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# An Evaluation of a Graduate Social Work Training Program at John Adams High School

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AN EVALUATION OF A GRADUATE SOCIAL WORK TRAINING PROGRAM

AT JOHN ADAMS HIGH SCHOOL

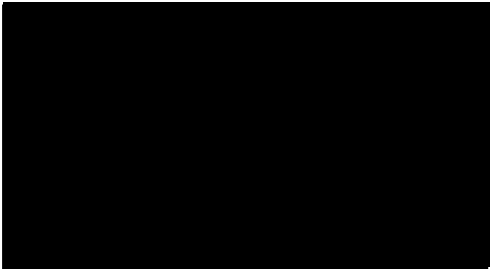
by

GEORGE E. HALL

GUY H. LUTZ

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

MASTER OF SOCIAL WORK



Portland State University  
1973

## TABLE OF CONTENTS

	PAGE
CHAPTER	
I    INTRODUCTION	1
II   AGENCY DESCRIPTION	5
III  TRAINING PROGRAM OBJECTIVE	9
IV   EVALUATIVE RESEARCH	13
Definition of Evaluative Research	13
Design for Evaluative Research	13
V    METHODOLOGY	16
Population	16
Research Objectives	16
Development of Questionnaire	17
Administering the Questionnaire	19
VI   CHARTS AND STATISTICS	22
VII  DATA PRESENTATION	23
VIII SUMMARY AND CONCLUSIONS	58
BIBLIOGRAPHY	61
APPENDIX	
1    PRETEST CHECKLIST QUESTIONNAIRE	63

APPENDIX

2	EDUCATION RETRIEVAL-DISSEMINATION CENTER RESULTS	66
3	QUESTIONNAIRE	71

## CHAPTER I

### INTRODUCTION

This research study is an evaluation of a graduate social work training program funded by NIMH of the Department of Health, Education, and Welfare entitled "Teaching-Trainingship Grant in School Social Work." This grant provides training opportunities in a field placement at John Adams High School in Portland, Oregon, for Portland State University School of Social Work Masters degree candidates. Originally approved in June 1969, the grant became operational for the school year 1970-71.

In addition to faculty salaries, supplies, professional consultation, fees, etc. the grant provides trainee stipends for selected students participating in the program. Both first and second year students in the graduate program are eligible for field placement at John Adams High School where they spend two days per week as school social work trainees.

The unit is currently instructed by an MSW social worker who is a faculty member of the School of Social Work at Portland State University. The instructor provides a variety of training experiences for students including direct services to clients and families, supervision, consultation, program development, teaching and research.<sup>1</sup>

The primary focus of this study is to evaluate the effectiveness of the training program at Adams High School. Secondly, this study will attempt to answer three basic questions:

1. Can a graduate school social work field instruction program in public school social work on the elementary and secondary levels be evaluated?
2. Can an ongoing instrument be developed allowing for evaluation of program and individual instruction?
3. Can the study provide analytical data for the program director's evaluation of the effectiveness of his training?

This study was undertaken by the authors because of an interest in program evaluation as an integral function of professional social work practice. We feel agencies, particularly those financed through public funds are increasingly being pressured to not only quantify, but to qualify program effectiveness. Funding bodies now require evaluative research documenting direction and effectiveness of social programs.

Findings of this study should be of value not only to the funding source and the program director, but also to other students who in the future may wish to conduct similar studies in evaluation of graduate social work field instruction.

The following chapter discusses the background and development of John Adams High School and the educational climate that made possible the inclusion of this training program as a part of the learning experiences offered. Chapter III deals with the objectives of the training program. Chapter IV examines evaluative research. Chapter V develops the methodology of the research.

The charts and statistics used are examined in Chapter VI. The data are presented and analyzed in Chapter VII. Summary, conclusions and recommendations are then set forth in the final chapter.

## CHAPTER NOTES

1. Grant Proposal, p. 2.



## CHAPTER II

### AGENCY DESCRIPTION

John Adams High School opened September, 1969, with approximately 1000 students (grades 9-11). The student body is composed of one-quarter Black, and three-quarters White. Adams' co-educational student body is racially integrated.<sup>1</sup>

In 1967, a team of students at the Harvard Graduate School of Education wrote a proposal for a clinical high school in which the instruction of students, pre-service and in-service teacher education, basic and applied research, and the development of curriculum would all take place. These doctoral candidates wrote into their proposal provisions for ultimate relations with a university and surrounding community. Then they set about to sell the proposal and themselves; Portland, Oregon bought the proposal and John Adams High School is the result.<sup>2</sup>

Three of the original authors became part of the administrative team that developed and helped John Adams become operational. One author remains as Director of Training and Research.<sup>3</sup>

The basic philosophy of Adams is substantially different than other secondary schools. John Parker reports this difference in

Phi Delta Kappan:

The original Adams model was based on the analogy of the teaching hospital. This institution in the medical world combines patient care, training, and research in one setting. Our intent for the "clinical high school" was to design an organization which would effectively combine instruction of students with training and research.

The rationale for inclusion of sophisticated personnel training within a school rests squarely on one premise -- that the most effective preparation for any profession occurs when trainees carry out specific task, under expert supervision in the actual work setting.<sup>4</sup>

The school continues to operate within the framework of the original philosophy; however, the atmosphere of total student freedom has been somewhat modified. John Adams is basically like a traditional high school in employed personnel, teaching assignment and administrative functioning. However, one unique concept is that of the general education program<sup>5</sup> whose aim is to provide students with a base of knowledge and a set of communication skills that will be useful to them now as well as when they enter college or the labor market. This general education concept is operationalized through several General Education teams that are responsible for instructing social science curriculum during a major part of the student's daily time block.

The other area that makes Adams unique is its emphasis on the research and training component. There is a full time research staff responsible for the ongoing evaluation concerning the impact of Adams' teaching philosophy and standards on its students and the community. As noted earlier, the training component is extremely important at Adams, and it is within this philosophical framework that the graduate social work NIMH grant and training program was included in the Adams

concept. In addition to social work trainees, the school also sponsors student teachers, Teacher Corps trainees, and other professional and paraprofessional personnel.

Within the Adams environment the graduate social work trainee works with teachers, counselors, administrators, full time school social workers, and other professional trainee personnel.

## CHAPTER NOTES

1. Grant Proposal, p. 12.
2. \_\_\_\_\_ "The John Adams Team," Phi Delta Kappan, May 1971, p. 514.
3. Ibid., p. 514.
4. John L. Parker, "Teacher Training at Adams," Phi Delta Kappan, May 1971, p. 520.
5. Allen L. Dobbins, "Instruction at Adams," Phi Delta Kappan, May 1971, pp. 516-519.

## CHAPTER III

### TRAINING PROGRAM OBJECTIVES

Robert Roy, unit field supervisor, has listed the following goal and objectives as the basis of the social work field experience at John Adams High School.

#### Goal

To provide graduate social work students a training experience in social work that meets the needs and interests of the individual student. This will be accomplished through "school social work" in elementary (1-8) and secondary educational settings.

#### Objectives

- a. To provide training experiences in direct service, consultation, program development, supervision, teaching and research.
- b. To provide instruction to graduate students through various methods which include individual and group conferences, tape recordings of group and individual contact with clients, process recordings, modeling field instructor, agency personnel, and other social work students at John Adams High School.
- c. To acquaint students with other resources in the community and how to utilize them in their performance as a school social worker.

- d. To help students gain a better awareness of their self and how this understanding affects their performance as a social worker.
- e. To provide training experiences for students in working with minority groups.
- f. To expose students to the vital areas of John Adams High School in an effort to determine the effectiveness of that area for the performance of a school social worker.

The expectation of Mr. Roy is that each student at least experience each objective even though the primary area of interest of the student may not lie within several of these particular objectives. It is the aim of graduate level social work education that the student initially be exposed to several aspects and levels of practice.

The underlying assumption of the grant and program implies that there is a community need for trained school social workers. The community generally provides social work through juvenile courts and public welfare. However, because the educational institution plays such an important part in the psychosocial development of the child, it is imperative that social work trained professionals are available at the school to contend with school related problems as a part of the teacher-counselor-administrator team already functioning to maintain an educational environment conducive to maximum growth.

A variety of services are performed by school social workers. These include social casework, group work, consultation with school personnel, teaching, community organization, program development and referral services to community agencies. The school social worker is

also in a strategic position to help develop resources within the school which strengthen the abilities of the child to cope with personal and environmental demands.

From the foregoing material it becomes readily apparent that school social work is a specialized area within the profession, and as such requires training geared to the demands of the educational milieu. Statistical evidence will verify the need for trained school social workers.

The report of the developmental task force on Social Work Education and Manpower revealed that in fall of 1964 the public school population of the United States was in excess of 41 million children. Enrollment in public schools by 1970 will approach 45 million. On the basis of one school social worker to each 2,000 school population, by 1970 there will be a need of more than 20,000 social workers. At the present time there are less than 3,000 social workers attached to public schools, leaving a gap of at least 17,000.<sup>1</sup>

The NIMH grant and training program is a recognition of this fact that there is an ever increasing demand for well-trained professionals in school social work.

## CHAPTER NOTES

1. Grant Proposal, p. 16.



## CHAPTER IV

### EVALUATIVE RESEARCH

#### I. DEFINITION OF EVALUATIVE RESEARCH

Evaluative research is viewed in terms of an object and a process. Evaluation as an object refers to judgements of social worth or value. If analyzed as a process it implies the degree to which an object is valued. Methodologically, if one is engaged in research of social value that can be measured one would be doing evaluative research.<sup>1</sup> Evaluative research is also considered as a process which satisfies scientific criteria.<sup>2</sup> It is also measuring the extent of success toward achieving program objectives.<sup>3</sup>

Evaluative research is viewed as a means of providing guidelines for the practitioner who attempts to assess a program in reference to a particular objective or goal.<sup>4</sup>

Edward Suchman believes:

Evaluative research is a specific form of applied research whose primary goal is not the discovery of knowledge but rather a testing of the application of knowledge.<sup>5</sup>

Thus, the major emphasis of evaluative research is upon utility and factfinding concerning a specific planned program.

#### II. DESIGN FOR EVALUATIVE RESEARCH

For the purpose of this paper the selected design for evaluative research to be examined is the goal design. Evaluative

research might include a hypothesis, however, it must include a method of procedure for measuring variations in the attainment of program goals and objectives.<sup>6</sup> Elizabeth Herzog, in Some Guidelines for Evaluative Research, outlines the following ideas. In the selection of a research design three factors should be considered. One, if the emphasis of the evaluation is specific and has measurable objectives the problem is considered appropriate for the utilization of the goal design.

Two, if the goals of a program are relatively clear, and the nature and availability of data are reliable, then the goal design is a reliable tool.

Three, as a final consideration, the goal design requires personal expertise and a high degree of competence of the researcher in his analysis of data.

After consideration of these criteria it was decided that the goal design is suitable for this research project. The program director specifically requested the examination of program goal and objectives, and the expertise of a research consultant was provided for the development and final analysis of the project.

## CHAPTER NOTES

1. Edward A. Suchman, "Principles and Practice of Evaluative Research," An Introduction to Social Research, ed. John Doby (New York: Appleton-Century-Crofts, 1967), p. 329.
2. Otto Klineberg, "The Problem of Evaluation," International Social Science Bulletin, VII, No. 3 (1955), p. 346.
3. Cecil G. Sheps and Donald L. Madison, Evaluation of Neighborhood Health Centers--A Plan for Implementation, Report to the OEO, Washington, D.C., July 1967, p. 1.
4. Easley, et al, Evaluation of the Role of Neighborhood Health Coordinators, 1969, p. 19.
5. Edward A. Suchman, Evaluative Research (New York: Russell Sage Foundation, 1967), p. 75.
6. Elizabeth Herzog, Some Guidelines for Evaluative Research, U.S. Dept. of Health, Education, and Welfare, Children's Bureau Pub. No. 375 (Washington: U.S. Government Printing Office, 1959), p. 12.

