

## INFORMATION TO USERS

This was produced from a copy of a document sent to us for microfilming. While the most advanced technological means to photograph and reproduce this document have been used, the quality is heavily dependent upon the quality of the material submitted.

The following explanation of techniques is provided to help you understand markings or notations which may appear on this reproduction.

1. The sign or "target" for pages apparently lacking from the document photographed is "Missing Page(s)". If it was possible to obtain the missing page(s) or section, they are spliced into the film along with adjacent pages. This may have necessitated cutting through an image and duplicating adjacent pages to assure you of complete continuity.
2. When an image on the film is obliterated with a round black mark it is an indication that the film inspector noticed either blurred copy because of movement during exposure, or duplicate copy. Unless we meant to delete copyrighted materials that should not have been filmed, you will find a good image of the page in the adjacent frame.
3. When a map, drawing or chart, etc., is part of the material being photographed the photographer has followed a definite method in "sectioning" the material. It is customary to begin filming at the upper left hand corner of a large sheet and to continue from left to right in equal sections with small overlaps. If necessary, sectioning is continued again—beginning below the first row and continuing on until complete.
4. For any illustrations that cannot be reproduced satisfactorily by xerography, photographic prints can be purchased at additional cost and tipped into your xerographic copy. Requests can be made to our Dissertations Customer Services Department.
5. Some pages in any document may have indistinct print. In all cases we have filmed the best available copy.

**University  
Microfilms  
International**

300 N. ZEEB ROAD, ANN ARBOR, MI 48106  
18 BEDFORD ROW, LONDON WC1R 4EJ, ENGLAND

8120759

GITELSON, PAUL MORRIS

DEVELOPMENT OF A TRAINING CURRICULUM FOR SOCIAL WORK  
STAFF AT A RESIDENTIAL TREATMENT CENTER

*City University of New York*

D.S.W. 1981

University  
Microfilms  
International 300 N. Zeeb Road, Ann Arbor, MI 48106

Copyright 1981

by

Gitelson, Paul Morris

All Rights Reserved

DEVELOPMENT OF A TRAINING CURRICULUM FOR SOCIAL  
WORK STAFF AT A RESIDENTIAL TREATMENT CENTER

by

Paul Gitelson

A professional project report submitted to the  
Graduate Faculty in Social Work in partial ful-  
fillment of the requirements for the degree of  
Doctor of Social Work, The City University of  
New York

1981

© COPYRIGHT BY  
PAUL GITELSON  
1981

This manuscript has been read and accepted for the Graduate Faculty in Social Work in satisfaction of the dissertation requirement for the degree of Doctor of Social Work.

16 March 1988  
date

Charles Guzzetta  
Charles Guzzetta  
Chairman, Examining Committee

16 March 1988  
date

Charles Guzzetta  
Charles Guzzetta  
Executive Officer

Irving Weisman  
Irving Weisman

Jesse Smith  
Jesse Smith

Crawford Burns  
Crawford Burns

The City University of New York

## ACKNOWLEDGMENTS

The work on this project represents the end result of a total experience in the Doctoral Program at Hunter. The four years spent in this program have had a profound effect on my life in terms of my ability to think; conceptualize and behave in a professional manner. I am most grateful to the members of my committee, Drs. Charles Guzzetta, Irving Weisman and Jesse Smith, and Mr. Crawford Burns. Each in their own special way offered support, encouragement and counsel in a manner that typifies not only their own special personalities but the atmosphere that exists at Hunter.

Three other people deserve very special mention: Aileen, Lisa and Michael Gitelson. It was Aileen who told me I "could" when I thought that I "wasn't able" and then proceeded to support me in every possible way while I "did." It was Lisa and Michael who gave up a lot of time with their father but always encouraged me. Their love and support are as responsible for this final document as anything else.

## TABLE OF CONTENTS

ACKNOWLEDGMENTS . . . . .	iv
LIST OF TABLES . . . . .	vii
INTRODUCTION . . . . .	1
Chapter	
I.    IN-SERVICE TRAINING . . . . .	5
II.   THE CHILDREN'S VILLAGE . . . . .	19
III.  PROJECT CONCEPTUALIZATION AND DEVELOPMENT . . . . .	27
IV.  PROJECT IMPLEMENTATION . . . . .	40
V.   DATA EVALUATION . . . . .	70
VI.  SUMMARY, FINDINGS, RECOMMENDATIONS . . . . .	81
Appendix	
A.   SOCIAL WORK PLANNING COMMITTEE MEETING 11/6/78 MINUTES . . . . .	95
B.   SOCIAL WORK MEETING 11/20/78 MINUTES . . . . .	97
C.   TRAINING COUNCIL MEETING 11/29/78 MINUTES . . . . .	99
D.   TECHNICAL RESEARCH CONSULTATION COMMITTEE MEETING 12/20/78 MINUTES . . . . .	101
E.   RESEARCH COUNCIL MEETING 12/26/78 MINUTES . . . . .	103
F.   MEETING OF THE SOCIAL WORK STAFF TO DEVELOP A CURRICULUM FOR TRAINING PURPOSES 1/8/79 . . . . .	105
G.   MINUTES OF THE SOCIAL WORK STAFF TO DEVELOP A CURRICULUM FOR TRAINING PURPOSES 1/29/79 . . . . .	109
H.   MEETING OF THE SOCIAL WORK STAFF TO DEVELOP A CURRICULUM FOR TRAINING PURPOSES 2/5/79 . . . . .	111
I.   SUBCOMMITTEE MEETING/SOCIAL WORK CURRICULUM DEVELOPMENT PROJECT 2/14/79 . . . . .	113

J.	SUBCOMMITTEE MEETING/SOCIAL WORK CURRICULUM DEVELOPMENT PROJECT 2/21/79 . . . . .	115
K.	MEETING OF THE SOCIAL WORK STAFF TO DEVELOP A CURRICULUM FOR TRAINING PURPOSES 2/26/79 . . . . .	117
L.	MEETING OF THE SOCIAL WORK STAFF TO DEVELOP A CURRICULUM FOR TRAINING PURPOSES 3/5/79 . . . . .	119
M.	COMMITTEE FOR THE DEVELOPMENT OF A CURRICULUM FOR SOCIAL WORK TRAINING 3/12/79 . . . . .	120
N.	MEETING OF THE SOCIAL WORK STAFF TO DEVELOP A CURRICULUM FOR TRAINING PURPOSES 3/19/79 . . . . .	121
O.	SHORT FORM MEASURE OF SELF-ACTUALIZATION . . . . .	122
P.	GROUP COHESIVENESS . . . . .	124
Q.	CURRICULUM FOR COURSE: LATENCY AND ADOLESCENCE TREATMENT ISSUES AND TECHNIQUES FOR INTERVENTION . . . . .	125
R.	CURRICULUM FOR COURSE: WORKING WITH THE BLACK CHILD AND FAMILY IN RESIDENTIAL TREAT- MENT/WORKING WITH THE HISPANIC CHILD AND FAMILY IN RESIDENTIAL TREATMENT . . . . .	127
S.	CURRICULUM FOR COURSE: MANAGERIAL SKILLS FOR THE TREATMENT SUPERVISOR . . . . .	129
T.	CURRICULUM FOR COURSE: SOCIAL WELFARE SYSTEMS AND THE CHILDREN'S VILLAGE . . . . .	131
U.	CURRICULUM FOR COURSE: THE CHILDREN'S VILLAGE COMPUTER . . . . .	133
V.	CURRICULUM FOR COURSE: CONVERSATIONAL SPANISH FOR THE CHILDREN'S VILLAGE SOCIAL WORKER . . . . .	135
. . . . .		
	BIBLIOGRAPHY . . . . .	137

LIST OF TABLES

1. Social Work Staff: Breakdown by Sex; Age; Years at Agency; Years Since Obtaining Degree . . . . .	24
2. Demographic Material Comparing Project Group and Contrast Group . . . . .	71
3. Group Cohesiveness (for Total Project Group) . . . .	75
4. Group Cohesiveness (Comparison of Pre and Post Test Scores for Staff Who Had Been at the Agency for Three or More Years as Compared to Staff Who Had Been at the Agency for Less Than Three Years . . .	76
5. Group Cohesiveness (Project Group as Compared to Contrast Group). . . . .	77
6. Self-Actualization (Person x Person) Project Group .	78
7. Self-Actualization (Comparison between Project Group and Contrast Group). . . . .	79

## INTRODUCTION

During the past several years, the need for continuing education for social work practitioners has been recognized as more and more important. In the introduction to A Guide to Continuing Education in Schools of Social Work (1974), Miller notes:

. . . concern for the continuing education of practitioners in the social welfare field goes back some distance in time, but only recently have the rising pressures of a changing age cast continuing education into new prominence. . . . Living in a world where change pervades every aspect of life places a constant responsibility to keep updated on all who provide and deliver social services. An agency's effectiveness relates directly to the knowledge and skill of its personnel and the flexibility with which they can adapt their skills to changing demands and new problems.<sup>1</sup>

This report describes a project undertaken at the Children's Village in Dobbs Ferry, New York, to develop a training curriculum with the social work staff. The body of the report will address itself to an identification of the specific practice and philosophical concepts utilized in the development of a training curriculum; a consideration of the organizational factors and processes considered in implementation; the hypotheses tested; the actual process involved in the development of a training program and a consideration of the results of project implementation. Emphasis will be placed on the special nature of this project which involved the participation of those to be trained in

the actual identification and development of the training curriculum. As will be discussed in more detail later on, implicit throughout the duration of the project was a value system which speaks to consumer participation in the development of those programs that will affect them. From its inception, the social workers who were to participate in the training courses that were to be developed, were involved in all aspects of curriculum development. It was hypothesized that as a result of such participation that there would be a significant increase in feelings of group cohesiveness and job-related self-actualization. The work of Lewin related to democratically run small groups and Knowles in the area of andragogy were heavily drawn upon as the basis for the suggestion that those individuals who are to be trained must have a say in the identification of their training needs. Additionally, the work of McLoughlin in the area of educational program planning was reviewed in developing a value base that spoke to involvement by the trainees in content development. His work with adults participating in a career development program demonstrated that ". . . adults who participate in program planning appear to have more positive attitudes about their educational experience than those who do not."<sup>2</sup>

Finally, the basic value system of social work speaks to the need for the individual to ". . . participate in making decisions that affect him, and to direct his own life. . . ."<sup>3</sup>

Before describing the project, it is necessary to address two issues:

1. The concept of in-service training, both generally and specifically as it relates to social work

2. The organizational and environmental structure within which project implementation took place

The former is necessary for a basic understanding of why there is a need for in-service training. The latter helps clarify the specific process that took place within an organizational context. In discussing the concept of in-service training, attention is paid to how this process has been viewed in industry, academic settings, the field of social work and residential treatment settings. Consideration is also given to how curriculum has been developed within these settings.

Footnotes--Introduction

<sup>1</sup>Deborah Miller, Guide to Continuing Education in Schools of Social Work (New York: Council on Social Work Education, 1974), p. 2.

<sup>2</sup>David McLaughlin, "Participation of the Adult Learner in Program Planning," Adult Education, vol. XXII, no. 1 (1971):30.

<sup>3</sup>Helen Northen, Social Work with Groups (New York: Columbia University Press, 1969), p. 2.

## CHAPTER I

### IN-SERVICE TRAINING

#### In-Service Training in Industry

The concept of in-service training has long been accepted as necessary in the field of industry. Writing in 1961, McGehee and Thayer noted:

In the United States there are more than 65 million people in the work force . . . involved in producing goods and services. . . . Not one of these individuals was born possessing the skills, knowledge and attitudes required to perform the acts which produce these goods and services.

Annually, a million and a half newcomers join the ranks of this work force. These newcomers have been to public schools; many of them have completed courses at colleges and universities; others have received varying amounts of technical and professional training. From this group the individual who can perform effectively even the simplest task in business is the exception rather than the rule. . . .<sup>1</sup>

It has long been recognized in industry that individuals come into the work force with basic training, but the specific requirements of their jobs require that there be additional learning experiences. This learning is directed towards teaching the individual to perform work tasks in such a way that performance ". . . contributes to the attainment of the company's goals and objectives."<sup>2</sup>

It is this attainment of goals and objectives that has been the motivating factor in industry's willingness

to expend large amounts of money in training programs and in retraining their staffs. Writing on the importance of this process, Bass and Vaughan have identified several reasons for developing in-service training programs.

1. The increasing development in technological advances necessitates the continual retraining of skilled and unskilled labor if they are to be able to work effectively with new processes and new developments. On a supervisory level, it is necessary for personnel to be familiar with new management techniques and technical information necessary for their performance in an administrative capacity.

2. Organizational Complexity

As industry continues to diversify, organizations that were formerly 'one product' oriented are now producing several products and offering an increasing number of services. There is a necessity for the training of new supervisory and managerial skills.

3. Organizational Tenure

With an increasing number of personnel viewing lifetime employment with a single firm as a possibility, it becomes necessary to increase training to keep up to date what will now be permanent staff.

4. Human Relations Movement

The increasing emphasis on promoting employees' feelings of self-actualization emphasizes the need for continual training so that the individual continues to feel satisfaction.<sup>3</sup>

In 1956, the General Electric Company, recognizing the need for ongoing training for its personnel, established the Management Development Institute in Croton, New York. This was the result of the company's ". . . long standing tradition of professional and managerial workforce development."<sup>4</sup> Lindon Saline, writing on the organization's approach to training, stated:

Development . . . involves encouraging employees and providing means for their growth to cope with new and/or different job requirements and challenges. . . . Education is a means for helping individual employees develop themselves in order to:

1. accelerate the process of joining up with the world of work after formal academic training
2. perform more effectively on current jobs
3. gain greater personal satisfaction from their work<sup>5</sup>

A major thrust of the training program concerns itself with the preparation of individuals for management positions. Many of those assuming these positions have functioned in the company as technical experts in areas such as engineering. The movement into management creates problems around new issues, e.g., communication with subordinates, and this necessitates a new form of training. Thus the offering of courses such as Management Skills Development:

For basic supervisory, interpersonal and personal skill development. Designed for pre-supervisory candidates and new managers with upward mobility potential. Provides an integrated view of and confidence in performing the supervisory role. Through broad interaction, participants experience tasks enabling them to acquire and practice skills they will use back on the job.<sup>6</sup>

There is a primary emphasis in this training program on the students being able to apply immediately what they have learned when they return to their jobs. It is also clearly recognized that the initial training which employees receive in academic settings does not necessarily prepare them for the specific responsibilities that their jobs demand. It is important to note that the impetus for the establishment of many of these programs was the identifi-

cation by different departments within the G.E. structure that staff was in need of specific training. Students involved in the courses are not involved in the initial planning stages. However, there is a feedback mechanism built into the program so that courses can be constantly re-evaluated. The feedback requested asks for two pieces of information.

1. How will the students use the material upon returning to their jobs

2. How can the course be improved for future students

Key to the development of this training program and countless others has been a recognition that the cost of training is more than balanced by an increased profit statement when employees are able to function more effectively and productively.

While the staff involved in the project to be described are not concerned with profit in the strict sense, it may be argued that the more effective treatment of children as a result of training produces a "profit" in terms of the agency's goals and objectives.

### In-Service Training in Academic Settings

In the introduction to In-Service Training--A Guide to Better Practice, Harris and Bessent identify several important reasons for this form of training in the academic setting.

1. Pre-service education of professional staff members is rarely ideal and may be primarily an introduction to professional preparation as such.

2. Social and educational change makes current professional practices obsolete or relatively ineffective in a very short period of time. This applies to methods and techniques, tools and substantive knowledge itself.

3. Coordination and articulation of instructional practices requires changes in people. Even when each instructional staff member is functioning at a highly professional level, employing an optimum number of the most effective practices, such an instructional program might still be relatively uncoordinated from subject to subject and poorly articulated from year to year.

4. Other factors argue for in-service education activities of rather diverse kinds. Morale can be stimulated and maintained through in-service education, and is a contribution to instruction itself, even if instructional improvement of any dynamic kind does not occur.<sup>7</sup>

It is interesting to note how similar the reasons given by these authors are to those discussed earlier in the section on industry. There is a recognition that entrance into the profession does not bring with it an expertise in the area of teaching. This may be especially true on the university level where many appointments of faculty are made as a result of an acknowledged expertise related to specific subject matter and not the skill of teaching. In a report issued by the Carnegie Foundation for the Advancement of Teaching (1977) the observation is made that:

Relatively few future college teachers are exposed to courses in learning theory, course design, and practical teaching, for example. Consequently, professors develop their instructional skills mainly with reference to whatever succeeded or failed in their own education. They may pattern themselves after their own favorite teachers, and many utilize the instructional methods that they found useful as students and are suspicious of technology and procedures with which they are unfamiliar.<sup>8</sup>

The study further reported that a survey of 2,600 colleges and universities made by the Educational Testing Service in 1975 indicated that 60 percent of these schools had set up some form of continuing education related to teaching skills. A subsample of the total number of schools surveyed was also examined (N=756) and it was determined that well over half of these schools had established faculty committees to develop the curriculum for faculty training.

#### Continuing Education in Social Work

The need for continuing education in the field of social work has been increasingly recognized as necessary if practitioners are to function effectively in specific agency settings.

Boehm referred to this when he wrote:

Since social work education is primarily concerned with laying groundwork for professional skill, the schools seek to devise and organize educational content in such a way that it can be effectively learned and widely applied. To this end, the academic curriculum is organized in a different way from the staff development curriculum. Staff development requires education content pertinent to specific problem situations and will primarily focus on the skills of the practitioner and problems of practice in a specific setting.<sup>9</sup>

Evidence of such concern is found in the statement of purpose for staff in-service training at social work agencies. The curriculum announcement for the in-service training program offered to Jewish Family Service's professional staff (1977-1978) states:

Our goal is to provide the opportunity for staff to continue professional development and to increase

skills in casework and treatment modalities utilized in our agency.

Training is for increasing our effectiveness in providing services and is tied to the professional search for integration of theory and practice.<sup>10</sup>

Similarly, the Jewish Board of Guardians Educational Institute in-service training programs for mental health practitioners is based on:

. . . a commitment to the assessment of families and individuals, both children and adults, and teaching staff to provide a network of services based on a sound understanding of patients' needs.<sup>11</sup>

Social work organizations have recognized that a constantly changing social environment necessitates the continual training and retaining of professionals in the field.

As Lourie noted:

The political, religious, mechanical and industrial revolutions and the rise of modern science produced social revolution and created demand for intellectual specialists. As a result, Western society encouraged the professions and sanctioned their development. The professions multiplied and developed chiefly in the present century and their contributions in large measure created the advances that in turn produced social change. It is no longer tenable to consider a changing society as abnormal and a static one as normal. Rapid change has become our way of life.

