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Factors in assessing effectiveness of orientation programs for public welfare caseworkers; a group project

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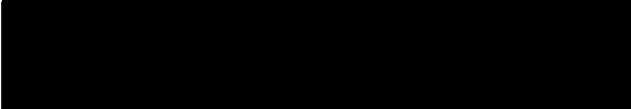
AN ABSTRACT OF THE GROUP PROJECT OF Clyde Ferguson, et al. for the Master of Social Work presented April 17, 1970.

Title: Factors in Assessing Effectiveness of Orientation Programs for Public Welfare Caseworkers.

APPROVED BY MEMBERS OF THE THESIS COMMITTEE:


Harold A. Jambor, Chairman


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A study done in 1968-1969 by students at Portland State University School of Social Work at the request of the Oregon State Public Welfare Commission Staff Development Division sought to devise an instrument for assessing the effectiveness of teaching the casework principles of Felix P. Biestek to casework trainees in the public welfare's orientation program. The test instrument developed was found to have low, but acceptable, internal reliability.

Building on the previous year's work, this 1969-1970 study sought to determine the validity of the test instrument by relating test scores to two measures of job performance, namely the latest supervisory civil service rating and a self rating. Data was collected on thirty of the original test group. The test instrument was deter-

mined to be nonvalid on the basis of these assessments which used measures of total job performance as validating criteria. The study group concluded that the instrument should not be used by itself to determine the effectiveness of teaching casework principles to caseworkers in a public welfare orientation program.

While the instrument was being tested, it was recognized that orientation training covers more than just Biestek's casework principles. Other types of knowledge are also needed for caseworkers to perform effectively on their jobs. Consequently, the scope of the project was enlarged to include an exploration of other factors in caseworker development during orientation.

To explore other factors, two instruments were used. One was a questionnaire developed by the group to obtain background information and to measure some attitudes of the caseworker toward his job and the welfare agency. The second was an instrument borrowed from the Oregon State Fish Commission for determining job satisfaction attitudes.

The findings of the questionnaire indicated that informal training and supervision were important in caseworker development. The importance of supervision was reinforced by responses given to the survey of job satisfaction attitudes. The survey elicited complaints about bureaucratic agencies, i. e., the red tape, little use or trying of innovative methods, and poor communications within the agency and to the public.

In view of the findings, the study group made six recommendations to the Oregon State Public Welfare Division regarding their orientation and staff development program. The study conclusions state

that further research is needed (1) to define the casework job and then develop a test to measure a worker's competency; (2) to develop tools to determine the social work attitudes, knowledge, and skills of the bachelor level service worker; and (3) to investigate use of the structured versus nonstructured situation for teaching new caseworkers.

FACTORS IN ASSESSING EFFECTIVENESS OF
ORIENTATION PROGRAMS FOR PUBLIC
WELFARE CASEWORKERS

by

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A group project submitted in partial fulfillment of the
requirements for the degree of

MASTER OF SOCIAL WORK

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1970

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CHAPTER I

ORIGIN AND DEVELOPMENT OF RESEARCH PROJECT

In 1968-69, a group of research students at Portland State University School of Social Work completed a study for the Oregon State Public Welfare Commission. The purpose of that study was to "assess the effectiveness of teaching certain casework principles in a public welfare orientation center program."¹ Those students undertook development of a test instrument to measure knowledge and practical application of the casework concepts taught to casework trainees in a public welfare orientation program.

The test instrument, composed of multiple choice and true and false questions, was constructed on the basis of Felix P. Biestek's seven principles of casework.² The test was given to sixty-six casework trainees at the beginning and at the end of two four week orientation programs. The results of the testing showed the instrument to have low, but acceptable internal reliability³ and to need further refinement before it could be accepted for continued use by the Orientation Center. Additional research was suggested as necessary

¹Margaret Berweger, et al., "Measuring Trainee Comprehension of Casework Relationship in a Public Welfare Orientation Program" (Unpublished Master's Group Project, Portland State University, 1969), p. 1.

²See Appendix A for sample questions of the test instrument and Appendix B for Biestek's principles of casework.

³Berweger, et al., pp. 38-20.

to validate the testing instrument,⁴ i.e. to determine whether it measured what is desired in a caseworker and whether it can predict accurately the performance of the caseworker.

The current project was undertaken in 1969-70 to determine the validity of the testing instrument developed by the prior group. It was recognized early that orientation training includes more than Biestek's casework principles alone: casework principles in the Biestek sense are only one of several types of knowledge caseworkers need to perform their jobs effectively. The scope of the study was enlarged to include an exploration of other indicators besides orientation training affecting the job performance of caseworkers.

As a first step in the followup of the testing instrument, a retest was conducted. Thirty of the original test group took the test approximately one year after they completed orientation training.

Further to determine the validity of the instrument, two forms were used. One was a questionnaire developed by this group to obtain background information and to measure some attitudes of the caseworker toward his job and the welfare agency. The second was a job satisfaction attitude survey form borrowed from the Oregon State Fish Commission. These measures were administered to the test group along with the test instrument.

This report describes the processes and states the findings of this study. First in Chapter Two, the validation of the testing instrument is considered. Then in Chapter Three, the background

⁴Berweger, et al., p. 52.

questionnaire and attitude survey are covered. Finally, in Chapter Four, a summary of the findings, the recommendations of the group, and suggested directions for further research are presented.

CHAPTER II

INSTRUMENT FOR MEASURING EFFECTIVENESS OF ORIENTATION

The testing instrument is discussed in this chapter. First, the process of retesting is described. Second, the results of the retesting are analyzed and the implications derived from the analysis explained.

I. RETEST

The previous study had developed two forms of one testing instrument. These two forms, A II and B II,⁵ were judged to be of equal weight because the t test statistical analysis of the data produced no significant difference in the means of the two forms at the 1 percent level.⁶

That study also determined the reliability, or consistency, of the testing instrument by administering the test forms on a split-half basis.⁷ The internal reliability, the consistency of the difficulty of the questions, as measured by the Pearsonian coefficient of correlation with the Spearman-Brown correction, was .58 for A II and .76 for B II.

⁵The previous study initially developed two forms, A and B. Following a pretest, these forms were revised and called A II and B II.

⁶Berweger, et al., p. 41.

⁷Sellitz, Claire, et al., Research Methods in Social Relations (New York: Holt, Rinehart and Winston, 1966), pp. 174-175.

The measurement of reliability is only the first step in determining the adequacy of an instrument. It must also possess validity, or measure what it was constructed to measure. B II was chosen as the form of the test instrument to be validated because it had the higher internal reliability. Both validity and reliability are necessary for an instrument to be acceptable for continued use.

Of the four types of validity--content, predictive, concurrent, and construct, three--predictive, concurrent, and construct--can be used to test the worth of any performance evaluation measure.⁶ Predictive validity is the extent to which the test score represents effective future job performance; concurrent validity, the extent to which the measure represents effective present job performance; construct validity, an estimate of how completely the traits measured by the instrument define the performance in question. This study sought to measure the effectiveness of orientation training (specifically, knowledge of casework principles) by how well the individual performs his job as a result of that training.

It was expected that each of the concepts of validity mentioned above would be determined in terms of the relationship between a case-worker's score on the B II and a measure of his performance as a case-worker. Three indices of job performance were considered initially: the supervisory civil service rating, a self rating, and a peer rating. The supervisory civil service rating was easily accessible from the

⁶Lee J. Cronbach, Essentials of Psychological Testing (New York: Harper and Brothers, 1960), pp. 103-123.

personnel file of each participant. A self rating scale was included in the background questionnaire, a second instrument administered with the B II. Obtaining a peer rating seemed unrealistic to the group. Obstacles, including a possible lack of peer cooperation, its perception as a threat to the job security of either peer or caseworker, and its lack of objectivity, were felt to outweigh any positive elements such a rating might have.

A further measure of the test's usefulness would be a comparison of the caseworker's score at the end of orientation training and his present mark. This might indicate partially the amount of change due to the year's experience as a caseworker.

The retesting of the caseworkers occurred in July and August, 1969, approximately one year after they entered the Orientation Center. Instrument B II was administered along with a background questionnaire and an attitude survey. The latter two forms are discussed in detail in Chapter Three.

The retest population included thirty caseworkers. In the original study sixty-six casework trainees participated.

The reasons for this difference were two-fold. First, many workers had been assigned to county offices distant from Portland. It was not feasible to administer the test in those areas. Rather, the retesting was limited to the Willamette Valley counties of Clackamas, Marion, Multnomah, and Washington. Also included was the state office of the welfare division in Marion County, where one individual from the test group was working. The selection of the population was then, by design, non-random. In drawing implications from the data, it

should be realized that seventeen retested caseworkers were from Multnomah County. Their responses may be indicative of peculiarities attributable to that office and not necessarily to the composite of the remainder.

Second, only thirty of the forty-one caseworkers assigned at the end of orientation training to the aforementioned counties were still working there at the time of the retest. Several had terminated their employment; others, transferred to a different county office. Recent federal legislation which required a separation of eligibility and service beginning July 1, 1969, was affecting job security through the elimination of many casework positions. Under more normal, less stressful conditions, the attrition rate might have been lower. The situation had not been anticipated when the study was first undertaken.

Four of the project members each took a county office and administered the test instruments to the workers there. Standardized written instructions were included as a cover sheet to the first instrument. Any questions were handled individually by the member in attendance.

There was no time limit for completing the B II. The previous study had set a desired time limit of sixty minutes for the test but had allowed caseworkers more time if it was necessary.

Three individuals were unable, for various reasons, to attend the testing sessions. They were permitted to take home their instruments and return them later to a group member.

When the testing had been completed, the project group met and graded the B II instrument. Later, one member graded that instrument

again to assure the grading had been accurate.

