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**An exploratory study on the recruitment of bilingual Chinese
social workers**

Mei, Pauline Y. B., D.S.W.

City University of New York, 1989

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A

AN EXPLORATORY STUDY ON THE RECRUITMENT OF
BILINGUAL CHINESE SOCIAL WORKERS

by

PAULINE MEI

A dissertation submitted to the Graduate Faculty
in Social Welfare in partial fulfillment of the
requirements for the degree of Doctor of Social
Welfare, The City University of New York.

1989

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

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Abstract

AN EXPLORATORY STUDY ON THE RECRUITMENT OF
BILINGUAL CHINESE SOCIAL WORKERS

by

Pauline Mei

Advisor: Professor Simon Slavin

A chronic shortage of bilingual Chinese American social workers in New York City is negatively affecting the quality and quantity of social service delivery to the Chinese immigrants, many of whom do not speak English. An extremely low enrollment of Chinese American students in graduate social work schools, over the past two decades, could have contributed to this shortage. This exploratory case study attempts to identify the causal factors and to seek remedies. This study focused on 13 Chinese American students, from six different colleges, who expressed an interest in social work. A project was designed to expose the students to social work through (1) site visits to community social service agencies, (2) campus visits to graduate social work schools, and (3) summer internships at

selected community agencies. Core project activities were conducted from March through August 1985. Data was gathered from face-to-face interviews with the students, from questionnaires administered to them and from a written assignment submitted by them at project conclusion. Findings revealed that manpower shortage could be attributed to low student enrollment in graduate social work schools, as well as society's inability to identify and cultivate resources. It was found that low student enrollment could be caused by: (1) the students' lack of information on social work; (2) the intimidation created by the students' own perception of social work as a highly demanding but low rewarding profession; (3) the lack of role models and mentors to provide inspiration and support. Proposed recommendations are: (1) to set up a recruitment foundation to oversee recruitment and manpower utilization; (2) to provide accurate information on social work to the Chinese American high school students; (3) to increase financial aid for graduate studies in social work; (4) to cultivate effective Chinese American social work role models and mentors; (5) to upgrade salary and work conditions for bilingual social workers; (6) to motivate college students from Hong Kong to attend graduate social work schools in the U.S.A.; (7) to identify, recruit and train Chinese immigrant retirees as social workers.

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CHAPTER I

INTRODUCTION

Focus of the Project

There is a need for professional bilingual Chinese social workers in the Chinese community in New York City. Statistics show that the number of Chinese immigrants coming to New York City has increased dramatically since the Immigration and Naturalization Reform Acts of 1965. The United States Census Bureau figures indicate that in 1960 there were 20,658 Chinese Americans in New York City. In 1970 the number had increased to 69,324. In 1980 the number increased further to 124,764. According to reports in the New York Times, the population of New York City increased more than any other city in the country between 1982 and 1984. Immigrants, especially Asian immigrants, accounted for the increase (New York Times, August 21, 1985, p. A1).

According to Sung (1975), New York City is a favorite resettlement site, comparable to San Francisco, for Chinese immigrants. She stated that "these new immigrants must

deal with a new environment, new culture, new language, new social alignments all at once" (p. 13). Based upon experience with prior immigration and immigrant populations, it seems logical to expect that these new Chinese immigrants need professionally trained, bilingual, Chinese social workers. Chinese speaking social workers, familiar with the American social welfare system, could assist these new immigrants to utilize community resources, to adjust to American society, and to become productive citizens. However, the supply of bilingual, Chinese, professionally educated social workers has failed to keep up with the demand. This author's recent survey of the social welfare organizations in New York City's Chinatown area in 1985 (see Appendix 1) illustrates this shortage. It was found that out of 50-60 organizations surveyed, there were only 35 Chinese, professionally trained social workers (hereinafter referred to as MSW's). Of these 35, many do not speak Chinese because they are "juke sing" (American born). On the other hand, an overwhelming majority (over 90%) of service consumers in these organizations only speak Chinese.

This shortage of professional, bilingual, Chinese social workers is negatively affecting the quality and quantity of social service delivery in the Chinese

community. New programs cannot get started due to a lack of qualified workers. Positions requiring a Master's degree in social work are often vacant for months. Agencies with Chinese speaking MSW's always fear that other agencies might lure their workers away. This shortage has compelled many agencies to hire Chinese speaking non-MSW's. However, low salaries, demanding job responsibilities, and a general feeling of inadequacy and frustration have led to low morale, a high "burn out" rate and high attrition among these non-MSW workers.

Community based agencies expect graduate social work schools to supply them with the much needed, professional, bilingual, Chinese social workers. However, this expectation is not being fulfilled because Chinese American student enrollment in graduate social work schools is so low. Statistics published by the Council on Social Work Education illustrate this. In the year 1970, among a total of 1,733 full time, Master's degree, social work students enrolled in the six New York City graduate social work schools, (Adelphi, Columbia, Fordham, Hunter, New York University and Yeshiva) only 10 students were Asian Americans (Statistics on Social Work Education in the United States, 1970, p. 21-22). In 1980, the ratio was 18 to 2,928. In 1983, it was 15 to 2,380 (Statistics on Social Work Education in the United States, 1983, p. 72-73).