## CHAPTER V

### METHODOLOGY

#### I. POPULATION

The test population was comprised of nine graduate students from the School of Social Work, Portland State University, Portland, Oregon. Of these nine students four were female and five were male, four were second year students and five were first year students, and all were in the age range of 20-35 years. Racially the group consisted of two Blacks, one Filipino-Hawaiian, one Chicano, one Indian and three Whites. For the school year 1971-1972 these nine students were all that were assigned to Adams by the School of Social Work. Therefore, the test population, although limited, represented 100% of the social work trainees.

#### II. RESEARCH OBJECTIVES

This research project was undertaken in response to the program director's desire to more accurately assess the actualization of his goal and objectives as specified within the NIMH training grant. Mr. Roy listed a goal and several objectives as the basis of social work field experience at John Adams High School. These objectives were then presented in the form of a checklist questionnaire (refer to appendix number 1) that ask them to indicate (yes or no) if they felt the objectives were important to their social work field experience.

They were then asked to rank in order of importance those listed objectives marked "yes." A section was left open for the addition, by the students, of any objectives not listed by the program director. The rationale for this checking of objectives with students was that the consulting researcher felt it important to ascertain student agreement or disagreement with the objectives before the questionnaire could be developed. If the program director and students disagreed widely on program objectives there would have been no common ground from which to develop an evaluative research design. However, the checklist questionnaire reflected a wide area of agreement. The results of this test were then examined by the authors, program director and research consultant to arrive at the goal and objectives used on the final questionnaire.

### III. DEVELOPMENT OF QUESTIONNAIRE

Out of the foregoing checklist questionnaire results and ensuing discussion, the following goal and objectives were selected for evaluation in the final questionnaire:

#### Goal

To provide graduate social work students a training experience in social work that meets the needs and interests of the individual student. This will be accomplished through "school social work" in elementary (1-8) and secondary educational settings.

#### Objectives

- a. To provide training experiences in direct service, consul-

tation, program development, supervision, teaching and research.

- b. To provide instruction to graduate students through various methods which include individual and group conferences, tape recordings of group and individual contact with clients, process recordings, modeling field instructor, agency personnel, and other social work students at John Adams High School.
- c. To acquaint students with other resources in the community and how to utilize them in their performance as a school social worker.
- d. To help students gain a better awareness of their self and how this understanding affects their performance as a social worker.
- e. To provide training experiences for students in working with minority groups.
- f. To expose students to the vital areas of John Adams High School in an effort to determine the effectiveness of that area for the performance of a school social worker.

The questionnaire was constructed on objective base so that responses were limited within the framework provided. Subjective responses were not solicited because objective data more readily lends itself to qualitative analysis.

The questionnaire is composed of six primary objectives. Within each objective are several items that are examined through the following process:

1. The student is asked if he was provided this experience through the first of three indicators.
2. In the second indicator, if the student replies yes, he is asked to quantify the response by indicating the frequency of this experience; an arbitrary form range scale response was used.
3. The third indicator qualifies the experience, using a five-point range scale to indicate the student's subjective evaluation of the benefit derived from the experience item.

Following each component of objective A are a series of supporting questions that allows the student to provide additional information regarding his interest, need and competency in that component area. (These supportive questions are only relevant to objective A.)

#### IV. ADMINISTERING THE QUESTIONNAIRE

Because of the length of the questionnaire it was decided to administer it in two parts, one a week over two consecutive weeks at the close of the 1971-1972 school year, the rationale being that reliability of test results declines when the testing period extends beyond approximately one-half hour.<sup>1</sup> This timing thus allowed each student a full year of field training during which he was exposed to the program goal and objectives he was being asked to evaluate.

For both weeks of testing the written instructions were attached to the questionnaire; verbal instructions were given to clarify any misunderstanding on the part of those being tested and the testers were available to answer any questions during the testing period.

A separate answer sheet was used in order to facilitate analysis of responses.



## CHAPTER NOTES

1. Don Barr, research consultant.

## CHAPTER VI

### CHARTS AND STATISTICS

Because the test population (N) was limited to nine students any statistical significance is questionable. It was decided to limit the data analysis to percentages that represent frequency of responses to the particular question. These percentages are depicted in chart form in the body of the paper. These are original charts drawn by the authors to more functionally depict the complex data.

CHAPTER VII

DATA PRESENTATION

A. To provide training experiences in direct service, consultation, program development, supervision, teaching, and research.

PART 1: DIRECT SERVICES

OBJECTIVE A COMPONENT: DIRECT SERVICES						
ITEM	*N	ONB	LB	B	EB	N
I.	9			44.44	44.44	11.11
II.	9			66.67	33.33	
III.	5			80.00	20.00	
IV.	7			71.45	28.58	
V.	8			62.50	37.50	
<u>KEY</u> ONB = Of No Benefit LB = Lacking Benefit B = Beneficial EB = Extremely Beneficial N = Neutral	$\Sigma =$			325.06	163.85	11.11
	$\frac{\Sigma}{S} =$			65.01	32.77	2.22

\* Total N possible = (9)

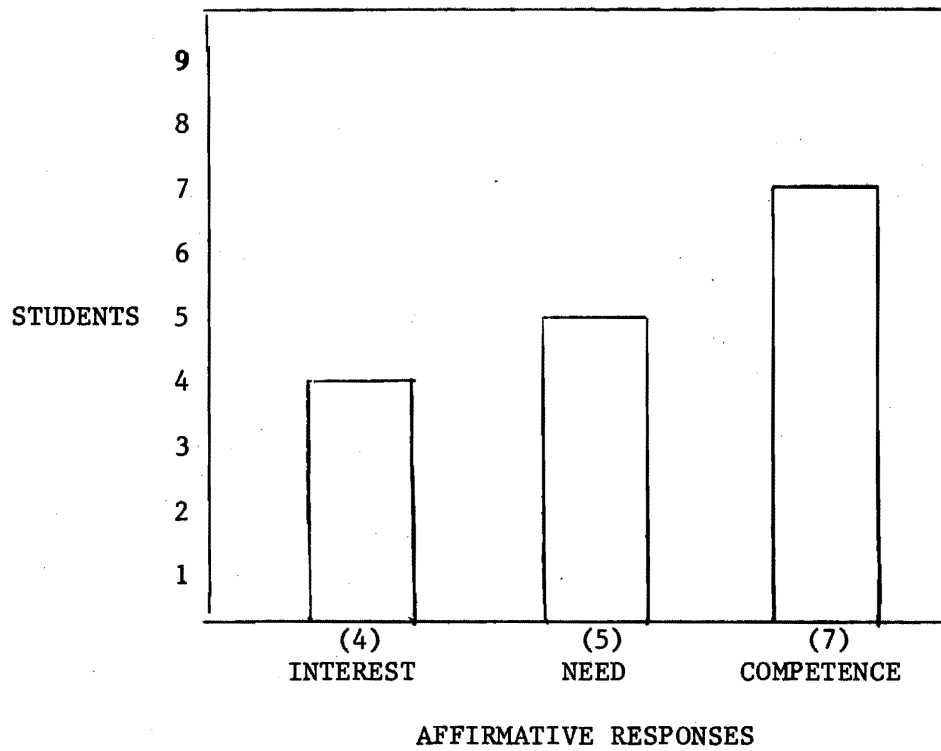
In the direct services component items one and two indicate that all students did have contact with children and families during their training period at John Adams High School, and in item one 88.88% of the students found the experience to be a rewarding one as represented by the 'beneficial' and 'extremely beneficial' categories. Item two reflects 100% approval of the experience with an N of 5, the third item designates a feeling among four students that they were not provided assignments working with clients in groups. Of those five experiencing group work, 100% felt it to be either 'beneficial' or 'extremely beneficial.' Seven out of nine students in item four felt they were provided assignments in diagnosis and treatment, and 100% of these seven felt these assignments to be 'beneficial' or 'extremely beneficial.' In item five eight students indicated they were provided experience working with other community resources, and again 100% felt the experience to be 'beneficial' or 'extremely beneficial.'

The percentages for the total direct services component represent a near consensus feeling among the students that the experiences provided by this component were worthwhile. The 'beneficial' category shows 65.01%, and the 'extremely beneficial' category shows 32.77%, with a neutral response of only 2.22%. Of the five items, however, only two have 100% affirmative responses; so while the overall feeling of the students is that the component was a rewarding experience, there were students who felt they were not provided every item within the direct services component.

The supporting questions show that of the nine students, four were primarily interested in direct services, five said that direct

direct services was a primary area of their need, and seven students felt more competent in direct services as a result of their experiences at John Adams High School.

DIRECT SERVICES COMPONENT: SUPPORTING QUESTIONS



## PART 2: CONSULTATION

OBJECTIVE A COMPONENT: CONSULTATION						
ITEM	N	ONB	LB	B	EB	N
I.	9			55.56	33.33	11.11
II.	7			71.45	28.58	
III.	6		16.67	66.67		16.67
	$\Sigma =$		16.67	193.68	61.91	27.78
	$\frac{\Sigma}{3} =$		5.56	64.65	20.64	9.26

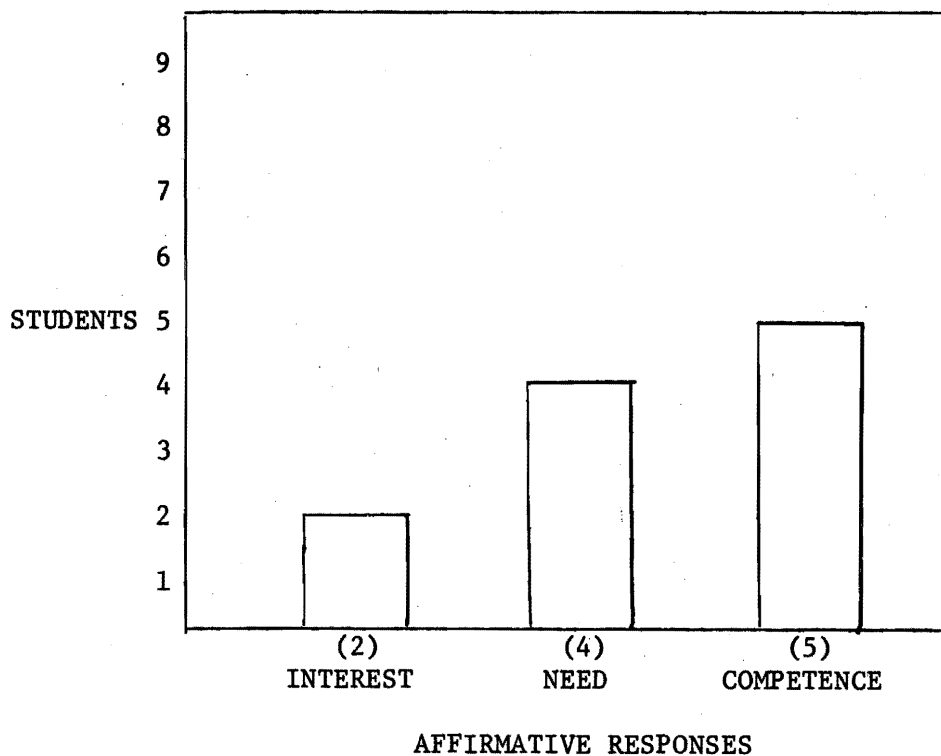
Item one of the consultation component indicates that 100% of the students were provided consultation experience working with teachers and other school personnel regarding clients, and of these students 88.89% found the experience to be 'beneficial' or 'extremely beneficial.' In the second item seven out of nine students felt they were provided experience working with personnel of other agencies regarding clients, and 100% of these people found the experience either 'beneficial' or 'extremely beneficial.' In the third item six of the nine students felt that in consultation they were provided experiences in instruction by the field instructor or other personnel provided by the field instructor in consultation. Of these six students, 66.67% found the experience

to be 'beneficial' while 16.67% felt it to be 'lacking benefit,' and 16.67% were neutral.