II. ANALYSIS AND FINDINGS

Instrument B II is intended as a measure of one's ability to apply Biestek's principles of the casework relationship and thus to indicate the effectiveness of the Orientation Center program in teaching basic casework concepts. To determine if B II was actually measuring precisely that, its construct, concurrent, and predictive validities were determined.

In constructing instrument B II, the prior group used only the principles of the casework relationship as conceptualized by Biestek. The present group judged these principles to be an incomplete sample of the wide range of knowledge required in casework. Welfare casework appears to be a complex task requiring a wide range of skills, attitudes, behaviors, and knowledge. Consequently, the group concluded that B II by itself does not adequately sample job performance and lacks construct validity when job performance is used as the validating criterion.

Instrument B II was unable to measure four areas related to job performance which this group has identified and sought to sample. These were the caseworker's (1) understanding of the agency as a bureaucratic system, (2) use of forms and procedures, (3) perception of the role of the supervisor, and (4) utilization of the informal process in his professional development.

A more effective approach might begin by analyzing the caseworker's job. The resulting analysis could be used as a basis for

constructing a more comprehensive instrument with which to assess the effectiveness of the public welfare agency's orientation of caseworkers.

Concurrent validity estimates the extent to which the measure represents present job performance. In this study it is the relationship between the B II scores and a measure of job performance. Two measures of job performance--a self rating score and the supervisory civil service rating--were used to obtain two measures of concurrent validity.

The self rating score had been developed in group meetings. It was composed of four questions included in the background questionnaire asking the subject to rate how he would rate himself as a caseworker and how he thought his supervisor, other caseworkers in his unit, and his clients would rate him as a caseworker. Answers were selected from a five point scale: poor, fair, average, good, excellent. Later, numerical values of one through five were assigned from poor to excellent to allow one combined numerical score of each individual's responses to those questions. This total was the self rating score against which the B II was compared. It was intended that use of four views of a worker, though seen through his eyes, might be more objective than just his singular view of himself. None of the caseworkers rated themselves lower than average on the self rating scale regardless of whom they saw as the judge, their peers, supervisors, clients, or selves.

The correlation between the 1969 instrument B II scores of the caseworkers and their responses to the self rating was .26. This is

low.⁹ With a correlation of .26 approximately 6 percent of the variations in the self rating scores can be attributed to the differences in the 1969 instrument B II scores of the workers. The remaining 94 percent of variations are due to something else.

A high correlation between the B II scores and the self rating scores and supervisory civil service ratings could not be expected because the range of scores on both the latter, the measures of job performance, was narrow. The chance of obtaining a high correlation increases as the range of the data increases.

The civil service supervisory rating is the means by which the total job performance of the caseworker is rated. It is used by the agency to determine both continuation of employment and advancement to higher pay grades. The rating is done on a standard form according to standard categories. Yet, much of the information required is subjective, and leaves the evaluation to the discretion of the supervisor. Difficulties are created: e.g., one supervisor may use higher standards for judging performance than another supervisor giving the same score to an employee. Although criticism of this nature has not infrequently appeared in the literature, supervisory ratings of this type continue to be used as the basis for retention and promotion.¹⁰

⁹An illustration of how much significance this correlation provides can be drawn from John E. Freund, Modern Elementary Statistics (New Jersey: Prentice-Hall, Inc., 1967), p. 359. "...if the coefficient of correlation equals r for a given set of paired data, then $100 \cdot r^2$ per cent of the variation of the y 's can be attributed to the differences in x , namely to the relationship with x ."

¹⁰Edward N. Hay, "The Validating of Tests," Studies in Personnel and Industrial Psychology. Edited by Edwin A. Fleishman. (Homewood, Illinois: The Dorsey Press, 1967), pp. 49-50.

In the absence of other acceptable criteria of job performance as a caseworker, the group judged inclusion of this criterion to be important.

The correlation between the 1969 instrument B II scores and the current supervisory civil service ratings was .33. This, too, is a low correlation with about 10 percent of the variations in the supervisory ratings attributable to the differences in the 1969 B II scores of the caseworkers.

There is a correlation of .20 between the supervisory civil service ratings and the self rating scores. Four percent of the variations in the self ratings are attributable to the differences in the supervisory ratings; 96 percent of the variations, to other factors.

Predictive validity is the extent to which the test score represents future job performance. It is computed by comparing test scores to job performance at a later point in time. In this instance, the test scores of the caseworkers at the end of orientation training were compared with their performance as caseworkers according to (1) the civil service supervisory ratings and (2) the self rating scores.

Following their orientation training in 1968, some caseworkers were tested with instrument A II; others, with B II. These different forms of the same test are equivalent. The scores from these tests were the indicator against which job performance was compared to determine predictive validity. The comparison of the 1968 test scores to the supervisory ratings produced a correlation of .03; the comparison of the 1968 test scores to the self rating scores, .23. These low

correlations strongly indicate that other factors besides those measured by the testing instrument had been influencing the effectiveness of caseworkers during the past year.

One additional means of analyzing instrument B II was a comparison of the means and standard deviations of the instrument scores in 1968 to those in 1969 to determine if any change had occurred. The mean and standard deviation of errors of the 1969 instrument B II scores of the thirty caseworkers were 25.4 and 7.78, respectively; the mean and standard deviation of errors of the same thirty caseworkers in 1968, 27.8 and 4.76, respectively. A comparison of these scores indicates that at the end of the twelve month period following the original testing, the ability to apply Biestek's casework principles changes. The change for the total group was in a positive direction, though slight, as the means indicate. However, when the score of each person at the end of orientation training is compared individually to his retest score, there is no general pattern of improvement. The scores of some caseworkers decreased, others increased, and the remainder did not change. The 1969 range of errors is larger as the standard deviation indicates. This was caused by the score of one person who was well outside the range of the remainder of the group.

On the basis of the many measures of validity employed, it is evident that B II is not a valid instrument for measuring the effectiveness of the Orientation Center in teaching casework principles to new caseworkers when measures of total job performance are used as the validating criterion. There was no measure of specific areas of job performance, i.e., use of casework principles, with which to compare

the worker's score on the B II.

Its low reliability and lack of validity make instrument B II unacceptable for use as a measure of the Orientation Center's effectiveness in teaching Biestek's casework principles. B II was unable to measure the relationship between job performance and the teaching of casework principles during orientation. Parts of the test might be useful as a portion of a test or series of tests encompassing the total knowledge base needed by caseworkers. A meaningful test should determine if the knowledge caseworkers possess about casework principles is what they actually apply in client-worker contacts. Such would be a truer assessment of the effectiveness of teaching casework principles. Accrued, but unused, knowledge does not fulfill the agency's responsibilities for service to clients.

Some factors contributing to B II's lack of validity have been discussed already. Others, including (1) the selection of Biestek's principles for orientation training, (2) the construction of instrument B II, (3) the population to which it was administered, and (4) the way in which it was analyzed, also require consideration.

First, although Biestek's casework principles are utilized in the Orientation Center as part of the caseworker's orientation curriculum,¹¹ the project group members question the applicability of Biestek to the present day. Are the principles which he states the actual components of the casework relationship? Or, are there more or are

¹¹Biestek's concept of the casework relationship is a main source used at the Orientation Center to teach casework principles. Towle, Keith-Lucas, and Garrett are also sources of instruction. Perhaps all these should have been used to construct B II.

there less? If one closely reads Biestek's book and considers the seven principles, he might surmise these seven principles to be some of the values on which our Judeo-Christian society was founded. However, as the values of society change, so must social work, for it is from society that the social purpose it serves is defined. If it seeks to define itself independently of society's demand, it competes with other quasi-religions professing a certain ideology about man and society.¹²

What this query leads to is a basic question. What is social casework? If it can be defined, are the values it supports those that Biestek proposes? Is there another set of concepts that could be used to teach the rudiments of casework effectively?

Second, in constructing instrument B II, the previous group both wrote the questions and decided which answers were correct. Instead, after the questions were written, a panel of experts should have been enlisted to decide the answers.¹³

Third, one of the greatest difficulties of the present project has been the residual research design within which it was imperative to undertake the validation study. This difficulty is especially obvious in terms of the population of caseworkers, including both its homogeneity and the absence of a control group.

It appears that caseworkers form a fairly homogeneous group in

¹²Charles R. Atherton, "The Social Assignment of Social Work," Social Service Review, XLIII, No. 4 (December, 1969), 421-429.

¹³U.S., Civil Service Commission, Construction and Analysis of Achievement Tests, by Dorothy C. Adkins Wood, et al., (Washington, D. C.: Government Printing Office, 1947), pp. 2-5, 72.

terms of their knowledge and understanding of the social work field. All applicants must possess a Bachelor's degree. Further homogeneity is achieved by the civil service entrance tests which determine who will have priority for current casework position vacancies. This similarity causes the range of responses on a test such as B II to be narrow.

A more meaningful study might have resulted had a control group been part of the original research design. The results obtained may be only those due to chance. That is, if this test were given randomly to the general population of adults, their scores might produce a similar response pattern. In light of the group's contention that Biestek's principles exemplify the principles of the Judeo-Christian heritage, a group of ministers taking instrument B II might do as well, if not better, than the caseworkers.

Fourth, in reviewing the analysis of instrument B II, several factors should be recognized. These include (1) retention by the caseworkers of the test material from previous testings and (2) the causes for a change or lack of change in the error scores.

Since this study represented the third time the caseworkers had been exposed to the testing instrument, the retention of the testing contents is a distinct possibility. This was not measurable, but must be regarded as existing. In both studies, the caseworkers were not given their scores or the correct answers to the testing instrument.

