to teach broad strategies of intervention, rather than the separate methods of social casework, social groupwork and community organisation.

However, in a plea to social workers to retain perspective and not lose sight of the individual, Kendall¹²³ stated in a British Journal, that to avoid social work education taking on a 'nightmare' quality in the future, the search should continue for a theoretical base on which social work could build a practice that was directed with equal effectiveness towards individual and social change. The base would consist of contributions from many scientific disciplines together with the contributions that would also come from social work's own practical experience which should include the experience of the new breed of social workers. Social work educators of the future, in Kendall's view, should continue to develop knowledge with regard to both man and society, and incorporate this knowledge into a unified framework.

3.3 An historical overview of the curriculum in social work education in South Africa 1938-1976

As social work is an international profession, the curriculum for social work training in South Africa is influenced by developments in other parts of the world. However, some milestones in the development of the South African social work curriculum can be distinguished, and are briefly discussed.

In 1938, a report entitled 'Training for Social Work in the Universities of the Union' written by Professor Batson, was published. The report specified the curriculum content of social work courses offered by five Universities and three University colleges in South Africa. He found that students were at this

stage required to complete majors in Sociology, Social Work and Social Science and at the Universities of Stellenbosch and the Witwatersrand, Psychology and Economics were accepted as majors. In addition, the student was required to complete a one or two year course in Economics, History, Social Anthropology, Political Science, Languages, Commerce, Physiology, Hygiene, Law and Psychology.¹⁴¹

Thus by 1938, Social Work was recognized as a subject in its own right and by this stage, field instruction formed part of the curriculum of both degree and diploma courses.¹⁴¹

A number of changes took place in the social work curriculum at the University of the Witwatersrand, Johannesburg, in 1943. The degree in Social Studies was modified in order to better prepare graduates for professional practice by reducing the number of broad social science courses and including courses of a professional nature. In addition, the term 'practical training' was dropped and that of 'field work' was used in its place. For the first time too, methods of social work other than social casework were referred to in the curriculum, namely, club work (social group work), community organisation, administration, social reform and social planning.¹⁹²

In 1950, a committee investigating training for social workers in South Africa, set out specific courses which in their view were essential in the educational process. With regard to theory for social work practice, the committee decided that

Sociology, Social Work, Psychology, Social Economics and Hygiene should be made compulsory, bilingualism should be encouraged as well as a proficiency in an African language for those working with Africans. When considering field work training, the committee recommended that all training centres should appoint a qualified member of staff to organise field work, that field work should include visits of observation, diagnosis and treatment of cases over a long period of time, collection of data for social research, office procedure, oral and written reporting, interviewing and handling correspondence. 141

In 1954, at a conference arranged by the Inter-University Committee for Social Science in Johannesburg, Dr. Thelma Seawright stressed that education for social workers should be generic in nature and that when universities were ready to introduce specialisation, priority should be given to the teaching of supervision and research in social work.

In 1957, a new elective course was introduced to the social work curriculum at the University of the Witwatersrand, the course in Psychiatry and Mental Hygiene. According to Hare,

this was an important innovation because it meant that while the degree in general remained generic in nature, some students could acquire specialized knowledge both from this course and possibly also from their field work placement which equipped them for work in the psychiatric field, while the experience of group discussion with a clinical psychologist introduced into the curriculum in 1954 was an additional factor which prepared them for complex interpersonal therapeutic activities in any field. (Hare, 192, p.79.)

During the sixties, the most important development in respect of the social work curriculum in South Africa was the move towards regular annual conferences of social work teachers which has been discussed in Chapter 2. Here issues relating to many aspects of social work education were raised including curriculum construction and content. These conferences are held to the present day.

The development of the social work curriculum in South Africa has been influenced to a great extent by developments in the United States of America. However, the curriculum has been modified to respond to local needs and conditions, and for this reason, is of a generic nature, aiming to equip the student with beginning competence in working with individuals, families, groups and communities in any field of social work practice.

3.4 A summary of international trends in the development of the social work curriculum 1958-1976

It is clear from the previous discussion that despite regional differences in curricula and the fact that curricula are often adjusted to suit local conditions and requirements, social work educators have, for the past two decades, evidenced a concern with extrapolating content which is basic to education for the practice of social work throughout the world.

Thus in 1958, Kendall¹²² specified the knowledge and skill which she perceived as basic to effective social work practice everywhere as:

1. understanding of human needs and behaviour;

2. understanding of man interacting with his social circumstances;
3. knowledge of cause and effect in social and interpersonal disharmony;
4. knowledge of community resources; and
5. skill in the use of the professional helping process with individuals, groups and communities.

In the same year, the Report of the Third United Nations Survey on Training for Social Work was published,³³ outlining the basic curriculum content for social work education as follows:

1. Study of Man
 2. Study of Society
 3. Study of social work theory and methodology
 4. Field work.
1. Study of Man

This section of the curriculum included the study of three aspects of man's 'total being', namely, his physical growth and functioning including biological factors, his intellectual and emotional growth and functioning; and his social and spiritual nature. This content was to be imparted in such a way that man emerged as an integrated whole.

2. Study of Society

At this time man was perceived as the purpose for social work activity and society as the matrix of social work intervention and therefore, all social workers had to be familiar with the broad

lines of social, economic and political development in their own countries and should in addition, have knowledge of the conditions and institutions which make up the environment of the people to be served.

3. Study of social work theory and method

This section of the curriculum was seen as forming the core of social work education. Here the nature and aims of social work, its values, its place in society, social work in primary and secondary settings, existing social services and facilities, and the methods of casework, groupwork, community organization research, administration, social action, and social policy and planning were studied.

4. Fieldwork

Fieldwork was seen to be an integral part of the curriculum where the student was enabled to use theoretical knowledge in practice, and acquire the necessary social attitudes and skills in professional relationships. The field instruction should, the report stressed, be supervised.

In 1963, in an international journal of social work, Virginia Pariso¹⁵³ described in detail, her view of the basic content for social work education. She classified this content into background knowledge, professional knowledge and professional skills. Background knowledge included knowledge drawn from the social sciences, behavioural sciences and the humanities. Professional

knowledge was concerned with the nature and aims of social work and its place in society as well as the social services and their structure, organization and methods, and, in addition, knowledge drawn from the social and behavioural sciences as applied to social work practice. Finally, professional skills or practice referred to the application of theory to practice using relationship skills to mobilize the capacity of individuals singly and in groups, to use appropriate environmental resources to bring about desired results.

Towards the end of the sixties, discussion in the literature concerning curriculum content became more general and detailed specifications of what to include in each course gave a way to general outlines of content.

Thus in 1967, Blackey⁴⁷ made the important point that it was not possible to set out specific curriculum content for universal study as curriculum building must take place within the political socio-economic and cultural framework of each country in the world and be related to the needs, priorities and resources of that country. She stated:

What social work sees as its functions at any one point in a country's development and what the country itself sees as priorities will directly affect the emphasis social work education will give to preparing social workers for the social services. (47, p.11)

Blackey then outlined a broad framework for curriculum construction. In her view, social work should be concerned with human behaviour within the context of social functioning with social welfare in

its major aspects (that is, philosophy, organisation, policy programme planning and evaluation with methods of intervention for dealing with individuals, groups, communities; with social research; and with field instruction activity.

By the mid-seventies, social work educators recognised that while regional differences in curriculum construction are of importance and must be taken into consideration, a common base or core, transcending such differences should be sought out.

In 1974, Bakalinsky⁴³ stated that although social workers have always had broad consenses on a theoretical level with regard to the general definition of professional goals and value base, educators have not been able to develop 'a viable conceptual framework and curriculum that could give full expression to this consensus' (Bakalinsky, ⁴³ p.3). Bakalinsky then called for social work educators to

pull with joined forces in the direction of a common core or base that will underpin all of social work practice ... and "to develop a single frame of reference and common core that will provide internal cohesion within the profession and a common professional identity". (Bakalinsky, 43, p.4)

In summary, although social work educators recognise that curriculum content must be adapted to suit local conditions, the search continues today for a basic core, transcending regional difference, common to social work throughout the world.

3.5 Some basic principles of curriculum construction

Although it may not be feasible or even desirable to specify the

exact educational content to be included in every social work curriculum today, it is extremely useful to outline some basic principles which may be followed when constructing a curriculum.

Almost all the writers in the field of social work education who discuss curriculum construction, mention the book entitled Basic Principles of Curriculum and Instruction written by the educationalist, Ralph Tyler.³¹ Although this book was written in 1949, the principles he discussed are considered relevant and useful today.

Tyler believes that four fundamental questions should be answered when developing any curriculum:

1. What educational purposes should the school seek to attain?
2. What educational experiences can be provided that are likely to attain these purposes?
3. How can these educational experiences be effectively organized?
4. How can we determine whether these purposes are being attained?

These questions are discussed in more detail below (Tyler,³¹ p.1).

1. The educational purposes that the school should seek to attain.

According to Tyler³¹

If an educational program is to be planned and if efforts for continued improvements are to be made it is very necessary to have some conception of the goals that are being aimed at. These educational objectives become the criteria by which materials are selected, content is outlined, instructional procedures are developed and tests and examinations are prepared. (Tyler, 31, p.3.)

2. The selection of learning experiences likely to be useful in attaining these objectives

Tyler³¹ suggests some general principles which should be followed when selecting learning experiences. These include that learning experiences should be satisfying to the student; that they should be within the range of capability of the students involved and that many educational experiences may be used to attain the same educational objectives.

3. The organisation of learning experiences for effective instruction

Tyler³¹ states that

In order for educational experiences to produce a cumulative effect, they must be so organized as to reinforce each other. Organization is thus seen as an important problem in curriculum development because it greatly influences the efficiency of instruction and the degree to which major educational changes are brought about in the learners. (Tyler, 31, p.83.)

When organizing experiences into courses and programmes, Tyler³¹ suggests that three organising principles be followed. These are the principles of continuity, sequence and progression and integration. The first principle, that of continuity, refers to the 'vertical reiteration of major curriculum elements'; sequence, the second principle, refers to the idea that each successive experience should build on the preceding one; and progression and integration refers to the horizontal relationship of curriculum experiences which help the student to obtain a unified view of the course.

Other writers in the field of Social Work Education mention curriculum construction and hold similar approaches to Tyler. McKendrick¹³⁷ (1975) for example discussed criteria to be used in curriculum construction and suggested that three criteria should be followed in this regard. The first two criteria correspond to Tyler's first two, that is, firstly that the objectives of the professional education in social work should be taken into account; and secondly, that the aspirations, abilities and motivations of students are of importance.

The third factor mentioned by McKendrick,¹³⁷ is an important criterion not covered by Tyler's discussion. McKendrick suggested that the resources of the particular training centre, including manpower and methodology, university policies and practices, departmental structure and philosophy and geographical location of the educational centre, should be, in addition, considered.

Finally, a slightly different approach to curriculum construction is the systems approach mentioned in the foregoing section which was utilized by Kay Dea¹² in 1975. Dea described this approach as a

process of relating general objectives to relevant content areas and the specific instructional goals and strategies that will be used to teach the knowledge, skills and values within these content areas. (Dea, 12, p.7)

Dea¹² outlined a number of objectives with regard to curriculum building and, like the other writers discussed, stated that curriculum building must begin with a statement of educational

aims, and that the content, sequence and organization of the course should flow from these aims. Dea¹² viewed curriculum building as a continuous ongoing process which should be constantly reviewed in order to ascertain whether the individual courses, and the curricular units of their parts, relate to and support each other. According to Dea,¹² the basic curriculum framework should allow for flexibility in teaching methods and approaches and finally, and most importantly, Dea stated that there is no 'perfect' curriculum.

Following on from Dea's¹² final point mentioned here, Kendall's¹²⁷ view of the social work curriculum, in 1956, still holds true today:

The social work curriculum is after all only a curriculum. It is not a miracle drug, which when properly administered will cure the evils of society.... Let us strive constantly to improve our educational programs but let us also stand firm on what we already know from successful hard-won experience to be of tested value in our efforts to prepare qualified social workers for service to society. (Kendall 121, p.49)

CHAPTER 4 - THE TEACHING-LEARNING TRANSACTION IN SOCIAL WORK EDUCATION

4.1 The teacher in education for social work

The curriculum in social work education, however carefully selected, will be meaningless to the student unless the knowledge is imported in a meaningful way. That is, in terms of Tyler's³⁰ second question, *learning experiences must be carefully selected and imported if the student is to attain the objectives of professional education.* As Eileen Younghusband¹⁸⁹ stated

No one is in a more crucial position in relation to the whole development of the social work profession than the teachers of social work. It is primarily they who must transmit to the coming generation of students professional values, clarify the changing purpose of social work and much of the knowledge and way of working that underlies professional practice. (Younghusband, 189, p.25.)

Many writers in the field of social work education have attempted to describe the kind of person who should teach social work. Ruth Smalley¹⁶⁷ in a comprehensive statement, listed eight attributes which she believed were essential to the social work educator:

1. Social work teachers should be lively and interesting persons, able to 'use their whole rich selves within the discipline of a profession and through the profession's methods to accomplish the profession's purpose' (Smalley,¹⁶⁷ p.105).

2. The teacher should possess certain scholarly qualities such as intellectual curiosity and the motivation and discipline

to add continuously to his general knowledge as well as to knowledge of his own particular area of concentration.

3. The teacher must possess teaching skill and commitment to education. He must care about what he teaches and about whom and how he teaches. Teaching skill can be learned as long as the individual has this commitment to teaching.

4. The teacher should have the capacity for continuing self-development as a teacher and be ready to experiment with new teaching methods as well as using old methods that have proved their worth.

5. It is important that the teacher should have the capacity to function as a faculty member and work co-operatively with others who share his common purpose.

6. The teacher should identify with the social work profession.

7. He should have extensive and intensive knowledge of a core subject area or sequence.

8. Finally, Smalley stated that the social work educator should use generic principles of social work method in teaching.

Other writers enumerate similar desirable attributes in the social work teacher. Younghusband¹⁸⁹ for example, believed that the social work teacher should have secure roots in the profession, be committed to the aims of social work and should have an open and receptive mind to new ideas of theory and practice, as well as having a zest for his subject and for helping students to learn.

In similar vein, Perlman¹⁵⁶ stated that the teacher should possess knowledge of the subject matter and have a love for his subject, as a loving investment in the subject matter is contagious.

Having presented the attributes of a desirable social work teacher it is relevant to discuss the educator's role. In 1942 Reynolds,²³ in her early work concerned with learning and teaching in the practice of social work, identified some functions in the role of the teacher in social work education. She emphasised the reciprocity of learning between learner and teacher if there is to be real engagement in the learning process. The teacher should, therefore, diagnose what is happening to the learner, give the learner sufficient security in the learning situation so that he could risk trying the new, present the subject for mastery by the learner, release the energies of the learner so that he could move from preoccupation with self to ability to study the situation as it is, and, finally, the teacher should free his own energies as teacher from preoccupation with subject matter, after mastering the content to be taught in order to focus on the learner in relation to the content to be mastered.

Charlotte Towle,³⁰ in 1954, also defined the role of the teacher in social work education, and stressed that teachers of social work should set in operation a learning process that would continue for the student for his entire professional lifetime. It is therefore essential that the teacher in social work education understand the basic significance of behaviour in a learning

situation and for this reason Towle then gives an analysis of learning principles and behaviour as these give direction to the role of the teacher in the learning-teaching transaction.

In later years, contributors to Soffen's book entitled The Social Work Educator,²⁷ that is, Blackey, Hollis, Perlman, Smalley and Younghusband, came to two basic agreements with regard to the role of the teacher of social work. Firstly, that the teacher should be committed to a gaining knowledge, scholarship and to continue studying, and, secondly, that the teacher should be committed to engaging himself in on-going communication with the students and the 'joy' of assisting others to learn.

In 1969 Somers¹⁶⁹ stated that in the teaching-learning transaction, students and teachers should formulate and develop their own goals, both should retain control of their own intentions, purposes and actions and both should modify themselves and their behaviour in response to the response of the other. Somers¹⁶⁹ stated that

In social work education the teacher must carry the responsibility of forming goals that will ensure that the student acquires both substantive knowledge and a problem-formulation, problem-solving, problem-finding approach that leads to and supports continuing enquiry. At the same time, the teacher's openness to unanticipated goals of the individual students can become one of the exhilarating aspects of teaching. (Somers, 1969, p.84.)

Tropp,¹⁷⁹ in the same book as Somers, also stressed the complementarity of the roles of student and teacher. The student he stated, is presumed to be a receptive and motivated learner,

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and the teacher is presumed to be an informed and motivated illuminator, and both of these are active roles. The teacher is therefore not seen as a mediator between the student and the subject matter but as an active person who gives of himself, leads, inspires, demonstrates, stimulates and feels free to give his personal opinions.

In summary, the teacher is not a passive imparter of knowledge and from 1942 to the present day he has been seen as an active force in the learning-teaching transaction.

4.2 The student-teacher relationship

The qualities of the desirable teacher as well as the role of the teacher in social work education have been discussed, but the student-teacher relationship has been only briefly mentioned and will now be considered in some detail with the focus on changes in recent years.

During the sixties, the importance of providing a secure teaching-learning relationship was stressed. Perlman,¹⁵⁶ in 1968, stated that the teacher should love the learner, have belief in him and his abilities and derive pleasure from discovering how to enable him to learn and grow. Similarly, Mary Barker⁴⁴ (1970) described a secure relationship within a bounded educational environment allowing the student to explore and question with support and encouragement from the teaching staff. However, in the late sixties, as Abels³⁸ pointed out, students began seeking a new type of learning-teaching transaction with a demand to be

treated as mature individuals. Some social work educators too began, at this time, to question traditional teacher-student relationships, for example:

Cheestam⁶⁸ held the opinion that due to the pressures of life, it is not realistic to provide a 'bounded and secure' environment for the social work student as resilient teachers and students are needed who are willing to share their ideas and uncertainties, but she nevertheless stressed that the educational environment should be a caring one.

Similarly, the contributors to the 1971 Journal of Social Work Education (White Main,¹⁸² Horowitz¹⁰⁹) noted the desire of students for changes in the traditional student-teacher relationship and they stressed the importance of allowing the student to participate actively in the educational process. In addition, they stated that students should be encouraged to question traditional concepts and critically appraise the body of knowledge presented to them.

Moore,¹⁴⁰ in the same year, wrote an article for the Social Work Education Reporter stating that teachers should guard against being mere knowledge machines intent on high pressure transmission of course content but should

provide a climate that bears some resemblance to the world out there, one which gives the student sufficient shelter to reflect upon their work, but not so much shelter as to preclude their feeling the time squeeze and the insecurity of unanswered questions. (Moore 140, p.46)

In 1974, Thomas and Morrison¹⁷⁸ expressed their belief that traditional student-teacher relationships were no longer adequate, and that meaningful interaction between teacher and student on a far more personal level was needed. They felt that the educator should express real feelings, disclose certain aspects of self and respond as a real person in a real situation. They perceived the social work educator as a facilitator with the responsibility to help the student to develop to his fullest potential and capabilities. They stated:

It is our thesis that this potentiality can best be developed through a relationship fostering openness, honesty, authentic presentation of feelings and feedback. (Thomas and Morrison, 1978, p.24.)

Finally, in 1975, Man Kung Ho¹⁰⁷ referred to the elimination of the 'traditional academic caste system' and stated that due to the rapid changes in our social system and in student attitudes, a more egalitarian relationship between teacher and student was appropriate.

In considering the role of the teacher in social work education and the relationship between teacher and student, it is of great importance to define the social characteristics of the student population being taught.

The literature regarding these aspects of social work education appears in general to be referring to the post-graduate or Master's student of social work, who is generally older and more mature than his South African counterpart. The egalitarian relationship described may therefore not be suited to the average

first year South African student who may still need the relationship described by Mary Barker⁴⁴ as bounded and secure, particularly in his first year of study.

4.3 Teaching media

The teacher is of great importance in the learning process, as is the content of this process, but another aspect of the teaching process that is of importance, but which has not been extensively mentioned in the literature concerned with social work education, is the use of different methods and media of instruction. These will be considered in turn, beginning with a discussion of media of teaching.

Paul Abels³⁸ described media as

Extensions of the teacher ... tools which can be used as educative devices for transmitting information among people and for exposing students to planned learning experiences. (Abels, 38, p.59.)

Teaching media are technological aids to learning, generally of an audio-visual nature, and have been extensively developed in recent years for a number of reasons. Some reasons for the development of new ways of teaching include the fact that social and economic changes have made new demands on education; in addition, changes in educational thinking have occurred, populations have increased leading to relative teacher shortages and the need for greater efficiency, and there is a desire to make best use of the information explosion. Additionally there have been advances in technology so that learning today is learner-centred and no longer

teacher-based, and, finally, learning aids are available as useful teaching resources.

Edgar Dale,¹¹ in 1969, listed a number of purposes for which audio-visual aids may be used:

1. Audio-visual aids can promote an atmosphere of mutual understanding in the classroom.
2. These media of instructional communication can bring about significant changes in student behaviour.
3. They can link the subject matter under consideration to the needs and interests of the learners, leading to greater motivation for learning.
4. They can bring freshness and variety to the learning experience.
5. These aids may give the learner meaningful experiences from which he can discover abstract concepts.
6. These aids can provide feedback that will assist the learner in assessing how well he has learned.
7. Audio-visual aids may serve to widen the range of student experiences and allow for imaginative involvement in important situations.
8. Finally, these learning aids can assist the student in achieving the order and clarity of thought that he will need if he is to form conceptual structures and establish a meaningful system of ideas.

There are several different types of audio-visual media

available, some of which will be discussed briefly. Media, according to Pohek,¹⁵⁹ can be described as non-projected, projected, auditory or action media:

4.3.1 Non-projected media

Some examples of non-projected media include books, articles, pamphlets, teaching records, charts, graphs, diagrams, maps and still pictures. These types of media offer possibilities for giving visual embodiment to ideas.

4.3.2 Projected media

According to Pohek¹⁵⁹

All media in this group have a common element in that they consist of visual materials projected on some form of viewing screen by optical or electronic means. (Pohek, 159, p.14)

They may or may not be accompanied by electronically transmitted or recorded sound. Some examples of this type of medium include films, video tapes, television and transparencies for overhead projection.

(a) Films: Films present an abstract version of the real event, allowing the viewer to become imaginatively involved in selected situations. Andrew Wright states that films are highly motivational and can provide the nearest substitute for real life as they have the possibility of realistic image, colour, movement, time and sound. In addition, films allow the teacher to be selective in subject matter and to provide the learner with experiences which would possibly otherwise be

geographically impossible or financially prohibitive. Thornton and Brown²⁸ add further that films have the advantages of durability; they are available in a great range of titles and subjects; they can be rented at a low cost or purchased; and they require little technical skill or expensive equipment in order to use them.

(b) Transparencies for overhead projection: These transparencies, according to Thornton and Brown,²⁸ are highly effective and widely used media and provide an especially simple and economical means of improving instruction. When using the transparencies the instructor faces the class while a sheet of transparent acetate containing printed, written or drawn material - which may be commercially or locally obtained - is placed on the illuminated platform of the projector. The image is then projected on to a screen behind the instructor who is, therefore, able to maintain eye contact with the class and read the projected material simultaneously. The teacher is able to point to various details or underline important points without looking at the screen or leaving his seat by the projector. The lens is of a mirror-arrangement type in the projector which allows for the production of a bright projected image on the screen in a room with no darkening. The overhead projector produces a static image, but it is possible to illustrate changing relationships by means of the overlay of further transparencies.

(c) Closed-circuit television: Televised material

is used in some universities, particularly by teachers who are teaching large classes, or by the teacher who is presenting a series of lectures to classroom groups of normal size (Pohek).¹⁵⁹ The instructor is then able to use class time for discussion with the students and make possible a more effective transfer of learning.

4.3.3 Auditory media

Examples of auditory media include records, radio transmissions and audio tapes. The latter can be pre-recorded and obtained from various sources, or the teacher or social agency can record these tapes to fulfil a particular agency purpose.

4.3.4 Action media

This refers to

a variety of teaching media, all involving a high degree of direct and active participation by the learners. Some examples of these media are - simulation and gaming, role playing, observation, programmed instruction, computer-assisted instruction and the use of action slides. (Pohek, 159, p.18.)

Role playing requires special attention as this is the most commonly used medium in this category. The aim of role playing is to develop a situation and present it to the class who are able to test out, in a safe setting, ways of dealing with the situation. The student is able to analyse the situation in detail, present alternative courses of action and possibly prepare for meeting future similar situations. In addition, members of the class are enabled to gain insight into the behaviour of others and understanding of viewpoints perhaps dissimilar from their own,

through participation and involvement. The teacher is aided in guiding emotional expression, helping the student increase his spontaneity and encouraging creative interaction.

Writers generally agree that role play should be time limited to approximately 10 - 15 minutes, that it should be spontaneous and that the teacher should assume full control of the situation so that the students are in no danger of exposing themselves in ways that may be destructive or embarrassing.

Simulation and gaming exercises may be used to approximate real life situations and can be used to allow the student to duplicate factors 'appropriate to the experiences and environment of people who may come into contact with social workers' (Abels, ³⁸ p.67.) The main value of simulation appears to be its ability to increase the student's interest motivation and participation and, like role playing, the ability to test out in controlled situations certain actions and their possible repercussions.

4.4 Selection of the appropriate technological aid or teaching aid

Pohek¹⁵⁹ and Abels³⁸ both state that selection of the specific media to be used in the classroom depends on the specific educational objectives established for each aspect of the curriculum, and the particular kinds of learning experiences each teacher believes will best enable students to learn what is being taught. It is important that the teacher selects media best suited to his own teaching needs and has a reasonable degree of specialized skill in order to assess

the suitability of the media. Here the teacher should consider whether the material gives a true picture of the ideas he presents, whether the materials contribute meaningfully to the topic under discussion, whether the material is appropriate for the age, intelligence and experience of the learner, and whether the physical condition of the material is satisfactory.

In conclusion it is apparent that carefully planned and well used media have an important role to play in teaching virtually all subject matter from the simplest to the most abstract. Teachers should, therefore, familiarise themselves with available media and acquire skill in their selection and use. Social work teachers particularly seem to have a special opportunity to use productively a wide range of teaching media, both illustratively and as an aid to concept formation.

4.5 Teaching methods

In addition to selecting the relevant media to be used in the learning situation, the teacher must select the appropriate method through which he is to communicate knowledge to the student. Teaching methods refer to the way in which the student group is taught, that is, whether the student is to be instructed through the medium of the formal lecture or by other means.

(a) The lecture: The lecture has been defined by Perlman¹⁵⁵

as

a process of verbal communication between one person and a group or ensembles of others where the responsibility for that communication is carried and discharged by the one. (Perlman, 155, p. 99)

The lecture has been for some years regarded disfavouredly but most writers appeared to agree that the way in which the lecture is handled by the teacher is of great importance in determining its value. Thus Perlman¹⁵⁵ stated that a lecture could, on the one hand, consist of a monotonous reading of a written page but, on the other hand, a lecture could also comprise a spontaneous delivery of information or ideas. Abels³⁸ too believed that if the lecture was conducted correctly it could leave a great deal of room for the student to fill in material, but that it could be used oppressively and if the speaker conveyed too much information the students might 'tune out'.

Thornton and Brown²⁹ supported these viewpoints and stated that the value of the formal lecture 'depends more upon the special abilities and qualifications of the individual who develops and delivers it than upon the advantages or disadvantages inherent in the method itself' (Thornton and Brown, 29, p.84).

Writers agree that the lecture should never be used as the sole method of instruction but as an auxiliary or supplementary method. It is useful for imparting factual information required for later group discussions, to interpret reading the student has done alone, and to organise and structure acquired knowledge.

(b) The use of the discussion group in teaching and learning:

Discussion is usually conducted in small groups specially constituted for that purpose, although discussion can take place during plenary sessions with the large group. Here, discussion will refer to the

small group generally comprised of five to fifteen people and constituted to meet at least once a week for the purpose of discussing relevant knowledge. According to Somers,¹⁶⁸ the small group is able to facilitate individual learning in a number of important ways including:

1. The provision of an atmosphere of security in which the individual is able to feel comfortable and open himself to learning.
2. The suitability of the small group as a forum in which the individual can test his problem solving abilities.
3. In the small group, understanding, support and interdependence of the learners are maximised and used, instead of dependence aspects alone.
4. A cohesive group provides effective support for the learner in encounters with anxiety provoking aspects of learning.

Bertha Reynolds²³ (1942) stated that students in the group could come with ideas to help each other learn, help the teacher learn, as well as telling the teacher what they believed was relevant for them to learn.

With regard to the teachers working with small groups, Reynolds²³ stated that

The leaders learning how to guide group discussion corresponds to the process of learning any other new art or skill. A growing ability to understand and control oneself in it comes best thru. focusing attention on the group and its needs rather than on the self with its fears. (Reynolds, 23, p.135.)

Somers¹⁶⁸ stressed that the leader should make use of the structure and dynamics of the group in order to facilitate learning. In addition, the leader should have some knowledge of group processes such as the initial testing out by the learners of the teacher and fellow group members, and the awareness that negative feelings such as ambivalence and resistance may occur in the group.

In order that both lectures and discussion group content be meaningful to the student, it is important that background reading to supplement these teaching methods is done by the students. In addition, teaching-learning 'aids' which are used conjointly with lectures and discussion groups to enhance effective transmission of knowledge, should include projects, essays and reports. Through these aids the student is able to express the content he has learnt, thereby giving the teacher some method of evaluating the extent to which his teaching has been effective.

It is apparent that both methods of instruction discussed should be used by the teacher and that the methods are complementary as, in order to conduct a meaningful discussion the learners need to be aware of relevant knowledge pertaining to the section under consideration and in order to clarify this knowledge and ensure that class members have adequate understanding of the topic under consideration, discussion groups are essential.

In conclusion, when considering both methods and media, Wright³⁷ states

"Methods and media are interdependent in a learning system, and the problem for the designer is to relate the two so that one reinforces the other. He must not only decide the exact purpose of the information to be conveyed or of the action the learner is desired to take; he must also settle upon the methods of communication ... and finally he must select the medium or media most appropriate to the method."
(Wright, 37, p.25.)

CHAPTER 5 - THE ADMISSIONS PROCESS IN SOCIAL WORK EDUCATION

In this chapter, an attempt will be made to answer Ralph Tyler's³⁰ third question raised in Chapter 2 with regard to social work education. The question referred to is, how the social work educator should proceed to select a student body capable of attaining the high goals of a profession and educable in terms of the educational opportunities provided by the professional school.

In order to attempt to respond to this question, the following chapter contains a discussion of the reasons for selecting students for social work, the criteria social work educators consider when selecting students, the question of whether teachers select for social work education or for social work practice, and current procedures used by training centres when selecting students.

5.1 Is it necessary to select students for social work?

This is an important question and merits some consideration in view of the fact that in South Africa today, only a small number of training centres have instituted a process of selection for first year social work students. According to McKendrick,¹³⁷ (1975), this is because firstly, some universities may not have a great enough number of applicants to the social work course to warrant the use of selection procedures; secondly, in some communities, manpower requirements may be such that any applicant who fulfils minimal educational requirements, cannot be rejected for training;

and finally, some educationalists consider that many different types of people can be trained as social workers and that reliable selection procedures which will exclude people totally unsuited to training, have not yet been devised.

In view of these points, is it necessary to select students for social work? To find evidence in support of the use of selection procedures by teachers of social work, literature from the United States of America and Britain may be consulted. In these countries and many other countries in the world, some type of selection procedure is, and for some years has been, routinely applied to candidates seeking admission to social work courses at most training institutions. Thus The World Guide to Social Work Education²⁵ lists seventy-nine Schools of Social Work in sixty-five countries which, as one of the qualifying standards for membership in the International Association of Schools of Social Work, select students 'on the basis of defined admissions requirements related to the academic standard of the program and the suitability of the applicant for social work' (25p.ix). This is due to the fact that firstly, there are a larger number of applicants than available educational resources in many countries; and secondly, because many educational institutions believe that students with real potential for social work are the only students who should be permitted to enter training, in view of the costs of staff and other expenditure involved in the educational process, as well as in the light of the importance of maintaining high standards of service.

In support of selection for social work training Kidneigh¹²⁴ (1962) stated that social work education should use methods of selection to bring those best suited for social work into the profession, while Mary Ella Robertson¹⁶² (1967) believed that selection was important in order to maintain high standards and eliminate potentially unsuccessful students from entering the course in the place of a student who may have proved successful. Sarnat¹⁶⁴ in 1968, posed this question:

To what extent could a more effective admission process spare applicants probably failure through refusing them admission while discerning with equal perspicacity those with real potential for learning?

In 1974, Daily⁶⁸ stated that it is through the admissions process that social work education can be attentive to the matter of quality control, a viewpoint supported by McKendrick¹³⁷ (1975) who believed that unless training centres had admission procedures designed to admit, as far as possible, those with apparent potential for social work, persons unsuited for social work training may either 'self select' themselves out of the course, a costly process in terms of time and educational resources, or such students may express feelings of unhappiness and dissatisfaction and disrupt the studies of fellow students. A final important reason for the institution of selection procedures at training centres, mentioned by McKendrick,¹³⁷ is that without such procedures, classes may grow unmanageably large and personal contact with teachers, an important constituent in the social work educational process, may be reduced.

It can be argued that for the reasons outlined here, some type of admissions procedure should be implemented for social work students and the questions of 'who to select' as well as 'how to select' should be fully explored.

5.2 Selection criteria - a consideration of desirable characteristics in applicants

Selection is defined in Webster's Dictionary³⁵ as 'the process of choosing an individual from a number or group of individuals by some distinguishing feature or features', and it is therefore appropriate to give some attention to these distinguishing features, in the case of social work students. Indeed, the majority of writers concerned with selection have given some attention to the attributes which they believe applicants to the social work training programme should possess. Such writers consider that the applicants should have certain actual, or potential, traits, which may be further developed through training. As both the profession of social work and social work education have to be responsive to changing social conditions, it is to be expected that some of the selection criteria for admission to courses of social work training will change over the years so as to reflect the current emphases and preoccupations of the profession. These desirable attributes will be briefly and chronologically reviewed, as outlined in the literature.

In an early analysis, Towle³⁰ (1954) listed a number of characteristics which she saw as desirable in the applicant for

social work. These included the capacity to think objectively in situations which involve one emotionally; the ability to empathize with others; the ability to subordinate immediate to remote goals; sufficient confidence to cope with feelings of anxiety; the ability to form relationships, and a sense of vocation.

In 1962, Kidneigh¹²⁴ outlined the characteristics, some of which in his view, the applicant should possess. He stated that the applicant should be self-critical; capable of conceptualization; be able to work with communities; be able to provide adequate social work treatment devices; and have the intellectual ability to create, organize and conceptualize social work knowledge. These desirable characteristics were presented to delegates at the Second National Workshop on Admissions⁹ and at the end of the conference the workshop delegates formulated a further list of desired characteristics. In addition to those mentioned by Kidneigh, delegates considered that applicants should be in possession of the ability to identify with the profession; the ability to respond to instructions in a responsible way; the ability to learn from experience; emotional stability; emotional maturity commensurate with their age and experience; and should be motivated to serve mankind.

In 1967, in South Africa, Annette Mulier¹⁹³ listed the qualities which she saw as important when selecting students for social work. These qualities included appropriate motivation;

the ability to identify with the profession; intellectual ability; the ability to handle authority; the ability to understand and help others without becoming emotionally involved in the helping process to the detriment of the person in need of help; the ability to grow and change; the ability to be original and constructively critical; and the possession of a spirit of scientific enquiry.

It is apparent therefore that writers were in general agreement with regard to certain essential qualities which they believed the applicant should show. These qualities mentioned by all the writers discussed, were, that the applicant should be intellectually able to cope with the course; he should be appropriately motivated for social work; he should be able to form helping relationships; he should be self-aware and self-critical; and that he should be able to grow and change.

Towards the end of the 1960's, in addition to these attributes mentioned, and in response to the focus on the social change of the time, many writers expressed the view that the applicant should possess a sense of social responsibility.

Aptekar⁴¹ (1966) stated therefore that students should be selected in terms of their capacity for a more than average conviction about the need in today's society for socially responsible attitudes. Similarly, Hess and Williams¹⁰³ believed that with the increased focus on social change, selectors should seek creative and assertive individuals for the profession.

Wickham¹⁸³ (1974) too was of the opinion that students in order to be selected, should show some commitment to effecting change at the individual, group or community level.

In 1975, McKendrick¹³⁷ administered a schedule to social work educators in South Africa, and one of the questions to which they responded concerned characteristics which social work educators considered desirable in candidates for social work training. The most common characteristics mentioned by these educators were, in order of their frequency:

1. 'helpful intent' (that is, the wish to be of service to people)
2. the ability to think clearly and logically
3. a genuine interest in people
4. the absence of 'personality problems' that would interfere with social work training or practice
5. the wish to make constructive contributions to people and society
6. the possession of stamina, energy or staying power.

It is clearly apparent that social work educators have definite ideas with regard to the qualities that they consider desirable in potential social work students and that there is general consensus in this regard.

5.3 Are social work educators selecting for education or for practice?

Before discussing the procedures involved in selecting students for

social work training, an important point should be clarified. Namely, whether social work educators are in fact selecting students for social work education or for subsequent social work practice.

According to Dailey⁶⁸

the admissions process in Schools of Social Work is directed at selecting the most qualified candidate for social work education and those who appear to have the most potential to become competent practitioners. (Dailey 68, p.13)

At the same time, Dailey⁶⁸ points out that many writers feel that it is beyond the capacity of teaching staff and administrative procedures to predict potential for competent social work practice, and that the admissions process should therefore, be aimed at evaluating the applicant's potential for success in the coming educational programme and not for 'tomorrow's practice'.

Deutschberger⁷² agrees with this viewpoint and states that the admissions committee is too small and inappropriate an arena to bring professional education and professional practice together. In addition, Deutschberger points out that there is no evidence to prove the correlation between the degree of success that a student achieves during the under-graduate programme, and his judged level of achievement after graduation. Dailey⁶⁸ supports this statement by pointing out that there is little scientific evidence documenting the relationship between educational experiences and practice requirements, and in addition, that educational objectives and practice may in fact, differ in certain respects.

It is apparent therefore that if selectors are to select

effectively, they must have clarity with regard to the purposes of their selection procedures. Are they in fact selecting students who will successfully complete the social work training programme, in which case the academic ability of the student and his intellectual capacity to succeed in social work education is of as much importance as personality factors and suitability for social work? Or, on the other hand, is the goal of selection to select students on the basis of potential for success in future practice, in which case personality factors such as maturity and emotional stability assume greater importance than the intellectual ability to pass examinations? In other words, selection procedures will attach great weight to past academic achievements if predicting potential for success in future academic endeavours on the one hand, while on the other, personality factors will be heavily stressed.

It is in the light of their perceptions of what they are in fact selecting for, that selection procedures must be formulated by those in charge of admissions, and selectors should state clearly what their intentions are in this regard.

Dailey⁶⁸ does point out that selection can be seen in terms of both potential for success in the training programme and in future practice if educational and practice objectives are similar and if, through evaluation of performance in field work and classwork, some indication of the individuals' performances in practice could be assessed. In that case, selectors could state that their aim is to select students who indicate that they possess

certain characteristics desirable for social work education and that through training, these characteristics may be further developed thereby producing successful social work practitioners.

5.4 Selection procedures

As there is to date no firm scientific evidence supporting the view that successful performance in the social work educational process is correlated with success in social work practice, this discussion is focused on selecting for performance in the social work educational process only, unless otherwise stated.

Edwards⁷⁶ (1970) points out that it is of great importance to decide how to recognize people who have the required attributes for success in social work education and to devise means or procedures by which to make such admissions decisions.