I. Rationale for the Project

As the supply of bilingual Chinese social workers is falling further behind the demand for them, community social service agencies are turning more to the graduate social work schools for supply. However, the enrollment of Chinese American students in such schools has remained low, despite recruitment efforts.

A review of the literature has produced little information on the recruitment of Chinese Americans into social work. It was in response to the urgent need for bilingual Chinese social workers, on the one hand, and a lack of information on recruitment and professional training of Chinese American social workers on the other, that this project was planned and implemented.

Objectives of the Project:

1. To find out why so few Chinese American students enroll in graduate social work schools.
2. To test out some of the recruitment techniques as recommended for Blacks and Native American students. To find out if such techniques could also be applicable to the Chinese American students.

II. Key Question Studied

Why are so few Chinese American students enrolled in graduate social work schools?

It was assumed that as a relatively new profession with low reward (monetary and social status) on the one hand, but high demand (English language competence, emotional and intellectual energy) on the other, social work has always had a difficult time competing with other, more prestigious professions, such as medicine, law and engineering, for high caliber students.

It was further assumed that social work is unattractive and prohibitive to a typical Chinese American student because they do not have a good command of the English language.

It is also possible that the erroneous equating of social work with high emotional demand but low intellectual challenge could have contributed to the Chinese American students' shunning the profession.

III. Available Knowledge on Chinese American Student Recruitment

Literature

There is a paucity of literature on the recruitment of Chinese American students into the social work profession. Ryan's (1981) article "Training Chinese American Social Workers," while shedding light on the training of Chinese American students, reveals little about recruitment efforts.

Social work literature contains some information and recommendations on the recruitment of Blacks and Native American students. It was this author's speculation that perhaps such recommendations could also be applicable to the Chinese students who, like their counterparts, are unfamiliar with the social work profession, and need exposure to and information on social work before choosing it as a career. The following is a list of ethnic minority (Blacks and Native Americans) recruitment strategies and recommendations gathered through a review of the literature:

1. Throughout social work recruitment literature there has been a repeated call for greater emphasis on work experience. Pins (1963) asserted that "it was the work experience that most markedly influenced the students' career choice" (p. 138).

Griffiths (1977) echoed, "Students are recruited during their undergraduate years, not as social work students, but as students who would like to have paid summer experience in class and field that would give them exposure to social work; an exposure that might serve as a basis for making a decision on whether they would like to begin training in social work" (p. 39).

2. It has been well recognized that there is a direct relationship between the availability of scholarship aid and recruitment of personnel for the field of social work. Pins (1963, p. 138), Wells (1974, p. 38), and Griffiths (1977, p. 39) all called for giving priority to increased financial aid in recruitment efforts. The current lack of financial aid has been recognized as hampering recruitment. According to Born (1982), "Reduction in student loans and stipends along with inflation in college costs and family budgets have made attendance at graduate school a matter of considerable difficulty for many" (p. 7).

Carbino and Morgenbesser (1982) stated the same: "There appeared to be at least three factors attributing to the decline in application to graduate social work education. These include low salaries and employment uncertainty, a shift in societal values, and the high cost of graduate education, coupled with a lack of financial aid" (p. 17).

3. The conscious involvement of more social workers and social agencies in recruitment was recommended by Pins (1963, p. 155).

4. The importance of mentors in the recruitment and socialization of all students into a profession is well recognized. In the social work profession various writers, such as Towle (1954), Griffiths (1977), and Taibbi (1983) stressed the contributions of mentors. Charlotte Towle (1954) stated that the relationship between learner and mentor is a significant means to the development of professional competence and integrity (p. 141). Griffiths (1977) suggested a modeling support system for the recruitment of Native American students (p. 41). Taibbi (1983) summed up what a mentor's role could be: "The mentor not only imparts knowledge and skills, but initiates the novice into the career world by assuming the roles of host,

sponsor, and model of full functioning in the field. A transitional figure in the novice's life between parent and peer, the mentor is someone with whom the novice can identify and who supports and encourages the novice's emerging sense of self" (p. 237).

The importance of mentors has also been recognized by other professions. Within a period of five months, two articles appeared in the New York Times describing mentorship programs in the business world (May 16, 1985, p. C1; September 19, 1985, p. C1).

5. Wells (1974) asserted that minority group students who wish to pursue a professional career in social work were often hampered by a lack of information, limitations in preparation, and a need for financial assistance. In view of this lack of information and limitations in preparation, she suggested that it would be "most feasible to recruit students in the junior year so that they could begin the senior year attuned to opportunities and responsibilities for graduate education" (p. 111).

Griffiths (1977) expressed the same concern over Native American students' lack of preparation for graduate social work education (p. 39).

Personal Experience

Through personal experience and telephone contacts with other Chinese American social workers this author identified at least three recruitment and training projects for Chinese American students. Examination and evaluation of such projects could be of great help to future recruitment planning and efforts. The following are brief descriptions of these projects:

1. Bilingual Chinese social workers' training project at Hunter College School of Social Work, New York City. This project received a five year grant from the National Institute of Mental Health. It provided a monthly stipend plus tuition for project students in the first year of their two year, full time master's degree program. Students were placed in community agencies for field work. The project hired a bilingual MSW as project coordinator, who also served as faculty advisor for the project students. The project was terminated in 1982 when the grant contract ended.