At least three reasons for a change or lack of change in the error scores of the caseworkers were evident. First, the particular caseload assignment of the individual could either preclude or

necessitate use of the Biestek concepts. For example, a person working primarily with nursing home operators might function more as a clerical or business person than a social worker, whereas a child welfare worker would definitely need to apply casework concepts. Second, in the intervening year negative reinforcement of Biestek's concepts could have occurred. The particular job assignment as well as the supervisor, co-workers, or others from whom the caseworker learns his profession might affect this. Third, the previous discussion questioning Biestek's concepts may have relevancy. Caseworkers might find that Biestek is incomplete. That is, there may be other more pertinent and practical concepts of greater assistance in the everyday undertakings of casework.

III. SUMMARY

The purpose of the retest was to validate the testing instrument B II which had been proven internally reliable in the previous study. Validity was measured as the relationship between the caseworker's score on B II and a measure of his performance as a caseworker. Three measures of validity—construct, concurrent, and predictive—were employed. It was determined that construct validity was lacking. The instrument did not take into consideration the total scope of knowledge necessary to perform as a welfare caseworker. The concurrent validity was low because the B II score does not represent the caseworker's present job performance. Predictive validity was almost absent. The B II score did not predict the worker's future job performance. A comparison of the means and standard deviations of the test scores of

the workers in 1968 with those in 1969 revealed slightly fewer and a wider range of errors in 1969.

The B II testing instrument was, on the basis of these measures, determined to be non-valid. Previously it was determined to have low reliability. Therefore, B II should not be used by itself to determine the effectiveness of teaching casework principles to caseworkers in a public welfare orientation program. Some factors affecting its non-validity were (1) its limitation to Biestek's casework principles, (2) the omission of a panel of experts in choosing the answers to the B II, (3) the absence of a control group, (4) the homogeneity of caseworkers, and (5) the possibility of retention of test material. It appears a more appropriate way to measure the effectiveness of orientation training teaching would be to first analyze the job of the caseworker and then construct a test sampling the many varied areas of knowledge he needs to possess.

Having explained the procedure, analysis, and findings of the instrument whose validation fulfilled completion of the first purpose of this study, this report will continue by discussing the two instruments used to identify other factors besides the casework relationship concept influencing the job performance of the public welfare caseworker.

CHAPTER III

OTHER INDICATORS OF ORIENTATION AND STAFF DEVELOPMENT RESULTS

Two instruments mentioned in the introduction of this report--the background questionnaire and the attitude survey--are discussed in this chapter. The background questionnaire and attitude survey are individually described, analyzed, and their findings enumerated. Extraneous influences affecting the responses to these forms are explored.

I. BACKGROUND QUESTIONNAIRE

The background questionnaire is an instrument developed by this research project group. It evolved from the group's discussion of the Oregon State Public Welfare Division and of possible variables in addition to the casework relationship concept believed relevant to orientation training and the job performance of public welfare caseworkers. Questions pertaining to these variables were built into the questionnaire to allow a descriptive account of existing conditions within the welfare system. These variables were grouped into four specific areas: (1) formal training furnished by the agency, (2) informal learning from others in the agency, (3) attitudes and efforts of the individual toward furthering his education, and (4) individual attitudes toward the agency and the job.

In group discussions, consensus formation was used to develop items for the background questionnaire. An item was suggested, discussed, and evaluated in terms of theory and experience. Clarity was emphasized. Unanimous agreement was necessary for questions to be retained. Various scales for responses were used depending upon the nature of the item.

To further refine the questionnaire, a pretest was given in May, 1969. The pretest population was the first year class of graduate students at Portland State University School of Social Work, a group of approximately fifty individuals. This group had one limitation: not all students had worked for public welfare or gone through the Orientation Center. Consequently, several were unable to complete the questionnaire in its entirety.

Oral standardized instructions were also developed by consensus formation. The instructions were accepted for use only when all members agreed they answered all foreseeable inquiries regarding the questionnaire. These instructions were typed on cards and read by a project member to the pretest group at the start of the testing period.

The development of standardized instructions was important because different group members administered the questionnaire to each of the three sections of the pretest group. Questions raised by the students being tested were handled by the individual test administrator.

The results of the background questionnaire pretest were reviewed by the project group. Revisions were made to meet three conditions the group had established: (1) to induce anonymity, (2) to insure

confidentiality, and (3) to lessen the possible threat of the instrument being perceived as a tool of the welfare agency to somehow rate the caseworker. Questions were reworded when ambiguity was apparent. Certain items of personal information were deleted. When clarity was unobtainable, questions were eliminated.

The standardized oral instructions had led to further questions and were a source of confusion and ambiguity. Each project member administering the pretest handled the questions from the students in a slightly different manner. Because four project members, each taking a different county, would be administering the instruments to the caseworkers, an effort was made to avoid repeating the difficulties encountered with the pretest instructions. A revised written statement of introduction and test instructions served as the cover sheet of the background questionnaire.¹⁴

Preceding the actual questions, personal background information was requested, indicating the caseworker's age, sex, college major, county of employment, and type of caseload. To maintain maximum confidentiality, a precoded number system was used instead of the worker's name. Only the project group members knew the name for each code number: the names were needed to match the 1968 and 1969 testing instrument scores.

The background questionnaire was analyzed by clustering the questions under the four general headings: (1) On-the-Job Training,

¹⁴See Appendix C for the revised background questionnaire and its cover sheet.

(2) Influences on and Type of Job Performance, (3) Attitudes toward Professional Development, and (4) Job Performance: Self Perceptions. Only the questions showing some negative or positive tendency were felt relevant for discussion in this report. The group was unable to attach meaning to those showing a neutral response.

Fourteen of the questionnaire's items contained a five point scale essentially worded as high, above average, average, below average, low. It was necessary to total responses by combining high and above average as positive indicators, combining below average and low as negative indicators, and treating average as neutral. The retest population was insufficient to make the five point scale meaningful; the homogeneity of responses caused the scale not to be discrete enough to make the raw form data meaningful.

On-the-Job Training was the concern of five questions. Three of these dealt specifically with inservice training: question one, value for self; question two, content; question three, method. Question eleven regarded orientation training; question twelve, training by supervisor. Only questions one, eleven, and twelve provided meaningful responses.

The value of inservice training was rated by seven respondents as high or very high and low or very low by fourteen. Fifteen respondents found orientation to be very useful or useful; seven, unuseful or very unuseful. Table I shows how much subsequent training and supervision focused on rules and regulations, procedures, casework principles, interviewing, and problems.

TABLE I
FOCUS IN TRAINING BY SUPERVISOR

Item	Much or Very Much	Little or Very Little
1. Rules and Regulations	14	4
2. Procedures	17	4
3. Casework Principles	14	7
4. Interviewing	5	17
5. Problems	18	4

The second area, Influences on and Types of Job Performance, contained three items: question eight, help from people at work; question nine, liking for supervisor; and question ten, activities done at work. In question eight, the respondents were asked to rate a number of individuals in accordance with their helpfulness to the worker's professional development. A seven point scale from one, or most, to seven, or least, was used. The responses were tallied in three groups. Four was considered neutral or average; one, two, and three, positive; five, six, and seven, negative. The individuals with significant responses were (1) desk partner, (2) an aide, (3) another co-worker, (4) supervisor, (5) someone else in agency, and (6) someone else outside the agency. Table II reports how the caseworkers rated other individuals who helped them.

TABLE II
HELP FROM PEOPLE AT WORK

Item	Positive	Negative
1. Desk Partner	22	2
2. An Aide	2	12
3. Another Co-Worker	25	1
4. Supervisor	24	5
5. Someone Else in Agency	3	19
6. Someone Else Outside the Agency	3	19

In question nine, the respondents were asked to rate their liking of their supervisor as a person using a five point scale. Twenty-four said they liked their supervisor much or very much; one, little or very little.

In question ten, the respondents were asked to rate their like or dislike of a number of casework chores on the basis of how well they enjoyed doing them. This data is presented in Table III.

TABLE III
 LIKING OF ACTIVITIES DONE AT WORK

Item	Much or Very Much	Little or Very Little
1. Contacts with Clients in the Field	30	0
2. Office Visits with Clients	23	1
3. Case Record Writing	3	14
4. Completing Forms	0	18
5. Talking with Clients on Phone	15	1
6. Collateral Contacts	22	0
7. Staff Development	9	14
8. Supervisory Conferences	15	4
9. Staff Meetings	3	14
10. Report Writing	3	15

Question four, professional activities; question five, courses taken; question six, feelings toward future schooling; and question seven, thought and action taken toward future schooling, comprised the third area, Attitudes toward Future Professional Development.

Question five was discarded because of insufficient responses. Of the voluntary professional activities listed in question four, discussions, books, conventions, and workshops seem significant. Using a five point scale, twenty-one respondents were active or very active in

discussions; none, inactive or very inactive. Fourteen were active or very active in pursuing books; three, inactive or very inactive. Six respondents were active or very active in attending conventions; sixteen, inactive or very inactive. Five respondents were active or very active in workshops; thirty, inactive or very inactive.

Twenty-eight respondents said future job related schooling was desirable or highly desirable; none, undesirable or highly undesirable. Twenty-four said future job related schooling was feasible; five, unfeasible. When asked their intentions for further schooling, twelve indicated serious consideration of social work.

Job Performance: Self Perceptions, the fourth heading, contained four questions asking the caseworker to rate how he thought his casework performance would be rated by four different groups or individuals, i.e., question thirteen, by others in unit; question fourteen, by his supervisor; question fifteen, by himself; and question sixteen, by his clients. Seventeen respondents thought their supervisor would rate them high or above average as a caseworker; none, below average or low. When asked how do they, the respondents, rate themselves as caseworkers, twenty-one said high or above average; none, below average or low. Twenty-four respondents thought their clients would rate them high or above average as caseworkers; none, below average or low.

In the process of analyzing this data, one finding became overwhelmingly evident--that informal training is felt to be more useful than formal training. Apparently staff development programs (orientation and inservice training) and supervisory assistance do not provide the entire constellation of factors by which the caseworker feels

his skill and knowledge as a practitioner are most enhanced. This finding suggests a need for further research to clarify the cause. One might ask if the readiness of the individual worker is not a necessary consideration. Informal learning, taken at the discretion, need, and desire of the individual, may be necessary in addition to formal training, given at a certain time, in a certain way, in a certain place.