According to Hapworth¹⁰¹ patterns of selection vary among schools of social work, but admissions decisions are generally reached by rating applicants on various criteria which have been discussed by the faculty of the schools concerned and considered to be valid predictors of student performance. In general, applicants who obtain high overall ratings on these criteria are then admitted to the school, while those whose ratings are low, are generally rejected.

The principal sources of information which are considered when assigning ratings on the criteria chosen by a particular school of social work include:

a) the selection interview, including written materials such as application forms, which generally yield factual information only, post academic records, letters of reference and an essay or statement written by the applicant stating reasons for wishing to undertake professional social work education;

b) batteries of psychological tests including attitude tests, intelligence tests, aptitude tests and personality tests. These selection procedures will now be discussed in greater detail.

5.4.1 The selection interview in social work education

This commonly used procedure has been the centre of a great deal of discussion in recent years, as some social work educators believe that it is time consuming and costly in terms of both economic and human resources, and that alternative methods of selection should therefore be explored.

One of the first and much quoted selection studies in social work education was carried out by Sidney Berengarten and Irene Kerrigan³ at the Columbia School of Social Work in 1947. Using the interview as their selection tool, Berengarten and Kerrigan conducted a long term pilot study with the aims of identifying the precise personality traits required for social work practice, and determining the nature of the content and interviewing techniques which would be most likely to reveal the suitability for social work practice, of applicants to the course. Their final aim was to determine the validity of predictive factors developed for interviewing by comparing the interview assessments with the actual

achievements of the candidates in fieldwork and job placements. Therefore, in the light of the previous discussion regarding the aims of selection, Berengarten and Kerrigan clearly stated that their aim was to select students for social work practice, and that an evaluation of the success of their selection procedures would be made by comparing interview predictions with later job performance and field work placements.

Between April of 1947 and August of 1949, 423 people were interviewed for admission to the School of Social Work. All the subjects used in the first three months of the study were first quarter students who had already been accepted for the social work course and were therefore less likely to be anxious during the interviewing process than the new applicant. At the end of three months, the candidates applying for admission to social work were interviewed in addition.

The ability of the applicant to establish relationships was tested by assigning each participant in the study to three interviews with three different people, both male and female, in order to determine the ability of the interviewee to relate to both sexes. One interview was conducted each day and the interviewers did not share results of the interviews until the conclusion of the interviewing period, to avoid the possibility of affecting subsequent judgements. No additional material was used by the interviewer in making a prognosis with regard to the applicants' success in social work practice.

The authors believed that the aim of the interview in the selection process was two-fold. Firstly, to provide the School with some means of understanding the candidate as a person; and secondly, to enable the interviewee to clarify his vocational objectives for himself. The interview was in their opinion

... a pretesting of professional growth and learning. It provides an opportunity for the candidate to understand what social work training involves and what will be expected of him, and may help him to decide whether this is what he wants, without him having to expect later failure. For the interviewer, exploration within a personal social context leads to an understanding of various facets of the candidate's personality such as motivation, psychological and social identification, learning patterns, capacity to change and grow, adaptive mechanisms, capacity to relate to others and social consciousness. (Berengarten and Kerrigan, 3, p.2.)

The interviewing method adopted by interviewers was described

as

a free flowing discussion in which the candidate is encouraged to express his ideas and feelings spontaneously rather than present the facts of his life in an orderly fashion. (Berengarten and Kerrigan, 3, p.36.)

After the completion of the interview, the interviewer rated the applicant on a pre-designed form constructed to reflect attributes such as warmth and responsiveness, sensitivity, intellectual capacity, maturity of thought, judgement and discrimination, objectivity, psychological awareness particularly self insight, and finally, empathy. In addition, an assessment statement was compiled, attempting to evaluate the subject's personality pattern, including his ability to establish object-world relationships, his capacity for insight and his motivation

for selecting social work. Finally, his potential for growth and change was rated on a ten-point scale.

If the candidate scored a rating of five or under, he was considered to be unsuitable for social work practice; someone with a rating of six was believed to be mediocre or doubtful; a rating of seven was considered to be average; a rating of eight was held to be above average while nine was seen as superior and a rating of ten was considered top grade.

During the initial period, or first three months of the study, the subject's final rating was calculated by averaging the ratings submitted by the three interviewers, but in the latter stage of the study, the three interviewers conferred as a unit to discuss each candidate.

In order to evaluate the effectiveness of the admissions interview, the original ratings allocated to the students were compared with fieldwork scores calculated for each student by field work advisors. In addition, after completion of the social work course in 1949, the job performance of all graduates in the study was given a score which was then compared with the original rating. The researchers found some significant conclusions between certain personality patterns presented by the interviewees and their degree of success or failure in their social work course and later job performance. The researchers concluded that the very fact that it is a primary social work technique makes the interview a potentially enlightening admissions tool, both for the school and

for the candidate. The admissions interview represents professional social work to the candidate and his identification with professional social work, either positive or negative, may begin in the interview. This occurs through an experiential process, not through intellectualized explanation.

Berengarten and Kerrigan's extensive study was a landmark in the use of selection interviews in the social work admissions procedure, and it was not until the 1970's that the conclusions regarding the usefulness of the interview in selection were challenged in any significant way.

Indeed, until the late 1960's little research into selection procedures was conducted in social work, although the topic was discussed by Admission Workshop⁹ in 1962. During the late 1960's and during the 1970's a large number of research studies into the use of the interview as an admissions tool were undertaken. Some of this research will be chronologically presented and discussed.

In 1970 Elizabeth Edwards⁷⁶ conducted a research study to evaluate the use of the selection interview in professional social work education.

Edwards took a broader view of the purpose of an admissions interview than Berengarten and Kerrigan, and believed that the admissions interview provided the applicant with the opportunity to arrive at an informed choice concerning the course to which he wished to be admitted as well as providing the school and applicant with the chance to commence the educational process which would

continue after registration. However, she also stated that as the interview was time-consuming and costly, a study should be conducted to provide some objective information in order that those responsible for selection could make a policy decision concerning its continued use.

Edwards clearly stated that the focus in her study was on success in social work education, and that attributes associated with success in the educational process were of importance to the selectors. It was in her view, therefore, necessary before commencing the selection process, to define the goals of selection and, for this reason, determine the attributes sought in applicants to the course. Before the effectiveness of the interview as an instrument of selection could be assessed, it was, she believed, important to identify characteristics of a desirable social work student, and to construct a research instrument on which judgements regarding the extent to which these attributes were present in the applicant, could be recorded. The desirable applicant was, according to Edwards, one who was most likely to complete a course in social work education.

An eighteen-item rating scale was used in the study. The first group of items on the scale was designed to elicit the student's interest in social work and his desire to become a social worker; the second group of items measured the extent to which the applicant's basic mental and physical health measured up to the demands of the course; and the third group of items was

concerned with the applicant's ability to function in a specific manner, such as his capacity to change, his capacity to be self-critical and his capacity to function in a social work situation. These ratings were recorded along a five-point scale where the highest scores indicated superior candidates, and the lowest scores described candidates unlikely to be considered acceptable. In addition, each applicant was given an overall rating. To test the effectiveness of the interview as a selection tool, written materials, including detailed application forms, officially confirmed academic records, references and statements describing the student's reasons for wishing to undertake professional social work education were required from each candidate, and used to obtain judgements for the candidates in addition to ratings given during interviews. The study was therefore implemented in two stages in order to determine whether ratings made after the study of written materials compared with ratings made after an interview with the candidate. In the first stage, ratings were based on written materials only. If ratings changed after an interview, in the second stage of the study it would be determined whether these changed ratings had a greater effect on admissions decisions than those based on written materials. Before the research project commenced, Edwards decided that when any item in the schedule predicted admissions decisions more accurately when based on the interview, rather than the written materials, the interview would be accepted as the effective interviewing device.

Four schools of social work participated in the study - two State schools and two private universities. The number of students enrolled in the course in relation to the net number of students considered for admission, was the same for all four colleges.

The applicants were randomly assigned to one of the two research procedures used in the study.

Firstly, a schedule for each applicant was completed using written materials seven days before the interviews were to be conducted. The subjects were then randomly assigned to one of the two research procedures used in the study. The subjects who were assigned to the first research procedure, were rated on the basis of the same written materials once again, for a second time. The subjects assigned to the second research procedure participated in an interview and received their second rating on the basis of that interview. Therefore, the only difference between the two research groups was that one group was interviewed and the other group was not interviewed.

Edwards found that rating decisions on various items in the schedule after the interviews had been conducted (procedure two), were not found to predict admissions on any of these items more accurately than ratings made on the basis of the written materials alone (procedure one). In addition, it was found that for each item associated with success in completing a professional degree, the rating of judges changed more often after interviews were held with the subjects (procedure two) than with subjects whose written material was evaluated twice (procedure one).

Edwards therefore concluded that the interview could not be accepted as an effective instrument of selection for any item on her schedule and on the basis of this evidence, the use of the interview as a means of arriving at admissions decisions could not be recommended. The schools participating in the study found, however, that in the case of applicants about whom the judges found it difficult to reach a decision, the interview served a purpose in the selection process. In addition, they found that the written information came from many diverse sources, whereas the interviews in this project lasted for one hour, were unstructured and due to lack of time, could focus on assessing only one or two attributes associated with success in social work education, and not on other equally important attributes. Finally, the skill of the interviewers varied from school to school and the judgements based on written materials, therefore, appeared to be more rational and objective.

As a result of these findings Edwards⁷⁶ recommended:

1. Admission interviews should be used selectively and not routinely.
2. Before admissions decisions are made, the attributes considered by the school to be important for successful performance should be defined and an instrument to measure them should then be constructed.
3. Two faculty members could then examine the written materials submitted by the applicant and they could then record

their judgements. If they agreed to accept or reject an applicant, an admissions decision could be made immediately. If, however, they disagreed an interview focusing on the items over which there was disagreement, should be held.

The limitations mentioned by Edwards with regard to interviewing in this study, that is, for example, lack of interviewer reliability, and unfocused and unstructured interviews, raise doubts as to whether it is possible to conclude decisively for her research findings, that interviews are not effective admissions procedures.

A similar study which evaluated the use of the interview, and studied alternative admissions procedures, was conducted by Jean E. Moore and Gordon Welty in 1970.¹³⁹

Their study took place at Temple University in North Philadelphia. The subjects in the study were under-graduate students who were participating in the New Career Leaders in Social Welfare (N.C.L.S.W.) programme. This was a programme designed to admit members of an academically disadvantaged community to the University for a professional social work education.

In order for the applicant to be admitted, the admissions committee required that the following criteria be fulfilled:

1. The applicant should be in possession of a high school graduate diploma or general equivalent diploma (G.E.D.).
2. The applicant should reside in the state of Pennsylvania.
3. The applicant should show some interest in the field of human services and should preferably have had either paid or volunteer experience in this field.

As the programme related to the selection of students for the field of social welfare, the researchers developed criteria which dealt with areas considered important for this field as it existed at the time and with some projection of what the field might need in the years to come. This study therefore focused on selecting students for social work practice.

Initially, the admissions committee used a basic data sheet to obtain factual material, and after this a face-to-face interview was conducted with each applicant to assess his potential for social work practice.

Moore and Welty found the interview to be extremely costly in terms of staff time and therefore considered alternative selection procedures.

Prior to their interview, each applicant was required to submit personal information to the project leaders. This information was referred to as the admissions package, and a completed package contained a high school transcript, a high school diploma or general equivalent diploma test certificate, a completed Temple University admissions form, a New Careers Leaders in Social Welfare programme admissions form and three letters of reference. The social workers on the N.C.L.S.W. staff decided to carefully read the applicant's package and on the basis of information obtained from the reading, the admissions committee would decide 'to interview' an applicant or 'not to interview' an applicant. This would result in a screening process, and a limited number of applicants would be interviewed only. The subjectivity inherent

in this reading approach would be limited by the use of two independent readers. Each reader was provided with a form, and after they had read the materials they were required to answer a number of questions. Firstly, they were required to note whether the application package was complete (that is, were the application form, the Temple University application form, three letters of reference, the high school diploma and/or the G.E.D. test results and the high school transcript in the package). Secondly, they were required to carefully assess the application form and note whether the applicant's written comments indicated his interest and motivation for the programme and whether his previous experience in the human services was of a satisfactory standard. Thirdly, the references were closely examined, and fourthly, the applicant's past academic record was assessed. The readers then made one of three admissions decisions:

1. The applicant could be admitted to the programme.
2. The applicant could be referred elsewhere.
3. The applicant could be interviewed.

After all the readings were completed all the applicants to the course were interviewed by interviewers who had no knowledge of the results of the readings. It was therefore possible to compare the two admissions mechanisms - of package reading and interviewing - as the same applicants were subjected to both of these procedures.

The results obtained in the study showed that there was a strong tendency for the readers' judgements of 'interview' to be

associated with the judgements of the interviewers to 'accept' the candidate. Similarly, the judgements by at least one reader of 'do not interview' appeared to be associated with the interviewers' judgement of 'reject'.

In 1970 Moore and Welty selected students on the basis of package readings alone, and at the end of the year they compared the mean scores of the students on a test performance, with the mean scores of the 1969 class on a test performance (this class had participated in interviews) and they found the mean scores to be the same. They therefore abandoned interviewing and used package reading alone in subsequent years.

By 1975 no clear decisions with regard to the predictive value of the selection interview had been reached as evidenced by the comment made by June Ellis:⁷⁸

Given the present state of research with very diverse and even contradictory findings, it is not possible to come to an informed decision either way about the predictive value of the interview. Not only is work based on disparate samples with interviewers at different levels of competence, and with a variety of aims, but the amount of information available in advance of the interview has varied from none at all to a great deal, and the length of the interview has ranged from as little as three minutes to as much as two hours. (Ellis, 78, pp.140-141.)

Ellis⁷⁸ therefore conducted a study into the use of the interview in selection and like the Edwards study and the Moore and Welty study, she decided to use written materials as a comparative selection procedure. Ellis conducted the study at the University of Birmingham in 1974 where applicants were

interviewed for a one year Diploma course in Social Work. The research team was comprised of members of staff and field work staff who read all the applications as they arrived and decided on the basis of the application forms whether to:

1. Offer a place to the applicant without an interview.
2. Reject an applicant without an interview.
3. Interview the applicant because it was not possible to make a clear decision either way.

The applications were read by two team members who made independent assessments. If the assessors were not in agreement a third team member read the application and made an independent assessment. If there was still disagreement between team members, the applicant was interviewed.

There were 126 applicants for the sixty places available at the University. Twenty-nine applicants were offered a place without an interview; thirty-three applicants were rejected without an interview; and fifty-eight applicants were interviewed. A control group for the experiment was formed by holding interviews conducted by colleagues in the social work department who did not know the results of the research team's assessments. They interviewed the first and third applicant on each list (that is, the 'accept', 'reject' or 'interview' lists). Ellis recorded the following findings:

1. With regard to decisions to offer places on the course to applicants, there was complete agreement between the two

teams of assessors. Therefore all candidates who would be accepted on the course on the basis of written information alone, were also accepted after an interview.

2. With regard to decisions to reject applicants, there was close but not exact correspondence between the two teams of assessors. In one case, where the researchers would have rejected the candidate on the basis of written information, the interviewers recommended that an offer of a place be made. As the research team had decided prior to the research project to act on the basis of the interview decision in the case of such discrepancies arising, the applicant was accepted and managed to complete the course with a great deal of difficulty.

3. With regard to the third category, that is, where no clear decision to accept or reject an applicant could be reached, the research team was asked to indicate on a balance whether they would recommend that the applicant be accepted or rejected. These recommendations were then compared with decisions reached after interviewing these applicants, and it was found that there was agreement between the readers' decisions and the interviewers' decisions, in twelve out of nineteen cases. The interviewers were often as divided and uncertain in their opinions regarding marginal cases as the readers had been.

Ellis concluded that her findings indicated that the interview was not a uniquely effective instrument of selection and that the interview decisions did not emerge as being clearly superior to written assessments.

However, she did not recommend that the selection interview be discarded, as the evidence obtained by means of her research project, she stated, did not justify this. The alternative system of selection she used, that of application form readings, may, she believed, work well for the majority of 'safe' cases, but could operate to the disadvantage of the less conforming but possibly more exciting and creative applicant who possibly had an important contribution to make to social work. In addition it was Ellis's opinion that the interview served the important function of enabling the applicant to ask questions about the course and thereby provide an opportunity for the learning process to begin.

The researchers in the studies mentioned have raised the problem of how to establish interviewer reliability in selection procedures, and in 1974 Maslany and Wiegand¹³⁶ conducted a study aimed at examining the reliability of ratings used by interviewers to make selection decisions.

Their study was conducted at the newly established School of Social Work in Regina, Saskatchewan, where 47 students applied for admission to the thirty places which were available for social work. Each student was interviewed by a panel of four people, a faculty chairman from the School of Social Work, a member of the Provincial Professional Association for Social Workers, a faculty member of the School of Social Work, and a student representative from another faculty who was a non-voting member of the panel. The interview was informal and unstructured and lasted for about

forty-five minutes. At the conclusion of the interview, each panel member independently rated the applicant on a four-point scale, ranging from inadequate to superior. The applicants were rated on traits relating to their academic background, employment experience, and human relationship skill. The raters also recorded the applicant's assessed overall potential along a nine-point scale.

After each rating the judges had a discussion aimed to help them to standardize their judgements. The researchers stated that the standardization processes should have been carried out during a pilot study, but that they had insufficient time to do this.

Maslony and Wiegand found that the applicants to the course were reasonably adequate with regard to human relationship skills but they had little employment experiences as most of them had come straight from high school, where they had obtained average grade point averages.

With regard to rater reliability, the researchers found that the overall reliability coefficients for each rater were high; the lowest coefficient, .84, was recorded for the professional association raters who had not had much experience in this type of rating procedure.

Maslony and Wiegand¹³⁶ point out, however, that reliability should not be confused with validity and that because the raters reached agreement to a great extent with regard to who should be

admitted to the programme, their decisions were not necessarily valid, as their validity was not established until the students had completed the course. They state in this connection that applicants who were excluded from the programme may have proved just as successful on the course as those applicants who were selected and the next step, in their view, would therefore be to investigate the correlations between selector ratings and academic grades obtained by students.

With the exception of the Maslany and Wiegand study, the studies discussed above have all centred on faculty members conducting admission procedures, where faculty members interview individual applicants. Other researchers have conducted studies in which applicants were interviewed in groups, and where senior social work students were used as 'selectors'.

Carloff and Vigilante⁵⁶ (1970) saw the need for more personal involvement with students during the process of selection and therefore introduced group interviewing as a selection procedure. All the students who participated in group interviewing were, in addition, offered the opportunity to be seen individually. The researchers found that the group interview had a number of advantages:

1. In the group, gross psychological problems were picked up more quickly than in the individual interview.
2. In the group, the ability of the individual to move beyond the self to a concern for others becomes apparent.
3. It is easier in the group situation to make some

assessment of the capacity of the applicant to form relationships.

4. In the group, it is possible to challenge the applicant's uncharacteristic responses which might have been perceived as dysfunctional in an individual interview.

5. The group interview has the advantage to the student of giving him the opportunity to evaluate himself in relation to future peers and the demands of the training programme, and thus allowing him to decide to withdraw from or to continue with the course.

Wickham¹⁸³ in 1974, decided to use students registered for a Master's degree in Social Work at the Waterloo Lutheran University as interviewers during the selection process. Those Masters students who were interested in participating in the selection programme, participated in an orientation programme prior to the admission process. During this programme, they discussed interviewing techniques, reviewed recordings of interviews on videotapes and then, together with faculty members present, the Masters students recorded judgements regarding the suitability and acceptability of applicants whose videotaped interviews they had seen, to enter the School of Social Work. Wickham found that the decisions made by the Masters students to be in agreement 90 per cent of the time with judgements made by faculty members. At the conclusion of the orientation programme, the students were randomly assigned to faculty members as co-interviewers.

Wickham found that during the selection process, the Masters

students were, initially, ill at ease and offered few comments during the interview. However, in almost all of the interviews conducted, a very positive relationship developed between the applicants and the Masters student co-interviewers and only three out of the seventy-five applicants interviewed did not welcome student involvement. In addition, the researcher found that very similar decisions were made by faculty members and student interviewers with regard to accepting or rejecting applicants to the course, and, as in the pre-test, there was agreement in 90 per cent of the decisions made.

The use of written materials either as alternative selection devices to the selection interview, or as supplementary devices to the selection interview have been mentioned in the first section of the discussion. In a study conducted by Dailey⁶⁸ in 1975, written information contained in the applicant's completed admissions file was used alone. The aim of his study was to assess the validity of predictions of educational potential made by faculty during the selection procedure.

The study was conducted at the George Warren Brown School of Social Work at Washington University, St. Louis. Data was collected for students admitted to graduate study in the fall of the years 1966, 1967 and 1968. The admissions files of a total of 244 students were used in the study, while thirty members of faculty participated in the making of admissions decisions during the three year study.

A panel of three faculty members was randomly chosen to read

each applicant in the study's admissions file and then note their judgement with regard to the applicant's predicted success in the social work education programme. Each panel member made judgements independently of each other using a standardized form with a seven-point scale. These judgements were compared at the end of the year with the class work and field work grades achieved by the students in the study.

Dailey⁶⁸ found that the correlations between the mean admission rating and the mean class work grades were significant ($.37$ where $P = < .01$). Faculty therefore, he concluded, appeared able to make admissions predictions that captured the students' potential for success in class.

However, correlations between mean admissions ratings and field work gradings were not significant ($.07$), thereby indicating that faculty was almost totally unable to make admissions predictions that captured the students' potential for success in field work.

As the interjudge reliability was not high in his study (the overall reliability coefficient for the group was $.47$), Dailey concluded that schools of social work should assess faculty members to find the most valid predictors and let them make admissions decisions.

Another study which assessed the validity of written materials in the selection process in this case letters of reference and autobiographical statements, was conducted by Hepworth¹⁰¹ (1972). He noted that questions had arisen regarding the use of information

obtained from reference letters and personal autobiographical statements as this information was believed to be highly subjective in nature. This was due largely to the tendency of applicants to list as referees those persons whom they had favourably impressed and who would in all probability overrate the applicant concerned.

For these reasons Hepworth¹⁰¹ decided to study the usefulness of reference letters as predictors of student performance and conducted his study at the University of Utah Graduate School of Social Work in the years 1966 and 1967. His sample comprised sixty-six students. He decided to calculate the correlations between the student's rating on the admissions criteria and his performance during the two year training course. In addition, he decided to determine the ability of the admissions criteria to differentiate the levels of performance achieved by two groups of fifteen students, selected on the basis of their contrasting high and low ratings on each of the admissions criteria.

Admissions decisions were made using numerical ratings comprising the total of the sub-ratings of five criteria which were given the following maximum ratings:

1. Reference letters - maximum value 10.
2. Autobiographical sketch - maximum value 20.
3. Past academic performance - maximum value 40.
4. Personal knowledge of the applicant - maximum value 20.
5. Overall impressions - maximum value 10.

Generally, those applicants with a rating of 80 or more were

accepted and those with a rating of 70 or below were rejected.

This rating was compared with the grade point average of the students in both class and field work.

He found, with regard to reference letters, that the correlations between ratings on reference letters and overall performance were negligible (ranging from ,01 to ,03) and that there was therefore no significant relationship between ratings on reference letters and student performance. Hopworth¹⁰¹ did, however, find significant correlations between the total rating score and the overall Grade Point Average, that is, ,57 (significant at the 99 per cent level) which compares favourably with findings reported from related studies. He found that the best single predictor of achievement was the past academic performance score which showed a correlation of ,36 (significant at the 99 per cent level) with the overall grade average.

With regard to the ratings on the autobiographical statement, a correlation of ,28 (significant at the 95 per cent level) with the field work Grade Point Average was reported for both years, but a correlation of ,06 was found between the autobiographical statement and the class work Grade Point Average which was not significant. Ratings on 'personal knowledge of the applicant', which included interviews with applicants in a few cases, showed a correlation of ,35 (significant at the 95 per cent level) with the class work Grade Point Average, and ,21 (significant at the 95 per cent level) with the field work Grade Point Average.

A comparison of the performance means of the contrasting groups of fifteen students selected on the basis of high and low ratings on other admissions criteria revealed that levels of student performance were differentiated by ratings on previous academic performance, overall impressions and rating totals, but were not differentiated by ratings on the autobiographical sketches and the personal knowledge of applicants.

Hopworth also investigated the inter-correlations among the admissions criteria, where the highest correlation was found to be overall impressions correlated with personal knowledge of applicant (that is, .50). The remaining inter-correlations ranged from -.02 to .36. He therefore concluded that the admissions criteria were tapping factors largely independent of each other and stated that 'These findings support further the selection of students by means of multiple criterion ratings as opposed to selection on the basis of single factor ratings.' (Hopworth,¹⁰¹ p.49.)

The use of the interview in selection has been discussed in some detail and some studies dealing with the use of application forms, past academic records, letters of reference and autobiographical statements have been reviewed. A discussion of the final selection device mentioned in the introduction of this chapter, namely, batteries of psychological tests including aptitude tests, intelligence tests, attitude tests and personality tests will follow.

5.4.2 The use of aptitude, intelligence, attitude and personality tests in selection

There is little in the recent literature with regard to the use of psychological tests as selection devices on their own in social work education selection interviews. Such tests were, however, used as selection procedures for many university courses in the forties and fifties, and as these tests appear to have some usefulness for selection, a brief discussion of their advantages and disadvantages follows.

Rogers,¹⁶³ in 1919, described a series of 'mental tests' which he applied to 98 seniors and 182 freshmen at Goucher College in order firstly, to determine their reliability as measures of mental capacity for college courses; secondly, to assess their worth as indices to future academic success; and thirdly, to establish whether, if they were satisfactory in the two respects mentioned, he could devise adequate standards for selection of candidates for admission. He used Thorndike's test of mental alertness and Rogers's interpolation and mental tests. These tests measured innate intellectual ability, while the college marks achieved during the course gave a measure of progress in learning.

He found that the tests were useful as supplements to existing selection methods.

In 1926, Crane⁶⁴ investigated three plans for selecting students to be admitted to college in order to see which plan

would succeed in selecting the largest proportion of successful students and the smallest proportion of unsuccessful students.

The first plan was to introduce a competitive entrance examination and exclude students with the lowest scores in the examination.

The second plan was to use competitive psychological tests and exclude students with the lowest scores on these tests, irrespective of their performance in the entrance examination.

The third plan was to combine the first two plans and exclude those with poor records in both the entrance examination and the psychological tests used.

He conducted the four year study at Bryn Mawr College where students were admitted irrespective of their scores on the Thurstone psychological test and the entrance examination. The results of the psychological tests and the college entrance examinations were compared with each other and with grades received by the students in college.

Crane found the third plan, which combined the first two plans, to be superior to the others. However, none of the plans excluded all applicants whose work was below average, and all the plans would have excluded some students whose work proved to be above average and even, in a few cases, superior.

In Britain, Eysenk⁸³ conducted a great deal of research into the use of psychological tests including the use of such tests in selection of students for university. He reported, in 1947, that

as the intelligence of the university student was one factor that distinguished him from the non-student, his intelligence quotient should be used as a selection criterion.

If tests were conducted with care, they could, he found in his review of studies, predict with reasonable validity and reliability, the future performance of university students (coefficients of .58 were on average yielded by comparing test results with marks obtained in examinations) and could therefore be used in selection.

Eysenk⁸³ stressed, however, that if the prediction of the test is to be useful, it should be specific and predict success in a specific course at university and not merely overall success, as in some cases personality traits may be more important than high intelligence. For example, a high test score may indicate only that the candidate for medicine is likely to pass an examination and not necessarily that he will be a successful doctor.

When personality characteristics and temperament are important in a vocation, (that is, non-cognitive factors) Eysenk stressed the importance of using a wide variety of useful tests and not one test only, and he believed that such tests should be used in conjunction with carefully conducted interviews.

A research worker in the field of psychological testing who obtained results similar to Eysenk⁸³ was Himmelweit^{104,105,106} who, in 1950 and 1951, conducted a three-part experimental investigation into the use of psychological tests in selection.

She noted that the selection of obviously promising candidates and the rejection of obviously unsuitable candidates was relatively easy but that selection from borderline cases was more difficult.

Like Eysenk,⁸³ Himmelweit¹⁰⁴ stated that as intellectual ability determines to a large extent the quality of academic performance of the student, selection techniques should be aimed at obtaining some assessment of the intellectual ability of a given applicant. The psychological test could be used to measure the individual's potential intellectual ability, thereby predicting his potential performance.

Himmelweit,¹⁰⁴ like Eysenk,⁸³ found that correlations between psychological tests measuring cognitive factors and certain academic criteria, were between .40 and .60, and stressed the importance of selecting suitable tests for the purposes required. With regard to non-cognitive tests, she found positive correlations between interest and performance and between motivation and performance. Finally, in the first part of her investigation, Himmelweit found that school grades have some value for predicting future academic performance.

In the second part of her study, Himmelweit investigated the ability of psychological tests to predict examination results and found that the tests yielded a correlation of .55 with the examination results and predicted the results better than entrance examinations. She concluded that psychological tests should not be used as the sole basis of selection, but to provide information

with regard to certain important aspects of the applicant's suitability. She suggested further that candidates applying for a course should be given a series of tests of ability. Those whose past records of school performance and test results were well above the required minimum should be accepted to the course after a cursory interview. Those with results below the minimum should be rejected from admission to the course, while the middle group of candidates should undergo intensive interviewing to determine whether they should be accepted to the course, or rejected.

It should be noted here that while this scheme appears feasible it is extremely difficult to determine the cut-off point in an objective manner, at which some students are automatically accepted, while others are automatically rejected.

A study in the field of social work education which used psychological tests as a selection device, was conducted in 1971 by Stein, Linn and Furdon.¹⁷² The researchers studied fifty-eight students entering their first year of social work education, with the aim of predicting their subsequent success in the course. Their potential for success was measured by three scores. One score measured attitudes, one measured intelligence and the third score was obtained from student records.

At the end of the first year of social work study the names of all the students used in the study were sent to eleven faculty members, who rated their overall performance along a six-point

continuum, ranging from very poor to excellent. Similar ratings for field work performance were made by the field work instructors.

Stein *et al*¹⁷² found that the overall performance of the students as evaluated by the faculty members, could be predicted from the three scores obtained from the students at the beginning of the year. With regard to field work ratings, no relationship was found between these scores and the predictor variables and the researchers concluded that psychological tests were not useful predictors of field work performance.

A number of important points emerge from this discussion of selection of students for social work education.

FIRSTLY, when devising criteria for selection of students, the social work educator should decide, and state, whether he is selecting for the educational course or for social work practice.

SECONDLY, no selection procedures can be successful if selectors do not identify, prior to instituting selection procedures, the exact qualities they are seeking in the applicants to the course.

THIRDLY, there is at this stage, conflicting evidence with regard to the effectiveness of most selection procedures in use at present, and it appears therefore that a battery of available procedures should be used together.

FOURTHLY, it is apparent from the research findings discussed that some procedures are effective in predicting class-room performance, while others appear to be more effective in predicting field work performance.

In selecting students for a course such as social work, which involves both class-room teaching and field instruction, it would seem necessary to use admissions procedures which embrace both aspects.

FINALLY, many of the studies quoted do not use rigorous research procedures and the conclusions reached in these studies are, therefore, open to question. For example, an important point raised by Maslany and Wiegand¹³⁶ is that if validity of selection procedures are to be investigated, all students who apply to the course should be selected, given scores and these scores should then be compared to marks obtained in examinations. The validity of selection procedures would be assessed in this way. Instead of this, the schools compare prediction scores of all selected students with performance scores of these students and introduce a bias into their studies.

For practical reasons, however, it is difficult to conduct the type of study mentioned.

Another example of a study conducted in a manner which was not rigorously scientific was Edward's study which, as mentioned, did not conduct the selection interview in a structured and uniform manner.

For this reason, it is as important to assess the manner in which the selection study is conducted, as well as the outcome of, and conclusions reached, in these studies.

CHAPTER 6 - THE FIRST YEAR SOCIAL WORK STUDENT

The first year of study is of great importance in the total educational process of the social work student. As McKendrick¹³⁴ has pointed out, the first year forms the bridge between the student's previous life experience and his subsequent years of university study.

The student entering the university is usually highly motivated to succeed in his chosen course and it is of great importance to reinforce this interest in the first year of study, for, as Budig and Rives⁵ suggested 'Students come to college with a great deal of excitement and willingness to do the work demanded of them but their expectations and performance usually decline very rapidly during the first months of the freshman year' (Budig and Rives, 5, p.10).

In addition to the first year being the link between the student's past experiences and new years of study, the student becomes aware for the first time that professional training may involve both intellectual learning, and personal change as he is exposed to the values and culture of the social work profession.

Charlotte Towle³⁰ in her pioneering work concerning the Learner in Education for the Professions (1954), stressed this commitment of the social work educator to effect personal change in the learner. In the preface to her book she stated that

In professional education we have the common obligation to impart certain essential knowledge and to conduct our educational processes so that they are a means to personality growth. Only thus may the student become free imaginatively to consider, understand and relate to the needs, wants and strivings of those whom he is to serve. (Towle, 30, p.ix)

In her chapter relating to the aims of social work education, Towle detailed the manner in which the student is required to grow more specifically. Thus the student is required during professional training, firstly, to develop the capacity to think critically, secondly, to synthesize and generalize, thirdly, to develop the feelings and attitudes that will make it possible for them to feel and act appropriately, fourthly, to develop the capacity for establishing and sustaining purposeful working relationships and, finally, to develop a social conscience and social consciousness.

Many of the writers in the field of social work education have commented on the fact that during professional training the student undergoes personal change. Although the specific nature of the personal change required is variously described in the literature, the common thread running through all writings on the topic is that the personal change should be such that the student becomes better equipped for his helping role. Thus, for example, in 1961 Rosa Wessel¹⁸¹ said that,

It has become almost axiomatic in social work education that the self of the student is at the very centre of his learning and that change in its use takes place during study. The nature of that change we have just begun to understand, but we know that it moves from the self-centredness of the self conscious learner to the generosity of reaching out to others in compassion. (Wessel, 181, p.158)

In 1962, Grace Coyle⁶³ indicated that the kind of learning required of social work students is different from the educational requirements of other courses as in social work education, intellectual learning is not sufficient but a change of self is often involved in addition.

Berengarten and Kerrigan³ held the view that the change of self involves modification of all aspects of the self, that is, a change in behaviour, thinking and feeling and that social work unlike pure academic learning requires the student to participate in diverse relationships and responsibilities from the very beginning.

In 1970, Mary Barker⁵⁸ stated that 'Becoming a professional person involves a change of role in some relationships: and to some extent it involves a change in self image, a change of identity'. (Barker, 44, p.21) In the same year Cheetham⁵⁸ expressed the view that during social work training students require that their attitudes, beliefs, resilience, adaptation and ability for compassion be tested and developed.

Finally, in 1974, Thomas and Morrison¹⁷⁸ stated

Educators have long grappled with the issue of how to impart information and knowledge to students so that it is useful and retainable. This is especially perplexing in the area of social work training in that preparing students for the professional practice of social work entails attitudinal and personal as well as conceptual growth. (Thomas and Morrison, 178, p.24)

Although personal growth and change take place throughout the student's training process, it is in the initial phase of

training, the first year, that the student first becomes aware of these demands of the social work course. For this reason it is of extreme importance for

those charged with developing and implementing a sound social work education and training programme ... (to) decide how to establish a climate which will enhance and nurture these processes of learning and growth. (Thomas and Morrison, 1978, p.21)

It appears therefore that, as McKendrick¹³⁷ has pointed out, the first year of training 'can make or break the professional student' and that the social work educator must face the problem of how to give the student the satisfaction in the first year course which strengthens the motivation to make social work his career, and of how to challenge his creativity and give him knowledge and experience to reinforce his desire to be of service to society.

In the light of this conclusion, it is of relevance to examine the course content of the first year course in social work offered at some of the English-speaking Universities in South Africa. To this end, the Social Work 1 course content of the University of the Witwatersrand, the University of Natal, the University of Cape Town and Rhodes University will be presented and discussed as examples.

6.1 The Social Work 1 course at the University of the Witwatersrand 197

The first qualifying course in Social Work is designed to introduce the student to the values, ethics and methods

characteristic of professional social work and relationships with other disciplines connected with the social welfare system. Courses are given in Social Legislation and these include the study of co-ordinative measures relating to social welfare and statutory provisions relating to the care and protection of children, aged persons and other individuals who suffer from mental or physical disabilities, such as blindness, drug dependence or alcoholism and associated social security provisions.

A series of lectures on "the Law of Persons" is given by a member of the School of Law.

Students are familiarised with community resources by way of lectures, seminars, films and supervised visits of observation to selected welfare services.

6.2 The Social Work 1 Course at the University of Natal¹⁹⁶

1. Structure and definition of welfare services with particular reference to the local scene.
2. Brief history of the development of social welfare in South Africa, England and the United States of America.
3. Methods of Social Work
 - (a) Case work (introduction)
 - (b) Group work (introduction with particular reference to children and the aged).
 - (c) Community Organisation (introduction).
4. Organisational analysis of Social Services.

5. Physical development of the individual from childhood to old age together with a study of diseases commonly encountered by social workers.
6. Emotional development of the individual from childhood to old age.
7. Ethics and Professionalism.

Practical Work

1. Visits of Observation designed to acquaint the student with resources in the community.
2. A six weeks' practical training in a social work agency at the end of the academic year.

6.3 The Social Work I Course at the University of Cape Town¹⁹⁵

Social Work theory and method

(a) Introduction to the Professional Field: An introduction to the nature, scope, task, methods, values and responsibilities of modern professional social work. Social work and cognate professions.

(b) Basic human needs: An introduction to the developmental phases of personality growth from infancy to old age stressing basic human needs, and stresses and symptoms of collapse evident at each phase with special reference to social work.

(c) Group Work Theory and method: Introductory study of the theory of Social Group Work. The group as a unit for social work practice with special reference to recreational and institutional settings.

(d) Case work theory and method: An introduction to the principles, methods and procedures of case work.

(a) Social Work Practice in Special Fields:

i. Welfare of the Aged: an introduction to the study of the aged. The role of social work in caring for the aged.

ii. Welfare of the child: Child care policy and practice with special reference to the role and function of social work.

Social Administration

(a) Social Services surveyed, the South African welfare system examined and the role of the Church, State and voluntary agencies studied and the needs of transitional communities in South Africa assessed.

(b) History of Social Welfare: A brief review of the historical origins of modern welfare systems and approaches, the study of social welfare pioneers and a review of the history of social work in South Africa.

(c) Social Legislation: A study of the background, provisions, implementation and social work implications of the Children's Act (No. 33 of 1960) as amended, and the Aged Persons Act (No. 81 of 1967).

Field and Tutorial Instruction

(a) A programme of field visits and tutorials providing an introductory study of community resources and services.

(b) A programme of seminars and workshops designed as an introduction to group work and case work.

(c) A programme of on-going Field Instruction in which each student is placed in a selected agency under supervision in order to gain practical experience closely co-ordinated with the theoretical work done in the first year.

6.4 The Social Work I Course at Rhodes University¹⁹⁴

1. Nature and Application of Social Work

Definition and descriptions, basic assumptions and principles and the development of social work as a profession are studied. The roles of the social worker and an introduction to the main and accompanying methods of social work are discussed. The terrain in contemporary Social Welfare and Social Work as well as a structural and functional analysis of contemporary welfare services in South Africa comprise this section of the course.

2. Human Life Cycles (with special reference to the social situation)

Here the student is presented with information regarding childhood, puberty, adolescence and young adulthood.

3. Child Welfare

- (a) The child within the natural family and
 - (b) The child within the substitute care situation
- is studied.

