



1970

Virginia Commonwealth University School of Social Work Bulletin

Virginia Commonwealth University

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Virginia
Commonwealth
University

SCHOOL OF SOCIAL WORK
Richmond, Virginia
1970-71

BULLETIN

Bulletin

Virginia Commonwealth University

Academic Center

Richmond, Virginia

SCHOOL OF SOCIAL WORK CATALOG

Announcements for 1970-71

VOLUME XLV

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CALENDAR 1970-1971

1970

SEPTEMBER

S	M	T	W	T	F	S
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6	7	8	9	10	11	12
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OCTOBER

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NOVEMBER

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DECEMBER

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1971

JANUARY

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FEBRUARY

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MARCH

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September 9, 10, 11.....Orientation and Registration

September 14 at 8:00 a.m.....Classes Begin, First Semester

September 24 at 9:00 a.m...Field Work Begins for Full-Time Students
First Semester

November 24 at 6:00 p.m.....Thanksgiving Recess Begins

November 30 at 8:00 a.m.....Resumption of Classes

December 3 at agency hours.....Resumption of Field Work

December 18 at end of agency day.....Christmas Recess Begins

January 4 at 8:00 a.m.....Resumption of Classes

January 7 at agency hours.....Resumption of Field Work for
Full-Time Students

January 12 at 6:00 p.m.....Classes End, First Semester

January 29 at agency hours...Field Work Ends for Full-Time Students
First Semester

February 1 at 8:00 a.m.....Classes Begin, Second Semester

February 2 at agency hours.....Field Work Begins for
Work-Study Students

February 3 at agency hours...Field Work Begins for Full-time Students
Second Semester

March 26 at end of agency day.....Spring Recess Begins

April 5 at 8:00 a.m.....Resumption of Classes

April 6 at agency hours.....Resumption of Field Work for
Work-Study Students

April 7 at agency hours.....Resumption of Field Work for
Full-time Students

APRIL

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JULY

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25	26	27	28	29	30	31

May 25 at 6:00 p.m.-----Classes End, Second Semester

May 28 at end of agency day__Field Work Ends for Full-Time Students
Second Semester

June 6 -----Commencement

July 2 at end of agency day-----Field Work Ends for Work-Study
Students

NOTE: Variations of time and day of field assignment may occur, depending on field agency.

Students may be required to attend special meetings, lectures, institutes, or convocations at times to be announced during the academic year.

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Richmond

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Veterans Administration Hospital
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Assembly
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Richmond

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Family Planning and Population
Department of Health, Education
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Washington, D. C.

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Virginia Department of Welfare
and Institutions
Roanoke

Mrs. Kathryn Stone
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Metropolitan Studies
Arlington

Miss Mary C. Strecker
Regional Medical Social Work
Consultant
Bureau of Crippled Children
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**ADMINISTRATIVE
OFFICERS OF THE
SCHOOL**

NOTE: Two elected faculty members and two students, elected by the Student Association, also serve on this committee.

**FACULTY
1969-70**

Alice L. Barber, M.S.W.	Associate Professor
Pauline Barnes, M.S.W.	Assistant Professor
Edward Carpenter, D.S.W.	Associate Professor
*Sidney Clearfield, M.S.W.	Assistant Professor
H. Otto Dahlke, Ph.D.	Professor
Willie J. Dell, M.S.W.	Assistant Professor
Margaret Foley, M.S.S.W.	Assistant Professor
McDonald Franklin, Jr., M.S.S.W.	Assistant Professor
Virgil Funk, M.S.W. (Part-time)	Assistant Professor
Hilda L. Gold, Diploma in Social Work	Assistant Professor
Grace E. Harris, M.S.S.W.	Assistant Professor
Charles Itzkovitz, M.S.W.	Assistant Professor
Lucie J. Johnson, M.S.W.	Assistant Professor
Jean B. Jones, M.S.S.A.	Assistant Professor and Director of Admissions
George T. Kalif, Ph.D.	Professor and Director of Institutes and Workshops
Lionel Lane, D.S.W.	Associate Professor
Richard Lodge, D.S.W.	Professor
Anne M. Montague, M.S.S.W.	Assistant Professor
Ellen K. Ostrow, M.S.S.	Assistant Professor
George Rehin, M.A. (Part-time)	Visiting Associate Professor
Jack Rennie, M.S.W. (Part-time)	Assistant Professor
Elaine Rothenberg, M.S.S.	Professor
*Dojelo Russell, M.S.W.	Assistant Professor
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Margaret Schubert, Ph.D.	Professor
C. Bernard Scotch, Ph.D.	Associate Professor
Florence Z. Segal, M.A.	Assistant Professor
Emanuel Tropp, M.S.S.W.	Associate Professor

(Unless otherwise indicated, agencies are located in Richmond, Va.)

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1969-70**

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- Mrs. Hilda Gold, Assistant Director of Field Work
- Mrs. Charlotte Schrieberg, Assistant Director of Field Work
- Mr. Julian Adkins, Veterans Administration Regional Office, Social Work Service
- Mrs. Alice Barber, Richmond Nursing Home
- Miss Pauline Barnes, Henrico County Juvenile and Domestic Relations Court
- Miss Wilhelmina Baughman, Richmond Area Psychiatric Clinic
- Miss Nancy Baumgardner, Northern Virginia Family Service, Falls Church, Virginia
- Mr. Thomas Baynham, Virginia Department of Welfare and Institutions, Bureau of Juvenile Probation and Detention
- Mr. Harold Benson, North Carolina Department of Mental Health, Raleigh, North Carolina

*On leave 1969-70

Mr. Alan Bestall, Division of Health Care Services, Health Services and
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 Mrs. Donna Blankley, Veterans Administration Center, Social Work
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 Miss Beverly Butler, Comprehensive Care for Children and Youth,
 Charlottesville, Virginia
 Miss Dorothy Canipe, Children's Home Society of Virginia
 Mrs. Eunice Clay, Child and Family Service, Inc., Norfolk, Virginia
 Mrs. Jean Cobbs, Friends Association for Children
 Miss Carolyn Chambers, Memorial Guidance Clinic
 Miss Gladys Chandler, Lynchburg Training School and Hospital, Lynch-
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 Mrs. Valerie Chick, Norfolk Jewish Family Service, Norfolk, Virginia
 Mr. Saul Cohen, Richmond Jewish Community Center
 Mrs. Shirley Costello, South County Mental Health Center, Springfield,
 Virginia
 Mrs. Ruth Dahlke, Children's Home Society of Virginia
 Mrs. Willie Dell, Richmond Community Action Program
 Mrs. Jane Douglas, Department of Social Work, Health Sciences Divi-
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 Mrs. Margaret Fitcher, Richmond Social Service Bureau, Family and
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 Mr. Charles Fleming, Richmond Area Community Council
 Mr. Thomas Foster, Janie Porter Barrett School for Girls, Hanover,
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 Mr. McDonald Franklin, Federal Reformatory, Classification and Parole,
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 Mrs. Dolores Friend, Department of Social Work, Health Sciences Divi-
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 Mrs. Patricia Heyman, South County Mental Health Center, Springfield,
 Virginia
 Miss Mary Holton, Murdoch Center, Children's Psychiatric Institute,
 Butner, North Carolina
 Mr. Clayton Hudson, Tidewater Mental Health Clinic, Williamsburg,
 Virginia
 Miss Ann Hunt, Department of Psychiatry, Health Sciences Division,
 Virginia Commonwealth University
 Mrs. Judith Hunter, Veterans Administration Hospital, Social Work
 Service, Salem, Virginia
 Mr. Charles Itzkovitz, Janie Porter Barrett School for Girls, Hanover,
 Virginia

Mr. Lyle Jones, Federal Reformatory, Classification and Parole, Petersburg, Virginia

Mrs. Mattie Jones, Consultation and Evaluation Clinic

Mr. John Joyner, Veterans Administration Hospital, Social Work Service, Salem, Virginia

Miss Mary Joyner, Veterans Administration Hospital, Social Work Service, Salem, Virginia

Mrs. Charlotte Kaufman, Fairfax-Falls Church Mental Health Center, Falls Church, Virginia

Mrs. Margaret Keller, Augusta-Staunton Health Department, Staunton, Virginia

Mr. Randall Kendall, Richmond Urban League

Mr. George Korobkin, Norfolk Jewish Community Center, Norfolk, Virginia

Mrs. Mary Jo Krueger, Richmond Public Schools, Department of Social Services

Mr. William Leaman, Lor-Berg Family Guidance Clinic, Dooley Memorial Clinic

Mrs. Eve Lodge, Richmond Department of Public Health

Mrs. Barbara Lucas, Medical College of Virginia, Health Sciences Division of Virginia Commonwealth University, Department of Social Work

Miss Phyllis McGhee, Veterans Administration Hospital, Social Work Service

Miss Alice Milton, Richmond Public Schools, Department of Social Services

Mrs. Rhoda Mintzer, Family and Children's Service

Mrs. Dorothy Moreau, Veterans Administration Hospital, Social Work Service, Hampton, Virginia

Mr. Bennett Myers, Murdoch Center, Children's Psychiatric Institute, Butner, North Carolina

Mrs. Catherine Nelson, Veterans Administration Center, Social Work Service, Hampton, Virginia

Mrs. Barbara Palmer, Eastern State Hospital, Social Service Department, Williamsburg, Virginia

Mrs. Clara Parham, Virginia Treatment Center for Children

Miss Constance Powell, St. Elizabeth's Hospital, Social Service Department, Washington, D. C.