One can also ask if initiative is not an important aspect of readiness. It seems one way informal training takes place is this: something within a person stimulates him to want or need knowledge he does not possess. This want or need might not occur when staff development sessions are held or even be covered in them. Knowledge is then sought where it can be found, such as books, periodicals, conversations with other workers, coffee break discussions, etc. When knowledge for a specific purpose is sought visually or audibly and then put into practice, the associated feelings from practical experiences reinforce the acquired knowledge more indelibly than visual or auditory exposure alone.¹⁵ This aspect of learning should be carefully regarded in planning programs aimed to improve the functioning of caseworkers.

Another finding concerned the supervisor, whose role in training and evaluating workers is discussed frequently in the literature.

¹⁵Fern Lowry, "Teaching Methods in Practice Courses: Integration of Theory and Practice," Social Service Review, XIX, No. 4 (December, 1945), 455-461.

Supervision is the way provided by the agency to teach new workers.¹⁶

. . . the supervisors must carry the greatest responsibility for the growth and development of the individual worker and it is on good supervision that the agency must depend for the training of the worker, and for the testing of his job performance.¹⁷

For the beginning caseworker, the level of sensitivity and self-consciousness opened in his relationship with his supervisor goes beyond his previous experience.¹⁸ The worker is required to put out more of his real self in this situation than ever before. He exposes himself to a supervisor who has the superior knowledge and understanding he wishes to use, and, at the same time, represents the authority and power over his professional life he fears and fights. These feelings set up movement in the worker's self, a process of disorganization and change which eventually results in a reorganization of the self under its own direction and control.¹⁹ Supervisors employ developmental norms to identify learning problems and to assure discouraged workers.²⁰

¹⁶Virginia P. Robinson, Supervision in Social Case Work (Chapel Hill: University of North Carolina Press, 1936), p. 30.

¹⁷Yolanda Lancelot, "Staff Training as an Integrating Factor in Agency Structure," Public Welfare, XXII, No. 4 (October, 1964), 264.

¹⁸Robinson, Supervision in Social Case Work, p. 45.

¹⁹Ibid., p. 46.

²⁰Charlotte Towle, "The Contribution of Education for Social Casework to Practice," Principles and Techniques in Social Casework, Selected Articles, 1940-1950, Edited by Cora Kasius (New York: Family Service Association of America, 1950), pp. 268-269.

Learning should be a conscious process and this implies that the student should see the evaluation of his work in relation to norms for individuals at his stage of training.²¹

The role of the supervisor cannot be underestimated. It is, after all, ". . . the supervisor who goes along with him from day to day in his struggle to learn."²² Kessler, in reporting that supervisors have a potent influence on job attitudes and individual job adjustment, asserts that a democratic style supervisor is more conducive to favorable attitudes than an autocratic one.²³ Supervision has been accused of promoting negative job attitudes by discouraging ingenuity and initiative.²⁴

The findings of this questionnaire seem to agree with the importance of the supervisor as discussed in the literature. Supervisors were seen as helpful to the professional development of the caseworker, liked as a person, and as rating the caseworker above average. Supervisory conferences were well liked.

This suggests that perhaps more attention needs to be given to supervisors. If, indeed, after orientation by the agency in a different setting, supervisors do retrain their workers in their way as

²¹Ibid., p. 269.

²²Bertha Capen Reynolds, Learning and Teaching in the Practice of Social Work (New York: Farrar and Rinehart, Inc., 1942), p. 277.

²³Clemm Cromwell Kessler III, "Differences Between Subordinates Who Are Successful and Less Successful in Meeting Superiors' Demands," Dissertation Abstracts, B: Sciences and Engineering, XXVII (March-April, 1968), 3866-3867.

²⁴Frederick Herzberg, Bernard Mausner and Barbara Bloch Snyderman, The Motivation to Work (2nd ed.; New York: John Wiley & Sons, Inc., 1959), p. 125.

Meyer suggests, beginning at the beginning with the supervisor might be a more efficient and economic means of inducting new staff.²⁵ It certainly should be carefully considered.

Several inadequacies in the background questionnaire became fully recognized during the process of analyzing the results. These inadequacies included the following: (1) poorly defined purpose during construction of questionnaire; (2) ambiguities in questions; (3) limited quantification of response choices.

The background questionnaire should have had clearly defined and specific objectives. More accurate categorization into content areas of the possible factors related to job performance would have been attained. The questions might have come closer then to measuring what they were designed to measure.

Ambiguities were apparent in many questions. This resulted because some terms, such as inservice training and orientation, were not defined in the questionnaire. It was assumed the respondents would understand what these terms meant. This assumption proved to be inaccurate. Such difficulty could have been lessened by listing standard definitions for terms that could easily be interpreted in more than one way.

The ways used to measure the desired information posed problems in gaining meaningful results. First, the five point scale, that frequently used in social science research, did not have a wide enough range to yield significant statistical results. Second, much of the

²⁵Carol H. Meyer, Staff Development in Public Welfare Agencies (New York: Columbia University Press, 1966), pp. 126-127.

difficulty here was felt to be the result of the lack of clarity and poorly defined purpose of the questionnaire. This problem might have been lessened markedly by more specificity in those areas.

II. THE ATTITUDE SURVEY

The attitude survey was the last instrument added to those administered to the caseworkers. It was part of an attitude survey developed by the Oregon State Fish Commission and was brought by one project member in July, 1969, for the consideration of the entire group.²⁶ Jointly, it was decided the questions on (1) the components of job satisfaction, dissatisfaction, and ideals; (2) attributes of a job; and (3) the job setting could also provide additional data possibly pointing to factors affecting job performance. This information would supplement the background questionnaire's exploration of caseworkers' attitudes toward the agency and their jobs. The wording of a few questions was slightly altered to make them apply to the welfare setting.

Group consensus was the method by which the attitude survey was analyzed. Only those responses felt by the group to be sizeably larger than other responses to the same question were judged to suggest significance.

The attitude survey was analyzed in two ways. One involved analyzing it alone in terms of what caseworkers felt about the various aspects of their particular jobs and the agency for which they were

²⁶See Appendix D for the form administered by this group.

working. The second involved taking what was judged significant in the attitude survey and attempting an inter-form analysis with the results of the background questionnaire. It would be possible to see if the same factors appeared in more than one instance, and if there were any interrelationships between different factors to which there had been a significant response.

For the first method of analysis, the questions of the attitude survey form were divided into groupings. The first grouping consisted of the first three questions, which pertained to job satisfaction--the positives, the negatives, and the ideals. The second grouping, concerned with employee benefits, job satisfaction, and attributes of the agency, was composed of the questions on page three. The third grouping, concerned with attributes of the casework job and the agency where the caseworker was employed, contained the questions on page four.

In the job satisfaction grouping, questions one and three produced responses of significance. These questions required the caseworkers to rank their first, second, and third choices of likes on question one and of ideals on question three. Each question had a list of several items from which the choices were to be selected.

On question one, twenty-two participants selected challenging as their first choice and eleven each selected independence or type of work as their second choice. According to Herzberg, sources of high job satisfaction include challenging or creative work, varied work, and the opportunity to do a job completely from beginning to

end.²⁷

In question three, the response "improve communications with public and field" was marked a total of eighteen times as either first, second or third choice. Other responses judged significant but less so than the former were "improve supervision and planning", selected twelve times; "reduce workload", selected eleven times; "adequate facilities", selected ten times; and "personnel policies", selected ten times. The literature notes that factors focusing on the characteristics of the context in which the job is done, such as (1) working conditions, (2) interpersonal relations, (3) company policy, (4) administration of these policies, (5) affects on personal life, (6) job security, and (7) salary, rarely produce high job attitudes.²⁸

The group of questions on page three was considered as follows. A four point scale with very satisfied and quite satisfied or excellent and good as positive indicators and not too satisfied and not satisfied at all or fair and poor as negative indicators was used to tally the positive and negative responses of each question. The don't know responses were disregarded. It was felt to not have any assignable value.

After the total scores were tallied in positive and negative terms, it was decided that only for those questions in which the ratio on either the positive or negative side was more than 2.0 greater than

²⁷Herzberg, Mausner, and Snyderman, p. 61.

²⁸Ibid., p. 63.

the other side would the response be considered significant. This was true in three instances, with questions seven, eight, and eleven. Question seven, "How would you rate the communications within the agency?", showed four positive to twenty-five negative responses. Question eight, "How would you rate the agency in keeping you up to date on new ideas and methods in your work?", showed five positive to twenty-four negative responses. Question eleven, "How would you rate the caliber of supervisory personnel below top management (Your department head or casework supervisor)?", showed twenty-one positive to eight negative responses.

The group of questions on page four was concerned with rating attributes of the casework job and the agency where the caseworker was employed. Two dichotomous phrases were used for each of seven different attributes. An eight point scale from none on the negative end to seven on the positive end, with four as the average, was used to indicate the degree to which the agency did or did not possess a certain attribute. Twenty caseworkers rated the supervisor as encouraging new ideas and initiative. Twenty-one rated the agency as tending toward inefficient organization; twenty-four, as having too much red tape.

The negative responses of the workers regarding conditions in the agency are not unknown to many people. The time lag often encountered in obtaining services as or for a client is fact, not exaggeration. Red tape is a hallmark of bureaucracy. An agency concerned with efficiency and economy probably has less time to spend using or trying innovative methods. The response "improve communications with public and field" being seen as the most important thing workers would

do if administrators represents one of the biggest hurdles welfare has yet to overcome. This was reinforced by a strongly negative response to a question about communications within the agency.