2. Boston had a recruitment and training project for Chinese social workers, similar to the Hunter College project, both in form and in content. It also provided stipends and field placements in community agencies for students. But it, too, had to terminate when funds ran out.

3. San Francisco also had a recruitment and training project for Chinese social workers. When funds ran out in the early 1980's, stipends were eliminated, but graduate social work schools continued partnership with community agencies in recruitment efforts. However, the recruitment target shifted from Chinese students to other Southeast Asian students after 1980.

In examining these past recruitment projects, it became clear that they all relied heavily on the availability of financial resources and support from the Federal Government. When funds ran out these projects either terminated or shifted focus to where funding was available. In New York City, after the termination of the Hunter Project, some concerned social workers in the Chinatown community attempted to re-establish a recruitment and training program, only to abandon it later due to a lack of financial means. In Boston, the Chinese Social Workers' Training Project changed its focus from social work to psychology. It participated in the recruitment and training of bilingual Chinese psychologists instead of social workers.

IV. Project Design, its Guiding Principles and Assumptions

While Pins (1963), Griffiths (1977) and others asserted the importance of exposure to social work as crucial in minority group student recruitment, Perlman and Gurin (1972), and Zander (1961) further explained the rationale. They suggested that when potential participants are exposed to a certain phenomenon in a certain way, their interest and concern towards that phenomenon might be aroused. This author assumed their suggestion to imply that if students were exposed to graduate social work education and practice in a certain way, their interest and concern towards the social work profession might be aroused. It was under this assumption that the Project was designed to consist of three components, namely: site visits to community social service agencies, campus visits to graduate social work schools, and summer internships at selected community agencies.

It was assumed that through agency site visits, the students could gain information on community resources, and on job opportunities there.

As Pins (1963) recommended a conscious involvement of more social workers and social agencies in recruitment (p. 155), this author hoped that through agency site visits the Project could involve more social workers in the Chinese community to participate actively in the recruitment process.

Hunter College School of Social Work and Columbia University School of Social Work were selected for campus visits because of this author's association with the two schools and because of their reputation. As Fellin (1983) suggested, "one of the significant factors influencing applicants' application to a particular school is that school's reputation" (p. 34), this author hoped to arouse the students' interest in graduate social work education and motivate them to apply to Hunter and/or Columbia by exposing them to these two reputable schools.

It was assumed that summer internships at selected community agencies could provide the students with a career-testing opportunity and work experience.

Authors such as Towle (1954, p. 141), Griffiths (1977, p. 41), and Taibbi (1983, p. 237) stressed the important role played by mentors in the socialization of novices (students) into a profession. This author hoped

that summer internships could encourage the development and practice of mentorship between the community agencies' staff and the Project students.

One of the Project assumptions was that low Chinese student enrollment in graduate social work schools could be attributed to these students' misconception of social work as a low intellectual profession. In order to dispel such misconception, a weekly seminar on the social welfare fields as defined by Kamerman and Kahn (1976, p. 4) was included in the summer internship component. Seminar discussion topics included community mental health, Social Security, legal aid, senior services, health, and the concept of the community multiservice center.

V. Project Implementation

The Project was undertaken in 1985, at a time when the Federal Government was cutting back spending on social and human services. Even though this author was fully aware of the need for financial support and scholarship aid as incentives, she was compelled to look into other available resources when the Project was implemented. In the absence of financial resources she had to maximize her professional affiliation with the two graduate social

work schools to facilitate (a) Campus visits to graduate social work schools. She utilized her position as Director of a community mental health clinic in Chinatown to facilitate (b) Site visits to community social service agencies, and (c) Summer internships at selected social service agencies.

VI. Limitations of the Project

The lack of financial resources has limited the scope of the study (Project). The sample was very small and this limitation could restrict the validity of the findings. Its implementation process depended heavily on this author's personal and professional affiliations with the graduate social work schools and the Chinatown community. This unique nature of the Project may make it difficult for future replication.

VII. The Contribution and Significance
of This Study (Project)

This is the first in-depth study of a group of Chinese American college students who expressed an interest in the social work profession. Project findings could make valuable contributions to the current paucity of literature on the recruitment of bilingual Chinese students into social work. Data gathered could provide a basis for future research and recruitment planning.

CHAPTER II

METHODOLOGY

Scope and Location of the Project

This Project focused on the Chinese American college students in New York City. It was expected that up to sixty Chinese American college students would be contacted. As the work proceeded, thirteen students from six different colleges sent in their applications.

Sample Selection

The sample for this Project was drawn from a group of college students in New York City. These students were of Chinese descent and expressed an interest in the social welfare of the Chinese immigrants in the United States. They sent in their applications to join the Project.

Sampling Strategy

All Project applicants were given a personal interview. Students who expressed an interest in social

work and a commitment to participate in Project activities were invited to join the Project. Two graduate students declined the invitation due to time conflict. A total of eleven students accepted the invitation to become Project students.

The Project consisted of four phases:

Preparatory: Program Initiation Phase

According to Tripodi, Fellin and Epstein (1978), this is the phase in which necessary material, social and technological resources are secured (p. 26).

The following steps were systematically taken to secure material, social and technological resources:

1. Contacts were made with some social service agency administrators in Boston and San Francisco to learn of their experience in the recruitment and training of Chinese American social workers.