Mrs. Myrtle Ragland, Medical College of Virginia, Health Sciences Division of Virginia Commonwealth University, Department of Social Work

Mrs. Frances Raphael, Family and Children's Service

Miss Betty Reames, Child Development Study

Mrs. Alvaretta Register, Norfolk Social Service Bureau, Norfolk, Virginia

Mr. Jack Rennie, National Children's Rehabilitation Center, Leesburg, Virginia

Miss Mary Ribble, Child and Family Service of Charlottesville and Albemarle, Inc., Charlottesville, Virginia

Mr. Ira Robbins, Beth Sholom Home of Virginia

Mrs. Alethia Robinson, Norfolk Social Service Bureau, Norfolk, Virginia

Miss Elisabeth Robinson, Bureau of Alcohol Studies and Rehabilitation
 Mr. Herbert Ross, Richmond Department of Public Welfare
 Mr. Timothy Sampson, National Welfare Rights Organization, Washington, D. C.
 Mr. Dan Sandlin, Virginia Treatment Center for Children
 Mrs. Charlotte Schrieberg, Ward's
 Mr. Morton Schumann, Medical College of Virginia, Health Sciences Division of Virginia Commonwealth University, Department of Psychiatry
 Mr. Calvin Scougal, Veterans Administration Hospital, Social Work Service, Salem, Virginia
 Mr. George Sophy, Hampton Department of Public Welfare, Hampton, Virginia
 Mr. Theodore Thornton, Richmond Human Relations Commission
 Mr. Michael Tyner, Big Brothers of Richmond, Inc.
 Mrs. Mary Beth Vreeland, Northern Virginia Mental Health Institute, Falls Church, Virginia
 Mrs. Sally Wainwright, Family and Children's Service
 Mrs. Ruby Walker, Richmond Social Service Bureau, Group Services
 Mrs. Beulah Wall, Central State Hospital, Social Service Department, Petersburg, Virginia
 Mr. Clarence Wall, Central State Hospital, Social Service Department, Petersburg, Virginia
 Captain Robert Weinbach, DeWitt Army Hospital, Social Work Section, Fort Belvoir, Virginia
 Mrs. Myra Wesley, Fairfax-Falls Church Mental Health Center, Falls Church, Virginia
 Mrs. Beulah Wheeler, U.S. Public Health Service Hospital, Social Work Department, Norfolk, Virginia
 Mrs. Grace Williams, Medical College of Virginia, Health Sciences Division of Virginia Commonwealth University, Department of Psychiatry
 Miss Marva Williams, St. Elizabeth's Hospital, Social Service Department, Washington, D. C.
 Mrs. Jessie Wooten, Richmond Social Service Bureau, Family and Children's Services
 Mrs. Joyce Young, St. Elizabeth's Hospital, Social Service Department, Washington, D. C.

Mr. H. Click Smith.....President
 Mr. John Thornton.....Vice President
 Miss Betty Massie.....Secretary
 Miss Joyce Person.....Treasurer

**STUDENT
 ASSOCIATION
 OFFICERS
 1969-70**

GENERAL INFORMATION

Social work offers an opportunity for a personally rewarding professional career to those who care deeply about the well-being of their fellow men. Social workers give direct services to individuals, families, groups, and communities. After practice experience, opportunities exist to participate in the supervision and administration of social welfare programs, in research programs, and in the development and planning of welfare services and programs. Qualified social workers are in demand in every area of professional practice.

Social work is usually practiced in social welfare agencies and in social work departments of host settings. Social workers are needed to work with mentally ill, emotionally disturbed, delinquent, mentally retarded, physically ill, handicapped, and economically and socially deprived children and adults. They are sought for service in schools, courts, hospitals, and clinics that seek to detect and prevent delinquency and child neglect.

Community centers, psychiatric and general hospitals, and service centers for the aged also eagerly seek qualified social workers and offer varied career opportunities. Equally challenging opportunities exist in public and private agencies that deal with problems of housing and urban renewal, public health, community mental health, social welfare planning and fund-raising race relations, and the many other concerns that become especially acute both in the changing neighborhoods of large cities and depressed rural and industrial areas. Social work practice is designed to enrich the quality of life by enabling individuals, groups, and communities to achieve their greatest potential development.

The demand for social workers with professional education is far greater than the supply of such workers. For many years to come, the field will undoubtedly continue to expand. Social work offers financial rewards comparable with those of other professions with similar qualifications.

HISTORY AND LOCATION

Virginia Commonwealth University was created by an Act of the General Assembly of Virginia during its 1968 session. The University was formed by combining the former Richmond Professional Institute and the Medical College of Virginia.

The former Richmond Professional Institute was established in September 1917 as the Richmond School of Social Work and Public Health. In 1925 the Richmond School of Social Work and Public Health, which had gradually expanded its curriculum to include programs in recreational leadership, extension courses, and dramatic art, became the Richmond Division of the College of William and Mary. In 1939 the name of the institution was changed officially to Richmond Professional Institute of the College of William and Mary. RPI enjoyed great expansion through the years, adding many schools and courses. In 1962, by act of the General Assembly, it was separated from the College of William and Mary and made an independent State-supported institution. Over 12,000 men and women are enrolled in the combined programs at the Academic Center.

The Medical College of Virginia opened its doors on November 5, 1838 as the medical department of Hampden-Sydney College. The archives reveal no remarkable events until 1854 when the Medical College of Virginia was chartered as an independent institution. In 1860, when the Commonwealth appropriated \$30,000 for the College's first hospital, MCV became a State institution. The Medical College of Virginia and the University College of Medicine, a second medical college established two blocks away in 1893, consolidated in 1913.

The foundation for VCU was laid in December 1965, when the Higher Education Study Commission, known as the Bird Commission, proposed a merger of the Medical College of Virginia with Richmond Professional Institute to form a single major state university in the Richmond area.

In 1966 the General Assembly adopted a resolution calling for the establishment of a commission to study the feasibility of creating such a major university in Richmond. By October 1966, the study commission, known as the Wayne Commission, concluded without reservation that a great new university with a focus on urban needs and problems was needed in the Richmond area. The commission's report, released on November 24, 1967, recommended that MCV and RPI become a part of new Virginia Commonwealth University to be located in Richmond. The commission recommended that the new university develop through a substantial expansion of the RPI campus.

In 1968 the General Assembly acted swiftly to approve the bill for the establishment of VCU, effective July 1, 1968. On March 1, Governor Mills E. Godwin, Jr., signed into law the legislation creating Virginia Commonwealth University.

The school of social work, which was established in 1917, is a unit of the Academic Center of the University. It is the oldest school of its

kind in the South and is the only graduate school of social work in Virginia. It was a charter member of the American Association of Schools of Social Work until the Council on Social Work Education superseded the Association in July 1952. The school at that time became a constituent charter member of the Council and is accredited by the Council on Social Work Education, the recognized professional accrediting body for graduate social work education.

The school is located at 326 North Harrison Street. A lounge and reading room are available for students and faculty.

Richmond, the capital of Virginia, combines the traditions of gracious living with the stimulation and opportunities of an urban cultural center. The population of the Richmond area is approximately 400,000. As a community, Richmond is in a period of exciting industrial and social growth. Richmond is a particularly appropriate location for the study of social work, since it is large enough for significant professional developments and small enough to permit the student to grasp and understand the interplay of community forces that affect the development and provision of social services. The existence of a large number of social agencies in the area permits students to participate in the delivery of a wide range of social services.