The percentages for the total component reflect that 85.20% of the responding students found the consultation experience to be either 'beneficial' or 'extremely beneficial,' while 5.56% felt the experiences to be 'lacking benefit.' 9.26% felt the experiences to be 'neutral.'

The supporting questions show that of the nine students two were interested primarily in consultation. Four said that consultation was a primary area of their need, and five students felt more competent in consultation at the end of their training at Adams.

#### CONSULTATION COMPONENT: SUPPORTING QUESTIONS



## PART 3: PROGRAM DEVELOPMENT

OBJECTIVE A COMPONENT: PROGRAM DEVELOPMENT						
ITEM	N	ONB	LB	B	EB	N
I.	5		20.00	20.00	60.00	
II.	5		20.00	60.00	20.00	
	$\Sigma =$		40.00	80.00	80.00	
	$\Sigma/2 =$		20.00	40.00	40.00	

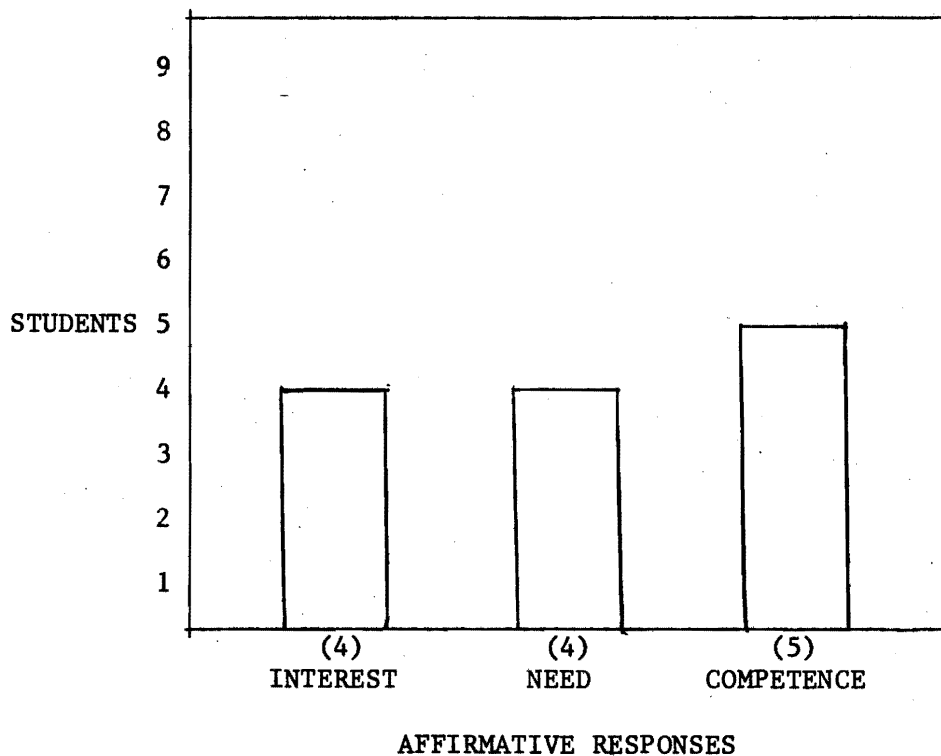
For the two items composing the program development component, five out of nine students responded affirmatively to the questions "did you develop any program(s) to meet the needs of clients?", and "was any instruction provided by your field instructor...in program development?". In both items 80% of these students felt the experience to be either 'beneficial' or 'extremely beneficial,' and 20% found it to be 'lacking benefit.'

The percentages for the total component of program development indicate that 40% of the students responded in the 'beneficial' category, 40% in the 'extremely beneficial' category, and 20% in the 'lacking benefit' category.



The supporting questions show that of the nine students, four said that program development was both the primary area of their interest and their need, and five students felt they were more competent in consultation at the finish of their training at Adams.

PROGRAM DEVELOPMENT COMPONENT: SUPPORTING QUESTIONS



## PART 4: SUPERVISION

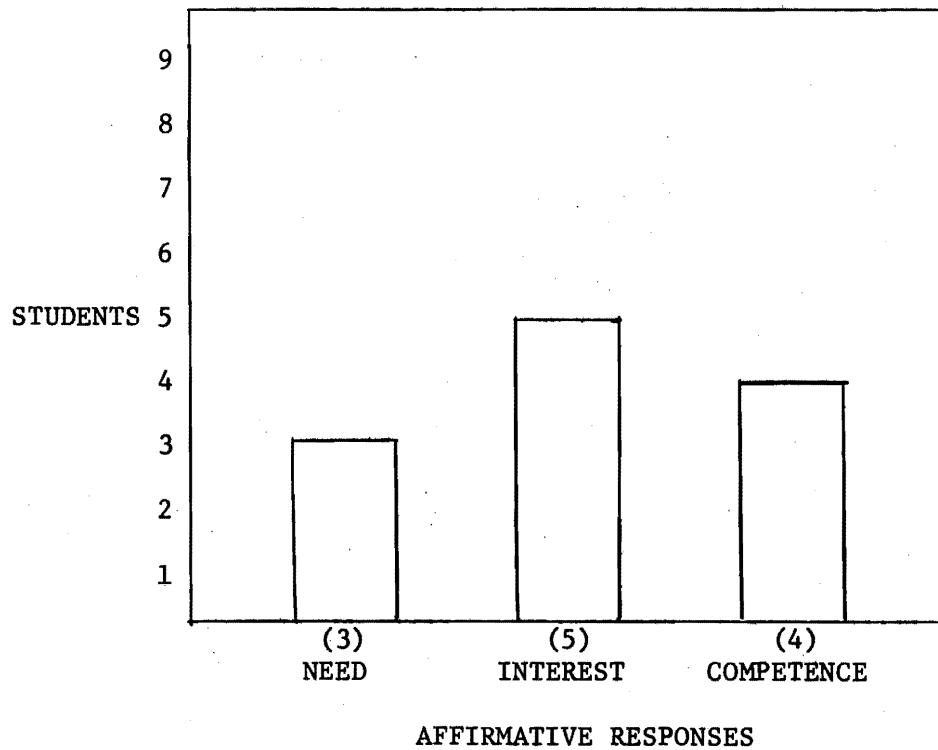
OBJECTIVE A COMPONENT: SUPERVISION						
ITEM	N	ONB	LB	B	EB	N
I.	2				100.00	
II.	4			25.00	50.00	25.00
	$\Sigma =$			25.00	150.00	25.00
	$\frac{\Sigma}{2} =$			12.50	75.00	12.50

In item one of the supervision component, only two students said they had any experiences supervising other agency personnel or social work students while at John Adams High School, and both of these students found the experience an 'extremely beneficial' one. Four students responded affirmatively to the question "did you receive any instruction by your field instructor or other personnel provided by your field instructor in supervision?", and 75% responded in the categories 'beneficial' or 'extremely beneficial,' while 25% responded in the 'neutral' category.

The overall component percentages reflect 87.50% in the 'beneficial' and 'extremely beneficial' categories, with 12.50% in the 'neutral' category.

The supporting questions show that of the nine students three said supervision was the primary area of their interest. Five students said supervision was a primary area of need, and four students felt more competent in supervision after their year of training.

SUPERVISION COMPONENT: SUPPORTING QUESTIONS



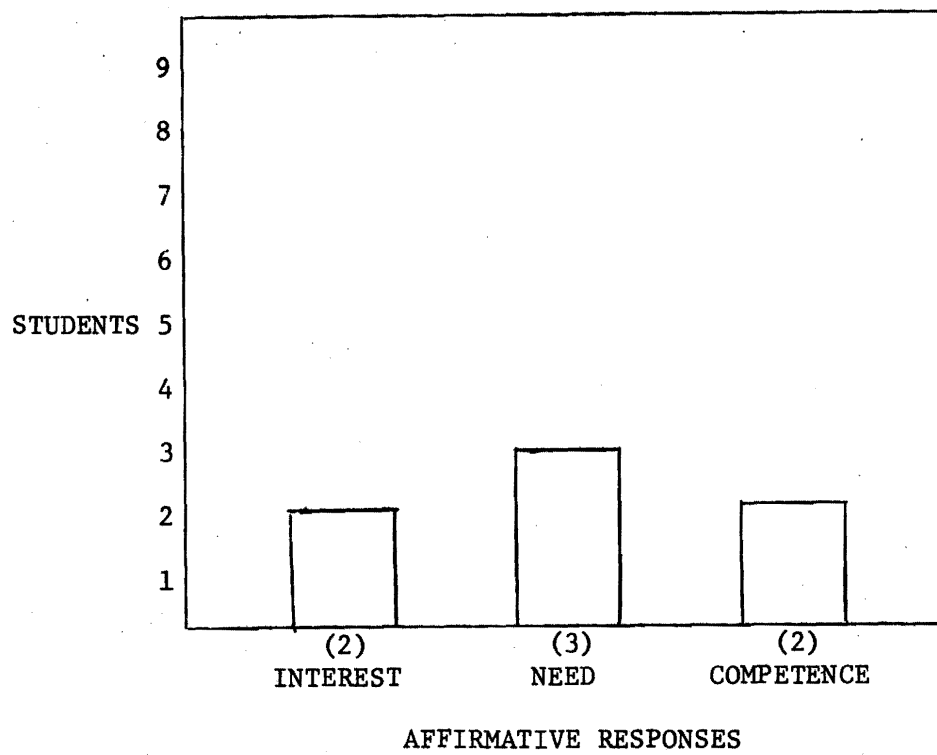
## PART 5: TEACHING

OBJECTIVE A COMPONENT: TEACHING						
ITEM	N	ONB	LB	B	EB	N
I.	2				100.00	
II.	2			50.00	50.00	
	$\Sigma =$			50.00	150.00	
	$\frac{\Sigma}{2} =$			25.00	75.00	

In the teaching component, items one and two, two out of nine students had experiences in teaching and received instruction in teaching. 100% of the students felt their experiences in teaching were either 'beneficial' or 'extremely beneficial.' The percentages for the total teaching component represents a 100% consensus feeling among the two students that their experiences in teaching were 'beneficial' or 'extremely beneficial.'

The supporting questions show that of the nine students, two said teaching was their primary interest, three said teaching was their primary need, and two felt more competent after their experiences at John Adams High School.