2. Contacts were made with the Asian American Legal Defense and Education Fund, and the Chinatown Health Clinic in New York City. The Asian American Legal Defense and Education Fund had an internship program for Asian American law students. Chinatown Health Clinic had an internship program for the Chinese American high school

seniors and college students interested in the medical profession and its related fields. Through contacts with these two organizations, ideas of a social work internship program became solidified.

3. Through networking, names and telephone numbers of student club representatives at City College, Hunter College and Columbia University were obtained. These student representatives were crucial contact persons through whom information on the Project was disseminated to other Chinese American students.

4. A Project brochure (Addendum 1) was prepared to publicize the Project. An application form (Addendum 2) and Questionnaire I (Addendum 3) were also prepared to gather basic personal information on the Project students.

5. An interview schedule named the "Chinese Social Workers Project Interview Questions" (Addendum 4) was prepared for use during the initial personal interview to assist in the student selection process.

6. Questionnaire II (Addendum 5) was developed to assess the Project students' knowledge of social service resources in Chinatown.

7. Questionnaire III (Addendum 6) was developed to measure the Project students' interest and knowledge about graduate social work education.

8. An "Agency Visit Guideline" (Addendum 7) was developed to assist both the agency administrators and the Project students during agency site visits.

9. A "School Visit Guideline" (Addendum 8) was developed to assist students during campus visits to graduate social work schools.

10. An "Outline for Written Assignment" (Addendum 9) was prepared to serve as a guide to assist students in their final written assignment.

11. A form-letter (Addendum 10) was prepared to be sent out to participant community agencies at the conclusion of the Project to solicit feedback.

12. Seminar outlines on Community Mental Health (Addendum 11), Social Security (Addendum 12), Legal Aid (Addendum 13), Senior Services (Addendum 14), Multiservice Center (Addendum 15) and Health (Addendum 16) were prepared for use in the weekly seminars during summer internships.

Beginning: Program Contact Phase

According to Tripodi, Fellin and Epstein (1978) a major task of this phase was to contact potential program beneficiaries (p. 28). Program beneficiaries in this Project were (a) Project students, (b) graduate social work schools, and (c) community social service agencies. It was

assumed that through participation in the Project (a) Project students would have an opportunity to become better informed on the social work profession and, when appropriate, to choose social work as a career; (b) graduate social work schools could have an opportunity to test out ethnic minority student recruitment and education strategies; (c) community social service agencies could have an opportunity to recruit potential bilingual Chinese employees.

(a) Contacting Project Students

This phase consisted of two distinct sub-phases, designated as A and B.

Sub-phase A

During this stage student club representatives at City College, Hunter College and Columbia University were contacted in December 1984. For the initial contact with these representatives the following protocol was designed and followed:

1. Telephone call. This author first identified herself as an agency administrator in Chinatown and as an ex-project coordinator of a terminated Chinese social workers training project at Hunter College School of Social Work. She then informed the students of the need for more professionally trained, Chinese American social workers to serve in the Chinese community. A brief description of the anticipated Project was given, followed by a request to meet with the student representatives for further discussions.

2. Face-to-face group interview. A group interview format was chosen to save time and to arouse group support. This author first met with representatives of two student clubs at City College. She then met with representatives of two student clubs at Hunter College. The interview began with this author's reminiscence of her student days at City College and Hunter College respectively.* Information on the student clubs was elicited from the club representatives. Student representatives were

* This author attended City College as an undergraduate student, and Hunter College as a graduate student.

invited to help in publicizing the Project. Project brochures, Application forms and Questionnaire I were given to these student representatives for distribution. This author's student assistant followed the same format in her group interview with representatives of three student clubs at Columbia University.

When no Project applications were received by January 15, 1985, the following remedial steps were taken:

1. Follow-up telephone contacts were made with previously interviewed student representatives. This author was told that students at City College and Columbia University were not very interested in the Project. Students at Hunter College requested more information.

2. This author accepted an invitation from a student club representative at Hunter College to attend their club meeting and celebration for the Chinese New Year, at the Hunter College campus in February, 1985. At that meeting this author introduced the Project to the students present. Project brochures, Application forms and Questionnaire I were distributed to the students.

3. Telephone contact was made with a student club representative at Brooklyn College. Project brochures, Application forms and Questionnaire I were mailed to him for distribution to friends and fellow students.

4. Employees at this author's agency also assisted her in publicizing the Project.

As a result of the above efforts, thirteen students applied to participate in the Project.

Sub-phase B

The purpose of this phase was to screen and select Project students from the pool of applicants. The ensuing protocol was designed and followed:

1. Telephone call. A telephone call was made to each student applicant to acknowledge receipt of his/her application and to arrange for a 60-90 minute face-to-face individual interview to be held in this author's office in Chinatown.

2. Face-to-face individual interview. A face-to-face individual interview was offered to all Project applicants. An interview guide (Addendum 4) was followed. Mutual expectations and obligations were further clarified.

As a result of the interview, two graduate students withdrew from further participation in the Project. The remaining eleven students were all invited to join the Project.

(b) Contacting Graduate Social Work Schools

As this author's student assistant was attending Columbia University School of Social Work, she took the responsibility to inform the Admissions Director, Financial Aid Officer and other faculty members at Columbia about the Project. The School responded positively to the Project and volunteered assistance and accommodation for Project students' anticipated campus visit.

This author was responsible to contact and inform the Admissions Director, Financial Aid Officer and other faculty members at Hunter about the Project.