Application forms may be secured from the Director of Admissions, School of Social Work, Virginia Commonwealth University, Academic Center, Richmond, Virginia 23219. Students are admitted only in the fall semester of the academic year. It is the advantage of applicants to apply as early as possible during the academic year preceding anticipated enrollment.

ADMISSION

Each applicant for admission must hold a bachelor's degree from a college or university approved by the appropriate regional accrediting body. Neither the content nor the major subject of the undergraduate program is rigidly prescribed. It is desirable, however, for an applicant to have studied some of the following subjects: history, political science, economics, cultural anthropology, sociology, biology, psychology, and English.

The minimum academic requirement for eligibility for consideration for admission is the attainment of a 2.7 (B—) grade point average on a 4.0 scale for the last 60 hours of academic work. Exceptions may be made to the foregoing for practitioners who received the baccalaureate degree at least five years ago and who attained a 2.5 grade point average.

Within the policies established by the Academic Center of Virginia Commonwealth University, determination of eligibility for admission is made by the school admissions committee which considers scholarship ability, academic background, work experience, if any, and personal qualities that indicate potential to meet the requirements of the social work profession.

Applicants are expected to be planning the completion of all re-

**SCHOLARSHIPS
AND
TRAINEESHIPS**

quirements for the full degree program; an exception is made for a selected number of students enrolled in the cooperative program with the Presbyterian School of Christian Education.

Acceptance into the second year and to formal candidacy for the degree of master of social work is contingent upon attainment of a 3.0 (B) average in the first year and the recommendation of the faculty. A minimum of one year of residence and a minimum grade point average of 3.0 (B) on a four-point scale over the entire period of study are required for graduation with a master of social work degree.

The same admission procedures apply to returning or transfer applicants who wish to enter the second-year program. No more than five academic years are permitted to elapse between the completion of the first year and admission into the second year of the program.

National agencies and organizations award numbers of scholarships and fellowships to qualified applicants who wish to prepare for careers in social work. These are listed in the publication, "Social Work Fellowships and Scholarships in the United States and Canada." This may be examined at the school office, in most libraries, and in many social agencies. A copy can be secured from the publisher, the Council on Social Work Education, 345 East 46th Street, New York City, New York 10017.

Many states, through their departments of public welfare, mental health, or health, have programs to assist people in securing professional education. They may be consulted locally.

A number of social agencies offer financial assistance to social work students. These plans differ widely in detail. Some are available to students assigned for field instruction; some require an employment commitment. The school will give active help to prospective students in locating such assistance.

Since scholarship funds available through the school of social work are limited, applicants are urged to seek ways of financing their own education.

Most grants are made in the spring for the succeeding academic year. The school either administers or has knowledge of the following awards:

CATHOLIC FAMILY AND CHILDREN'S SERVICES of Catholic Charities of Northern Virginia, Inc., has scholarship aid available to full-time graduate students. For further information, contact Reverend James T. Sweeney, Executive Director, Catholic Family and Children's Services, 4049 21st Street North, Arlington, Virginia 22207.

CENTRAL STATE HOSPITAL, Petersburg, Virginia 23814. Under the program of Educational Aid to State Employees, Central State Hospital employees may be enrolled in State-financed graduate training. Financial assistance may include all tuition costs plus one-half salary

for full-time students. Prerequisite is one year of employment with Central State Hospital.

CHILD AND FAMILY SERVICE, 1306 Colonial Avenue, Norfolk, Virginia 23517, telephone 622-7017. Scholarships to first- and second-year students. The amount, based upon the student's need, includes tuition, travel, and subsistence. One year of supervised field work in a child and/or family agency and employment commitment to the Norfolk area is required. Make scholarship application directly to the agency. Preference will be given to applicants who live in the Norfolk area.

CHILD WELFARE TRAINEESHIPS through a grant from the Division of Social Services, Children's Bureau, Social and Rehabilitation Services, Department of Health, Education, and Welfare are available; stipends amount to \$1,800 plus tuition fees for first-year students and \$1,953 plus tuition for second-year students. In addition, there is a dependency allowance of \$375 for each dependent. Funds for a one-time, one-way travel allowance for a new trainee from his residence to the school, not to exceed eight cents per mile, are provided.

CHILDREN'S HOME SOCIETY OF VIRGINIA offers a number of stipends in the amount of \$2,400. Interested students should contact Mr. Earl W. Childress, Jr., Executive Director, Children's Home Society of Virginia, 4200 Fitzhugh Avenue, Richmond, Virginia 23230, telephone 353-0191.

FAIRFAX-FALLS CHURCH MENTAL HEALTH CENTER, Falls Church, Virginia, offers a travel allowance of \$200 to each of three second-year students. Field work assignments will be in the Center.

JUNIOR LEAGUE of Washington, D. C., offers a scholarship of \$4,000 for two years, with commitment equal to the length of the scholarship to the District of Columbia Welfare Department. Write to Scholarship Chairman, The Junior League of Washington, 3545 Williamsburg Lane, N.W., Washington, D. C. 20008.

LYNCHBURG TRAINING SCHOOL AND HOSPITAL, Lynchburg, Virginia 24505. Students are paid \$1.25 per hour for the time assigned to the institution. They are also furnished living quarters at no cost while working in this field placement.

MENTAL HEALTH TRAINEESHIPS under the National Mental Health Act are available; stipends amount to \$1,800 plus tuition fees for first-year students and \$1,953 plus tuition for second-year students. In addition, there is a dependency allowance of \$375 for each dependent. Funds for a one-time, one-way travel allowance for a new trainee from his residence to the school, not to exceed eight cents per mile, are provided.

THE NORTH CAROLINA STATE DEPARTMENT OF MENTAL HEALTH offers Social Work Education Grants for both first-year and second-year students. The educational grants are in the amount of

\$3,000 per academic year and carry a one year work commitment for each grant. Also, the program provides educational support to mental health employees in the work-study program. The work-study educational grants are in the amount of \$1,500 during the field placement and carry a six month work commitment. Inquiries should be sent to the director of admissions.

THE NEW YORK STATE DEPARTMENT OF SOCIAL SERVICES offers internships under its Social Work Careers Program. Interns are selected from a civil service list. An important selection criteria is interest in a career in public social services in New York State. Interns are provided a salary while at school, tuition, required school fees, and some travel. An employment commitment of one calendar year for each academic year financed is required. Contact the Director, Office of Professional Development and Training, New York State Department of Social Services, 1450 Western Avenue, Albany, New York 12203.

REHABILITATION SERVICES ADMINISTRATION TRAINEESHIPS are available; stipends amount to \$1,800 plus tuition fees for first-year students and \$1,953 plus tuition for second-year students. In addition, there is a dependency allowance of \$375 for each dependent. Funds for a one-time, one-way travel allowance for a new trainee from his residence to the school, not to exceed eight cents per mile, are provided.

RICHMOND AREA UNITED GIVERS FUND offers scholarships. Contact Mr. Leo S. Newpol, Executive Director, 2501 Monument Avenue, Richmond, Virginia 23220, for further information.

THE RICHMOND DEPARTMENT OF PUBLIC HEALTH offers to selected candidates, under the school's Work-Study Program, financial assistance over a three year period of time. During the first two years the students work 4/5 time for the Health Department and are paid 4/5 salary. The Health Department pays their tuition. During the third year, the students do not work for the Health Department, but are on educational leave and receive one-half pay and tuition. There is an 18 months' commitment to the Health Department for the financial assistance given during the third year.

THE ROANOKE VALLEY ASSOCIATION FOR MENTAL HEALTH offers a scholarship amounting to \$250 for the school year. Requirement: employment in a social agency in Roanoke City or County or Botetourt County or Craig County for one year for each year of training under the scholarship. Inquiries should be addressed to Mrs. Laddie Fisher, Executive Director, Roanoke Valley Association for Mental Health, 1125 First Street, S.W., Roanoke, Virginia 24106.

SOUTH CAROLINA DEPARTMENT OF MENTAL HEALTH, 2414 Bull Street, P. O. Box 485, Columbia, South Carolina 29202, offers scholarships to first- and second-year students; stipend \$4,655.00 per annum (\$179.04 biweekly), while in school plus tuition, activity, and diploma fees. Fees for books and insurance must be paid for by the

student. Awards carry commitment of one month of full-time employment for each month that the student accepts a stipend.