4. Legislative Procedures (relating to the child)

The Children's Act and applicable regulations as well as legislation pertaining to compulsory school attendance is studied. Other Acts discussed in the course are the Mental Disorders Act, the Maintenance Act and the Special Schools Act.

5. Practicals

The students have one practical per week with the purpose of orientation.

6.5 Discussion of the first year Social Work Curricula at the four Universities discussed

Table 1, p. 132 reflects an analysis of the first year social work curricula at the four universities discussed above. Although it is hazardous to identify firm trends from data as abbreviated as University calendar entries, some tentative comments can be made.

As can be seen from the Table, all four universities offer in the first year a course on the methods of social work, the values and ethics of social work and some form of field instruction. All of the four universities offer a first year course in the structure of social welfare and, more specifically, the same universities all offer a course in the structure of social welfare with reference to South Africa while two of them offer additional courses on the organisation of social services. Three universities offer a course in the development of the individual from childhood to old age, and three universities offer courses in social legislation with the stress on legislation relating to the child.

TABLE 1 - AN ANALYSIS OF SOCIAL WORK 1 COURSE CONTENT* AT FOUR SOUTH AFRICAN UNIVERSITIES

Course Content	UNIVERSITY			
	University of the Witwatersrand	University of Natal	University of Cape Town	Rhodes University
1. Values and Ethics	X	X	X	X
2. Social work as a Profession	X			X
3. Social work methods	X	X	X	X
a. Social case work		X	X	
b. Social group work		X	X	
c. Community organisation		X		
4. Relationship of social work to other professions	X		X	
5. History of social welfare and social work		X	X	
6. Structure of social welfare	X	X	X	X
a. Structure of social welfare with reference to South Africa	X	X	X	X
7. Organisation of social services	X	X		
8. Development of the individual (physical and emotional) from childhood to old age		X	X	X
9. Diseases relevant to social work		X		
10. Social legislation	X		X	X
a. Legislation relating to the child	X		X	X
b. Legislation relating to the aged	X		X	
c. Legislation relating to mentally or physically disabled	X			X
d. Legislation relating to drug or alcohol dependent persons	X			
11. Law of persons	X			
12. Welfare of the child			X	
13. Welfare of the aged			X	
14. Field instruction	X	X	X	X
a. Visits of observation	X	X	X	
b. Supervised field instruction		X	X	
c. Other field instruction	X			X

*Sources of Data: University of the Witwatersrand Calendar of 1975, p.289.
 University of Natal Calendar of 1975, p.93.
 University of Cape Town General Prospectus of 1975, p.15.
 Rhodes University Calendar of 1974, p.385

Two of the four universities offer social work methods courses with the focus on social case work and social group work, a course in the history of Social Welfare and Social Work, the relationship of social work to the other professions and at two of the universities the student participates in supervised field instruction in social work methods, while at the remaining two universities alternative forms of field instruction are utilised.

In considering the course content discussed, most of which is of an informative and introductory nature, it is useful to refer to the comment made by Eileen Blackey⁴⁷ in 1967 that the expectations of students who come into social work are directed toward an early identification with the profession they have chosen. In her view, it is therefore important that in the first year of study, even though it may be heavily weighted with background courses, some courses are offered that will interest the student and increase his motivation toward social work.

Brennan and Arkava⁴⁹ conducted a study at the University of Montana in 1973 to ascertain students' opinions of the undergraduate social work curriculum. The 51 senior social work majors in the study were asked to rank their six major course content areas in order of usefulness and in order of importance. They rated their practical course as most useful and their course in social welfare and history as least useful. The course in social work practice was rated as most important, the course in knowledge of man and his environment was rated as second in importance and the course in history and philosophy was rated lowest. Their practical experience was seen as more useful than any class-room course

overall. When asked to view their course in retrospect, over 50 per cent of the students reported a preference for either more practical courses or for more courses in the social and behavioural sciences.

When the course content at the South African universities discussed here is evaluated in terms of Blackey's statement and the findings of the Brennan and Arkava⁴⁹ study, it becomes apparent that the first year is heavily weighted with background courses of a largely informative nature. Moreover, the informative courses deal with the philosophy of social work (that is, values and ethics, social work as a profession and the relationship of social work to other professions), the history of social welfare and social work and the structure of social welfare amongst other course content areas, the content rated by students in the Brennan and Arkava study as least useful.

In the light of the findings discussed here, social work educators in South Africa may possibly have the need to re-examine course content seen as important at this stage.

It is clear that social work educators are confronted with the difficult task of challenging and motivating students by providing stimulating courses. In addition, during the first year, the social work teacher must provide the students with support and encouragement as the student, possibly for the first time, begins to cope with the processes of growth and change. For this reason it is of great importance for social work

educators to examine the process and content of the course offered to social work students as scientifically as possible and, where necessary, make possible adjustments in order to enhance effective learning.

CHAPTER 7 - THE RESEARCH STUDY: AIMS, SCOPE AND SETTING

The aims of the study were:

1. To study the admission and selection procedures used by the School of Social Work of the University of the Witwatersrand, Johannesburg, in admitting candidates to the first year course of the Bachelor of Arts in Social Work degree of 1975.
2. To present and evaluate the curriculum content of the first year social work course of 1975.
3. To examine the experiences of students admitted to the first year of study for the degree of Bachelor of Arts in Social Work in 1975 in order to:-
 - (a) ascertain their views with regard to a professional education in social work prior to the commencement of their studies;
 - (b) examine their views of the Social Work 1 course during their studies in the 1975 academic year;
 - (c) assess whether or not changes in their views and opinions occur after exposure to their first year of social work study.
4. To survey the academic performance of the students admitted to the first year course of the Bachelor of Arts in Social Work degree in 1975, and to attempt to relate performance to factors which were considered in admitting students to the course.

As the third aim of the research study was to investigate

the total first year experience of the first year social work student at the University of the Witwatersrand, the research project was designed to encompass as much of this experience as possible. The study therefore commenced with the selection of students for the first year social work programme, followed the progress of students throughout the year, and concluded with the end of year examinations.

The research project was implemented in a number of chronological stages. The first stage was referred to as the 'intake' process, which included selection and orientation of the students; the second stage was an examination of the curriculum and the teaching methods and media used by teachers in the Social Work I course of 1975 (discussed in Section 7.2); the third stage was referred to as the evaluation of the curriculum and the teaching methods and media by means of feedback obtained from the students' responses to specially designed questionnaires and is discussed in Chapter 8; and the final stage was the evaluation of the selection procedures implemented in the first stage and assessed for their effectiveness as predictors of success on the Social Work I course of 1975, as indicated by examination results achieved by the students (see Chapter 9).

The study began in September 1974 and was concluded in December 1975.

7.1 Stage 1: Intake

Before commencing with the selection study, a pilot study was conducted.

7.1.1 The Pilot Study: In September 1974 three students currently registered at the University of the Witwatersrand for non-social work courses, as well as one B.A. graduate of the University, approached the School of Social Work at the University and expressed the wish to register at the University as first year candidates for the degree of Bachelor of Arts in Social Work in 1975. These four applicants were requested to participate in the pilot study on selection, and dates for an interview with each applicant were arranged.

Two research instruments had been designed for the pilot study - the INTERVIEW SCHEDULE and the DESIRABLE ATTRIBUTES SCALE.

(a) The Interview Schedule: An Interview Schedule which had been used in 1973 and 1974 for interviewing applicants to the B.A. (Social Work) course at the University of the Witwatersrand was consulted. This schedule was referred to as the 'Application Interview with First-year Candidate' and consisted of a number of factual items which identified the applicant (for example, name, year of matriculation, additional qualifications, family composition, place of residence, date of birth, state of health, home language) and a number of open-ended questions, dealing with reasons for choosing social work as a career, experience in voluntary services related to social work,

and the sources through which the applicant gained knowledge of social work.

The final section of the 1973/74 schedule required that the interviewer comment on each applicant; assess whether he should be accepted for studies toward the B.A. (Social Work) degree, be put on a waiting list or rejected; and predict his performance in both social work theory and social work practice along a three-point scale, as above average, average or below average (see Appendix I).

For the pilot study it was decided to modify this schedule by removing open-ended questions and attempting to categorize all possible responses. The modified schedule was referred to as the 'Application Interview with First-Year Social Work Candidates'. Although the modified schedule was designed to obtain the same basic data as the previous schedule used, it was more structured and provided for a detailed and searching enquiry into how the candidate had acquired knowledge of social work as a career. Additionally it provided for the interviewer to assess the applicant's potential as a social work student along a ten-point scale ranging from one (poor potential) through to ten (excellent potential)(see Appendix II).

(b) The Desirable Attributes Scale: In May 1974 a meeting of the Staff of the School of Social Work of the University of Witwatersrand was held to discuss selection procedures of prospective social work students in 1975. At this meeting a

senior lecturer in social work proposed that in interviewing candidates staff members should take cognizance of those attributes or characteristics deemed desirable in social work students. A list of such desirable attributes drawn from the United Nations Third International Survey on Training for Social Work³³ was discussed and, after some amendment, was accepted as an embryo 'desirable attributes' list for use when interviewing candidates for the Social Work I course in 1975.

The embryo list was subsequently studied and modified by the researcher, who used it as the base for designing a 'desirable attributes scale'. The scale consisted of eleven items and required interviewers of candidates to record their assessment of the presence or absence of each attribute in the candidate interviewed, together with the evidence upon which their assessment was based (Appendix III).

(c) The Pilot Interviews and Evaluation of the

Selection Tools: The pilot interviews were conducted in October 1974. Two senior staff members of the School of Social Work were present at each interview, one to conduct the interview and the other to record responses of the applicant in the appropriate category of the desirable attributes scale. The interviews were conducted in an informal manner and lasted for about one hour each. The interviews were tape recorded for research purposes with the knowledge and permission of the interviewee, and these tape recordings and the completed

interview schedule and desirable attributes scales were used by the researcher, who listened to each recorded interview and modified, where necessary, responses which had been marked on the desirable attributes scale by the interviewer responsible for recording during the interview.

Scoring procedures in respect of each candidate were then decided on by the researcher in conjunction with a senior lecturer at the School of Social Work. Each applicant was given a positive score for each attribute on the scale which they possessed, and a negative score if they did not possess an attribute on the scale. If neither the presence nor the absence of an attribute could be established, the applicant obtained no score in respect of this attribute. If the applicant had indicated at some stage during the interview that he possessed an attribute and at another stage contradicted this and indicated that in fact he did not possess the attribute, he obtained both a positive and negative score in respect of the attribute concerned.

Thus two scores, a positive and a negative score were obtained for each applicant on the desirable attributes scale. In addition, each applicant was given a rating between one and ten on the interview schedule indicating their potential as a social work student. At this stage the researcher obtained a score from the Faculty of Arts at the University of the Witwatersrand, which gave some indication of the past educational performance of the student. This score, referred to as the X-score, was

computed by the University for each student in order to establish a basic minimum score for each Faculty, which the applicant to the Faculty concerned had to attain in order to be admitted for studies (see footnote).*

The four scores discussed were examined by senior Staff members of the School of Social Work (that is, the X-score, the interviewers' assessment score, the positive desirable attributes score and the negative desirable attributes score) and it was decided to accept all four applicants to the Social Work 1 course. One applicant did not, for personal reasons, subsequently register for the course.

After the completion of the pilot study, the research instruments were re-examined. With regard to the interview schedule, firstly, the item 'commune' was added to the question dealing with 'place of residence during term time'. Secondly, the question which sought to establish how the candidate had obtained knowledge about social work as a career (question 8) was not clear and it was decided to distinguish between the applicant's first contact with social work and his subsequent contacts. Thus the interviewer would, in subsequent interviews, place a ring around the item corresponding to the applicant's first contact and a

*The X-score for the Faculty of Arts was computed by assigning a numerical value to each matric symbol, adding these numerical ratings together and dividing by the number of symbols. Usually six subjects were required for matriculation but in some cases students took seven subjects for matric. X-scores for these students were computed by adding the numerical ratings together and multiplying by $\frac{6}{7}$.

cross next to items dealing with subsequent contacts with social work.

An answer category of the same question (question 8) - 'contact with social workers' - was found to be ambiguous and this category was therefore divided into two items, namely, (i) 'through having been personally helped by a social worker' and, (ii) 'through knowing a social worker socially'. Finally, three additional items were added to question 8: through having had a vocational guidance test; through contact with persons other than social workers; and through having worked in an organization, either as a staff member or a voluntary worker, which employed social workers (Appendix IV).

With regard to the desirable attributes scale, it was decided to drop item eleven on the scale - 'Absence of disabling personality traits'. If a candidate was considered to possess any such traits, it was decided to refer them to the Professor of Psychiatry at the University, who had agreed to act as a consultant and would interview such applicants.

7.1.2 The Selection Study: With the approval of the University authorities, the staff of the School of Social Work decided that 1975 applicants for entry into the B.A. (Social Work) course at the University of the Witwatersrand would be selected on the basis of five selection procedures. These were:

- (a) The X-score computed from the matriculation results
- (b) A confidential report obtained from each applicant's school principal (See Appendix V for scoring and report).

(c) A personal interview with two senior staff members of the School of Social Work who would rate their opinion of the applicant's suitability to complete an education in social work (the interviewer assessment score) using as an additional aid an essay written by the applicant, entitled 'How I see Myself and Why I want to be a Social Worker'.

(d) A personal interview with a psychiatrist if the candidate was considered to have incipient personality or psychiatric problems.

(e) An assessment, by the staff member who personally interviewed the candidate, of the presence or absence of attributes considered desirable for successful performance in social work education (the 'positive or negative desirable attributes score') (Appendix VI).

These research procedures were implemented in January 1975. Firstly, in early January, the X-scores were obtained for all persons who had applied for entry to the B.A.(Social Work) course and at the same time the Principal's reports were collected and scored. In addition the essays entitled 'How I see Myself and Why I Want to be a Social Worker' were received from each applicant by post and the information obtained from each essay was classified by the researcher, in terms of the Desirable Attributes scale.

The selection interviews were scheduled to be held on 17, 20, 22 23 and 24 January. Prior to these dates, one of the applicants to the B.A.(Social Work) course requested an interview as he lived out of town

and would not be available on his scheduled date for an interview. A meeting was held with the Director of the School of Social Work to discuss the procedures involved in administering the Interview schedule and the Desirable Attributes scale and, prior to the interview, the applicant's essay was obtained and coded. The applicant was then interviewed by the Director of the School, while his interview responses were recorded on the Desirable Attributes scale by the researcher.

Selection Interview Procedure: The interviews were conducted by two pairs of interviewers, one of each pair conducted the interview, and the other recorded the applicant's interview responses on the Desirable Attributes scale. One pair comprised the Director of the School of Social Work and the researcher, and the other comprised a senior lecturer in social work and a junior lecturer in social work. Prior to commencing the interviews a meeting was held with the four interviewers, during which attempts were made to standardize their understanding of the Interview schedule and the Desirable Attributes scale in order to introduce a measure of uniformity into the interviews.

Seventy-one applicants were interviewed for the sixty-five places available in the first year of study for the B.A. (Social Work) degree. Each interview team saw ten to twelve applicants each day and each interview lasted for approximately half an hour.

The interview was conducted in a fairly informal manner, with the interviewers seated in chairs, one opposite the candidate

and the other to one side of the candidate, and not behind a desk. From comments made by the applicants it was apparent that the interviewer who completed the Desirable Attributes scale was scarcely noticed during the interview. The part of the interview designed to elicit information with regard to the Desirable Attributes scale was conducted in an unstructured manner and precisely the same format for each applicant was not used in each interview.

At the end of each interview both interviewers suggested a numerical rating for each applicant and, after discussion, a mutually agreed-on rating of between one and ten was given to each candidate.

The researcher, who, as mentioned, was one of the interviewers who recorded responses on the Desirable Attributes scale, collected all the completed interview schedules and Desirable Attributes scales at the end of each interviewing day, and read through the detailed responses recorded on the Desirable Attribute scale in order to attempt to introduce a measure of standardized scoring. Positive and negative scores ranging from nought to ten were computed for each applicant. Applicants were given a positive score if they exhibited a positive trait and at least one example of the possession of this trait was given by the interviewer. If the applicant exhibited the absence of a desired trait or the presence of a negative trait he was given a negative score; if, as happened in a very few cases, the interviewer could not detect

the presence or the absence of a desired trait, the applicant was given no score.

The essays which had been read by the researcher prior to the interviews were found to be unstructured and, in many cases, little pertinent information with regard to the applicants could be elicited from these essays. In addition, in a few cases, it was doubtful whether the essay had in fact been written by the applicant. It was decided, for these reasons, that the essay could not be regarded as an independent selection tool, providing a 'selection score', but should be used as a supplementary tool to the Desirable Attributes scale and the interview schedule, in order to provide possible additional information with regard to certain candidates.

At the end of the interviewing period, it was decided to refer two applicants for interviews with the Professor of Psychiatry as it was felt that they could have personality problems which might preclude them from satisfactorily meeting the requirements of the B.A. (Social Work) course. In both instances, psychiatric judgement was that the candidates were free of any disabling personality problems and they therefore proceeded onwards in the selection process.

Selection of Students for Entry into the First Year
of B.A. (Social Work) in 1975: After the completion of the interviews, each applicant had been given five scores. These were:

- (1) A weighted matriculation score or X-score.
- (2) An interviewer's assessment score.
- (3) A positive score on the Desirable Attributes scale.
- (4) A negative score on the Desirable Attributes scale.
- (5) A principal's report score.

It had previously been decided by the Staff of the School of Social Work that candidates for the B.A. (Social Work) course would be selected primarily on the basis of the interviewer's assessment score, as previous research in this field indicated that it was a reliable predictor of performance in the selection of students for social work education (e.g. Hepworth).¹⁰⁰ The applicants were therefore ranked in terms of their rating by the interviewers. The applicant who obtained an interviewer's assessment score of ten was ranked highest and the applicant with a score of 3.5 was ranked lowest.

The first sixty applicants were then selected for the social work course; three applicants were rejected and eight applicants were placed on a waiting list in the event that certain selected applicants would not register for the course. Applicants on the waiting list would then be selected in order of their ranked position on this waiting list. The remaining five places on the course were filled by five students who had failed in 1974 and were automatically re-admitted to the course in terms of the University's rules, without these students participating in any of the described selection procedures.

7.1.3 Orientation Day: Orientation day is considered to be a final selection procedure, as it is possible that students who have been selected for the course may not register for the course after gaining a clearer conception of what is involved in social work education. Orientation day was held on 11 February 1975 from 9.30a.m. to 3.30p.m. The programme consisted of: firstly, a welcome and introduction by the Director of the School of Social Work; secondly, a short talk by a senior lecturer in Social Work, stressing that professional training is different from training for a general university degree as it involves a measure of personal growth and change; thirdly, a brief talk by the Professor of Sociology entitled 'Sociology 1 1975 Style', fourthly, a talk by a staff member of the Department of Psychology on 'Psychology 1 1975 Style'; fifthly, a talk by a staff member of the School of Social Work who briefly outlined some of the topics to be covered in the initial stages of the Social Work 1 course; sixthly, an address by two final year social work students and a new graduate, outlining experiences over the years as social work students; and finally, a senior lecturer of the School of Social Work summarized the main points of the talks (see Appendix VII).

The purpose of the orientation day talks was to introduce the selected students to the nature of social work training from the first year through to the final year and graduation, stressing that personal change in the social work student occurs over these

years as well as the acquisition of intellectual knowledge. This is in order to equip the student to assume his professional role after graduation.

After the conclusion of the programme at 3.15p.m., all selected candidates were asked to answer two questions designed to assess the impact of orientation day on all those who attended the proceedings. These questions were:

- (1) How did you experience Orientation Day?
- (2) If you were to plan Orientation Day, what would you do differently from what was done to-day?

Of the sixty-five to seventy applicants present at the orientation day procedures, thirty-two returned to respond to these questions. All applicants answered the questions in writing and then left the room. The findings of this questionnaire are reported in Chapter 8.

7.2 Stage Two: An Examination of the Curriculum of the Social Work 1 Course of 1975

In accordance with one of the aims of the research project, which was to examine the total first year social work experience of the B.A. (Social Work) course of 1975, the curriculum content of the social work course will be presented and discussed.

Before presenting the course content of the 1975 social work programme, the actual requirements of the B.A. (Social Work) 1 course, as presented in the 1975 Calendar of the University of the Witwatersrand (p.216), will be outlined. (196, p.216)

For the first year of study, the following qualifying courses are prescribed:

(i) Afrikaans 1 or Afrikaans and Netherlands 1 or English 1 or a course in another language by permission of the Senate.

(ii) Psychology 1.

(iii) Sociology 1.

(iv) Social Work 1.

In the Social Work 1 course, the student is required to complete 100 hours of Field Instruction under supervision. The B.A. (Social Work) 1 Course is the first year of a four-year course.

The curriculum of the Social Work 1 course will be discussed chronologically as it was in fact presented to the class, commencing with a presentation of the content of the first quarter of 1975 and terminating with a discussion of the programme in the fourth and final quarter of 1975. After presenting the day-by-day learning activities of the Social Work 1 class, the curriculum for each quarter will be discussed in terms of the basic principles of curriculum construction as outlined by Ralph Tyler³¹ and previously presented in Chapter 3.

Throughout the year, the School of Social Work held staff meetings in order to evaluate the programme which was being presented to the students and, where necessary, to introduce modifications to the planned curriculum as well as to commence programme planning for future years in light of the assessed impact of the present programme on the class.

7.2.1 The Curriculum Content of the First Quarter of 1975
- 18.2.75 to 18.4.75

The educational aim of the first quarter of 1975, agreed upon by the staff of the School of Social Work, was to stimulate and motivate the beginning student by presenting him with carefully selected learning experiences which would involve him actively in the social work educational process. The first quarter was therefore described by the staff of the School as being 'experiential' in nature and should be perceived with this aim in mind.

(a) The first week 18.2.75 - 24.2.75: In order to introduce students to current events in the field of social work and social welfare, and before commencing with formal methods of instruction, the students participated in a specially designed project. During the preceding year the School of Social Work had collected many newspaper cuttings dealing with relevant indigenous social work and social welfare matters, and it was decided to organize this material under appropriate headings and, with the help of the beginning social work students, create books of indigenous teaching material. This project was seen as having the three-fold purpose of introducing the student to relevant social issues in South Africa, creating useful indigenous learning material and enabling the students to establish working relationships with other class members.

The students were divided into twelve groups, each of which nominated its own leader, and which took responsibility for sorting

the cuttings and organising them into a notated scrap book on one of the following areas: violence and deviant behaviour; crime and punishment; institutional care (excluding the physically disabled); alcohol and drugs; Black issues; housing and poverty; health; population issues; child and family welfare, including the aged; organisations and communications; physical disability; miscellaneous and general welfare issues (see Appendix VIII).

Before commencing with the project, the students were informed that they would receive a group mark for their books. Groups of students worked on their assignments during the five Social Work 1 lecture periods of the week (each three-quarters of an hour in duration) as well as voluntarily devoting a considerable amount of afternoon and evening time to their task. A member of staff was available to students as a consultant on the project, and a large 'workshop' in the School of Social Work was set aside for the use of the students. The projects were handed in during the fourth week of the first quarter.

As the next section of the Social Work 1 curriculum would necessitate students coming into direct contact with individuals who could be considered to be social work clients, the staff of the School of Social Work decided that the declaration of confidentiality normally taken later in the first year or at the beginning of the second year, should be taken by the Social Work class at this stage in the course.

The formal declaration-taking ceremony was attended by many

senior students and all staff members of the School of Social Work, as well as all Social Work 1 students, and was conducted by a Commissioner of Oaths. The actual declaration made can be seen in Appendix IX. In order to emphasize the significance of the declaration taken, the ceremony was attended by one of the University's deputy vice-chancellors who gave an address on the meaning and significance of the declaration.

(b) The course on alcohol and drug dependent persons

- 28.2.75 - 28.3.75: The curriculum content in this section was concerned with social work practice with alcohol and drug dependent persons. The topic was selected in accordance with the overall aim of the first quarter, that is, to stimulate students' interest and involvement in the social work course while the specific aim of the course was to provide the student with information with regard to alcoholism and drug-dependency, and methods of prevention and treatment of alcohol and drug-dependent persons.

The staff of the School of Social Work decided that the content of this course could best be imparted by class-room teachers in co-operation with practitioners with experience in the field of drugs and alcohol. The professionals in the field mentioned included a medical practitioner, occupational therapists, a psychologist and a number of social workers.

With regard to the organisation and planning of this course (see Table 2), in order to facilitate understanding and absorption

TABLE 2 - OUTLINE OF COURSE CONTENT FOR PROGRAMME ON SOCIAL WORK PRACTICE WITH ALCOHOL AND DRUG DEPENDENT PERSONS - A PROGRAMME FOCUSED UPON INFORMATION, PREVENTION AND TREATMENT

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Date	Class Structure	Class-room Sessions 12.30 - 13.15 p.m.	Field Assignment 14.15 - 16.15 p.m.	Class Structure on Field Assignments
Monday 24.2.	Plenary	File "This is Marijuana" followed by a case presentation		
Tuesday 25.2.	Five groups for discussion	Discussion of file and case presentation of previous day		
Wednesday 26.2.	Plenary	Lecture on 'Compulsory Resources and a short introduction to related legislation with special reference to the 'Drug' Act no.41, 1971	Visit of observation to one of the following: Northlea, Mount Collins, Phoenix House, Sanced Out Patient Clinic, Magistrates Court*	Visits in groups of approximately twelve students
Thursday 27.2	Five groups for discussion	Discussion and feedback on visit of previous day		
Monday 2.3	Plenary	File 'Time for Decision' followed by a case presentation		
Tuesday 4.3	Five groups for discussion	Discussion of file and case presentation of previous day		
Wednesday 5.3	Plenary	Lecture on 'Alcoholism - some tentative factors and modern treatment approaches'	Visit of observation to one of the following: Northlea, Mount Collins, Phoenix House, Sanced Out Patient Clinic, Magistrates Court*	Visits in groups of approximately twelve students
Thursday 6.3	Five groups for discussion	Discussion and feedback on visit of previous day		
Monday 10.3	Plenary	File 'Drugs and the Mervyn System' followed by case presentation		
Tuesday 11.3	Five groups for discussion	Discussion of file and case presentation of previous day		
Wednesday 12.3	Plenary	Lecture on 'The youth drug scene' a. family dynamics b. the scene (vocabulary)	Visit of observation to one of the following: Northlea, Mount Collins, Phoenix House, Sanced Out Patient Clinic, Magistrates Court*	Visits in groups of approximately twelve students
Thursday 13.3	Five groups for discussion	Discussion and feedback on visit of previous day		
Monday 17.3	Plenary	A Psycho-Drama Presentation		
Tuesday 18.3	Five groups for discussion	Discussion of Psycho-Drama session of previous day		
Wednesday 19.3	Plenary	Lecture on 'The use of Psycho-dynamics in structuring a meaningful therapeutic programme'	Visit of observation to one of the following: Northlea, Mount Collins, Phoenix House, Sanced Out Patient Clinic, Magistrates Court*	Visits in groups of approximately twelve students
Thursday 20.3	Five groups for discussion	Discussion and feedback on visit of previous day		
Monday 24.3	Plenary	Lecture on 'Dependence Producing Drugs'		
Tuesday 25.3	Five groups for discussion	Discussion of lectures of previous day		
Wednesday 26.3.	Plenary	Lecture on 'Re-integration into the community, placement and follow-up, frustration and perseverance'.	Visit of observation to one of the following: Northlea, Mount Collins, Phoenix House, Sanced Out Patient Clinic, Magistrates Court*	Visits in groups of approximately twelve students

*See Appendix 1 for full titles of organisations

of the material presented, the four-sessions-a-week course was structured in such a way that each plenary (information-giving) session was followed the next day by a small group discussion. Each small group comprised about twelve students and was jointly led by a staff member of the School of Social Work and one of the teaching practitioners. In addition, each group, as part of its field assignment, made a weekly visit to a social welfare or allied organisation concerned in some way with the social problems under discussion. After each visit the students were required to write a report focusing on specified aspects of these visits. These visits of observation comprised the field instruction programme for the first quarter.

When examining the course content of this section of the curriculum (Table 2) it is apparent that in this part of the course, good use was made of audio-visual teaching aids, including films, case illustrations, psycho-drama sessions in which social work clients discussed their problems, and visits of observation to social welfare and allied organisations. In addition, both teaching methods of lectures and group discussions were used. During lectures factual information was presented and was discussed during group discussions.

The impact of these learning experiences on the students could be evaluated by means of the reports written by the students after each visit of observation, by unstructured observation of the students by the researcher on visits of observation and during

group discussions, and through the specially designed questionnaire administered by the researcher to the students at the conclusion of the first quarter.

(Appendix X shows the programme which students received regarding social work practice with alcohol and drug-dependent persons. The programme gives full details of class-room and field instruction content and organisation, required reading and particulars of the assignments set.)

The programme for the students for Mondays to Thursdays has been presented, as this concerned drug and alcohol dependency. On Fridays the students attended a lecture entitled 'This is the week that was' where talks on highly topical subjects of current interest and importance were given by leaders in the community involved in social welfare or allied fields. These speakers included a minister of religion and White and Black newspaper editors from leading newspapers in Johannesburg.

(c) The course dealing with attitudes towards disability with the focus on 'Blindness' - 1.4.75 - 18.4.75:

The curriculum content in this section was concerned with attitudes towards disability with special reference to blindness. The aim of the course was to examine existing attitudes held by the Social Work students in the class towards general physical disability and blindness in particular and, if necessary, to attempt to modify stereotypic views held by students towards the disability, and replace negative attitudes with more positive perceptions of blindness.

Once again, the course content was selected in accordance with the overall aim of the first quarter, that is, to involve the students in a dynamic way in the learning process. A course designed to involve attitude change, it was believed, would fulfil this aim.

The basic structure of this section of the curriculum was the same as that of the previous course (see Table 3) and once again the teaching team comprised staff members of the School of Social Work as well as selected 'practitioners' from the field of services for blind persons.

Initially, the factual course content was designed to be imparted using formal lectures as the teaching method but during the second week of the course, as class participation was minimal, these plenary sessions were replaced by three large groups (of about twenty-two students) met to discuss course content. This teaching method (the discussion group method) was believed to be more conducive to the teaching of a course designed to change attitudes where class participation was of the greatest importance in order to assess existing attitudes, and, through discussion, discover whether, in fact, attitude change was taking place.

In addition to the class-room teaching, a number of specially designed field work projects were incorporated into the course.

During the first week of the course the students were taught sighted guide techniques. Working in pairs, each of the

TABLE 3 - OUTLINE OF COURSE CONTENT FOR PROGRAMME ON ATTITUDES
TOWARDS DISABILITY WITH FOCUS ON BLINDNESS

Date	Class-room Sessions 12.30 - 13.15	Field Assignments
Tuesday 1.4.75	Attitudes towards persons with a disability e.g. blindness	
Wednesday 2.4.75	Sighted guide techniques	After being blindfolded students were required to negotiate the central block and other buildings on the campus
Thursday 3.4.75	Discussion based on 'people feel that blind people are...'	
Monday 7.4.75	Psychosocial origins of attitudes towards blindness and persons who are blind - discussion in groups	
Tuesday 8.4.75	As above for Monday - discussion in groups	
Wednesday 9.4.75	Film on South African Guide Dogs Association and discussion	Visits of observation to one of the following: South African Guide Dogs Association; Enid Whittaker Centre for Newly Blinded Persons; Coloured and Indian Blind Welfare Association
Thursday 10.4.75	The class met in groups and one of the class members who had attended the three visits to social welfare or allied organisations reported back to groups who had not attended the same visit, and discussed visits	
Monday 14.4.75	Class met in three groups and discussed the meaning of blindness	
Tuesday 15.4.75	Two persons who were blind met the class	
Wednesday 16.4	Preparation for field Assignment	Students went to town in pairs one blindfolded. Come back and discussed experience
Thursday 17.4	Students met in groups to review and summarize course content	

students was blindfolded in turn and led the other around the University of the Witwatersrand campus buildings. In the next field assignment, the students were required to catch a bus into town with one of the pair blindfolded on the way into town and the other blindfolded on their return. The aims of the field assignments were to give the the students the opportunity, firstly, to experience simulated blindness and, secondly, to enable the students to perceive attitudes of people around them on seeing a 'blind' person, and thereby gain some insight into community attitudes towards disability. After these field assignments, the students returned to the class-room for group discussions concerning their experiences.

Between these two field assignments the students visited one of three social welfare or allied organisations catering for the blind person, and were required to write a structured report on this visit of observation.

(Appendix XI shows the programme which students received concerning attitudes towards disability with special reference to blindness. The programme gives full details of the class-room and field instruction content and organisation, required reading and particulars of the assignments set.)

The students attended the programme discussed above from Monday to Thursday and on Fridays they attended weekly sessions of 'This is the week that was'. Here, once again, topics of current interest were presented and speakers

included a representative from the Johannesburg Child Guidance Clinic who presented an outline of the service offered by the Clinic, a speaker from the Orlando Mothers Association who outlined the service provided by the Association, and a speaker from the Witwatersrand University Students' Community Organisation (W.I.T.S.C.O.) who presented an analysis of services offered by the Organisation. These three speakers were selected in order to give the students an introduction to services provided for Whites (the Johannesburg Child Guidance Clinic), Africans (the Orlando Mothers' Association) and Coloureds (W.I.T.S.C.O.) in Johannesburg, and in order to introduce the students to the three Social Welfare organisations which they would later aid in street collections. (This is discussed further in the activities of the second quarter.)

7.2.2 The Curriculum Content of the Second Quarter of 1975:

4.5.75 - 27.6.75 The aim of the second quarter was not precisely the same as that of the first quarter and for this reason the nature and organisation of curriculum content was different. While the course was still designed to stimulate the beginning student, it was also aimed at providing the student with information with regard to social work and social welfare. During the 'experiential' first quarter, staff members became aware of the fact that students did not have a basic knowledge of social work concepts and social welfare systems in Johannesburg, and during a staff meeting held in the first quarter it was decided that the second quarter should be primarily focused on providing the student with a framework

within which he could organise acquired knowledge and new learning experience (see Table 4 for activities of second quarter).

Class Work 4.5.75 - 27.6.75: The curriculum content of the Social Work 1 course consisted of two different series of lectures; one series was concerned with a systems approach to social work practice based on a book by Pincus and Minahan,* and the other series of lectures was concerned with law for social workers. Each series will be discussed briefly.

TABLE 4 - THE LEARNING ACTIVITIES OF THE SOCIAL WORK 1 CLASS
THE SECOND QUARTER OF 1975

Day and Time	Learning Activity
Mondays 12.30 to 13.15	Systems approach to social work practice
Tuesdays 12.30 to 13.15	Discussion groups
Wednesdays 12.30 to 13.15	Systems approach to social work practice
Wednesdays 14.00 to 16.00	Discussion groups
Thursdays 12.30 to 13.15	'This is the week that was'
Fridays 12.30 to 13.15	Law for Social Workers

The lectures on a systems theory approach to social work practice were aimed at introducing beginning students to generic and basic concepts within an integrated theory framework. The basic facts in this section of the course were transmitted through the formal lecture method allowing for relevant discussion, and the sequence was taught by a senior staff member of the School of Social Work. Students were required to complete three assignments

*Pincus A. and Minahan, A. Social Work Practice, Model and Method, F.E. Percock Publishers Inc., Itasca, Illinois, 1973.

based on the lectures in systems theory as part of this section of the course.

In order to clarify concepts and facilitate learning, a great deal of use was made in this programme of overhead projector transparencies which were found to be extremely useful teaching aids in this regard. In addition, discussion groups were held twice a week, one group specifically focused on the systems approach to social work. The discussion groups will be discussed in greater detail presently.

The lecture sequence entitled 'Law for Social Workers' was aimed to introduce students to basic concepts in the law of persons. Topics covered included law relating to parent and child, husband and wife, criminal law, human sexuality and the law, elements of the law of contract, aspects of public law and the law of evidence. (For more details of the course see Appendix XII.)

Lectures were conducted by a staff member from the Department of Law and great use was made in this course of case illustrations as an aid to learning.

Field work - the experience of being a volunteer: 19.4.75 to completion of the experience.

The field work programme was not, as in the first quarter, an integral part of the course content and a learning aid to this content, but the volunteer experience constituted a separate learning experience. This programme commenced in the Easter vacation and continued for the duration of the second quarter, through the July

vacation and was required to be completed by the twentieth of July 1975.

Work as a volunteer was undertaken for forty-seven hours at one of nine welfare and allied organisations (see Appendix XIII for a list of the organisations), and the aims of the placement were: for the student to make contact with and relate to people served by the agency; to assist the organisation in its delivery of service; to enable the student to relate theory and practice; to gain beginning skill in social work practice; and to begin to develop self awareness. Here the student would be exposed to a situation which could result in further personal growth and change, the process discussed in previous chapters.

To achieve these aims, field instruction was viewed as a shared responsibility between the School of Social Work and the field instruction centres referred to above. Students were invited to select the organisation in which they wished to undertake their volunteer placement and, wherever possible, they were accommodated and placed at one of the first three organisations of their choice. In a few cases this was, for practical reasons such as transport problems, not feasible.

The emphasis in the field instruction programme, according to the field Instruction Manual Reprint (see Appendix XIV p.2),

was

to create experiences for a student at first year level to encounter situations in which individuals and families may find themselves as the result of dysfunctioning on the part of the individual, family and society.

Other principles mentioned in the Manual in respect of the first year field instruction programme include: that major responsibility for the programme rested with the academic university staff and not with the agency staff as the programme constituted a beginning experience for the student; that the students would not be formally supervised as they were not performing in a service capacity; that documentation of learning that occurred during the experience would be marked for examination purposes; and that the programme would be designed in a flexible manner, depending on current social issues and emphasis.

The agency representative who would assist the student in his functioning as a volunteer was referred to as a 'contact person' and was not expected to conduct formal supervisory sessions with the student, but guide the student in an informal manner.

The students were required to write two reports relating to their volunteer experience, one of which focused on the placement 'change agent system' and the other on the student's actual experience as a volunteer (see Appendix XV).

In addition to the volunteer experience as part of the requirements for field work in the second quarter, students were expected to spend three hours in the second quarter, in street collecting for three organisations, one serving whites, one serving coloureds and the other serving black persons.

The student engaged in the volunteer placement had access to a staff member in order to discuss any problems which arose

during the placement and, in addition, students met together in small groups on two occasions (Wednesday afternoons) in order to discuss their experiences, air common problems and discuss solutions within the supportive environment of the group.

Discussion groups during the second quarter:

The discussion groups in the second quarter were held twice a week and were conducted by fourth (final) year social work students under the supervision of a senior lecturer in social work. There were five groups of approximately twelve students and two final year students led each group.

The aims of the groups were:

- (1) To give the students the opportunity to explore and extend their learning experiences in the first year programme.
- (2) To provide the students with another medium for participation in discussion of matters relevant to social work in order to facilitate learning.
- (3) To aid the student to integrate various facets of the Social Work 1 course.
- (4) To provide the final year student with experience in conducting small group discussions in an educational context.

One group meeting each week was specifically focused on the systems approach to social work practice and the assignments associated therewith as mentioned. The other group meeting had a flexible content, provided that matters discussed were in accordance with the syllabus of the Social Work 1 course.

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One group meeting each week was specifically focused on the systems approach to social work practice and the assignments associated therewith as mentioned. The other group meeting had a flexible content, provided that matters discussed were in accordance with the syllabus of the Social Work 1 course.

To enhance effective functioning of these discussion groups, the role of the discussion group leader was outlined in writing. Their role was, firstly, to create an atmosphere conducive to learning, secondly, to stimulate participation of group members in discussion, and thirdly, to contribute relevant insights and experiences to group members.

The final year social work students who led the first year groups met weekly with a senior staff member of the School of Social Work, who supervised their discussion group performance.