It was significant that on this instrument supervisors were rated positively, both in terms of caliber and encouraging new ideas and initiative. This readily corroborates the significance of the supervisor evidenced in the background questionnaire and as seen by the literature.

III. EXTRANEOUS INFLUENCES AFFECTING RESPONSES

Above and beyond the findings of this study, and especially of the background questionnaire and attitude survey, are three extraneous influences that require acknowledgement and accountability. Otherwise, a non-project member reviewing this study might misinterpret its findings. These influences are (1) the size and structure of county offices, (2) the internal changes occurring at the time of this study, and (3) the on-the-job training given to caseworkers after orientation training.

One must note carefully the counties included in this study. One was Multnomah County where 40 percent of the welfare caseload of the state resides. The remaining recipients are spread throughout the other thirty-five counties.

The number of welfare recipients in Multnomah County necessitates a large casework staff. To make that staff more manageable, it is divided both by type of service and physically into sections according to the type of client the worker serves, i.e., Children's Department,

Family Services, Adult Services, Nursing Home, etc. The other counties in the study have smaller staffs and generally less separation of staff physically and/or by type of service.

It was recognized this difference might distinguish in many ways the Multnomah County caseworkers from caseworkers in other counties. The atmosphere of the office; the locality of travel (urban versus rural); the availability of resources; the channels of obtaining special requests, getting case records from other departments, getting dictation done, etc.; the type of inservice education; and the type of supervisor might vary markedly. Because these conditions can affect job performance, they must be considered and taken into account when assessment is made of this study. They are, in effect, uncontrollable variables.

An influence noted since the early months of this study was an internal change occurring within the welfare organization from the federal level down. It was not known to the research group at the time this study was begun. However, it was most potent, outwardly mentioned by many caseworkers and other personnel, and, in the group's opinion, is of consequence to the outcome of this study.

The internal change regarded the separation of eligibility and casework services. A client no longer had to be assigned a caseworker when he applied for public assistance. Instead, a clerical person, called an assistance worker, could determine, upon the applicant's signed statement, if that person were entitled to welfare benefits. This clerical position did not require a college education. The number of caseworkers needed naturally declined with fewer clients

needing casework services. The state welfare agency had tried to cut down the number of new caseworkers employed prior to implementing the new program in July, 1969. However, their projections had been too liberal and there were too many caseworkers employed by the agency at that time. Consequently, some caseworkers were faced with several alternatives: (1) be transferred to another county (usually a less populous one) where there was a caseworker vacancy; (2) accept lowering of status to an assistance worker category and hope for an eventual opening into a caseworker position; (3) resign; or (4) be terminated. The caseworkers facing these alternatives were those with least tenure. All the subjects participating in this study were included.

Faced with an unknown employment future, workers were justifiably upset. Some were trying to complete their casework assignments prior to leaving or transferring. Others didn't know if they would have a job the next month. In such circumstances, one treads with caution and suspicion. Robinson feels one deterrent to motivation occurs when any agency either through reducing its services or decreasing its budget suddenly reduces its staff, keeping only the best workers.²⁹

Reflection upon this situation produced ideas about how the caseworker's responses to this project were affected. If the instrument package was perceived as a tool of the agency, were the caseworkers trying to please or to retaliate? If perceived as a further measure of their competence, would they do differently than in a less

²⁹Robinson, Supervision in Social Case Work, p. 113.

stressful environment? Was it an unwanted waste of time that caused them to fall farther behind in their caseload assignments? Or, did they want to help in research aimed to improve the welfare system?

The third influence pertains to the type of on-the-job training provided for the caseworker after orientation training. Obviously, one variation is the size of the office. Multnomah County has its own staff development division. A regular program is offered for all new caseworkers once they report to that county agency, with periodic sessions thereafter. In the smaller counties, the assignment may be passed between supervisors, be assigned to one person, be assigned to a committee of workers, or be done by the state office staff development section.

These variations make the content and frequency of the on-the-job training quite different. One cannot but wonder if a one-to-one worker-supervisor relationship is not employed in smaller counties in contrast to the formal group instruction of the staff development department in Multnomah County.

As important as this distinction is the continuity that exists between the orientation training content and that which follows later in the assigned county agency. No pattern is evident.

IV. SUMMARY

A second purpose of this study was to explore other indicators besides orientation training affecting the job performance of caseworkers. To achieve this purpose, two instruments were used for administration with the B II. One instrument, a questionnaire, sought

background information and attitudes of the caseworkers toward their job and future education. The second instrument, an attitude survey, measured job satisfaction.

The findings of the questionnaire stressed the importance in job proficiency of the role of (1) informal training and (2) the supervisor. The attitude survey reinforced the importance of the supervisor and produced frequently heard complaints about bureaucratic agencies, i.e., the time lag in obtaining services, the red tape, little use or trying of innovative methods, poor communications within agency and to public.

The outcome of those findings must be interpreted in light of certain other factors. First are the limitations of the background questionnaire resulting from constructional inadequacies: (1) poorly defined purpose during construction, (2) ambiguities in questions, (3) limited quantification of response choices. Second are three extraneous influences: (1) the size and structure of county welfare offices, (2) the internal changes occurring within the state welfare agency at the time of the study, and (3) the on-the-job training given to caseworkers following the orientation training session.

The next chapter will seek to summarize the findings of the total study and make recommendations both operationally and for further research.

CHAPTER IV

CONCLUSIONS

This chapter serves to present the core of the project. It describes in summary fashion the purpose and findings, makes operational recommendations, and indicates directions for further research.

I. SUMMARY AND FINDINGS

The impetus for this and the previous study was a suggestion from the Staff Development Division of the Oregon State Public Welfare Commission. They requested a study be done by graduate students in social work from Portland State University to evaluate the effectiveness of the welfare commission's state-wide Orientation Center in teaching basic casework concepts and to develop a test for future use.

This study envisioned the research project in broad terms. First, it accepted the task of validating the testing instrument developed by the previous group. Second, it recognized that casework principles are only one of several types of knowledge caseworkers must possess if they are to function proficiently on the job. On the basis of this recognition, the second purpose of this study became an exploration of other indicators besides orientation training affecting the job adaptation of caseworkers.

To validate the testing instrument, three measures of validity were employed. Construct validity was lacking: the instrument did not

take into consideration the total scope of knowledge necessary to perform as a welfare caseworker. Concurrent validity was low: the B II score does not represent the caseworker's present job performance. Predictive validity was almost absent: the B II score does not predict the worker's future job performance. A comparison of the means and standard deviations of the test scores of the workers in 1968 with those in 1969 revealed slightly less and a wider range of errors in 1969.

These measures fail to offer credence to the B II as a valid instrument. And, by itself, it has low reliability. Consequently, it should not be used to determine the effectiveness of teaching casework principles to caseworkers in a public welfare orientation program. B II's non-validity was affected by several factors:

(1) its limitation to Biestek's casework principles, (2) the omission of a panel of experts in choosing the answers to the B II, (3) the absence of a control group, (4) the homogeneity of caseworkers, and (5) the possibility of retention of test materials. A more appropriate way to measure the effectiveness of orientation training teaching might be to first analyze the caseworker's job and then construct a test or series of tests sampling the many varied areas of knowledge he needs to possess.

To accomplish the second purpose of this study, to explore other indicators besides orientation training affecting the job performance of caseworkers, two instruments were administered along with B II. The questionnaire, constructed by the group, collected background information and attitudes of the caseworkers toward their jobs and

future education. The attitude survey, part of a form borrowed from the Oregon State Fish Commission, dealt with job satisfaction.

The questionnaire's findings suggest that informal training and the supervisor are potent influences on job proficiency. The attitude survey reinforced frequently held complaints about the welfare agency, i.e., the time lag in obtaining services, the red tape, little using or trying of innovative methods, poor communications within agency and with the public.

The interpretations of the findings of the questionnaire and attitude survey must be made in light of other factors. First are limitations of the background questionnaire resulting from structural inadequacies: (1) poorly defined purpose during construction, (2) ambiguities in questions, (3) limited quantification of response choices. Second are three extraneous influences on the project: (1) the size and structure of county welfare offices, (2) the internal changes occurring within the state welfare agency at the time of the study, and (3) the on-the-job training given to caseworkers following the orientation training sessions.

II. OPERATIONAL RECOMMENDATIONS

As a result of the analysis and implications of this study, specific recommendations have been made by the project group. It is hoped that they will be considered for possible implementation by interested parties.

(1) That a more accurate analysis of the welfare Orientation Center training program be undertaken and that from the results of

that analysis some method of measuring what trainees learn be devised and tested.

(2) That the Orientation Center evaluate the use of Biestek's book as the source for teaching casework principles and consider other sources for accomplishing that objective.

(3) That more attention be given by the Staff Development Division of the Oregon State Public Welfare Division to the apparent importance supervisors play in the job performance and job satisfaction of caseworkers.

(4) That the Oregon State Public Welfare Division focus attention on the relationship of informal to formal learning as discussed in this project paper and attempt to implement a program capitalizing on the elements of informal learning. More attention should be given to providing an atmosphere in which the peer learning factor can be maximized. This could include official approval for impromptu worker discussions, such as occur during coffee breaks, which provide a valuable means for learning the ropes of the casework job.

(5) That efforts be made by the various welfare offices to achieve more willing and active participation in inservice education programs. This could be accomplished by the following:

- (a) providing coverage of the worker's caseload during these times so he doesn't fall behind in his work;
- (b) soliciting and implementing caseworker's suggestions for the content and improvement of inservice programs;
- (c) employing several methods for presenting inservice training and allowing the individual to select which method he desires.

(6) That orientation be one day only. The introduction of needed knowledge should be gradual as the job requires it. This enhances the effectiveness of on-the-job training by allowing workers to more completely assimilate the necessary knowledge; it causes less frustration by not overloading them with material which is unusable at the time it is presented. One way to develop such a plan might include a state-level sequential curriculum that begins with the orientation phase and continues as the worker progresses. It could be broad enough in scope to permit local offices to adapt it best to their situations and needs.