Social scientists debate definitions of social change and particularly planned change. Suffice to assume, for the purposes of the present discussion, that social work and those it serves are affected by change.<sup>12</sup>

While professional training prepares the social worker to practice with a generic set of skills, there is a continual need for training specific to the nature of the job. There must also be a constant awareness of the changing environmental conditions that bring with them the need for new

services and new skills.

In-Service Training in Residential Treatment

The field of child care and residential placement has, as much as any other, witnessed changes in terms of children coming into placement and the specific problems that the social worker initially encounters in the treatment relationship. The New York State Board of Social Welfare, in a study Foster Care Needs and Alternatives to Placement-- A Projection for 1975-1985, noted among its findings:

1. The number of white children in care has declined absolutely from 7,600 in 1960 to 5,916 in 1974--as well as relatively from 41.6 to 20.7 percent.

2. The number of Black children in care (during the same time period) more than doubled and the number of Hispanic children just doubled.<sup>13</sup>

There are increasing numbers of older, more violence-prone children coming into child care institutions. It may be inferred that there is a changing population whose needs must be addressed. This may call for the development of new techniques and skills based on a different knowledge base than social workers had when they entered this specific field. Even if a great part of the knowledge may be defined as generic, the skills developed through continuing education and supervision have been directed toward dealing with a different client population than the one with which the worker is now dealing.

It is interesting to note that in the May 1978 issue of The Children's Village Bulletin, Dr. Howard Millman,

writing on the "Current Implications of Cottage and Sociometric Rating Research," observed that:

The 106 boys admitted to Children's Village between July 1 and November 1, 1977 were rated for the first time by child care staff at the fall, 1977 rating period. . . . Compared to the newly admitted boys in the recent past, these boys as a group showed strikingly more problem behavior in many areas. Approximately one quarter of them were higher (more problem behavior) than average for the Village population in being more easily emotionally upset, anxious and fearful, being more unable to delay gratification and exhibiting more unethical behavior.<sup>14</sup>

The need for special training for social workers in residential treatment centers has long been accepted as a necessary condition for employment in this type of setting. Joseph Reid and Helen Hagan, in a study of residential treatment centers for emotionally disturbed children (1952), noted the following programs of continued training:

Bellefaire, Cleveland, Ohio

. . . case workers' monthly meetings are used to orient new staff and as continued training for experienced staff. . . . In addition, there are professional institutes and conferences throughout the year which staff attends.<sup>15</sup>

Evanston's Children's Home of the Illinois Children's Home and Aid Society

Case workers . . . receive continuous in-service training from the psychiatrist who considers teaching a major responsibility of a director of psychotherapy.<sup>16</sup>

Hawthorne Cedar Knolls, Hawthorne, New York

All case work staff at Hawthorne is required to participate in the in-service training program conducted through seminars by the Child Guidance Institute of the Jewish Board of Guardians. Two basic seminars are held, one for beginning social workers with the emphasis on diagnosis, and one for advanced workers with the emphasis on treatment. . . . Other available seminars on a variety of problems are

offered to Hawthorne's workers in accordance with their readiness and interest. There is a seminar for clinical staff at HCK conducted either by the clinical director or the senior psychiatrist there. This seminar is primarily concerned with problems unique to treatment in residence.<sup>17</sup>

Of equal interest is the fact that of the agencies joined with Children's Village to form the Inter-Agency Training Council (for child care workers), three have recognized the need for in-service training for social workers and have established training programs for their personnel. The form of training at these three agencies differs in terms of range and scope.

At the St. Christopher School in Dobbs Ferry, New York, workers attend a bi-weekly seminar led by the staff psychiatrist. At the beginning of each school year, the staff meets with the psychiatrist and identifies those subjects and themes that they wish to consider. The psychiatrist then assumes the responsibility for conducting the seminar which takes the format of lecture and case discussion. Recently, consideration has been given to the development of a second seminar to deal with "group skills." This is a result of a decision made by the social work staff to start emphasizing the use of the group modality as a treatment tool and the realization that this is an area in which there is a need for more training. The agency also provides funds for the attendance by social workers at outside conferences on subjects of related interest. The workers attending these conferences are expected to report

back to the staff on the content of these conferences.

The formalized program at the Andrus Home for Children in Yonkers, New York is only two years old. Until that time, supervision and consultation on an "as needed" basis was viewed as the major training vehicle for social work staff. Two years ago, the social workers, meeting with the Director of Social Services, identified the areas of family therapy and group work as subjects in which there was a felt need for formalized training. The agency psychiatrist began leading a family therapy seminar with workers having the responsibility for presenting relevant case material to be discussed. During 1979, funds were provided for workers to attend training sessions at the Center for Family Learning in New Rochelle, New York. In addition, the social workers designed a course on group skills and hired an outside instructor to teach the course. The latter plan had the approval of the Director of Social Services.

A third agency, Leake and Watts, is also located in Yonkers, New York. A series of seminars and workshops led by the staff psychiatrist has addressed itself to training needs. Staff has been involved in identifying those areas where there is a felt need for specific training.

#### Summary

In-service training in the fields of industry, academia, social work and residential treatment in particular

suggests some of the major reasons for establishing such programs at residential treatment centers.

1. It is recognized that the new worker entering a specific area may not have been trained in terms of the special skills needed in that setting

2. Changing technology and social climates require the acquisition of new skills, knowledge and techniques for dealing with new client populations

3. There is a changing child population which creates a need for understanding different cultures and systems

4. In terms of personal satisfaction, it is important that staff feels that they are staying attuned to new developments in terms of skills and technology

The involvement by staff in the identification and development of the training curricula to which they will be subjected has also been noted. A value base that speaks to the individual's right to be involved in making decisions about programs that will affect him has been identified as an essential component of program development.

Footnotes--Chapter I

<sup>1</sup>William McGehee and Paul Thayer, Training in Business and Industry (New York: John Wiley and Sons, 1961), p. 1.

<sup>2</sup>Ibid., p. 3.

<sup>3</sup>Bernard Bass and James Vaughan, Training in Industry: The Management of Learning (California: Brooks/Cole Publishing Company, 1965).

<sup>4</sup>General Electric Company Management Development Institute, A Manager's Guide to General Electric Management Education Courses and Programs (Crotonville, New York: General Electric Company Management Development Institute, 1979), p. 4.

<sup>5</sup>Lindon Saline, "Education: One Element in GE's Approach to Human Resource Development," IEEE Transactions on Education E-19 (August 1976):91.

<sup>6</sup>General Electric Company Management Development Institute, p. 3.

<sup>7</sup>Ben Harris and Wailand Bessent, In-service Education: A Guide to Better Practice (Engelwood Cliffs, New Jersey: Prentice Hall, Inc., 1967), pp. 3-4.

<sup>8</sup>Carnegie Foundation for the Advancement of Teaching, Missions of the College Curriculum (San Francisco: Jossey-Bass Publishers, 1977), p. 71.

<sup>9</sup>Werner Boehm, Objectives of Social Work Curriculum of the Future, Volume I of the Curriculum Study (New York: Council on Social Work Education, 1959), p. 168.

<sup>10</sup>Jewish Family Service, "Preface," Inservice Training Program (New York: Jewish Family Service, 1977-78), p. 1.

<sup>11</sup>Jewish Board of Guardians, JBG, Educational Institute--Inservice Training for Mental Health Practitioners (New York: Jewish Board of Guardians, 1974), p. 9.

<sup>12</sup>Norman Lourie, "Social Change and its Implications for Training," Staff Development in Mental Health Services, eds. George Magner and Thomas Begge (New York: NASW Publications, 1965), p. 11.

<sup>13</sup>Committee on Special Problems of Children in Foster Care, Foster Care Needs and Alternatives to Placement: A Projection for 1975-1985 (New York: State Board of Social Welfare, 1974), p. 3.

<sup>14</sup>Howard Millman, "Current Implications of Cottage and Sociometric Rating Research," The Children's Village Bulletin IV (May 1978):1.

<sup>15</sup>Joseph Reid and Helen Hagan, Residential Treatment of Emotionally Disturbed Children (New York: Child Welfare League of America, 1952), pp. 45-46.

<sup>16</sup>Ibid, p. 137.

<sup>17</sup>Ibid, p. 166.

## CHAPTER II

## THE CHILDREN'S VILLAGE

The Children's Village, located in Dobbs Ferry, New York, is a residential treatment center for emotionally disturbed boys. Founded as the New York Juvenile Asylum in 1853, it was originally located in New York City with fifty-seven boys in care. Within ten years it was serving well over a thousand boys and girls and, influenced by Charles Loring Brace and the Children's Aid Society, had adopted a treatment policy of indenturing children to families in the west. In 1905, the agency moved from New York City to its present campus in Dobbs Ferry. The name "Children's Village" was adopted in 1920. By 1928 a Mental Hygiene Clinic had been established, and a Union Free School incorporated on grounds. One year later, a decision was made to serve only boys and forty-eight girls in residence were either discharged to their homes or sent to other institutions. Succeeding years saw the development of both group home and foster home programs and the licensing of the George S. Leisure School for Special Education.

The present campus program is comprised of four units on the grounds, each unit with its own social work staff responsible to a Unit Director. There are also a group home and foster home programs with administrative offices

on campus. Each unit has assigned to it a psychiatrist, psychologist, nurse, social workers and child care staff. The Unit Director is responsible for the overall administration and supervision of treatment programming in each unit. This individual is also responsible for the overall administration of the unit as it relates to programming, budgeting, etc. In addition to these residential units, there is a psychology department, recreation department, medical clinic, volunteer program, and supportive administrative, clerical, and maintenance departments. With the exception of the psychiatric staff, all of the other services noted have their own departmental structure and an individual who is responsible for the department's functioning. Each psychiatrist reports directly to the Unit Director. The children live in cottages on grounds and the majority attend school at the Union Free School District.

The Executive Director of the agency is responsible for the overall administration of the institution. A residential director carries the responsibility of supervising the daily activities of the campus program. There have been attempts to decentralize some of the non-direct services (such as maintenance), but they have not been successful, so central administration of such services still exists.

Affiliated with the Federation of Protestant Welfare Agencies, the Village is a private, non-profit, charitable organization, funding for which comes from private sources

and from contracts negotiated with various Departments of Social Services.

The Children's Village is viewed as being "a center for treatment, research, training, and prevention of emotional problems of children."<sup>1</sup> The program developed to accomplish these goals consists of a structured residential living program providing social work, psychiatric and psychological services. The school program is geared toward working with educationally-retarded children. The recreation department has developed a sophisticated program for helping children to improve their motor skills. The Village is organized on the premise that a consistent structured living situation will allow a child to make better use of the clinical, educational and recreational services that are provided. It is believed that this structured, supportive living atmosphere allows the child to learn new and more positive social skills that will enable him to negotiate his living environment in a more effective manner. Great emphasis is thus placed on the modeling by staff of appropriate behavior.

The role of research at Children's Village has long been established.

The primary concerns of research endeavors at the Village are treatment needs of the boys in residence and effectiveness of our programs in meeting these needs. Semi-annual behavior and sociometric ratings by teachers and teacher's aides and by child care staff point out behavior problems and show whether these problems have increased or decreased over six month intervals as well as over longer periods of placement at Children's Village. Methodological

and systematic program evaluation research projects conducted by staff of the various disciplines assess the worth of their particular programs in meeting treatment needs. The potential for improved treatment through implementation of new or redesigned program is tested and evaluated before the program is accepted as part of the Village treatment program.<sup>2</sup>

There is a great emphasis on the practical application of research.

In the area of training, extensive and impressive training programs have been developed for many disciplines. Child care workers, psychology interns, and volunteers participate in formal, organized training programs. However, the social work staff has not participated in such a program. Three major reasons have been offered for this:

1. An assumption is made that the MSW has already received adequate training
2. The social worker continues to receive weekly supervision which is considered the major training vehicle for the worker
3. The unit structure has not previously lent itself to a co-ordinated approach to training

It was with the last point in mind that the present Executive Director wrote an article in The Children's Village Bulletin describing training efforts during the late 1960s and early 70s:

Although in some instances training programs were conducted on an agency-wide basis, more frequently they were by and for the staff of a particular unit or Department. This often resulted in duplication, loss of learning opportunities, or inefficient utilization of training leadership. The need for co-ordination was obvious. In January 1973, the Training Council was formed and a policy instituted requiring anyone wishing to conduct staff training to submit a proposal to the council for review.<sup>3</sup>

The provision of agency sanction to explore the development of a training program was a significant step. The establishment of a Training Council also provided for formalized channels for the acceptance of any training program.

In June 1977, the Committee on Social Work Training at Children's Village met for the first time. The minutes of this meeting reflected the mandate given to the Committee.

This committee is responsible to the Training Council with a charge to organize a group of social workers from all units to discuss training needs and to arrange for outside speakers to come to Children's Village.<sup>4</sup>

In a subsequent meeting, the Committee issued a draft statement of its purpose:

. . . through interaction, to encourage ongoing learning as social work practitioners and enhance the value of staff to the families served, the agency and the profession. . . .<sup>5</sup>

#### The Social Work Staff

The total number of social workers at Children's Village at the time of project implementation was 25. Nineteen would ultimately participate in the project with six staff members unable to do so because of previous commitments on the day that the group would meet.

Table 1 provides demographic material describing the social work staff. The material was collected by asking each member of the staff to fill out a form providing specific information.

TABLE 1

SOCIAL WORK STAFF: BREAKDOWN BY SEX; AGE; YEARS  
AT AGENCY; YEARS SINCE OBTAINING DEGREE

Sex:	Male (N=10)	Female (N=15)
Age		
20-25	1	1
26-30	2	4
31-35	4	2
36-40	0	1
41-45	1	3
46-50	0	1
51-55	1	2
56-60	1	0
61-65	0	1
Years at Agency		
less than 3 years	4	6
3 years and more	6	9
Years Since Obtaining MSW Degree*		
0-5 years	6	11
6-10 years	2	0
10+ years	1	4

\* One male social worker had his MA in English.

Chapter V includes further discussion of some of these demographic characteristics in analyzing the results of this study.

The project leader's recognition of a need for the development of such a training program evolved out of a five-year experience as Director of the Group Home Program at Children's Village. During this time period, it became clear to him that while social work staff had a basic generic practice base, there was a need for specific task-related training. This seemed to be especially true as the nature of the child population changed.

Footnotes--Chapter II

<sup>1</sup>The Children's Village Bulletin, logo.

<sup>2</sup>Lawrence Perkins, "A Message from the Executive Director," The Children's Village Bulletin LV (May 1978):3.

<sup>3</sup>Ibid., p. 3.

<sup>4</sup>The Children's Village, Committee on Social Work Training, Minutes, June 7, 1977.

<sup>5</sup>The Children's Village, Committee on Social Work Training, Draft Statement, September 27, 1977.

### CHAPTER III

#### PROJECT CONCEPTUALIZATION AND DEVELOPMENT

One of the two major goals of this project was to develop a curriculum package for the training of social workers at Children's Village utilizing knowledge and techniques gained from a study of organizational theory; group theory; intervention skills; and andragogical principles. This was to be done in such a way that would be seen as relevant to the perceived needs of the workers to be trained. The development of such a curriculum was in part a response to the fact that over the past few years the nature of the treatment population had changed and, consequently, staff needed training in terms of working with this new population. Increasingly, the institution had less control over the type of child that came into placement. The recognition of these factors is seen in part as being responsible for the receptive attitude by administration to the project proposal. There was a growing concern that staff be able to relate to the specific needs of the children coming into care.

The second goal of the project was to study and analyze the "process" involved in the development of this curriculum. This was not to be the first attempt made at the institution to develop a training program for social

workers. However, to this point, no major program had ever been successfully developed.

Of particular interest here was the fact that within a large organizational structure, an attempt would be made to develop a training program for social workers from six different units. The social workers in each of these units were responsible to different Unit Administrators. Each of the units operated with some centralized constraints but also as semi-autonomous entities. As noted previously (pp. 22-23), among the reasons offered for the previous lack of success was the decentralized unit system which had resulted in different people attempting to develop different programs without any co-ordination. It had also been revealed in informal conversation that there was resentment when training programs were "presented" as fait accompli. It became clear that support and involvement from a large number of staff was to be necessary if the project was to succeed. Benne and Birnbaum have noted the necessity of this strategy and observe:

. . . the effectiveness of a planned change is often directly related to the degree to which all members at all levels of an institutional hierarchy take part in the fact finding and diagnosing of needed change and in the formulating and reality testings of the goals and the program change.<sup>1</sup>

This involvement was further stressed by the same authors when they noted:

. . . once the workers in an institution have agreed to share in investigating their work problems, a most significant state in overcoming restraining forces has been reached. This agreement should be

followed by shared fact finding by the group, usually with technical assistance from resources outside the particular social system. Participation by those affected by the change in fact finding and interpretation increases the likelihood that new insights will be formed and the goals of change will be accepted.<sup>2</sup>

Dealing with both formal and informal powers affecting the change process was also an issue of concern. Wax has stated:

. . . our task is to determine which constellations of powers are relevant to a particular objective and then to mobilize those powers to work towards the attainment of that objective.<sup>3</sup>

Additionally, the issue of "resistance" must be considered as part of the process. Watson has suggested:

. . . resistance will be less if the project clearly has whole-hearted support from top officials of the system.

Resistance will be less if participants see the change as reducing rather than increasing their present burden.

Resistance will be less if the program offers the kinds of new experiences which interest participants.<sup>4</sup>

The above speaks to a process of analyzing an agency in terms of understanding how to effectively introduce a project that will bring specific changes with it. Thus, the decision to examine the process of implementing a project within the specific agency's organizational context. In doing this, attention was paid to the findings of Bertcher and Garvin, who wrote:

Organizational variables can potentially affect a training program in several ways. A careful study of these will reveal areas for the trainer to take into account to avoid their hampering training programs. These include . . . organizational problems which are potentially solvable through staff develop-

ment programming; organizational structures and processes which would be considered in locating and executing a training program.<sup>5</sup>

Additionally, Blackey discussed group leadership as it relates to staff training:

Educational objectives must be in harmony with agency goals and the planning and arrangement of educational content must be in line with such objectives.<sup>6</sup>

All this must be considered in addition to the cautions of Lippitt, who stated:

. . . the client system must feel that it, rather than the change agent has taken responsibility for the first step. Then the new change forces that arise after the critical point is passed result from the client system's own action and are binding upon it.<sup>7</sup>

As the project director plans strategy for approaching the agency concerning the project, there must be an awareness of the fact that the results of the project may have far more reaching effects even though the work may be with one particular group within the organizational environment.