Each week, students once again attended lecture sessions entitled 'This is the week that was' where once again matters of topical interest to social work were raised and discussed.

The second quarter was concluded with a week of tests including a test designed to examine knowledge relating to the Social Work 1 course up to this stage. The test (which can be seen in Appendix XVI) consisted of a case which was presented to the students for analysis in terms of the systems approach to social work practice.

7.2.3 The third quarter of 1975 - Curriculum Content -

29.7.75 - 12.9.75: The educational aims of the third quarter of 1975 were the same as those of the second quarter, that is to transmit, in a stimulating manner, basic knowledge required by the students as a foundation to subsequent study at more advanced levels of education. Once again, the students acquired this knowledge through class-room teaching, field assignments and small group discussions (see Table 5).

TABLE 5 - THE LEARNING ACTIVITIES OF THE SOCIAL WORK 1 CLASS
DURING THE THIRD QUARTER OF 1975

Day and Time	Learning Activity
Mondays 12.30 to 13.15	This is the week that was
Tuesdays 12.30 to 13.15	Small group discussions
Wednesdays 12.30 to 13.15	Social Welfare Systems and Programmes
Wednesdays 14.15 to 16.15	Field work assignments
Thursdays 12.30 to 13.15	The law and Social Work
Fridays 12.30 to 13.15	Social work method: Introduction to social group work

Class work: The lectures dealing with law for social workers described in the previous section, were continued in this quarter.

In addition, the formal lecture content in this quarter dealt with social welfare systems and programmes. Once again, this course aimed to provide the student with basic information regarding the social welfare structure in South Africa as it had been noted through feedback received from the students by way of reports, and in group discussion and in the June tests, that such basic information had not been adequately acquired by the students in the course of the first quarter's programmes. More specifically the course aimed: to give students an understanding of social welfare and to enable them to locate the profession of social work within the social welfare context, and to enable the students to acquire an understanding of human needs in relation to the resource systems which could be designed to meet those needs.

During the Monday session, for the entire third quarter and into the fourth quarter, in order to give the students a picture of services rendered by social welfare organisations in Johannesburg, a presentation from four welfare organisations in Johannesburg was organised. Each organisation (the Transvaal Cripples Care Association, the Mental Health Society of the Witwatersrand, the Johannesburg Child Welfare Society and the National Institute for Crime Prevention and the Rehabilitation of Offenders, i.e. N.I.C.R.O.) participated on two occasions in order to portray to the students a picture of their services as related to a particular client or case. The class discussed the presentation during discussion groups held on the following Tuesday (this will be elaborated on presently). These lectures constituted the programme entitled 'This is the Week that was' during this quarter.

The aim of the course entitled 'Introduction to Social Group Work' was to introduce the student to the primary social work helping method of social group work. The course was introductory in nature and aimed to provide the student with some elaboration of the application of the social work helping process about which he had already acquired some knowledge. The content discussed in the course included content on social group work as a method of social work, the philosophy underlying social group work as a method, social group work as part of social work, the goals of social group work, introduction to programme planning and an introduction to diagnosis and treatment in social group work.

As part of the course, a case record was presented to the class for analysis and discussion.

Field Work: During the third quarter and continuing into the fourth quarter of 1975, the field instruction assignment consisted of presenting the class with a case record (see Appendix XVII). This was to be studied in the light of the available community resources from the point of view of one of the four racial groups in South Africa, i.e. the Whites, Coloureds, Indians and Africans. The class was divided into four groups of about fifteen members and each group undertook the assignment from the point of view of one of the four racial groups in order to enable the class to compare resources available in Johannesburg for the use of these different population groups. As part of this assignment the students were required to make at least two study visits to two organisations identified by the group as being useful resources in solving the problems of the family in the case under consideration. After collecting all relevant data and completing the two visits, the group was required to compile one composite document which was to form the basis of a report back to the assembled class. Each group elected a leader who acted as a spokesman for the group and presented the report at the class report back sessions on Wednesday afternoons for four weekly sessions. Prior to the report back session, the group leader was required to submit to the class member in charge a list of group members and the organisations visited. During the report back sessions the

the reports were assessed by the staff member present who allocated a group mark which also served as an individual mark for each student in the group.

Discussion groups during the third quarter:

Two different sets of discussion groups were organised during the third quarter, with two different formats.

Regarding the one discussion group format and programme, the class was divided into five groups and a guide for discussion based on the Monday presentation of selected welfare organisations, was given to the groups and the groups' leaders who, once again, were final year social work students under the supervision of a senior staff member of the School. The topics for discussion included an examination of the style of presentation used by the social welfare organisation during the Monday session, in terms of its public relations impact, the action systems which could be formed as assessed during the presentation; appropriate social group work series that could be rendered by the organisation; the role, structures, function, relevance, and image of the organisation in the social welfare structure of Johannesburg; and the impact of relevant social legislation on the participating social welfare organisation.

The second group format constituted dividing the class into four tutorial groups under the leadership of one final year social work student. (The four groups were the same as those field instruction groups covering services for the four race groups.)

The suggested framework for the topics presented for discussion was: firstly, a discussion of 'what is social work' including its relevance to South African Society; the difference between a professional worker and a volunteer; common areas and differences between social work and allied disciplines; and the role of the social worker in the inter-disciplinary team. Secondly, the social worker as person and as professional was discussed. The third topic was the value base of social work and fourthly, social action as a function of the Change agent and the Change agent system was discussed. (For further details see Appendix XVIII.) Use was made during the discussion groups of role play as an audio-visual teaching aid.

It can be seen that the aims of these discussion groups were the same as those of the groups held in the second quarter, namely, to enable the student to explore and extend their learning experiences in the Social Work 1 programme; to encourage student participation in relevant discussion; to integrate the various facets of the Social Work 1 course; and to clarify pertinent aspects of the course.

7.2.4 The Fourth and Final Quarter of 1975: 22.9.75 -

23.10.75: The curriculum content of the fourth quarter (see Table 6) contained two programmes commenced in the third quarter, the introduction to social group work and social welfare systems and structures and, in addition, the students were introduced to social legislation and to two more primary methods

TABLE 6 - THE LEARNING ACTIVITIES OF THE SOCIAL WORK 1 CLASS
DURING THE FOURTH QUARTER OF 1975

Day and Time	Learning Activity
Nondays 12.30 to 13.15	Introduction to social group work
Tuesday; 12.30 to 13.15	Social legislation
Wednesdays 12.30 to 13.15	Social welfare systems and structures
Wednesdays 14.15 to 16.15	Field assignment
Thursdays 12.00 to 13.15	Introduction to social case work and community organisation
Fridays 12.30 to 13.15	This is the week that was

of social work, social case work and community organisation. On Fridays, once again, topics of current interest were raised in the session entitled 'This is the week that was'. It is apparent that the fourth quarter too was largely weighted with courses of an informative nature. On one Wednesday afternoon during the fourth quarter (11.10.75) the students were required to write a law test which was a one hour test designed to examine the students' knowledge with regard to the law of persons studied during the second and third quarters of 1975 (see Appendix XIX).

Class work: The courses on social group work and social welfare systems and structures have been discussed in detail in the previous section and these courses were continued during the fourth quarter of 1975.

In addition, during the fourth quarter sub-courses dealing with social casework and community organisation were introduced. These methods courses were also introductory in nature and were aimed to provide the student with some elaboration of the application of the social work helping process with which he was becoming familiar.

As part of the sub-course on social case work, case work was defined; the auspices under which case work help is given were discussed; the client and his problem were analysed, and the student was introduced to basic concepts such as social role theory, modes of adaptation to stress and some principles of casework practice. During the sub-course dealing with community organisation, community organisation was defined and briefly discussed.

The course on Social legislation covered four Acts relevant to social work. Firstly, the Children's Act No.33 of 1960 was presented to the class by the Director of the Johannesburg Child Welfare Society. The basic provisions of the Act were described and discussed. The Aged Persons' Act No.81 of 1967 was then discussed, followed by the Mental Health Act No.18 of 1973, and, finally, the National Welfare Act No.79 of 1965. Each act was covered in some detail to ensure that the student was provided with adequate and basic knowledge in this area.

Field work: The field work project dealing with community resources available for the four race groups in Johannesburg which was discussed in detail in the foregoing section continued into

the fourth quarter, the report back sessions described previously also continued, and the project was concluded in the fourth quarter. By the end of 1975 the students had completed one hundred hours of field instruction, as required.

Discussion groups during the fourth quarter:

The fourth quarter was a short quarter of only approximately four weeks in duration, and did not include discussion groups in the social work curriculum.

At the end of the fourth quarter, on the last day of the lecturing term, the final questionnaire was administered to the social work class in order to elicit feed-back with regard to the third and fourth quarters and, in addition, information with regard to the entire Social Work 1 course of 1975 was obtained for the student respondents.

Finally, in November, the social work class wrote the first year examination for the degree of B.A. (Social Work). The Social Work 1 paper was of three hours duration, and comprised a case for analysis and a test of the students' knowledge of content acquired during the year of 1975 (Appendix XX).

7.3 Stage Three - Evaluation of the Social Work 1 curriculum in terms of Tyler's³¹ four principles of curriculum building

The curriculum content will be evaluated in the following chapter from the viewpoint of the students in the Social Work 1 class as expressed in their questionnaire responses. However, in this section, the curriculum content will be discussed and

evaluated in terms of the four principles for curriculum construction as set down by Ralph Tyler.³¹ The four principles devised by Tyler

- (1) The educational objectives should be clarified and stated.
- (2) Learning material should be selected in terms of usefulness in attaining these objectives.
- (3) These learning experiences should be organised to facilitate effective instruction.
- (4) The learning experiences should be evaluated to determine whether they are producing the desired results.

Each section of the curriculum which has been presented and discussed will now be evaluated within the framework of these principles.

7.3.1 The first quarter: The educational aim of the first quarter was specified as attempting to stimulate, motivate and encourage the beginning student and actively involving him in his social work learning experiences. This is in accordance with Tyler's first aim.

In accordance with Tyler's second aim, learning experiences were carefully selected to enhance interest and motivation of the student. These learning experiences, it was believed, were of great relevance to the students and would have great impact on them.

In the light of Tyler's third principle, the organisation of the course was considered in detail and was structured to

facilitate learning and absorption of material presented. For this reason, extensive use of audio visual material was made (including films of social work interest and visits of observation) and the discussion group method of instruction was instituted twice a week, in addition to information-giving lectures.

Finally, the research questionnaires administered to the first year students at the beginning of the second quarter, fulfilled Tyler's fourth principle of the importance of evaluating the impact of the learning experience. Additional material used to evaluate whether the learning experiences were achieving the desired results included personal observation of the students during discussion groups and on visits of observation, as well as reports written by the students and other written material.

This quarter, therefore, conformed to all four principles laid down by Tyler.

7.3.2 The second quarter: In accordance with Tyler's first principle, the aim of the second quarter was clearly formulated as attempting to provide the student with fundamental knowledge with regard to social work and social welfare in order to provide the foundation for the acquisition of knowledge in future years and provide the student with necessary basic information. Courses were selected with this aim in view.

Once again, the course was carefully structured to facilitate learning and formal lectures were followed by discussion groups in order to elucidate imparted knowledge. In addition, extensive

use was made of the overhead projector as a visual aid to learning and, in this quarter, the students engaged in their volunteer field work placement, which was carefully designed and structured in order that it would constitute a meaningful learning experience for the student.

The impact of this section of the Social Work 1 course was once again evaluated by means of a specially designed research questionnaire and through reports and other written material.

7.3.3 The third and fourth quarters of 1975: These quarters are considered together as their aim and content was similar and they were evaluated simultaneously at the end of 1975.

The aim of these quarters was, once again, to provide the students with basic social work knowledge and to introduce the students to the primary social work methods. Course content was selected in accordance with these aims and was organised to facilitate effective instruction. Use was made of teaching aids such as case presentations and role playing and, during the third quarter, discussion groups were held and were carefully structured in order to facilitate learning. An important aid to learning was the field assignment which commenced during the third quarter and which was concluded during the fourth quarter.

The impact of the learning processes of these two quarters was once again evaluated using a structured research questionnaire, as well as written materials completed by the students during the two final quarters.

In conclusion, it is apparent that the curriculum content of the Social Work I course of 1975 conformed generally to the four principles for curriculum construction as formulated by Tyler.

7.4 Stage Four: Evaluation of the Selection Procedures

During December 1975 the examination results for the students in the social work course of 1975 were released. The researcher compiled a list of the results which were to be used to evaluate the effectiveness of the selection procedures introduced at the beginning of 1975, in order to select students for the course and assess their potential for performance during 1975. Tests or examinations can be used in evaluating the effectiveness of an educational programme (Ebel, 74, p.8) and were used to evaluate the performance of the student in this programme.

The social work result was computed using three separate scores - the year mark for social work (i.e. classwork completed during the year), the field instruction mark for social work and the end of year examination mark for social work. All three separate social work scores were obtained as well as the final social work mark (a composite mark of year mark, field instruction mark, and examination mark) in order to compare each score separately, to the selection scores. In addition, the Psychology I result, the Sociology I result and the final composite score for B.A. (Social Work) I were obtained in order to assess these results in terms of the selection predictions of performance.

It is important to stress that the selection scores predicted performance in the Sociol Work 1 course of 1975, and this course was examined in detail while the Sociology 1 and Psychology 1 courses were not considered in any detail.

The results of the selection study are presented and discussed in Chapter 9.

CHAPTER 8 - THE RESEARCH STUDY: STUDY RESPONDENTS AND THEIR FIRST YEAR EXPERIENCE

8.1 Some Social Characteristics of the Sample

The sample consisted of the fifty-two students admitted to the Social Work 1 course of 1975 at the University of the Witwatersrand who went on to complete the course and wrote the final examinations at the end of 1975.

Although 65 students were admitted to the Social Work 1 course in 1975, five were repeat students who were not included in the selection study, and during the year a number of students dropped out of the course. Two students dropped out at the end of the first quarter, a further two at the end of the second quarter, and four at the end of the third quarter, giving a total of eight drop-outs altogether. The questionnaire responses of the student drop-outs were analysed separately in order to examine whether any trends with regard to this group could be ascertained. It was found, however, that the responses of the drop-outs did not differ significantly from those of the Social Work 1 class respondents and it appeared when discussing reasons for dropping out with the students, that they generally dropped out for personal reasons, often not directly related to experiences on the course. For this reason, the responses of the drop-outs were not included in the final presentation of questionnaire findings.

Information with regard to the students was obtained from three sources. The first source of information was the essay

entitled 'How I See Myself and Why I Want to be a Social Worker' written by the student before the selection interview and used as a further selection device to obtain additional information about the student.

The second source of information was the completed interview schedule used by the interviewers during the selection procedures described in Chapter .

The final source of information was a questionnaire administered and designed by a senior staff member of the School of Social Work at the University of the Witwatersrand entitled 'Factors which influence Career Choice among First Year Social Work Students'. This questionnaire was administered on the first day of the academic year to all first year social work students at the University of the Witwatersrand.

Some Social Characteristics of the SampleI AGE OF THE RESPONDENTS

TABLE 7 - AGE OF RESPONDENTS

Age at Selection in Years	Number of Students	Percentage of Students
17	25	48
18	16	31
19	4	8
20	2	4
21	-	-
22	2	4
23	-	-
24	3	5
Total	52	100

Range (years) - 17 to 24

Mean age - 18,2 years

The majority of the students were between the ages of 17 and 19 (87 per cent) while only 13 per cent of the sample were aged between 20 and 24.

II YEAR OF MATRICULATION:

TABLE 8 - YEAR OF MATRICULATION OF RESPONDENTS

Year Matriculated	Number of Students	Percentage of Students
1974	37	70
1973	4	8
1972	5	10
1971	1	2
1970	1	2
1969	2	4
1968	1	2
1967	1	2
Total	52	100

The majority of the students had matriculated the year before coming for social work training (70 per cent) and 12 per cent matriculated between 1967 and 1971.

III SEX AND MARITAL STATUS OF THE RESPONDENTS:

TABLE 9 - SEX AND MARITAL STATUS OF RESPONDENTS

Marital Status	Sex of Respondents				
	Male		Female		Total
	Number	Percentage	Number	Percentage	
Married	-	-	2	4	4
Single	7	13	43	83	96
Total	7	13	45	87	100

The vast majority of the students in the sample were single (96 per cent) and females (87 per cent).

IV RELIGION OF THE STUDENTS IN THE SAMPLE:

TABLE 10 - RELIGION OF RESPONDENTS

Religion	Number of Students	Percentage of Students
Christian Catholic	4	8
Christian Protestant	15	29
Jewish	28	53
Other	2	4
No affiliation	3	6
Total	52	100

Over half of the respondents in the sample were Jewish (53 per cent) with 37 per cent of the respondents stating that they were Christian (Catholic and Protestant).

V RACE OF THE RESPONDENTS:

TABLE 11 - RACE OF RESPONDENTS

Race	Number of Students	Percentage of Students
White	51	98
Coloured	1	2
Total	52	100

These findings that 98 per cent of the sample were white relate to the fact that the Extension of Universities Act (No.45 of 1956) provides separate educational facilities for all racial groups in South Africa; the Coloured student was admitted on medical grounds after having obtained permission from the Minister for Coloured Affairs.

VI PLACE OF RESIDENCE DURING TERM TIME:TABLE 12 - PLACE OF RESIDENCE OF RESPONDENTS
DURING TERM TIME

Place of residence	Number of Students	Percentage of Students
At home with family	35	67
In own home	4	8
In University Residence	9	17
Hotel or boarding house	2	4
Commune	1	2
Other	1	2
Total	52	100

The fact that the majority of the respondents lived at home with the family or in the University Residence (84 per cent) corresponds with the finding that the students were generally young and single and had recently completed their schooling.

During the vacation 35 or 67 per cent of the respondents returned to their home in the city, whilst the remainder returned to their homes in towns or in country areas.

8.1.1 Discussion of Findings Concerning the Social Characteristics of Respondents

It is apparent that the typical student in the sample was a white female aged 17 or 18 years, recently matriculated, living at home with her family in an urban area.

Madison,¹³³ in her study conducted at San Francisco State

College with undergraduate Social Welfare majors found that the majority of students in her sample were female (79,7 per cent). The men were aged between 19 and 28 and the women between 19 and 38. With regard to race, 61,9 per cent were white, 8,5 per cent negro and 15,4 per cent were oriental. The majority of respondents in her sample were Christian (Protestant and Catholic), that is, 75,3 per cent with 5,1 per cent of the sample Jewish and 6,8 per cent Buddhist.

In Berengarten and Kerrigan's³ study of students at Columbia University School of Social Work in 1947, 66,2 per cent of the sample were female and the median age of the applicants was 26 years.

Okin¹⁵² found in her study conducted with undergraduate Social Welfare majors at Temple University in 1968, that the median age for males in her sample was 27 years and females 22 years. Her sample comprised 88 per cent females and 12 per cent males and with regard to the religion of her subjects, 65 per cent of the students were Jewish, and regarding the race of the subjects, 15 per cent were Black and the remainder were white.

In the study conducted by Brennan and Arkava⁴⁹ at the University of Montana in 1973, 78 per cent of the sample were female, 63 per cent were single, 70 per cent were 22 years or younger and with regard to race, 96 per cent of the sample were white.

The only consistent characteristic in the studies quoted is that of sex, where the majority of students in all the studies

mentioned are female, as was the case in the present study. However, ages of the students in the present study are considerably lower than the ages of the students in the American studies quoted above, and this has implication for the comparability of findings.

8.2 Questionnaire Results

During 1975 four questionnaires were administered to the first year social work students at the University of the Witwatersrand.

The first questionnaire was administered on the first day of term before the course commenced, in order to assess students' expectations about social work training.

Three subsequent questionnaires were administered at the end of the first, second and fourth quarters, with the number of students responding to the questionnaire being 51, 52 and 49 respectively. The questionnaires at the end of quarters one and two sought to ascertain the students' experiences of social work studies in each of these quarters. The questionnaire at the end of the fourth quarter fulfilled the same purpose for the second half of the academic year and, in addition, sought students' retrospective impressions and assessment of the academic year as a whole.

The four questionnaires appear as Appendices XXI, XXII, XXIII and XXIV.

8.3 Results of the Orientation Day Questionnaire

Before discussing the results of the questionnaires

administered during 1975, the responses to the questions asked on orientation day (see Chapter 7) should be briefly presented and discussed.

TABLE 13 - STUDENTS' ASSESSMENTS OF ORIENTATION DAY 1975

Assessment	Number of Students	Percentage of Students
Personal friendly atmosphere	17	53
Gave us some insight into future	8	25
Felt excited and enthusiastic	7	22
All talks were interesting	14	44
Liked talks by students	9	31
Talks were too long, confusing	17	53
Liked small group discussions	5	16
Compus tour is necessary	5	16

N of students = 32

Over half of the applicants present to respond to the orientation day questionnaire, stated that they had found the atmosphere personal and friendly and conducive to the existence of good communications between lecturers and students. One quarter of the applicants found that they now had a greater understanding of what to expect from the social work course, while 22 per cent felt excited and enthusiastic with regard to their future training.

When considering the actual talks presented, 44 per cent found that all the talks that were presented were of interest, 31 per cent found the talks presented by students were enjoyable and

and 16 per cent mentioned that they had particularly liked the small group discussions.

In respect of the second question - 'What would you do differently from what was done to-day?' - over half the applicants present found that there were too many talks and that small breaks were needed between the talks to facilitate absorption and understanding.

8.4 Results of the four questionnaires administered to social work students at the University of the Witwatersrand during 1975 (see Appendices XXI - XXIV for Questionnaires)

8.4.1 The nature of social work training - students' opinions.

Before commencing the course the students were asked about their expectations regarding the nature of social work training.

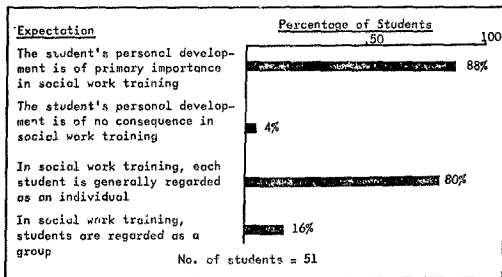


FIGURE 1: BEGINNING SOCIAL WORK STUDENTS
Expectations of the nature of social work training

As indicated in the literature, writers regard personal change and growth to be an essential component of social work training and it is apparent that the beginning student has clear expectations in this regard. It follows, therefore, that students feel that it is important that they should be treated as individuals.

In order to assess whether these expectations were in fact met in the training of the first year student, the students were asked, in the final questionnaire, about their actual experiences with regard to the nature of social work training.

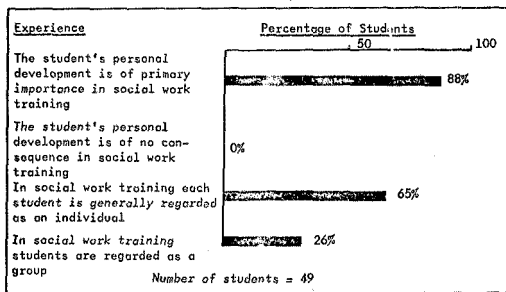


FIGURE II: SOCIAL WORK STUDENTS AT THE END OF THEIR FIRST YEAR OF STUDY
Experiences of the nature of social work training

The students' expectations with regard to personal growth were clearly borne out in the first year of training with the same percentage (88 per cent) of students expecting and experiencing that their personal development is of primary importance in social work training. However, fewer students experienced being regarded as an individual (65 per cent) in spite of the large number (80 per cent) who expected to be treated as individuals.

8.4.2 Students' feelings about social work study

The students were asked, before the course commenced, what their feelings were about starting to study social work.

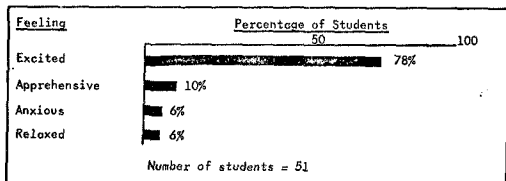


FIGURE III: BEGINNING SOCIAL WORK STUDENTS
Feelings about starting to study social work

More than three-quarters of the students expressed excitement which suggests that the majority were in a highly motivated and positively receptive state with regard to their social work course.

Throughout the course the students were asked to indicate their feelings with regard to social work as a career in order to attempt to ascertain whether this motivation and positive conception of social work remained consistent throughout the year.

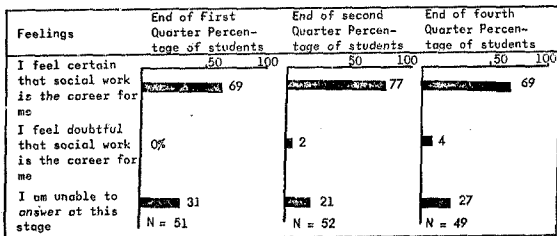


FIGURE IV: SOCIAL WORK STUDENTS - FEELINGS WITH REGARD TO SOCIAL WORK AS A CAREER

At the end of each quarter the majority of students felt certain that social work was the correct career choice for them, whilst a very small number of students felt doubtful that social work was the career for them.

8.4.3 Personal change during the first year

In order to ascertain whether students undergo personal change during the first year of training, at the end of 1975 the students were asked a number of questions concerning themselves.

TABLE 14 - STUDENTS' ASSESSMENT OF THEIR CHANGED BEHAVIOUR AT THE END OF THE FIRST YEAR OF SOCIAL WORK STUDY

Feelings	Number of Students	Percentage of Students
I consider that I tend to apply social work techniques in my personal relationships	19	39
I consider that I do not tend to apply social work techniques in my personal relationships	12	24
I consider that my capacity to feel for others has been increased	30	61
I consider that my capacity to feel for others has not been increased	2	4
I consider that I have become more sensitive of others' reactions and attitudes towards me	26	53
I consider that I have not become more sensitive of others' reactions and attitudes towards me	1	2
I consider that I have become more aware of what is going on in the world around me	44	90
I do not consider that I have become more aware of what is going on in the world around me	2	4
N = 49		

The most significant finding is that the vast majority of the students (90 per cent) felt a greater awareness of events in their external environment, indicating that personal change had occurred in this area. In addition, indications that personal change had occurred during the first year of training were given by the findings that the majority (61 per cent) believed that their capacity to feel for others had been increased and that they had become more sensitive of others' reactions and attitudes towards themselves (53 per cent).

8.4.4 Social Work 1 Teachers Students' perceptions of Social Work Teachers

With the aim of ascertaining whether the students felt that the attitude of the teaching staff was supportive and caring, the respondents were questioned in this regard.

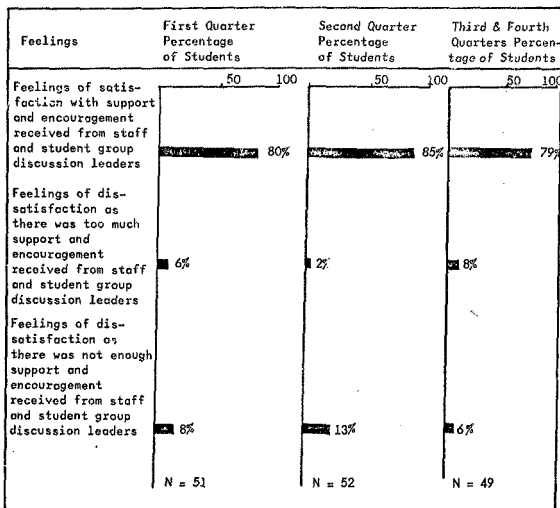


FIGURE V: STUDENTS' PERCEPTIONS OF SOCIAL WORK TEACHERS
ON THE SOCIAL WORK 1 COURSE OF 1975

The majority of students, throughout the year, expressed feelings of satisfaction with regard to support and encouragement received from teaching staff and student group discussion leaders.

At the beginning of the academic year students were asked about their expectations with regard to the role of the lecturers in their social work course.

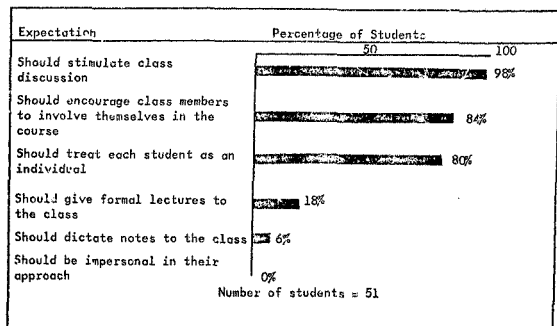


FIGURE VI: BEGINNING SOCIAL WORK STUDENTS:
EXPECTATIONS WITH REGARD TO THE ROLE OF THE
LECTURERS IN THE SOCIAL WORK 1 COURSE

The majority of the students saw the lecturer's role as that of active facilitator, stimulating discussion, encouraging class members to involve themselves in the course and, in addition, treating each class member as an individual.

At the conclusion of the first, second and fourth quarters, the students were asked about their experiences with regard to the role of the lecturers in the Social Work 1 course.

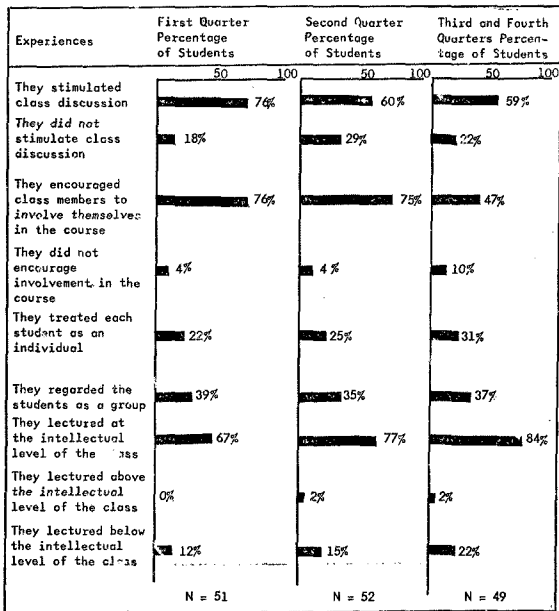


FIGURE VII: EXPERIENCES OF THE FIRST YEAR SOCIAL WORK STUDENTS WITH REGARD TO LECTURERS IN THE SOCIAL WORK 1 COURSE

The students' experiences with regard to the role of the lecturers differed during the four quarters of the year. This finding is consistent with the fact that they were exposed to different lecturers within different teaching-learning contexts during the four quarters. The majority of the students felt that the lecturers stimulated class discussion and, in the first two quarters, that the lecturers encouraged class members to involve themselves in the course. Contrary to prior expectations, the majority of the students did not find that the lecturers regarded them as individuals. Most of the students found that throughout the year the lecturers lectured at the intellectual level of the class.

It is interesting to note that, although the majority of students did not find that the lecturers regarded them as individuals, the majority (65 per cent) still had the overall impression that in social work training students are generally regarded as individuals (see Figure II). It can be assumed that the students responded to this question in terms of their experiences with regard to discussion group leaders whom the majority perceived as treating each student as an individual, in each of the four quarters of the year (see Figure IX).

In addition to formal lectures, the students participated in discussion groups which were held throughout the year. During the first quarter these discussion groups were conducted by staff members of the School of Social Work together with visiting

practitioners and, during the second, third and fourth quarters, the discussion groups were conducted by senior social work students under the supervision of a senior staff member.

8.4.5 Discussion groups during the first year

In the first questionnaire the students were asked about their expectations with regard to their participation in discussion groups.

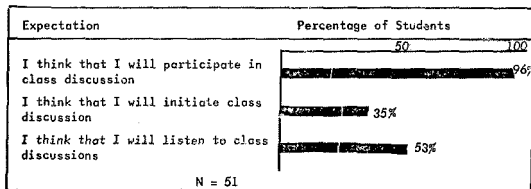


FIGURE VIII: BEGINNING SOCIAL WORK STUDENTS
Expectations with regard to participation
in Discussion Groups

The vast majority of students expected to participate in class discussions.

In the questionnaire administered at the end of the first, second and fourth quarters, the students were asked about their experiences with regard to participation in discussion groups.

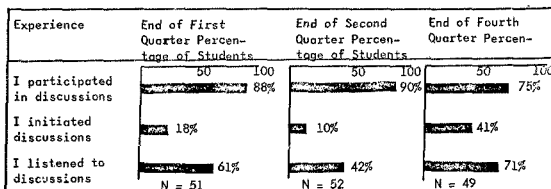


FIGURE IX: SOCIAL WORK 1 STUDENTS - EXPERIENCES WITH REGARD TO PARTICIPATION IN DISCUSSION GROUPS

As they had expected, most of the class participated in discussions. During the final quarters of the year, more students initiated discussion than earlier in the year.

As described, during the year, the students attended discussion groups as part of the Social Work 1 course and in each questionnaire they were asked to express their opinions with regard to the role of the discussion group leaders with whom they came into contact.

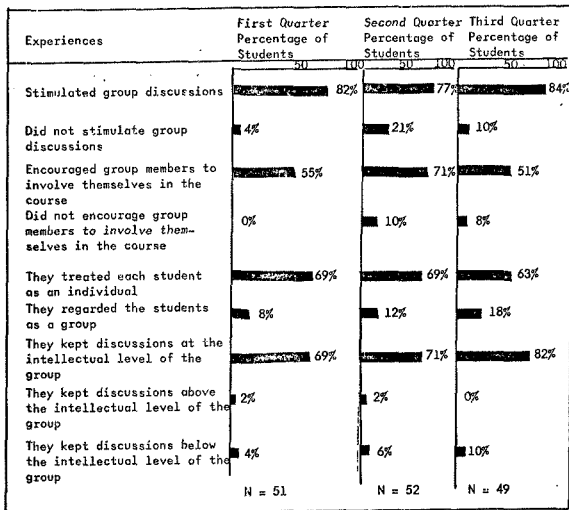


FIGURE X: SOCIAL WORK STUDENTS EXPERIENCES OF DISCUSSION GROUP LEADERS DURING THE SOCIAL WORK 1 COURSE OF 1975

In general, the students expressed positive views with regard to the discussion group leaders whom they saw as stimulating discussion, encouraging members to involve themselves in the course, treating each student as an individual and keeping discussions at

the intellectual level of the group.

In order to explore further the opinions of students with regard to discussion groups, at the end of the fourth quarter the respondents were asked additional questions in this regard.

TABLE 15 - STUDENTS' OPINIONS WITH REGARD TO SMALL GROUP DISCUSSIONS OF 1975

Opinion	Number of Students	Percentage of Students
There should have been more discussion groups	17	35
There should have been fewer discussion groups	7	14
There were an adequate number of group discussions	21	43
The small group discussions were too small	0	0
The small group discussions were too big	4	8
The size of the small groups was adequate	35	71
The small groups should be led by staff members of the School of Social Work	15	30
The small groups should be led by senior social work students	32	65

N = 49

The students appeared to be satisfied with regard to small group discussions as the majority felt that the size of the groups was adequate and that an adequate number of groups were held

during the year, or that even more should be held. An interesting finding was that students preferred the groups to be led by students of social work (65 per cent) as opposed to staff members of the School of Social Work (30 per cent). One reason for this could be that the students identify with the senior social work students whom they perceive in a student role in addition to their teaching role. The senior social work student is able, for this reason, to create a rapport with the first year students and put them at ease almost immediately.

8.4.6 Opinions of students regarding teachers and discussion group leaders of the first quarter of 1975

It was of some importance to assess carefully the opinions of the students towards this "experiential" section of the course. In their response to the question concerning the role of the lecturers during the first quarter, recorded in the questionnaire administered at the end of the first quarter, several of the students found the question difficult to answer as the course had been divided into two parts. They indicated that they held different attitudes towards the lecturers in the different parts. It was therefore decided to repeat the question in the following (i.e. second) questionnaire (Appendix XXII) in a different form. Respondents were now asked to assess aspects of the programme on alcoholism and drug dependency and the programme on attitudes towards blindness separately, focusing firstly, on the role of the lecturers and, secondly, on the role of the discussion group leaders.

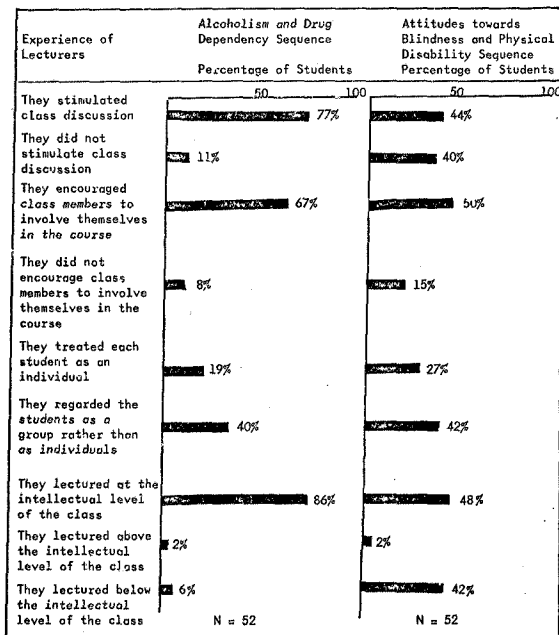


FIGURE XI: OPINIONS OF STUDENTS REGARDING THE TWO GROUPS OF LECTURERS DURING THE FIRST QUARTER OF THE SOCIAL WORK I COURSE OF 1975

It is apparent that students experienced the lecturers in the different programmes in a different manner. While over three quarters of the class (77 per cent) found that the lecturers in the alcoholism and drug dependency programme stimulated class discussion, less than half of the respondents (44 per cent) reported that the lecturers in the attitudes to blindness course stimulated class discussion.

Two-thirds of the students (67 per cent) found that the lecturers on alcoholism and drug addiction encouraged class members to involve themselves in the course compared with half (50 per cent) of the respondents who reported that the lecturers in the attitudes to blindness course encouraged them to involve themselves in the course.

Finally, 86 per cent of the students reported that the lecturers in the programme dealing with alcoholism and drug addiction lectured at the intellectual level of the class while less than half of the respondents (48 per cent) responded that the lecturers in the attitudes to blindness course lectured at the intellectual level of the class. Indeed, 42 per cent felt that the lecturers lectured below the intellectual level of the class.

Respondents were, in addition, asked to record their experiences with regard to the discussion group leaders with whom they came into contact in the programme dealing with alcoholism and drug dependency and the course covering attitudes towards blindness.

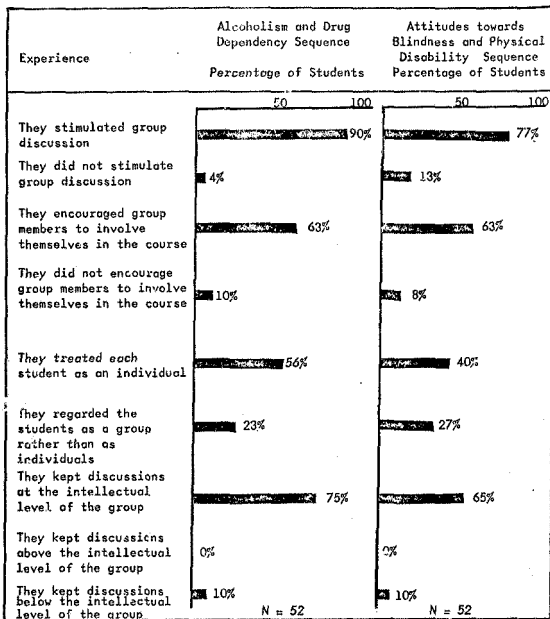


FIGURE XII: OPINIONS OF STUDENTS REGARDING THE TWO SETS OF DISCUSSION GROUP LEADERS DURING THE FIRST QUARTER OF THE SOCIAL WORK 1 COURSE OF 1975

Students appeared to feel slightly more positive towards the discussion group leaders in the course on alcoholism and drug dependency than the discussion leaders in the programme on attitudes towards blindness. With regard to the former sequence, 90 per cent stated that the leaders stimulated group discussions compared with 77 per cent of the leaders in the sequence concerning attitudes towards blindness and physical disabilities; 56 per cent reported that the leaders in the alcoholism/drug dependency sequence treated the group as individuals compared with 40 per cent in the attitudes towards blindness sequence; and 75 per cent of the students felt that the discussion leaders kept discussion at the intellectual level of the group in the alcoholism/drug dependency sequence compared with 65 per cent in respect of the leaders in the attitudes towards blindness sequence.