III. DIRECTIONS FOR FURTHER RESEARCH

One research consideration was suggested in Chapter Two: analyzing the caseworker's job and, as a result of the analysis, constructing a test including knowledge from the various areas relevant to performance as a caseworker. It should be designed to measure the knowledge caseworkers use in casework situations. Such an effort is an alternate and hopefully more effective approach to assessing the effectiveness of the teaching of the Orientation Center. This study was a beginning in identifying some of the other factors besides Blestek affecting the caseworker's job performance. The development and refinement of a comprehensive instrument, following more exploration, could produce a usable tool to measure a caseworker's competency.

Public welfare has a dual responsibility: (1) adequate accountability of expenditure of funds to the public by following

policies and regulations; (2) assurance to clients of respect for their dignity and rights.³⁰ To be effective, the worker must be adequately instructed in the art of performing both functions. The beginning worker must learn to integrate the concepts applicable to each--i.e., the policy of the agency necessary to provide assistance to clients and the social work principles needed to ensure dignity to clients. It would appear there are other aspects of the job besides use of casework principles highly important to effective performance.

A second research consideration recognized by this project group is even more essential: a means of measuring the social work attitudes, knowledge, and skills of a person with a Bachelor's degree entering the field at the service level. The measuring device could be used at specified times following the initial assessment of the level of the worker to determine his growth. Such a tool is really imperative for improved services.

Social work does not have a national examination for screening and licensing applicants who intend to call themselves social workers as do many professions including medicine, nursing, etc. This absence, in part, seems attributable to the failure of the profession to adequately agree upon what social work is. And, perhaps, only when such agreement is reached may a standard, objective, and nationally accepted measure of the level of competency of social work practitioners, with either a Bachelor's or Master's degree, be developed.

³⁰Berweger, et al., p. 3.

Nevertheless, in the welfare situation, a system where defined goals and objectives exist, more accurate, precise measures of desired attitudes, knowledge, and skills should be possible. Perhaps only as the particular areas specific agencies require are made testable will the total profession, or paraprofession, be able to accurately define what level of competency all practitioners should possess.

A third consideration for further research should be investigation of the structured versus the nonstructured situation for purposes of teaching the novice caseworker. This could include considering, where, as an individual, he is at in terms of knowledge, attitudes, and skills. It would require further study of how and where workers learn best, devising a plan on the basis of these findings, implementing the plan, evaluating it, and making the necessary amendments.

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APPENDIX A

SAMPLE QUESTIONS OF THE B II TEST INSTRUMENT

3. A woman who has come for help with marital difficulties tells the worker that her husband is cruel, unfeeling, and impossible to live with. The worker should:
1. Agree that her husband is difficult to live with.
 2. Make an appointment to interview the husband.
 3. Ask her to point out some of his good qualities.
 4. Acknowledge that she is having a difficult time with her husband and encourage her to examine the reasons.
 5. Assure her that he will help her husband change some of his behavior so that he will be easier to live with.
- T F 64. The reminiscing of an OAA recipient about the past should be discouraged as he is really better off when he is oriented to the here and now.

APPENDIX B

THE CASEWORK RELATIONSHIP AND ITS SEVEN PRINCIPLES

Felix P. Biestek, The Casework Relationship (Chicago: Loyola University Press, 1957), pp. 12, 25, 35, 50, 72, 90, 102, 121.

The casework relationship is the dynamic interaction of attitudes and emotions between the caseworker and the client, with the purpose of helping the client achieve a better adjustment between himself and his environment.

Individualization is the recognition and understanding of each client's unique qualities and the differential use of principles and methods in assisting each toward a better adjustment. Individualization is based upon the right of human beings to be individuals and to be treated not just as a human being but as this human being with his personal differences.

Purposeful expression of feelings is the recognition of the client's need to express his feelings freely, especially his negative feelings.

Acceptance is a principle of action wherein the caseworker perceives and deals with the client as he really is, including his strengths and weaknesses, his congenial and uncongenial qualities, his positive and negative feelings, his constructive and destructive attitudes and behavior, maintaining all the while a sense of the client's innate dignity and personal worth.

The nonjudgmental attitude is a quality of the casework relationship; it is based on a conviction that the casework function excludes assigning guilt or innocence, or degree of client responsibility for causation of the problems or needs, but does include making evaluative judgments about the attitudes, standards, or actions of the client; the attitude, which involves both thought and feeling elements, is transmitted to the client.

The principle of client self-determination is the practical recognition of the right and need of clients to freedom in making their own choices and decisions in the casework process.

Confidentiality is the preservation of secret information concerning the client which is disclosed in the professional relationship.

APPENDIX C

BACKGROUND QUESTIONNAIRE

IN 1968, A MASTER'S STUDENT THESIS GROUP AT PORTLAND STATE COLLEGE SCHOOL OF SOCIAL WORK BEGAN A STUDY TO DETERMINE THE EFFECTIVENESS OF THE ORIENTATION TRAINING GIVEN NEW CASEWORKERS BY THE OREGON STATE PUBLIC WELFARE COMMISSION PRIOR TO THE BEGINNING OF THEIR COUNTY CASEWORK ASSIGNMENTS. THIS WAS ACCOMPLISHED THROUGH A TEST GIVEN TO YOU AT THE BEGINNING AND END OF YOUR FOUR WEEK TRAINING PERIOD IN OREGON CITY.

IT IS OUR DESIRE TO FOLLOW UP THIS STUDY BY AGAIN ADMINISTERING THIS TEST TO YOU WHO HAVE NOW BEEN PRACTICING CASEWORK FOR NEARLY ONE YEAR. IT IS HOPED THIS WILL INDICATE WHETHER THAT TEST IS A VALID MEASURE OF CASEWORK PERFORMANCE FOLLOWING ORIENTATION.

PLEASE BEAR IN MIND THAT THE INFORMATION WHICH YOU PROVIDE ON THESE QUESTIONNAIRES AND TESTS IS CONFIDENTIAL. IT IS NOT A STUDY OF INDIVIDUAL EMPLOYEES BUT IS TO HELP DETERMINE WAYS IN WHICH THE WELFARE SYSTEM CAN MORE EFFECTIVELY TRAIN NEW CASEWORKERS.

PLEASE ANSWER THE QUESTIONS AS HONESTLY AND COMPLETELY AS POSSIBLE, COMPLETING SECTION I FIRST, TEST B-II SECOND, AND SECTION III LAST.

YOUR ASSISTANCE WITH THIS STUDY IS APPRECIATED.

SECTION I

PLEASE ANSWER THE QUESTIONNAIRE FOR THE PERIOD AFTER COMPLETION OF ORIENTATION TRAINING.

UNDERGRADUATE MAJOR _____ MINOR _____ MSW YES NO

PRESENT PLACEMENT (COUNTY) _____ AGE _____ SEX M F

PRIOR PLACEMENT (COUNTY) _____

NUMBER OF CASELOADS SINCE COMPLETING ORIENTATION TRAINING _____

TYPES OF CASELOADS: PRESENT _____

PREVIOUS _____

NUMBER OF IN-SERVICE TRAINING SESSIONS ATTENDED _____

1. HOW MUCH VALUE FOR YOURSELF DO _____ VERY HIGH
 YOU PLACE ON THE IN-SERVICE _____ HIGH
 TRAINING YOU HAVE HAD? _____ AVERAGE
 (CHECK ONE) _____ LOW
 _____ VERY LOW

2. HOW WOULD YOU MOST NEARLY _____ VERY VALUABLE
 EVALUATE THE CONTENT OF IN- _____ VALUABLE
 SERVICE TRAINING? _____ SO-SO
 _____ LITTLE VALUE
 _____ VERY LITTLE VALUE

3. HOW WOULD YOU MOST NEARLY _____ VERY VALUABLE
 EVALUATE THE METHODS BY WHICH _____ VALUABLE
 YOUR IN-SERVICE TRAINING WAS _____ SO-SO
 CONDUCTED? _____ LITTLE VALUE
 _____ VERY LITTLE VALUE

4. HOW MUCH DO YOU VOLUNTARILY PURSUE THE FOLLOWING PROFESSIONAL
 ACTIVITIES?

	VERY ACTIVE	ACTIVE	INTERMEDIATE	INACTIVE	VERY INACTIVE
DISCUSSIONS	_____	_____	_____	_____	_____
BOOKS	_____	_____	_____	_____	_____
JOURNAL ARTICLES	_____	_____	_____	_____	_____
CONVENTIONS	_____	_____	_____	_____	_____
MEETINGS	_____	_____	_____	_____	_____
WORKSHOPS	_____	_____	_____	_____	_____
OTHER (SPECIFY)	_____	_____	_____	_____	_____
	_____	_____	_____	_____	_____

5. WHAT COURSES HAVE YOU ATTENDED _____ NIGHT SCHOOL
 IN THE PAST YEAR? _____ CERTIFICATE PROGRAM
 _____ OTHER (SPECIFY)

6. DO YOU FEEL THAT FUTURE JOB- 6A _____ HIGHLY DESIRABLE
 RELATED SCHOOLING FOR YOU IS: _____ DESIRABLE
 (CHECK BOTH PARTS) _____ OF NEUTRAL VALENCE
 _____ UNDESIRABLE
 _____ HIGHLY UNDESIRABLE

AND

6B _____ FEASIBLE
 _____ UNFEASIBLE

7. WHAT ARE YOUR INTENTIONS FOR FURTHER SCHOOLING? (CHECK THE ONE
 MOST APPROPRIATE FOR EACH ROW)

	NO INTENTIONS	SERIOUSLY CONSIDERED	INVES- TIGATED	APPLIED	REGISTERED
NON-DEGREE	_____	_____	_____	_____	_____
DEGREE	_____	_____	_____	_____	_____
SOCIAL WORK	_____	_____	_____	_____	_____
OTHER (SPECIFY)	_____	_____	_____	_____	_____