(c) Contacting Community Social Service
Agencies in Chinatown

This author introduced the Project to the Chinatown Health and Social Service Council* during its January meeting in 1985. The Council's reception of the Project was overwhelmingly positive. It offered technical advice and emotional support.

Six community agencies, including this author's agency, were selected for site visits. Selection was based on the potential of these agencies to serve as summer internship sites. This author telephoned the administrators of the selected agencies and informed them of the Project. They all pledged support and cooperation.

Intermediate: Program Implementation Phase

According to Tripodi, Fellin and Epstein (1978) the principal task of this phase was to fully engage its clientele and give service (p. 32).

* The Chinatown Health and Social Service Council is a voluntary community council of health and social service agencies serving the Chinatown area. This council meets monthly to discuss issues of mutual concern.

In this phase Project students were engaged in the following activities:

(a) Scheduled site visits to six community social service agencies in Chinatown. The main objectives of this activity were: (1) to increase the students' understanding and knowledge of the community provided social service resources, and (2) to show the students available job opportunities in Chinatown.

(b) Scheduled campus visits to Columbia University School of Social Work and Hunter College School of Social Work. The main objectives of this activity were: (1) to arouse student interest in graduate social work education through exposure to two reputable graduate social work schools, and (2) to provide information on graduate school admission procedures.

(c) Summer internships at selected social service agencies in Chinatown. The main objectives of this activity were: (1) to provide the students with work experience; (2) to provide the students with a career testing opportunity, and (3) to provide an opportunity for the development of mentorship between the agency administrators and students.

Final: Program Evaluation Phase
(Participant Feedback)

During this final stage, feedback on the Project was obtained from the Project students, the administrators and supervisors of the community agencies that provided Summer Internship sites, and the Admissions Directors of the two graduate social work schools.

The Project students were required to submit an individual final written assignment on their experience with the Project.

The administrators and supervisors of the social service agencies in Chinatown that provided Summer Internship sites were contacted first by letter and then by telephone for feedback.

The Admissions Directors at Columbia University School of Social Work and at Hunter College School of Social Work were contacted by telephone for feedback.

CHAPTER III

THE IMPLEMENTATION PROCESS

The Project consisted of 3 components, namely: site visits to community social service agencies, campus visits to graduate social work schools, and summer internships at selected community agencies.

The Project was implemented in 1985, at a time when the Federal Government was cutting back spending on social and human services. In the absence of financial resources, the author had to look to other sources to enable the implementation process. Her professional affiliation with the two graduate social work schools was being maximized to facilitate campus visits to Columbia University School of Social Work and to Hunter College School of Social Work. Her position as Director of a community mental health clinic in Chinatown was also being maximized to facilitate site visits to community social service agencies and summer internships at selected community agencies.

Site Visits to Community Social Service Agencies

It was assumed that through agency site visits the students could gain information on community provided resources and on job opportunities in Chinatown. It was further assumed that the dedication of the social workers in Chinatown might help to inspire and kindle the Project students' interest in social work.

Six agencies were selected for site visits. Selection was based on two criteria. First, these agencies each offered a significant social and/or human service to the Chinese community. Second, these agencies had the resources and the commitment to provide supervision at summer internship.

An "Agency Site Visit Guideline" (Addendum 7) was distributed to each student and the agency administrators prior to the site visits.

Friday was chosen as site visiting day because most students did not have classes on that day. As some students were free in the morning while others were free in the afternoon, they were divided into two groups accordingly. Thus one group could visit an agency in the morning while the other group could visit it in the afternoon.

During the site visits the students were given a guided tour and a presentation of the agency programs.

Student attendance at agency site visits was generally good. Except for students L and M, who dropped out of the Project soon after the initial interview, eleven students participated in agency site visits. Table 1 showed the students' attendance at agency site visits.

TABLE 1

STUDENT PARTICIPATION AT AGENCY SITE VISITS

Students		Names and dates of agencies visited					
		MP	IT	CFCC	LES	PR	CM
		3-22-85	3-29-85	4-5-85	4-5-85	4-19-85	4-26-85
1.	A	✓	✓	✓	✓	✓	✓
2.	B	✓	✓	✓	✓	✓	
3.	C	✓	✓			✓	✓
4.	D	✓	✓	✓	✓		✓
5.	E	✓	✓	✓	✓		
6.	F	✓	✓	✓	✓	✓	✓
7.	G			✓			
8.	H			✓	✓	✓	
9.	I	✓	✓	✓	✓		
10.	J	✓	✓	✓	✓		✓
11.	K	✓					

Names of Agencies:

MP = Chinatown Manpower

IT = It's Time

CFCC = Chinatown Family Consultation Center

LES = Lower East Side Service Center

PR = Project Reach

CM = Chinese Methodist Center

Campus Visits to Graduate Social Work Schools

Hunter College School of Social Work and Columbia University School of Social Work were selected for Campus Visits because of this author's affiliation with them and because of their reputation. Fellin (1983) indicated that "one of the significant factors influencing applicant's application to a particular school is that school's reputation" (p. 34). It was hoped that by exposing the students to these two reputable schools, their interest in graduate social work education might be aroused.