Sometimes the change process will produce qualitative changes in parts of the client system which then permit or require further adaptive change throughout the rest of the system.<sup>8</sup>

Resistance may be based on a concern about what these "adaptive changes" may be. The project director should identify such potential "changes" and be prepared to deal with them in the initial project presentation.

Principles of Andragogy and Small Group Processes  
and their Application to the Project

In considering the methods and styles of leadership

to be assumed, a determination was made to utilize a form of democratic participation by the social work staff. In making this decision, the works of several individuals were reviewed. The classic experiments of Lewin, Lippitt and White, in 1939-40, focussed on different leadership styles and their effects on the group process. These researchers identified three distinct forms of leadership: authoritarian, democratic and laissez faire. In their experiments with boys clubs, they found:

. . . the authoritarian leader determined all policies, techniques and activities, maintaining his autonomy by remaining aloof from the group except when demonstrating the next step in the activity. In the democratically-led groups, all policies were determined by group discussion with the leader taking an active role. In the laissez faire groups, the leader did not take an active part, but left the group members free to reach individual or group decisions.<sup>9</sup>

In reporting their findings, the researchers noted that the democratically-run group exhibited more cooperative behavior, unity, stability, and less tension.<sup>10</sup> Subsequent research in the area of group behavior has verified these findings. In the 1969 edition of The Handbook of Social Psychology, Lindzey stated:

. . . among the principal reasons frequently offered (c.f. Haiman, 1950) for the superiority of democratic leadership where it occurs is that this leadership style more than any other encourages participation on the part of the group members. As Haiman suggested, it is a common finding in social science research and in education that people understand best those things that they have actually experienced and are influenced more by processes in which they have participated. Closely allied to this greater use of participation is the fact that group decisions which have been arrived at interactively elicit

more solid support and issue into action more frequently than do those which are handed down authoritatively. Many studies in industry and elsewhere (Bennett, 1955; Coch and French, 1948; Lewin, 1947) have confirmed the effectiveness of the group decision.<sup>11</sup>

Extensive work in the area of student participation in program and curriculum planning has not been done. However, available studies seem to support the belief that participation may not affect the amount of knowledge subsequently obtained but it may affect the attitude of the student towards the learning process. McLoughlin reviewed his study investigating the influence of participation in program planning on achievement and attitude, noting:

. . . two experimental groups participated in planning their educational programs. Two control groups completed courses identical to the corresponding experimental groups but they did not help to plan them. . . . The results . . . permitted two conclusions. First, adults who participate in program planning appear to have more positive attitudes toward their educational experience than those who do not. Second, no evidence was found to support the notion that participation in program planning affects achievement.<sup>12</sup>

Additional support for the belief that participation affects attitude was offered by Rehage, who found that pupils who perceived their teacher as inviting participation in the planning of new work were more productive in their classroom undertakings than those who did not so perceive their teacher.<sup>13</sup> Cole and Glass reported findings that adult student participation in program planning appeared to have a positive impact on the attitudes of students toward the learning process.<sup>14</sup>

Malcolm Knowles, writing on the andragological process and participation, noted:

. . . one of the chief distinctions between conventional and adult education is to be found in the learning process itself. None but the humble become good teachers of adults. In an adult class, the student's experience counts for as much as the teacher's knowledge. Both are exchangeable at par. Indeed, in some of the best adult classes, it is sometimes difficult to discover who is learning the most--the teachers or the students . . . in adult education the pupils aid in the formulating of curricula.<sup>15</sup>

The andragological principles conceptualized and developed by Knowles and others were central to the theme of the project.

The group consisted of social workers who had completed their formal education from three to 20 years before. Several had taken various courses under the auspices of other training programs, but the project was the first time they were to be formally involved in a program of in-service training sponsored by the agency.

In developing his concept of "participatory training," Kouzes discussed the following:

Participatory training is founded on the integration of educational methods and group dynamics. It emphasizes experimental learning and is concerned equally with process and content. It is an attempt to link the educational innovations of working with groups with educational innovations of instructional technology. . . . It must enable the individual to become actively involved in problem solving, to participate in decision making, to take part in goal setting, and to interact with people of varying backgrounds and experiences.<sup>16</sup>

A major implication for Kouzes was that ". . . there is a mutual responsibility between learner and facilitator

to perform functions of planning."<sup>17</sup>

Consideration should be given to the evolutionary process influencing adults and receptivity to the learning process. Miller discussed the difference between the learning process for the adult and the child. He noted that for the child ". . . learning is the job of identifying new things, events or relationships which he has never come across."<sup>18</sup> The adult, however, is ". . . an experienced veteran with a great deal of experience against which to check what he sees."<sup>19</sup>

Huberman and others have concerned themselves with the motivational factor as it influences adult attitudes toward learning as they pass through the various stages of the life cycle. Huberman has described the first four phases:

1. Focussing one's life (18-30 years).  
Having achieved a relatively stable psychological identity, the young adult seeks a social identity through the selection of a job, a marriage partner, residence in the community, and the forming of an internally consistent ideology . . . this period is characterized by a maximum concern with one's self image and one's immediate personal life in particular with one's work.
2. Collecting one's energies (30-40 years).  
This period is fairly stable, showing growth in skill and experience. . . . Most participation in education is instrumental, i.e., vocational or professional courses predominate.
3. Exerting and assuring oneself (40-50 years).  
The healthy adult is now at the height of his life cycle. Investment of activity is greatest in the outer world of work, social affairs, and politics.
4. Maintaining one's position and changing roles (50-60 years). The individual has to exert himself to avoid losing ground in his career.<sup>20</sup>

It is important to note that in each of these phases there is an emphasis on some aspect of the work process, concern about work and about maintaining and advancing one's position in one's career. It may be expected that there will be an interest on the part of the adult in being involved in determining that which he will be learning so that it may be directed to fulfilling his own needs.

All of this contributed to the decision to use a "democratic" group process calling on the potential students to examine their own work experience and to determine what courses were needed in a training program relating to their work at a specific agency.

Thus, as stated at the beginning of this chapter, the two major objectives of the project were:

1. The development of a curriculum utilizing knowledge and techniques gained from a study of organizational theory; group theory; and intervention skills and andragogical principles; and

2. A study of the process involved in project implementation, with an ultimate identification of a procedural basis for the implementation of similar projects

As the major goals for the project were developed, it was suggested that with the application of the concepts of "democratic group process" and "andragogical principles," there would be in the project group:

1. A significant increase in feelings of self-actualization in terms of work at the agency; and

2. A significant increase in positive feelings of group cohesiveness among the members of the social work staff

It was speculated that the process of making decisions concerning the implementation of a program would allow the workers to experience greater feelings of self-actualization. This concept developed by Goldstein<sup>21</sup> and refined by Maslow,<sup>22</sup> speaks to the individual's drive for self-fulfillment and a feeling of accomplishment. Argyris suggested:

. . . self-actualization is present when organizational members believe their occupational role demands permit relatively full expression of their individual potential. . . . Individuals striving for self-actualization . . . desire occupational settings that permit self-determination. . . .<sup>23</sup>

Regarding group cohesiveness, it was hypothesized that with an adherence to the principles enumerated above, feelings of group cohesiveness would increase as a result of project participation. Johnson and Johnson described group cohesion as:

. . . the sum of all factors influencing members to stay in the group; it is the result of positive forces of attraction towards the group outweighing the negative forces of repulsion away from the group. . . .<sup>24</sup>

It should be stressed that while these two hypotheses were developed, they were in no sense seen as essential to the success of the project. They were not viewed by the staff members of the agency participating in the project as being essential components of the project. Nor did any staff member ever express any investment in either of these two phenomena being desired outcomes. They were, in effect, secondary objectives to be tested in evaluating the process that was to take place.

### Summary

In this chapter, the basis for the implementation of the project was described. This has included a consideration of the constraints that operate within an organizational system and influence program development; and group processes and concepts relating to the adult learning process.

Footnotes--Chapter III

<sup>1</sup>Kenneth Benne and Max Birnbaum, "Principles of Changing," in The Planning of Change, eds. Warren Bennis, Kenneth Benne and Robert Chin (New York: Holt, Rinehart and Winston, 1969), p. 334.

<sup>2</sup>Ibid.

<sup>3</sup>John Wax, "Power Theory and Institutional Change," Social Service Review (January 1973), p. 14.

<sup>4</sup>Goodwin Watson, "Resistance to Change," in The Planning of Change, eds. Warren Bennis, Kenneth Benne and Robert Chin (New York: Holt, Rinehart and Winston, 1969), pp. 496-497.

<sup>5</sup>Harvey Bertcher and Charles Garvin, Staff Development in Social Welfare Agencies (Ann Arbor, Michigan: Campus Publications, 1968), p. 8.

<sup>6</sup>Eileen Blackey, Group Leadership in Staff Training (Washington, D.C.: United States Department of Health, Education and Welfare, 1957), p. 15.

<sup>7</sup>Ronald Lippitt, Jeanne Watson, and Bruce Westley, The Dynamics of Planned Change (New York: Harcourt, Brace and World, Inc., 1956) p. 75.

<sup>8</sup>Ibid., p. 312.

<sup>9</sup>Paul Hare, Handbook of Small Group Research (New York: The Free Press of Glencoe, 1962), p. 310.

<sup>10</sup>Ibid., p. 312.

<sup>11</sup>Paul Lindsey, The Handbook of Social Psychology (Massachusetts: Addison Wesley, 1969), pp. 261-262.

<sup>12</sup>David McLoughlin, "Participation of the Adult Learner in Program Planning," Adult Education XXII (1971): 30.

<sup>13</sup>Kenneth Rehage, "A Comparison of Pupil-Teacher Planning and Teacher-Directed Procedures in Eighth Grade Social Studies Classes," Journal of Educational Research 45 (October 1951), pp. 111-115.

<sup>14</sup>David Cole and John Glass, "Adult Participation," Adult Education (Spring 1970), pp. 42-47.

<sup>15</sup>Malcolm Knowles, The Modern Practice of Adult Education (New York: Association Press, 1976), pp. 60-61.

<sup>16</sup>James Kouzes, "Participatory Training: Principles and Processes," in Social Work Continuing Education Yearbook 1973, eds. Selima Faruque and Armand Lauffer (Ann Arbor, Michigan: University of Michigan, School of Social Work, School of Continuing Education, 1973), p. 59.

<sup>17</sup>Ibid., p. 61.

<sup>18</sup>Harry Miller, Teaching and Learning in Adult Education (New York: The MacMillan Company, 1964), p. 5.

<sup>19</sup>Ibid.

<sup>20</sup>Michael Huberman, "Looking at Adult Education from the Perspective of the Adult Life Cycle," International Review of Education XX (1974):122-123.

<sup>21</sup>Kurt Goldstein, The Organism (New York: American Books, 1939)

<sup>22</sup>Abraham Maslow, Toward a Psychology of Being, 2nd ed. (Princeton, New Jersey: Van Nostrand, 1968)

<sup>23</sup>Charles Bonjean and Gary Vance, "A Short Form of Self-Actualization," The Journal of Applied Behavioral Science 4 (1968):299-300.

<sup>24</sup>David Johnson and Frank Johnson, Joining Together--Group Theory and Group Skills (New Jersey: Prentice Hall, 1975), p. 233.

## CHAPTER IV

### PROJECT IMPLEMENTATION

As an initial step in the development of the proposed project, it was necessary to identify the sources of both "formal" and "informal" power within the agency structure.

Within the Children's Village operating structure, there was a formalized procedure concerning the implementation of any project.

1. The project is first submitted for consideration to the Training Council for its approval

2. The proposal is then reviewed by the Technical Research Committee in terms of the research design and evaluative procedure

3. The proposal is then reviewed by the Research Council which is concerned with the operating structure of the project and the rights and welfare of the project participants

4. With the recommendations of the three groups noted above, the Executive Director reviews the proposal and approves or disapproves the implementation of the project

While the formalized procedure was clearly spelled out, the nature of the project was such that it was necessary to involve other key staff members on an "informal" basis from the beginning. The alternative was to have "official" project approval without the necessary emotional commitment from the staff that would be involved in developing the curriculum. It was most important to address

a key issue identified by Franklin, who recommended:

. . . sequencing objectives and action steps in such a way that linkage is established between the initial point of change and other persons, parts and dimensions of operation internal to the target system.<sup>1</sup>

An initial meeting with the Executive Director, Mr. Lawrence Perkins, was held in June 1978.

### The Process

The objective of the initial meeting with Mr. Perkins was to gain sanction to begin the preliminary steps in obtaining project approval. Prior to this meeting, a copy of the project proposal was sent to him. At the meeting, the proposal was reviewed and he was asked for recommendations on procedure. Based on a discussion concerning "formal" and "informal" processes, Mr. Perkins suggested that initial meetings be held individually with the Chairperson of the Technical Research Committee, the Chairperson of the Training Council, and the Chairperson of the Social Work Planning Committee. This was a significant step. While the first two individuals represented members of the "formal" process, the Chairperson of the Social Work Planning Committee represented initial access to the social work staff. Without the voluntary endorsement of the social work staff, a formal acceptance of the project would be meaningless in terms of the objectives.

The Chairpersons of the Technical Research Committee and the Training Council responded enthusiastically to the initial proposal and recommended that the formal proposal

be submitted to their committees for consideration. The proposal was also discussed with the Chairperson of the Social Work Planning Committee, who arranged for a discussion of the project with the Committee. This Committee consisted of representative social workers from each of the six units in the agency. The meeting was held on November 6, 1978 with administrative approval and the understanding that no program would be implemented without completion of the formalized procedure. However, the Executive Director and the Chairpersons of the two formal committees emphasized that acceptance of the proposal by the social work staff was essential for their consideration of the proposal and the practice principles to be tested.

The minutes of the Social Work Planning Committee meeting (Appendix A) reflect a general understanding of the process that would be implemented.

If we are interested, he (the project leader) would work with our social work group to design a program to meet our needs . . . the curriculum, goals and objectives are open . . . we would define our learning needs.<sup>2</sup>

The Committee endorsed the proposal and a meeting was scheduled with the entire social work staff for November 20, 1978. At this meeting, there was further elaboration of the proposal (Appendix B). The social work staff decided that they would participate in the project if it was approved. It is important to note that three of the six Unit Directors were present at this meeting. They had all been invited, since it was felt important to have their endorse-

ment. Bertcher and Garvin have written of the wisdom of such a strategic move in discussing the variables that can affect a training program. These variables include:

. . . organizational forces other than training which control worker behavior.<sup>3</sup>

The Unit Directors were responsible for the total administration of their units. Their endorsement was considered essential since the project could ultimately affect their own program operations. Because of a concern that there be adequate communication among all significant individuals, it was decided at this meeting that if the project was approved, minutes would be taken at each session and made available to administrative staff, the Training Council, both Research Committees, and the Executive Director.

Minutes prepared immediately after each session and distributed to all project participants and other designated personnel would enhance the communication process and allow for feedback from those not directly involved in the meetings--but with an investment in the outcome. An additional recommendation was made that the project leader attend meetings of the Training Council during the duration of the project. Since the Chairperson of the Social Work Planning Committee also attended these meetings, the two could act as liaisons between the Council and the project. This was viewed as another way of providing adequate communication and feedback.

With the approval of the social work staff, the

formal project proposal was presented to the Training Council (Appendix C). The Council approved the project and it was then reviewed by both the Technical Research Consultation Committee (Appendix D) and the Research Committee (Appendix E). With minor amendments, the proposal was recommended to the Executive Director for his approval, which was granted on December 29, 1978.

### Analysis of Initial Phase

In any attempt to institute change in a system, there must be a consideration of the existing structure and the impact that "introduced change" will have. Chin and Benne note:

One element in all approaches to planned change is the conscious utilization and application of knowledge as an instrument or tool for modifying patterns and institutions of practice.<sup>4</sup>

As discussed earlier, it was necessary to become familiar with both the "formal" and "informal" structure at Children's Village, and to determine the potential effect that the project could have on various individuals and components within the total system. It was recognized that individuals within the system might anticipate different consequences as a result of project implementation. Klein has observed:

The literature on change recognizes the tendencies of individuals, groups, organizations, and entire societies to ward off change.<sup>5</sup>

Klein classifies this resistance as including:

1. Opposition to a real threat.
2. Concern about the maintenance of one's integrity.
3. A reaction to 'the frequent alienation of the planners of change from the world for whom they are planning.'<sup>6</sup>

In considering Klein's first two points, the following was recognized:

1. Each unit had at one time attempted to develop training for its clinical staff
2. Each unit was directed by a trained MSW who supervised the social workers who would be participating in the project
3. There was both a "formal" and "informal" system to be considered

Coser, in analyzing the decision-making process in a hospital, discussed the need to ". . . compare the formal structure of authority with the de facto lines of decision making."<sup>7</sup> Dalton also recognized the presence of both sources of influence and cautioned:

We should at least recognize that there can be numerous concurrent interplays, interrelated and not, of varying importance to the organization.<sup>8</sup>

It was recognized that there were many individuals at the agency who could be affected by the project. The inclusion of these individuals in the planning and decision-making process was an attempt to eliminate any of the possible negative effects that could be created by not responding to their feelings and opinions. Since the training course could conceivably influence the program operations within each unit, Unit Directors were involved

initially. There was also recognition that administrative staff would feel more comfortable with a process about which they were aware.

Klein's third point, concerning the alienation of planners from those who will be affected, was addressed in two different ways.

The plan for the implementation of the project subscribed to the concepts of small group democratic process and to the andragological principles developed by Knowles. This resulted in the project leader working very closely with all members of the system that would be affected. Since the project leader had been a member of the Children's Village staff from 1972 to 1977, his familiarity with the program was viewed positively. It was felt that he had a good understanding of the system and the potential problems that might arise in the development of such a program.

Viewing this initial phase as part of a process, it may be categorized as a time of planning. Northen described this as "the identification of a need for services."<sup>9</sup> Within the organizational structure, the goal must satisfy both the needs of the organization and the participants in the group process.

Groups have specific purposes. . . . The purposes need . . . to meet human need and to be in harmony with the functions of the sponsoring agency. Clarity of purpose is essential.<sup>10</sup>

During the initial phase of the project, this process of planning and clarification took place on several different levels. While the broad concept of training was

seen as being in harmony with the function of the agency, individuals within various systems had to come to view the project proposal as being in harmony with their own specific functions. The Training Council needed to be sure that the project could be realistically carried out within the agency's environment. The Research Council needed to determine that the safeguards protecting the rights of participants had been built in and the Technical Research Consultation Committee was primarily concerned that there was an appropriate research design. In working with several groups, it was necessary to respond to particular areas of concern.

Once this was done, the initial phase of the work was similar to the "contract development" process described by Schwartz. It was necessary to make sure that there was agreement between the administration of the agency and the social work staff as to what was to be accomplished.