The same percentage of students (63 per cent) felt that the discussions group leaders in both programmes encouraged group members to involve themselves in the course.

8.4.7 Social Work 1 course content at the University of the Witwatersrand during 1975

Before commencing the Social Work 1 course, the students were told that the course would involve many different learning activities and were asked to which activities they were most looking forward.

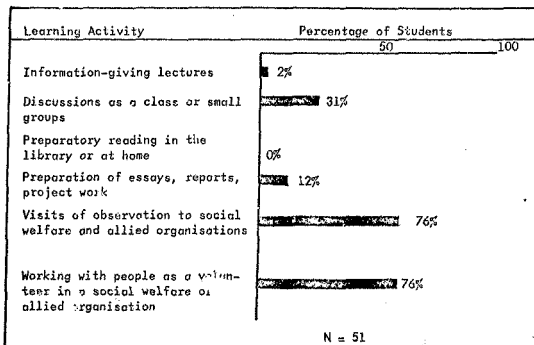


FIGURE XIII: BEGINNING SOCIAL WORK STUDENTS: LEARNING ACTIVITIES TO WHICH STUDENTS LOOKED FORWARD

An equal percentage of students (76 per cent) were looking forward to visits of observation to social welfare or allied organisations and to working with people as volunteers in a social welfare or allied organisation, thereby indicating the wish to be actively and directly involved with the practical side of the course as soon as possible. A small percentage of students were looking forward to the more theoretical aspects of the course.

During the academic year, the students were asked at the end of the first, second and fourth quarters, which of the learning activities presented in the relevant quarter they had

enjoyed most as well as from which of the learning activities they had learned most.

TABLE 16 - LEARNING ACTIVITIES WHICH THE SOCIAL WORK STUDENTS ENJOYED MOST AND FROM WHICH THEY LEARNED MOST DURING THE FIRST, SECOND, THIRD AND FOURTH QUARTERS OF 1975

LEARNING ACTIVITY	First quarter				Second quarter				Third and fourth quarters			
	Students enjoyed most		Students learned most from		Students enjoyed most		Students learned most from		Students enjoyed most		Students learned most from	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Lectures	14	27	31	61	24	46	40	77	19	39	35	71
Discussions	11	22	12	23	28	54	17	33	30	61	14	29
Preparatory reading	2	4	7	14	4	8	10	19	11	22	19	39
Essays and reports	3	6	6	12	0	0	3	6	8	16	5	10
Visits of observation	39	76	28	55	-	-	-	-	-	-	-	-
Voluntary experience	-	-	-	-	46	88	36	69	-	-	-	-
Field assignments	27	53	16	31	-	-	-	-	30	61	24	49
Number of Students = 51				Number of Students = 52				Number of Students = 49				

The majority of students throughout the year enjoyed the more practical aspects of the course most. In the first quarter 76 per cent of the students enjoyed the visits of observation most, and in the second quarter, where the students engaged in their volunteer placement, this was enjoyed most. In the final half of the year, students enjoyed field assignments most, although they enjoyed discussions equally well in this period.

With regard to learning activities from which most was learned, the majority of students found formal lectures to be of most use in this regard; therefore, during the first quarter 61 per cent felt that they learned most from information giving lectures, as did 77 per cent of students in the second quarter, and 71 per cent in the third and fourth quarters. With regard to their field instruction experiences, more students expressed that they had learned from their volunteer placement (69 per cent) than from their visits of observation (55 per cent).

Discussion groups were enjoyed by the majority of students in the second, third and fourth quarters, but were not perceived as major sources of learning. Similarly, field assignments, which the students generally enjoyed, were not perceived as a major learning medium.

At the end of 1975, in the final questionnaire, the students were asked to indicate which learning activity they enjoyed most during 1975 and which learning activity they learned most from during the year.

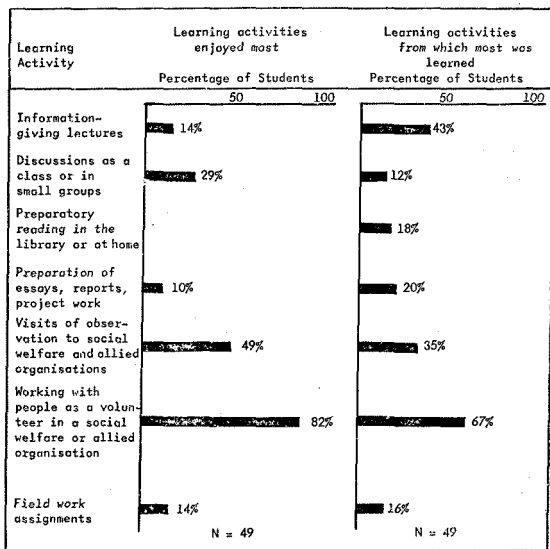


FIGURE XIV: LEARNING ACTIVITIES WHICH THE SOCIAL WORK STUDENTS ENJOYED MOST AND FROM WHICH THEY LEARNED MOST DURING 1975: STUDENTS' END OF YEAR ASSESSMENT

The majority of students both enjoyed and learned most from their experiences of working as a volunteer in a social welfare or allied organisation (82 per cent and 67 per cent of the students

respectively), while 49 per cent enjoyed visits of observation most and 43 per cent learned most from information-giving lectures.

These experiences correspond to their expectations, where 76 per cent of the students were most looking forward to visits of observation and working with people as a volunteer in a social welfare organisation.

8.4.8 Social Work 1 field instruction during 1975

The students completed a volunteer placement at the end of the first quarter as described in Chapter 7. Before commencing the placement the students were asked about their feelings with regard to this placement.

TABLE 17 - FIRST YEAR SOCIAL WORK STUDENTS:
- FEELINGS ABOUT THE VOLUNTEER PLACEMENT
ABOUT TO COMMENCE

Feelings	Number of Students	Percentage of Students
Excited	31	60
Apprehensive	8	16
Anxious	2	4
Relaxed	7	14
Bored	-	"
Disappointed	3	6
Total	51	100

The majority of the respondents (60 per cent) felt excited in anticipation of the volunteer placement.

After the volunteer placement was over, the students were asked about their experiences with regard to the volunteer placement.

TABLE 18 - FIRST YEAR SOCIAL WORK STUDENTS:
EXPERIENCES OF THE VOLUNTEER PLACEMENT
RECENTLY UNDERTAKEN

Experience	Number of Students	Percentage of Students
I found the placement too long	3	6
I found the placement too short	12	23
I found the placement neither too long nor too short	33	63
My contact with the 'contact person' at the social welfare organisation was adequate	31	60
I should have had <u>more</u> contact with the 'contact person'	21	40
I should have had less contact with the 'contact person'	0	0
I was clear about the tasks I had to perform at the social welfare organisation	34	65
I was not clear about the tasks I had to perform at the social welfare organisation	17	33
The placement gave me greater understanding about people and their needs	46	88
The placement did not give me greater understanding about people and their needs	2	4
I have gained greater understanding of my own reactions towards people and situations	47	90
I have not gained greater understanding of my own reactions towards people and situations	3	6
N = 52		

The positive attitude expressed towards the placement by the students before they commenced the experience, was carried over by the majority through the placement and most experienced this placement in a positive way.

The majority (63 per cent) felt that the placement was of the correct duration (neither too long nor too short) and that they had adequate contact with the contact person at the organisation (60 per cent). Most of the respondents (65 per cent) were clear about the tasks they had to perform at the organisation.

The theory that students undergoing social work training experience personal change was lent some support in that over three-quarters of the class (88 per cent) felt that the placement gave them greater understanding about people and their needs, and 90 per cent responded that they had gained greater understanding of their own reactions towards people and situations.

8.4.9 Reports written during the Social Work 1 course of 1975

As part of the course content of the Social Work 1 course of 1975 the students were required to write reports on selected topics related to the section of the course under consideration at the time. For more details in this connection see Chapter 7.

During informal discussion with student class members, attitudes with regard to report writing were expressed and the researcher decided to explore further this aspect of course content; therefore, students were asked to indicate how they experienced the report writing.

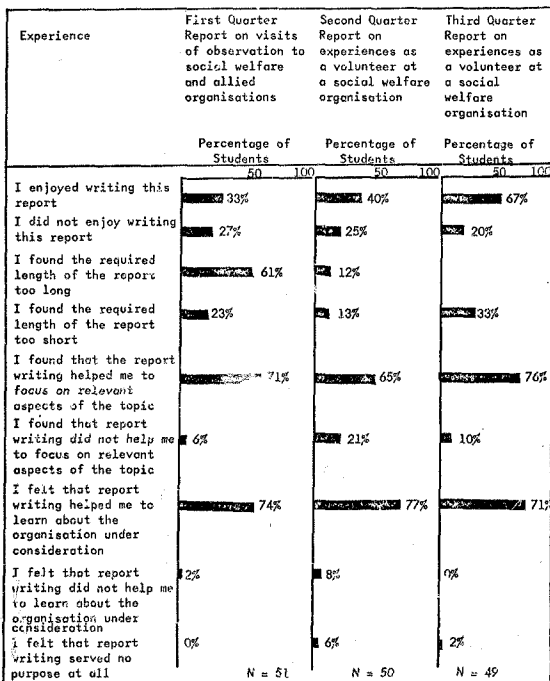


FIGURE XV: OPINIONS OF SOCIAL WORK STUDENTS REGARDING REPORT WRITING DURING THE FIRST, SECOND AND THIRD QUARTERS OF 1975

Although only with regard to the final report, the majority of the students (67 per cent) experienced enjoyment in writing the reports; the majority of students in each quarter where reports were written considered that report writing helped them to focus on relevant aspects of the organisation they visited or where they worked as a volunteer. In addition, over 70 per cent of the respondents felt that the report writing helped them to learn about the social welfare or allied organisation they visited or the social welfare organisation where they conducted their volunteer placement.

8.4.10 Opinions of Social Work 1 students regarding specific course content of 1975

In order to obtain information with regard to specific course content the students were asked, in the final questionnaire, to comment on the sequences of lectures attended as part of the Social Work 1 course in 1975. A list of these lecture sequences was presented in the questionnaire and the students were asked to indicate which sequence they enjoyed most and from which sequence they learned most.

TABLE 19 - THE SEQUENCE OF LECTURES ATTENDED BY SOCIAL WORK 1 STUDENTS in 1975
WHICH THEY ENJOYED MOST AND FROM WHICH THEY LEARNED MOST

LECTURE SEQUENCE	ENJOYED MOST		LEARNED MOST	
	Number of Students	Percentage of Students	Number of Students	Percentage of Students
Drugs and alcohol	29	60	21	43
Attitudes towards blindness and physical disability	0	0	1	2
Law for social workers	11	22	14	29
Pincus and Minahan's 'systems approach' to social work	2	4	6	16
Social group work	2	4	4	8
Social welfare systems and structures	0	0	1	2
Introduction to community organisation and social casework	2	4	0	0
'This is the week that was'	3	6	0	0
Total	49	100	49	100

The lecture sequence enjoyed most by the majority of the students (60 per cent) was the sequence dealing with drugs and alcohol presented in the experiential first quarter. A fairly large percentage of students (43 per cent) felt that they learned most from this sequence too. The only other sequence that a significant percentage of students felt they learned from or enjoyed was the sequence dealing with law for social work presented by a member of the faculty of law.

The findings here appear to indicate that students enjoy and learn from learning experiences which are most meaningful to them and have the most impact on them at this early stage of learning. The courses dealing with drugs and alcohol formed part of the experiential first quarter and were selected in terms of their relevance for the beginning student. It could, therefore, be expected that this lecture sequence would be enjoyed most and be most productive as a learning experience for them. Other sequences, such as the systems approach to social work, introduction to social group work, social welfare systems and structures and 'This is the week that was', providing basic information and of a more factual nature, form the foundation on which subsequent knowledge is built in later years, and may well be perceived by the students as useful learning experiences in later years.

8.4.11 Teaching aids used on the Social Work 1 course of 1975

Before commencing the course the students were asked to indicate which teaching aids that they would most like the lecturers in the Social Work 1 course to use.

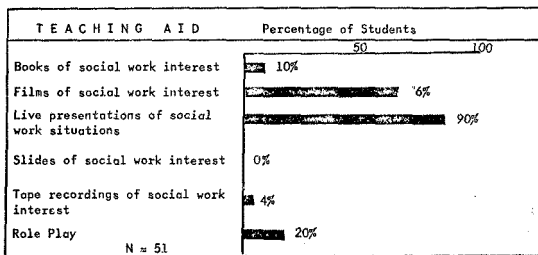


FIGURE XVI: BEGINNING SOCIAL WORK STUDENTS - TEACHING AIDS TO WHICH STUDENTS LOOKED FORWARD MOST

In the final questionnaire, in order to evaluate the effectiveness of teaching aids used throughout the Social Work 1 course, the respondents were asked to indicate which teaching aids used by lecturers in the course they enjoyed most and which teaching aid had been most useful as an aid in learning.

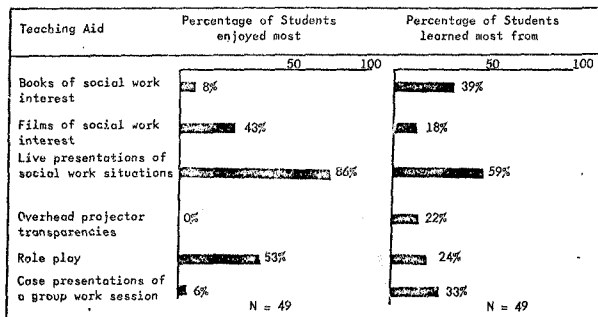


FIGURE XVII: TEACHING AIDS USED BY LECTURERS IN THE SOCIAL WORK 1 COURSE OF 1975 WHICH STUDENTS ENJOYED MOST AND LEARNED MOST FROM

As they had anticipated when expressing which teaching aids they would most like lecturers in the Social Work 1 course to use, the students found live presentations of social work situations most enjoyable (86 per cent) and most useful as a learning aid (59 per cent). A fairly large percentage (43 per cent) enjoyed films of social work interest although a smaller percentage (18 per cent) learned most from these films.

In their anticipation of which teaching aids they would like lecturers to use most, 20 per cent referred to role play and, at the end of the year, 53 per cent found that in the actual learning

situation they had enjoyed role play the most, with 24 per cent expressing that they had learned most from role play. These results could be explained by the fact that it is unlikely that the majority of beginning students had experienced a role play situation prior to commencing the course and were not clear as to the nature of this audio-visual teaching aid.

A fair number of students (39 per cent) found books useful aids to learning while 33 per cent found case presentations of a group work session useful in this regard. A fairly large percentage (22 per cent) found the overhead projector transparencies helped them learn effectively.

The students were asked at the end of the first, second and fourth quarters which of the teaching aids used in the quarter of the year under discussion they had enjoyed most and which aid had proved most valuable for them as a learning experience.

TABLE 20 - TEACHING AIDS USED BY LECTURERS DURING THE FIRST, SECOND, THIRD AND FOURTH QUARTERS OF 1975 WHICH SOCIAL WORK 1 STUDENTS ENJOYED MOST AND FROM WHICH THEY LEARNED MOST

Teaching Aid	First quarter				Second quarter				Third and fourth quarters			
	Students enjoyed most		Students learned most from		Students enjoyed most		Students learned most from		Students enjoyed most		Students learned most from	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Books	3	6	8	16	8	15	25	48	18	37	30	61
Films	46	90	39	76	27	52	15	29	-	-	-	-
Live presentations	49	96	49	96	-	-	-	-	-	-	-	-
Overhead projector transparencies	-	-	-	-	10	19	29	56	16	33	26	53
Role play	-	-	-	-	47	90	26	50	-	-	-	-
Case presentations of a group work session	-	-	-	-	-	-	-	-	41	84	31	63

An interesting finding was that as the year progressed a larger percentage of students found that they enjoyed and learned more from books of social work interest than in the preceding section of the year. Therefore, at the end of the first quarter, 6 per cent of the students enjoyed books; at the end of the second quarter, 15 per cent of the students enjoyed books of social work interest; and by the end of the year, 37 per cent of the students enjoyed the books. As regards learning from books, at the end of the

first quarter, 16 per cent of the students stated that they had learned most from books of social work interest; at the end of the second quarter, 48 per cent of the respondents stated that they had learned most from these books and over half the respondents, 51 per cent, had, by the end of the year, found books most useful as an aid to learning.

Action media proved most enjoyable in all quarters of the year, with 96 per cent of respondents enjoying live presentations of a social work situation most in the first quarter, 90 per cent of the students enjoying role play most in the second quarter and 84 per cent of the students enjoying a case presentation of a group work situation most in the final quarters of 1975. This type of medium proved most valuable as a learning aid too, as during the first quarter, 96 per cent of the sample learned most from the live presentations; in the second quarter, half of the students learned most from the role playing; and in the concluding quarters of the year, 63 per cent of the students felt that they had learned most from the case presentations.

With regard to projected media, films shown during the first quarter proved more enjoyable and useful for learning (90 per cent and 76 per cent enjoying most and learning most from films respectively) than the film shown during the second quarter (52 per cent and 27 per cent of the students enjoyed and learned most from this film respectively). This difference is possibly due to the fact that a great use was made of the film during the first

experiential quarter and some of these films were dramatic and appeared to make a great impact on the students. During the second quarter only one film was shown and this was a film of an informative nature and was shown during the first week of the second quarter. It may have lost impact by the time the third questionnaire was administered.

The overhead projector transparencies were considered valuable as learning aids by over half the students in each quarter when it was used. Thus 56 per cent of the respondents found it most useful for learning purposes in the second quarter, and in the final quarters 53 per cent of the students found this projected medium of use as a learning aid.

8.5 Discussion of the results of the questionnaires administered to the Social Work 1 class of 1975

8.5.1 The first year student: motivation and personal growth and change

As writers have indicated, the first year social work student is often highly motivated when commencing study, but this motivation and positive outlook towards the course may change unless the students find the course interesting, challenging and exciting. At intake the great majority of students in this study felt excited in anticipation of the course. Throughout the year the students appeared to hold a fairly favourable attitude towards social work as a career as the majority felt certain that social work was the career for them, and it can be suggested from this that the students

felt positive towards the social work course in addition. Other evidence in support of the statement that students felt positive towards the course can be seen in the fact that the respondents felt satisfied with regard to staff support and encouragement throughout the year; the majority found that the lecturers in the course stimulated class discussion and encouraged them to involve themselves in the course; the majority of the students participated in discussions, and they found that the group discussion leaders encouraged them to involve themselves in the course. Finally, the students expressed positive attitudes with regard to their volunteer placement.

It can be concluded, therefore, that the students generally appeared to retain a positive attitude towards the Social Work 1 course of 1975 throughout the year.

Opinions were expressed by many writers as quoted in Chapter 6 with regard to the fact that the social work student undergoes personal growth and change during training, and some support for this was given in the present study.

Before commencing the course, the students anticipated that they would experience personal change as the great majority believed that the student's personal development was of primary importance in social work training, and the vast majority, at the conclusion of the first year of training, stated that they had experienced their personal development as being of primary importance during the year of study.

Further support for this change was given by the fact that after their volunteer placement, the great majority of the students found that they had gained greater understanding about people and their needs and a greater understanding of their own reactions towards people and situations.

Finally, at the end of the year, in response to the question designed to elicit information with regard to self, the majority of the respondents considered that their capacity to feel for others had been increased, that they had become more sensitive to others' reactions and attitudes towards themselves, and that they had become more aware of what went on in the world around them.

In conclusion, it is apparent that conforming with their expectations of the nature of social work training, the majority of the students in the Social Work 1 course of 1975 experienced some measure of personal change.

8.5.2 The curriculum content of the Social Work 1 course of 1975

As mentioned earlier, it is of great importance to ensure that the content of the Social Work 1 course is exciting and challenging in order to motivate the student to involve himself in his studies. Some evidence that the majority of the students were motivated to consider social work as a career at the end of the first year has been discussed, and will now be further elaborated upon.

With regard to the learning activities in the course,

students were looking forward most to visits of observation to social welfare and allied organisations and working with people as a volunteer in a social welfare or allied organisation. In practice, the students most enjoyed the two learning activities previously referred to, but a fairly large percentage of students found that they learned most from information giving lectures. When the year is broken down and each quarter considered separately, it is apparent that the enjoyment and quality of learning with regard to lectures and discussion groups held throughout the year was dependent on the lecturer(s) or discussion group leader(s) concerned and the particular teaching-learning contexts in which they operated. With regard to preparatory reading and essays and reports, the majority of the respondents did not specify that these were enjoyed most or were most useful as a learning experience.

In order to attempt to gain specific information about aspects of the course content discussed, some of these aspects - namely, the volunteer experience, the lecture sequences presented during 1975 and reports written as a course requirement - were analysed in greater detail.

The volunteer field instruction placement was anticipated with excitement by the majority of the students and experienced by the majority in a positive way. Most found the length of the placement adequate as well as their contact with the 'contact person' at the social welfare organisation. The majority were

clear about the tasks they were to perform and, in addition, gained greater understanding of themselves and others. As mentioned, this learning activity was enjoyed most and most was learned from this experience. This finding supports that of Brennan and Arkava⁴⁹ where most of the students in their study stated that they enjoyed their practical work the most.

The students attended eight lecture sequences during the year and, of these, the majority enjoyed and learned most from the sequence dealing with drugs and alcohol. This sequence of lectures was the first sequence attended by the students in the experiential first quarter described in Chapter 7. It was presented in an unusual manner and for this reason could have had a favourable impact on the respondents. However, this finding is given support by the writers who state that the first year should not be loaded with information content only but should contain content presented in an interesting, different manner (e.g. Blackey).⁴⁷

With regard to the reports written during 1975, the majority of the students found these useful in helping them to focus on relevant aspects of the topic under discussion and that the reports helped them to learn about the organisation under consideration. In the final quarters, the students enjoyed writing the reports and although the majority of students did not state that they had enjoyed writing the reports in the first two quarters, they did not state that they did not enjoy writing

the reports nor that report writing served no purpose at all.

It appears that, on the whole, the students found the course stimulating in parts and a valuable learning experience in other parts.

8.5.3 The teacher in the Social Work 1 course of 1975

With regard to the teachers of the first year social work students (including group discussion leaders and lecturers to the class), the study explored the opinions of the students with regard to the attitudes of the teachers (teacher-learner relationship) and their opinions with regard to the role of the teachers.

The teaching staff were viewed by the students as supportive and caring, as expressed in the view held by the majority that they were satisfied with the support and encouragement received by the staff and student discussion group leaders on the course.

The majority did not feel the need for more support and encouragement nor did they feel that the staff were too supportive. From this it is possible to conclude tentatively that the teacher-learner relationship was adequate and fulfilled the needs of students in the study.

Before the course began the students expressed the view that in social work, students should be treated as individuals. The majority of students experienced this during the first year of training, although a greater percentage anticipated being treated as individuals in Social Work than the actual percentage of students who experienced being treated as individuals on the Social Work 1 course.

When the students were questioned as to their perception of the role of the lecturers in the Social Work 1 course, the great majority considered that lecturers should stimulate class discussion, should encourage class members to involve themselves in the course and should treat each student as an individual.

Their actual experiences differed during the year according to the teacher by whom they were being lectured, but throughout the year the majority found that the lecturers stimulated class discussion and lectured at the intellectual level of the class. In the first half of the year the majority of the students saw the lecturers as encouraging class members to involve themselves in the course but the majority of students did not perceive this during the second half of the year.

The discussion group leaders were perceived as encouraging the group members to involve themselves in the course, stimulating group discussion, treating each student as an individual and keeping discussion at the intellectual level of the group. The discussion group leaders were generally viewed very positively.

Discussion groups were led by both staff members of the School of Social Work and senior social work students, and it was retained that the majority of the students considered that the groups should be led by the senior social work students.

8.5.4 The use of teaching aids in the Social Work I course of 1975

One of the reasons for the fact that the students appeared to retain their interest in the social work course throughout the year could be the fact that extensive use was made of audio-visual aids during the year.

Here use was made of three of Pohek's¹⁵⁹ types of media, that is, non-projected media (books of social work interest), projected media (films of social work interest and the overhead projector transparencies) and action media (role playing and live presentations of social work situations).

Students indicated prior to the course that they would most like lecturers to use films of social work interest and live presentations of social work situations.

During the course, they, in fact, found that they both enjoyed and learned most from live presentations of social work situations. Indeed, as mentioned, action media proved to be most enjoyable throughout the year, as well as most enjoyable as learning aids.

This concluded the third stage of the research project.

CHAPTER 9 - THE RESEARCH STUDY: EVALUATION OF SELECTION PROCEDURES

9.1 The aim of the study

The aim of this sequence of the study was to see if the five scores obtained during the selection study that is, the weighted matriculation score or x score, the interviewer assessment score, the positive desirable attributes score, the negative desirable attribute score and the principal's report score were related to the students' academic performance. In other words, could these scores be used to predict success in the first year of the Bachelor of Arts in Social Work course of 1975, and thereby prove to be satisfactory tools for selection purposes?

In order to have concrete criteria with which to evaluate the selection procedures it was decided to use the examination marks obtained by the students in the study. That is, the prediction of potential of the applicant as a social work student was compared with the actual performance of the candidate at the end of the first year of study.

Himmelweit¹⁰⁴ stated in this regard, that examination results appear to be the best available, quantifiable and reliable immediate criteria against which to validate selection procedures. Indeed, if the final examinations are so developed to appraise originality of thought, according to Himmelweit, the value of a given selection procedure can be determined by correlating it with final examination results.

Professor Ebel⁷⁴ supports the use of tests for assessment of prediction as these tests are convenient, uniform and reliable.

Many of the researchers in the field of selection used examination results to assess the effectiveness of selection procedures. These included Berengarten and Kerrigan,³ Moore and Welty,¹³⁹ Doiley⁶⁸ and Hepworth.¹⁰¹ The method used by these researchers was the same as that used in the present research study, that is, the writers compared the scores obtained during the selection study with performance scores obtained by the social work student during and at the end of the academic year under consideration.

The marks given for performance in the present study constituted the dependent variables and there were seven of these in total, namely, the year mark for Social Work, the field work mark for Social Work, the final examination mark for Social Work, the overall Social Work result (a composite mark of the year mark, field instruction mark and examination mark) the composite mark for Psychology, the composite mark for Sociology and the overall result for the first year of the Bachelor of Arts in Social Work degree.

The actual marks were known for the first four dependent variables, while the remaining three were coded in terms of a first, upper second, second or third class pass, or a failure with some credit or a complete failure.

The scores obtained during selection constituted the

predictor variables and there were five in total. These were, the overall matriculation results on a given scale graded 0 to 45; the interviewer assessment score graded 0 to 10; the positive desirable attributes score graded 0 to 10; the negative desirable attributes score graded 0 to -10; and the principal's report score graded 0 to 10.

There was a total sample size of 52 subjects and the marks relating to all the subjects were used, making allowances where necessary for the few missing observations. For example, if a student's principal's report score was missing, the student's entire set of marks were not discarded, but the marks were simply disregarded when making a set of calculations specifically involving the principal's report score.

9.2 Procedure

Firstly, the correlation matrix between all the predictor and the dependent variables was obtained using pairwise deletion of missing data. Thereafter, a stepwise multiple regression of the predictors was performed on each dependent variable.

In order to test for significance of the correlations obtained, a one tailed test was used and significance at the 95 per cent and the 99 per cent levels were obtained (Ferguson).¹⁵

9.3 Results of the correlation matrix

9.3.1 The social work results correlated with the predictor variables

The correlation matrix (Table 21) shows that the weighted

matriculation score and the interviewer assessment score correlated significantly with the social work year mark, the social work examination mark, the field work field work mark and the overall social work result (the social work year mark plus the examination result plus the field work mark).

In the case of the weighted matriculation score, a correlation coefficient of ,34 was obtained with the social work year mark (significant at the 95 per cent level); a correlation coefficient of ,36 was obtained with the social work examination result; the weighted matriculation score correlated ,33 with the social work field work mark (significant at the 95 per cent level); and it correlated ,39 with the overall social work result which is significant at the 99 per cent level.

These results indicated that the weighted matriculation score was an effective predictor of successful performance in all aspects of the Social Work 1 course of 1975.

With regard to the interviewer assessment score, this predictor variable correlated ,38 with the social work year mark (significant at the 99 per cent level) and ,24 with the social work examination result (significant at the 95 per cent level). The interviewer assessment score correlated ,27 with the field instruction mark and ,30 with the overall social work mark, both correlations significant at the 95 per cent level.

These results indicated that the interviewer assessment score is also an effective predictor of performance in all aspects of the Social Work 1 course of 1975.

TABLE 21 - CORRELATIONS BETWEEN THE PREDICTOR VARIABLES AND DEPENDENT (PERFORMANCE)
VARIABLES FOR THE SELECTION OF STUDENTS FOR THE SOCIAL WORK 1 COURSE OF 1975

Dependent Variables	PREDICTOR VARIABLES					
	x score (weighted matriculation score)	Interviewer Assessment Score	Positive Desirable Attributes Score	Negative Desirable Attributes Score	Positive and Negative Attributes Score	Principal's Report Score
Social work year mark	0,34009	0,37954	0,07371	0,22170	0,19404	0,27220
Social work end of year examination mark	0,35961	0,23926	0,16832	0,33591	0,31880	0,10130
Social work field instruc- tion (practical) mark	0,33086	0,27372	0,13984	0,29228	0,27450	0,10495
Overall social work mark (i.e. social work year mark plus examination mark plus field instruc- tion mark)	0,39204	0,30305	0,16677	0,34855	0,32735	0,14102
Psychology mark	0,28155	0,39372	0,14654	0,37525	0,34595	0,03765
Sociology mark	0,25031	0,15435	0,01887	0,08851	0,05616	0,09319
Overall result for 1st year of B.A. (Social Work)	0,26827	0,38844	0,27308	0,28872	0,33022	0,21540

The positive desirable attributes score did not correlate significantly with any of the dependent variables, but the negative desirable attributes score correlated ,34 with the social work examination result (significant at the 95 per cent level), ,29 with the social work field work mark (significant at the 95 per cent level); and ,35 with the social work year mark (significant at the 95 per cent level).

Likewise, the positive and negative desirable attributes score together correlated with the social work examination result, with a correlation of ,32, with the social work field work mark giving a correlation of ,27, and with the overall social work mark with a correlation of ,33. All these correlations were significant at the 95 per cent level.

The principal's report score correlated significantly with the social work year mark only with a coefficient of ,27 significant at the 95 per cent level.

The positive desirable attributes score and the principal's report score did not prove to be of value as predictors of performance on the Social Work 1 course of 1975.

9.3.2 Sociology results correlated with the predictor variables

With regard to the sociology results, the weighted matriculation score only correlated significantly (at the 95 per cent level) with the sociology results with a correlation of ,28, indicating that the x score could be used to predict performance in the Sociology I course of 1975.

9.3.3 Psychology results correlated with the predictor variables

The psychology examination results correlated significantly with all the predictor variables excluding the principal's report score, and the positive desirable attributes score.

The psychology results correlated ,28 with the weighted matriculation score (significant at the 95 per cent level); ,39 with the interviewer assessment score (significant at $t' > 99$ per cent level); with the negative desirable attributes score (.37 significant at the 99 per cent level) and the positive desirable attributes score plus the negative desirable attributes score (.34, significant at the 99 per cent level).

These results indicate that the weighted matriculation score, the interviewer assessment score, the negative desirable attributes score and the positive plus negative desirable attributes score were of value in predicting performance in the Psychology I course of 1975.

9.3.4 The overall result for B.A. Social Work, 1975 correlated with the predictor variables

The overall result correlated significantly with all the predictor variables except the principal's report score where the correlation was not significant.

The overall result correlated ,27 with the weighted matriculation score (significant at the 95 per cent level). It correlated ,39 with the interviewer assessment score (significant at the 99 per cent level); it correlated ,27 with the positive desirable attributes score (significant at the 95 per cent level) ,28 with the negative

desirable attributes score (significant at the 95 per cent level) and ,33 with the positive plus negative desirable attributes score (significant at the 95 per cent level).

These findings indicate that all the predictor variables excluding the principal's report score, were useful in predicting performance on the B.A. Social Work 1 course of 1975.

9.3.5 Correlations between the predictor variables

Having established the predictive value of some of the predictor variables, it was important to correlate these variables with each other in order to establish whether these variables were giving different information from each other.

As can be seen in Table 22 the weighted matriculation score and the interviewer assessment score appear to be measuring something different as the correlation between them was not significant (,23). The matriculation score showed insignificant correlations with all the other predictor variables and should be retained as a selection tool as it proved to be a good predictor of performance and measured something which is different from anything measured by the other predictor variables.

The interviewer assessment score showed significant correlations with predictor variables other than the matriculation score but proved to be a good predictor of performance and should therefore be retained as a selection device.

The desirable attributes score correlated significantly with the interviewer assessment score (both the positive and negative

TABLE 22 - CORRELATIONS BETWEEN THE PREDICTOR VARIABLES USED IN SELECTION OF THE
SOCIAL WORK 1 CLASS OF 1975

PREDICTOR VARIABLES:	PREDICTOR VARIABLES				
	Motriculation Score	Interviewer assessment	+ve desirable attributes score	-ve desirable attributes score	+ve and -ve desirable attributes
Motriculation score	-	-	-	-	-
Interviewer assessment	,23318	-	-	-	-
+ve desirable attributes	,17858	,37082	-	-	-
-ve desirable attributes	,24761	,70421	,43185	-	-
+ve and -ve desirable attributes	,25838	,67621	,73286	,91876	-
Principal's report	,23147	,36065	,17370	,31321	,30310

scores) but in certain cases, did not have predictive value and the use of this score should therefore be re-examined.

The principal's report score correlated significantly with the interviewer assessment score but as this score had no predictive value for performance, its use should be re-evaluated

9.4 Results of the stepwise multiple regression

A stepwise multiple regression of the predictor variables was performed on each of the dependent variables. The stepwise regression was performed as, in contrast to the correlation matrix which handles the correlation between two variables (in this case, one predictor and one dependent variable) at a time, the stepwise multiple regression can handle more than one variable at a time in order to see how the predictor variables are related to each dependent variable and to each other. Like the correlations calculated, if the predictor variables and the dependent variables are closely associated, the predictor variables can be used as predictors of performance in the future.

In a stepwise regression, the coefficients of the predictor variables in the regression are first estimated. Then each coefficient is tested individually via an F-test to test whether it is zero or not. Assuming that some of these coefficients have significant (i.e. non-zero) results, the variable giving the most significant result is entered into the regression. Now the coefficients for the remaining variables are re-estimated conditionally

upon the first variable being in the regression, and a second variable is entered into the regression. This procedure is repeated until no variables test significantly, that is, it is assumed that their coefficients are zero and they are of no use in the regression.

9.4.1 Multiple regression with the social work year mark as the dependent variable

			<u>Variable = interviewer's assessment score</u>	
Analysis of variance	DF	Sum of squares	Mean square	F
Regression	1.	11,77542	11,77542	6,05872
Residual	36.	69,96780	1,94355	
			<u>Variable = X-score</u>	
Analysis of variance	DF	Sum of squares	Mean square	F
Regression	2.	17,74712	8,62356	4,67974
Residual	35.	64,49609	1,84275	

The interviewer assessment score was the most significant predictor variable and the first to be taken into the regression (F was 6,05872 significant at the 95 per cent level). The weighted matriculation score still remained significant (F was 4,67974, significant at the 95 per cent level) so it appeared that this score contained useful additional information to the interviewer assessment score. The positive plus negative desirable attributes score and the principal's report score were also entered into the regression but F was no longer significant and their predictive usefulness was minimal compared with the first two scores mentioned. The positive desirable attributes score and negative desirable attributes score on their own were not entered into the regression at all and it could be concluded that they contained no additional useful predictive information.

9.4.2 Multiple regression with the social work examination result as the dependent variable

				Variable = X-score
Analysis of variance	DF	Sum of squares	Mean square	F
Regression	1.	191,76680	191,76680	5,34699
Residual	36.	1291,13316	35,86481	
<u>Variable = -ve desirable attributes score</u>				
Analysis of variance	DF	Sum of squares	Mean square	F
Regression	2.	288,04217	144,02108	4,21869
Residual	35.	1194,85979	34,13865	

The first variable to be taken into the regression was the weighted matriculation score and was therefore the most significant predictor of performance (F was 5,34699, significant at the 95 per cent level). The negative desirable attributes score remained fairly significant (F was 4,21869) so it can be assumed that it contained additional useful information and was also brought into the regression. The principal's report score was entered into the regression but F was no longer significant and its predictive value was therefore minimal. The interviewer assessment score and the positive desirable attributes score were not entered into the regression at all and it can be concluded that they contained no extra useful predictive information.

9.4.3 Multiple regression with the social work field work result as the dependent variable

				Variable = X-score
Analysis of variance	DF	Sum of squares	Mean square	F
Regression	1.	33,72834	33,72834	4,42530
Residual	36.	274,38176	7,62172	

Once again, the first variable taken in to the regression was the weighted matriculation score which was the most significant of the predictor variables as F was 4,42530 significant at the 95 per cent level. The next variable brought into the regression was the

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negative desirable attributes score but F was no longer significant and its predictive value and that of the interviewer assessment score and the principal's report score which were the third and fourth variables brought into the regression, could be assumed to be minimal. The positive desirable attributes score was not brought into the regression at all and it could therefore be concluded that this score contained no extra predictive information.

9.4.4 The multiple regression with the overall social work result as the dependent variable

				Variable = X-score
Analysis of variance	DF	Sum of squares	Mean square	F
Regression	1.	509,59046	509,59046	6,53800
Residual	36.	2805,94159	77,94282	

D.A. variable = desirable attributes score

Analysis of variance	DF	Sum of squares	Mean square	
Regression	2.	732,97141	366,48571	4,96678
Residual	35.	2582,56064	73,78745	

Variable = Interviewer Assessment score

Analysis of variance	DF	Sum of squares	Mean square	F
Regression	3.	742,76052	247,58684	3,27194
Residual	34.	2572,77153	75,66975	

Here too, the matriculation score was taken into the regression first and was the most significant variable (F was 6,53800, significant at the 95 per cent level) followed by the negative desirable attributes score which was also fairly significant (F was 4,96678, significant at the 95 per cent level) so it can be assumed that it contained certain additional useful predictive information. Subsequently, the interviewer assessment score was entered into the regression and was still significant (F was 3,27194 significant at the 95 per cent

level) and therefore could be assumed to contain additional useful predictive information.

Finally the principal's report score was taken into the regression but F was no longer significant and its predictive value was minimal while the positive desirable attributes score and the combined positive and negative desirable attributes score were not entered into the regression at all, and it could be concluded that they contained no extra useful predictive information at all.

9.4.5 Multiple regression with the psychology result as the dependent variable

<u>Variable = Interviewer Assessment score</u>				
Analysis of variance	DF	Sum of squares	Mean square	F
Regression	1.	3,48600	3,48600	6,42106
Residual	35.	19,00151	0,54290	

<u>Variable = x-score</u>				
Analysis of variance	DF	Sum of squares	Mean square	F
Regression	2.	4,34209	2,17104	4,06800
Residual	34.	18,14542	0,53369	

<u>Variable = Principal's Report score</u>				
Analysis of variance	DF	Sum of squares	Mean square	F
Regression	3.	5,50428	1,83476	3,56511
Residual	33.	16,98323	0,51464	

The interviewer assessment score was the most significant predictor variable and was the first to be taken into the regression (F = 6,42106 significant at the 95% level). The matriculation score still remained significant (F = 4,06800 significant at the 95% level) so it could be assumed that it contained additional useful information. Subsequently the principal's report score was taken into the regression and F remained significant at the 95 per cent level (F = 3,56511) indicating that this variable contained some additional information. The positive and negative desirable attributes scores were also entered

into the regression but F was no longer significant and their predictive usefulness was minimal. The combined desirable attributes score was not entered into the regression at all giving rise to the conclusion that they contained no extra useful predictive information.