## TEACHING COMPONENT: SUPPORTING QUESTIONS



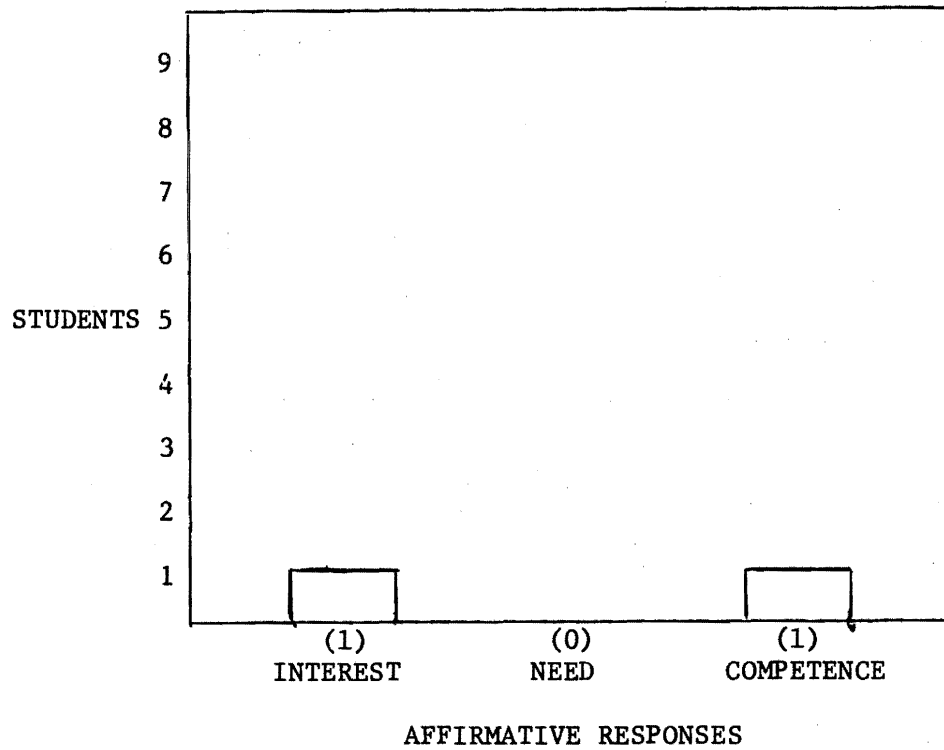
## PART 6: RESEARCH

OBJECTIVE A COMPONENT: RESEARCH						
ITEM	N	ONB	LB	B	EB	N
I.	3		33.33	33.33	33.33	
II.	2		50.00		50.00	
	$\Sigma =$		83.33	33.33	83.33	
	$\frac{\Sigma}{2} =$		41.67	16.67	41.67	

In the research component three out of nine students did research and two out of nine students received instruction in research. Of the three students who did research 33.33% felt their experiences were 'lacking benefit' and 66.66% felt their experiences were 'beneficial' or 'extremely beneficial.' Of the two students who received teaching in research, 50% felt the experiences were 'lacking benefit,' and 50% felt the experiences were 'extremely beneficial.'

The supporting questions show that of the nine students one said research was the primary area of his interest, no student felt research to be a primary area of his need, and one student felt more competent as a result of his research training at John Adams High School.

RESEARCH COMPONENT: SUPPORTING QUESTIONS



## PART 7: OBJECTIVE A SUMMARY

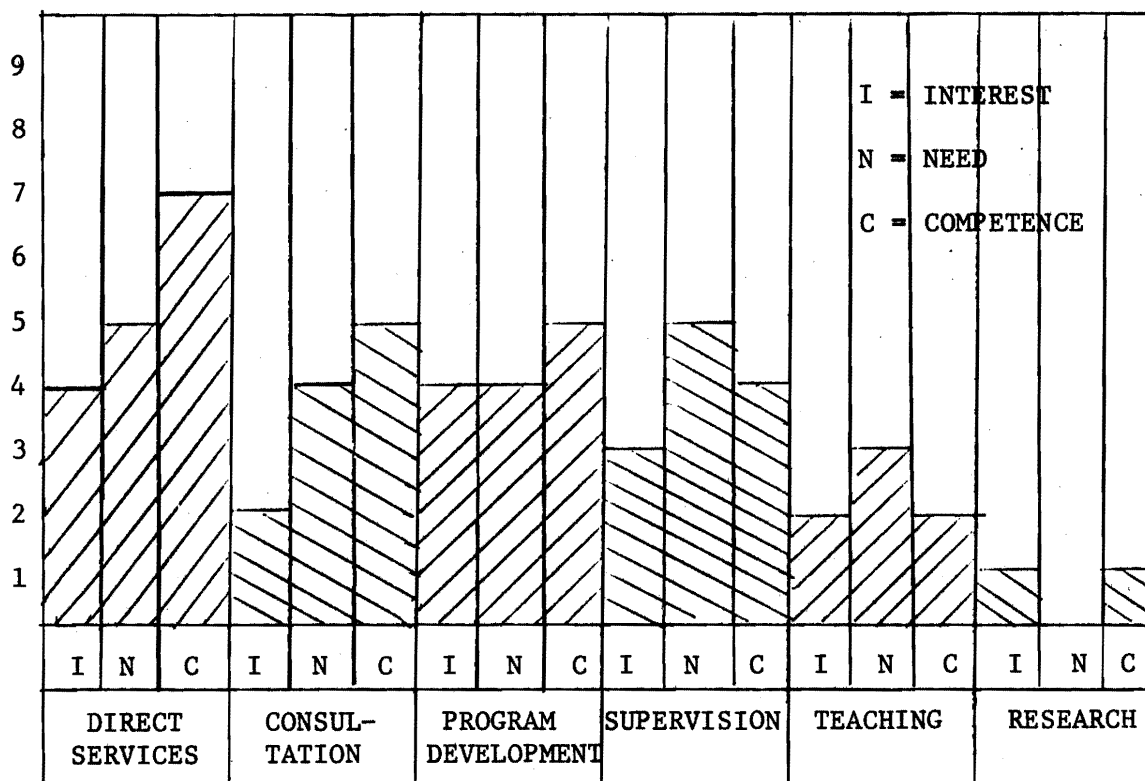
OBJECTIVE A SUMMARY						
ITEM	N	ONB	LB	B	EB	N
I. DIRECT SERVICES	9			44.44	44.44	11.11
II. " "	9			66.67	33.33	
III. " "	5			80.00	20.00	
IV. " "	7			71.45	28.58	
V. " "	8			62.50	37.50	
I. CONSULTATION	9			55.56	33.33	11.11
II. "	7			71.45	28.58	
III. "	6		16.67	66.67		16.67
I. PROG. DEVEL.	5		20.00	20.00	60.00	
II. " "	5		20.00	60.00	20.00	
I. SUPERVISION	2				100.00	
II. "	4			25.00	50.00	25.00
I. TEACHING	2				100.00	
II. "	2			50.00	50.00	
I. RESEARCH	3		33.33	33.33	33.33	
II. "	2		50.00		50.00	
	$\Sigma =$		140.00	707.07	689.09	63.89
	$\frac{\Sigma}{16} =$		8.75	44.19	43.07	3.99



To singularly analyze objective A the various category percentages of each component item were totaled and divided by the total number of items (16) to provide the mean analysis of the total objective. Of all the students that experienced each item 8.75% felt their experiences with objective A 'lacking benefit,' 3.99 % of the students felt their experiences were 'neutral,' 44.19% of the students felt their experiences were 'beneficial,' and 43.07% of the students felt their experiences in objective A were 'extremely beneficial.'

The following bar graph is a summary depicting information presented in the preceding six component supporting questions bar graphs (pp. 25, 27, 29, 31, 33, 35). This information presented in total provides the reader a visible comparison of student response in 'interest,' 'need,' and 'competence' categories for the components of direct services, consultation, program development, supervision, teaching, and research that comprise objective A.

## OBJECTIVE A: SUPPORTING QUESTIONS SUMMARY



- B. To provide instruction to graduate students through various methods which include individual and group conferences, tape recordings of group and individual contact with clients, process recordings, modeling field instructor, agency personnel, and other social work students at John Adams High School.

OBJECTIVE B						
ITEM	N	ONB	LB	B	EB	N
I. INDIVIDUAL CONFERENCES	9			44.44	55.56	

When asked to respond to the question "were you provided this type of instruction?", nine students answered affirmatively. Of

these nine students 44.44% felt these conferences to be 'beneficial,' and 55.56% felt they were 'extremely beneficial.'

OBJECTIVE B						
ITEM	N	ONB	LB	B	EB	N
II. GROUP CONFERENCES	8	12.50		62.50	25.00	

Eight students felt they were provided instruction through group conferences. In the category 'of no benefit' there were 12.50% of the students. The 'beneficial' category reflected 62.50%, while 25.00% were in the 'extremely beneficial' category.

OBJECTIVE B						
ITEM	N	ONB	LB	B	EB	N
III. TAPE RECORDINGS	8			62.50	37.50	

This item was endorsed affirmatively by eight of the students, indicating they experienced this method of instruction. Of these eight students, 62.50% found the experience to be 'beneficial,' while 37.50% responded in the 'extremely beneficial' category.

OBJECTIVE B						
ITEM	N	ONB	LB	B	EB	N
IV. PROCESS RECORDINGS	5	20.00	20.00	60.00		

Process recordings were felt to have been provided to five students. Both the categories 'of no benefit' and 'lacking benefit' reflected 20.00% each of the student response. The 'beneficial' category showed the remaining 60.00%.

OBJECTIVE B						
ITEM	N	ONB	LB	B	EB	N
V. MODELING PERSONNEL	6			66.67	33.33	

When asked to respond to the question "were you provided instruction through modeling of field instructor, agency personnel and other graduate social work students at John Adams High School?", six students replied affirmatively. Of these students 66.67% responded in the 'beneficial' category and 33.33% in the 'extremely beneficial' category.

OBJECTIVE B SUMMARY						
ITEM	N	ONB	LB	B	EB	N
I. INDIVIDUAL CONFERENCES	9			44.44	55.56	
II. GROUP CONFERENCES	8	12.50		62.50	25.00	
III. TAPE RECORDINGS	8			62.50	37.50	
IV. PROCESS RECORDINGS	5	20.00	20.00	60.00		
V. MODELING PERSONNEL	6			66.67	33.33	
	$\Sigma =$	37.50	20.00	295.11	151.39	
	$\frac{\Sigma}{5} =$	7.50	4.00	59.02	30.28	

Looking at the total averages of the five items comprising objective B, the responses indicate that 7.50% students found the objective to be 'of no benefit,' 4.00% 'lacking benefit,' 59.02% 'beneficial,' and 30.28% 'extremely beneficial.'

- C. To acquaint students with other resources in the community and how to utilize them in their performance as a school social worker.

OBJECTIVE C						
ITEM	N	ONB	LB	B	EB	N
I. FORMAL PRESENTATIONS	4			75.00	25.00	

When asked to respond to the question "were you acquainted with community resources and how they are used through formal presentations by other personnel within the agency?", four students answered affirmatively that they were provided this type of instruction, and five students felt they had not. Of these four students 75.00% felt these presentations to be 'beneficial,' and 25.00% felt they were 'extremely beneficial.'

OBJECTIVE C						
ITEM	N	ONB	LB	B	EB	N
II. FORMAL FIELD VISITS	7		14.29	72.45	14.29	

Seven students felt they were acquainted with community resources through formal field visits. Of these seven students 14.29% felt the field visits to be 'lacking benefit,' 72.45% felt these visits to be 'beneficial,' and 14.29% found them 'extremely beneficial.'

OBJECTIVE C						
ITEM	N	ONB	LB	B	EB	N
III. REFERRAL RESOURCES	9			88.89	11.11	

This item was endorsed affirmatively by all nine students indicating they had experiences with clients requiring use of referral agency resources. Of these nine students 88.89% found these experiences to be 'beneficial,' with 11.11% finding them 'extremely beneficial.'

OBJECTIVE C						
ITEM	N	ONB	LB	B	EB	N
IV. STUDENT INTERACTION	6			50.01	50.01	

"Interaction with other unit students and social workers regarding community resources" was felt to have been provided to six of the nine students. Of these six both the categories of 'beneficial' and 'extremely beneficial' reflected 50.01% each of the student response.

OBJECTIVE C						
ITEM	N	ONB	LB	B	EB	N
V. FIELD INSTRUCTOR CONTACT	8		12.50	87.50		

When asked to respond to the question "were you acquainted with community resources through contact with the field instructor?", eight of the nine students responded affirmatively. Of these eight students 12.50% felt the experience to be 'lacking benefit,' while 87.50% found it to be 'beneficial.'