The convergence of these two sets of tasks--those of the clients and those of the agency--creates the terms of the contract that is made between the client group and the agency.<sup>11</sup>

A climate was created where those essential individuals in the Children's Village personnel structure appeared to feel that they had been involved in the identification of the task and the decision to implement the project. Much of the clarification and planning had to be developed again when the formal meetings of the social work staff began. This reorientation period is to be expected during what is termed the "beginning phase."

### Beginning Phase

On January 8, 1979, the first meeting of the project was held (Appendix F). Of concern here is the process that occurred during this period when the social workers met with their task assignment to develop a training curriculum.

Although the individuals in this group had been meeting together and knew each other, this specific task represented a new endeavor. There was a need for an immediate reclarification of the purpose of the group and agreement as to the common task. Even though all of the participants had been present at previous meetings, it was felt that there was a need for a restatement of the group's goals and tasks. The history of the project was reviewed since the first meeting at Children's Village. Initial questions and concerns were raised relating to the following issues:

1. The agency's commitment to implementing a training program developed by the group
2. The degree of autonomy that this group would have in terms of developing such a training program
3. The goals of the project leader

Each of these issues was addressed at the first meeting.

1. Agency's commitment to implementing a training program developed by the group

The project leader reviewed with the group the process that culminated in receiving permission to implement

the project. It was reported that in meeting with the Chairperson of the Training Council it had been stated that there was money set aside for training purposes and there was a commitment on the part of the agency to spend this money. The Chairperson of the Social Work Training Committee, who had participated in this meeting, was able to reassure the group that he felt that the agency was sincere in its commitment. Since, at this point, the legitimacy of the project leader had not been clearly established, an indigenous leader was able to legitimate the process that had gone on.

2. The degree of autonomy that the group would have in developing such a program

It was necessary for the project leader to clarify to the group that while they were being asked to develop a training program for themselves, a realistic consideration of the situation was necessary. The workers functioned within an organizational system that had specific goals. The curriculum developed would have to relate to those goals. Any curriculum proposed would be reviewed by the Training Council and the Executive Director. In addition, the minutes of each meeting would be sent to key administrative personnel for their review. As the discussion continued, it became clear that the concern of the group was that their work would not be summarily dismissed or disregarded. Both the project leader and the Chairperson of the Planning Committee were able to state that they did not feel that this would be the case.

### 3. The goals of the project leader

While this question was never directly asked, it was implied on several occasions. The project leader stated his specific goals. They were twofold:

1. The project leader was a doctoral student at the City University of New York Graduate School. The project was being implemented in partial fulfillment of the requirements of the program.

2. The project leader had selected Children's Village as the site for project implementation because of his familiarity with the institution. During the time that he had been a member of staff he had been concerned about the lack of formalized training for the social work staff. The project would direct itself to what he felt was a necessary program component.

The group was now ready to proceed with the work of beginning to identify the courses that they wished to develop.

Prior to the first meeting, the project leader had sent a questionnaire to all of the social workers and members of the administrative staff asking them to identify those training topics that were of interest to them and that they felt were relevant for a proposed training program. The responses to this questionnaire had been distributed to all of the social workers prior to the first meeting with a differentiation made between those recommendations made by social workers and those made by the administrators. The strategy in doing this was twofold. In the first place, it was felt that such a procedure would emphasize the fact that there was to be a group process and not one that would be structured by the project leader in terms of previous conceptions as to what should be included

in a training program.

Bovard has reported:

Individual perceptions of an objective stimulus by members of a group-centered unit will shift more in the direction of a common norm, when the individual judgments and the group average are known, than will the perceptions of a leader-centered unit. Group-centered structure can thus be said to have more power to alter the perceptions of individuals in the direction of a common norm than has a leader-centered structure.<sup>12</sup>

From the beginning, the group decision-making process was emphasized.

A second reason for the distribution of the questionnaires was to allow the group to identify those areas of training that were of common concern to both social workers and administrators. It was assumed that if there was initial agreement in some areas, this would help to elicit strong support for the end product. Drezner, in discussing the elements of a decision, noted:

Decision making is a process of choosing from a collection of known alternatives--limited in number . . . a single alternative that the decision makers think is most likely to achieve the desired objective.<sup>13</sup>

The suggestion was made to the social work group that if there was agreement with the administrative staff concerning the most desirable courses, the task would become easier in terms of initial support for the program. The group agreed to this principle.

The group was now ready to move on to the second stage--the actual identification of courses and the development of curriculum outlines. The project leader had identified three stages in which he felt the group would have to

be engaged.

1. Identification of the task of the training program
2. Identification of the training program curriculum
3. Identification of the strategies for implementation

### Analysis of the Beginning Phase

Several concepts may be considered in analyzing this particular phase of group development. Northen has described this period as the "exploring and testing phase":

Through their exploration and testing there is an increase in the members' perceptions of and response to the group as a whole.<sup>14</sup>

There is a need for clarification of purpose, but as noted:

Explanation and clarification of purpose is not a task to be completed in one or two sessions. It is rather a continuous process of definition and redefinition of both the long range and immediate purposes as these become more specific and as they undergo gradual change.<sup>15</sup>

Thus, at the first meeting there is a need for a re-clarification of the purpose and task of the group to make sure that all members are in accord. This also allows for any renegotiation that has to take place. The "formality" of what has been a quasi-formal process tends to necessitate a clarification around issues such as attendance, minute taking, etc. The workers' attendance at this first meeting reaffirmed their initial commitment to the formal process but there was still a need for a recommitment to

the goals.

A second issue that was raised was the question of the group's autonomy and the agency's commitment to the project. Argyris has noted:

All organizations originate with the attempt to fuse two basic components, the individual and the formal organization. The participants, however, are human beings who are themselves living organisms with their own 'grand strategy' as exemplified in their abilities, needs and goals. As organisms they will always be striving for self-actualization while behaving as agents of the organization.<sup>16</sup>

The project leader must, in working with the group, assume the role of mediator between the client who wishes autonomy and the agency's goals and expectations.

Vinter and Galinsky have observed:

. . . a group's social environment includes . . . potent demands and constraints . . . often imposed upon the group in its external environment. What the group is allowed or expected to do, and the means given with which to do it, are often set by the service agency and the surrounding community.<sup>17</sup>

The group's concern with the support of the administration and their own degree of autonomy, are issues that must be addressed early in the group process. It was here that the project leader's familiarity with the organizational structure of the agency allowed for a frank, realistic discussion of the realities and constraints that were built into this process. The emergence of an indigenous leader (the Chairperson of the Planning Committee) also helped in responding to concerns since he had also been present at all of the pre-planning meetings.

The credibility of the project leader was an issue that was raised. The project leader reviewed with the group his own goals and his reasons for selecting Children's Village as the site for project implementation. The group seemed to accept this explanation as being reasonable.

The emergence of an indigenous leader would seem to be attributable to the specific person's role as the Chairperson of the Social Work Planning Committee and the Training Council. Shaw notes:

. . . it seems . . . that the person who occupies a central position in a communication network has a high probability of emerging as a leader. . . . The reasons for the centrality-leader-emergence relationship probably are availability of information and the related possibility of coordinating group activities.<sup>18</sup>

Since this individual has a great deal of information available to him as a result of his participation in various committees, the other members tend to look to him for advice and guidance especially during the initial process.

#### Identification of the Curriculum

It is during this same phase that the group actually began to work on the identification of those courses and curriculum content that they wanted in their initial training program. Northen described this as a period of time when there is:

. . . an emphasis on work. . . . This stage is characterized by the interdependence of the members in sustained work on problems . . . which are related to the goals of the members.<sup>19</sup>

It must be remembered that at no time does the group ever completely finish the work of any phase. This is important since the project leader must be attuned to members of the group coming back to tend to unfinished business that they may have thought had been resolved.

The group was ready to move into this "work phase" during the first meeting. There was a sense of wanting to accomplish something. This was especially true since an unanticipated emergency concerning a State Board report meant that there would be a two-week period when the group did not meet.

An initial review of the questionnaires suggested the categorizing of courses into the following areas:

1. Administration courses
2. Team approach courses
3. Cultural factors courses
4. Treatment of children courses
5. Treatment of adolescents courses
6. Treatment of family courses
7. Treatment techniques for special problems courses

The categories noted above were devised by the social work group as a way of first beginning to define identifiable issues.

It was agreed that at the next meeting members would come prepared to discuss specific courses that should be offered.\*

---

\* Because of the two-week break, the project leader made it a point to be present at the agency at least three times during this period. This allowed for the stimulation of additional thinking and the maintaining of contact.

Meeting #2 (Appendix G)

At the January 29 meeting of the group, it was agreed that the next step was to review the proposed curriculum subjects and to reach some agreement as to which courses should be given priority in terms of the initial training sessions. The group entered this phase of identifying the "work" by stating priorities. This is a form of arriving at temporary consensus and allows the group to focus on the work.

Initial discussion centered around the development of a course on managerial skills for treatment supervisors. This course was viewed as necessary because many of the social workers functioned in this capacity with no previous training and others would assume this role in the future.

The list of recommended courses was reviewed by the group to see which suggested training material could be covered in a course dealing with managerial skills. The following were seen as relevant:

1. Supervision
2. Program management and implementation
3. Budgeting
4. Record management
5. Middle management as effective change agents  
in the agency

The middle management course was discussed in terms of the need for an understanding of how one analyzes and deals with systems in terms of effecting change. Several members of the group were concerned about the amount of resistance to change that they felt existed within the

agency.

Other courses briefly discussed were:

1. Socio-cultural factors and implications for treatment
2. Latency-aged and adolescent children
3. Working with non-verbal behavior, aggression and resistance
4. Play therapy
5. Effective change through social action

The meeting ended with a decision that at the next meeting there would have to be more work done on identifying specific courses and course content. There would also have to be a decision about what to do, if anything, about the fact that during a two-week period there would be agency holidays on Monday meeting days.

#### Analysis of Second Meeting

In order to move ahead, the group must begin to identify specific work tasks. The initial consensus provided the framework for the group to begin its assigned task. In discussing this stage of development, Yalom observes:

The group gradually develop(s) into a cohesive unit. Many varied phases with similar connotations have been used to describe this phase . . . common goal and group spirit . . . consensual group action . . . group interaction and mutuality.<sup>20</sup>

As suggestions were offered, the group members developed a feeling of the orientation of others; identified issues with which they were in agreement; and began to develop initial group consensus.

The project leader's task at this point was to keep

the group attention focussed on its task and to observe anything that might be interfering with the work. Schwartz discussed the worker's role as that of continuously raising two central questions for himself.

Are we working? What are we working on? At this point there is a high premium on the worker's ability to make accurate judgments in identifying when work is going on, what it is about, when it is being avoided, where it runs into obstacles, and when the group is immobilizing itself.<sup>21</sup>

Since the demand on the group is for work related to identifying courses, the project leader's task was to observe the process and to intervene when the group encountered difficulty in staying with the work. This occurred when the group started to discuss resistance to change in the agency. The project leader identified this as something that was holding up the process and the group, recognizing this, moved on with its work.

The meeting ended with the project leader's summary of what had transpired during the meeting in terms of the group moving toward its goal. This allowed the group members to reflect on what was being said, and agree or amend, and provided the opportunity for the group to reach consensus about their progress in terms of their task. This last procedure was utilized throughout the duration of the project.

### Meeting #3 (Appendix H)

The meeting started with a review of the minutes from the last meeting. This procedure started all of the meet-

ings and was somewhat time consuming. Since attendance was not always consistent, it allowed for (1) mutual agreement to be reaffirmed, and (2) identification of issues that had not been resolved. Most of the meeting was concerned with the further identification of proposed courses. Suggested were:

1. Conversational Spanish
2. Mini course on the Children's Village computer
3. Experiential sharing by peers
4. Social welfare systems

These courses were combined with those that had been discussed at the previous week's meeting and became the focus for the rest of the meeting. The group began to work on being more explicit concerning specific course content. Discussion on a "sociocultural" course and the "social welfare systems" course led to group members expressing their concerns again about:

1. the agency system not addressing itself to important concerns, and
2. whether the agency would allow staff to deal with certain areas of concern, e.g., how the agency was not dealing appropriately with the welfare system

Both of these concerns were identified by the project leader. There was no resolution concerning these feelings and it was agreed that the group would have to wait to see if there was a reaction to the inclusion of these courses when they were described in the minutes. It was noted by the project leader that the initial suggestion of these courses had been reported in the previous week's minutes and that there had been no negative reaction.

A second issue raised at this meeting was the fact that because of agency holidays, the total group would not meet again for the next two weeks. Concern was raised that some of the momentum would be lost during this time. One of the group members suggested that there be a small sub-committee appointed to meet during this two-week period. Its task would be to begin to develop the specific content for the courses that had been identified. Minutes of these meetings would be circulated to the entire social work staff for discussion at the next total group meeting. The sub-committee would make no firm decisions but rather suggestions that would be reviewed. A group of five agreed to meet with the project leader and two meetings were scheduled.

### Analysis of Meeting #3

The unresolved issue concerning agency sanction was raised again at this meeting. The project leader must be aware of the fact that during the group process there are issues that seem to be resolved but are raised again--indicating that there has not been closure. Northen has noted:

No group moves along in an orderly sequence, but progress is made unevenly with steps forward and backward and then ahead to a new level of consolidation of gains.<sup>22</sup>

In terms of techniques, Schwartz has identified one of the five major tasks to which the social worker addresses himself concerning the group as being that of:

. . . lending his own vision and projecting his own feelings about the struggles in which they are engaged.<sup>23</sup>

The project leader's task here was to identify for the group his belief that their feelings about the agency were getting in the way of the task at hand. This was not presented in a negative manner but rather as a statement of belief which was left open to challenge by members of the group. If the leader's statement was accepted, then the work of the group had to be to deal with this issue until they were able to move back to the assigned task.

With the sharing of these feelings, the group seemed to recognize that this was an issue about which they would not be able to feel totally comfortable until the actual training program started. The recognition of this fact seemed to free the group to continue with its work. There was also the recognition that once a curriculum was developed, time would have to be spent developing a strategy for the presentation of the proposal to the Training Council.

The feelings expressed by the group also confirmed the necessity for the project leader to emphasize the agency's commitment in his informal contacts with members of the administration. It was necessary for the project leader to be constantly attuned to the organizational process and events which might affect the group's task.

Analysis of organizational variables that influence group work practice and of the dynamics through which these variables affect the workers and the group imply

that the effectiveness of group work is dependent upon certain organizational prerequisites and the group worker can not assume a passive role in the agency but must engage in the analysis of the effects of the setting on the group and himself. As a result, the worker may find that he needs to induce and stimulate changes within the organization.<sup>24</sup>

The project leader, in attempting to help the group to implement a new program, also had to take an active role in dealing with the agency. This was done both formally and informally. Formally, he continued to meet with the Training Council to report on the progress of the group. This allowed him to get reactions to the process and to become aware of any potential problems. On an informal basis, the project leader continued to touch base with the Executive Director, the Unit Director, and other key agency personnel.

The decision to have a subcommittee, while viewed in a positive manner, raised another issue. Northen discussed the emergence of subgroups and stated:

In evaluating the emergence of subgroups, the basic questions concern the way in which they relate to the group as a whole, whether they are functional for the particular task of the group at a given time.<sup>25</sup>

This subcommittee was formed to serve the needs of the total group. The project leader must be careful to make sure that it does not then use its meetings for any other purpose.

### Subcommittee Meetings (Appendices I and J)

The two meetings of the subcommittee considered curriculum content for the following courses:

1. Conversational Spanish
2. Working with the Black child and family in residential treatment
3. Working with the Hispanic child and family in residential treatment
4. A computer course
5. Experiential sharing by peers
6. Social welfare systems

### Analysis of the Subcommittee Meetings

The creation of a subcommittee served two purposes.

1. It allowed for a continuity that might have been lost had there been no meetings or minutes for that two-week period

2. The smaller group allowed for a freer exchange of ideas and suggestions and made it possible to produce a great deal of material for consideration by the total group

The mandate to the subcommittee allowed it to concentrate on its task. As Turquet has noted:

. . . a small group if it is to be alive and active must have a primary task. . . . A functioning small group must therefore seek to know its primary task both by definition and by feasibility.<sup>26</sup>

The task of the subcommittee was clear. The members expressed satisfaction that they did not have decision-making authority. They viewed their role as having to develop more specific course content for consideration. In retrospect, the idea of a working subcommittee might have been considered as part of the original proposal.

Meetings #4-6 (Appendices K, L, M)

The group at the three meetings held after the two-week break concentrated on a review of the subcommittee's work and the consideration of two additional courses. It was decided that a course on "experiential learning" was not necessary. Rather, it was the decision of the group that each of the courses should in part focus on and utilize staff's experiences with the particular subject matter.

At the fourth meeting it was decided that the project leader would develop sample outlines of each of the seven courses that had been decided on. These would be reviewed prior to the next meeting to allow the group to begin editing and revising.

Analysis of Meetings #4-6

These three meetings represent that phase of group development that Sarri and Galinsky have defined at the maturation phase:

. . . marked by a relatively high level of group functioning. . . . Customary operating procedures include patterns of participation, problem solving, decision making, and implementation of decisions.<sup>27</sup>

The group members at this time assumed more control of the process. At initial sessions, they tended to look to the project leader and the indigenous leader for direction. Now there was more of a group process with many of the members contributing. The project leader at this point assumed the role of "traffic manager" and "clarifier." In the former role, he made sure that people were heard and

that the group stayed with the agenda items. In the latter role, he attempted to clarify issues and thoughts when there seemed to be some confusion. He also performed a "linkage" role by helping the group to tie together and assimilate ideas and thoughts that were raised at different times during the meeting.

The group's perception of the project leader seemed to have changed from being a leader to that of a facilitator.

#### Meeting #7 (Appendix N)

At this meeting there was the appearance of a member of the social work staff who had not been present at any of the previous meetings. In reviewing the final draft, the newcomer was critical of the wording used in several instances. The group's reaction was to explain to this new member the rationale for the decisions that had been made and for the wording used. With some minor revisions, the final draft was adopted for presentation to the Training Council. The agenda for the rest of the meeting was a consideration of strategies for the presentation of the proposal.

The project leader recommended that the group identify what they felt to be the major areas of concern or potential problems. They were:

1. Involvement in the identification and selection of faculty both from within and outside the agency

2. Scheduling of training hours during work time
3. Expenditures of monies for outside teachers

The group decided to schedule the first two training sessions using agency professional staff. This would mean that money would not have to be spent and was intended as an act of "good faith." It was felt that the other two items would be presented as "essential" in the cover memo that would be sent to the Training Council with the curriculum proposal.