THE VETERANS ADMINISTRATION offers stipends amounting to approximately \$2,990 to students in the first year and approximately \$3,320 to students in the second year of professional education. Field work assignment will be at a Veterans Administration facility.

THE VIRGINIA DEPARTMENT OF WELFARE AND INSTITUTIONS offers scholarships to social workers who are currently employed in Virginia in the following agencies: The Virginia Department of Welfare and Institutions, Juvenile and Domestic Relations Courts, Detention Homes, and local Departments of Public Welfare.

UNITED STATES BUREAU OF PRISONS makes available stipends in the amount of from \$1,900.80 to \$2,400.00 for first-year students and \$2,348.80 to \$2,800.00 for second-year students who are assigned for field work at the Federal Reformatory, Petersburg, Virginia.

This fund was established by the Alumni Association of the school as a living memorial to Dr. Henry Horace Hibbs, who retired from the position of provost of the Richmond Professional Institute on June 30, 1959. Enrolled full-time students who wish to apply for a loan should discuss this with their faculty advisors.

**H. H. HIBBS
LOAN FUND**

Each application for admission as a full-time student in the school of social work must be accompanied by \$10.00. This fee is not refundable and is not applicable toward University fees. At the time of notification of admission, the applicant is required to pay a deposit of \$40.00, signifying intention to enroll and reserving an available field work placement. This fee is applicable toward University fees.

FEES

	Virginia Residents	Non- residents of Virginia
A. Full-Time Tuition per Academic Year*_____	\$410.00	\$610.00

A Virginia resident is defined as one who has been "domiciled in, and is and has been an actual bona fide resident of Virginia for a period of at least one year prior to the commencement of the term, semester or quarter for which reduced tuition is sought."

	Virginia Residents	Non- residents of Virginia
B. Work-Study Tuition*		
First Fall Semester Tuition_____	\$100.00	\$140.00
First Spring Semester Tuition_____	\$205.00	\$305.00
Second Fall Semester Tuition_____	\$150.00	\$210.00
Second Spring Semester Tuition_____	\$100.00	\$140.00

*These fees are subject to change at the discretion of the Board of Visitors of Virginia Commonwealth University.

C. Institutes, Workshops, and Summer Program Tuition

Tuition for special offerings vary in amounts. These are described in special announcements brochures available on request from the Director of Institutes and Workshops Continuing Education, Social Work, Virginia Commonwealth University, Academic Center, Richmond, Virginia 23220.

D. Other Charges

1. Late registration

Students who register later than the second of the two days officially scheduled for registration will be charged a late registration fee of \$8.00.

2. Diploma fee

Candidates for the degree of master of social work are charged a diploma fee of \$16.00 payable at the time application for the degree is made.

REFUNDS AND REBATES

A full-time student withdrawing within a period of five days after the beginning of the semester, upon written request to the Treasurer, is entitled to a refund on all fees except 10 percent of the semester's tuition that is retained by the University.

A student withdrawing at any time after the five-day period, but within 30 days after the beginning of the semester, shall be charged 25 percent of the semester's tuition.

A student withdrawing at any time within the 30th and 60th day after the beginning of the semester shall be charged 50 percent of the semester's tuition.

A student withdrawing at any time after 60 days following the beginning of the semester shall be charged the full semester's tuition.

A part-time student withdrawing may only receive a refund in case of illness certified by a physician. Whenever a part-time student is approved for a refund, the refund will be made on the same basis as that applying to full-time students.

STUDENT ASSOCIATION

The Student Association is the organization of the students enrolled in the school, established for the purposes of facilitating communication among students and between the student body and the school. It provides the means through which student concerns and ideas can be formulated and acted upon, and of enabling students to conduct a variety of social and other activities throughout the year.

A joint Student-Faculty Committee is the official structure for handling issues of mutual concern. This committee is composed of an equal number of faculty members and representatives of the Student Association. It meets regularly to discuss and make recommendations to the full faculty on matters that jointly concern both students and faculty.

Students participate as full members of many committees within the school.

EDUCATIONAL PROGRAM

The school offers a two-year graduate professional curriculum for social work, leading to the degree of master of social work. The program prepares students for practice in many different kinds of agencies; concentrations are available in community organizational-social planning, social casework, and social group work. Students elect one of these before beginning the program; under certain circumstances change in a concentration is possible during the first year.

The overall objectives of the program are to enable students to become social workers with ability (1) to meet the needs of clients in a way that fosters maximum social functioning and self-actualization, (2) to participate in promoting the kind of society that fosters such self-realization, and (3) to examine critically social work practice and the provision of social services with dedication to the people and purposes that social workers serve.

Social work education at this school is highly individualized and is characterized by a close connection between faculty and student. The faculty helps the student learn the form and method of social work practice as he is encouraged to discover his own unique style of helping.

The combination of classroom and concurrent field work experiences facilitates integration of knowledge, attitudes, and skills necessary for professional practice. To enable the student to develop professional competence and skill, the integrated class and field work curriculum offers opportunities to acquire a substantial knowledge base in (1) the methods of social work practice, (2) the patterns of individual, group and community behavior as they interact with each other and the social milieu, (3) the development, organization, and operation of social welfare programs and policies, and (4) the methods of scientific inquiry in social work.

All students in the school of social work have the same basic program, which includes two years of field instruction as part of a progressively more advanced curriculum over the four semester period. The area of the student's concentration determines the nature of his advanced method courses and his field work assignments.

This school is committed to the education of social workers who have a reliable beginning skill in one of the methods of direct social work service, with knowledge about other methods; at the same time, the graduate is expected to have knowledge of and commitment to the development of sound social policy.

Community work as a method in social work deals with two kinds of activities by the practitioner. One activity (interactional) emphasizes helping groups of citizens to organize their resources in order to secure for themselves and the community at large programs and services that are needed for self fulfillment and community enrichment. Interactional activity emphasizes the community organization aspect of community work.

COMMUNITY ORGANIZATION- SOCIAL PLANNING CONCENTRATION

The second kind of activity (analytical) emphasizes problem-solving skill in the sense of creating, initiating, and maintaining community institutions and services that can effectively provide for the social environmental needs of the public being served. Analytical activity emphasizes the social planning aspect of community work.

Community organization-social planning currently being practiced by social workers in a great variety of settings, from community development and social action in the urban ghetto to social planning (public and private) by various community decision organizations at the community, state, and national levels. The community organization-social planning sequence focuses on comprehensive training for a variety of career possibilities.

The community organization-social planning sequence includes the study of the various organizations that make up the social welfare system, methods of organizing people to achieve community objectives, conflict and consensus strategies, the distribution of power in the community, social planning processes, and the varying roles of the community worker.

Casework is a method of social work practice which can be used in enabling the client to enhance his responsible social functioning and move toward maximum self-actualization. Casework contributes to individual and family development, prevention of social impairment, restoration of effective social functioning, and realization of potential for responsible and satisfying social living.

The social casework concentration is designed to help the student develop a level of professional competence necessary for responsible entry into the profession—a competence based on creative use of a body of knowledge, value commitments, conceptual ability, and practice skill. Students concentrating in social casework take all courses offered in the casework method and related field work in addition to all other required courses in the curriculum.

In the casework concentration, the curriculum centers on the knowledge, attitudes, and skills necessary to help individuals and families. These include methods of clarification of the client's problems and the agency's services, creation, and use of a purposeful relationship, mutual assessment of the client in his situation, mutual goal setting, and other methods that contribute to the client's ability to achieve his own and society's purposes.

Social group work is one of the methods of social work practice. It aims to help people to help each other in the enhancement of their social functioning and achievement of self-actualization through the use of group experience and to help groups to function effectively and responsibly in the fulfillment of these purposes. The group work method is used today in the entire range of social welfare services, including those that help restore effective social functioning, prevent social impairment; and develop optimum individual potential in social relations.

SOCIAL CASEWORK CONCENTRATION

SOCIAL GROUP WORK CONCENTRATION

In the social group work concentration, the curriculum covers the study of the various aspects of group life, including the purposes, forms, and content of group experiences; the meanings of those experiences for the group as a whole and for the individual members; and the group worker's conscious use of self in facilitating the process of group and individual development.