OBJECTIVE C SUMMARY						
ITEM	N	ONB	LB	B	EB	N
I. FORMAL PRESENTATIONS	4			75.00	25.00	
II. FORMAL FIELD VISITS	7		14.29	72.45	14.29	
III. REFERRAL RESOURCES	9			88.89	11.11	
IV. STUDENT INTERACTION	6			50.01	50.01	
V. FIELD INSTRUCTOR CONTACT	8		12.50	87.50		
	$\Sigma =$		26.79	373.85	100.41	
	$\frac{\Sigma}{5} =$		5.36	74.77	20.08	

Looking at the total averages of the five items comprising objective C, the responses indicated that 5.36% of the students found the objective to be 'lacking benefit,' 74.77% 'beneficial,' and 20.08% 'extremely beneficial.'

- D. To help students gain a better awareness of their self and how this understanding affects their performance as a social worker.

OBJECTIVE D						
ITEM	N	ONB	LB	B	EB	N
I. CONFERENCES	8			37.50	50.00	12.50

When asked "did you gain self awareness through conferences with field instructor?", eight of the nine students responded affirmatively. Of these eight students 37.50% felt these conferences to be 'beneficial,' while 50.00% felt they were 'extremely beneficial.' The 'neutral' category elicited 12.50% of the responses.

OBJECTIVE D						
ITEM	N	ONB	LB	B	EB	N
II. CLIENT CONTACT	9			55.56	44.44	

Nine students felt they gained self awareness through "experiences with clients and other social work experiences in the agency." Of these students 55.56% felt the experiences to be 'beneficial,' with 44.44% responding in the 'extremely beneficial' category.

OBJECTIVE D						
ITEM	N	ONB	LB	B	EB	N
III. READINGS	4			50.00	50.00	

Four of the nine students felt they gained self awareness through "readings provided in the field." Both the categories 'beneficial' and 'extremely beneficial' each received 50.00% of the student responses.

OBJECTIVE D						
ITEM	N	ONB	LB	B	EB	N
IV. PEER INTERACTION	6			33.33	66.67	

The item "did you gain self awareness through interaction with peers?" was endorsed affirmatively by six of the nine students. The category 'beneficial' reflected 33.33% of the student response, with 'extremely beneficial' reflecting the remaining 66.67%.

OBJECTIVE D						
ITEM	N	ONB	LB	B	EB	N
V. FORMAL PRESENTATIONS	6			83.35	16.67	

Six of the nine students felt they gained self awareness through "formal presentations by field instructor and other instruction or speakers." Of these six students 83.35% felt the experience to be 'beneficial' while 16.67% felt it to be 'extremely beneficial.'

OBJECTIVE D SUMMARY						
ITEM	N	ONB	LB	B	EB	N
I. CONFERENCES	8			37.50	50.00	12.50
II. CLIENT CONTACT	9			55.56	44.44	
III. READINGS	4			50.00	50.00	
IV. PEER INTERACTION	6			33.33	66.67	
V. FORMAL PRESENTATIONS	6			83.35	16.67	
	$\Sigma =$			259.74	227.78	12.50
	$\Sigma/5 =$			51.95	45.56	2.50

Looking at the total averages of the five items comprising objective D, the responses indicated that 51.95% of the students felt the objective to be 'beneficial,' 45.56% 'extremely beneficial,' with 2.50% in the 'neutral' category.

E. To provide training experiences for students in working with minority groups.

OBJECTIVE E						
ITEM	N	ONB	LB	B	EB	N
I. MINORITY CLIENTS	8			50.00	50.00	

When asked to respond to the question "were you provided training experiences working with minority groups through contact with minority clients," eight of the nine students responded affirmatively. For these eight students the categories 'beneficial' and 'extremely beneficial' each reflected 50.00% of the response.

OBJECTIVE E						
ITEM	N	ONB	LB	B	EB	N
II. MINORITY PERSONNEL	7			42.87	57.16	

Seven of the nine students felt they were provided training experiences through "contact with minority teachers or other minority

school personnel." Of these seven students 42.87% felt the experiences to be 'beneficial,' with 57.16% responding in the 'extremely beneficial' category.

OBJECTIVE E						
ITEM	N	ONB	LB	B	EB	N
III. MINORITY GRADU- ATE STUDENTS	7			14.29	85.74	

This item was endorsed affirmatively by seven of the nine students indicating they were provided training experiences working with minority groups through "interaction or relationships with fellow unit minority students." Of these seven students 14.29% found these experiences to be 'beneficial,' with 85.74% finding them 'extremely beneficial.'

OBJECTIVE E						
ITEM	N	ONB	LB	B	EB	N
IV. READINGS	7	14.29		72.29	14.29	

"Readings concerning minority groups or problems" were felt to have been provided to seven of the nine students. The categories reflected 14.29% 'of no benefit,' 72.45% 'beneficial,' and 14.29% 'extremely beneficial.'

OBJECTIVE E						
ITEM	N	ONB	LB	B	EB	N
V. INSTRUCTION	6		16.67	33.33	50.00	

Six of the nine students felt they were provided "instruction in minority issues by field instructor or other personnel . . ."

The categories reflected 16.67% 'lacking benefit,' 33.33% 'beneficial,' and 50.00% 'extremely beneficial.'

OBJECTIVE E  
SUMMARY

ITEM	N	ONB	LB	B	EB	N
I. MINORITY CLIENTS	8			50.00	50.00	
II. MINORITY PERSONNEL	7			42.87	57.16	
III. MINORITY GRADUATE STUDENTS	7			14.29	85.74	
IV. READINGS	7	14.29		72.45	14.29	
V. INSTRUCTION	6		16.67	33.33	50.00	
	$\Sigma =$	14.29	16.67	212.94	257.19	
	$\frac{\Sigma}{5} =$	2.86	3.33	52.60	51.44	

Looking at the total averages of the five items comprising this objective the responses indicated that 2.86% of the students found the objective to be 'of no benefit,' 3.33% 'lacking benefit,' 42.60% 'beneficial,' and 51.44% 'extremely beneficial.'



- F. To expose students to the vital areas of John Adams High School in an effort to determine the effectiveness of that area for the performance of a school social worker.

OBJECTIVE F						
ITEM	N	ONB	LB	B	EB	N
I. GENERAL EDUCATION TEAMS	8	25.00	37.50		37.50	

When asked to respond to the question "did you work with general education teams?", eight out of nine students answered affirmatively. Of these eight students 25.00% felt this experience to be 'beneficial,' 37.50% 'lacking benefit,' and 37.50% 'extremely beneficial.' Five of these eight students indicated they would recommend this area for continued use in training graduate students in school social work.

OBJECTIVE F						
ITEM	N	ONB	LB	B	EB	N
II. SCHOOL ADMINISTRATORS	4			25.00	50.00	25.00

Four of the nine students indicated that they worked with school administrators. The 'beneficial' category reflected 25.00% of the responses, 'extremely beneficial' reflected 50.00%, and the 'neutral' category reflected the remaining 25.00%. Of these four students three would recommend this area for continued use in training graduate students in school social work.

OBJECTIVE F						
ITEM	N	ONB	LB	B	EB	N
III. SCHOOL COUNSELORS	8			87.50	12.50	

This item was endorsed affirmatively by eight of the nine students indicating that they had worked with school counselors. Of these eight students 87.50% found this experience to be 'beneficial,' with 12.50% finding it 'extremely beneficial.' All of these students would recommend this area for continued use in training graduate students in school social work.

OBJECTIVE F						
ITEM	N	ONB	LB	B	EB	N
IV. SCHOOL SOCIAL WORKER	8		12.50	50.00	37.50	

"Did you work with school social worker?" was answered affirmatively by eight of the nine students. The categories reflected 12.50% 'lacking benefit,' 50.00% 'beneficial,' and 37.50% 'extremely beneficial.' Seven of these eight students would recommend this area for continued use in training graduate students in school social work.

OBJECTIVE F						
ITEM	N	ONB	LB	B	EB	N
V. RESEARCH DEPARTMENT	2				50.00	50.00

Two of the nine students indicated that they had worked with the research department. Both the categories 'extremely beneficial' and 'neutral' reflected 50.00% each of the responses. Of these two students one would recommend this area for continued use in training graduate students in school social work.

OBJECTIVE F  
SUMMARY

ITEM	N	ONB	LB	B	EB	N
I. GENERAL EDUCATION TEAMS	8	25.00	37.50		37.50	
II. SCHOOL ADMINISTRATORS	4			25.00	50.00	25.00
III. SCHOOL COUNSELORS	8			87.50	12.50	
IV. SCHOOL SOCIAL WORKER	8		12.50	50.00	37.50	
V. RESEARCH DEPARTMENT	2				50.00	50.00
	$\Sigma =$	25.00	50.00	162.50	187.50	75.00
	$\Sigma / 5$	5.00	10.00	32.50	37.50	15.00

Looking at the total averages of the five items comprising objective F, the responses indicated that 5.00% of the students found the objective to be 'of no benefit,' 10.00% 'lacking benefit, 32.50% 'beneficial,' 37.50% 'extremely beneficial,' and 15.00% 'neutral.'

OBJECTIVES A through F TOTAL SUMMARY						
OBJECTIVES	TNC	ONB	LB	B	EB	N
A.	16		8.75	44.19	43.07	3.99
B.	5	7.50	4.00	59.02	30.28	
C.	5		5.36	74.77	20.08	
D.	5			51.95	45.56	2.50
E.	5	2.86	3.33	42.60	51.44	
F.	5	5.00	10.00	32.50	37.50	15.00
	$\Sigma =$	15.36	31.44	305.03	227.93	21.49
	$\Sigma/6 =$	2.56	5.24	50.84	37.99	3.58

Looking at the entire instrument comprised of objectives A-F the total average responses of the students are 2.56% 'of no benefit,' 5.24% 'lacking benefit,' 50.84% 'beneficial,' 37.99% 'extremely beneficial' and 3.58% 'neutral.'

## CHAPTER VIII

### SUMMARY AND CONCLUSIONS

This study was undertaken in an attempt to answer three basic questions: 1) Can a graduate school social work field instruction unit in public school social work on the elementary and secondary levels be evaluated? 2) If it can be evaluated, can an ongoing instrument be developed allowing for program and individual and student evaluation? 3) Can the study provide data for the program director's evaluation of the effectiveness of his training? The population sample of this study was too small for statistical inference, but in reference to the above goal number one we feel that we did subjectively evaluate the program, therefore concluding that the program can indeed be evaluated. In response to goal number two we feel the instrument can be used as an ongoing evaluation tool, as will be discussed in the next section. We conclude that the instrument does not provide statistical evidence of success or failure of the program goals and objectives but rather provides limited data allowing for subjective interpretation by the field instructor as prescribed in goal number three.

In closing we feel the following recommendations will be of some assistance to those individuals working to make use of this study or those wishing to continue the program evaluation in the future.

We feel that this research is a pioneer study as evidenced by the total lack of resources available through the research of the

literature. Both a manual and computer search was performed through the Retrieval-Dissemination Center of the Oregon Board of Education (ERIC). (See appendix number 2)

With the baseline data provided by this study there are several issues to be considered if one desires to interpret or continue the study.

1. The validity and results of the instrument can be tested by using the same questionnaire over a three-year period of time, thereby providing information regarding frequency and percentage of change within the operation of the Adams training program. Analysis of these changes and their direction document favorable or unfavorable trends within the program.
2. New students can refine the instrument to obtain more specific information derived from our study.
3. Even though certain portions of our instrument will remain valid, as the program changes various aspects of the instrument could or might have to be changed. Those portions of our study that remain intact in future instruments will provide comparative information that could show trend or percentage changes in the program.
4. We found the question dealing with 'the number of experiences for any particular educative item' not of particular use or importance for this evaluation so it was therefore eliminated.
5. This instrument is an attitude scale given at a specific time for a specific purpose. Interpretation of success or

failure of the program cannot be statistically founded;  
however, interpretation of success or failure can rest with  
the program director.