The group then agreed to use their final meeting to discuss any new strategy proposals and to have a small party.\*

#### Analysis of Meeting #7

The arrival of one newcomer at this stage of the group process created a degree of uneasiness for both the project leader and the group members. As this individual became overly critical, the project leader found himself becoming defensive. Recognizing this, he decided that it was the group's responsibility to handle this issue. The group, apparently used to working with this individual, fielded the questions, dealt with them, and proceeded to work on their task. It is important to remember that the project leader enters many group situations where a process has been long established. Many of the group's coping

---

\* At this final meeting, there were no additional suggestions concerning strategy.

techniques have already been developed. The group must be allowed to deal with process issues such as the one just illustrated. The problem is one for the group, not for the project leader.

In developing strategies for the presentation of the curriculum, there again emerged negative feelings concerning the agency. The project leader asked the group to identify what they felt would be the problems in presenting the proposal. This moved the issue from being "global" to being "specific."

Thus, the group had arrived at that point in their development where they were prepared to present their proposal to the Training Council.

On April 11, 1979, the Training Council at Children's Village endorsed the curriculum that had been developed by the social work staff. With the approval of the Executive Director on April 17, 1979, the social work staff was mandated to establish a schedule for the delivery of their recommended courses.

Footnotes--Chapter IV

<sup>1</sup>Jerome Franklin, "Characteristics of Successful and Unsuccessful Organization Development," The Journal of Applied Behavioral Science 3 (1974):12.

<sup>2</sup>The Children's Village, Social Work Planning Committee, Minutes, November 6, 1978.

<sup>3</sup>Harvey Bertcher and Charles Garvin, Staff Development in Social Welfare Agencies (Ann Arbor, Michigan: Campus Publications, 1960), p. 8.

<sup>4</sup>Robert Chin and Kenneth Benne, "General Strategies for Effecting Change in Human Systems," in The Planning of Change, eds. Warren Bennis, Kenneth Benne and Robert Chin (New York: Holt, Rinehart and Winston, 1976), p. 27.

<sup>5</sup>Donald Klein, "Some Notes on the Dynamics of Resistance to Change: the Defender Role," The Planning of Change, op. cit., p. 117.

<sup>6</sup>Ibid., p. 119.

<sup>7</sup>Rose Coser, "Authority and Decision Making in a Hospital: A Comparative Analysis," American Sociological Review 23 (1958):57.

<sup>8</sup>Melville Dalton, "Formal and Informal Organization," in Readings on Modern Organization, ed. Amitai Etzioni (New Jersey: Prentice Hall, 1969), p. 114.

<sup>9</sup>Helen Northen, Social Work with Groups (New York: Columbia University Press, 1969), p. 86.

<sup>10</sup>Ibid., p. 88.

<sup>11</sup>William Schwartz, "On the Use of Groups in Social Work Practice," in The Practice of Group Work, eds. William Schwartz and Serapio Zalba (New York: Columbia University Press, 1971), p. 8.

<sup>12</sup>Everett Bovard, "Group Structure and Perception," Journal of Abnormal and Social Psychology 46 (1951):405.

<sup>13</sup>Stephen Drezner, "The Emerging Art of Decision Making," Social Casework (January 1973):5.

<sup>14</sup>Northen, Social Work with Groups, p. 146.

<sup>15</sup>Ibid., p. 149.

<sup>16</sup>Chris Argyris, Personality and Organization (New York: Harper and Row, 1957), p. 20.

<sup>17</sup>Robert Vinter and Maeda Galinsky, "Extragroup Relations and Approaches," in Individual Change through Small Groups, eds. Paul Glasser, Rosemary Sarri and Robert Vinter (New York: The Free Press, 1974), p. 281.

<sup>18</sup>Marvin Shaw, Group Dynamics: The Psychology of Small Group Behavior (New York: McGraw Hill Book Co., 1971), p. 140.

<sup>19</sup>Northen, Social Work with Groups, p. 189.

<sup>20</sup>Irving Yalom, The Theory and Practice of Group Psychotherapy (New York: Basic Books Inc., 1975), p. 311.

<sup>21</sup>Schwartz, "On the Use of Groups in Social Work Practice," p. 14.

<sup>22</sup>Northen, Social Work with Groups, p. 190.

<sup>23</sup>Schwartz, "On the Use of Groups in Social Work Practice," p. 16.

<sup>24</sup>Paul Glasser, Beryl Carter, Richard English, Charles Garvin, and Charles Wolfson, "Group Work Intervention in the Social Environment," in Individual Change through Small Groups, op. cit., p. 320.

<sup>25</sup>Northen, Social Work with Groups, p. 33.

<sup>26</sup>Pierre Turquet, "Leadership: The Individual and the Group," in Analysis of Groups, eds. Graham Gibbard, John Hartman and Richard Mann (San Francisco: Jossey and Bass, 1974), p. 350.

<sup>27</sup>Rosemary Sarri and Maeda Galinsky, "A Conceptual Framework for Small Group Development," in Individual Change through Small Groups, op. cit., p. 77.

## CHAPTER V

## DATA EVALUATION

In evaluating the data produced, it is necessary to relate to the primary and secondary objectives of the project. Primarily, the project was concerned with (1) the application of specific principles relating to organizational theory, group process, and andragological principles to the development of a planning process; and (2) the study of the process itself. The information and results produced in these two areas were:

1. A six-course curriculum developed by the social work staff

2. A descriptive process and analysis of the development and actual implementation of the process of curriculum development

In this sense, the project produced the results it had attempted to develop.

Of a secondary nature were the hypotheses developed during the course of project planning, to wit:

1. Feelings of group cohesiveness among staff would increase in a positive manner, and

2. Workers would experience greater feelings of self-actualization

In developing a design to determine whether this occurred, two factors had to be considered. These were:

1. The project was open to all members of the social

work staff, and

2. Participation in the project was on a voluntary basis

It was decided that all staff who attended at least five of the eight meetings would be considered part of the "project" group. All other staff would be classified as a "contrast" group. Ultimately, 19 of the 25 members of the social work staff attended a sufficient number of meetings to be counted as part of the project group. Table 2, describing the "experimental" and "contrast" groups, provided the following information:

TABLE 2

DEMOGRAPHIC MATERIAL COMPARING PROJECT GROUP  
AND CONTRAST GROUP

Demographic Data	Project Group	Contrast Group
Males - number	6	4
Females - number	13	2
Mean age - Males	38.8	32.5
Mean age - Females	35.8	40.5
Average yrs at agency - Males	7.6	6.0
Average yrs at agency - Females	10.4	12.0
Yrs since obtaining MSW - Males	7.7	6.0
Yrs since obtaining MSW - Females	10.4	12.0

### Evaluation Instruments

In the case of self-actualization, a short form measure of "self-actualization," developed by Bonjean and Vance,<sup>1</sup> was modified and administered (see Appendix O). Prior to the administration of this questionnaire, the form and specific questions were shared with members of staff without actually asking them to respond. The items retained, and those added, were the result of staff indicating that these were areas relating to job satisfaction with which they had some interest. While there is no indication that this form has ever been used in a child welfare institution, Bonjean and Vance indicate successful use of the instrument with hospital workers and retail store employees. The fact that staff identified the issues listed in the questionnaire and were also able to add other categories, was seen as providing enough of a basis for the use of this measuring device.

Again, in the measuring of group cohesiveness, a simple questionnaire, developed by Johnson and Johnson, was utilized (see Appendix P). In discussing the questionnaire, the authors note:

The . . . questions focus on several aspects of increasing group cohesion. The first . . . deals with a general attempt to keep cohesion high. Questions 2 and 3 pertain to the expression of ideas and feelings and the support for others expressing ideas and feelings. . . . Questions 4 and 6 also focus on support for, and liking of, other group members. . . . Question 5 takes up one's willingness to be influenced by other members. Question 7 centers on the acceptance of individuality within the group.<sup>2</sup>

The questionnaire, as described, addressed those issues which staff had identified when they had talked informally about the concept of cohesiveness. This led to the use of this format for evaluation purposes.

### Evaluation Design

Both questionnaires were administered by the project director. The group cohesiveness questionnaire was administered at the first and last formal sessions. Members of the "contrast" group who from the start were not going to attend any sessions were asked to respond to the questionnaire individually during the week prior to and following the group meetings. In the case of the short form, all members of staff were met individually and asked to respond during the week prior to and following the formal group meetings.

### Report on Responses to Questionnaires

#### Group Cohesiveness

In responding to each of the questions on group cohesiveness, participants were asked to determine the intensity of their feeling on a continuum of 0-10. A response of "never" was graded as "0" and a response of "always" was graded as "10." The questionnaire allowed for any numerical response between those two numbers.

In Table 3, the "pre" and "post" scores for each item represent the total sum of the responses made by staff to each question. The same applies to the responses made by staff in Table 4 (a comparison between those staff who had been at the agency for more than three years and those staff who had been at the agency for less than three years). Table 5 represents a comparison between the total scores on each item for the project and contrast groups. The material reported on in Tables 3 and 4 represents data obtained only from the experimental group.

#### Self-Actualization

The "pre" and "post" test scores shown in Tables 6 and 7 indicate the change in total score for each individual's responses to the "short form" questionnaire. An explanation of how these scores were determined is found in Appendix P.

Report on Responses to Questionnaires

TABLE 3

GROUP COHESIVENESS (FOR TOTAL PROJECT GROUP)

Item	Pre	Post	Statistic	N	Significance*
1	107	100	T=16.5	9	ns
2	120	123	T=64.0	16	ns
3	131	135	T=38.0	13	ns
4	133	118	T=16.0	13	sign at .05 level
5	103	103			ns
6	118	118			ns
7	151	142	T=26.0	13	ns

\* Measured to the .05 level by the Wilcoxon matched pairs signed ranks test.

TABLE 4

GROUP COHESIVENESS (COMPARISON OF PRE AND POST TEST SCORES  
FOR STAFF WHO HAD BEEN AT THE AGENCY FOR THREE OR MORE  
YEARS AS COMPARED TO STAFF WHO HAD BEEN AT THE  
AGENCY FOR LESS THAN THREE YEARS

Item	3+ yrs	less than 3 yrs	Statistic	N	Significance*
1	-7	0	U=28	9	ns
2	+3	0	U=42.5	9	ns
3	+1	+3	U=39.0	9	ns
4	-8	-7	U=36.5	9	ns
5	-1	+1	U=45.0	9	ns
6	-4	+4	U=34.0	9	ns
7	-10	+1	U=25.5	9	ns

\* Measured to the .05 level by the Mann-Whitney U Test.

TABLE 5

GROUP COHESIVENESS (PROJECT GROUP  
AS COMPARED TO CONTRAST GROUP)

Item	Experimental Pre/Post	Contrast Pre/Post	Sta- tistic	N	Signifi- cance
1	-7	-1	U=49	6	ns
2	+3	-5	U=47	19	ns
3	+4	-5	U=50	19	ns
4	-15	0	U=42	6	ns
5	0	-4	U=54	19	ns
6	0	-2	U=56.5	6	ns
7	-9	-8	U=55	19	ns

\* Measured to the .05 level by the Mann-Whitney U Test.

TABLE 6

## SELF-ACTUALIZATION (PERSON x PERSON) PROJECT GROUP

Person	Pre Test	Post Test	Change*
#1	.793	.722	-.071
#2	.667	.744	+.077
#3	.529	.391	-.138
#4	.863	.646	-.217
#5	.737	.583	-.154
#6	.521	.617	+.096
#7	.806	.802	-.004
#8	.578	.741	+.163
#9	.778	.771	-.007
#10	.683	.535	-.148
#11	.630	.550	-.080
#12	.667	.533	-.134
#13	.806	.778	-.028
#14	.792	.833	+.041
#15	.769	.768	-.001
#16	.867	.857	-.010
#17	.870	.583	-.287
#18	.590	.505	-.085
#19	.826	.856	+.030

\* The cumulative change when the Wilcoxon Matched Pairs signed ranks test was applied did not prove to be significant at the .05 level.

TABLE 7

SELF-ACTUALIZATION (COMPARISON BETWEEN  
PROJECT GROUP AND CONTRAST GROUP)

Contrast Group

Person	Pre Test	Post Test	Change
#1	.622	.833	+.211
#2	.549	.667	+.118
#3	.968	.800	-.168
#4	.794	.741	-.053
#5	.795	.792	-.003
#6	.481	.506	+.025

The Mann-Whitney U Test was applied to compare the experimental group with the contrast group in terms of change. There was no significant difference.

The preceding data indicate that, with one exception, there are no significant changes in terms of feelings of group cohesiveness or self-actualization.

Footnotes--Chapter V

<sup>1</sup>David Johnson and Frank Johnson, Joining Together: Group Theory and Group Skills (New Jersey: Prentice Hall, 1975), p. 235.

<sup>2</sup>Helen Northen, Social Work with Groups (New York: Columbia University Press, 1969), p. 46.

<sup>3</sup>Charles Bonjean and Gary Vance, "A Short Form of Self-Actualization," The Journal of Applied Behavioral Science 4 (1968)

## CHAPTER VI

## SUMMARY, FINDINGS, RECOMMENDATIONS

The body of this report has described the development of an in-service training program for social work staff at a residential treatment center. The following factors have been considered:

1. Organizational factors affecting the implementation of the project
2. The process of actual project implementation as it relates to:
  - a. small group theory
  - b. andragological principles relating to the adult learning process

An attempt was made to ascertain whether the process involved would have a positive affect on feelings of group cohesiveness and self-actualization as related to the job.

In the process of project implementation, the following occurred:

1. A description of the: (a) organizational structure existing at the agency; and (b) the strategy developed for obtaining project approval
2. An examination of the theories and concepts concerning small groups, andragogy, and adult education which served as the theoretical basis for the project
3. A description of the project's implementation with an analysis of the process and stages of group development

The primary goals of the project were realized. A fully developed six-course curriculum was created; three courses have already been conducted. The second major objective--the description and analysis of a "process" of implementation--has been reported on. In developing a theoretical basis for the project, specific consideration was given to theories of organizational structure and functioning, small group theory, and andragological principles.

In the area of organizational theory, specific attention was paid to involvement of various levels of staff in the decision-making process; identification of "formal" and "informal" sources of power and of those within the organizational structure who have an investment in the success of the proposed program as well as those who may feel "threatened" by its implementation. The strategy for approaching the agency took all these factors into consideration, and the acceptance of the proposal suggests the importance of the attention paid to these factors.

The consideration of a "democratically" run group based on andragological principles allowed for staff members to feel that they were "involved" and that the final product was their own.

A review of the project's implementation and data does raise certain questions that must be addressed. The major purpose of such an endeavor is to identify those

issues that need further clarification or explanation.

Since it had been suggested that there should be significant positive changes in the group related to "cohesiveness" and self-actualization, it is necessary to consider the reasons for this failing to occur.

### Group Cohesiveness

The data collected indicated no significant change in the feelings of group cohesiveness that existed when measured in the pre and post project administration of the questionnaire. There was one exception where there was significant negative movement.\* It is also interesting to note that when members of the "project" group answered the post questionnaires, they were also asked to respond to the statement,

I feel that the group accomplished the goal that it set for itself:

- a. not at all \_\_\_\_\_
- b. somewhat \_\_\_\_\_
- c. to a large degree \_\_\_\_\_
- d. completely \_\_\_\_\_

Eighteen of the participants responded "to a large degree," and one answered "completely." Consideration must be given to the fact that the primary objective of this group was the development of a training curriculum. For

---

\* It is speculated that in this one question, the words "valued" and "appreciated" may have strong emotional overtones and thus elicit a stronger response.

the members of the social work staff, this was a "task" oriented group with specific goals. The issue of "group cohesiveness" was not of primary concern to the members of the group. Additionally, the work done by the project leader was not directed toward identifying issues around group cohesion and helping the group members to work on them. There was an assumption made that the forming of a group to work on a common goal would--by itself--lead to increased cohesiveness as the group worked on and resolved "task" problems. It is suggested that this was not a matter of concern for the group, nor was it recognized as part of the "contract" negotiation. Consequently, the investment in working on problems related to this issue was not present.

There are several other issues to be considered as they relate to the question of group cohesiveness.

1. The issue of the "voluntary" nature of participation in the project must be examined. The project did have the strong endorsement of the Executive Director and several formal committees within the agency structure. In addition, while the project leader emphasized the fact that participation was "voluntary," it was quite clear from the start that various members of the social work staff exerted pressure on others to be there. The fact that there is some question as to how "voluntary" participation may have been, raises another issue to be considered. The emotional attitude of the project participants may have affected their reaction to working with the group and their receptivity towards dealing with issues related to cohesiveness.

2. The scheduling of meetings was interrupted twice during the process. Therefore, it is quite possible that a necessary consistency in terms of people meeting with each other was not established.

3. It is important to remember that what goes on in the group is not only a result of the interaction between group members, but is also determined by external forces that impact on various group members. Vinter and Galinsky have observed:

Four major areas of outside influences termed 'extra-group relations' are social roles and relations prior to client status, 'significant others' with whom clients currently maintain associations, the social systems of which clients are a member, and the social environment of the group.<sup>1</sup>

The members of the project came from six different treatment units. They interacted with each other, outside of the meeting, in many different ways. In reality, the project meetings represented only a small part of the total interaction pattern for the members of this group. Obviously, there was the possibility for many other interactions to occur outside of the group that would affect members' feelings of cohesiveness with each other, both positively and negatively.

4. The issue of possible "hidden agendas" may have affected members' attitudes towards each other. During the discussions on group autonomy, it was evident that certain members of the group were not as concerned with curriculum development as they were with the issue of "power." Others wanted no part of this discussion and simply wanted to direct themselves to the task of the group. While the issue of autonomy was discussed, the conflict that this issue may have created among group members was not addressed. Consequently, this may have also affected the development of greater positive group cohesion.

#### Self-Actualization

The data collected indicated no significant change in feelings about self-actualization as related to the job. All of the four items discussed in the previous section on "group cohesion" may be considered here also as explanations for the failure for there to be any significant positive movement.

It is speculated that the most important issue

contributing to the results that have been reported concerning self-actualization is the fact that the project was just one small part of a total environmental situation. Argyris and others have discussed the worker's need to have a feeling of control in his environment. While for some, this may have existed during the time of the group meetings, this represented a small segment of the total time spent at the job. The workers in informal discussions indicated concern that they had very little to say in terms of determining the conditions under which they worked. The preoccupation of some members in the group meetings concerning the issue of autonomy provides additional evidence concerning this feeling. It is apparent that whatever happened during the group process was not sufficient to counterbalance a prevailing feeling that existed prior to project implementation. The experience of participating in the project had no impact on the workers' feelings of self-actualization as they existed prior to their meeting to develop a training curriculum. However, it should be noted that in the administration of the post questionnaires, a second question asked was:

Would you like to see this decision-making process utilized in other areas in the agency when decisions have to be made?