Fellin (1983) also suggested that "a University of Michigan School of Social Work graduate was the person most often mentioned as influencing the applicant's decision to apply to the School of Social Work" (p. 33). This suggestion was taken into consideration when Campus Visits were planned. This author, who was a Hunter College graduate, coordinated the Campus Visit to Hunter College. Her student assistant, who was (would be) a Columbia University graduate, coordinated the Campus Visit to Columbia University.

Procedure:

(1) Prior to the actual visits, the students were given "School Visit Guideline" (Addendum 8) and a brief orientation to prepare them for the visits.

(2) During the campus visits the students were given a tour of the two schools, and they met with the admissions faculty members and financial aid officers there. During their visit to Columbia University School of Social Work they were able to sit in on classes there. However, they were unable to do so during their visit to Hunter College School of Social Work because the visit took place on a Friday afternoon when classes were already dismissed.

Table 2 showed the students' participation at Campus Visits.

TABLE 2

STUDENT PARTICIPATION AT CAMPUS VISITS

Participants at Columbia visit	Participants at Hunter visit
F	F
J	J
A	C
D	G
E	I
H	
Total	6
	5

Summer Internships at Selected
Community Agencies

It was assumed that summer internships at selected community agencies could provide a career testing opportunity to the students. It was further assumed that it might encourage the development of mentorship between the agency administrators and the students. A weekly seminar was also included in the summer internships to correct the misconception of social work as a low intellectual profession.

Procedure:

(1) The lack of financial resources hindered the implementation process of this third and final component of the Project. Due to the Project's inability to provide financial stipends, several students left the Project for summer internships elsewhere which had the financial means to provide financial incentives. The Project also lost some summer internship slots due to unforeseen budgetary and/or personnel changes in the Chinatown community. Due to budget cuts and/or personnel loss, some agencies cut back on the number of summer internship slots which they had originally pledged to the Project. This unexpected

loss of planned internship slots could have been devastating had it not been for the availability of this author's own agency and its umbrella main agency to provide backup internship slots.

Immediately after "agency site visit" this author had contacted the participant agencies regarding the number of interns they could accommodate and their plans for intern responsibilities and activities. Project Reach-CPC withdrew from participation because of internal reorganization. CMC could take only one intern instead of two or three as it had originally committed to. Chinatown Manpower could take only one intern because of schedule conflict with the agency's training cycle. Students felt intimidated by the apparent demand for rigorous clinical skills in both LESSC and CFCC. Thus, special arrangements had to be made for students willing to intern at these two agencies. For interns at CFCC they were offered an opportunity to do research and to provide concrete services. For the one intern at LESSC he was given the opportunity to split his internship between LESSC and CFCC. It's Time was the only agency which was able to carry out its original commitment to the Project.

(2) Originally, the Project was to offer 2 summer internship sessions: session 1 was to run from June 3 to July 12, 1985; session 2 was to run from July 15 to

August 23, 1985. The students were to have a choice between the two sessions. However, due to the above mentioned loss of students and internship slots, the Project had to consolidate its two internship sessions into one. This sole session ran from June 3 to August 9, 1985. Even during this one session not all the students could start their internship uniformly due to their many other personal obligations such as having to take time off to get married; to start on a paid job, etc.

(3) Not only had the internship sessions been consolidated into one, its internship period had also been shortened. Thus each student had an approximate four 20-hour/weeks of internship instead of the anticipated six 20-hour/weeks as was originally planned. Originally, six seminar topics were planned for the summer internships. These six topics were on community mental health, Social Security, legal aid, senior services, multiservice center and health. However, as the summer internship session was shortened from six weeks to four weeks, the seminar topics were also reduced from the original six to four. The seminar topics on multiservice center and health were eliminated. The students had only four instead of the originally planned six weekly seminar meetings. In order

to prevent a drastic cut in service, all six seminar discussion outlines, including the two eliminated topics, were mailed out to the students.

A student's typical internship week consisted of 20 hours, of which 16 hours were spent at the internship site(s), under the supervision and mentorship of an agency administrator(s). The remaining 4 hours were devoted to group meetings, seminars and related field visits.

(4) Seven students participated in the summer internship. Table 3 showed the students' internship location and internship period. As was stated earlier, the students did not have a uniform nor precise internship period.

Table 3

STUDENT PARTICIPATION AT SUMMER INTERNSHIP

STUDENTS	AGENCY SITES	INTERNSHIP PERIOD
J	C. Manpower	4-22 to 5-31-85
F	CFCC & Day Care	7-8 to 8-2-85
C	CMC	6-24 to 8-2-85
A	It's Time	6-24 to 8-9-85
B	It's Time	6-3 to 7-12-85
G	CFCC & Day Care	6-10 to 7-12-85
H	CFCC & LES	6-3 to 7-5-85

C. Manpower = Chinatown Manpower

CFCC = Chinatown Family Consultation Center

Day Care = Hamilton-Madison House Day Care

CMC = Chinese Methodist Church Center

It's Time = It's Time Inc.

LES = Lower East Side Service Center

CHAPTER IV

DIFFERENTIAL EVALUATION:
PARTICIPANT FEEDBACK

Feedback on the Project was obtained from the Project students, the administrators and supervisors of the community-based agencies, which served as summer internship sites, and the Admissions Directors at the two graduate social work schools.