6. Finally, we feel this research can be of assistance in future  
summary progress reports issued to the funding agency.  
We also recommend this evaluation and any following be  
included in the grant funding proposals.



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APPENDIX NUMBER 1

PRETEST CHECKLIST QUESTIONNAIRE

JOHN ADAMS SOCIAL WORK UNIT

Evaluation

I. Robert Roy, Unit Field Supervisor, has listed the following goal and objectives as the basis of the social work field experience at John Adams High School. Do you agree that these are pertinent (not necessarily practiced) to your field education?

A. Do you agree that the following objectives are important to your social work field education? (Check YES or NO).

Goal: To provide graduate social work students a training experience in social work that meets the needs and interests of the individual student. This will be accomplished through "school social work" in elementary (1-8) and secondary educational settings.

RANK	YES	NO	<u>Objectives:</u>
_____	_____	_____	a. To provide training experiences in direct service, consultation, program development, supervision, teaching, and research.
_____	_____	_____	b. To provide instruction to graduate students through various methods; which include individual and group conferences, presentation of theoretical material, tape recordings of student experiences, process recordings, modeling and joint participation experiences.
_____	_____	_____	c. To acquaint students with educational systems and how they relate to the functioning of a school social worker.
_____	_____	_____	d. To acquaint students with other resources in the community and how to utilize them in their performance as a school social worker.
_____	_____	_____	e. To help students gain a better awareness of their self and how this understanding affects their performance as a social worker.
_____	_____	_____	f. To provide training experiences for students in working with minority groups.
_____	_____	_____	g. To provide an awareness of John Adams High School functioning as compared to other more traditional high schools.

- \_\_\_ \_\_\_ \_\_\_ h. To provide the opportunity to explore the different modes of functioning of school social workers at Adams High School as compared to other more traditional high schools.
- \_\_\_ \_\_\_ \_\_\_ i. To coordinate the material presented in the classroom with training experiences in the field unit.
- \_\_\_ \_\_\_ \_\_\_ j. To expose students to the vital areas of John Adams High School in an effort to determine the effectiveness of that area for the performance of a school social worker.

II. Are there any other objectives not listed above that you feel are relevant to your field instruction at John Adams High School?

RANK

\_\_\_ k.

\_\_\_ l.

\_\_\_ m.

\_\_\_ n.

III. Please rank in order of importance (numerically) those listed objectives you agreed with plus any additions.

APPENDIX NUMBER 2

EDUCATION RETRIEVAL-DISSEMINATION CENTER RESULTS

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CENTER**

**Oregon Board of Education  
942 Lancaster Drive, NE  
Salem, Oregon 97310**

**RESOURCE INFORMATION  
FOR QUALITY EDUCATION**

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RETRIEVAL-DISSEMINATION REPORT

Name George Hall (send c/o Don Barr, 72-1449  
School of Social Work (PSU) Dissemination Project No.

Title \_\_\_\_\_ Phone No: 297-2095 School: John Adams

5700 N.E. 39th Ave. / Portland / Multnomah / 97211  
Street Address City County Zip

1. Date of Request application 4 X 72
2. Date submitted to Retrieval Staff 4X72 . How? Phone X letter
3. Did the request come directly from the requester? Yes X No
4. Description of information requested: Identify evaluation studies  
of field training programs for school social workers  
St.
5. Submitted to Referral Source: ERIC Otis OBE Other Source Library
6. Date of submission to Referral Source 10-5-72
7. Date information returned to Retrieval Staff 17 X 72
8. Date information passed on to area resource specialist 24 X 72
9. Other actions taken: (Consultants, State Library, etc.) Manual  
search of RIE, Ed Index, Letter to Council on Social Work Education,  
Called Claude Morgan, OBE counseling specialist

ACCESSION NUMBER: ED042449

PUBLICATION DATE: 70

TITLE: IN-SERVICE TRAINING FOR STUDENT PERSONNEL WORKERS--A PRACTICUM APPROACH AT CLEARWATER CAMPUS.

PERSONAL AUTHOR: JONES, MILTON G.

DESCRIPTOR: \*COUNSELING SERVICES; COUNSELORS; \*COUNSELOR TRAINING; \*INSERVICE PROGRAMS; \*JUNIOR COLLEGES; PRACTICUMS; PROFESSIONAL TRAINING; STUDENT PERSONNEL SERVICES; STUDENT PERSONNEL WORKERS

IDENTIFIER: \*FLORIDA

EDRS PRICE: EDRS PRICE MF-\$0.25 HC NOT AVAILABLE FROM EDRS.

DESCRIPTIVE NOTE: 5P.; SPEECH DELIVERED AT THE AMERICAN COLLEGE PERSONNEL ASSOCIATION 1970 CONFERENCE, ST. LOUIS, MISSOURI, MARCH 16, 1970

THE STUDENT PERSONNEL STAFF AT ST. PETERSBURG JUNIOR COLLEGE, CLEARWATER CAMPUS, PARTICIPATED IN SEVERAL IN-SERVICE TRAINING SEMINARS TO UP-DATE AND IMPROVE PROCEDURES AND TECHNIQUES FOR DEALING WITH INDIVIDUAL STUDENTS. A CONSULTANT FROM THE UNIVERSITY OF FLORIDA, AND THE ST. PETERSBURG JUNIOR COLLEGE DEAN OF STUDENT PERSONNEL CONDUCTED THE SEMINARS. RECENT ADVANCES IN COUNSELING THEORY AND RESEARCH WERE DISCUSSED AND CRITIQUES OF TAPED COUNSELING SESSIONS WERE CONDUCTED. MOST PARTICIPANTS FELT THE PROGRAM HAD POSITIVE RESULTS, ESPECIALLY IN THE AREAS OF SELF-EVALUATION AND TECHNIQUE IMPROVEMENT. \_BECAUSE OF MARGINAL REPRODUCIBILITY OF ORIGINAL, THIS DOCUMENT IS NOT AVAILABLE IN HARD COPY.' (JO)

**APPENDIX NUMBER 3**

**QUESTIONNAIRE**

## INTRODUCTION

The following questionnaire is an attempt to answer two basic questions:

1. Can a graduate school social work field instruction unit in public school social work on the elementary and secondary levels be evaluated?
2. If it can be evaluated, can an ongoing instrument be developed allowing for program and individual student evaluation?

Your name need not be signed to the questionnaire; your individual responses will be anonymous. Our only concern is with patterns projected by the combined responses of all participants.

The questionnaire is designed to study the functioning of the entire social work unit, rather than the performance of individuals within the unit.

JOHN ADAMS SOCIAL WORK UNIT

Evaluation

Robert Roy, Unit Field Supervisor, has listed the following goal and objectives as the basis of the social work field experience at John Adams High School

Goal: To provide graduate social work students a training experience in social work that meets the needs and interests of the individual student. This will be accomplished through "School Social Work" in elementary (1-8) and secondary educational settings.

Objectives:

- a. To provide training experiences in direct service, consultation, program development, supervision, teaching, and research.
- b. To provide instruction to graduate students through various methods; which include individual and group conferences; tape recordings of group and individual contact with clients; process recordings; modeling field instructor, agency personnel, and other social work students at John Adams High School.
- c. To acquaint students with other resources in the community and how to utilize them in their performance as a school social worker.
- d. To help students gain a better awareness of their self and how this understanding affects their performance as a social worker.
- e. To provide training experiences for students in working with minority groups.
- f. To expose students to the vital areas of John Adams High School in an effort to determine the effectiveness of that area for the performance of a school social worker.

GENERAL INSTRUCTIONS

1. All questions must be answered according to the specific instructions presented.
2. There are four different sections.
3. There is no time limit for completing the questionnaire so please read and answer each question carefully and thoughtfully.
4. If you have any questions while completing the questionnaire, raise your hand for assistance.
5. Please mark all your responses on the answer sheet provided. If you change an answer, please erase your previous response completely. It is important that only one response is given for each question.
6. The numbers on the questionnaire correspond to the same numbers on the answer sheet.

PART I: Section I

OBJECTIVE A: TO PROVIDE TRAINING EXPERIENCE IN DIRECT SERVICES, CONSULTATION, PROGRAM DEVELOPMENT, SUPERVISION, TEACHING, AND RESEARCH.

In direct services were you provided:

- |   |                  |                    |            |                         |         |
|---|------------------|--------------------|------------|-------------------------|---------|
| 1. Assignments that provided service to children and families?<br>(If your answer was NO go on to #4)                                     | YES              | NO                 |            |                         |         |
| 2. If your response was YES to the above, please mark the category representing the number of experiences you had for the total year..... | 0-3<br>a         | 4-7<br>b           | 8-11<br>c  | 12-or over<br>d         |         |
| 3. If you responded to the above, how beneficial was this experience in furthering your social work education?                            | of no<br>benefit | lacking<br>benefit | beneficial | extremely<br>beneficial | neutral |
|   | 1                | 2                  | 3          | 4                       | 5       |

--

In direct services were you provided:

- |   |                  |                    |            |                         |         |
|---|------------------|--------------------|------------|-------------------------|---------|
| 4. Assignments that provided social work treatment to children and families?<br>(If your response was NO go on to #7)                     | YES              | NO                 |            |                         |         |
| 5. If your response was YES to the above, please mark the category representing the number of experiences you had for the total year..... | 0-3<br>a         | 4-7<br>b           | 8-11<br>c  | 12-or over<br>d         |         |
| 6. If you responded to the above, how beneficial was this experience in furthering your social work education?                            | of no<br>benefit | lacking<br>benefit | beneficial | extremely<br>beneficial | neutral |
|   | 1                | 2                  | 3          | 4                       | 5       |

In direct services were you provided:

7. Assignments that provided work with clients in groups? YES NO  
 (If your response was NO go on to #10)

8. If your response was YES to the above, please mark the category representing the number of experiences you had for the total year.....

	0-3	4-7	8-11	12-or over
	a	b	c	d

9. If you responded to the above, how beneficial was this experience in furthering your social work education?

of no benefit	lacking benefit	beneficial	extremely beneficial	neutral
1	2	3	4	5

-- \_\_\_\_\_ --

In direct services were you provided:

10. Assignments that provide experience in diagnosis and treatment? YES NO  
 (If your response was NO go on to #13)

11. If your response was YES to the above, please mark the category representing the number of experiences you had for the total year.....

	0-3	4-7	8-11	12-or over
	a	b	c	d

12. If you responded to the above, how beneficial was this experience in furthering your social work education?

of no benefit	lacking benefit	beneficial	extremely beneficial	neutral
1	2	3	4	5



In direct services were you provided:

13. Assignments that provided experiences to work with other community resources?  
(If your response was NO go on to #16)

YES NO

14. If your response was YES to the above, please mark the category representing the number of experiences you had for the total year.....

0-3                      4-7                      8-11                      12-or over  
a                              b                              c                              d

15. If you responded to the above, how beneficial was this experience in furthering your social work education?

of no benefit	lacking benefit	beneficial	extremely beneficial	neutral
1	2	3	4	5

SUPPORTING QUESTIONS: (Please mark only YES or NO)

16. Is direct services the primary area of your interest?

YES NO

17. Was direct services a primary area of your need this past year at John Adams?

YES NO

18. Do you feel more competent in direct services as a result of your experience this year at John Adams?

YES NO

In consultation were you provided experience:

19. Working with teachers and other school personnel regarding clients?  
(If your response was NO go on the #22)

YES NO

20. If your response was YES to the above, please mark the category representing the number of experiences you had for the total year.....