Fifteen members responded "yes," two members responded "sometimes," and two responded "no." This would seem to indicate that the process as a form of decision making may have been a positive experience.

The conclusion drawn is that the data findings do not contradict the theoretical and philosophical concepts explored in Chapters III and IV. Rather, the focus of the project was perceived by the group members as being "task" oriented. The project leader would have had to assume a different role in order for issues such as "group cohesiveness" and "self-actualization" to have been addressed. This would have been inappropriate in terms of the stated primary goal of the project. Any plan designed to affect group cohesion and self-actualization would have necessitated that the following be done:

1. There would have to be a desire on the part of the administrative staff at the agency that feelings of self-actualization be improved. Concurrently, there would have to be recognition of those existing conditions that were affecting such feelings in a negative manner.

2. There would have to be a recognition by members of the group that this issue of "group cohesion" was of concern. The group would have to agree that one of their tasks was to increase group cohesiveness. The project leader and the members of the group would then have to assume additional responsibilities in the group process. The members of the group would have to be prepared to deal more specifically and in more depth with issues relating to cohesiveness in the group. The administrative staff would have to understand that this was a specific goal.

3. The project design would have to identify those issues which create problems around the development of group cohesiveness and self-actualization. There would have to be a clearer identification of the methods to be utilized in dealing with these two issues.

### Conclusions Related to Hypotheses

While the data collected did not support the hypotheses that had been developed, there is no evidence to suggest the theoretical material considered is not relevant. Rather, it is suggested that the necessary conditions for testing these hypotheses were not present. Were the project to be repeated with the goal of testing these same hypotheses, then considerable attention would have to be given to the three issues noted in the previous section prior and during project implementation. The nature and scope of such a project within the larger organizational environment would suggest the following:

1. Any attempt to affect feelings of self-actualization would represent a major undertaking. It would not seem feasible within the limitation of an eight-week project unless it was a full-time effort with a considerably longer pre implementation planning effort and the co-operation and involvement of all departments within the agency structure. A realistic consideration of such an endeavor suggests that this would have to be a separate project in itself. Such a planning effort would call for a total analysis of the entire agency structure and an identification of the self-actualization needs of all staff. It is suggested that in order for there to be strong positive feelings of self-actualization, that one can not concentrate on one group within the system. This is so since members of the social work staff do not relate only to each other. They must work with several different disciplines and the feelings of self-actualization of the individuals in one group will affect how they work with, relate to, and treat members of another discipline. Consequently, the need to address this issue in terms of the total system.

2. In order to deal with the issue of group cohesiveness, there would have to be a recognition by the members of the group that this was something with which they were concerned. In presenting the project plan to the group, it had never been suggested that the issue of

"group cohesion" was a problem. It was suggested that as a result of the process, that positive feelings of group cohesiveness would increase. Were the project to be replicated, time would have to be spent working with the group in terms of determining with them as to whether this was a concern and if so, one that they wanted to work on. This would then become part of the "contract" negotiation between the project leader and the group.

Thus, it is recommended that--should the project be replicated--it be modified in the following way:

1. The issue of self-actualization is not one that may be dealt with in a project of this limited nature and scope.

2. The issue of "group cohesiveness" may be dealt with but only if identified by those involved as a relevant concern.

#### The Project Leader

A somewhat unique situation existed since the project was directed by an individual who had been a member of the administrative staff at the agency. While he had been away from the agency for over a year, he was still familiar to many of the agency staff. Two of the social workers participating in the project had been members of the department that he had directed. Before discussing these specific circumstances, consideration should be given to the use of agency personnel or outside consultants in the implementation of projects similar to the one that has been described.

Weiss has identified several factors to be considered.

Sometimes agency personnel are impressed only by the credentials and reputations of academic researchers and assume that the research people it has on its staff or can hire are second rate. Conversely, it may view outside evaluators as too remote from the realities.<sup>2</sup>

It may be assumed that the ongoing relationship that exists between project participants and an internal project leader may negate some of the effectiveness because of emotional factors that affect positive interaction. The fact that the project participants may interact with the leader in a number of ways apart from the actual project, may affect their and the project leader's ability to work in an objective manner. Ferguson notes in discussing the role of the consultant:

. . . he uses himself to help a client system to externalize, to explicate 'nonfit' between interfaces or along boundaries. He uses himself to release forces that move toward balance or health in human systems of any size. He is always an aide or instrument; he should not be a principal or essential member party.<sup>3</sup>

In discussing the advantages of the inside evaluator, Tripodi, Fellian and Epstein observed:

Perhaps, the principal advantage of the inside(r) . . . who comes from within the organization, is that he is less likely to have . . . problems, such as the need to learn about program objectives and operations.<sup>4</sup>

Each organizational system will have to analyze its own specific operation and make a determination as to which source of leadership will provide a more satisfactory process. The identification of the issues that should be considered allows for constructive anticipatory planning.

In the case of this project, the fact that the project leader had been a member of staff is unique. There is no identifiable literature dealing with this subject. However, the following observations are made:

1. It is important that the background of the project leader be shared with the group and that time be spent discussing their concerns and reactions. It is advisable that the project leaders identify for the group what they sense may be some of the unspoken feelings. Schwartz made reference to this when he described the "tuning in process" where the leader,

. . . tries to use prior knowledge to anticipate clues that will be thrown away so quickly and in such disguised forms, that the worker will miss them unless he is somehow 'tuned' to the client's frequency.<sup>5</sup>

It is necessary at the beginning of any project that the leader be sensitive to the participants' reactions and feelings. These must be identified and dealt with if the process is to proceed effectively.

2. The project leader must understand how the agency functions and not take sides when there are issues of dispute. The leader must be prepared to offer an objective view of the realities of the situation and help the group and the agency to deal with them.

In the specific case involved in this project, it was important for the project leader to remember that he had been a member of the administrative staff and that it was necessary to look for signs that members of the group were reacting to him as someone who had operated in that capacity. Since this was also a doctoral project, it was necessary to remember the specific investment that the project leader had. The goal of the group was to develop a curriculum. The hypotheses were not their's nor did they have an investment in their proving to be accurate. The project leader had to direct his work to the needs of the group and not his own internal needs.

### Issues Relating to Group Process

In any attempt to implement a project, attention must be paid to the stage of development of the group involved.

Garland, Jones and Kolodny note:

Practitioners of social group work are continually faced with the question of group development. Virtually from the moment members enter the front door of the agency, the group worker begins his assessment of where the group is. With whatever means he has at hand, he tries to evaluate the core problems with which the members are struggling, their needs and capabilities as individuals and as aggregates, and their stage of readiness. . . .<sup>6</sup>

Additional consideration should have been given to the developmental stage of the social work group at the time of "project implementation." The identification of where the group was in the developmental process might have allowed for the anticipation of issues that arose. The project leader might have then been better prepared to deal with these issues. It is suggested that if the project were replicated, that such an analysis would prove beneficial in terms of the project leader being better prepared to relate to the process that is going on in the group. It is important to note that the process described in Chapter IV relates to the project's implementation. There was, in fact, another process that had started over a year before when the social workers first began meeting as a group. A clearer understanding of that process might have resulted in the project leader's ability to tune in more clearly to the process that went on during project implementation.

It is clear that in any attempt to implement a new program in an agency, that there must be a careful consideration of the impact this will have on the existing organizational structure. Any change brings with it a set of new circumstances that must be dealt with by the staff. If they are part of the decision-making process, there is a likelihood that they will be more supportive of the effort.

It is essential that there be a clarification of the goals of the specific project and the hoped-for outcome. For the staff at Children's Village, this was a task oriented project. The goal was to produce a curriculum-- and this was realized (Appendices Q-V). The hypotheses were not presented as a major concern. In the case of "group cohesiveness" the assumption was made by the project leader based on previous experience working with groups on problems dealing with socialization. They were not relevant to this group's goal and consequently the findings should not be surprising and it is suggested that under different conditions (described earlier in this chapter), that the results might be different.

The material that has been presented is relevant not only in the development of curriculum, but for any project where small group theory and andragogical principles may be applied.

Footnotes--Chapter VI

<sup>1</sup>Robert Vinter and Maeda Galinsky, "Extragroup Relations and Approaches," in Individual Change through Small Groups, eds. Paul Glasser et al (New York: The Free Press, 1974), p. 281.

<sup>2</sup>Charles Ferguson, "Concerning the Nature of Human Systems and the Consultant's Role," in The Planning of Change, eds. Warren Bennis et al (New York: Holt, Rinehart and Winston, 1969), p. 412.

<sup>3</sup>Carol Weiss, Evaluation Research--Methods of Assessing Program Effectiveness (New Jersey: Prentice Hall, 1974), p. 20.

<sup>4</sup>Tony Tripodi, Phillip Fellin, and Irwin Epstein, Social Program Evaluation: Guidelines for Health, Education and Welfare Administrators (Ann Arbor, Michigan: The University of Michigan Press, 1974), p. 122.

<sup>5</sup>William Schwartz, "On the Use of Groups in Social Work Practice," in The Practice of Group Work, eds. William Schwartz and Serapio Zalba (New York: Columbia University Press, 1971), p. 14.

<sup>6</sup>James Garland, Hubert Jones, and Ralph Kolodny, "A Model for Development in Social Work Groups," in Explorations in Group Work, ed. Saul Bernstein (Boston: Charles River Books Inc., 1976), p. 21.

Appendix A

THE CHILDREN'S VILLAGE  
DOBBS FERRY, NEW YORK

SOCIAL WORK PLANNING COMMITTEE  
11/6/78  
Executive Conference Room

Present: A. Doman, J. Fridovich, N. Higgs (for A. Hill),  
B. Johnson, R. Lee, J. Smedley; Paul Gitelson,  
guest.

Continuing Education proposal: Mr. Gitelson is in the doctoral program at Hunter planning a project on adult learning or continuing education (andragogy), which will involve the full participation of the students in planning. If we are interested, he would work with our social work group to design a program to meet our needs, and he has administrative approval to discuss this with us.

The curriculum, goals and objectives are open. Mr. Gitelson's own service as a teacher could be made available, or we might prefer other leaders.

Questions were clarified. We would define our learning needs. Andrus social workers currently have a training program for which they screened and selected their own instructors. This would be no more formal than we want it, but there would be some kind of evaluation procedure. The timing is good: we have made steady progress since our first meeting on 3/5/78 and there is a readiness for more substantial programs.

Agreed: The committee endorses this plan enthusiastically. These minutes will be distributed to all social work staff, and committee members will discuss questions or suggestions with their units. Mr. Gitelson will meet with us on 11/20 and will be available, in effect, as a consultant to help us define needs and methods of proceeding. If this plan is adopted, we need also consider whether we devote all of our time to it or whether we have other concerns to discuss also.

The Training Council will meet 11/29 and Mr. Smedley (and possibly Mr. Gitelson) will report our progress to them then.

Evaluation of meetings March-July 1978: Mr. Lee reported results of the initial evaluation form. Twelve staff responded. They had attended an average of 5 of the first 6 meetings. Results:

- (1) How successful do you feel these meetings have been in enhancing communication among social work practitioners?

92% Good to Excellent  
8% Fair

- (2) Do you feel these meetings have allowed you to gain more information about the functioning of the agency?

75% Good  
16% Fair  
8% Poor

- (3) Do you feel these meetings have improved social worker morale and/or identification as a social worker at CV?

59% Definitely yes  
33% Yes with reservations  
8% No

- (4) Other comments

58% want to discuss major issues and learning.

Karp-Neff meeting: It seems preferable to defer this until the agency plans one of the periodic meetings with Mr. Neff.

Joint Social Work-Child Care meeting: Tabled for the present until Gitelson meeting.

NEXT MEETING: No committee meeting.

Full Social Work Meeting -

11/20	1-3 pm	Multipurpose Room with Mr. Gitelson
12/4	1-3 pm	Multipurpose Room

JCS:lt

Appendix B

THE CHILDREN'S VILLAGE  
DOBBS FERRY, NEW YORK

SOCIAL WORK MEETING  
11/20/78  
Multipurpose Room

Present: R. Lee, M. Lindsey, B. Folick, A. Doman, L. Fairlie, K. Renard, M. McCann, J. Adelson, A. Harrell, J. Smedley, R. Brutting, E. Brady, J. Fridovich, L. Manahan, G. Owens, N. Higgs, B. Sternhell, G. Johnson, E. Williams;  
Guests: P. Gitelson, R. McDonald, E. Sweeney, U. Tekip.

Coming meetings: 12/4/78 No full meeting. Committee will meet instead with the Unit Directors at 1:15 in the Executive Conference Room to discuss progress and plans.

12/11/78 Full meeting, 1-3 Multipurpose Room with Mr. Gitelson to consider next steps.

Paul Gitelson presented his proposal. He is currently in the DSW program at Hunter and this would be a project necessary for his degree. For CV this would stimulate staff involvement in learning and lead to a learning package which we ourselves would develop.

Adult continuing education should, he believes, be based on three factors: (1) adults already have experience and knowledge when they begin, (2) they must be involved in their learning, (3) there must be an immediate payoff for them. To be successful, administration must always be involved and support a learning program.

If we accept Mr. Gitelson's proposal, we are agreeing (1) to identify with him what is training or learning, (2) to identify our areas of interest and (3) our objectives and goals, (4) to prepare the final learning package, including how it then will be carried out, and (5) assessment before and after.

The group is the social work practitioners at CV, even though the final package might not be for this entire group (because of function, length of experience, etc.).

The process in 1 to 5 above may take 8 to 10 meetings, more or less, aiming to start in January. Desirably we would each identify six areas we would like to see for training

prior to the first meeting.

Agreed: We accept the basic proposal and are willing to invest the time and effort required within the limits of reality. Mr. Gitelson will proceed with Hunter College, and he will meet with the CV Training Council on 11/29/78 to inform them of our progress.

He will meet with us again on 12/11.

JCS:lt

Appendix C

THE CHILDREN'S VILLAGE  
DOBBS FERRY, NEW YORK

TRAINING COUNCIL MINUTES  
November 29, 1978

Chairman: Mr. Burns

Present: Dr. Baker; Mss. McAulay, Smith, Wilson;  
Messrs. Bell, David, Smedley, Tekip

Guest: Mr. Gitelson

Discussion followed on Mr. Gitelson's proposal for the development of a training curriculum for social work staff at CV (see attached copy for details). The approximate starting date would be January, 1979, and the project would end in June, 1979. It was noted, however, that this schedule is not definite. At the end of the project, the curriculum, which will be developed by the social workers, will be given to the Village for its use. After further clarification, the Training Council unanimously accepted the proposal, and a recommendation, to this effect, will be made to Mr. Perkins.

Discussion followed on a proposal made by Mrs. Smith and Mrs. Wilson for a one-day training course and/or orientation for volunteers sometime in the spring of 1979. There was some question as to whether this program could take place in one day or whether it should be spread over several days or possibly a week. Discussion of this proposal led to further discussion concerning the lack of communication between volunteers and staff. This lack of communication is really a lack of understanding which both staff and volunteers have regarding the volunteer's role, and questions were raised as to how relationships between the two groups could be improved. A suggestion was made that it might be helpful to have both staff and volunteers talk about the problems children, staff and volunteers face in a cottage, the idea being that volunteers would be involved on a regular basis in a series of meetings. The purpose of these meetings would be to plan cottage programs together, to look at any problems of communication or roles, and to learn to know and understand one another better as a result of working and planning programs and/or training sessions together.

It was noted that staff have to take into account the fact that volunteers have different specialties and work with

boys and staff in many different situations. Staff need to look at and differentiate between the many roles volunteers fill. The difference in their roles must be taken into account when thinking about an orientation or training program for all volunteers. Mr. Burns stated that this problem is important enough to place on the Training Council agenda as a standing item until the Council can come to some resolution as to how staff and volunteers can plan and carry out the best possible training program for volunteers.

Discussion followed on a proposal by Dr. Michael Glazer, Coordinator of Training Consultants in Social Service, for a child care training curriculum costing \$560. The Council rejected the proposal because CV has an extensive program equal to, if not better, than the program offered by Dr. Glazer's group and because of the cost.

The next meeting of the Training Council was scheduled for Wednesday, December 27, at 1:15 p.m. in the Executive Conference Room.

CB:jb  
Attachment

Appendix D

THE CHILDREN'S VILLAGE  
DOBBS FERRY, NEW YORK

TECHNICAL RESEARCH CONSULTATION COMMITTEE  
Meeting: 12/20/78

Re: Development of a Training Curriculum for the  
Social Work Staff at Children's Village -  
Paul Gitelson.

Present: Frank Hartsoe, Howard Millman, Charles Schaefer,  
Neil Silber, Dan Zawel. Investigator - Paul  
Gitelson.

1. Each social worker will be interviewed personally by Mr. Gitelson and administered the questionnaire. General comments can be added at that point. The cohesiveness questionnaire was discussed and Mr. Gitelson accepted the suggestion that he should explain that "the group" refers to the entire group of CV social workers (not unit by unit). There are potentially 25 social workers who could participate. Reasons for non-attendance will be recorded and analyzed.
2. Mr. Gitelson explained that the nature of the project had led to his engaging in a series of discussions (which were approved by the administration) with social workers and administrators. There was a democratic process of input and suggestions. Informal endorsement of the project and agreement to participate was obtained if the project is approved.
3. The Committee's following research design recommendations were accepted. a) The data will be analyzed according to social worker's length of employment at CV and by job title (caseworker or supervisor). b) Comparisons will be made with a control group of social workers not participating in the group (all will complete pre and post test measures). c) The experimental group will only include members who have attended at least 2/3 of the sessions. d) Eight meetings will be the goal, with 1 or 2 extra meetings if desired by the group.
4. Minutes of the group meeting will be sent to members of the administration (Mr. Burns and Mr. Tekip) as one method of including administrators in the process. Mr. Gitelson has offered to teach one course gratis if requested to do so. Although money for training is likely to be available,

this offer insures at least one course being offered. The format of the group meetings will be a combination of discussion of curriculum materials sent prior to meetings and agendas that develop out of the group process. Sessions will be audio taped to facilitate study of the process and available to members upon request.

5. Although designed for CV, the Committee sees potentially very positive implications for use by other agencies.

6. The Committee approves the design of the project and the evaluative procedures described. The project is well thought out and efficiently planned.