8. IN YOUR DEVELOPMENT AS A PROFESSIONAL _____ DESK PARTNER
 OTHERS MAY HAVE BEEN HELPFUL. PLEASE _____ AN AIDE
 ARRANGE THE ASIDE CATEGORIES IN ORDER _____ A CLERICAL WORKER
 OF THEIR HELPFULNESS, MOST HELPFUL _____ ANOTHER CO-WORKER
 FIRST, ACCORDING TO YOUR EXPERIENCE _____ SUPERVISOR
 WITH SPECIFIC INDIVIDUALS FROM EACH _____ SOMEONE ELSE IN AGENCY
 CATEGORY. (USE SCALE FROM 1 TO 7, _____ SOMEONE ELSE OUTSIDE
 MOST TO LEAST) _____ AGENCY

9. HOW MUCH DO YOU LIKE YOUR
SUPERVISOR AS A PERSON?

_____ VERY MUCH
_____ MUCH
_____ SO-SO
_____ LITTLE
_____ VERY LITTLE

10. PLEASE ASSIGN A LETTER GRADE
TO THE ITEMS TO THE RIGHT ON
THE BASIS OF HOW WELL YOU ENJOY
DOING THEM. (USE THE SCALE
BELOW)

A. VERY MUCH
B. MUCH
C. SO-SO
D. LITTLE
E. VERY LITTLE

_____ CONTACTS WITH CLIENTS IN
THE FIELD
_____ OFFICE VISITS WITH CLIENTS
_____ CASE RECORD WRITING
_____ COMPLETING FORMS
_____ TALKING WITH CLIENTS ON
PHONE
_____ COLLATERAL CONTACTS
_____ STAFF DEVELOPMENT
_____ SUPERVISORY CONFERENCES
_____ STAFF MEETINGS
_____ REPORT WRITING

11. HOW USEFUL IN GENERAL HAVE
YOU FOUND YOUR ORIENTATION
TRAINING?

_____ VERY USEFUL
_____ USEFUL
_____ NEUTRAL
_____ UNUSEFUL
_____ VERY UNUSEFUL

12. HOW MUCH HAS SUBSEQUENT _____ RULES AND REGULATIONS
 TRAINING AND SUPERVISION _____ FORMS
 FOCUSED ON: (USE SCALE _____ PROCEDURES
 BELOW, ASSIGNING A LETTER _____ CASEWORK PRINCIPLES
 GRADE) _____ INTERVIEWING
 A. VERY MUCH _____ PROBLEMS
 B. MUCH _____ PROGRAMS
 C. SO-SO _____ OTHER (SPECIFY)
 D. LITTLE _____
 E. VERY LITTLE _____

13. HOW DO YOU THINK OTHERS IN _____ HIGH
 YOUR UNIT RATE YOU AS A _____ ABOVE AVERAGE
 CASEWORKER? _____ AVERAGE
 _____ BELOW AVERAGE
 _____ LOW

14. HOW DO YOU THINK YOUR _____ HIGH
 SUPERVISOR RATES YOU _____ ABOVE AVERAGE
 AS A CASEWORKER? _____ AVERAGE
 _____ BELOW AVERAGE
 _____ LOW

15. HOW DO YOU RATE YOURSELF
AS A CASEWORKER?

_____ HIGH
_____ ABOVE AVERAGE
_____ AVERAGE
_____ BELOW AVERAGE
_____ LOW

16. HOW DO YOU THINK YOUR CLIENTS
RATE YOU AS A CASEWORKER?

_____ HIGH
_____ ABOVE AVERAGE
_____ AVERAGE
_____ BELOW AVERAGE
_____ LOW

APPENDIX D

ATTITUDE SURVEY

SECTION III

1. THE FIRST QUESTION IS ABOUT INGREDIENTS OF JOB SATISFACTION. WHAT WOULD YOU SAY ARE THE THREE THINGS MOST IMPORTANT TO YOUR JOB SATISFACTION? PLEASE WRITE THE NUMBERS OF YOUR FIRST, SECOND AND THIRD CHOICES IN THE SPACES BELOW.

INGREDIENT

1. CHALLENGING OR CONTRIBUTING
2. INDEPENDENCE OR SELF-EXPRESSION
3. TYPE OF WORK (OUTDOOR, RECORDING)
4. RECOGNITION FOR ACCOMPLISHMENTS
5. DIVERSITY OR VARIETY IN DUTIES
6. CONGENIAL OR INTERESTING COWORKERS
7. ADVANCEMENT OR PROMOTION OPPORTUNITIES
8. AUTHORITY TO SUPERVISE OR SATISFACTION IN SUPERVISING
9. ADEQUATE FACILITIES AND FUNDS
10. MONETARY RETURN
11. OTHER (DESCRIBE) _____

MOST IMPORTANT: _____

SECOND MOST IMPORTANT: _____

THIRD MOST IMPORTANT: _____

2. TURNING TO THE OTHER SIDE, WHAT THREE THINGS DO YOU LIKE LEAST ABOUT YOUR WORK? PLEASE WRITE THE NUMBERS OF YOUR CHOICES IN THE SPACES BELOW.

INGREDIENT

1. REPETITION OF DUTIES OR ADMINISTRATIVE DUTIES
2. INTERFERENCE (BY SUPERVISOR)
3. INADEQUATE SALARY
4. INADEQUATE FACILITIES

5. LACK OF APPRECIATION BY SUPERVISOR
6. INCOMPETENT OR INADEQUATE SUPERVISION
7. LACK OR SLOWNESS OF PROGRESS
8. LACK OR INSUFFICIENT AUTHORITY
9. INADEQUATELY TRAINED COWORKERS AND SUBORDINATES
10. UNCERTAINTY OF ADVANCEMENT
11. OTHER (DESCRIBE) _____

FIRST CHOICE: _____

SECOND CHOICE: _____

THIRD CHOICE: _____

3. WE ALL LIKE PLAYING "ARMCHAIR DIRECTOR" ONCE IN AWHILE. SUPPOSE YOU COULD MAKE ANY CHANGES IN THE AGENCY THAT YOU WANTED TO— WHAT CHANGES, IF ANY, WOULD YOU PROBABLY MAKE? PLEASE WRITE THE NUMBERS OF YOUR CHOICES IN THE SPACES BELOW.

CHANGES

1. IMPROVE SUPERVISION AND PLANNING
2. RAISE JOB STANDARDS
3. NO CHANGES SUGGESTED
4. IMPROVE COMMUNICATIONS WITH PUBLIC AND FIELD
5. ADEQUATE FACILITIES
6. INDEPENDENCE OF ACTION
7. HIRE CLERICAL HELP; DATA PROCESSING
8. REDUCE WORKLOAD
9. PERSONNEL POLICIES
10. IMPROVE SALARY SCALE
11. OTHER (DESCRIBE) _____

FIRST CHOICE: _____

SECOND CHOICE: _____

THIRD CHOICE: _____

ON THIS NEXT GROUP OF QUESTIONS, PLEASE PLACE AN "X" IN FRONT OF THE ANSWER WHICH BEST APPLIES.

<p>1 TAKING EVERYTHING INTO CONSIDERATION, HOW SATISFIED ARE YOU WITH <u>YOUR PRESENT JOB?</u> ----- VERY SATISFIED QUITE SATISFIED NOT TOO SATISFIED NOT SATISFIED AT ALL</p>	<p>7 HOW WOULD YOU RATE THE COMMUNICATIONS WITHIN THE AGENCY? ----- EXCELLENT GOOD FAIR POOR</p>
<p>2 WHAT KIND OF JOB SECURITY DO YOU FEEL YOU HAVE? ----- EXCELLENT GOOD FAIR POOR</p>	<p>8 HOW WOULD YOU RATE THE AGENCY IN KEEPING YOU UP TO DATE ON NEW IDEAS AND METHODS IN YOUR WORK? ----- EXCELLENT GOOD FAIR POOR</p>
<p>3 THINKING ABOUT WHERE YOU WORK HOW WOULD YOU RATE YOUR AGENCY'S <u>PROMOTION PROCEDURE?</u> ----- EXCELLENT GOOD FAIR POOR</p>	<p>9 HOW WELL WOULD YOU SAY THE EMPLOYEES GET ALONG WITH EACH OTHER WITHIN THE AGENCY? ----- EXCELLENT GOOD FAIR POOR</p>
<p>4 HOW DO YOU FEEL ABOUT THE SALARY <u>SCALE FOR YOUR JOB?</u> ----- EXCELLENT GOOD FAIR POOR DON'T KNOW</p>	<p>10 WHAT ABOUT THE CALIBER OF TOP <u>MANAGEMENT IN THE ORGANIZATION?</u> ----- EXCELLENT GOOD FAIR POOR</p>
<p>5 HOW DO YOU FEEL ABOUT YOUR SALARY <u>SCALE COMPARED WITH OTHER POSITIONS WITHIN THE AGENCY?</u> ----- EXCELLENT GOOD FAIR POOR DON'T KNOW</p>	<p>11 HOW WOULD YOU RATE THE CALIBER OF SUPERVISORY PERSONNEL BELOW TOP MANAGEMENT (YOUR DEPARTMENT HEAD OR CASEWORK SUPERVISOR)? ----- EXCELLENT GOOD FAIR POOR</p>
<p>6 HOW ABOUT THE FRINGE BENEFITS OF <u>YOUR JOB?</u> ----- EXCELLENT GOOD FAIR POOR</p>	<p>12 WOULD YOU SAY THE OPPORTUNITY <u>FOR INITIATIVE IN THE AGENCY IS:</u> ----- EXCELLENT GOOD FAIR POOR</p>

THIS NEXT PART OF THE QUESTIONNAIRE CONSISTS OF A SCORING OF ATTRIBUTES ON YOUR JOB AND WHERE YOU WORK. JUST PLACE ONE "X" ON EACH LINE, REPRESENTING THE RELATIVE SCORE YOU FEEL IS APPROPRIATE FOR THAT ITEM AS IT PERTAINS TO YOUR JOB AND THE AGENCY.