0-3                      4-7                      8-11                      12-or over  
a                              b                              c                              d

21. If you responded to the above, how beneficial was this experience in furthering your social work education?

of no benefit	lacking benefit	beneficial	extremely beneficial	neutral
1	2	3	4	5

-- \_\_\_\_\_ --

In consultation were you provided experience:

22. Working with personnel of other agencies regarding clients?  
(If your response was NO go on to #25)

YES NO

23. If your response was YES to the above, please mark the category representing the number of experiences you had for the total year.....

0-3                      4-7                      8-11                      12-or over  
a                              b                              c                              d

24. If you responded to the above, how beneficial was this experience in furthering your social work education?

of no benefit	lacking benefit	beneficial	extremely beneficial	neutral
1	2	3	4	5

In consultation were you provided experiences:

25. In instruction by your field instructor or other personnel provided by your field instructor in consultation? (If your response was NO go on to #28)
26. If your response was YES to the above, please mark the category representing the number of experiences you had for the total year.....
27. If you responded to the above, how beneficial was this experience in furthering your social work education?

YES NO

0-3 4-7 8-11 12-or over  
a b c d

of no lacking beneficial extremely neutral  
benefit benefit beneficial beneficial  
1 2 3 4 5

--

SUPPORTING QUESTIONS: (Please mark only YES or NO)

28. Is consultation the primary area of your interest? YES NO
29. Was consultation a primary area of your need this past year at John Adams? YES NO
30. Do you feel more competent in consultation as a result of your experiences this year at John Adams? YES NO

In program development:

31. Did you develop any program(s) to meet the needs of clients in your field placement?  
(If your response was NO go on to #34)

YES NO

32. If your response was YES to the above, please mark the category representing the number of experiences you had for the total year.....

0-3 4-7 8-11 12-or over  
a b c d

33. If you responded to the above, how beneficial was this experience in furthering your social work education?

of no benefit	lacking benefit	beneficial	extremely beneficial	neutral
<hr/>				
1	2	3	4	5

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In program development:

34. Was any instruction provided by your field instructor or other personnel provided by your field instructor in program development?  
(If your response was NO go on to #37)

YES NO

35. If your response was YES to the above, please mark the category representing the number of experiences you had for the total year.....

0-3 4-7 8-11 12-or over  
a b c d

36. If you responded to the above, how beneficial was this experience in furthering your social work education?

of no benefit	lacking benefit	beneficial	extremely beneficial	neutral
<hr/>				
1	2	3	4	5

SUPPORTING QUESTIONS: (Please mark only YES or NO)

- |  |     |    |
|--|-----|----|
| 37. Is program development the primary area of your interest?  | YES | NO |
| 38. Was program development a primary area of your need this past year at John Adams?                          | YES | NO |
| 39. Do you feel more competent in program development as a result of your experiences this year at John Adams? | YES | NO |

In supervision:

40. Did you have any experiences supervising other agency personnel; and/or, social work students while in your field placement at John Adams?  
(If your response was NO go on to #43)

YES NO

41. If your response was YES to the above, please mark the category representing the number of experiences you had for the total year.....

0-3                      4-7                      8-11                      12-or over  
a                              b                              c                              d

42. If you responded to the above, how beneficial was this experience in furthering your social work education?

of no                      lacking                      beneficial                      extremely                      neutral  
benefit                      benefit    beneficial                      beneficial                      neutral  
1                              2                              3                              4                              5

-- \_\_\_\_\_ --

In supervision:

43. Did you receive any instruction by your field instructor or other personnel provided by your field instructor in supervision?  
(If your response was NO go on to #46)

YES NO

44. If your response was YES to the above, please mark the category representing the number of experiences you had for the total year.....

0-3                      4-7                      8-11                      12-or over  
a                              b                              c                              d

45. If you responded to the above, how beneficial was this experience in furthering your social work education?

of no                      lacking                      beneficial                      extremely                      neutral  
benefit                      benefit    beneficial                      beneficial                      neutral  
1                              2                              3                              4                              5

SUPPORTING QUESTIONS: (Please mark only YES or NO)

- |   |     |    |
|---|-----|----|
| 46. Is supervision the primary area of your interest?   | YES | NO |
| 47. Was supervision a primary area of your need this past year at John Adams?                         | YES | NO |
| 48. Do you feel more competent in supervision as a result of your experience this year at John Adams? | YES | NO |
-

In teaching:

49. Did you have any experiences in teaching while in the field unit? YES NO  
 (If your response was NO go on to #52)

50. If your response was YES to the above, please mark the category representing the number of experiences you had for the total year.....

0-3	4-7	8-11	12-or over
a	b	c	d

51. If you responded to the above, how beneficial was this experience in furthering your social work education?

of no benefit	lacking benefit	beneficial	extremely beneficial	neutral
1	2	3	4	5

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In teaching:

52. Did you receive any instruction by your field instructor or other personnel provided by your field instructor in teaching? YES NO  
 (If your response was NO go on to #53)

53. If your response was YES to the above, please mark the category representing the number of experiences you had for the total year.....

0-3	4-7	8-11	12-or over
a	b	c	d

54. If you responded to the above, how beneficial was this experience in furthering your social work education?

of no benefit	lacking benefit	beneficial	extremely beneficial	neutral
1	2	3	4	5



SUPPORTING QUESTIONS: (Please mark only YES or NO)

- |   |     |    |
|---|-----|----|
| 55. Is teaching the primary area of your interest?  | YES | NO |
| 56. Was teaching a primary area of your need this past year at John Adams?                          | YES | NO |
| 57. Do you feel more competent in teaching as a result of your experiences this year at John Adams? | YES | NO |

Research:

58. Did you have experience in research in the field placement at John Adams?  
(If your answer was NO go on to # 61)

YES NO

59. If your response was YES to the above, please mark the category representing the number of experiences you had for the total year.....

0-3                      4-7                      8-11                      12-or over  
a                              b                              c                              d

60. If you responded to the above, how beneficial was this experience in furthering your social work education?

of no benefit	lacking benefit	beneficial	extremely beneficial	neutral
1	2	3	4	5

-- \_\_\_\_\_ --

Research:

61. Did you receive instruction in research by your field instructor or other personnel provided by your field instructor in research?  
(If your answer was NO go on to #64)

YES NO

62. If your response was YES to the above, please mark the category representing the number of experiences you had for the total year.....

0-3                      4-7                      8-11                      12-or over  
a                              b                              c                              d

63. If you responded to the above, how beneficial was this experience in furthering your social work education?

of no benefit	lacking benefit	beneficial	extremely beneficial	neutral
1	2	3	4	5

SUPPORTING QUESTIONS: (Please mark only YES or NO)

- |   |     |    |
|---|-----|----|
| 64. Is research the primary area of your interest?  | YES | NO |
| 65. Was research a primary area of your need this past year at John Adams?                          | YES | NO |
| 66. Do you feel more competent in research as a result of your experiences this year at John Adams? | YES | NO |

THE END OF SECTION ONE

PART I: Section II

OBJECTIVE B: TO PROVIDE INSTRUCTION TO GRADUATE STUDENTS THROUGH VARIOUS METHODS; WHICH INCLUDE INDIVIDUAL AND GROUP CONFERENCES, TAPE RECORDINGS OF GROUP AND INDIVIDUAL CONTACTS WITH CLIENTS, PROCESS RECORDINGS, AND MODELING OF FIELD INSTRUCTOR, AGENCY PERSONNEL AND OTHER GRADUATE SOCIAL WORK STUDENTS AT JOHN ADAMS HIGH SCHOOL.

Individual conferences:

67. Were you provided this type of instruction? YES NO  
 (If your answer was NO go on to #70)
68. If your response was YES to the above, please mark the category representing the number of experiences you had for the total year.....  
 0-3 4-7 8-11 12-or over  
 a b c d
69. If you responded to the above, how beneficial was this experience in furthering your social work education?  
 of no lacking beneficial extremely neutral  
 benefit benefit beneficial beneficial beneficial  
 1 2 3 4 5

--

Group conferences:

70. Were you provided this type of instruction? YES NO  
 (If your answer was NO go on to #73)
71. If your response was YES to the above, please mark the category representing the number of experiences you had for the total year.....  
 0-3 4-7 8-11 12-or over  
 a b c d
72. If you responded to the above, how beneficial was this experience in furthering your social work education?  
 of no lacking beneficial extremely neutral  
 benefit benefit beneficial beneficial beneficial  
 1 2 3 4 5

Tape recordings of group and individual contacts with clients:

73. Were you provided this type of instruction?  
(If your answer was NO go on to #76) YES NO
74. If your response was YES to the above, please mark the category representing the number of experiences you had for the total year.....
- |     |     |      |            |  |
|-----|-----|------|------------|--|
| 0-3 | 4-7 | 8-11 | 12-or over |  |
| a   | b   | c    | d          |  |
75. If you responded to the above, how beneficial was this experience in furthering your social work education?
- |               |                 |            |                      |         |
|---------------|-----------------|------------|----------------------|---------|
| of no benefit | lacking benefit | beneficial | extremely beneficial | neutral |
| 1             | 2               | 3          | 4                    | 5       |

--

Process recordings:

76. Were you provided this type of instruction?  
(If your answer was NO go on to #79) YES NO
77. If your response was YES to the above, please mark the category representing the number of experiences you had for the total year.....
- |     |     |      |            |  |
|-----|-----|------|------------|--|
| 0-3 | 4-7 | 8-11 | 12-or over |  |
| a   | b   | c    | d          |  |
78. If you responded to the above, how beneficial was this experience in furthering your social work education?
- |               |                 |            |                      |         |
|---------------|-----------------|------------|----------------------|---------|
| of no benefit | lacking benefit | beneficial | extremely beneficial | neutral |
| 1             | 2               | 3          | 4                    | 5       |

Modeling of field instructor, agency personnel, and other graduate social work students at John Adams High School:

79. Were you provided this type of instruction?  
(If your response was NO, STOP)

YES

NO

80. If your response was YES to the above, please mark the category representing the number of experiences you had for the total year.....

0-3  
a

4-7  
b

8-11  
c

12-or over  
d

81. If you responded to the above, how beneficial was this experience in furthering your social work education?

of no  
benefit

lacking  
benefit

beneficial

extremely  
beneficial

neutral

1

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4

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THE END OF SECTION TWO

THE END OF PART I

THANK YOU.

## INTRODUCTION

The following questionnaire is an attempt to answer two basic questions:

1. Can a graduate school social work field instruction unit in public school social work on the elementary and secondary levels be evaluated?
2. If it can be evaluated, can an ongoing instrument be developed allowing for program and individual student evaluation?

Your name need not be signed to the questionnaire; your individual responses will be anonymous. Our only concern is with patterns projected by the combined responses of all participants.

The questionnaire is designed to study the functioning of the entire social work unit, rather than the performance of individuals within the unit.

JOHN ADAMS SOCIAL WORK UNIT

Evaluation

Robert Roy, Unit Field Supervisor, has listed the following goal and objectives as the basis of the social work field experience at John Adams High School

Goal: To provide graduate social work students a training experience in social work that meets the needs and interests of the individual student. This will be accomplished through "School Social Work" in elementary (1-8) and secondary educational settings.

Objectives:

- a. To provide training experiences in direct service, consultation, program development, supervision, teaching, and research.
- b. To provide instruction to graduate students through various methods; which include individual and group conferences; tape recordings of group and individual contact with clients; process recordings; modeling field instructor, agency personnel, and other social work students at John Adams High School.
- c. To acquaint students with other resources in the community and how to utilize them in their performance as a school social worker.
- d. To help students gain a better awareness of their self and how this understanding affects their performance as a social worker.
- e. To provide training experiences for students in working with minority groups.
- f. To expose students to the vital areas of John Adams High School in an effort to determine the effectiveness of that area for the performance of a school social worker.