Evaluation by Project Students

Thirteen students had taken part in the Project's initial interview procedure, but only ten actually participated in the Project activities. The two graduate students from the State University at Stony Brook dropped out after the initial interview. Among the remaining students, one dropped out after visiting the first community-based social service agency. Therefore, only ten students actually participated in the Project activities. Even though ten students participated in the Project activities, only eight submitted their written assignments at the conclusion of the project. The two students who failed to submit their written assignments were interviewed over the telephone.

Data on the students' evaluation of the Project was gathered through analysis of the students' written assignments and of the telephone interviews with them.

Evaluation of the Project was made on the following aspects:

- (1) School visits to Hunter and Columbia
- (2) Community agency site visits
- (3) Summer internships
- (4) Overall project evaluation

(a) School Visits to Hunter and Columbia:

<u>What had the students liked best about the visits</u>	<u>Number of students who gave the answer</u>
(a) The pleasant atmosphere at Hunter	5
(b) The information and knowledge gained on social work education	4
(c) An opportunity to meet the social work educators	1
_____	_____
Total	10

<u>What had the students liked least about the visits</u>	<u>Number of students who gave the answer</u>
(a) Lack of opportunity to sit in on classes during the visit	2
(b) Lack of opportunity to make a grand tour of Columbia University	3
(c) No comments	5
————— Total	————— 10

<u>What was missing from the visits which the students would like to have experienced</u>	<u>Number of students who gave the answer</u>
(a) An opportunity to observe a class in session	4
(b) An opportunity to sit in on more than one class	2
(c) An opportunity to get more general information on the university as a whole rather than just the School of Social work	2
(d) No comments	2
————— Total	————— 10

(2) Community Agency Site Visits:

<u>What did the students like best about the visits</u>	<u>Number of students who gave the answer</u>
(a) The information gained on social service agencies in Chinatown	8
(b) An opportunity for open discussion with the social workers in the agencies	4
----- Total	----- 12*

<u>What did the students like least about the visits</u>	<u>Number of students who gave the answer</u>
(a) The students' own busy schedule which prevented fuller participation	3
(b) Some of the community agency representatives' over-enthusiasm to impress	2
(c) Some of the agency representatives' disrespect shown towards the students	1

* Some students gave more than one answer to this question.

(d) The tardy student attendance towards the end of the visits	1
(e) No comments	3
-----	-----
Total	10

<u>Which agencies did the students like best and why</u>	<u>Number of students who gave the answer</u>
(a) Project Open Door because of the representative's interesting presentation	2
(b) Chinatown Manpower because of the representative's interesting presentation and the agency's orderly working environment	3
(c) The Chinese Methodist Church Program because of the representative's presentation and the agency's religious affiliation	3
(d) The Head-Start Program at Hamilton-Madison House because of its interesting program content	1

(e) It's Time because of the impressive mission	1
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—————	—————
Total	10

<u>Which agencies did the students like least and why</u>	<u>Number of students who gave the answer</u>
---	---

(a) P.R. because of its chaotic atmosphere	5
---	---

(b) I.T. because of its poor working environment	3
---	---

(c) S.S. Office because of its representative's boring presentation	1
---	---

(d) No comments	1
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—————	—————
Total	10

<u>What was missing from the visits which the students would have liked to experience</u>	<u>Number of students who gave the answer</u>
---	---

(a) An opportunity to actually interact with the clients, such as talking with them	4
---	---

(b) An opportunity for a more thorough tour of the agencies and more information on the actual work there	1
(c) More information on the agencies' expectation of their interns	1
(d) An indication from each agency of its contribution to the Chinese community	1
(e) No comments	3
-----	-----
Total	10

(3) Summer Internships:

<u>What did the students like best about the Summer Internship</u>	<u>Number of students who gave the answer</u>
(a) An opportunity to broaden one's understanding of the Social Work profession	4
(b) An opportunity to work directly with clients	3
(c) An opportunity to meet new people and make new friends	1

(d) No comments because of failure to participate in Summer Internships	2
-----	-----
Total	10

<u>What did the students like least about the Summer internship</u>	<u>Number of students who gave the answer</u>
(a) The lack of work and the hustle-bustle atmosphere at the internship site	1
(b) The lack of direct work with clients and too much paper work	1
(c) The students' own inadequate Cantonese which hampered his communication with clients	1
(d) No comments	7
-----	-----
Total	10

<u>What had the students felt that was missing from the Summer Internships</u>	<u>Number of students who gave the answer</u>
(a) The varied and extensive direct work experience with clients	1
(b) The lack of training in how to communicate effectively with clients	1
(c) The lack of opportunity to do research and to build up a network	1
(d) The unavailability of financial stipends	2
(e) No comments	5
----- Total	----- 10

(4) Overall Project Evaluation

<u>What motivated the students to participate in the Project initially</u>	<u>Number of students who gave the answer</u>
(a) An opportunity to learn more about Social Work	6
(b) An opportunity to learn more about the social service agencies in Chinatown	3

(c) An opportunity to explore one's ability and interest in Social Work	3
(d) An opportunity to meet new friends	1
(e) An opportunity to do something meaningful in the summer	1
(f) An opportunity to learn how to work with people and deal with them	1
-----	-----
Total	15*

<u>Has there been a time during the course of the Project in which the students might wish to drop out? When and why?</u>	<u>Number of students who gave the answer</u>
(a) No comment	1
(b) Never	5
(c) Yes, before the Summer Internships because of other commitments	2

* Some students had given more than one answer.