A work-study program, with the same criteria for admission as the full-time program, is available for employed social workers who cannot spend two full years in residence and who meet all criteria for admission. This program permits the student to earn the credits for his first year of professional education over a two-year time period. During these two years, he will be at school one day a week and can continue working in his agency the other four days, except for a period when he will be placed in block field work. This field work may take place within the student's agency of employment if the school determines that appropriate educational controls are present. Credits for the second year of professional education must be earned in full-time residence with a concurrent field work placement in a different agency. Further information about this program may be obtained from the Director of Admissions, School of Social Work, Virginia Commonwealth University, Academic Center, Richmond, Virginia 23220.

**WORK-STUI
PROGRA**

MASTER OF SOCIAL WORK* DEGREE PROGRAM

	First Semester Credits	Second Semester Credits
A. Full-Time Program		
1. Outline of first year		
Community Organization-Social Planning I...	2	
Social Casework I.....	2	
Organizational Basis of Social Welfare Policies and Services	2	
Human Behavior and the Social Environment I	2	
Social Group Work I	2	
Community Organization-Social Planning II or Social Casework II or Social Group Work II....		2
Development of Social Welfare Policies and Institutions		2
Human Behavior and the Social Environment II		2
Concepts and Methods of Social Work Re- search		2
Field Work	5	5
2. Outline of second year		
Community Organization-Social Planning III		
Social Casework III or Social Group Work III..	2	
Human Behavior and the Social Environment III	2	
Current Problems and Policy Formation.....	2	
Social Work Research Seminar I.....	1	
Social Welfare Administration.....		2

*Program 1969 70. (Changes may be made in subsequent years.)

Community Organization-Social Planning IV		
Social Casework IV or Social Group Work IV_	2	
Policy Formation and the Profession of Social Work _____	2	
Human Behavior and the Social Environment IV _____	2	
Social Work Research Seminar II_____	1	
ELECTIVES (Student elects one) _____	2	
Methods of Social Action_____or Public Welfare Administration _____or Social Work Practice with Groups_____or Social Work in Psychiatric Settings_____or Supervision _____		
Thesis _____	4	
Field Work _____	5	5

B. Work-Study Program

1. Outline of first year

Fall Semester

Human Behavior and the Social Environment I	2	
Social Casework I_____	2	

Spring Semester

Human Behavior and the Social Environment II	2	
Social Casework II _____	2	
Field Work (February 3 through July 3)____		10

Fall Semester

Organizational Basis of Social Welfare Policies and Services _____	2	
Social Group Work_____	2	
Community Organization-Social Planning_____	2	

Spring Semester

Development of Social Welfare Policies and Institutions _____	2	
Concepts and Methods of Social Work Research _____	2	

The second year must be taken as a full-time student as described under "Full-Time Program."

COURSE DESCRIPTIONS

These courses were offered in 1969-70 and are subject to change.

I. SOCIAL WORK METHODS

A. Administration

631. Introduction to the Theory of Organizations and Institutions in Social Welfare. Two credits. Carpenter, Foley, Scotch.

This basic course in organization theory as it relates to social welfare administration is required of all students. The objectives are to: (1) provide the students with an understanding of organizational concepts; (2) develop a theoretical structure based on these concepts; and (3) link theory to practice on the basis of the students' field work placements.

632. Analysis of Social Welfare Organizations and Institutions. Two credits. Carpenter.

This course is designed to follow SW631 and is an examination, in depth, of the processes by which organizations develop, protect, and perpetuate their value systems, i.e., the process of institutionalization. The course objectives are to prepare second-year students for administrative roles by assisting them to expand and develop their grasp of organizational phenomena that are seen as peculiar to social service agencies. This will involve: (1) a review and discussion of theory; (2) developing the similarities and differences involved in managing profit oriented organizations as opposed to the leadership required for social service institutions; and (3) relating the foregoing elements to an analysis of the administrative practices as the student perceives them in the field.

633. Public Welfare Administration. Two credits. Foley.

This course is required for all students in the administration concentration and is an elective for all other second-year students.

The course content is calculated to expand the breadth and depth of the students' knowledge of the public welfare system. Specific content areas deal with the administrative problems of planning with the agency and with the larger community, as well as organizing, staffing, controlling, and directing personnel whose basic objectives are delivery of a variety of services to a large clientele.

B. Community Organization-Social Planning

621. Community Organization-Social Planning. Two credits. Funk, Harris, Scotch, Segal.

This is a basic required course for all first-year students given in the fall semester. The course provides an overview of community organization as a social work method. Major topics include: the development of community organization-social planning as a social work method, the community as social environment, theories of community organization, the community power structure, community organization in the neighborhood, social planning agencies in the social welfare system, community organization in the direct service agency, and strategies for social change.

622. Community Organization in the Neighborhood. Two credits. Scotch.

This course is designed to provide students with knowledge and skills in community development with special emphasis on the interactional role of the neighborhood worker. Topics covered include methods of helping people to articulate viable issues and programs for neighborhood action, involvement of local residents in formation and development of neighborhood organizations, organizational strategies for organizational maintenance and goal achievement, development of local leadership, ethnicity, and class as factors related to neighborhood involvement and communication in the neighborhood.

623. Social Planning. Two credits. Scotch.

Social planning by community decision-making organization (welfare councils, federal, state, and city planning agencies) includes methods of planning, selection of goals, decision-making, interorganizational strategies, the operations of community councils and funds, and planning problems in developing specialized services.

624. Social Planning—Independent Study. Two credits. Scotch.

This independent study of a substantive area of social welfare interest involving the application of social planning methods and incorporating research and social policy insights is based on individual selection of area of interest.

625. Methods of Social Action. Two credits. Scotch.

An elective course for second-year students, this is an examination of a variety of social action processes currently employed by

groups and individuals seeking change. Particular attention will be paid to issues and organizations relevant to social work practice. Analysis will be directed toward the elements that influence social action, viz: the kind of organization seeking change—its membership, its organizational goals, and its resources; the kind of issue at stake, e.g. the distribution, quality, and availability of social welfare services; the target or goal of change, e.g. welfare service systems, legislative bodies, courts, etc., and the choice of method used to bring about changes, e.g. political influence, public pressure, legal intervention, education.

C. Research

641. Concepts and Methods of Social Work Research. Two credits. Rehin.

Reports of research in the field of social work are analyzed in relation to: (1) identification and formulation of problem; (2) study design; (3) data collection; (4) presentation of findings; and (5) utilization of research in methods of social work practice. Consideration is given to selected research techniques with focus on their applicability to social work problems and uses.

642. Social Work Research Seminar I. One credit. Rehin.

Group sessions focus primarily on the critical examination of general principles and research planning, tabular presentation of data, and methods of data analysis.

643. Social Work Research Seminar II. One credit. Rehin.

Continuation of 642. Attention is given to current issues in social work susceptible of research treatment, to the connection between research and other social work methods, and to issues involved in the utilization of research in social work practice and planning.

701. Thesis. Four credits.

Required of all second-year students, the master's thesis constitutes a carefully planned and executed research undertaking. Students choose research topics of present relevance and plan an individual or group project. Each student is expected to devote approximately eight hours a week to thesis work.

D. Social Casework.

601. Social Casework I. Two credits. Foley, Montague, Ostrow, Schubert.

This is a basic course, required of all students, regardless of concentration. The course provides an introduction to the principles and methods of social casework, emphasizing the professional philosophy and value commitment required of the caseworker. An overview of the casework process is presented.

The course considers the setting in which casework is practiced, the formation and use of a purposeful relationship, method of clarification of the client's problems, and the agency's services, mutual assessment of the client in his situation, and mutual goal-setting. The historical development of social casework as a method is studied.

602. Social Casework II. Two credits. Foley, Montague, Ostrow, Schubert.

A more intensive examination of social casework as a method of helping, this course emphasizes the worker's conscious use of self in a professionally helpful way as he uses agency purpose and services as the vehicle through which help is given. Particular attention is given to methods of helping the client to partialize and focus. Processes of referral, transfers, and termination are studied.

603. Social Casework III. Two credits. Montague, Schubert.

This course provides for a more intensive examination of the role of the worker in using the methods of casework practice to meet individual and family needs. Particular emphasis is given to the methods of family casework and the concept of diversified "schools" of family casework theory. Concepts and principles of social casework are examined for their relevance for various fields of practice. Recorded material from student's field experience as well as from other sources are used in class.

604. Social Casework IV. Two credits. Montague, Rennie.

There is continued study of basic casework processes. The practice implications of various theories are examined.