GENERAL INSTRUCTIONS

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PART II: Section III

OBJECTIVE C: TO ACQUAINT STUDENTS WITH OTHER RESOURCES IN THE COMMUNITY AND HOW TO UTILIZE THEM IN THEIR PERFORMANCE AS A SCHOOL SOCIAL WORKER.

Were you acquainted with community resources and how they are used through:

1. Formal presentations by other personnel within the agency? YES NO  
 (If your answer was NO go on to #4)
2. If your response was YES to the above, please mark the category representing the number of experiences you have had for the total year.....
- |  |     |     |      |            |
|--|-----|-----|------|------------|
|  | 0-3 | 4-7 | 8-11 | 12-or over |
|  | a   | b   | c    | d          |
3. If you responded to the above, how beneficial was this experience in furthering your social work education?
- |               |                 |            |                      |         |
|---------------|-----------------|------------|----------------------|---------|
| of no benefit | lacking benefit | beneficial | extremely beneficial | neutral |
| 1             | 2               | 3          | 4                    | 5       |

-- \_\_\_\_\_ --

Were you acquainted with community resources and how they are used through:

4. Formal field visits to other agencies? YES NO  
 (If your answer was NO go on to #7)
5. If your response was YES to the above, please mark the category representing the number of experiences you have had for the total year.....
- |  |     |     |      |            |
|--|-----|-----|------|------------|
|  | 0-3 | 4-7 | 8-11 | 12-or over |
|  | a   | b   | c    | d          |
6. If you responded to the above, how beneficial was this experience in furthering your social work education?
- |               |                 |            |                      |         |
|---------------|-----------------|------------|----------------------|---------|
| of no benefit | lacking benefit | beneficial | extremely beneficial | neutral |
| 1             | 2               | 3          | 4                    | 5       |

Were you acquainted with community resources and how they are used through:

7. Experiences with clients requiring use of referral agency resources? YES NO  
 ( If your answer was NO go on to #10)

8. If your response was YES to the above, please mark the category representing the number of experiences you have had for the total year..... 0-3 4-7 8-11 12-or over  
 a b c d

9. If you responded to the above, how beneficial was this experience in furthering your social work education? of no benefit lacking benefit beneficial extremely beneficial neutral  
 1 2 3 4 5

--

Were you acquainted with community resources and how they are used through:

10. Interaction with other unit students and social workers regarding community resources? YES NO  
 (If your answer was NO go on to #13)

11. If your response was YES to the above, please mark the category representing the number of experiences you have had for the total year..... 0-3 4-7 8-11 12-or over  
 a b c d

12. If you responded to the above, how beneficial was this experience in furthering your social work education? of no benefit lacking benefit beneficial extremely beneficial neutral  
 1 2 3 4 5

Were you acquainted with community resources and how they are used through:

13. Contact with the field instructor regarding community resources?  
 (If your answer was NO go on to #16)

YES

NO

14. If your response was YES to the above, please mark the category representing the number of experiences you have had for the total year.....

0-3  
a

4-7  
b

8-11  
c

12-or over  
d

15. If you responded to the above, how beneficial was this experience in furthering your social work education?

of no  
benefit

lacking  
benefit

beneficial

extremely  
beneficial

neutral

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4

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OBJECTIVE D: TO HELP STUDENTS GAIN A BETTER AWARENESS OF THEIR SELF (PERSONAL GROWTH).

Did you gain self awareness through:

16. Conferences with field instructor? YES NO  
 (If your answer was NO go on to #19)
17. If your response was YES to the above, please mark the category representing the number of experiences you have had for the total year.....
- |  |     |     |      |            |
|--|-----|-----|------|------------|
|  | 0-3 | 4-7 | 8-11 | 12-or over |
|  | a   | b   | c    | d          |
18. If you responded to the above, how beneficial was this experience in furthering your social work education?
- |               |                 |            |                      |         |
|---------------|-----------------|------------|----------------------|---------|
| of no benefit | lacking benefit | beneficial | extremely beneficial | neutral |
| 1             | 2               | 3          | 4                    | 5       |

-- \_\_\_\_\_ --

Did you gain self awareness through:

19. Experiences with clients and other social work experiences in the agency? YES NO  
 (If your answer was NO go on to #22)
20. If your response was YES to the above, please mark the category representing the number of experiences you have had for the total year.....
- |  |     |     |      |            |
|--|-----|-----|------|------------|
|  | 0-3 | 4-7 | 8-11 | 12-or over |
|  | a   | b   | c    | d          |
21. If you responded to the above, how beneficial was this experience in furthering your social work education?
- |               |                 |            |                      |         |
|---------------|-----------------|------------|----------------------|---------|
| of no benefit | lacking benefit | beneficial | extremely beneficial | neutral |
| 1             | 2               | 3          | 4                    | 5       |

Did you gain self awareness through:

22. Readings provided in the field? YES NO  
 (If your answer was NO go on to #25)
23. If your response was YES to the above, please mark the category representing the number of experiences you have had for the total year.....
- |  |     |     |      |            |
|--|-----|-----|------|------------|
|  | 0-3 | 4-7 | 8-11 | 12-or over |
|  | a   | b   | c    | d          |
24. If you responded to the above, how beneficial was this experience in furthering your social work education?
- |  |               |                 |            |                      |         |
|--|---------------|-----------------|------------|----------------------|---------|
|  | of no benefit | lacking benefit | beneficial | extremely beneficial | neutral |
|  | 1             | 2               | 3          | 4                    | 5       |

-- \_\_\_\_\_ --

Did you gain self awareness through:

25. Interaction with peers? YES NO  
 (If your answer was NO go on to #28)
26. If your response was YES to the above, please mark the category representing the number of experiences you have had for the total year.....
- |  |     |     |      |            |
|--|-----|-----|------|------------|
|  | 0-3 | 4-7 | 8-11 | 12-or over |
|  | a   | b   | c    | d          |
27. If you responded to the above, how beneficial was this experience in furthering your social work education?
- |  |               |                 |            |                      |         |
|--|---------------|-----------------|------------|----------------------|---------|
|  | or no benefit | lacking benefit | beneficial | extremely beneficial | neutral |
|  | 1             | 2               | 3          | 4                    | 5       |

Did you gain self awareness through:

28. Formal presentations by field instructor and other instruction or speakers?  
(If your answer was NO go on to #31)

YES

NO

29. If your response was YES to the above, please mark the category representing the number of experiences you have had for the total year.....

0-3  
a

4-7  
b

8-11  
c

12-or over  
d

30. If you responded to the above, how beneficial was this experience in furthering your social work education?

of no  
benefit

lacking  
benefit

beneficial

extremely  
beneficial

neutral

1

2

3

4

5

OBJECTIVE E: TO PROVIDE TRAINING EXPERIENCES FOR STUDENTS IN WORKING WITH MINORITY GROUPS.

Were you provided training experiences working with minority groups through:

31. Contact with minority group clients? YES NO  
 (If your answer was NO go on to #34)

32. If your response was YES to the above, please mark the category representing the number of experiences you have had for the total year.....

0-3	4-7	8-11	12-or over
a	b	c	d

33. If you responded to the above, how beneficial was this experience in furthering your social work education?

of no benefit	lacking benefit	beneficial	extremely beneficial	neutral
1	2	3	4	5

--

Were you provided training experiences working with minority groups through:

34. Contact with minority teachers or other minority school personnel? YES NO  
 (If your answer was NO go on to #37)

35. If your response was YES to the above, please mark the category representing the number of experiences you have had for the total year.....

0-3	4-7	8-11	12-or over
a	b	c	d

36. If you responded to the above, how beneficial was this experience in furthering your social work education?

of no benefit	lacking benefit	beneficial	extremely beneficial	neutral
1	2	3	4	5



Were you provided training experiences working with minority groups through:

37. Interaction or relationships with fellow unit minority students?

(If your answer was NO go on to #40)

YES

NO

38. If your response was YES to the above, please mark the category representing the number of experiences you have had for the total year.....

0-3  
a

4-7  
b

8-11  
c

12-or over  
d

39. If you responded to the above, how beneficial was this experience in furthering your social work education?

of no  
benefit

lacking  
benefit

beneficial

extremely  
beneficial

neutral

1

2

3

4

5

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Were you provided training experiences working with minority groups through:

40. Readings concerning minority groups or problems?

(If your answer was NO go on to #43)

YES

NO

41. If your response was YES to the above, please mark the category representing the number of experiences you have had for the total year.....

0-3  
a

4-7  
b

8-11  
c

12-or over  
d

42. If you responded to the above, how beneficial was this experience in furthering your social work education?

of no  
benefit

lacking  
benefit

beneficial

extremely  
beneficial

neutral

1

2

3

4

5

Were you provided training experiences working with minority groups through:

43. Instruction in minority issues by field instructor or other personnel provided by your field instructor in this area?  
(If your answer was NO go on to #46)

YES

NO

44. If your response was YES to the above, please mark the category representing the number of experiences you have had for the total year.....

0-3  
a

4-7  
b

8-11  
c

12-or over  
d

45. If you responded to the above, how beneficial was this experience in furthering your social work education?

of no  
benefit

lacking  
benefit

beneficial

extremely  
beneficial

neutral

1

2

3

4

5

END OF SECTION THREE

PART II: Section IV

OBJECTIVE F: FOLLOWING ARE SEVERAL VITAL AREAS OF JOHN ADAMS HIGH SCHOOL. IF YOU HAVE WORKED WITH ANY OF THESE AREAS PLEASE EVALUATE THAT AREA ACCORDING TO YOUR ESTIMATION OF ITS WORTH FOR THE GRADUATE STUDENT SEEKING INVOLVEMENT IN SCHOOL SOCIAL WORK.

Did you work with:

46. General Education (GenEd) teams?

YES

NO

47. If you responded YES to the above, how beneficial do you think this area was for your school social work training?

of no  
benefit

lacking  
benefit

beneficial

extremely  
beneficial

neutral

1

2

3

4

5

48. Would you recommend this area for continued use in training graduate students in school social work?

YES

NO

--

Did you work with:

49. School administrators?  
(If your answer was NO go on to #52)

YES

NO

50. If you responded YES to the above, how beneficial do you think this area was for your school social work training?

of no  
benefit

lacking  
benefit

beneficial

extremely  
beneficial

neutral

1

2

3

4

5

51. Would you recommend this area for continued use in training graduate students in school social work?

YES

NO

Did you work with:

52. School counselors? YES NO  
(If your answer was NO go on to #55)

53. If you responded YES to the above, how beneficial do you think this area was for your school social work education? of no benefit 1 lacking benefit 2 beneficial 3 extremely beneficial 4 neutral 5

54. Would you recommend this area for continued use in training graduate students in school social work? YES NO

-- \_\_\_\_\_ --

Did you work with:

55. School social worker? YES NO  
(If your answer was NO go on to #58)

56. If you responded YES to the above, how beneficial do you think this area was for your school social work education? of no benefit 1 lacking benefit 2 beneficial 3 extremely beneficial 4 neutral 5

57. Would you recommend this area for continued use in training graduate students in school social work? YES NO

Did you work with:

58. Research department? YES NO  
(If your answer was NO go on to final question)
59. If you responded YES to the above, how of no lacking beneficial extremely neutral  
beneficial do you think this area was for benefit benefit beneficial beneficial  
your school social work education? 1 2 3 4 5
60. Would you recommend this area for continued use in training graduate students in school social work? YES NO

-- \_\_\_\_\_ --

QUESTION: DO YOU HAVE ANY QUESTIONS OR COMMENTS REGARDING EITHER THE DESIGN OR CONTENT OF THE QUESTIONNAIRE? IF SO, PLEASE RESPOND ON THE BACK OF YOUR ANSWER SHEET.

END OF QUESTIONNAIRE.