---

Howard L. Millman, Ph.D.  
Chairperson, Technical Research  
Consultation Committee

Appendix E

THE CHILDREN'S VILLAGE  
DOBBS FERRY, NEW YORK

RESEARCH COUNCIL  
Meeting: 12/26/78

Re: Development of a Training Curriculum for the  
Social Work Staff at Children's Village -  
Paul Gitelson

Present: Jeff Bell (okayed by phone), Rhoda Karp,  
Joel Fridovich, Howard Millman, Harriet Oakes.  
Investigator - Paul Gitelson

1. This proposal is part of Mr. Gitelson's research project which is a doctoral dissertation for the Hunter College School of Social Work.

2. Mr. Gitelson, formerly Director of Group Homes at CV, described the social workers as not having the type of formalized training that other professions have at CV. The nature of this proposal called for informal participation of social workers from the inception. The Council raised the issue of voluntary participation. Mr. Gitelson stated that although a commitment to participate has been agreed to by all social workers, anyone wanting to drop out is totally free to do so. Reasons for non-participation will be recorded. All information will be treated as strictly confidential. (a) Names on questionnaires will be confidential. (b) Minutes will not include names of people who give opinions or an attendance roll. These minutes will be a public document since Mr. Gitelson has decided to send copies of the minutes to all administrators, thereby including them in the process through dissemination of this information.

3. The goal is eight meetings (1-1/2 hours each) with one or two extra sessions if desired by the group. The control group of nonparticipants may be too small to make comparisons. Mr. Gitelson has the flexibility to make that decision at that time.

4. Possible effects on CV boys were discussed. No one could foresee any negative influences on boys. With more cohesive feelings and high quality training, only better service to boys would be anticipated. The boys will not be deprived of casework time since Monday 1:00 to 3:00 has been used as meeting time for social workers. Additionally, the

boys are still in school at that time.

5. The rights and welfare of the participants have been adequately protected. Confidentiality of participation is an essential element. The participants will not be subjected to any type of risk. The Council sees this project as potentially quite positive. There are no costs above the staff time for participation. The social work staff is likely to benefit from this project and a significant contribution to the field may well result. We recommend approval.

---

Howard L. Millman, Ph.D.  
Chairperson, Research Council

HLM/ps  
12/27/78

Appendix F

Meeting of the Social Work Staff to Develop a  
Curriculum for Training Purposes  
January 8, 1979

The meeting began with a review of what had occurred since the last time Paul Gitelson met with the social workers. Since that meeting, the project had been approved by the Technical Research Committee, the Research Committee, and Mr. Perkins. Today's meeting is the first formal meeting of the social workers to begin project implementation.

As a first step, Mr. Gitelson administered a pre-assessment evaluation questionnaire intended to measure the cohesiveness of the members of the group in terms of how they relate to each other in this group. This questionnaire will also be administered at the final meeting. It was explained that the Research Committees had approved 8-10 meetings with further meetings (if any) needing additional approval. In addition, as a result of the meeting of the Research Committee, it had been agreed that there will be no names used in the taking of the minutes nor would there be attendance reported in the formal minutes that will be distributed to the social workers, members of the Training Council and Administrative staff. The data collected will be compared between the social workers attending 2/3's of the meetings and those attending less than that number. Any new social workers joining the staff during the duration of the project will be invited to attend our meetings.

It was agreed that the first order of business would be to consider the various course topics that have been suggested by both the social workers and administrators. Prior to this meeting--Paul Gitelson has sent a questionnaire to all of the social workers and some members of the administrative staff asking them to identify those topics that were of interest to them and that were felt to be relevant for a proposed training curriculum. The results had been distributed to all of the social workers last week with a differentiation made between those suggestions made by social workers and those made by administrators. The courses suggested were categorized into the following topics by those present at today's meeting.

1. Administrative Courses
2. Team Approach Courses
3. Educational Courses
4. Cultural Factors Courses
5. Treatment of Children Courses
6. Treatment of Adolescents Courses
7. Treatment of Family Courses
8. Treatment Technique Courses

The remainder of the meeting was spent reviewing all of the suggested courses and placing them in one of the above categories (see attached sheets). It was felt that this would allow us to begin to identify the commonalities in suggested courses and to group together suggestions that had been made. The group agreed that prior to our next meeting on January 22 that we would review the results of today's work and come prepared to discuss the specific courses that should be designed.

ADMINISTRATIVE COURSES

1. How to Cope with Proliferating Paper Work: Sorting Out Priorities
2. Administration on the Treatment Supervisor Level
3. Budget Management of the Cottage
4. Managerial Skills (administrative suggestion)
  - supervision of staff
  - program development
  - budgeting

TEAM APPROACH

1. Development of a Wholistic Treatment Approach
2. The Role of the Social Worker as a Member of the Treatment Team
3. Child Care Issues for the Social Worker
4. Therapeutic Cottage Programming for a RTC
5. The Relationship between the Child Care Worker and the Social Worker
6. Milieu Therapy (administrative suggestion)

EDUCATIONAL

1. Case Presentations by Peers
2. Conversational Spanish
3. Adolescent Development
4. Supervision of Child Care Staff
5. Alternative Programs for Children
6. Social Action and Social Issues
7. History Taking Significance in Diagnosis and Treatment (administrative suggestion)

CULTURAL FACTORS

1. Case Work with Hispanic Families
2. Case Work with Black Families
3. Sociocultural Differences in the Clients We Serve
4. Working with Hispanic Clients (administrative suggestion)
5. Family Therapy with Minority Families (administrative suggestion)
6. Understanding the Cultures of Children and Families (administrative suggestion)

TREATMENT--CHILDREN

1. Case Work with the Latency-Aged Child
2. Case Work with Non-Verbal Resistant Children
3. Group Therapy with Children (administrative suggestion)

TREATMENT--ADOLESCENTS

1. Working with the Borderline Developmentally Disabled Adolescents
2. Case Work with Adolescents
3. Case Work with the 'Juvenile Delinquent'

TREATMENT--FAMILY

1. Family Therapy
2. The Treatment of Families of Children in RTCs
3. Developing Groups for Single Parents of Children in RTCs
4. How to Work with Resistant Families
5. Separation--Impact on the Child and Parent.  
Implications for Treatment (administrative suggestion)
6. The Family as a Client (administrative suggestion)
7. Group Therapy with Parents (administrative suggestion)

TREATMENT--TECHNIQUES

1. Therapeutic Techniques
  - mutual story telling
  - videotaping
  - art and sculpture interpretation
  - hypnosis and relaxation
  - confrontation
2. Case Work with the Psychotic Child
3. Deinstitutionalization and the Return Home
4. Case Work with the Minimally Brain-Damaged Child
5. Group Dynamics and Treatment
6. Bio Feedback Techniques
7. Crisis Intervention for Problem Solving and Growth
8. Motivational Training
9. Group Process and the Management of the Aggressive Child  
(administrative suggestion)
10. Short-term Treatment (administrative suggestion)
11. Play Therapy (administrative suggestion)
12. Medication as a Treatment Tool--Uses and Abuses

Appendix G

Minutes of the Social Work Staff to  
Develop a Curriculum for Training Purposes  
January 29, 1979

It was agreed that the next step for the group was to review the proposed curriculum subjects and to reach some agreement as to which courses were felt to be of a priority nature for the social workers involved.

Initial discussion centered around the development of a course on Managerial Skills for the Treatment Supervisor. This course is seen as necessary because many of the social workers function in this capacity and others will eventually assume this role.

The list of recommended courses was reviewed by the group to see which of the suggested courses should be covered by a course dealing with managerial skills. The following were seen as being relevant.

1. supervision
2. program management and implementation
3. budgeting
4. record management
5. middle management as effective change agents in the agency structure

The issue of the middle management role was discussed in terms of there needing to be an understanding of how one analyzes and deals with a system in terms of effecting change. The area of 'decision making' and how this is best done was also seen as a relevant part of such a curriculum. Reference was made to the fact that a course on administration had been taught by Richard Pancost when he was Executive Director at Children's Village and that the material developed for that course should be reviewed.

A major theme of this discussion seemed to be a concern that a course in this area of management address itself to helping the workers be more effective in being able to implement positive program changes at the Village.

A second area of concern to the workers was the possibility of a course dealing with "Effective Social Action." The feeling was expressed that workers would like to have more of an impact on the issues dealt with by the agency, BCW; the State Board of Social Welfare; etc., in terms of how decisions made impacted on the care of children. It was agreed that there should be a course on "Social Action" but

that more work would have to be done on clarifying the course content and structure.

The third course discussed was that of "Sociocultural Factors and Implications for Treatment." There was also discussion on courses and techniques for working with the latency aged and adolescent child in terms of non-verbal behavior; aggression; resistance and techniques such as play therapy, hypnosis, etc.

It was agreed that the course should be taught sequentially, starting with latency and then following it with a course on adolescence. More work has to be done in terms of identifying the subject matter to be discussed.

The agenda for our next meeting will be to:

1. Clarify what other courses should be taught.
2. Begin being more specific about content matter to be covered in each course.
3. Decide whether we want to have a subgroup meet during the two-week break when there will be no meetings because of agency holidays on Monday.

Appendix H

Meeting of the Social Work Staff to  
Develop a Curriculum for Training Purposes  
 February 5, 1979

The majority of today's meeting was concerned with the further identification of proposed courses. They are as follows:

1. Conversational Spanish

This should be a beginning course and relate to the social workers being able to understand and communicate with the Hispanic clients on their case loads. In planning this course, special consideration should be given to the jargon and idiomatic sayings of the Hispanic families that have migrated to the New York area.

2. Sociocultural Factors and Implications for Treatment

After considerable discussion, it was proposed that there be two courses, one sequentially following the other. The first course would deal with sociological factors including:

- a. the culture of poverty
- b. the family system in Black and Hispanic families
- c. the concept of discipline
- d. religious factors
- e. communication patterns

The second course would deal with the implications for treatment based on the first course.

3. Experiential Sharing by Peers

This course would allow for the identification by social work staff of issues of primary concern to them (e.g., working with violent adolescents; dealing with the court system). Once an agenda was agreed on, the workers would examine their own feelings and share experiences with the intention of helping each other to get in touch with their feelings and develop alternative strategies for dealing with these issues.

4. Social Welfare Systems

It was acknowledged by the group that there is a knowledge gap concerning many of the systems they work with. This would be an informational course dealing

with systems such as: public assistance; housing; medicare; etc.

5. A mini course dealing with the CV computer; its implications.

The group will not be meeting for the next two Mondays because of holidays. It was agreed that in the interim that a subcommittee would meet one or two times to begin developing the six courses that have been recommended even further. Minutes of these meetings will be sent to all of the social workers for discussion at our next meeting. Volunteers for the subcommittee were: Robert Lee, Audrey Doman, Alex Berardi, Joel Fridovich and Barbara Johnson. We will meet at Fanshaw Cottage on Wednesday, February 14, at 1 p.m.

Next total group meeting - Monday, February 26.

#### Tentative Agenda

1. Consideration of proposed curriculum content from subcommittee
2. Discussion on courses concerning the latency and adolescent child and a proposed course on group skills.

Appendix I

Subcommittee Meeting  
Social Work Curriculum Development Project  
 February 14, 1979

This meeting was convened because the total Social Work Staff will not be meeting again till February 26 because of the Monday holidays on 2/12 and 2/19. It had been agreed at our meeting on February 5, 1979 that the subcommittee would meet one or two times to begin work on developing curriculum content for the courses that have been proposed. It was understood that the work of this subcommittee would be reviewed by the total Social Work Staff (through its minutes) and will then be discussed at our meeting on 2/26 and revised as deemed necessary.

The subcommittee considered three courses today.

1. Conversational Spanish
2. Working with the Black Child and Family in RTC
3. Working with the Hispanic Child and Family in RTC

1. Conversational Spanish

It was agreed that a course such as this could not be geared towards teaching grammar. The purpose of this course would be to enable the social worker to be able to communicate with the families of our Hispanic children concerning home visits; court appearances; family problems; etc. It was felt by the committee that such a course should emphasize the conversational aspect immediately as is done in several of the well-known programs offered in the New York City area. There are several members of staff who are quite fluent in their ability to speak Spanish. The possibility of their developing and teaching this course should be explored. The other issue to be considered is the format for this course. It was felt by the committee that the course should be concentrated in nature (held over a short period of time) with the opportunity built in for the workers to practice what they are learning with each other.

2. Working with the Black Child and Family in RTC
3. Working with the Hispanic Child and Family in RTC

It was felt that these two courses should emphasize techniques for working with these children and families and be taught by individuals who would be able to discuss cul-

tural implications for work. Each course was seen as running five weeks (1-1/2 hours a week) with the following topics:

1. The Environmental Conditions Impacting on the Child and His Family Leading to Institutionalization
2. The Impact of Separation from the Family
3. Engaging the Child and Family in Treatment
4. Returning the Child to the Community
  - maintaining cultural identity while in the institution
  - effects of institutionalization
  - home visits and how they are used
  - community survival skills
  - working with the family concerning the child's return

The minutes of this meeting will be circulated at all members of the social work staff for their review. The committee agreed to meet again next Wednesday at 1:00.

#### Agenda Items

1. Computer Course
2. Social Welfare Systems Course
3. Experiential Sharing by Peers Course

Submitted by Paul Gitelson

Appendix J

Subcommittee Meeting  
Social Work Curriculum Development Project  
February 21, 1979

The subcommittee considered the following courses today:

1. Computer Course

This would be a brief mini course in which the following could be covered:

- (a) a review for the social work staff as to what the computer is presently able to provide in terms of information relating to their specific jobs, e.g., information about children; families; etc.
- (b) the identification of material that the social work staff feels would be helpful in terms of their job performances that might be provided by the computer. For example, the question was raised as to whether the computer could serve as a referral bank. Can the computer be programmed to respond to information about a specific child with recommendations for specific after-care or alternative treatment resources.

Discussion also centered around the possibility of another part of the course dealing with practical instruction on how to program and run the computer.

2. Social Welfare Systems

While it was agreed that any course in this area should deal with how to make the systems work for clients, the subcommittee was not clear as to what social workers wanted included in terms of content. This will be discussed at our 2/26 meeting.

3. Experiential Sharing by Peers

It was felt that the concept of experiential sharing by peers should be an underlying principle of all courses. What was discussed was the idea of a case presentation on a weekly basis of either an individual case or a group. The issue of whether there should be a consultant working with this group was left for discussion by the larger group.

#### 4. Groups in Residential Treatment

This is a course that has been suggested by Paul Gitelson. It would not deal specifically with techniques but rather would concern itself with the identification of the types of groups that can be run in RTCs and the problems in running them. Ways of dealing with these problems would be addressed as part of the course format.

Appendix K

Meeting of the Social Work Staff to  
Develop a Curriculum for Training Purposes  
 February 26, 1979

Today's meeting concerned itself with discussion concerning the focus of two additional courses.

1. Social Welfare Systems and Children's Village

Discussion centered around four specific areas of interest:

- (1) Helping the client to deal with the social welfare system
- (2) Helping the social worker to deal with the social welfare system
- (3) Understanding Children's Village's status and its relationship with other organizations within the social welfare system
- (4) Strategies for changing those aspects of the welfare system which need change

In terms of #1, the following systems were identified as being of interest: Housing; Public Assistance; Food Stamps; Medicaid; SSI.

As regards #2, some of the areas of concern discussed were the court system and discharge planning.

The inclusion of #3 grew out of discussion by some of the workers expressing an interest in understanding more about the agency's relationship with organizations such as COVCAA and Federation; how the Village is reimbursed and how the formula for reimbursement is arrived at.

Finally, #4 was raised because of concern by social workers as to how they could be involved in positive social action as social workers.

2. Latency and Adolescence--Treatment Problems and Techniques for Intervention

It was agreed that the group would identify specific behaviors that caused problems in terms of social work treatment. Under the general heading of "depression" three specific behaviors were identified: non-verbal behavior; violence prone behavior; and bizarre behavior. The "battered child" was a specific category that was also suggested be studied. The course should concern itself

with (1) an identification of the precipitating factors that lead to the child exhibiting the specific form of behavior, and (2) techniques for dealing with this behavior in the social work relationship.

Submitted by Paul Gitelson

Appendix L

Meeting of the Social Work Staff to  
Develop a Curriculum for Training Purposes  
March 5, 1979

In discussing the course "Latency and Adolescence--Treatment Problems and Techniques for Intervention," the following was raised:

1. It was felt that it should be the responsibility of the individual selected to lead the group to bring relevant case material for discussion purposes.
2. There should be more emphasis on the social workers' reactions to the different behaviors discussed. Part of the problem identified is that as social workers we place great emphasis on children being able to verbalize their problems. When they resort to other forms of communication, we are not clear on how to react. Emphasis should be placed on techniques to be used in working with children besides just the 'spoken word' (e.g., play therapy).
3. Emphasis should also be given on how the social worker personally reacts to the threat of potential violence, bizarre behavior, etc. Examination of how our personal reactions block our effectiveness should be considered.
4. It was felt that the course title should be changed to "Treatment Issues and Techniques for Intervention" with a deletion of the word "problems." There is a negative connotation in the use of this word which we wish to avoid.
5. In discussing the 'battered child' we are concerned with both the legal and emotional issues.
6. We are suggesting eight sessions, each 1-1/2 hours in length.

In our attempts to discuss the forms developed on the other courses, it was felt that Paul Gitelson had to go back to the minutes to include more of the content and thought that had been discussed in working on these course descriptions. This will be done and submitted to the social workers for review prior to our 3/12/79 meeting.

Submitted by Paul Gitelson

Appendix MCommittee for the Development of a  
Curriculum for Social Work Training  
March 12, 1979

The meeting today was a work session on the six courses that have been developed. It was agreed that wherever applicable that a part of each course should be focussed on developing worker sensitivity. In the courses on Working with Black and Hispanic Children and their Families, it is felt that it is most important that consideration be given to the potential problems created by the social worker and the child and family having different cultural backgrounds and values. It is therefore important that we consider the potential ramifications of something such as this. In the Conversational Spanish course, the same issue applies in terms of having a cultural sensitivity concerning the use of certain language; how different individuals are addressed, etc. Further discussion on the course on "Managerial Skills for Treatment Supervisors" pointed to a need for attention being paid to the sensitive position of the social worker in a middle management position.

Discussion concerning "Children's Village and the Social Welfare System" clarified that in addition to techniques for dealing with the system, it is necessary that the course be a source of factual information sharing. Six different services were identified:

1. SSI
2. Medicare
3. Public Assistance
4. Food Stamps
5. Housing
6. Day Care

It was agreed that the instructor dealing with the above segment of this course should come from the social advocacy field.

The final draft of the proposed courses will be prepared by Paul Gitelson based on today's discussion. It will be distributed for review prior to our next meeting on March 19. The agenda for this meeting will include a final review of the course curriculum and discussion on strategy for presentation to the Training Council and implementation.