E. Social Group Work

611. Social Group Work I. Two credits. Itzkovitz, Tropp.

This is a basic required course of all students given in the fall semester for first-year students. The course provides an introduction to the objectives and principles of social group work practice. It considers the various aspects of group life, including the purposes, forms, and content of group experiences; the meanings of those experiences for the group as a whole and for the individual members; and the group worker's conscious use of self in facilitating the process of group and individual development.

612. Social Group Work II. Two credits. Itzkovitz, Tropp.

An intensive examination of the group operational patterns and process and of the worker's role in enabling the group to achieve its purposes, this includes an analysis of the processes of group formation, group goal-achieving, group relations, group development, and group termination. A supplementary hour weekly is spent in workshops on the uses of various program media for group work objectives. Recorded material from student's field experience will be used in class.

613. Social Group Work III. Two credits. Tropp.

Focus is on the relation of the individual member to the group as a whole, to other members and to the worker; and on the role of the worker in helping individuals use these relations in ways that help them meet developmental needs or special problems in social functioning. Use is made of additional program media, such as role-play, socio-drama, and various types of discussion methods. Recorded material from student's field experience will be used in class.

614. Social Group Work IV. Two credits. Tropp.

This is a seminar that deals with the practice of group work in selected settings, such as psychiatric, corrections, public welfare, community action, etc., as well as the relation of group work to other group disciplines such as group psychotherapy and encounter groups. There is also an examination of the supervisory process in group work, dealing with both individual and group supervision and the use of the group worker as consultant.

615. Social Work Practice with Groups. Two credits. Tropp.

An elective for second-year casework students, this course is designed to strengthen the understanding of the casework student of various group approaches with special emphasis on the group counseling method; to examine the uses of group methods in a variety of settings; and to look at some current issues in practice.

F. Supervision

636. Supervision. Two credits. Gold.

An elective for second-year students, it aims to lay the ground work for the development of professional competence in supervisory practice through an understanding of the essential knowledge of the task components and responsibilities in supervision and the perspective, methods, attitudes, skills, techniques, and tools significant to accomplishing the task.

G. Fields of Practice

682. Social Work Practice in Mental Health and Psychiatric Settings. Two credits. Johnson.

This is an elective course for second-year students. Emphasis is placed on the role of the social worker as a member of the interdisciplinary team serving in psychiatric hospitals, training schools for the mentally retarded, mental health clinics, and other programs concerning community mental health. Teaching materials in social casework and social group work will be analyzed in direct practice to patients and their families. Theories and examples of community organization, educative counseling, and consultation will be presented.

II. HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT

Courses in this sequence are designed to help the social work student (1) understand the growth process and the development of the individual from conception to death, viewing this process along the continuum from optimal to deviant social functioning, (2) acquire knowledge of the variety of ways in which individuals use life experiences in their development and functioning, (3) examine the development and the selection of adaptive processes to problems in living, (4) and become acquainted with a variety of theoretical approaches to the study of human behavior. The sequence is further designed to engage students in understanding the factors in growth and development which contribute to satisfactory social functioning and self-realization. Emphasis is placed on psychological, social and biological factors in human growth and the inextricable way in which these factors influence each other. The nature of the social milieu is explicated.

651. Human Behavior and the Social Environment I. Two credits. Johnson, Jones, Lane, Segal.

Growth and development are explored from conception to the onset of pubescence. The course begins with a study of family life, emphasizing the family as a system in the context of its social milieu, moves on to explore in some depth the experience of pregnancy for both husband and wife, the birth of the child, and his subsequent development as he passes through the stages of development from birth through the middle school years. Developmental tasks related to each stage are studied as a basis for the student's increasing knowledge of influences and experiences significant in the formation of personality. The more common defects and disorders that are brought to the attention of the social worker are examined.

652. Human Behavior and the Social Environment II. Two credits. Johnson, Jones, Lane, Rothenberg, Segal.

Continuation of the study of growth and development, including maladaptations and disordered behavior, beginning with pubescence and continuing through the years of early maturity. Considerable attention is paid to the adolescent years and the developmental tasks characteristic of that stage, such as the achievement of a masculine or feminine identification, the process of separation from family, achievement of a place in the peer group and the movement toward adulthood. The early years of adulthood are studied with focus on such tasks as the selection of a mate and the early years of marriage and of family living. Influences on growth arising from group and community memberships are also explored.

653. Human Behavior and the Social Environment III. Two credits. Harris, Lane.

The study of the life cycle is completed in this semester as the years of full maturity, middle age, and of aging are examined. These stages of life are also studied in terms of common developmental tasks, the acceptance of responsibility as an adult citizen,

adjustment to the many changes of middle age, and, in later maturity, adjustment to retirement, decreasing physical strength and well-being, and grief reactions on the death of loved ones. In the aging process, the loss of group members and the feelings of isolation that often result are explored. The characteristics and processes of group and communities are identified.

654. Human Behavior and the Social Environment IV. Two credits. Harris, Lane, Rothenberg.

The purpose of this course is to acquaint the student with the major personality theories that have had an impact on social work practice. The concepts of such major figures as Freud, Adler, Rank, Horney and Sullivan and the ideas embedded in learning theory, existential philosophy, and social and behavioral science are examined. The relevance of these theories to social work practice is studied, and the student is assisted in arriving at an integrated position of his own.

III. SOCIAL WELFARE POLICY AND SERVICES

661. The Organizational Basis of Social Welfare Policies and Services. Two credits. Dahlke, Kalif, Schrieberg.

This course is designed to facilitate student's understanding of social agencies and their functioning as either total institutions or limited service systems. It is essential that students acquire knowledge about the potentials and limits of agencies, understanding of the structural organization as a determinant of the helping process, recognition of significance of staff relations, perception of what it means to be a client in a total institution or limited service system, and sharpened perceptions of policy formation within the agency.

662. The Development of Social Welfare Policies and Institutions. Two credits. Dahlke, Kalif, Schieberg.

This course is concerned with the creation, expansion, and institutionalization of social welfare policies and programs. It deals with the challenge of and response to historical conditions and events that represent the context for the inauguration of public and private social welfare policies and programs. The contributions of the early pioneers in social welfare will be reviewed. The student is expected to see continuities with the past and the place of social work in the stream of history.

663. Current Problems and Policy Formation. Two credits. Dahlke, Schrieberg.

Certain contemporary social issues will be subjected to detailed analysis as to underlying conditions, causations, policy formation and current programs. Problems examined include housing, poverty, health, crime, and delinquency in their institutional context. The emphasis will be on the adequacy of existing and emerging programs and policies relative to the issues under examination. The student is expected to develop a grasp of the nature of policy formation.

664. Social Welfare Policy Formation. Two credits. Dahlke, Schrieberg.

Policies and the delivery of service take place in a variety of contexts, each shaping the policy and the service. The contexts examined in this course involve: (1) a value context; (2) a legal context; and (3) a political context. As decisions and policies are relative to values, consideration will be given to value systems and value clashes as manifested in social controversy, public discussion, and movements manifesting the symptoms of social unrest. Values are linked to the issue of legal entitlement and rights and the political process involved in the development of public policy and instruments. The relationships between values and power is explored in policy creation and implementation.

IV. FIELD INSTRUCTION

- | | |
|---|------------|
| 671. Field Work I. | 4 credits |
| 672. Field Work II. | 6 credits |
| 673. Field Work III. | 4 credits |
| 674. Field Work IV. | 6 credits |
| 675. Block Field Work. (For first year work-study students.) | 10 credits |

Field instruction is offered in a variety of social agencies and institutions, using one of the direct methods of social work practice in offering its services. The area of the student's concentration, his interests, and his learning needs determine his field work assignments. The student is assigned to two different field work agencies during the two years of graduate education.

Field instruction enables the student, through being an accountable representative of a social agency, to learn the knowledge, attitudes, and skills necessary for responsible entry into the profession. Educational focus is on the active use of what the student is learning in all content areas of the curriculum, the acquisition of knowledge and understanding growing from field experiences, and the examination of differences and agreements between what the student is learning in the classroom and what he experiences in the field.

Integration of class and field learnings is reinforced by faculty advisors' consultation with field instructors and students.