EACH LINE CONSISTS OF EIGHT SPACES WITH A SET OF ADJECTIVES AT EACH END OF THE LINE. THE CLOSER YOU CHECK TO EITHER SIDE OF THE LINE, THE STRONGER YOU THINK THAT WORD, OR GROUP OF WORDS, DESCRIBES YOUR JOB OR THE CONDITIONS WHERE YOU WORK. AN "X" IN COLUMN 4 WOULD INDICATE "AVERAGE."

IN MARKING:

- PLEASE PLACE THE CHECK MARKS IN THE MIDDLE OF THE SPACES, LIKE THIS: : X :
- BE SURE TO "X" EVERY LINE WHERE APPROPRIATE.
- NEVER PUT MORE THAN ONE "X" ON EACH LINE.
- WORK AS FAST AS POSSIBLE - YOUR FIRST IMPRESSION IS THE IMPORTANT ONE.

HERE IS AN EXAMPLE OF HOW THE RATING IS DONE. JUST SUPPOSE YOU WERE JUDGING THE COLUMBIA RIVER AS A PLACE TO WORK. HERE'S HOW YOU MIGHT CHECK THE LINES:

	<u>7</u>	<u>6</u>	<u>5</u>	<u>4</u>	<u>3</u>	<u>2</u>	<u>1</u>	<u>NONE</u>	
BEAUTIFUL	:	:	X	:	:	:	:	:	UGLY
WARM	:	:	:	:	:	X	:	:	COLD

ABOUT YOUR JOB AND WHERE YOU WORK

	<u>7</u>	<u>6</u>	<u>5</u>	<u>4</u>	<u>3</u>	<u>2</u>	<u>1</u>	<u>NONE</u>	
EFFICIENT ORGANIZATION	:	:	:	:	:	:	:	:	INEFFICIENT ORGANIZATION
PROGRESSIVE	:	:	:	:	:	:	:	:	BACKWARD
LITTLE OR NO RED TAPE	:	:	:	:	:	:	:	:	TOO MUCH RED TAPE
HIGH JOB PERFORMANCE STANDARDS	:	:	:	:	:	:	:	:	LOW JOB PERFORMANCE STANDARDS
GOOD TREATMENT OF WORKERS	:	:	:	:	:	:	:	:	POOR TREATMENT OF WORKERS
GOOD WORKING CONDITIONS	:	:	:	:	:	:	:	:	POOR WORKING CONDITIONS

SUPERVISOR
ENCOURAGES
NEW IDEAS AND
INITIATIVE

: _ : _ : _ : _ : _ : _ : _ : _ :

SUPERVISOR DOES
NOT ENCOURAGE
INITIATIVE OR
NEW IDEAS

APPENDIX E

INFORMATION FROM THE LITERATURE

In the course of project development, the group completed a comprehensive review of the literature which revealed significant factors, ideas, and problems which could prove useful to others investigating the area of staff training and development. With such an end in mind, things found through examination of the literature are here presented.

In general, the goal of training is the learning of structure in order to achieve the amalgamation of past, present, and future learning for the sake of efficient performance of duty.¹ Orientation training aims, furthermore, to equip the trainee to carry out the responsibilities of his new position in such a way that the goals of the agency would be enhanced. The responsibilities of the caseworker fall into three categories: (1) the routine mechanical elements of the job; (2) the provision of services to clients; and, (3) the use of supervision, the way provided by the agency to teach new workers.²

The development of a training program requires thought and consideration of present methods. Wreschner-Salzberger, Mohilever,

¹Jerome S. Bruner, The Process of Education (Cambridge: Harvard University Press, 1966), p. 12.

²Carol H. Meyer, Staff Development in Public Welfare Agencies (New York: Columbia University Press, 1966), p. 30; Yolanda Lancelot, "Staff Training as an Integrating Factor in Agency Structure," Public Welfare, XXII, No. 4 (October, 1964), 264.

and Kugelmass suggest an examination of the learning needs of the trainees, the formulation of reality limited objectives, agreement of the teaching staff on concepts and vocabulary to be used, and the participation of the administration in the composition of the purposes of the training program in order to integrate administrative policies and educational objectives.³ Meyer stresses examination of the learning needs of the workers to be trained as well as the needs of the agency they will serve: education prepares a worker professionally while the agency trains him for functions specific to agency practice.⁴

Close communication with supervisors and administration enables the trainer to differentiate between the parts of training which belong to individual supervision and those which need both channels of teaching.⁵ Assessment of appropriateness of content must relate to the individual agency and improved service to clients.⁶

The setting has a controversial role in training. The United States Department of Health, Education and Welfare advocates a

³Lotte Wreschner-Salzberger, Monica Mohilever, and Shlomo Kugelmass, "A Short-Term Staff Development Project in Israel," Social Work, VII, No. 4 (October, 1962), 77.

⁴Carol H. Meyer, "Staff Development--A Social Work Process in a Public Child Welfare Agency," Public Welfare, XX, No. 2 (April, 1962), 127.

⁵Canadian Welfare Council, Training for Social Welfare: Proceedings of the Workshop on Staff Training Committee on Non-Graduate Training, Commission on Education and Personnel of the Canadian Welfare Council, 1964 (Ottawa, Canada, 1964), p. 23.

⁶Ibid., p. 22.

training site outside one's normal place of work and training given by those with fresh and original viewpoints.⁷ Meyer agrees, pointing out the likelihood that when the new workers are finally on the job their supervisors will train them again in their way. The worker is placed in a "double bind" in which he must choose between the practice learned at the training center and that which his supervisor wishes him to carry out.⁸ Often the environment of the new caseworker does not give the opportunity to use his new knowledge.⁹ Meyer reports the successful use of one day of orientation followed by three months on-the-job training. She believes,

. . . newly hired workers are overwhelmed when they arrive and cannot absorb nor retain any material that is not directly related to their immediate situation. . . . new staff learns best on the job, and that . . . extended orientation tends . . . to increase tension and anxiety.¹⁰

Westchester County Division of Family and Child Welfare, White Plains, New York, established a central training unit in 1951. New workers were assigned to it for four months training following which they were transferred to another section of the agency when a vacancy occurred. This procedure was changed in 1958 to direct assignment of new workers

⁷U. S., Department of Health, Education and Welfare, Training for Services in Public Assistance: Selected Papers Presented at the 1960 Seminars for Field Representatives, Conducted by the Bureau of Public Assistance (Washington, D.C.: Government Printing Office, 1961), p. 64.

⁸Meyer, Staff Development, pp. 126-127.

⁹Henry W. Reiken, The Volunteer Work Camp: A Psychological Evaluation (Cambridge: Addison-Wesley Press, Inc., 1952), p. 22.

¹⁰Carol H. Meyer, "A Development Program for Child Welfare Staff," Children, VIII, No. 4 (July-August, 1961), 143.

to operation units because many workers did not stay with the agency.¹¹ Wreschner-Salzberger, Mohilever, and Kugelmass were given thirty days divided into three ten day sessions for their staff development project in a central location and reported no adverse effects attributable to the time or the setting.¹²

Agency organization and policy must encourage the best service possible. The assumption of professional responsibility determines the relationship of direct authority and accountability on one hand and the exercise of professional discretion on the other.¹³ Moscrop's initial goal, ensuring the prevalence of kindness, should be implemented by the agency and the supervisor. The client will not suffer from the actions of an unskillful trainee who is also kind.¹⁴ The direction taken by the modification of trainee conduct is of greatest significance because of the agency's obligation to provide proper service.

There is a positive correlation between the conscious use of knowledge and the effectiveness of practice. The implications for social work are for more emphasis in education on the conscious use of knowledge and more fully defined and organized knowledge for use in

¹¹Yolanda Lancelot, "Staff Training as an Integrating Factor in Agency Structure," Public Welfare, XXII, No. 4 (October, 1962), 264.

¹²Wreschner-Salzberger, Mohilever, and Kugelmass, "A Short-Term Staff Development Project in Israel," 73-77.

¹³Virginia P. Robinson, ed., Training for Skill in Social Case Work (Philadelphia: University of Pennsylvania Press, 1942), p. 124.

¹⁴Martha Moscrop, In-Service Training for Social Agency Practice (Canada: University of Toronto Press, 1958), p. 130.

both education and practice.¹⁵

Staff development programs in public welfare cannot afford too much trial and error: time and staff are limited. "A kind of general impatience was felt with the intrusion of another obstacle to getting one's work done."¹⁶

Two needs for research to improve staff development were cited in the literature. Kasius sees a need ". . . for improvement of educational method through which present tentative norms may be extended and validated."¹⁷ Heyman stresses the need for ". . . help related to measuring the effectiveness of in-service training," and points out the desirability of planning evaluation and the training simultaneously.¹⁸

¹⁵Lewis Wesley Carr, "The Relationship Between Use of Knowledge in Practice and Effectiveness of Practice as Seen in the Development of Psycho-Social Diagnostic Impressions and Predictions by Social Caseworkers," Dissertation Abstracts, XXII (January-February, 1962), 2901.

¹⁶Meyer, "Staff Development—A Social Work Process," 129.

¹⁷Cora Kasius, Principles and Techniques in Social Casework, Selected Articles, 1940-1950 (New York: Family Service Association of America, 1950), p. 268.

¹⁸U.S., Department of Health, Education and Welfare, Social Rehabilitation Service, Criteria and Guidelines for the Evaluation of In-Service Training, by Margaret M. Heyman, (Washington, D.C.: Government Printing Office, 1967), p. 20.