Submitted by Paul Gitelson

Appendix N

Meeting of the Social Work Staff to  
Develop a Curriculum for Training Purposes  
March 19, 1979

The meeting today dealt with a final review of the material that had been developed with some further editing. The final draft was adopted for submission to the Training Council for approval.

The agenda for the rest of the meeting was concerned with the development of strategies for the presentation of the proposal.

The major areas of concern for the group were:

1. Involvement in the identification and hiring of faculty from outside the agency
2. Scheduling of training hours during work time
3. Expenditures of monies for outside teachers

The decision was made to schedule the first two training sessions using agency professional staff as teachers. This will mean that money will not have to be spent and is intended as an act of good faith. It was decided that the group's concerns would be stated in a cover memo to be sent to the Training Council with the proposal.

It was agreed that at next week's meeting we will discuss any future strategies for presentation of the material and have a small final party.

Submitted by Paul Gitelson

Appendix OShort Form Measure of Self-Actualization

The form utilized was adapted from one developed by Charles Bonjean and Gary Vance and reported on in The Journal of Applied Behavioral Science, Volume 4, Number 3, 1968. A questionnaire is administered individually to each of the participants and members of the 'contrast' group. The respondents are asked to select those items on the questionnaire (see following page) that would be of varying degrees of importance to them if they were looking for a new position. They are then asked to rate those items that they have selected in terms of their present job and their feelings concerning that item. For example, item number 1 relates to being alone while at work. If the participant selected this as something that was of importance to him, then he would be asked:

1. Would you say that you are:
  0. never alone while at work
  1. rarely alone
  2. alone sometimes, but not enough
  3. alone as long as you want

The degree of self-actualization experienced by the participant at the present job is arrived at by comparing the total score for the first set of answers (relating to what the participant would like) to the total score for the responses given by the participant relating to how they feel their present job satisfies these desires.

In the administration of the short form, DE = Desired Expression (what the participant would like) and AE = Actual Expression (how the participant feels the present job satisfies this desire). Maximum Expression (ME) is given a value of 3. The self-actualization score is simply the column 3 total divided by the column 5 total.

Appendix O (continued)Short Form Measure of Self-Actualization

<u>Item</u>	DE	AE	AEXDE	ME	MEXDE
1. Being alone while at work					
2. Being with other people while at work					
3. Directing other people's activities					
4. Having a supervisor who is available and tells me what to do					
5. Having new and varied tasks from day to day					
6. Having similar tasks from day to day					
7. The amount of money I make					
8. Having a job that is secure					
9. Having responsibility and being important to the company					
10. Doing my work in my own way					
11. The physical surroundings where I work					
12. Having the opportunity to do quality work					
13. Continued training opportunities provided by employer					
14. Participation in developing curriculum for training					

Appendix PGroup Cohesiveness

1. I try to make sure that everyone enjoys being a member of the group.  
Never : 1 : 2 : 3 : 4 : 5 : 6 : 7 : 8 : 9 : Always
2. I disclose my ideas, feelings and reactions to what is currently taking place within the group.  
Never : 1 : 2 : 3 : 4 : 5 : 6 : 7 : 8 : 9 : Always
3. I express acceptance and support when other members disclose their ideas, feelings and reactions to what is currently taking place in the group.  
Never : 1 : 2 : 3 : 4 : 5 : 6 : 7 : 8 : 9 : Always
4. I try to make all members valued and appreciated.  
Never : 1 : 2 : 3 : 4 : 5 : 6 : 7 : 8 : 9 : Always
5. I am influenced by other group members.  
Never : 1 : 2 : 3 : 4 : 5 : 6 : 7 : 8 : 9 : Always
6. I express liking, affection and concern for other members.  
Never : 1 : 2 : 3 : 4 : 5 : 6 : 7 : 8 : 9 : Always
7. I encourage group norms that support individuality and personal expression.  
Never : 1 : 2 : 3 : 4 : 5 : 6 : 7 : 8 : 9 : Always

A questionnaire developed by Johnson and Johnson was selected since it seemed to appropriately break down the various components that define the concept of cohesiveness within a group situation. Each respondent was asked to evaluate their own actions in response to seven items and to rate themselves. Comparisons are made between the total scores for each item on a pre and post test basis.

Appendix Q

Curriculum

Latency and Adolescence  
Treatment Issues and Techniques for Intervention

Appendix Q (continued)Curriculum - Latency and Adolescence  
Treatment Issues and Techniques for Intervention

In working with latency aged and adolescent boys, the social worker encounters various defense mechanisms that are utilized by children and may create barriers to effective treatment intervention. These include:

- (1) non-verbal behavior
- (2) violent behavior
- (3) bizarre behavior

In addition, the 'battered child' presents specific problems in terms of the treatment relationship. While this course will focus primarily on techniques for successful treatment intervention, attention will also be paid to:

- (1) an identification of the precipitating factors that lead to the child exhibiting the specific form of behavior (e.g., psychosocial history) and
- (2) the specific reactions of social workers to various forms of behavior and the impact that this has on the treatment relationship.

In discussing the 'battered child,' attention will also be given to the legal aspects of this problem and the implications for the social worker.

Format: This course will run for eight weeks with each session lasting 1-1/2 hours. Instructors will be expected to present relevant case material for discussion purposes. Several members of the Children's Village staff have been identified as potential instructors:

Dr. Millman  
Dr. Baker  
Dr. Rodewald  
Dr. Ross

Appendix R

Curriculum

Working with the Black Child and  
Family in Residential Treatment

Working with the Hispanic Child and  
Family in Residential Treatment

Appendix R (continued)Working with the Black Child and  
Family in Residential TreatmentWorking with the Hispanic Child and  
Family in Residential Treatment

These two courses will deal primarily with the identification of techniques for working with children and their families and the cultural factors that must be considered in the development of an effective treatment relationship and treatment plan. Special emphasis will be placed on sensitizing the social worker to the effect that different cultural backgrounds and values may have on the treatment relationship when the worker does not understand and respond to these factors. The issue of racial differences between the social worker and the child and his family will be explored in terms of the potential impact on the therapeutic relationship. Additionally, consideration will also be given to the environmental conditions that have impacted on the child and his family and led to institutionalization.

Course content will focus on the following:

- (1) The impact of separation on the family and the involvement of the family in the treatment program.
- (2) Techniques for engaging the child and the family in treatment.
- (3) Returning the child to the community and issues relating to helping the child maintain his cultural identity while in the institution; the development of skills for negotiating the community in a positive manner, and working with the child and his family concerning the return to the home.

**Format:** Each course will meet for eight consecutive weeks, with one course following the other. Each meeting will last 1-1/2 hours. The instructor for each course will be expected to provide relevant case material for discussion purposes. In addition, social work staff attending the course will draw on their own experiences with children from their case loads. It is recommended that the instructors for these two courses be recruited from outside the agency.

Appendix S

Curriculum

Managerial Skills  
for the Treatment Supervisor

Appendix S (continued)Managerial Skills for the Treatment Supervisor

The Treatment Supervisor at Children's Village is called upon to fill many roles. These include:

- (1) Treatment of the child and his family
- (2) Supervising
- (3) Program planning; implementation and evaluation
- (4) Budgeting
- (5) Record keeping

In carrying out these responsibilities, the Treatment Supervisor looks to make the most effective use of those resources available in order to implement a positive program.

This course will deal with an examination of the various components that go into the effective implementation of the tasks and responsibilities of the Treatment Supervisor. It will examine in depth the issues of supervision of child care staff; the effective use of available resources; the decision making process; and the appropriation of time.

Format: This course will run for five weeks with each meeting lasting 1-1/2 hours. It is recommended that Paul Gitelson teach this course.

Appendix T

Curriculum

Social Welfare Systems  
and the Children's Village

Appendix T (continued)Social Welfare Systems and the Children's Village

An intrinsic part of the social worker's job at Children's Village should be to help the families of children in placement negotiate the social welfare systems that effect them. If the family is able to do this effectively it may have a significant effect in terms of the boy being able to return home to a more positive atmosphere.

The social worker must have a better understanding of the social welfare system and techniques for dealing with:

- (1) Medicaid/medicare
- (2) SSI
- (3) Housing
- (4) Income maintenance/ADC
- (5) Food stamps
- (6) Day care

This course will address itself to the following issues as regards these services:

- (1) A review of each program in order to provide the social worker with a better understanding of each program.
- (2) Techniques for helping the social worker to negotiate the social welfare system.
- (3) Techniques for helping the client to deal with the social welfare system.
- (4) Effective techniques for helping social workers change the social welfare system.

**Format:** This course will run for eight consecutive weeks. The first session dealing with a review of programs will last two hours. All other sessions will last 1-1/2 hours. It is recommended that this course be taught by individuals involved in advocacy roles in the specific service areas noted above. The first session dealing with factual information about the programs noted may be led by someone from an organization such as DSS who is familiar with the specific programs that are of interest to the Children's Village social work staff.

Appendix U

Curriculum

The Children's Village Computer

Appendix U (continued)The Children's Village Computer

The purpose of this course will be to familiarize the social work staff with the Children's Village computer and the implications for treatment. Students will be instructed concerning the present functions of the computer and the tasks that it performs. Time will be allowed for exploration of potential tasks for the computer that may aid the social worker in his job performance.

Format: This course will be held for two 1-1/2 hour sessions on consecutive weeks. An appropriate member of the Children's Village staff will be identified to teach the course.

Appendix V

Curriculum

Conversational Spanish for the  
Children's Village Social Worker

Appendix V (continued)

Conversational Spanish for the  
Children's Village Social Worker

The purpose of this course will be to enable the social worker at Children's Village to communicate with families of Hispanic children concerning issues such as:

- (1) family problems
- (2) home visits
- (3) court appearances

This course will not focus on the teaching of grammar but rather concern itself with the development of socialization skills.

A special concern of the course will be an emphasis on cultural sensitivity in terms of the spoken word. The individual teaching this course must be prepared to deal with the cultural implications that impact on the spoken word.

**Format:** This course will meet three times a week for five weeks. It is necessary to have this type of concentrated effort in order for the course to be effective. Each class will last 1-1/2 hours. After the completion of the course, arrangements will be made for refresher sessions. An outside instructor will be hired to teach this course.

## BIBLIOGRAPHY

- Argyris, Chris. Personality and Organization. New York: Harper and Row, 1957.
- \_\_\_\_\_. Organization and Innovation. Homewood, Illinois: Dorsey Irwin, 1965.
- Bass, Bernard, and Vaughan, James. Training in Industry: The Management of Learning. California: Brooks/Cole Publishing Company, 1965.
- Bennis, Warren; Benne, Kenneth; and Chin, Robert, eds. The Planning of Change. New York: Holt, Rinehart and Winston, 1961.
- Bergevin, Paul; Morris, Dwight; and Smith, Robert M. Adult Education Procedures. New York: Seaburg Press, 1963.
- Bernstein, Saul, ed. Explorations in Group Work. Massachusetts: Charles River Books, Inc., 1976.
- Bertcher, Harvey, and Garvin, Charles. Staff Development in Social Welfare Agencies. Ann Arbor, Michigan: Campus Publications, 1968.
- Bishopp, Grace. The Role of the Caseworker in Institutional Services for Adolescents. New York: Child Welfare League of America, 1943.
- Blackey, Eileen. Group Leadership in Staff Training. Washington, D.C.: United States Department of Health, Education and Welfare, 1957.
- Boehm, Werner. Objectives of the Social Work Curriculum of the Future, Volume I of the Curriculum Study. New York: Council on Social Work Education, 1959.
- Bonjean, Charles, and Vance, Gary. "A Short-Form Measure of Self-Actualization." The Journal of Applied Behavioral Sciences, vol. IV, no. 3, 1968.
- Bovard, Everett. "Group Structure and Perception." Journal of Abnormal and Social Psychology, vol. 46, 1951.

- Cartwright, Dorwin, and Zander, Alvin, eds. Group Dynamics Research and Theory. White Plains, New York: Row, Peterson and Company, 1953.
- Coser, Rose. "Authority and Decision Making in a Hospital: A Comparative Analysis." American Sociological Review 23, 1958.
- Diffenbaugh, Mae. "The Place of the Caseworker in the Institution." Child Welfare League of America Bulletin, vol. 26, no. 4, April 1947.
- Douglass, Mohammed. "Some Perspectives on the Phenomenon of Participation." Adult Education Journal, vol. XX, no. 2, 1970.
- Drezner, Stephen. "The Emerging Art of Decision Making." Social Casework, January 1973.
- Etzioni, Amitai. A Comparative Analysis of Complex Organizations. New York: The Free Press of Glencoe, 1961.
- \_\_\_\_\_. A Sociological Reader on Complex Organizations. Englewood Cliffs, New Jersey: Prentice Hall, 1969.
- \_\_\_\_\_, ed. Readings on Modern Organization. Englewood Cliffs, New Jersey: Prentice Hall, 1967.
- Faruque, Selima, and Lauffer, Armand, eds. Social Work Continuing Education Yearbook 1973. Ann Arbor, Michigan: School of Social Work, School of Continuing Education, 1973.
- Gagne, Robert M. The Conditions of Learning. New York: Holt, Rinehart and Winston, 1965.
- Gelfand, Bernard; Rohrich, Sandy; Nevidon, Pat; and Starak, Igor. "An Andragogical Application to the Training of Social Workers." Journal of Education for Social Work, vol. 11, no. 3, fall 1975.
- Gibbard, Graham; Hartman, John; and Mann, Richard, eds. Analysis of Groups. San Francisco: Jossey and Bass, 1974.
- Glasser, Paul; Sarri, Rosemary; and Vinter, Robert, eds. Individual Change through Small Groups. New York: The Free Press, 1974.
- Goldstein, Kurt. The Organism. New York: American Book, 1939.

- Guzzetta, Charles. "Curriculum Alternatives." Journal of Education for Social Work, winter 1972.
- Hare, Paul. Handbook of Small Group Research. New York: The Free Press of Glencoe, 1962.
- Harris, Ben, and Bessent, Eaoland. In-Service Education: A Guide to Better Practice. Englewood Cliffs, New Jersey: Prentice Hall, 1967.
- Havighurst, Robert. Developmental Tasks and Education. New York: David McKay, 1961.
- Huberman, Michael. "Looking at Adult Education from the Perspective of the Adult Life Cycle." International Review of Education, vol. XX, 1974.
- Ingalls, John. A Trainer's Guide to Andragogy--Revised Edition. Waltham, Massachusetts: Data Education Inc., 1973.
- Johnson, David, and Johnson, Frank. Joining Together: Group Theory and Group Skills. Englewood Cliffs, New Jersey: Prentice Hall, 1975.
- Katz, Daniel, and Kahn, Robert. The Social Psychology of Organizations. New York: John Wiley, 1966.
- Kempfer, Homer. Adult Education. New York: McGraw Hill, 1955.
- Kidd, J. Roby. How Adults Learn. New York: Association Press, 1959.
- Knowles, Malcolm. Introduction to Group Dynamics. New York: Association Press, 1959.
- \_\_\_\_\_. The Modern Practice of Adult Education. New York: Association Press, 1970.
- Knox, Alan. Adult Development and Learning. San Francisco: Jossey-Bass Publishers, 1977.
- Kogan, Leonard, ed. Social Science Theory and Social Work Research. New York: National Association of Social Workers, 1960.
- Kuhlen, Raymond G., ed. Psychological Backgrounds of Adult Education. Chicago: Center for the Study of Liberal Education for Adults, 1975.
- Lawrence, Ronald, and Smith, Patricia. "Group Decision and Employee Participation." The Journal of Applied Psychology, vol. 39, no. 5, 1955.

- Lindeman, Eduard C. The Meaning of Adult Education. Montreal: Harvest House, 1961.
- Lippitt, Ronald; Watson, Jeanne; and Westley, Bruce. The Dynamics of Planned Change. New York: Harcourt, Brace and World Inc., 1956.
- Magner, George, and Begge, Thomas. Staff Development in the Mental Health Services. New York: National Association of Social Workers, 1974.
- Maslow, Abraham. Toward a Psychological Being, 2d ed. Princeton, New Jersey: Van Nostrand, 1960.
- McGehee, William, and Thayer, Paul. Training in Business and Industry. New York: John Wiley and Sons, 1961.
- McLoughlin, David. "Participation of the Adult Learner in Program Planning." Adult Education, vol. XXII, no. 1, 1971.
- Miller, Deborah. Guide to Continuing Education in Schools of Social Work. New York: Council on Social Work Education, 1974.
- Miller, Harry. Teaching and Learning in Adult Education. New York: The MacMillan Company, 1961.
- Murphy, Gardner, and Kuhlen, Raymond. Psychological Development through the Life Span. New York: Harper, 1957.
- Northen, Helen. Social Work with Groups. New York: Columbia University Press, 1969.
- Patti, Rino. "Organizational Resistance and Change: The View from Below." Social Service Review, vol. 48, no. 3, 1974.
- Pressey, Sidney L., and Kuhlen, Raymond G. Psychological Needs of Adults. Chicago: Center for the Study of Liberal Education for Adults, 1963.
- Rehage, Kenneth J. "A Comparison of Pupil-Teacher Planning and Teacher-Directed Procedures in Eighth Grade Social Studies Classes." Journal of Educational Research, vol. XXXV, 1965.
- Reid, Joseph, and Hagan, Helen. Residential Treatment of Emotionally Disturbed Children. New York: Child Welfare League of America, 1952.

- Rothman, Beulah, and Vigilante, Joseph. "Curriculum Planning in Social Work Education." Journal of Education for Social Work, vol. 10, no. 2, spring, 1974.
- Schein, Edgar. Organizational Psychology. Engelwood Cliffs, New Jersey: Prentice Hall, 1965.
- Schein, Edgar, and Bennis, Warren. Personal and Organizational Change through Group Methods. New York: Wiley, 1965.
- Schwartz, William, and Zalba, Serapio, eds. The Practice of Group Work. New York: Columbia University Press, 1971.
- Shaw, Marvin. Group Dynamics: The Psychology of Small Group Behavior. New York: McGraw Hill Book Company, 1971.
- Tripodi, Tony; Fellin, Phillip; and Epstein, Irwin. Social Program Evaluation: Guidelines for Health, Education and Welfare Administrators. Ann Arbor, Michigan: University of Michigan Press, 1974.
- Tropman, Elmer. "Agency Constraints Affecting Links between Practice and Education." Journal of Education for Social Work, vol. 13, no. 1, winter 1977.
- Wax, John. "Power Theory and Institutional Change." Social Service Review, January 1973.
- Weiss, Carol. Evaluation Research--Methods of Assessing Program Effectiveness. Engelwood Cliffs, New Jersey: Prentice Hall, 1974.