AFFILIATED FIELD AGENCIES: 1969-70

Augusta-Staunton Health Department, Staunton, Virginia
Dr. Malcolm Tenney, Jr., Director
Mrs. Margaret Keller, Medical Social Work Consultant

Beaumont School for Boys, Beaumont, Virginia
Mr. Gary Henman, Superintendent

Beth Shalom Home of Virginia, Richmond, Virginia
Mr. Ira Robbins, Executive Director

Big Brothers of Richmond, Inc., Richmond, Virginia
Mr. Leonard Metz, Executive Director

Bureau of Alcohol Studies and Rehabilitation, Richmond, Virginia
Dr. Ebbe Hoff, Chairman
Mr. Kenneth Lee, Director

Catholic Family and Children's Services, Arlington, Virginia
Father James Sweeney, Director

Center House, Richmond, Virginia
Father Virgil Funk, Director

Central State Hospital, Petersburg, Virginia
Dr. Milton Kibbe, Superintendent
Mr. Clarence Wall, Director of Social Service

Child and Family Service, Inc., Norfolk, Virginia
Mr. Earl D. Morris, Executive Director
Mrs. Marjorie S. Bottimore, Director of Professional Services

Child and Family Service of Charlottesville and Albemarle, Inc.,
Charlottesville, Virginia
Miss Mary Ribble, Executive Director

Child Development Study, Richmond, Virginia
Dr. William Laopus, Acting Director
Miss Betty Reames, Assistant Project Director

Children's Home Society of Virginia, Richmond, Virginia
Mr. Earl Childress, Jr., Executive Director

Comprehensive Care for Children and Youth, Charlottesville, Virginia
(Under the Auspices of the University of Virginia Hospital)
Dr. William Thurman, Chairman
Miss Corinne Carr, Chief Social Worker

Consultation and Evaluation Clinic, Richmond, Virginia
Dr. Ralph Ownby, Jr., Director
Mrs. Mattie Jones, Social Work Consultant

DeWitt Army Hospital, Social Work Section, Ft. Belvoir, Virginia
Colonel Robert E. Neimes, Commanding Officer

Health Services and Mental Health Administration, Division of
Health Care Services, Arlington, Virginia 22203
Mr. Alan Bestall, Special Assistant

Eastern State Hospital, Williamsburg, Virginia
Dr. Howard Ashbury, Superintendent
Mr. Charles Nimmo, Jr., Director, Social Service Department

Fairfax-Falls Church Mental Health Center, Falls Church, Virginia
Dr. Simon Auster, Director
Mrs. Charlotte Kaufman, Chief Psychiatric Social Worker

Family and Children's Service, Richmond, Virginia
Miss Marguerite Farmer, Executive Director

Federal Reformatory, Petersburg, Virginia
Mr. J. J. Clark, Warden
Mr. Gary McCune, Chief of Classification and Parole

Friend's Association for Children, Richmond, Virginia
Mrs. Edythe Allen, Executive Director

Hampton Department of Public Welfare, Hampton, Virginia
Mr. George Sophy, Superintendent

Henrico County Juvenile and Domestic Relations Court,
Richmond, Virginia
Mr. Francis Hare, Chief Probation Officer

Human Relations Commission, Richmond, Virginia
Mr. Theodore Thornton, Director

Janie Porter Barrett School for Girls, Hanover, Virginia
Mr. Thomas Foster, Superintendent

Lor-Berg Family Guidance Clinic, Richmond, Virginia
Dr. William Lordi, Executive Director
Miss Beverly Cooke, Chief Social Worker

Lynchburg Training School and Hospital, Lynchburg, Virginia
Dr. Benedict Nagler, Superintendent
Mrs. Helen Fulcher, Chief Psychiatric Social Worker

Medical College of Virginia, Health Sciences Division of Virginia Com-
monwealth University, Department of Psychiatry, Richmond, Virginia
Mr. Morton Schumann, Chief Social Worker

Medical College of Virginia, Health Sciences Division of Virginia Commonwealth University, Department of Social Work, Richmond, Va.
Mrs. Sybil Bullington, Director

Memorial Guidance Clinic, Richmond, Virginia
Dr. Joan Meiller, Executive Director
Miss Esther Lieske, Director of Social Service

Murdoch Center, Children's Psychiatric Institute, Butner, North Carolina
Dr. James F. Elliott, Superintendent
Mr. Bennett Myers, Chief Social Worker

National Children's Rehabilitation Center, Leesburg, Virginia
Mr. Bernard Haberlein, Executive Director

National Welfare Rights Organization, Washington, D. C.
Dr. George Wiley, Executive Director
Mr. Timothy Sampson, Director of Research and Program Development

Norfolk Jewish Community Center, Norfolk, Virginia
Mr. George Korobkin, Executive Director

Norfolk Jewish Family Service, Norfolk, Virginia
Miss Hazel Roman, Executive Director

North Carolina Department of Mental Health, Raleigh, North Carolina
Dr. Eugene A. Hargrove, Commissioner
Mr. Harold Benson, Jr., Assistant Commissioner

Northern Virginia Mental Health Institute, Falls Church, Virginia
Dr. William Allerton, Superintendent
Mrs. Mary Beth Vreeland, Chief Social Worker

Northern Virginia Family Service, Falls Church, Virginia
Miss Margaret Bates, Acting Director

Richmond Area Community Council, Richmond, Virginia
Mr. Charles Fleming, Executive Director

Richmond Area Psychiatric Clinic, Richmond, Virginia
Dr. Eugene Makarowsky, Executive Director
Miss Wilhelmina Baughman, Chief Social Worker

Richmond Community Action Program, Richmond, Virginia
Mr. John Chiles, Executive Director
Mr. Joe Flemings, Director of Supportive Services

Richmond Department of Public Health, Richmond, Virginia
Dr. Freeman Hays, Director
Mr. Edward Matthews, Chief, Bureau of Medical Care

Richmond Jewish Community Center, Richmond, Virginia
Mr. Stanley J. Reitzes, Executive Director

Richmond Nursing Home, Richmond, Virginia
Mr. Robert Gordon, Administrator

Richmond Public Schools, Department of Social Services, Richmond,
Virginia
Dr. James Tyler, Director
Mr. Toy Watson, Supervisor, Department of Social Services

Richmond Social Service Bureau, Department of Public Welfare,
Richmond, Virginia

Mr. Herbert Ross, Director of Public Welfare
Miss Ann Emmons, Supervisor, Family and Children's Services
Miss Betty Lewis, Supervisor, Adult Services

Richmond Urban League, Richmond, Virginia
Mr. Randall Kendall, Executive Director

South County Mental Health Center, Springfield, Virginia
Dr. David P. Gormley, Director
Mrs. Shirley Costello, Chief Social Worker

Southside Area Mental Hygiene Clinic, Petersburg, Virginia
Dr. Kurt Morbitzer, Psychiatrist-Director

St. Elizabeth's Hospital, Washington, D. C.
Miss Blanche Parcell, Director of Social Services
Mr. John Trueba, Training Administrator

Tidewater Mental Health Clinic, Williamsburg, Virginia
Dr. Ann Stewart, Director
Mr. Clayton Hudson, Chief Social Worker

U.S. Public Health Service Hospital, Norfolk, Virginia
Dr. Claude R. Garfield, Director
Mrs. Beulah D. Wheeler, Chief, Social Service Department

Veterans Administration Center, Hampton, Virginia
Mr. A. W. Stratton, Director
Mr. Jeff McDaniel, Chief, Social Work Service

Veterans Administration Hospital, Richmond, Virginia
Dr. Frank Merker, Director
Mr. John B. King, Chief, Social Work Service

Veterans Administration Hospital, Salem, Virginia
Mr. Albert Maness, Chief, Social Work Service
Mr. Thomas Withers, Casework Supervisor

Veterans Administration Regional Office, Richmond, Virginia
Mr. George Friend, Supervisor, Social Work Service

Virginia Department of Welfare and Institutions, Richmond, Virginia
Mr. Otis Brown, Director
Mr. Carroll Minor, Director of Youth Services
Mr. William Weddington, Chief, Bureau of Juvenile Probation and
Detention

Virginia Treatment Center for Children, Richmond, Virginia
Dr. Douglas Powers, Director
Mr. Harold Batchelder, Director of Psychiatric Social Work

Wards Company, Inc., Richmond, Virginia
Mr. Samuel Wurtzel, President
Mr. Lawrence Yoffy, Vice President

LECTURE AND INSTITUTE PROGRAM

Dr. George T. Kalif, Director of Institutes and Workshops—Continuing Education

Mrs. Lucie Jenkins Johnson, Assistant Director of Institutes and Workshops—Continuing Education

The school offers a variety of lectures and institutes as part of its commitment to contribute to the enhancement of social work practice and to the broadening of educational opportunities for students, practicing social workers, and field instructors. In addition to available University funds, grants to the school from the National Institute of Mental Health, the Children's Bureau, the Office of Education (Title I of the Higher Education Act of 1965), and the Virginia Commission on the Aging provided financing for the program for 1969-70.