9.4.6 Multiple regression with the sociology result as the dependent variable

The first variable to be entered into the regression was the weighted matriculation score which was however, not significant. Subsequently, the interviewer assessment score, the positive desirable attributes score, the negative desirable attributes score and the combined desirable attributes score were taken into the regression but the predictive value of all these variables was minimal. It can be concluded that the variables in the study contained no predictive value for predicting performance in the Sociology 1 course of 1975. This finding was supported by the findings of the correlation matrix.

9.4.7 Multiple regression with the overall result for B.A. Social Work 1 as the dependent variable

<u>Variable = Interviewer Assessment score</u>				
Analysis of variance	DF	Sum of squares	Mean square	F
Regression	1.	15,48274	15,48274	6,39693
Residual	36.	87,13226	2,42034	

<u>Variable = x-score</u>				
Analysis of variance	DF	Sum of squares	Mean square	F
Regression	2.	18,90898	9,45449	3,95321
Residual	35.	83,70603	2,39160	

The interviewer assessment score was the most significant

predictor variable and the first to be taken into the regression (F was 6,39693 significant at the 95 per cent level). The matriculation score still remained fairly significant (F was 3,95321 significant at the 95 per cent level) so it can be assumed to contain useful predictive information.

The positive desirable attributes score, the negative desirable attributes score and the principal's report score were also entered into the regression but they were no longer significant and their predictive usefulness was minimal. The combined desirable attributes score was not entered into the regression at all and it can be concluded that it contained no extra predictive information.

9.5 Summary and discussion of the selection study

In both the correlation matrix and the stepwise regression, the weighted matriculation score and the interviewer assessment score appeared to be the most useful predictors of performance on the B.A. Social Work 1 course of 1975.

In addition, their information content was found to be different, as for example, matriculation results appeared to be a better indication of the social work examination results while the interviewer assessment score was a more useful predictor of the social work year marks. The relative independence between matriculation results and interviewer assessment score was further supported by the low correlation between them (.233).

The use of these prediction tools as selection devices can therefore be recommended. In the case of the interviewer assessment

score, higher correlations with the performance variables could possibly have been obtained if the reliability of the interviewers involved in the selection process had been established prior to the interviews. This however is a time-consuming process and costly in terms of the manpower involved. It is recommended that in the future a research project designed specifically to assess interviewer reliability be conducted, similar to the study conducted by Maslany and Wiegand discussed in Chapter 5. In addition, thereafter, as Dailey recommended, the School of Social Work should assess faculty members in order to find those personnel who are the most reliable predictors of performance, and let them make the admissions decisions.

In respect of the desirable attributes scores, which were found to contain no useful information not contained in the weighted matriculation score or the interviewer assessment score, evidence from the selection studies discussed indicates that it is essential for selectors to have an awareness of characteristics which they view as desirable for the social work student. The desirable attributes scale should therefore be reviewed and if the interview is conducted in a more structured manner, to yield information specifically relating to each item on the scale, this selection device could possibly be refined and become a useful predictor of performance in the first year social work programme.

The principal's report score was not found to be a useful predictor of performance. This could be due to the fact that a great number of different principals completed these reports, there

was no standardization between these principals with regard to how to complete the reports, resulting in a highly subjective measure of past performance of the applicant. To be of any use as a selection device, inter-principal reliability would have to be established. As this would be an extremely time-consuming project, it is recommended that the use of this report as a selection device be discontinued.

Finally, the present study made no use of psychological tests as selection devices. Although such tests may be costly in terms of staff time and in economic terms, they have proved useful as predictors of performance in the past, and a future study could possibly investigate the usefulness of selected psychological tests for inclusion in the selection process, in order to objectively assess their usefulness in the selection of first year social work students.

CHAPTER 10 - CONCLUSIONS AND RECOMMENDATIONS

10.1 Summary of main research findings

Before discussing and presenting the conclusions and recommendations of the study, the main research findings will be presented.

The research study was divided into two parts, firstly, a study was undertaken of the admission and selection procedures used by the School of Social Work at the University of the Witwatersrand in 1975 in admitting students to the first year of study for the degree of Bachelor of Arts in Social Work. Subsequently the academic performance of the students admitted to the first year course was studied in an attempt to relate performance to factors which were considered in admitting students to the course.

Secondly, a study was undertaken of all students selected for admission to the first year of study for the Bachelor of Arts in Social Work course at the University of the Witwatersrand, in order to:

- a) ascertain their views with regard to a professional education in social work, prior to the commencement of their studies;
- b) examine their views of the Social Work 1 course during their studies in the 1975 academic year;
- c) assess whether or not changes in their views and opinions occur after exposure to their first year of social work study.

10.1.1 Findings regarding selection procedures and subsequent student achievement

It was found that the matriculation score and the interviewers assessment score were valid predictors of all aspects

of performance in the Social Work 1 course of 1975, that is, these selection tools predicted performance in the social work examination, in the fieldwork experience, the year mark for social work, and the overall social work score and the psychology examination.

10.1.2 Findings regarding the educational experiences of
the first year social work student

1) The typical student on the Social Work 1 course of 1975 was found to be a white female aged 17 or 18, recently matriculated and living at home with her family in an urban area.

2) Prior to commencing the course, the selected students expressed certain expectations concerning the nature of social work education. They expected personal development to be of primary importance in social work training, and that they would be treated as individuals. At the conclusion of the course they still regarded the student's personal development as being of primary importance but a smaller percentage of students considered that they had, in fact, been regarded as individuals.

3) When considering the motivation of the beginning student, it was found that most students anticipated their educational process with excitement. At the conclusion of the first year, the majority of students retained this motivation and expressed that social work was their chosen career.

4) A study of the first year social work students' perception of their social work teachers at the conclusion of the first year of study, indicated that the students were satisfied with the support and encouragement received from the teachers.

5) Students were asked, before the course commenced, to indicate their opinions in respect of the role of social work teachers on their course. They stated that the teacher should stimulate class discussion, encourage students to involve themselves in the course and treat each student as an individual. Their actual experiences of the teachers on the course differed according to the different teachers involved in the teacher-learner transaction, but in general, most of the students found that the teachers stimulated class discussion and encouraged students to involve themselves in the course. Although over half the students still perceived the teachers on the Social Work 1 course as regarding them as individuals, over three quarters of the students had anticipated that they would be treated as individuals prior to the commencement of the course.

6) When questioned as to their expectations of participation in discussion groups, most of the students expected to participate in the discussion groups and, in practice, most of them did express that they had participated in these discussion groups. They experienced the discussion group leaders as stimulating discussion, encouraging involvement in the course and these discussion group leaders did, in the students' view, treat each discussion group member as an individual.

When asked whether they preferred the discussion groups to be led by final year social work students under staff supervision, or by staff members of the School of Social Work, the students preferred groups to be led by senior social work students.

7) The students were asked before commencing the course, what they were most looking forward to. The majority were looking forward to visits of observation and working as a volunteer in a social welfare organisation. At the end of the course, the majority of students expressed that they had in fact, enjoyed the visits of observation, their volunteer experience and the field work assignments most. However, when asked from which learning activity they had learned most, the majority learned most from their volunteer placement and did in fact, not perceive the visits of observation or the field work assignments as major learning experiences. With regard to the discussion groups, when questioned throughout the year about this learning activity, the students responded that they had enjoyed the discussion groups but the majority did not indicate that the discussion groups constituted a major learning experience for them.

8) When asked about reports written as a requirement of the Social Work 1 course of 1975, students responded that the reports helped them to focus on relevant aspects of the topics under discussion and that report writing helped them to learn about the social welfare or allied organisation under consideration.

9) The volunteer experience as mentioned, was the most meaningful overall experience on the Social Work 1 course of 1975 in terms of both learning and enjoyment, and in addition, most of the students expressed that they had undergone personal change as a result of their volunteer work in a social welfare organisation.

10) With regard to teaching aids used by lecturers in the Social Work 1 course, most of the students looked forward most to films and live presentations of social work situations.

At the conclusion of the course, most of the students expressed that they had learned most from and enjoyed these live presentations the most. In addition, a large percentage of students enjoyed role play, which appeared to be a new learning experience for them.

10.2 Conclusions and Recommendations

As stated, the research project was conducted in two parts. The first part dealt with the admission and selection to, and performance of students in the Social Work 1 course at the University of the Witwatersrand in 1975. In the second part, the educational experience of students admitted to the first year of study for the Bachelor of Arts in Social Work degree were studied.

10.2.1 Selection and Subsequent Student Achievement

(i) The literature dealing with the necessity for conducting selection procedures was examined and the conclusion reached was that for a number of reasons it is advisable to select students for social work. These reasons include the fact that firstly, there are often more applicants applying for entry to social work courses than places available on these courses; secondly, it is of importance to train, as far as possible, applicants with apparent potential for social work; and thirdly, the economic and manpower costs involved in training are great.

(ii) An examination of criteria or qualities which selectors look for when selecting students for social work education was undertaken, and it was concluded that before initiating selection

procedures, the educationalist must be aware of the actual qualities sought in the potential student.

(iii) The social work educator must be cognisant of whether he is selecting students for potential success in the educational process, or for predicted performance in the subsequent work situation.

(iv) Selection procedures currently in use were reviewed. The conclusion reached was that no single selection procedure has proved satisfactory and a variety of procedures, including the selection interview, the use of written materials (including letters of reference, past academic records, application forms and essays written by applicants for the course) as well as psychological tests may be appropriately used by selectors.

(v) A selection study was conducted at the University of the Witwatersrand using five selection procedures. These were, the weighted matriculation score or x-score, the school principal's report score; a personal interview with two members of staff of the School of Social Work who rated their opinion of the applicant's suitability to complete an education in social work (the interviewer assessment score), using as an additional aid an essay written by the applicant entitled 'How I see Myself and Why I want to be a Social Worker'; a personal interview with a consultant psychiatrist if the applicant was considered to have possible personality or psychiatric problems; and an assessment made by the staff member who interviewed the candidates of the presence or absence of attributes considered

desirable for successful performance in social work education.

As a result of the initial phase of the selection study, five scores predicting performance of candidates admitted to the Social Work 1 course of 1975 were obtained. Namely, the weighted matriculation results or x-score, the interviewer assessment score, the positive desirable attributes score, the negative desirable attributes score and the principal's report score.

At the end of the year, these scores were compared with the performance scores of the students in the social work examination, social work field instruction performance, the social work year mark, the overall social work result, the overall result in Sociology and the overall Psychology result.

It was found that the weighted matriculation score (x-score) and the interviewer assessment scores were valid predictors of performance in all aspects of the Social Work 1 course and of the overall Psychology result. It is concluded that these measurements should be used in future selection processes for admission to the Bachelor of Arts in Social Work degree at the University of the Witwatersrand.

10.2.2 Recommendations

1. The effective predictive value of the weighted matriculation score, or x-score, and the interviewer assessment score, suggests that these two scores should be retained as the major selection devices for admitting students to the first year of study for the degree of Bachelor of Arts in Social Work.

Nevertheless, the effectiveness of these two instruments of prediction can be further enhanced by:-

(i) Establishing individual interviewer reliability prior to conducting selection interviews; and

(ii) Structuring and focusing the selection interview in terms of seeking to ascertain whether or not the candidate possesses, actually or potentially, the specific attributes considered desirable in a social work student.

2. The use of personality tests in the admissions process has not thus far been considered by the School of Social Work at the University of the Witwatersrand. As such tests have been shown to be effective prediction devices at some North American schools of social work, it is recommended that their use be considered by the School of Social Work at the University of the Witwatersrand.

10.2.3 The educational experiences of the first year social work student

As the student entering university is exposed to social work education for the first time and the first year is therefore the basis for subsequent stages of the social work educational sequence, it was of importance to examine this crucial year in some depth.

To this end, firstly, the literature of social work education and curriculum construction was reviewed, with particular reference to recent developments. The conclusion reached in this regard, was that socio-political forces have an important influence on

current educational trends and that social work programmes should therefore be designed to take these external forces into account.

Secondly, the teaching-learning engagement was discussed and the conclusion reached in this regard was that the ideal student teacher relationship must be related to the needs of the social work student population in question.

Thirdly, the use of teaching media in social work education was considered, and the findings in this regard led to the conclusion that the nature of social work education lends itself to the appropriate use of audio-visual aids in teaching.

The final theoretical discussion involved a consideration of the actual place of the first year of study in the education sequence and it was concluded that the first year of study is of great importance in the educational process for a number of reasons. Firstly, this year is a link between the student's previous life experience and subsequent years of study; secondly, the student often enters university highly motivated to succeed in his chosen profession and this motivation must be sustained; and thirdly, during the first year of social work education the student undergoes his first experiences of the personal change involved on the social work education process. Because experiences in the first year of study are crucial to subsequent years in the educational sequence, it is of great importance that social work educators select course content which is challenging and stimulating, and that they present and organise this content in an exciting manner.

In addition, the role of social work teachers should be to encourage students and to enhance their motivation to continue with their chosen career, as well as to support the student in his initial encounters with anxiety-provoking situations, particularly those involving personal change.

In light of these perspectives from theory, the experiences of students admitted to the first year course of the Bachelor of Arts in Social Work degree in 1975 were studied. The entire first year curriculum was presented, discussed and analysed in terms of Tyler's³¹ principles of curriculum construction. The students' perceptions of the curriculum were then ascertained.

(i) Firstly, students' views with regard to a professional education in social work were obtained prior to the commencement of their studies. At this stage, the students expected personal development to be of primary importance in social work training; they expected to be treated as individuals; they anticipated their training process with excitement; they believed that their social work teachers should stimulate discussion, encourage them to involve themselves in the course and treat them as individuals; they expected to participate in class discussions; they were looking forward to visits of observation and their volunteer experience most; and, with regard to visual aids, they were looking forward to films and live presentations of social work situations.

These research findings supported insights obtained from theory

and give weight to the conclusion that the first year should be designed and presented in a challenging and stimulating manner.

(ii) Secondly, the views of the students regarding the Social Work 1 course were examined during their studies in the 1975 academic year, and, in addition, at the end of their exposure to the first year of social work study, an assessment was made as to whether changes in their views and opinions had occurred.

It was found that at the conclusion of the course, many of the views expressed by the students with regard to the expected nature of social work training had, in fact, been supported by experience. Thus, the students at the conclusion of the course still regarded their personal development as being of primary importance; they were motivated to continue with their chosen career; they found the support and encouragement of social work teachers to be satisfactory and they found that in general the social work teachers stimulated class discussion and encouraged students to involve themselves in the course. Most of the students participated in discussion groups and enjoyed their visits of observation, volunteer placements and field work assignments most.

They learned most from their volunteer placement, and the majority, with regard to teaching aids, enjoyed and learned most from live presentations of social work situations.

One of the initial expectations which was not borne out by experience was that a smaller percentage of students perceived the lecturers on the Social Work 1 class as regarding them as individuals than the percentage who had anticipated being treated in this manner.

Other findings have been presented at the beginning of this chapter in some detail, but the general conclusions that can be reached from this part of the research study are, that students were motivated to continue with the social work training course; that they found aspects of this course challenging and exciting, their volunteer placement in particular; that they were satisfied with staff support and encouragement; and that they both enjoyed and learned from several of the teaching methods and media used during the year under consideration.

10.2.4 Recommendations

1) Several aspects of the Social Work 1 course of 1975 proved to be enjoyable to the students as well as being of value as learning experiences. However, some aspects of this course were enjoyed, but not perceived as valuable learning experiences, while other aspects were perceived as valuable learning experiences, but were not enjoyed by the students.

a) Some examples of aspects of the Social Work 1 course which were both enjoyable and valuable learning experiences, included the sequence dealing with alcohol and drug dependency, the volunteer experience and the teaching aids of role play and live presentations of social work situations. These will be examined in greater detail.

The sequence dealing with alcohol and drug dependency was enjoyed most by the students and proved most valuable as a learning experience. The content of the sequence, which dealt with a

subject of current interest and relevance to the students, as well as the structure and presentation of this course, using plenary sessions followed by group discussions and incorporating many audio-visual aids where appropriate, could account for the impact that this course had on the Social Work 1 class. In view of this, it is recommended that other lecture sequences be structured in a similar way where possible.

As the volunteer experience proved to be most enjoyable and valuable as a learning experience, aspects of the theory course, such as sequences on introduction to social work methods, and social welfare systems and structures, could be presented concurrently with the volunteer placement, and related to this placement, thereby relating theoretical content to practical experience and enhancing the first year students' awareness of the importance of this theoretical knowledge.

Regarding audio-visual aids used by teachers on the Social Work 1 course of 1975 role play and live presentations of social work situations were enjoyed by the students as well as being perceived as valuable learning aids, and more use could therefore be made of these teaching devices in future years.

b) Examples of aspects of the course which were not enjoyed by the majority of the students but were nevertheless perceived as valuable learning experiences, were books of social work interest, case presentations, information giving lectures, preparatory reading in the library or at home and preparation of essays, reports and project work.

subject of current interest and relevance to the students, as well as the structure and presentation of this course, using plenary sessions followed by group discussions and incorporating many audio-visual aids where appropriate, could account for the impact that this course had on the Social Work 1 class. In view of this, it is recommended that other lecture sequences be structured in a similar way where possible.

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Regarding audio-visual aids used by teachers on the Social Work 1 course of 1975, role play and live presentations of social work situations were enjoyed by the students as well as being perceived as valuable learning aids, and more use could therefore be made of these teaching devices in future years.

b) Examples of aspects of the course which were not enjoyed by the majority of the students but were nevertheless perceived as valuable learning experiences, were looks of social work interest, case presentations, information giving lectures, preparatory reading in the library or at home and preparation of essays, reports and project work.

The teaching aids mentioned, that is, books of social work interest and case presentations, should be re-examined in order to assess how to enhance their enjoyment. With regard to books, possibly the selection of reading for the first year social work student should include works of fiction related to the topics under discussion at the time in order to relate to situations with which the students are able to identify, thereby emphasizing the relevance of the lecture sequence being presented.

In respect of case presentations of group work sessions, and in light of the students' enjoyment of role play, these two teaching aids could possibly be combined by allowing the students to 'act out' the case under consideration thereby directly involving the students in the learning situation.

With regard to reports and other written materials, the importance of relating such material to the theory currently under consideration should be stressed. In addition, if the learning experience connected with the report is meaningful, the writing of such reports is more likely to be enjoyed. For example the writing of the report concerning the volunteer experience, was enjoyed by the majority of the students.

c) Finally, some examples of aspects of the Social Work 1 course which the students enjoyed but did not perceive as major learning experiences included, films, discussion groups, visits of observation and field assignments.

With regard to film presentations, the selection of films

presented to the first year student should be re-examined and the nature of the discussions which follow the film presentation should be re-assessed in order to enhance the learning value of this teaching aid.

Discussion groups, visits of observation and field assignments should be re-examined, possibly restructured and their content revised in an attempt to increase their value as learning aids. These teaching aids could for example, be directly related to theoretical knowledge currently being taught thereby being perceived as learning experiences while remaining enjoyable. The nature and presentation of material presented during the visits of observation should be re-assessed and the attempt made to coordinate the forms of these visits with content being currently handled in the classroom.

2) The opinion was expressed by some students (about one third) that lecturers did not treat them as individuals. This could have been due to the fact that teaching on the Social Work 1 course was conducted by many staff members of the School of Social Work as well as external teachers, who may have taken some time to familiarize themselves with members of the class, thereby individualizing the students. To deal with this, a smaller number of staff members could intensively teach the Social Work 1 class, but this may prove difficult in terms of teaching loads and staff time. Furthermore, it could deprive students of the stimulation which can arise from exposure to many different points of view.

3) As the students preferred and enjoyed discussion

groups led by senior social work students under the supervision of a staff member of the School of Social Work, this arrangement should be retained. However, in order to increase the value of discussion groups as a learning medium, as suggested, their content should be focused on the classroom and field work activities in which the students are currently engaged.

10.3 Indications for future research

Present findings indicate the importance of relating educational developments to the current socio-political scene which is continuously undergoing change. In view of this, social work education should be subjected to ongoing review and research. Social work curricula, methods and teaching media, as well as admission procedures, should be subject to constant scrutiny and, where necessary, modified to ensure that social work education remains both relevant to the contemporary needs of the broader community and meaningful to the current generation of social work students.

APPENDIX 1 - 1974 APPLICATION INTERVIEW SCHEDULE FOR FIRST YEAR
SOCIAL WORK CANDIDATES

UNIVERSITY OF THE WITWATERSRAND
SCHOOL OF SOCIAL WORK

CONFIDENTIAL DOCUMENT

APPLICATION INTERVIEW with First-Year Candidates

NAME OF STUDENT (Mr./Mrs./Miss)

YEAR MATRICULATED

ADDITIONAL QUALIFICATIONS

NATURE OF EMPLOYMENT DURING
SCHOOL VACATIONS AND AFTER
MATRICULATION (If any)

REASONS FOR WISHING TO UNDERTAKE
SOCIAL WORK AS A CAREER

FAMILY COMPOSITION

RESIDENT AT HOME (WITH FAMILY)
OR ELSEWHERE

CANDIDATE'S DATE OF BIRTH

STATE OF HEALTH - ANY SERIOUS
OR CHRONIC ILLNESS?

HOME LANGUAGE

PROFICIENCY IN ENGLISH AND
AFRIKAANS (Excellent, Good
Fair, Poor) (Afrikaans I,
Recommended)

EXTRA-CURRICULA ACTIVITIES AT
SCHOOL (sport, cultural, etc.)

EXPERIENCE IN VOLUNTARY
SERVICES RELATED TO SOCIAL WORK

KNOWLEDGE OF SOCIAL WORK
THROUGH CONTACTS WITH SOCIAL
WORKERS, CAREER GUIDANCE,
TEACHERS, TALKS AT SCHOOL,
LECTURES DEMONSTRATIONS
ATTENDED, BOOKS READ:
("INTRODUCTION TO A SOCIAL
WORKER" published by the
National Institute of Social
Work Training, recommended
for preparatory reading)

ABILITY TO TYPE

ABILITY TO DRIVE A CAR

ANY QUESTIONS

ORIENTATION DAY ATTENDANCE
(refer to date)

NATURE OF PROFESSIONAL EDUCATION
FOR SOCIAL WORK (field instruction
excludes opportunity for vacation
employment)

PHOTOGRAPH REQUIRED
(after registration)

REGISTRATION PROCEDURE
(refer to date)

INTERVIEWER'S COMMENTS:

INTERVIEWER'S ASSESSMENT Accept

Waiting List

Reject

PREDICTED CLASSIFICATION:

- a) Above average
- b) Average
- c) below average

Theory

Practice

SIGNATURE OF INTERVIEWER:

DATE:

(February, 1973)

APPENDIX II - APPLICATION INTERVIEW SCHEDULE FOR FIRST YEAR SOCIAL
WORK CANDIDATES USED IN PILOT STUDY IN 1974

UNIVERSITY OF THE WITWATERSRAND
SCHOOL OF SOCIAL WORK

APPLICATION INTERVIEWS WITH FIRST-YEAR SOCIAL WORK CANDIDATES

1. NAME OF APPLICANT: (Mr./Mrs./Miss)
2. YEAR MATRICULATED:
3. ADDITIONAL QUALIFICATIONS:
.....
4. PLACE OF RESIDENCE DURING TERM TIME:
 - (a) at home with family
 - (b) in own home
 - (c) university residence
 - (d) hotel or boarding house
 - (e) other
5. PRESENT AGE OF APPLICANT:
6. HOME LANGUAGE(S); (Instruction at this University is given in English.)
 - (a) English
 - (b) not English Please specify:
7. HAS THE APPLICANT ANY HEALTH PROBLEM THAT MAY INTERFERE WITH UNIVERSITY STUDIES OR SUBSEQUENT SOCIAL WORK PRACTICE?

Yes Please specify:

No
8. HOW DID THE APPLICANT ACQUIRE KNOWLEDGE OF SOCIAL WORK?
(Distinguish between 1st contact - ring 1st contact)
 - (a) contact with social workers
 - (b) through school career guidance programme
 - (c) through a school teacher
 - (d) through talks at school
 - (e) through lectures or demonstrations
 - (f) through social work literature (give examples)

- (g) through knowing a social worker _____
- (h) through coming into contact with a social work student _____
- (i) through coming into contact with a social work lecturer _____
- (j) through reading a newspaper or magazine article _____
- (k) other (specify) _____

9. INTERVIEWER'S COMMENTS:

.....

.....

.....

.....

.....

10. INTERVIEWER'S EVALUATION OF APPLICANT'S POTENTIAL AS A SOCIAL WORK STUDENT:

Poor Potential

Excellent Potential

1 2 3 4 5 6 7 8 9 10

11. NAME OF INTERVIEWER:

12. DATE OF INTERVIEW:

9.10.74

APPENDIX III - DESIRABLE ATTRIBUTES SCALE USED IN PILOT STUDY OF 1974

UNIVERSITY OF THE WITWATERSRAND, JOHANNESBURG
SCHOOL OF SOCIAL WORKDESIRABLE ATTRIBUTES SCALE

DOES THE APPLICANT SHOW EVIDENCE (VERBALLY OR BY MEANS OF BEHAVIOUR) OF THE FOLLOWING:-

ITEM	YES	NO	DON'T KNOW	PLEASE GIVE AN EXAMPLE TO SUPPORT YOUR "YES" OR "NO" ASSESSMENT
1. Experience - participation in and voluntary association with social welfare and allied fields:				
2. Liking for people:				
3. Desire to help people:				
4. Realism about what is involved in a social work career:				
5. Acceptable motivation* for career choice:				
6. Capacity to form and sustain helpful relationships:				
7. Ability to work in a disciplined way:				
8. Maturity				
9. Capacity for growth and change (i.e. flexible, adoptable approach to situations):				
10. Imagination and insight (capacity for empathy and to see life through the eyes of others)				
11. Absence of disabling personality traits:				

*For Example: (a) desire to make an important contribution to individuals and society
 (b) enjoy work with people
 (c) an interesting and exciting profession
 (d) they feel they can succeed in this kind of work
 (e) social work will help them to become a better person
 (f) job opportunities and job security are good
 (g) salaries and working conditions are good

8 October 1974

APPENDIX IV - APPLICATION INTERVIEW SCHEDULE USED IN INTERVIEWS
WITH APPLICANTS TO THE SOCIAL WORK 1 COURSE OF 1975

UNIVERSITY OF THE WITWATERSRAND
SCHOOL OF SOCIAL WORK

APPLICATION INTERVIEWS WITH FIRST-YEAR SOCIAL WORK CANDIDATES

1. NAME OF APPLICANT: (Mr./Mrs./Miss)
2. YEAR MATRICULATED:
3. ADDITIONAL QUALIFICATIONS:
4. PLACE OF RESIDENCE DURING TERM TIME:

- (a) at home with family _____
- (b) in own home _____
- (c) university residence _____
- (d) hotel or boarding house _____
- (e) commune _____
- (f) other _____

5. PRESENT AGE OF APPLICANT:

6. HOME LANGUAGE(S): (Instruction at this University is given in English.)

- (a) English _____
- (b) not English _____ Please specify: _____

7. HAS THE APPLICANT ANY HEALTH PROBLEM THAT MAY INTERFERE WITH UNIVERSITY STUDIES OR SUBSEQUENT SOCIAL WORK PRACTICE?

- Yes _____ Please specify: _____
- No _____

8. WHAT ARE THE SOURCES FROM WHICH THE APPLICANT FIRST HEARD ABOUT SOCIAL WORK? (Please ring the first contact and mark subsequent contacts with an X)

1. Through having been personally helped by a social worker.
2. Through knowing a social worker socially.
3. Through knowing a student who was studying social work.
4. Through having participated in a career guidance programme at school.
5. Through having heard a talk by a social worker at a conference or other event.

6. Through having had a vocational guidance test.
7. Through membership of a cultural, recreational or religious group.
8. Through mass media (newspapers, radio, films).
9. Through contact with persons other than social workers who have been active in welfare work.
10. Through having worked in an organization, either as a staff member or a voluntary worker, which employed social workers.
11. Through social work literature (give examples).....
12. Through coming into contact with a social work lecturer.
13. Other (please specify)

9. INTERVIEWER'S COMMENTS:

.....

10. INTERVIEWER'S EVALUATION OF APPLICANT'S POTENTIAL AS A SOCIAL WORK STUDENT:

Poor Potential

Excellent Potential

1 2 3 4 5 6 7 8 9 10

11. NAME OF INTERVIEWER:

12. DATE OF INTERVIEW:

3 December 1974

APPENDIX V - REPORT COMPLETED BY SCHOOL PRINCIPALS OF APPLICANTS
TO THE SOCIAL WORK 1 COURSE OF 1975

UNIVERSITY OF THE WITWATERSRAND, JOHANNESBURG

PRINCIPAL'S CONFIDENTIAL REPORT

The numbered squares 1 to 10 under questions 4 to 10 represent
varying degrees of merit, 10 being at the top of the scale.
Please mark one number under each question and add any comment
you may wish to make in the space provided

NAME OF CANDIDATE:

1. Date of Matriculation or equivalent examination
2. Examination written (J.M.B., N.S.C., etc.):
3. If already written, results obtained, if not available
please indicate the most recent school test results and date:

Subject

Result

x score	{	a)
		b)
		c)
		d)
		e)
		f)
		g)
		h)

4. ACADEMIC ABILITY:

above average			average			below average			
10	9	8	7	6	5	4	3	2	1

.....
.....

5. APPLICATION TO WORK:

above average			average			below average			
10	9	8	7	6	5	4	3	2	1

.....
.....

6. CHARACTER:

strong			average				weak		
10	9	8	7	6	5	4	3	2	1

7. PERSONALITY:

attractive			average				below average		
10	9	8	7	6	5	4	3	2	1

8. How well does the candidate get on with others?

very popular			average popularity				mixes with difficulty		
10	9	8	7	6	5	4	3	2	1

9. In service to others, how much responsibility does the candidate demonstrate?

a great deal			average				very little		
10	9	8	7	6	5	4	3	2	1

10. How much part does the candidate take in extra-curricular activities (debate, drama, etc)?

very active			average participation				less than average		
10	9	8	7	6	5	4	3	2	1

11. Has the candidate any significant physical disability or health problem?

.....

12. Please add further comments which may be relevant:

.....

.....

.....

Date: College/School:

..... Principal's signature:

The report was scored by adding up the numbers marked in the numbered squares and dividing by seven (the number of categories to which the principals responded). Students therefore obtained a score of between one and ten.

APPENDIX VI - MODIFIED DESIRABLE ATTRIBUTES SCALE USED IN SELECTION OF
STUDENTS TO THE SOCIAL WORK 1 COURSE OF 1975

UNIVERSITY OF THE WITWATERSRAND, JOHANNESBURG
SCHOOL OF SOCIAL WORK

DESIRABLE ATTRIBUTES SCALE

DOES THE APPLICANT SHOW EVIDENCE (VERBALLY OR BY MEANS OF BEHAVIOUR) OF THE FOLLOWING:-

ITEM	YES NO DON'T KNOW			PLEASE GIVE AN EXAMPLE TO SUPPORT YOUR "YES" OR "NO" ASSESSMENT
1. Experience - participation in and voluntary association with social welfare and allied fields:				
2. Liking for people:				
3. Desire to help people:				
4. Capacity to form and sustain helpful relationships:				
5. Realism about what is involved in a social work career:				
6. Acceptable motivation for career choice:				
7. Ability to work in a disciplined way:				
8. Capacity for growth and change (i.e. flexible, adoptable approach to situations):				
9. Imagination and insight (capacity for empathy and to see life through the eyes of others):				
10. Maturity (i.e. neither self-centred nor over-dependent)				

APPENDIX VII - ORIENTATION DAY PROGRAMME OF 1975

UNIVERSITY OF THE WITWATERSRAND
SCHOOL OF SOCIAL WORKORIENTATION DAY 1975

- INVITATION TO
- (i) persons who have applied for registration for the degree of Bachelor of Arts in Social Work and
 - (ii) parents of prospective candidates who are welcome to attend the morning's proceedings, that is from 9.30 a.m. to 12.00 mid-day.

The staff of the School of Social Work and members of the Students' Social Workers' Association have made the following arrangements for Orientation Day scheduled for Tuesday 11 February 1975 from 9.30a.m. to 3.30p.m.

THE PROGRAMME

1. 9.30a.m. The group meets on campus in Room P114, first floor, Physics Building, for a preview of the day's programme: - welcome and introduction by Professor Ceciel Muller, Director and Head of the School of Social Work.
2. 9.50a.m. What is special about training for a profession? Mr Brian McKendrick of the staff of the School of Social Work.
3. 10.05a.m. Sociology I - 1975 Style by a staff member of the Department of Sociology.
4. 10.20a.m. Psychology I - 1975 Style by a staff member of the Department of Psychology.
5. 10.35a.m. Social Work I - 1975 Style by Miss Irene Comoroff of the School of Social Work.
6. 10.50a.m. The distant future (that is, after the first year) by Jo-anne Collinge and Sandra Mutty (final year social work students) and Ms Diana Browde (a graduate social worker).
7. 11.45a.m. Response by Mrs Wilma Hoffmann of the Staff of the School of Social Work.

8. 12.00 mid-day "Getting to Know You" - members of the audience will join discussion units attended by members of the staff and senior students to pursue the topic, "What it means to be a member of the Campus Social Work Community at Wits".
9. 12.30p.m. The group reassembles in Room P114, first floor, Physics Building, for a report back session from the discussion units, and a summing-up by Professor Muller.
10. 1.00p.m. Lunch break The Students' Social Workers' Association will provide light refreshments for to 1.45p.m the luncheon and those who attend Orientation Day are asked to contribute 25 cents.
11. 1.45p.m. Members of the 1975 second-year social work class to 3.00p.m will introduce "new" students to University facilities such as libraries, canteen, lecture theatres, laboratories and so forth

PLEASE CONSULT THE MAP ON THE CAMPUS WHICH YOU WERE SENT
EARLIER TO CHECK THE EXACT LOCATION OF THE PHYSICS BUILDING

20 January 1975

APPENDIX VIII - INSTRUCTIONS WITH REGARD TO THE PREPARATION OF
"TEXT BOOKS" BY SOCIAL WORK 1 STUDENTS OF 1975

SCHOOL OF SOCIAL WORK
UNIVERSITY OF THE WITWATERSRAND

SOCIAL WORK I
INDIGENOUS TEXT BOOK

Over a long period of time, the School of Social Work has gathered a collection of newspaper articles relevant to social issues in South Africa for the purpose of compiling indigenous teaching material.

At the beginning of 1975 the text material will be assembled and first year students will work in groups, each with a convenor and a sub-convenor, to process the material for general reference use.

As there will be no afternoon practical work for any of the courses during the first week of term (17 February 1975 to 21 February 1975) this project will be undertaken during this period. In addition three of the 12.30p.m. lecture periods will be devoted to this task, in order to hasten the completion of this most important project.

PLEASE WILL EACH STUDENT BRING A PAIR OF SCISSORS

In compiling each of the volumes the following 12 categories will be used.

1. Violence and deviant behaviour (not included in other categories)
2. Crime and punishment
3. Institutional care (excluding the physically disabled)
4. Alcohol and drugs
5. Black issues, e.g. influx control, labour, training and trade unions,
6. Housing and poverty.
7. Health.
8. Population Issues, e.g. family planning and abortion -

9. Child and family welfare, including the aged
10. Organisations and communications
11. Physical disability.
12. Miscellaneous and general welfare issues.

EACH TEXT BOOK MUST INCLUDE AN INTRODUCTION AND AN INDEX TO THE CONTENTS.

JOKE: This is not the end of the assignment!!!

After the completion of the 12 volumes, members of the 12 groups will, themselves, collect current newspaper articles pertaining to the topic/area for which they take initial responsibility. The "collection" may include posters, photographs and similar material. This is for purposes of an exhibition to be held between August and October this year.

Display facilities exist on the sixth floor of Gate House and space must be booked in advance for group exhibits. Each exhibit will be allocated one week and members of the campus social work community will be given an opportunity to record written comment on the quality of the exhibits.

Should you have any queries Miss Poss and Miss Comaroff will be available to help you.

Miss Poss - Room 620 GH - Ext. 8220
Miss Comaroff - Room 631 GH - Ext. 278

PLEASE NOTE THAT PRIOR TO THE COMMENCEMENT OF THE FURTHER PROGRAMME ON FRIDAY 21 FEBRUARY 1975 FROM 12.30 - 1.30P.M. STUDENTS WILL TAKE THE OATH OF CONFIDENTIALITY IN THE PRESENCE OF MR C.P. FORBES, COMMISSIONER OF OATHS

13 February 1975

APPENDIX IX
COPY OF THE OATH TAKEN BY FIRST YEAR SOCIAL WORK STUDENTS OF 1975

University of the Witwatersrand, Johannesburg



School of Social Work

Jan Smuts Avenue, Johannesburg, South Africa

Telephone 724-1311 Telegram 'University'

"As a Student of Social Work of the University
of the Witwatersrand I do solemnly declare:

"That I shall not improperly divulge anything
which I may learn or which may be disclosed
to me in my capacity as a Social Work student;

"That during my training as a Social Worker
I shall conduct myself as becomes a
student of the profession of Social Work
and uphold its reputation."

Signature of Student

DECLARED BEFORE ME AT

THIS DAY OF 19

Commissioner of Oaths

.....
Director of the School of Social Work

APPENDIX IX
COPY OF THE OATH TAKEN BY FIRST YEAR SOCIAL WORK STUDENTS OF 1975

University of the Witwatersrand, Johannesburg



School of Social Work

Jan Smuts Avenue Johannesburg, South Africa
Telephone 784-1311 Telegrams 'University'

"As a Student of Social Work of the University
of the Witwatersrand I do solemnly declare:

"That I shall not improperly divulge anything
which I may learn or which may be disclosed
to me in my capacity as a Social Work student;

"That during my training as a Social Worker
I shall conduct myself as becomes a
student of the profession of Social Work
and uphold its reputation."

Signature of Student

DECLARED BEFORE ME AT

THIS DAY OF 19

Commissioner of Oaths

Director of the School of Social Work

APPENDIX X - SOCIAL WORK 1 STUDENTS PROGRAMME FOR THE FIRST
PART OF THE FIRST QUARTER OF 1975

SCHOOL OF SOCIAL WORK
UNIVERSITY OF THE WITWATERSRAND

SOCIAL WORK 1 : FIRST QUARTER 1975

1. PART ONE runs from Monday 24 February to Friday 28 March and the content is concerned with social work practice with alcohol- and drug dependant persons. The focus is on information, prevention and treatment of "dependence" on these substances.

PART TWO follows on the five week programme and extends over three weeks from Tuesday 1 April through to Friday 18 April i.e. the last day of the first academic quarter. The focus is on attitudes towards "disability" with special reference to "blindness".

2. At the end of the description of Part One and Part Two, a list of specially selected references appears and every student should attempt to consult and use the texts for purposes of both the small group discussions and the preparation of the prescribed reports.
3. Since social work education and training is best done by classroom teachers in cooperation with practitioners, the programme for the first quarter is "staffed" by a number of additional professionals who have first-hand knowledge and experience of the practice situation in Johannesburg.

For Part One they are:

Medical Practitioner: Dr S de Miranda who will be consultant in chief to Part One.