Institutes and workshops scheduled for the 1969-70 session are:

1. "Helping Adolescents in Child Care Institutions Through the Use of Groups," August 4-5, 1969, Richmond. Leader: Mrs. Frieda Engel.
2. "The Group Approach with Individuals and Families," August 28-29, 1969, Richmond. Leader: Mr. Emanuel Tropp.
3. "The Role of Social Agencies in Community Development," September 18-19, 1969, Roanoke. Leader: Mr. Jules H. Berman.
4. "The Function of Board Members in Expanding and Strengthening Social Agencies in the Community," October 2, 1969, Richmond. Leader: Mr. B. Pendleton Rogers.
5. A series of two three-day institutes on "Helping Individuals and Families in Crisis Situations," October 8-10, 1969; October 29-31, 1969, Martinsville. Leader: Mrs. Lucie J. Johnson.
6. A series of two three-day institutes held in Richmond:
 - (a) Institute I: "Backgrounds of Human Motivation," October 15-17, 1969. Leader: Dr. Miriam Birdwhistell.

- (b) Institute II: "Approaches to Helping People with Special Problems," November 12-14, 1969. Leader: Dr. Miriam Birdwhistell.
7. "Planning in Social Agency Administration," November 5-7, 1969, Richmond. Leaders: Dr. Richard S. Underhill and Dr. C. Bernard Scotch.
 8. "Family Treatment," November 12, 1969, Richmond. Leader: Mrs. Frances Scherz.
 9. "Decision-Making in Social Agency Administration," November 12-14, 1969, Roanoke. Leader: Dr. John S. Morgan.
 10. A series of three two-day institutes on "Understanding Behavior and Needs of Women in Institutions," December 1-2; December 8-9; and December 15-16, 1969, Goochland. Leader: Miss Pauline Barnes.
 11. "The Role of Social Agencies in Community Development," December 5, 1969, Harrisonburg. Leader: Mr. Jules H. Berman.
 12. "Decision-Making at Intake in Juvenile Delinquency Situations," December 10-12, 1969, Richmond. Leader: Mr. Joseph J. Botka.
 13. A series of two two-day institutes on "Helping Individuals and Families in Crisis Situations," January 15-16; February 12-13, 1970, Fredericksburg. Leader: Mrs. Lucie J. Johnson.
 14. A series of two three-day institutes on "The Use of Authority in Helping Situations," January 21-23; February 18-20, 1970, Roanoke. Leader: Mr. Walter R. Delamarter.
 15. "Drugs: Use and Abuse and Ways of Helping Users and Abusers," January 28-30, 1970, Richmond. Leader to be announced.
 16. A series of two three-day institutes on "Understanding Behavior of Delinquents and Ways of Effectuating Change," February 4-6; March 11-13, 1970, Richmond. Leader: Dr. Dale Hardiman.
 17. A series of two two-day institutes on "Helping Individuals and Families in Crisis Situations," March 5-6; April 2-3, 1970, Blacksburg. Leader: Mrs. Lucie J. Johnson.
 18. "The Team Approach to Problem-Solving: Inter-Agency Cooperation," March 25-27, 1970, Abingdon. Leader: Mr. Jules H. Berman.
 19. "The Executive Function: Theory and Practice," April 16-17, 1970, Williamsburg. Leader: Dr. John S. Morgan.
 20. "Supervision of the Worker in Adoptions," April 22-24, 1970, Roanoke. Leader: Miss Jean B. Griesheimer.
 21. "Family Treatment: Why? When? Where?," May 7-8, 1970, Warrenton. Leader: Mr. Herbert Bernstein.
 22. A series of two three-day institutes on "The Use of Authority in Work with the Offender," June 10-12, 1970—Richmond; June 15-17, 1970—Roanoke. Leader: Mr. Louis Tomaino.

SUMMER PROGRAM: 1970

Series I: June 8-19, 1970

20. Group Methods for Caseworkers

Mr. Emanuel Tropp, Associate Professor, School of Social Work, Virginia Commonwealth University. Open to caseworkers.

21. Community Organization, Community Development, and Social Action

Dr. C. Bernard Scotch, Associate Professor, School of Social Work, Virginia Commonwealth University. Open primarily to executives, supervisors, community organization workers, social planners.

22. Understanding and Helping Deprived People

Mrs. Hilda Gold, Assistant Professor, School of Social Work, Virginia Commonwealth University. Open to public and private social welfare agency personnel.

41. Law and Social Work

Father Robert Drinan, Dean, Boston College Law School. Open to public and private social welfare agency personnel.

42. Contemporary Images of Man

Dr. Lionel Lane, Associate Professor, School of Social Work, Virginia Commonwealth University. Open to social workers with the master's degree in social work.

Series II: July 6-17, 1970

31. Social Casework Practice

Dr. Lionel Lane, Associate Professor, School of Social Work, Virginia Commonwealth University. Open to caseworkers.

33. Adoptions Today

Mrs. Edythe Allen, Executive Director, Friends Association for Children, Richmond, Virginia. Open primarily to adoption workers.

61. Supervision

Mrs. Dojelo Russell, Assistant Professor, School of Social Work, Virginia Commonwealth University. Open to case supervisors.

62. The Use of the Group Approach in Helping Offenders

Instructor to be announced. Open primarily to adult and juvenile probation and parole officers.

Series III: July 27-31, 1970

63. Differential Use of Social Welfare Manpower: Theory, Issues, Viable Programs

Dr. Robert Teare, Consultant to the Southern Regional Education Board on Social Welfare Manpower. Open primarily to administrators and supervisors.

COOPERATIVE PROGRAM WITH PRESBYTERIAN SCHOOL OF CHRISTIAN EDUCATION

In this program, limited to three students, the first full year of professional education for social work is to be completed in this school, and, in the next succeeding year, the requirements for the degree of master of christian education are to be completed in the Presbyterian School of Christian Education. Application for admission must be made to each institution separately. Those interested should write both to the Director of Admissions, School of Social Work, Virginia Commonwealth University, Academic Center, Richmond, Virginia 23220, and to the Dean, Presbyterian School of Christian Education, 1305 Palmyra Avenue, Richmond, Virginia 23227.

MAJOR EDUCATIONAL SCHOOLS WITHIN VIRGINIA COMMONWEALTH UNIVERSITY

ACADEMIC DIVISION

The School of the Arts
School of Arts and Sciences
School of Business
School of Community Services*
School of Education
School of Engineering
School of Engineering Technology
School of Social Work
School of Medicine
School of Dentistry
School of Pharmacy
School of Nursing
School of Graduate Studies
School of Allied Health Professions

HEALTH SCIENCES DIVISION

*There is an undergraduate program in social welfare within the school of community services.

A general bulletin, containing information of interest to prospective undergraduate students for the Academic Division, is available upon request from: Director of Admissions, Virginia Commonwealth University, Academic Center, Richmond, Virginia 23220.

The graduate school bulletin (Academic Center) is available upon request from the Graduate School Office, Virginia Commonwealth University, Academic Center, Richmond, Virginia 23220.

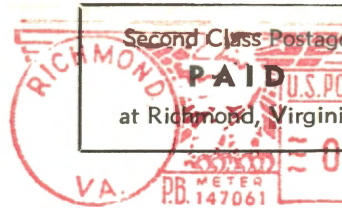
The rehabilitation counseling bulletin (Academic Center) is available upon request from: Chairman, Rehabilitation Counseling, Virginia Commonwealth University, Academic Center, Richmond, Virginia 23220.

A general bulletin, as well as separate bulletins of the individual schools, are available from the Health Sciences Division. Requests should be made to: Dean of Admissions and Records, Medical College of Virginia, Virginia Commonwealth University, Health Sciences Center Box 163, Richmond, Virginia 23219.

VIRGINIA COMMONWEALTH UNIVERSITY / **BULLETIN**

Academic Center

Richmond, Virginia 23220



Director
YWCA
6 North 5th Street
Richmond, Virginia 23219