Occupational Therapists: Miss R Crouch
Miss J Frost

Psychologist: Mrs L Zimble

Social Workers: Miss I Cronin
Mr G de Villiers
Miss M Faris
Miss H Hattingh
Mrs E Hallberg
Mr G Isaacs
Mrs P McCloud
Mrs M Martin
Mrs A van Zyl

Staff Members of the School of Social Work: Professor C Muller
Miss I Comaroff
Miss S Poss
Mrs F Nilsson and
Mrs D Browde who joins the team by
courtesy of Dr R Sandig, Superintendent
of Tara: The H. Morass Centre

Details of members of the team for Part Two of the programme appear on page 12 of this booklet.

Venue and Times of Classroom Sessions

Classroom sessions are scheduled for each weekday from 12.30-1.15pm. The plenary sessions i.e. when all the members come together, are to be held in Room 603 Gate House. These take place on Mondays, Wednesdays and Fridays. On the remaining two days i.e. Tuesdays and Thursdays discussions take place in small groups and the venues are listed on the "timetable" sheets.

5. Field Assignments: Wednesdays 2p.m. - 4.30p.m.

On each of the five Wednesday afternoons (commencing 26 February) members of the class will visit each of the following community services.

Each group will be accompanied by a member of the teaching team. Requirements relating to reports associated with the field assignments appear in paragraph 6 of this document.

- A. Northlea Rehabilitation Centre provides in-patient treatment for 100 alcohol- and drug-dependent males (Whites) and
- B. Mount Collins Rehabilitation Centre provides a similar service for 55 women (white).

Both these services operate under Welfare Organisation No. 52, (i.e. The Rand Aid Association) and are situated in Bergvlei, Sandton. The telephone number is 636 8555.

- C. Phoenix House is a sub-service of the Johannesburg Society of the South African National Council on Alcoholism and Drug Dependence (W.O. 1738) and is situated at 37 Plantation Road in Auckland Park. The telephone number is 31 1031.
- D. The Johannesburg Society of SANCAD* (W.O. 1738) also operates an out-patient clinic at 405 Union Centre, 31 Pritchard Street (telephone 836 5656). Adult patients from all population groups are eligible for the service.

*SANCAD - South African National Council on Alcoholism and Drug Dependence

- E. Patients who are committed for treatment in terms of the Abuse of Dependence Producing Substances and Rehabilitation Centres Act No. 41 of 1971 pass through a special court, No. 18, situated within the Magistrate's Court Building, Corner Fox and West Street. The telephone number is 838 8346.
- F. Members of the class who develop a special interest in crisis-oriented care, may want to pay a visit to the Crisis Clinic which is open between 5p.m. and midnight, every night. It is a service of the Department of Social Welfare and Pensions and is situated at 15 Esselen Street Hillbrow. The telephone number is 724 0236.

6. Reports

Marks are incorporated into the field instruction mark; which forms 30% of the final end-of-year examination mark. In order to proceed to the second year of study, a student must obtain a minimum of 50% in the field instruction part of the Social Work 1 course and likewise a passmark in the written end-of-year examination!

For purposes of Part 1 of the programme of the first quarter, the requirements are as follows:

- (i) Participation in the field assignments is compulsory.
- (ii) Reports are due for submission on midday of the first Wednesday following upon each field assignment. These are as follows:

Report No. 1 due on 5.3.75
 Report No. 2 due on 12.3.75
 Report No. 3 due on 19.3.75
 Report No. 4 due on 26.3.75
 Report No. 5 due on 2.4.75

The School is currently establishing records for teaching purposes and the "best" report on each assignment will be processed for distribution to class members.

The following framework is offered as a general guide:

- (i) Each report should be limited in length: 3 pages, typewritten (doublespaced) or 6 pages, when handwritten.

(ii) Each report must contain the following "basic" information:
Sections A-D.

- A. Name of student:
Member of Group No:
Name of School of Social Work staff
member with the group:
Report No. of series of five.
Week dating from Wednesday to
Wednesday
- B. Name, address and telephone number of organisation
visited/studied:
Name of chief executive member of agency staff and/or
name of person who hosted the study visit:
- C. Purpose and Function of Service
Auspices under which the service operates.
History of/significant developments in the organisation.
Aims of the service
Clientele eligible for the service.
- D. Social Legislation Relevant to the Organisation
Name the relevant acts and describe how they apply
to the organisation.

**IN ADDITION TO SECTIONS A-D, REPORT 1 MUST CONTAIN THE FOLLOWING:

- E. Brief Description of Service
Clientele served
Nature of the service.
- F. Assessment
Give a brief assessment of the service provided by
the organisation measured against the theoretical
content presented thus far in class.
- G. References

**IN ADDITION TO SECTIONS A-D, REPORT 2 MUST CONTAIN THE FOLLOWING:

- E. Brief Description of Service
Clientele served.
Nature of the service
Treatment approaches used by the organisation
- F. Assessment
Give a brief evaluation of the organisation's approach
to treatment measured against your theoretical knowledge.

G. References

**IN ADDITION TO SECTIONS A-D, REPORT 3 MUST CONTAIN THE FOLLOWING:

E. Brief Description of Service

Clientele served.

Nature of the service.

Categories and number of professional staff employed by the organisation

Categories and number of the non professional staff employed by the organisation

Number of service volunteers and the tasks performed by them.

F. Administration

Describe the structure of the organisation.

State whether the organisation is affiliated to any national councils or other welfare bodies, and if so list them.

Number of administrative volunteers and tasks performed by them.

G. Evaluation

Comment upon the structure of the organisation and its effect on the service rendered.

H. References

***IN ADDITION TO SECTIONS A-D, REPORT 4 MUST CONTAIN THE FOLLOWING:

E. Brief Description of Service

Clientele served.

Nature of the service.

The role of the social worker in the organisation with regard to:

1. Admission/intake procedures.
2. Treatment procedures.
3. Contact with the family.
4. The therapeutic team.

F. Finances

Name the organisation's main source(s) of income.

What are the costs of the service per annum or per day per client?

G. Assessment

Comment on the financial position of the organisation and suggest methods of increasing the organisation's income and decreasing the expenditure.

H. References

** IN ADDITION TO SECTIONS A-D, REPORT 5 MUST CONTAIN THE FOLLOWING:

E. Brief Description of Service

Clientele served

Nature of the service.

Briefly describe the role of the social worker with reference to her function as the client nears the end of treatment and after discharge.

F. Evaluation

In not more than one typed (doublespaced) or two handwritten pages, describe to which organisation you would refer a friend of yours or of your family's who has a problem of alcohol and/or drug dependence. State your reasons.

G. References

REFERENCE LIST - ALL AVAILABLE IN THE VARIOUS CAMPUS LIBRARIES

I. PRESCRIBED READING

A. BOOKS AND REPORTS

1. DANTRY, F. (Ed.), Social Problems of Drug Abuse, London, 1958.
2. GRUPP, (Ed.), Marijuana, Merr Publishing, 1971.
3. GOVERNMENT PRINTER: Abuse of Dependence Producing Substances and Rehabilitation Centres Act, No. 41, 1971.
4. GOVERNMENT PRINTER: Proceedings of the First South African International Conference on Alcoholism and Drug Dependence, D.S.W. and P., 1974.

The following articles from the above Volume are recommended:

- a) Coomhes, , "Community education programmes - urgent necessity or exercise in futility", p.96.
- b) de Moranda, S., "Clinical observations in the field of drug abuse in South Africa not described in current bibliography", p.122.
- c) Engelbrecht, G.K., "The drug dependent and the law: a sociological perspective", p. 3.

- d) Isaacs, J. and Harker, C., "The role of the crisis clinic in the treatment of drug and alcohol dependence", p.52.
 - e) Levin, A., "Psychiatric disorders as sequelae of cannabis abuse", p.145.
 - f) Martin, M.M., "Influence of family dynamics, pathology and sociological factors on the incidence of drug abuse in South Africa", p.103.
 - g) Millar, L.L., "Alcoholism and drug dependence in the Indian community with particular reference to the survey conducted by the Department of Indian Affairs", p.12.
 - h) van den Berg, P.J.H., "Multi-disciplinary treatment programme at a State Rehabilitation Centre", p.49.
5. GOVERNMENT PRINTER, Social Welfare and Pensions, Vol.9, No. 2, December 1974 (The whole volume.)
 6. GOVERNMENT PRINTER, "The Personality and Treatment of the Alcoholic in South Africa", Report of the Project Alcoholism, Department of Social Welfare and Pensions, Research and Information Publication, No. 4, 1973.
 7. GOVERNMENT PRINTER, Rehabilitation in South Africa, Publication of the Department of Labour, Vol.18, No.3, September 1974. (The whole volume.)
 8. HATTINGH, J.E.F. The Aftercare of Drug Dependent Persons - The Missing Link in Rehabilitation, unpublished dissertation, B.A.(Social Work), University of the Witwatersrand, Johannesburg, 1974.
- I. PRESCRIBED READING
- B. JOURNAL ARTICLES
1. AANES, DAVID, "Do Counsellors on alcohol and drugs help?", Social Work, Vol.19, No. 2, March 1974, pp.202-205.
 2. CHINLUND, STEPHEN J., "A way to measure success in the rehabilitation of drug addicts" - a book review in Social Work, Vol.19, No.6, November 1974, pp.737-740.
 3. FINLAY, DONALD G., "Alcoholism: illness or problem in interaction?", Social Work, Vol.19, No.4, July 1974, pp.398-405.

4. GARBIN, JOSEPH P., "Professional values versus personal beliefs in drug abuse", Social Work, vol.19, No.3, May 1974, pp.333-337.
5. MOFFETT, ARTHUR D. et al., "New ways of treating addicts", Social Work, Vol.19, No. 4, July 1974, pp.389-396.
6. RARDIN, DONALD R. et al., "Drug use by American soldiers in Europe", Social Work, Vol.18, No. 1, January 1973, pp.34-41.
7. ROFFMAN, ROGER A., "Heroin and social welfare policy", Social Work, Vol.18, No. 1, January 1973, pp.22-32.
8. WEINBERG, JON, "Counselling recovering alcoholics", Social Work, Vol.18, No. 4, July 1973, pp.84-93.

II RECOMMENDED READING

A. BOOKS

1. BLOOMQUEST, Marijuana, Glencoe Press, 1968.
2. CAIN, A.H., Young People and Drugs, Day, 1969.
3. KESSEL AND WALTON, Alcoholism, Columbia University Press, New York, 1970.
4. YOUNG, The Drug Takers: The Social Meaning of Drug Use, Granada Pub., 1971.

II RECOMMENDED READING

B. JOURNAL ARTICLES

1. BORGMAN, "Medication abuse by middle aged women", Social Casework, Vol.54, No. 9, 1973.
2. FISHER, "Milieu of Marijuana Use", Int.J.of Soc.Psychol., Vol.20, Nos. 1 and 2, 1974.
3. GILLIS, "Alcoholism Among the Cape Coloureds", S.A.Med.J., Vol.47, No. 3, 1973.
4. GOVERNMENT PRINTER, Report of Committee of Enquiry into the Abuse of Drugs, Pretoria, 1970.
5. HEPR, "Drug abuse patterns among South African undergraduates", S.A.Med.J., Vol.46, No. 38, 1972.

6. KAUFMAN, "A psychiatrist views an addict self-help programme",
Am.J.Psych., Vol.128, No.7, 1972.
7. McLANEY, "Casework with a troubled teenager and drug abuser",
Social Casework, Vol.52, No.9., 1971.

Abbreviations

Int.J. of Soc. Psychol., International Journal of Social Psychology
S.A. Med. J., South African Medical Journal
Am.j.Psych., American Journal of Psychiatry

APPENDIX XI - PROGRAMME FOR SOCIAL WORK 1 STUDENTS FOR THE
SECOND PART OF THE FIRST QUARTER OF 1975

OUTLINE OF PART TWO OF THE PROGRAMME ATTITUDES
TOWARDS DISABILITY WITH FOCUS ON "BLINDNESS"

1. This programme follows on Part One and extends over the remaining three weeks of the first academic quarter (i.e. 1st April - 18th April).
2. Members of the teaching team comprise staff as listed on page one of the booklet together with the following "practitioners" from the field of services for blind persons.

Mr Dan Wood who is the principal of the Orientation Mobility School in Johannesburg will be chief consultant to Part Two.

He will be assisted by Mr T Kurrin, Miss D Poss, Mr B Nietting and Mr A Moorhouse who are trainers/trainees with the South African Guide Dogs Association for the Blind.

3. Classroom sessions will be arranged as for Part One.
4. Field Assignments
Similar arrangements apply as for Part One. However the following three organisations will be visited/studied on one of the three Wednesday afternoons. On the remaining two afternoons another type of excursion has been arranged (see "timetable" sheets).

-
- A. S.A. Guide Dogs Association for the Blind
W.O. 1751 Phone: 784-0238
Corner 12th Street and Victoria Avenue
Parkmore
Johannesburg

This association's purpose is to provide mobility training for blind persons, and runs the Orientation and Mobility School for instructors.

- * Society to Help Civilian Blind
W.O. 32 Phone: 267-162
- ** B Enia Whittaker Rehabilitation Centre
W.O. 87
159 North Road
Roseacre
Johannesburg

- * This Society provides social services and a sheltered workshop. In addition housing is provided for 40 elderly black people.
- ** The Enid Whittall Rehabilitation Centre is the only one of its kind for non-coloured white persons in South Africa.
- C. Coloured and Indian Blind Welfare Association
W.O. 637 Phone: 27-1565
Corner Riversdale and Fuel Road, Coronationville

At present the Society offers sheltered employment and social services for all Coloured and Indian blind adults in the Transvaal. The maximum intake is 50.

5. Reports

For purposes of Part Two of the programme of the first quarter the requirements are as follows:

- (i) Participation in the field assignments is compulsory.
- (ii) Reports are due for submission on the following dates:

Report No. 6 is due on 16.4.1975

Report No. 7 is due on or before 7.5.1975

As in Part One of the programme the "best" reports will be circulated to the class.

The following framework is offered as a general guide:

- (i) Reports should be limited in length: three pages typewritten (doublespaced) or six pages when handwritten.
- (ii) Report No. 6 must contain the following basic information:

A. Name of student:

Member of group number:

Name of School of Social Work staff member with the group:

Report number:

Week dating from Wednesday to Wednesday 1975.

B. Name, address and telephone number of organisation visited/studied:

Name of chief executive member of agency staff and/or name of person who hosted the study visit:

- C. The main objectives of the organisation, a brief sketch of its history and plans for the future. Who finances the organisation? Who is eligible for the services? A brief description of the nature of the services offered to consumers must be included.
- D. What laws are relevant to the service programmes? In what way are they relevant?
- E. What role do citizens play in the delivery of the service? Could their contribution be improved? State your reasons.
- F. References.

Report No. 7

"HOW I EXPERIENCED THE THREE WEEK PROGRAMME ON ATTITUDES TOWARDS
DISABILITY WITH FOCUS ON BLINDNESS"

PLEASE NOTE THAT LATE SUBMISSIONS WILL NOT QUALIFY FOR A MARK

REFERENCE LIST

1. HARDY, RICHARD E. AND CULL, JOHN G., Social and Rehabilitation Services for the Blind, Charles C. Thomas, Springfield, Illinois, 1972.

This book is on order in the Library.

The following papers which appear in the book have, however, been photocopied and are available in the Over Library. They have been catalogued according to the article.

- a. Pogorelec, Robert L. "Developing Special . . . as for Sub-professionals and Volunteers", pp.108-114.
- b. Wallace, John H., "Attitudes and Blindness", pp.139-152.
- c. Bauman, Mary K., "Research on Psychological Factors Associated with Blindness", pp.153-173.
- d. Wright, Keith C., "The Rehabilitation Process", pp.207-217.
- e. Viecelli, Louis, "Placement in Competitive Employment", pp.289-298.

- f. Copping, William T., "Special Problems of the Blind in Rural Areas", pp.320-327.
 - g. Gallagher, William F., "Social Work and Blindness", pp.360-365.
 - h. MacFarland, Douglas C., "Social Services and Blindness", pp.366-378.
2. JOSEPHSON, ERIC. The Social Life of Blind People, American Foundation for the Blind, New York, 1968.

This book is on order in the Library.

Chapter 7, "Integration" pp.75-86 has, however, been photocopied and is in the Overnight Library.

3. LUCKOFF, IRVING F., COHEN, O., et al, Attitudes Towards Blind Persons, American Foundation for the Blind, New York, 1972.

This book is not available in the Library.

The following papers which appear in the book have, however, been photocopied and are available in the Overnight Library. They have been catalogued according to the author of the article.

- a. Workman, Ronald W., "Blind Persons and Their Families: Reaction" pp.35-37.
 - b. Cobb, Jessamine, "Blind Persons and Their Families: Group Report", pp.38-41.
 - c. Huffman, David, "On Playing Don Baker in 'Butterflies Are Free'", pp.71-74.
4. MONBECK, MICHAEL E., The Meaning of Blindness - Attitudes Towards Blindness and Blind People, Fitzhenry and Whiteside Limited, Don Mills, Ontario, 1973.

Library Catalogue reference: HV 1598
(Obtainable in the Overnight Library)

5. WHEELDON, D.M., An Analysis of the Service Rendered at the Enid Whittaker Rehabilitation Centre for Newly Blinded Adults, in Terms of the Viewpoints of the Committee, Staff and Rehabilitation, Unpublished Dissertation, B.A. (Social Work), University of the Witwatersrand, Johannesburg, 1974.

The following books are not available in the Wits Library,
but are included for the benefit of keen students:

6. CARROL, REVEREND THOMAS J., Blindness - What It Is and
What it Does and How to Live With It, Little Brown
and Company, Boston, Date?
7. LUCKOFF, IRVING FABER AND WHITEMAN, MARTIN, The Social
Sources of Adjustment to Blindness, American Foundation
for the Blind, New York, Date?

February 1975

APPENDIX XII - PROGRAMME OF LAW COURSES FOR SOCIAL WORK 1
STUDENTS OF 1975

SCHOOL OF SOCIAL WORK
UNIVERSITY OF THE WITWATERSRAND

SOCIAL WORK 1
"Law for Social Workers"

Section 1 - Parent and Child

- a) Legitimacy
- b) Adoption
- c) Duty of Support
- d) Parental Power
- e) Minority and certain of its consequences:
 - i) marriage
 - ii) locus standi in judicio

Section 2 - Husband and Wife

- a) Legal Nature of Marriage
- b) Espousals
- c) The Act of Marriage
- d) Consequences of Marriage
- e) Judicial Separation
- f) Termination of Marriage - Divorce

Section 3 - Criminal Law

- a) Elements of a Crime
- b) The Defence of Insanity in South African Law
- c) Some Aspects of Criminal Procedure
 - i) the writ of habeas corpus
 - ii) the right to bail
 - iii) legal representation

Section 4 - Human Sexuality and the Law

- a) The Crime of Rape
- b) The Legal Position of Homosexuals
- c) Certain Aspects of The Immorality Act 23 of 1957 (as amended)
- d) Abortion and Sterilization Act 2 of 1975 (time permitting with regard to inclusion in course)

Section 5 - Elements of the Law of Contract

- a) Basic Requirements for a Valid Contract
- b) An Elementary Treatment of the Contract of Sale
- c) Hire Purchase Contracts

Section 6 - Aspects of Public Law

- a) A brief glance at The Abuse of Dependence-producing Substances and Rehabilitation Centres Act (The Drugs Act) 1971 (as amended)

Section 7 - Law of Evidence

- a) Certain aspects of the law relating to privileged communications.

Mr J Kavalsky
Lecturer, School of Law

May 1975

APPENDIX XIII - THE FIELD WORK ORGANISATIONS AT WHICH SOCIAL
WORK 1 STUDENTS OF 1975 WERE TO COMPLETE THEIR
VOLUNTEER PLACEMENT

UNIVERSITY OF THE WITWATERSRAND
SCHOOL OF SOCIAL WORK

SOCIAL WORK 1.

FIELD WORK - 50 HOURS OF VOLUNTEER SERVICE

Students are required to undertake 47* hours of service in one of the following organizations. The focus of this experience is to make contact with and relate to people served by the agency; and so assist the organization in the delivery of service.

The field work programme commences in the Easter vacation (19 April - 4 May 1975), continues for the duration of the second quarter (5 May - 27 June 1975) and through the July vacation (28 June - 20 July 1975).

Students are urged to complete their required hours by this date (20 July 1975). In exceptional circumstances the deadline for the completion of the work is 29 August 1975. With regard to the timing, students may not complete their hours before the commencement of the second quarter. The volunteer work is to continue for the duration of the second quarter. This ruling is related to the learning value associated with volunteer service: it is an experience which needs time to mature!

Detailed instructions appear in the FIELD INSTRUCTION MANUAL IN RESPECT OF STUDENTS IN THE FIRST AND SECOND YEARS OF STUDY REGISTERED FOR THE DEGREE OF BACHELOR OF ARTS IN SOCIAL WORK.

Students are invited to select one of the following NINE organizations in which to undertake their volunteer work.

1. AFRICAN SELF HELP ASSOCIATION W.O. 1499

Offices: 314 Transvalia Building
21 Stiemens Street
Braamfontein, Johannesburg

Telephone: 724-0892

Enquiries: Mrs M Hutchinson (book keeper)

Contact Person: Mrs E Makatine

*Three hours are to be spent in Street Collecting for three organizations - serving white, coloured and black persons.

The organization is willing to accept Four students to assist with recreation and homework supervision at a youth club in Soweto. Students will be required to have their own transport.

2. CAREWAYS CHILDREN'S CENTRE

Civic Centre Methodist Church
114 Rissik Street
Broomfontein, Johannesburg

Telephone: 724-4281. 724-4011

Director: Miss H Muller

Contact Person: Miss S Huty (Fourth year social work student)

Careways is an afternoon centre for children who live in the Hillbrow/Broomfontein areas. The organization operates on Christian and education principles with a concern for the emotional, social, mental, physical and spiritual development of children.

Activities are of an educational, recreational and cultural nature. Since the principles "team" and "volunteer training" are inherent in the service, students who undertake to do their field work at Careways will at the same time be expected to attend the weekly Tuesday team meetings from 5.30-7.00pm, in addition to the time they spend in direct service activities. Whilst lifts may be available home after team meetings, students should be prepared to arrange their own transport.

Careways is willing to accept EIGHT students.

3. GOOD SHEPHERD COMMUNITY SERVICES W.O. 2645

c/o 19 Shakespeare Avenue
Ridgeview, Johannesburg.

Telephone: 830-3036

Director: Sister Joanne Louts

Contact Person: Miss G Segal (Social worker)

This organization is willing to accept EIGHT students who will be required to assist residents of Kliptown to apply for housing and pensions. In pairs they will campaign on a door-to-door basis.

Students will also assist in the organization and execution of recreation projects at the Eldorado Park Recreation Centre.

Students are required to have their own transport to and from Eldorado Park which is situated along the Johannesburg-Potchefstroom Road - 24 kilometres from Campus.

4. HELEN HOUSE (RAND AID ASSOCIATION W.O.52)

71 Linden Road
Bramley, Johannesburg

Telephone: 40-6646

Contact Person: Mrs A Evans (Social worker)

Helen House operates under the auspices of the Rand Aid Association. It provides institutional care for 110 white infirm aged women.

The organization is willing to accept EIGHT students who will undertake with the residents craft activities, letter writing, indoor games, musical activities and so forth.

For students who are interested in understanding persons who are old in years, Helen House offers a special experience.

5. JOHANNESBURG CHILD WELFARE SOCIETY W.O. 192

4th Floor, Welfare House
168 Fox Street, Johannesburg.

Telephone: 21-2431

Director: Mrs M Uys

Contact Person: Mrs E Matty (in charge of creches)

This organization provides services for children and families. These include the rendering of professional social work services, services for unmarried mothers, the sponsorship of various children's homes, nursery schools and creches.

The organization is willing to accept EIGHT students who will assist in two creches that are run under the auspices of the agency. One of these creches is situated at the head office building in Fox Street. The other is the Cecily Creche, 29 Fountain Road, Fordsburg, Johannesburg, telephone 834-2759.

6. JOHANNESBURG COUNCIL FOR THE CARE OF THE AGED W.O. 1786

4th Floor, Happiness House
120 Loveday Street, Corner Wolmarans Street
Braamfontein, Johannesburg.

Telephone: 725-3250

Director: Mrs C Berger

Contact Person: Mrs M Stein (Fourth year social work student)

This organization both co-ordinates services of affiliated organizations and renders direct services to white aged persons. The activities include professional social work services, home-help services, provision of entertainment and clubs and so forth.

The organization can accept THREE students who will render befriending services to clients eg. home visiting, shopping etc.

7. SELWYN SEGAL HOSTEL W.O. 2198

George Avenue
Sandringham, Johannesburg

Telephone: 43-2266/7/8

Director: Mr J Shapiro

Contact Person: Miss B Solarsh (Social worker)

This organization is a residential centre for mentally retarded Jewish persons. It also provides day care facilities for non-Jewish people who are mentally retarded.

The agency can accept EIGHT students who will assist in the creche, undertake recreational activities, assist with entertainment and outings, and supervise homework for children who attend the Gresswold School.

8. SOCIETY TO HELP CIVILIAN BLIND W.O. 32

Behrmann House
North Road
Roseacres, Johannesburg.

Telephone: 26-7162/3/4/5

Contact Person: Mrs M Longley (Social Worker)

This organization provides services for blind people including accommodation and a sheltered workshop.

The agency can accept EIGHT students who may work during the day, in the evenings and on weekends. They will assist the clients with mending, shopping and other social contacts and could provide recreational activities.

9. WITSCO W.O. 2837

Rivarlea Community Centre
Colorado Drive, Riverlea

Telephone: 35-4650

Campus Office: Students Union Building, University.

Telephone: 724-1311 ext 440

Contact Persons: a) Group Work Division: Miss M Aitken

b) Tutoring Division: Mrs J Blommetjie

Students who are currently working at Witsco and wish to continue, may do so. However, their service hours will only count from the Easter vacation.

- a) The group work division can accept SIXTEEN students. The organization requires that students commit themselves to work until 12 September 1975 (i.e. irrespective of the number of hours beyond the required 50).
- b) The tutoring division can accept EIGHT students who too will be required to remain committed to the agency until 12 September 1975.

QUESTIONNAIRE PERTAINING TO FIRST YEAR STUDENTS' FIELD WORK

1. Please indicate your THREE choices of organizations in order of preference:

1. _____
2. _____
3. _____

2. What is the earliest date on which you can commence service?

- 3a. Do you have a car? YES ☐ NO ☐

- 3b. If YES, will you be able to transport other students, and how many?

- 3c. If NO, how do you plan to get to your organization and home?

- 3d. State location of home _____

- 4a. Are you currently doing "non-accredited" volunteer work at any of the above mentioned organizations?

YES ☐ NO ☐

- 4b. If YES, which organization (if Witsco please state whether group work or tutoring division)?

- 4c. Do you wish to continue at this organization?

YES ☐ NO ☐

- 5a. Do you plan to complete the 50 hours by the end of July 1975?

YES ☐ NO ☐

- 5b. If not state your reasons for wishing to continue until the end of August 1975.

A Witsco requirement ☐ Other (please specify) ☐

NAME OF STUDENT _____

SIGNATURE OF STUDENT _____

ADDRESS DURING TERM _____

TELEPHONE (TERM) _____

ADDRESS DURING VACATION _____

TELEPHONE (VACATION) _____

Miss Irene Comaroff
Junior Lecturer in Social Work

April 1975

APPENDIX XIV - FIELD INSTRUCTION REQUIREMENTS FOR SOCIAL WORK 1 STUDENTS OF 1975

UNIVERSITY OF THE WITWATERSRAND SCHOOL OF SOCIAL WORK

REPRINT from the FIELD INSTRUCTION MANUAL IN RESPECT OF STUDENTS IN THE FIRST AND SECOND YEARS OF STUDY REGISTERED FOR THE DEGREE OF BACHELOR OF ARTS IN SOCIAL WORK

FIELD INSTRUCTION REQUIREMENTS: First Year of Study: 100 hours
Second Year of Study: 250 hours

INTRODUCTION:

1. Field instruction forms an integral part of education for the profession of Social Work. The aim is to enable the student to relate theory and practice, gain skill in Social Work practice, and develop self awareness. To achieve these objectives, the field instruction of students is a shared responsibility between the School of Social Work and the field instruction centres in the community.

DEFINITION OF TERMS AS USED IN THE MANUAL

2. "Accredited Field Instruction Centre" is a community social welfare agency, or organisation with similar objectives, which by arrangement with the School of Social Work provides facilities for students to gain practical experience in Social Work.
3. "Supervisor" denotes that particular member of the professional Social Work Staff of the field instruction centre who by agreement with the university has assumed responsibility for the supervision of the student during the course of the field work placement and for the tasks associated with the administration of the field instruction programme.
4. "Contact Person" denotes a member of a field instruction centre who is not necessarily a professional social worker and who does not carry responsibility for the supervision of social work practice.
5. "Field Work Consultant" denotes that member of staff of the School of Social Work who is the consultant, both to a specific student and a particular field instruction centre, in matters pertaining to the field instruction programme.
6. "Director" denotes the Head of the School of Social Work.

*Please note: In this document, the student is referred to in the feminine, and field instruction centre personnel in the masculine.

7. "Block Placement" denotes the full-time attendance of a student at an accredited field instruction centre for the purposes of field instruction. This takes place during university vacations.
8. "Concurrent Placement" denotes the part-time attendance of a student at a field instruction centre for the purposes of field instruction. This takes place during university terms while the student is concurrently attending lectures.
9. "Formal Supervision" shall denote supervisory sessions conducted by the Supervisor with the student and which in terms of content, time and place shall be specially structured for the purpose of supervision of the student.
10. "Formal Assessment" denotes specific procedures used at the University of the Witwatersrand, for the purpose of making an assessment of the performance of a social work student engaged in supervised field work in a field instruction centre.
11. "Rating" denotes the process whereby the Supervisor arrives at a recommended examination mark in respect of the student's field work performance. At all times this process shall incorporate the use of a rating schedule provided by the University of the Witwatersrand for this purpose.
12. "Examination Mark" denotes a final examination mark awarded by the School of Social Work in respect of the field work performance of a social work student.

PRINCIPLES OF THE FIELD INSTRUCTION PROGRAMME FOR THE FIRST YEAR OF STUDY

13. In essence the programme has been designed to create experiences for a student at first year level to encounter situations in which individuals and families may find themselves as the result of dysfunctioning on the part of the individual, family and society.
14. Since exposure of this nature constitutes a first ever for many young persons, and furthermore since the programme is the beginning of an experience for a social work student, major responsibility for the programme rests with academic staff employed by the University and to a lesser degree with agency-based staff which is a common feature of field instruction in the second, third and fourth years of study.
15. Since students do not perform in a service capacity the programme does not hold any immediate implications for

supervision per se: this is the distinction between the field instruction programme at first year level and that which operates in subsequent years of study.

16. It follows therefore that written work i.e. documentation of the learning the occurred throughout the prescribed period of exposure will be marked for examination purposes. This too constitutes a difference between the first year programme and that which operates in subsequent years, since in the latter instance performance per se is added to that of documentation.
17. The field instruction programme designed for the first year is not founded on social work method per se, and since the objective is exposure on a broad basis, the principle of flexibility will lead to a variety of experiences not confined to traditional agency structures: while the principle of flexibility is observed in field instruction in all years of study, *each first year of study* is of an exploratory nature depending upon the social issues of the time.

THE ROLE OF THE FIELD INSTRUCTION CENTRE

18. In consequence of clauses 13 - 17, the School of Social Work on behalf of the University of the Witwatersrand, Johannesburg, carries major responsibility for the implementation of the field instruction programme and the evaluation of students work for examination purposes.

THE SUPERVISOR - CONTACT PERSON

19. Arising from the foregoing paragraphs the term supervisor - is replaced by a person(s) who shall be representatives of the host organisation, but who shall be known as a contact person, since no formal supervisory duties are assigned or required of such a person.

THE ROLE OF THE FIELD WORK CONSULTANT

20. Congruent with the aforesaid members of the university staff are the field work consultants.

THE ROLE OF THE STUDENT

21. Prior to the commencement of the field instruction programme in social work the student will undertake a declaration relating to confidentiality of material and professional behaviour and ethics inherent in social work education and practice. (See appendix 1A)

22. Throughout the programme the student shall meet such academic requirements as may be set from time to time compatible with the nature of the exercise.

THE FIELD INSTRUCTION PROGRAMME STRUCTURE AND CONTENT

23. In consequence of the content of clauses 13 - 22, the prescribed number of hours shall be assigned for such activities as may be deemed to be appropriate in any one year. However, each programme shall include:
- (a) Work as a member of a volunteer team
 - (b) Service in the raising of funds for welfare purposes, be it by street collecting or any other appropriate means.
 - (c) Field visits to community welfare institutions.

ASSESSMENT AND TERMINATION OF PERFORMANCE

24. Arising from the foregoing clauses and more specifically to Clause 16, a formal assessment of proof of the Student's ability to function as a learner and a helper within the framework of the social work profession shall be by way of the allocation of marks in respect of (a) written work and (b) other features of the students' performance assessed in terms of the formal rating schedule. (See Appendices 2 & 3.)

January 1975

C Muller

Director and Head of the School of Social Work

APPENDIX IA

UNIVERSITY OF THE WITWATERSRAND, JOHANNESBURG

SCHOOL OF SOCIAL WORK
Jan Smuts Avenue, Johannesburg, South Africa
Telephone 724-1311 Telegrams 'University'

"As a Student of Social Work of the University
of the Witwatersrand I do solemnly declare:

"That I shall not improperly divulge anything
which I may learn or which may be disclosed
to me in my capacity as a Social Work student;

That during my training as a Social Worker
I shall conduct myself as becomes a
student of the profession of Social Work
and uphold its reputation."

Signature of Student

DECLARED BEFORE ME AT _____

THIS _____ DAY OF _____ 19 _____

Commissioner of Oaths

Director and Head
School of Social Work

UNIVERSITY OF THE WITWATERSRAND, JOHANNESBURG

APPENDIX 2
SCHOOL OF SOCIAL WORK

ASSESSMENT FORM FOR SOCIAL WORK FIELD EXPERIENCE FOR FIRST YEAR STUDENTS

NAME OF STUDENT: NAME OF AGENCY:
 NAME OF CONTACT PERSON:
 DATES OF PLACEMENT:
 NO. OF HOURS BLOCK:
 NO OF HOURS CONCURRENT:

AREAS FOR EVALUATION/ASSESSMENT (Please indicate
 with an "X")

Excellent Good Adequate Clearly
 Inadequate

A. SETTING

1. Shows a sense of enquiry with regard to the work being done by the host organisation.
2. Shows an understanding of the work done by the host organisation.
3. Functions in an adaptable/flexible manner within the placement
4. Is willing to seek advice/counsel where necessary, and responds appropriately to such guidance.

B. SERVICE

1. Demonstrates proof of a capacity to establish and maintain helpful relationships.
2. Demonstrates proof of a capacity for empathy, warmth and sensitivity.
3. Shows understanding of the role contribution of volunteers in the placement setting.
4. Demonstrates proof of understanding the placement as a source of social work service.
5. Is comfortable in a student-authority relationship and responds appropriately.

Excellent Good Adequate Clearly
Inadequate

.....				
.....				
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B. SERVICE (contd.)

6. Shows initiative and demonstrates willingness to participate in problem-solving.

C. USE OF SELF

1. Is interested in the use of self in relationships and in the tasks to be done.
2. Shows awareness of dependence - independence issues in relation to self and members of the group.
3. Demonstrates a work pattern that demonstrates an ability to undertake tasks and pursue them to a successful conclusion.

- D. IN AN OVER-ALL ASSESSMENT, THE PERFORMANCE OF THE STUDENT IS:
(Please indicate with an "X")

	CONTACT PERSON	FIELD WORK CONSULTANT
Clearly Inadequate		
Adequate		
Good		
Excellent		

SIGNED:

(Contact Person) i.e. agency representative who had direct contact with the student.

DATE:

ADDITIONAL COMMENTS RECORDED BY THE FIELD WORK CONSULTANT IN CONSULTATION WITH THE CONTACT PERSON:

.....
.....
.....

(JAN-MAY 1976)

APPENDIX 3EXAMINATION STRUCTURE RELATING TO STUDENT PERFORMANCE IN FIELD INSTRUCTION

Prior to admission to the end-of-year examination the candidate shall have met the following requirements relating to due performance in field instruction in social work:

- (a) Completed the prescribed number of hours and associated written work related to field instruction: In the first year of study 100 hours is the minimum;
In the second year of study 250 hours is the minimum.
- (b) In each year of study dates shall be set for the completion of the field instruction and the submission of relevant document and observance of these dates shall be deemed to be part of the due performance requirements.
- (c) Performance of students in both practice and associated written work shall be evaluated by way of the application of a rating schedule, a written evaluation prepared by the supervisor and submitted to the Director and Head of the School of Social Work by the accredited field instruction centre. (See appendix 2.)
- (d) Arising from (c) a recommended mark shall be submitted to the Director and Head of the School of Social Work.
- (e) In order to proceed to a subsequent year of study in social work, a candidate is required to attain a minimum end-of-year mark of 50%.
- (f) A candidate who fails to attain the prescribed minimum in field instruction shall be required to repeat both the theory and the field instruction in order to gain credit in social work for that year.

JANUARY 1975

C MULLER

Director and Head of the School of Social Work

APPENDIX XV - SCHEDULE REGARDING REPORTS RELATING TO THE VOLUNTEER
FIELD INSTRUCTION EXPERIENCE OF SOCIAL WORK 1
STUDENTS OF 1975.

SCHOOL OF SOCIAL WORK
UNIVERSITY OF THE WITWATERSRAND

SOCIAL WORK 1
REPORTS RELATING TO THE VOLUNTEER FIELD INSTRUCTION EXPERIENCE

Students are required to write TWO reports relating to the volunteer field work experience.

The FIRST report which focuses on the placement organization/change agent system is due for submission on Monday 16 June 1975.

The SECOND report focuses on the student's experience as a volunteer, and is to be submitted on Tuesday 2 September 1975.

It is suggested that students read through the requirements of BOTH reports before commencing on the first one in order to plan their writing.

REPORT 1: THE VOLUNTEER FIELD INSTRUCTION EXPERIENCE - THE
CHANGE AGENT SYSTEM

This report should be written against the framework which follows as a general guide and should be limited in length to four typed or eight handwritten pages.

The report is to be submitted on Monday 16 June 1975.

1. KNOWLEDGE OF THE SETTING

1. Name, address, telephone number and W.O. number of the change agent system.
2. Name of chief executive of the agency, and professional qualifications. Does this have any implications with regard to the delivery of service? (give reasons)
3. Describe the structure of the organization; the auspices under which it operates; and list any national councils or other welfare bodies to which it may be affiliated. What benefits accrue from being affiliated to another body?
4. Name the organization's main sources of income, and means of raising funds. Indicate the costs of the service per annum or per day per consumer, and state whether the persons who use the service pay a fee. What are some of the implications of fee charging for welfare services?

5. Name the categories and number of professional staff and non-professional staff employed by the organization; and the categories and approximate number of volunteers serving the organization.

II. KNOWLEDGE OF THE SERVICE

1. Write a brief description of the service of the change agent system, indicating the nature of the service, clientele eligible for service, clientele receiving service, and sources of referral i.e. how do "consumers" come to the organization?
2. Describe the present/possible role of the social worker in the organization.
3. Comment on the volunteer service in the organization. Give your assessment as to whether it is good, patchy, fragmented or comprehensive.
4. Make suggestions for recruiting volunteers and delineate the functions they could perform in the organization under "ideal" conditions.

III. KNOWLEDGE OF OTHER COMMUNITY RESOURCES

1. Name and briefly describe other organizations known to you that are performing a similar or associated function to the agency where you gained experience as a volunteer.
2. Indicate the nature of the contribution made by the placement organization within the total social welfare system in Johannesburg.
3. Name the laws that are relevant to the functioning of "your" agency and indicate how/where legislative requirements apply.

REPORT 2: AN APPRIASAL OF MY FIELD WORK EXPERIENCE

This report should be written against the framework which follows as a general guide and should be limited in length to three typed or six handwritten pages.

The report is to be submitted on Tuesday 2 September 1975.

I NATURE OF SERVICE

1. Briefly describe the nature of the service rendered by the section of the organization in which you worked as a volunteer.
2. Describe the nature of the service you rendered, and that of other volunteers.
3. What did this experience mean to you? Describe some of the highlights and difficulties you encountered.
4. Give some suggestions for students wishing to do a placement of a similar nature in the future: and say how you would conduct this student volunteer programme if you were a social worker in the organization.

II STREET COLLECTING

1. Briefly describe the nature of the service of the THREE organizations for which you did street collecting.
2. Describe the role of the Johannesburg local authority in street collections in accordance with the street collection by-laws.
3. Thinking back on your experience as a street collector, write a paragraph in answer to a friend who asks you "Do you think I should help in a street collection?"

III RELATING THEORY AND PRACTICE

1. State whether you were able to relate any part of the class work (social work, psychology and sociology) to your experience as a volunteer, and where/how you were able to do so.
2. List any publications you consulted in order to help you perform your volunteer work.

IV ANY OTHER COMMENTS

PLEASE HAND IN WITH THIS REPORT:

- 1) YOUR COMPLETED AND DULY SIGNED TIME/ATTENDANCE SHEETS;
AND
- 2) YOUR LETTERS INDICATING YOU HAVE DONE STREET COLLECTING FOR
THREE ORGANIZATIONS.

MISS IRENE COMAROFF
JUNIOR LECTURER IN SOCIAL WORK

MAY 1975

APPENDIX XVI - THE JUNE TEST WRITTEN BY FIRST YEAR SOCIAL WORK
STUDENTS OF 1975

UNIVERSITY OF THE WITWATERSRAND, JOHANNESBURG
TERMINAL TEST JUNE, 1975
SOCIAL WORK 1

TIME: 2 hours

EXAMINERS: Professor Ceciel Muller
Mr B W McKendrick
Miss S Poss
Miss I Comaroff

ALL QUESTIONS MUST BE ANSWERED. THE MARKS ALLOCATED TO ANSWERS
ARE GIVEN IN PARENTHESIS AFTER EACH QUESTION

Read the following record, and then answer the questions (1) to (4)
inclusive, which appear on page three.

Miss Ruth Stuart is a social worker employed by the Metropolitan
Welfare Society which is a community-sponsored welfare organization
concerned with family welfare in Johannesburg, Transvaal. The
following is a record of one morning in Miss Stuart's professional
life:

- 0900a.m. Miss Stuart arrives at her office and reads incoming mail
and telephone messages left on her desk by the secretary.
- 0915a.m. A colleague on duty in the intake section telephones Miss
Stuart to enquire if she is available to see Mrs Williams,
a new client. Miss Stuart agrees, and goes to the intake
section where she is given Mrs Williams' information sheet.
She consults the document and learns that Mrs Williams is
51, recently widowed, and that her problem is her only son
Bill aged 14. Miss Stuart goes to the waiting room, where
she introduces herself to Mrs Williams and invites her
into her office. Miss Stuart then phones the secretary
informing her that she wishes to be left undisturbed until
the teabreak, and please will the secretar arrange for
two cups of tea to be brought to the office?
- 0920a.m. Interview with Mrs Williams Mrs Williams describes her
to son's behaviour as being "wild" and "inconsiderate" since
1015a.m. her husband's death six months ago. She sees the
solution in terms of placing Bill in a boarding school.
Mrs Williams pauses, and then begins to weep softly and
says: "I have made such a mess of things since my husband
died - I'm really ashamed to talk about it, I don't know
what people will think of me." Miss Stuart warmly
assures Mrs Williams that she is there to help if she can,
encourages her to talk freely and reminds her that the
discussion is confidential.

Mrs Williams then speaks of the difficulty that she has had in coping with her responsibilities since her husband's death. They had been a very close family, and now Bill is all that she has left. She finds it hard to be both a mother and a father to him. Bill had been fond of his father, and had spent a lot of time with him. Financial need has necessitated her return to paid employment, and although she works only from 10a.m. to 4p.m. daily, she has little time for Bill, and he has become progressively more demanding. She seems to have no patience, and she finds herself becoming angry with Bill on even unimportant matters. He is also mixing with people who Mrs Williams considers "undesirable", keeping irregular hours, and looking "pale and drained".

Mrs Williams adds: "Nothing seems to do any good. The last straw was yesterday - when I went through Bill's trouser pockets before washing them, I found three dagga cigarettes". With a frown on her face, Mrs Williams continues slowly "It's the oddest thing. Bill knows that I always clear his pockets, in fact when his Father was alive the two of them used to joke about it, and always ask me if I expected to find some forgotten ten-rand notes. When I found the dagga I had the strangest feeling that Bill wished me to find it".

She concludes: "I know that boarding school for Bill isn't really the answer, but what can I do?" Miss Stuart and Mrs Williams discuss some alternative possibilities and resources, and a second appointment is made for Mrs Williams at 4p.m. on Friday, when she will be able to call in at the agency on her way home from the supermarket where she works as a cashier.

1030a.m. Weekly staff meeting presided over by Mr Adams, the
to Director. The meeting is attended by the professional
1130a.m. social work staff, including Miss Stuart.

The major item on the agenda is a letter from the Director of the Metropolitan Association for the Care of the Blind in which he expresses concern over a lack of understanding in Johannesburg regarding blind people and others who suffer from physical disabilities. The letter closes with a request to the staff of the Metropolitan Welfare Society to contribute ideas and suggestions about how community attitudes towards physically disabled people could be changed.

The request is discussed at the meeting, and members of staff raise a number of associated issues, such as:

- *the attitudes held towards blind and disabled people;
- *the origins from which the attitudes arise;
- *the dynamics involved in changing attitudes and the means that can be employed, and
- *the existing resources for people who are blind or otherwise physically disabled.

At the end of the meeting, the Director asks Miss Stuart to prepare a draft memorandum on the basis of the staff meeting discussion, for consideration at the next staff meeting and as a basis for a reply to the Metropolitan Association for the Care of the Blind.

- 11.45a.m. Miss Stuart had earlier arranged to call on one of her clients, Mr Jack van der Morve, during the lunch break. She leaves the office to keep her appointment with him at the factory where he works.

ANSWER ALL QUESTIONS FROM (1) to (4) BELOW:

- 1 (a) Pincus and Minahan (Social Work Practice: Model and Method, 1974) suggest that four essential systems are involved in social work practice. Identify and define these four systems, and (10)
- (b) Examine the record of Miss Stuart's contact with Mrs Williams, and make a brief analysis in terms of the four systems suggested by Pincus and Minahan. (10)
- 2 Write an assessment of the problem situation in which Mrs Williams and her son are involved. In your assessment, pay particular attention to the life tasks with which the Williams family are faced. (20)
- 3 If you were in Miss Stuart's position, what targets and goals would you formulate in the case of the Williams family, and what systems would you try to form to achieve these targets and goals? (30)
- 4 Miss Stuart was asked to draft a memorandum for the Metropolitan Association for the Care of the Blind, in response to their request for ideas and suggestions about means of improving community attitudes towards physically disabled people. You are currently engaged in field instruction under the supervision of Miss Stuart and she invites you to write the memorandum, since you have this year participated to a special programme in your first year. You respond to her invitation with much enthusiasm and set about writing the document. (30)

TOTAL (100)

APPENDIX XVII - THE FIELD INSTRUCTION ASSIGNMENT FOR FIRST YEAR
SOCIAL WORK STUDENTS OF 1975

SCHOOL OF SOCIAL WORK
UNIVERSITY OF THE WITWATERSRAND

SOCIAL WORK I
FIELD INSTRUCTION ASSIGNMENT 1975

The case record which follows forms the basis for the field instruction assignment for the third quarter of the academic year 1975.

Only the main points of social work intervention occur in this record which is reconstructed from the case loads of two social workers: Miss J Petersen, a social worker in a hospital and Mrs B Isaacs, who is employed as a social welfare officer. Students are required to study the case situation and then complete the assignment as detailed in Section II.

Section I - Case Record

April 1970

Family Constellation

Mr John Oliphant - aged 34
Mrs Mary Oliphant - died early in that month, aged 32
Peter Oliphant - aged 5
Emily Oliphant - aged 9

Mrs Dora Jones, - aged 59, mother of Mrs Oliphant

Background Information

Mrs Dora Jones, Mr and Mrs Oliphant and their two children, Peter and Emily lived in a rented house in the Johannesburg municipal area.

During April 1970 the family was involved in a car accident causing the death of Mrs Oliphant. Peter and his father were seriously injured and spent long periods in hospital. Mr Oliphant had sustained irreversible brain damage and Peter suffered permanent paralysis of the legs. Emily, who was less seriously injured, was treated in hospital for a fractured arm and shock.

Mrs Jones was not with the family at the time of the accident.

At a ward round this family was assigned to Miss Petersen, the hospital social worker and within the ensuing month the following arrangements were finalized:

1. Mr Oliphant was considered for admission to a mental hospital

2. Peter was referred to an organisation specializing in the care of physically disabled children.
3. Emily would continue to live with her grandmother, and attend a recreation centre after school in order to ensure protective care during the afternoons.

August 1971

Mrs Jones approached a government social welfare department, ostensibly with financial difficulties. The intake worker established that Mrs Jones' problems are not only of a financial nature and referred her to another division of the department where she was interviewed by Mrs Isaacs, the clinical worker.

During this interview the following issues emerged:

1. Owing to her arthritis Mrs Jones had ceased working, and although she had some capital she was finding it difficult to support herself and Emily.
2. No claim for third party insurance had been entered into in respect of the car accident in April 1968.
3. Emily seemed to have developed school phobia and enuresis.
4. Both children were desperately missing their father and wished to visit him but Mrs Jones did not have a motor car.

At that time Mrs Isaacs helped Mrs Jones to use the available community resources to deal with these problems, and in December 1971 they terminated contact.

July 1975

The social worker at court telephoned Mrs Isaacs to say that a children's court enquiry had been opened for Emily Cliphant after she was arrested by the Railway Police for soliciting at Joubert Park station. She is being detained in the court cells.

Mrs Isaacs has an interview with Emily at Court and then makes a home visit to Mrs Jones who still lives at the address known to the office in December 1971. She finds Mrs Jones bedridden - her health having deteriorated. Physically she is frail and during the interview Mrs Isaacs notices that Mrs Jones' concentration is poor and that she has memory lapses.

Mrs Jones informs the social worker that for the past six months she had been unable to exercise any control over Emily who truants from school, is keeping undesirable company and seldom sleeps at home.

She asks Mrs Isaacs whether Mr Oliphant is still alive and whether she knows Peter's whereabouts as she has heard nothing of him.

Mrs Isaacs returns to her office where she plans a course of action.

SECTION II

Purpose of the Assignment

The purpose of this assignment is to study the above case in the light of the available community resources.

The class will be divided into four groups of 15 members each and each group will undertake the assignment from the viewpoint of one of the four racial groups i.e. the community resources that were utilized in meeting the needs of the Oliphant family as a White, a Coloured, an Indian and an African family.

The project will afford the opportunity to study and compare resources available to the different racial groups within Johannesburg.

Field Work

Each group may elaborate on the basic information provided in the case records in order to undertake the tasks set out below. The allocation of work tasks are to be determined within each group.

- A. In April 1970 Miss Petersen was instrumental in making arrangements for the Oliphant family. Identify alternative resources she may have considered and finally selected. Visit and report on the resources and assess the total scene, including the organisation which employs Mrs Petersen.
- B. What were the alternatives considered by Mrs Isaacs in August 1971 when she and Mrs Jones were planning action systems for dealing with the case. Identify these and approach the appropriate services for information (including the organisation which employs Mrs Isaacs).
- C. It is July 1975 and Mrs Isaacs must plan a course of action for the future welfare of the Oliphant/Jones family. Compile a list of the possible resources that could be used, visit these and make a written report on them.

Study Visits to be Undertaken By Class Members

Every student will be required to make at least two study visits to two organisations identified by the group.

Details should be arranged within each group and every effort should be made to gain a wide coverage of resources relevant to the topic of the assignment.

Group Report

After the relevant data has been collected, the appropriate visits undertaken, the group is required to compile one composite document which should form the basis of a report back to the assembled class.

Each group will elect a leader (spokesman) who will present the report at the class report back session. The general assembly for the different race groups will be held on the following dates:

Wednesday 20 August

2.15 - 4.15p.m.

B14 for the group covering services for African persons

Wednesday 27 August

2.15 - 4.15p.m.

B14 for the group covering services for Asiatic persons

Wednesday 3 September

2.15 - 4.15p.m.

B14 for the group covering services for Coloured persons

Wednesday 10 September

2.15 - 4.15p.m.

B14 for the group covering services for White persons

Prior to each group reporting back, the group leader is to submit to the lecturer in charge a list of the group members and the organisations each visited.

Allocation of Marks

During the report back session, the lecturer in charge will assess the report and a mark will be awarded to each group, which will also be the mark of each student. However, an oral examination, and the nature and amount of resources each student lists as having visited could subject this mark to alteration.

Miss Irene Comaroff
Junior Lecturer in Social Work

July 1975

APPENDIX XVIII - TUTORIALS ATTENDED BY FIRST YEAR SOCIAL WORK
STUDENTS OF 1975

SCHOOL OF SOCIAL WORK
UNIVERSITY OF THE WITWATERSRAND

SOCIAL WORK I - SERIES OF EIGHT TUTORIALS SCHEDULED FOR PERIOD
29 JULY 1975 - 23 SEPTEMBER 1975

Included in the Social Work I programme for the third quarter are presentations from four selected social welfare organizations in Johannesburg. Each will participate on two occasions (organizations and dates listed hereunder) and portray a picture of their services as related to a specific client/case.

Monday 28 July 1975	Transvaal Cripples Care Association
Monday 4 August 1975	Transvaal Cripples Care Association
Monday 11 August 1975	Mental Health Society of the Witwatersrand
Monday 18 August 1975	Mental Health Society of the Witwatersrand
Monday 25 August 1975	Johannesburg Child Welfare Society
Monday 8 September 1975	Johannesburg Child Welfare Society
Monday 22 September 1975	N I C R O
Monday 29 September 1975	N I C R O

On Tuesday 29 July, 12 and 26 August and 23 September 1975 the class will divide according to the five assigned tutorial groups, each under the leadership of two final year social work students per group.

The class presentation held on the Monday preceding the Tuesday tutorial will constitute the basis for the discussion. The following structure is recommended as a useful guide.

- * the style of presentation that had been adopted for the Monday session examined as a public relations medium for the social welfare organization
- * the action systems that could be formed arising out of the presentation
- * appropriate social group work services that could be rendered by the organization
- * the role, services, function, relevance, image of the organization in the social welfare structure of Johannesburg
- * the impact of relevant social legislation on the participating social welfare organization

On Tuesdays 5 and 19 August and 2 and 9 September the class will meet in FOUR tutorial groups under the leadership of one final year social work student per group.

These four tutorial groups are the same constellation as those for the field instruction groups covering services for the four race groups. The venues will remain the same for groups one to four.

The topics for discussion as identified by the class are as follows and each includes a recommended framework to guide the sessions:

5 August 1975: What is Social Work?

- * What is social work and what is its relevance to South African society?
- * The difference between a professional social worker and a volunteer working within an agency.
- * The common areas/differences between social work, psychology, psychiatry and other social sciences.
- * The role of the social worker as a member of an interdisciplinary team of practitioners.

19 August 1975: The Social Worker as Person and as a Professional

- * The professional social worker: technically perfect robot, fallible human being or something in between.

5 September 1975: The Value Base of Social Work

- * Discuss the values, ethics and principles of social work and relate your discussion to issues such as euthanasia, abortion and capital punishment.

9 September 1975: Social Action as a Function of the Change Agent and Change Agent System

- * Delineate particular areas amenable to social work intervention through social action and suggest relevant strategies.

Miss Irene Cameroff and Miss Mendelle Milner
Staff Members, School of Social Work

July 1975

APPENDIX XIX - THE LAW TEST WRITTEN BY FIRST YEAR SOCIAL WORK
STUDENTS OF 1975

UNIVERSITY OF THE WITWATERSRAND, JOHANNESBURG

SOCIAL WORK LAW - CLASS TEST

Time: 1 hour

Examiner: Mr J T Kawalsky

Mark each statement that is correct. It is possible that more than one statement will be correct in which case you must mark all the correct statements in a particular question. Do not guess - marks will be deducted for incorrect answers.

1. (a) A duty of support arises once a man has had sexual intercourse with a woman even though no child is born as a consequence of the act.
 - (b) A duty of support arises when three requirements are satisfied:
 - (i) A is unable to support himself;
 - (ii) B is able to support A;
 - (iii) the relationship between A and B creates a legal duty of support.
 - (c) There is a reciprocal duty of support between husband and wife, and between ascendants and descendants ad infinitum.
 - (d) There is a duty of support between step-brothers and step-sisters.
2. (a) The parental power is acquired on birth, by the father of an illegitimate child, by the mother of a legitimate child.
 - (b) The parental power is acquired on birth only by the father whether the child is legitimate or illegitimate.
 - (c) The parental power is acquired on birth, by the father of a legitimate child, by the mother of an illegitimate child.
 - (d) The parental power is also acquired on adoption.
3. (a) Termination of the parental power occurs when the father remarries.
 - (b) Termination of the parental power occurs on death of either parent or child.
 - (c) Termination of the parental power occurs when the child obtains majority.
 - (d) Termination of the parental power can occur by order of court.
4. (a) The Supreme Court has no power at common law to terminate the parental power.

- (b) The Supreme Court can only terminate the parental power by using its powers under the common law.
 - (c) The Supreme Court can terminate the parental power by using its power under the common law and also by using the power given to it in terms of the Matrimonial Affairs Act.
 - (d) The children's court can transfer the parental power from father to mother in terms of the Children's Act 33 of 1960.
5. (a) The parental power consists of custody and guardianship of the child.
- (b) The parental power involves custody and control over the person of the child, and custody and administration of his property.
- (c) The parental power does not include the right of moderate chastisement, which is a right only given to teachers.
- (d) The parental power implies that the child is the parents' property and can be used by the parent as he likes.
6. (a) A minor has full contractual capacity.
- (b) A minor below the age of 7 has no contractual capacity and can only be bound if the guardian acts on his behalf.
- (c) A minor's contract is valid, provided the minor's guardian consents to the contract.
- (d) The consent of a guardian to a minor's contract must be in writing in order for the contract to be valid.
7. (a) Marriage is a contract between a man and a woman which is valid for three years and is renewable at the option of either party.
- (b) Marriage is an ordinary contract and the normal rules governing contracts apply.
- (c) Marriage is the legally recognised union for life in common of one man and one woman to the exclusion while it lasts of all others.
- (d) The consequences of a marriage depend upon the parties themselves.
8. (a) An engagement is an agreement between a man and a woman to marry and in order to be valid it *must* be publicised.
- (b) An engagement is a contract by which a man and a woman promise to marry each other at some *determined* or *undetermined* future date.
- (c) An engagement is only binding if the man gives the woman an engagement ring.
- (d) No formalities are required to *conclude* a valid engagement.

9. (a) If a wife refuses to live with her husband he may obtain an order of court forcing her to do so.
(b) A wife is not obliged to live in the home provided by her husband unless she is given the home in an antenuptial contract.
(c) A husband and wife must live together, afford each other reasonable marital privileges and be faithful to each other.
(d) Communications between spouses are privileged in evidence.
10. (a) The marital power is no longer given to the husband whether or not the spouses are married by antenuptial contract.
(b) The marital power is acquired automatically by the husband immediately on marriage without antenuptial contract.
(c) The husband's decisive say in all matters concerning the common life of the spouses cannot be excluded by antenuptial contract.
(d) The husband's decisive say in all matters concerning the common life of the spouses can be excluded by antenuptial contract.
11. (a) A woman subject to the marital power cannot bind herself or her husband by contract.
(b) A woman subject to the husband's marital power cannot make a will without her husband's consent.
(c) Since the marital power is absolute, a woman subject to the marital power can bind herself by contract.
(d) The marital power gives the husband the right to chastise his wife.
12. (a) Only wives married in community of property have the power to contract for household necessities.
(b) Only wives married out of community of property have the power to contract for household necessities.
(c) Whether married in or out of community of property, all wives have the power to contract for household necessities.
(d) The power to contract for household necessities is a legal incident of the marriage and cannot be excluded by antenuptial contract.
13. (a) Provided the wife is lawfully married she can contract for household necessities whether or not she is living with her husband.
(b) There are two requirements for the wife to have the power to contract for household necessities. They are (i) the existence of a lawful marriage, and (ii) the existence of a common household.

- (c) A woman can only contract for household necessities if her husband gives his consent to such a contract.
 - (d) A woman can only contract for household necessities if she lives in the city.
14. (a) Household necessities are items which are absolutely essential for the running of the common household.
- (b) Household necessities are items which are necessary to keep the structure of the house in good repair.
- (c) Household necessities are items reasonable incidental to the management of the joint household, having regard to the means of the spouses.
- (d) Household necessities are items reasonable incidental to the management of the joint household, no attention at all being paid to the means of the spouses.
15. (a) Marriage without antenuptial contract immediately and automatically creates community of property and of profit and loss.
- (b) Marriage with antenuptial contract immediately and automatically creates community of property and of profit and loss.
- (c) Where spouses are married in community of property they hold all assets in joint ownership in equal undivided shares.
- (d) Where spouses are married out of community of property they hold all assets in joint ownership in equal undivided shares.
16. (a) An antenuptial contract is an agreement entered into by the spouses before their marriage.
- (b) An antenuptial contract is an agreement entered into by the spouses after their marriage.
- (c) The most common antenuptial contract is one excluding community of property, community of profit and loss and the marital power.
- (d) The most common antenuptial contract is one creating community of property.
17. (a) Judicial separation breaks the marriage tie and leaves the parties free to remarry.
- (b) Judicial separation is a halfway house between marriage and divorce.
- (c) When parties are judicially separated they remain married, but the duty to live together is suspended for the time being.
- (d) An order of judicial separation is an interim order made by the court pending a final order for divorce.
18. (a) An order of judicial separation can only be varied by the court on good cause shown.

- (b) Where the spouses become reconciled and resume cohabitation the order of judicial separation lapses automatically.
 - (c) The court may set aside an order of judicial separation where both spouses consent to this being done.
 - (d) An order of judicial separation is final and may never be varied.
19. (a) There are four grounds for divorce in South African law: adultery; malicious desertion; incurable insanity for not less than seven years; and imprisonment for five years after having been declared an habitual criminal.
- (b) There are only two grounds for divorce in South African law: adultery, malicious desertion.
 - (c) Mental cruelty is a ground for divorce in South African law.
 - (d) Mental cruelty is not a ground for divorce in South African law.
20. (a) Adultery is voluntary sexual intercourse between a spouse and someone other than his spouse.
- (b) A woman who is raped commits adultery.
 - (c) A woman who receives artificial insemination without her husband's consent commits adultery.
 - (d) A woman who receives artificial insemination without her husband's consent does not commit adultery.
21. (a) Malicious desertion takes place where the defendant spouse leaves home and fails to return.
- (b) Malicious desertion takes place where the defendant spouse, with the intention of bringing the marriage to an end, leaves home and fails to return.
 - (c) Constructive desertion takes place where the innocent spouse, who has left home, has been driven out by the wrongful conduct of the defendant spouse with the intention of ending the marriage.
 - (d) Constructive desertion takes place where the defendant spouse has left home because he is no longer in love with the innocent spouse.
22. (a) In South African law an accused will be found insane provided a psychiatrist is prepared to testify that he is insane.
- (b) In order to be insane the accused must be able to show that he has an history of insanity.
 - (c) If the accused wishes to raise the defence of insanity then he must prove that at the time he committed the act he was suffering from such a defect of reason attributable to disease of the mind so as not to know the nature and quality of his act or if he did know it, as not to know that he was doing wrong.

- (d) The onus is on the accused to prove his insanity on a balance of probabilities.
23. (a) A disease of the mind has been strictly defined in South African law although it has been left open in English law.
- (b) In Mahlinzo's case the judge said that it would be dangerous to lay down any general symptom by which a mental disorder could be recognised as a disease of the mind.
- (c) To prove insanity it is sufficient to show that the accused suffered from a defect of reason.
- (d) A defect of reason by itself is quite inconclusive to show insanity because it may be attributable to some other cause other than disease of the mind.
24. (a) The M'Naghten rules of insanity apply in South African law.
- (b) The Rumpff rules of insanity apply in South African law.
- (c) The effect of a verdict of insanity is that the accused must be detained at a mental institution at the State President's pleasure.
- (d) A verdict of insanity is a criminal conviction.
25. (a) A legitimate child is one whose parents were married to each other at the time of conception.
- (b) A legitimate child is one whose parents were married to each other at the time of its birth.
- (c) Provided the father is married the child will always be legitimate.
- (d) If the parents of the child are married to each other at any time between conception and birth the child will be legitimate.

APPENDIX XX - THE SUMMER SOCIAL WORK EXAMINATION WRITTEN BY FIRST
YEAR SOCIAL WORK STUDENTS OF 1975

5 PAGES - PAGE 1

UNIVERSITY OF THE WITWATERSKAND, JOHANNESBURG

SUMMER EXAMINATIONS - OCTOBER/NOVEMBER 1975

FACULTY OF ARTS

FIRST YEAR EXAMINATION FOR THE DEGREE OF
BACHELOR OF ARTS IN SOCIAL WORK

SOCIAL WORK I - ONE PAPER ONLY - 73101

TIME: 3 HOURS

EXAMINERS: Professor J J de Villiers
Professor Ceciel Muller
Mr B McKendrick
Miss I Comaroff
Mrs M Mendelow

SOCIAL GROUP WORK WITH YOUNG ADOLESCENT PHYSICALLY DISABLED
GIRLS AT THE OAK REHABILITATION HOME

Introduction

The Oak Rehabilitation Home is a community sponsored registered welfare organisation which provides residential care and rehabilitation facilities for White physically disabled boys and girls aged 12 to 17 years. The majority of children come from lower socio-economic home backgrounds.

The Home employs a full-time social worker. In addition to her other duties the social worker is responsible for various social group work programmes with the residents.

The following is a record of a group session of girls aged 12 to 14 years held on 17 October 1973. The group meets twice weekly, and the record is that of the ninth meeting.

Group Members

- | | |
|--------------|---|
| <u>Nancy</u> | 14 years old; a Form I pupil; she is paralyzed in both legs due to polio. |
| <u>Marie</u> | 14 years old; a Form I pupil; left leg paralyzed due to polio. |
| <u>Jane</u> | 13 years old; a Form I pupil; left leg amputated as a result of traumatic motor vehicle accident at the age of 5 years. |

Petro 12 years old; a Standard V pupil; suffers from deteriorating muscular dystrophy.

Sue 12 years old; a Standard V pupil; right leg paralyzed due to polio.

Jackie 13 years old; a Form I pupil; suffers from congenital hip malformation.

Jill 12 years old; a Standard V pupil; both legs paralyzed due to polio.

Processes of the Group

Jane, Petro, Sue and Jackie walked into the group room together, chatting easily. A few minutes later, Marie walked in with Jill who had not previously been part of the group as she had been receiving physiotherapy at the times that the group met.

Marie explained to the worker that Jill now had physiotherapy at a different time and wanted to join the group. She asked the worker if this was all right. The worker replied that it was up to all the group members to decide on Jill's membership. All the members agreed that they would like Jill to join. Jane pointed out that it was important that Jill join, as she had been the only girl in their dormitory who had not been part of the group.

Turning to Jill the worker then reminded the group that meetings are held regularly on Tuesday and Friday afternoons. She asked whether anyone could tell Jill what the group was for. Marie said it was to have fun. Sue said it was to get to know each other better. The worker agreed, saying that hopefully the members would enjoy the groups, but also that by participating in the groups they could get to understand themselves and each other better.

The worker then asked whether anyone knew where Nancy was. Jill replied that Nancy was on her way to the group, but had been delayed by physiotherapy. Jill continued saying that she would not be able to come to the group on Fridays, as she went home after lunch every Friday so that she could attend church services on Sundays, since she belonged to a different church. The worker said she knew about this arrangement and understood the situation. She then asked the group what they thought of this in terms of their decision at an earlier meeting that all members should attend all groups so as not to miss any important group experiences. Marie said, "Well then, obviously I was wrong to bring Jill. I think you should get out Jill. Why didn't you tell me this before?" Jackie then shouted at Jill to get out. The worker said Jill did not have to get out, but that the group should discuss whether or not it would be in order to make an exception in the case of Jill. Marie shouted aggressively at the worker to make up her mind - one minute the worker says everyone must come to every group meeting, and the next minute she says Jill need come only on Tuesdays.

The worker replied that it was the group and not her who had decided that all members should attend all meetings. She wondered whether Marie was angry because she had brought Jill and now felt that she should not have done so. The worker continued, however, saying that it had been very nice of Marie to try to include Jill. At this point, Jill became very upset and left the room.

A stunned silence followed. After a short while of silence in the group Nancy stormed in with Jill to say that if Jill was not to be in the group, she (Nancy) refused to remain a member. At this point Marie, Jackie and Sue started shouting simultaneously. While all this was going on the worker helped Jill sit down next to her and signalled the group to be silent. She then said that she was pleased Nancy had come back to the group with Jill, so that the group would, in the presence of Jill, try and work out what to do. She continued that there seemed to be a lot of anger in the group and wondered whether anyone could quietly and slowly summarize what was happening. Marie did this, defensively stating that she would never have brought Jill had she known about the Friday arrangements. The worker said that no-one was to blame for anything. She reiterated that Marie had been very nice to try and include Jill who had not known about the group's decision that it was necessary to attend all groups. She continued that it was now up to the group to discuss what to do and to realize that often a situation would occur like this one for which they would have to make allowances because of the special needs of one of them.

Nancy then shouted that it was about time the worker decided on this since she was "the boss". The worker answered quietly that to make her decide, would be an easy way out, and that although Nancy was angry at her for not deciding and therefore not making the situation easier, she was not going to make the decision since the group belonged to the members. She continued that she was not "the boss" but merely the leader to help the group with what they were doing, either discussing or deciding. The worker then remained silent while the group shouted excitedly at each other about the situation. Eventually the members agreed that they did want Jill to be in the group. Jill then thanked them. The worker then reiterated that often in life rules or principles had to be changed to meet a specific need. She pointed out that the members now seemed to feel a great deal for their group and this was shown by how strongly they had reacted to a principle being altered. She reinforced their decision to include Jill, by praising their decision showing how they had accepted Jill into their group. Nancy and Jane then said they both liked Jill, and Jackie, putting her arm around Jill, apologized to Jill for telling her to "get out" before. The worker asked whether anyone would volunteer to tell Jill in future what happened in the Friday groups. All the members spontaneously volunteered. Eventually it was decided that after each weekend Marie would bring Jill "up to date" on what she missed out.

At this point the Matron passed the group room. Nancy said "There goes Mug". The worker asked what this meant. Nancy replied that they called the Matron this as she had a "funny" leg, a "gammy" leg. The worker said she did not understand why they called the Matron and each other names as they were all in the same boat. Marie replied softly that "gammy" people always joke about their troubles. She paused and then said that this was, in fact, their biggest problem. The other group members agreed. The worker asked the group whether they wanted to talk about this. They responded eagerly. They each in turn related what was wrong with them and what had caused the disability. All their descriptions were factual, except for Petro who said her mother had told her that what had happened to her was "because of the fact that when she was small she had had very long hair down to her ankles. As a result of this all her strength had gone into her hair and is now still leaving her body". The worker decided not to pursue Petro's statement in the group and made a mental note to see Petro on her own at a later stage for a social casework interview.

The worker then asked the girls how they felt about being disabled. Jill said she wished the worker would call them "gammy" and not "disabled", just as their doctors and friends do. Petro, Nancy and Jackie supported Jill. Marie then said, "Yes, and the reason we want to be called 'gammy' and not 'disabled' is because we cannot face up to the fact that we are disabled". A stunned silence followed. The worker then said softly that it must be very hard to accept a physical disability. Nancy and Jackie then related how they always tried to hide that they were "gammy" by wearing slacks. The members then all ventilated a great deal of anger against people who stare or laugh at them. As this was the first time the girls had ever mentioned their disability the worker decided not to interpret or attempt to work through at a deeper level what was being discussed since this might have been too threatening for the girls. She ended the meeting by saying that it seemed that the members had shown how much the group meeting means to them all. They could now talk to each other on a much more personal level about their problems.

Marie asked whether they could again talk about these problems next time. The worker asked whether any other group members also wanted to continue this discussion. All the members agreed that they did.

QUESTIONS

1. (a) What purposes can social group work achieve with a group of physically disabled children who live in an institution? (5)
- (b) What purposes were achieved in the group meeting described in the record? (5)

- 2 Identify and describe seven of the fourteen guidelines for social group work presented by Gisela Konopka in her book Social Group Work: A Helping Process, (second edition, 1972). Evaluate in terms of these seven guidelines, the social worker's role in the group meeting described in the record. (35)
- 3 What are some of the major diagnostic tools available to the social worker using the social group work method? Identify and discuss these tools drawing illustrations from the group meeting described in the record. (15)
- 4 According to Charlotte Towle, all persons have common human needs. Identify some of these needs and suggest how, given ideal facilities, the needs of the residents at the Oak Rehabilitation Home could be catered for. (15)
- 5 Draw a chart showing the organisation of welfare services in South Africa and indicate where a service such as the Oak Rehabilitation Home fits into the overall pattern of services. (15)
- 6 During the process of the group meeting, the social worker decided to see Petro individually for a social casework interview.
 - a) Write a brief note on social casework. (5)
 - b) What reasons can you suggest for the social worker's decision to see Petro on her own?
 - c) What other action systems could the social worker form to help Petro, in addition to individual interviews with her? (2)

APPENDIX XXI - QUESTIONNAIRE ADMINISTERED TO STUDENTS ON THE
FIRST DAY OF THE FIRST TERM

Dear Student,

You are one of sixty-five students enrolled in the first year social work course at the University of the Witwatersrand.

Your co-operation in the present study will throw light on what you expect of the Social Work I course.

We hope you will want to be part of this study, and by doing so you will, early in your training, actually contribute to social work research.

Before you begin to answer, please read the introduction very carefully.

INTRODUCTION

1. It will not take you long to fill in this questionnaire.
2. Answers are not rated "true" or "false" and there is no mark allocated to answers. All that matters is that you should express your individual opinion.
3. Your individual identity will not be disclosed. Your response will be confidential, and not even you will be able to identify your answers in the statistical summaries.
4. Answer every question in accordance with instructions. You will note that in some instances the questions read "Mark only one item" or "Mark as many items as you like". So please read each question carefully before making your response. When you are ready to give your answer, please do so by placing a cross (thus : X) in the space provided.

Your First Names

Your Family Name

(Your name is required for research follow-up purposes. Your personal details will be regarded as strictly confidential, and your individual answers will not be disclosed to any person.)

- A. Which of the following statements most closely reflect your expectations about the nature of social work training? (Mark only two items)

- ☐ 1. The student's personal development is of primary importance in social work training.
- ☐ 2. The student's personal development is of no consequence in social work training.
- ☐ 3. In social work training each student is generally regarded as an individual.
- ☐ 4. In social work training students are generally regarded as a group rather than as individuals.
- ☐ 5. Other expectations not listed in 1 - 4 above. Please specify fully

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- B. Which of the following words most closely represent your feelings about starting to study social work? (Mark only one)

- ☐ 1. excited
- ☐ 2. apprehensive
- ☐ 3. anxious
- ☐ 4. Relaxed
- ☐ 5. bored
- ☐ 6. Other feelings not listed in 1 - 5 above. Please specify fully.

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- C. The Social Work 1 course will involve many different learning activities. Some of these activities are listed below. Please examine the list, and put a cross next to the two activities that you most looking forward to (Mark only two)

- ☐ 1. Information - giving lectures.

- _____ 2. Discussions - either as a class or in small groups.
- _____ 3. Preparatory reading in the library and at home.
- _____ 4. Preparation of essays, reports and project work.
- _____ 5. Visits of observation to social welfare and allied organizations.
- _____ 6. Working with people as a volunteer in a social welfare or allied organization.
- _____ 7. Other activities not listed in 1 - 6 above.
Please specify fully
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D. Which two of the following teaching aids would you most like lecturers to use in the Social Work I course? (Mark two only.)

- _____ 1. Books of social work interest.
- _____ 2. Films of social work interest.
- _____ 3. Live presentations of social work situations eg. people who have received social work help telling the place of their experiences.
- _____ 4. Slides of social work interest.
- _____ 5. Tape recordings of social work interest.
- _____ 6. Role play (i.e. play-acting a social work situation).
- _____ 7. Other teaching aids not listed in 1 - 6. Please specify fully
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E. Which of the following statements reflect your expectations with regard to the role of lecturers in your social work course? (Mark as many as you like.)

- _____ 1. Lecturers should give formal lectures to the class.
- _____ 2. Lecturers should dictate notes to the class.
- _____ 3. Lecturers should stimulate class discussions.
- _____ 4. Lecturers should encourage class members to involve themselves in the course.
- _____ 5. Lecturers should treat each student as an individual.
- _____ 6. Lecturers should be impersonal in their approach to each student.

- _____ 7. Lecturers should lecture at the intellectual level of the class.
- _____ 8. Other expectations not included in 1 - 7 above. Please specify fully.
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F. Which of the following statements reflect your expectations with regard to yourself as a social work student in class discussions? (Mark as many as you like.)

- _____ 1. I think that I will participate in class discussions.
- _____ 2. I think that I will initiate class discussions.
- _____ 3. I think that I will listen to class discussions.
- _____ 4. Other expectations of yourself not included in 1 - 3 above. Please specify fully.
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Note: In the Social Work I course, the first five weeks of the academic year will be devoted to a special programme designed to give you information about alcohol and drugs, and to give you insight into the effects of alcoholism and drug-dependency on people.

The two questions below seek to establish your present attitudes towards persons who are addicted to alcohol or drugs.

G. Which of the following statements reflect your attitudes towards people addicted to alcohol? (Mark as many as you like)

- _____ 1. Alcoholics are psychologically ill.
- _____ 2. Alcoholics should be punished.
- _____ 3. Alcoholics are medically ill.
- _____ 4. Alcoholics are harming themselves.
- _____ 5. Alcoholics should be helped to overcome their condition.
- _____ 6. Alcoholics are a danger to their family and friends.
- _____ 7. Alcoholics are having fun.
- _____ 8. Alcoholics are a danger to society.
- _____ 9. Alcoholics are dangerous to no one.
- _____ 10. Other attitudes not included in 1 - 9 above. Please specify fully.
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H. Which of the following statements reflect your attitudes with regard to people addicted to drugs. (Mark as many as you like.)

- ☐ 1. Drug addicts are psychologically ill.
- ☐ 2. Drug addicts should be punished.
- ☐ 3. Drug addicts are medically ill.
- ☐ 4. Drug addicts are breaking the law.
- ☐ 5. Drug addicts should be helped to overcome their condition.
- ☐ 6. Drug addicts are harming themselves.
- ☐ 7. Drug addicts are having fun.
- ☐ 8. Drug addicts are a danger to their family and friends.
- ☐ 9. Drug addicts are dangerous to no one.
- ☐ 10. Drug addicts are a danger to society.
- ☐ 11. Other attitudes not listed in 1 - 10. Please specify fully.

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Author Hilson Freda Elaine

Name of thesis First Year Social Work Students At The University Of The Witwatersrand. 1977

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