(d) Yes, during Summer Internship because it was boring	1
(e) Yes, during Summer Internship because of the tardy student attendance at the weekly seminar	1
————— Total	————— 10

Did the students actually drop
out prior to the completion
of Summer Internship? If yes,
why?

Number of students
who gave the answer

(a) No	6
(b) Yes, because of another internship offer with pay	3
(c) Yes, because of an employment offer	1
————— Total	————— 10

For the students who stayed
on the Project, what had
motivated them to stay on?

Number of students
who gave the answer

(a) It was a worthwhile experience	5
(b) It has given one a sense of accomplishment	1

(c) No comments because of dropping out prematurely	4
Total	10

Evaluation by Community-based Agencies

The evaluation from the administrators and supervisors of the community-based agencies, which served as Summer Internship sites, was positive. It was these agencies' lack of resources which had restricted their assistance to the Project, which they thought was greatly needed in New York City. While recognizing the need for more aggressive recruitment of Chinese American students into the social work profession, several of the agency supervisors had found it difficult for them to assume the role as mentors and supervisors to the students due to their own tight work schedule.

For future recruitment efforts the agencies suggested the following:

- (a) A longer summer internship period of more than six weeks duration might be necessary so as to promote a better understanding between the host agencies and their interns. It was also suggested that summer

internships would require more careful preparation to enable a clear understanding between the host agency and its interns of one another's expectations, roles and functions so as to ensure a mutually satisfying experience.

- (b) Financial stipends would be necessary as a form of recognition and incentive for the students to participate in internship.
- (c) For students who cannot speak Cantonese, internship at Chinatown could be problematic. To avoid frustration, special advanced planning might be necessary for these students.
- (d) Project activities could be spread out during the full academic year rather than concentrating only on the spring and summer months, so as to allow the students more time to get to know the social service agencies in Chinatown.

Evaluation by Graduate Social Work Schools

After the Project implementation process was completed, this author contacted the admissions faculty members at both Columbia University School of Social Work and Hunter College School of Social Work for comments and

recommendations. While recognizing the Project's thoughtful and interesting attempt to recruit, they recommended more involvement of the graduate students and alumni. It was suggested that a special date could be set up, as part of Campus Visit activity, to introduce the Project students to the Asian Student Caucus (an organization of Asian students from graduate social work schools in New York City). It was also suggested that sufficient time should be given to the graduate social work schools for them to set up a "buddy" system in which Project students could be matched with the attending graduate students at the graduate schools. Thus, during Campus Visits, the graduate students could lead the Project students on tour of the campus and to sit in on classes, etc.

CHAPTER V

DESCRIPTION AND ANALYSIS OF DATA

Data is secured from a small sample consisting of thirteen students. Information on this sample was gathered from questionnaires administered to the students, interviews with them, and from written assignments submitted by them.

This sample is presented first as a group and then as thirteen individuals.

The Sample as a GroupAge

This is a group of relatively young students whose age ranged from 19 to 25 years:

<u>Age by years</u>	<u>Number of students</u>
19	1
20	1
21	4
22	3
23	3
24	0
25	1
<hr/>	<hr/>
Total	13

Sex

The students were almost evenly distributed in terms of sex. Seven of them were male and six were females.

Birth place and dialect spoken

All but one of the students were foreign born:

<u>Place of birth</u>	<u>Number of students</u>
U.S.A.	1
Hong Kong	7
Taiwan	5
_____	_____
Total	13

Despite the fact that all but one of these students were born in China, only five could speak fluent Cantonese, the most commonly used dialect in New York City's Chinatown. This data could be a reflection of the student's immigrating to the United States at an early age. It was noted that seven out of twelve of the foreign borns came to the U.S. before their tenth birthday.

Academic attributes

Most of the thirteen students came from public institutions such as city colleges and state universities:

<u>Name of college</u>	<u>Number of students</u>
Hunter College	4
Brooklyn College	2
Baruch College	2
State University at Stony Brook	2
New York University	2
Eastern Baptist Seminary	1
Total	13

This is not surprising since most Chinese students entering college are in public institutions because of financial constraints and other factors.

It is also interesting to note that students from all college levels, except Freshmen, have been attracted to the Project:

<u>Year in college</u>	<u>Number of students</u>
Freshman	0
Sophomore	1
Junior	7
Senior	3
Graduate	2
Total	13

It is possible that a student's response to recruitment efforts does not depend on his/her college level but on one's psychological readiness from life experience and other factors. Well's (1974) recommendation of focusing recruitment efforts on students in their junior years might not necessarily be applicable here.

This sample, though small, consisted of students with a variety of interests and aspirations as demonstrated by their college majors:

<u>College majors</u>	<u>Number of students</u>
Business administration	1
Computer science	1
Education	2
Health education	1
Psychology	1
Public administration	3
Social science	4
Total	13

Yet, they all expressed an interest to learn more about the social work profession and about the social service resources in Chinatown.

Career aspiration

On Questionnaire I the students were asked if they were interested in graduate social work education:

<u>Indication of interest</u>	<u>Number of students</u>
Interested	6
Not interested	1
Uncertain	6
-----	-----
Total	13

There was an even split between those students who expressed interest and those who expressed uncertainty. Three of the "uncertain" students attributed their uncertainty to their interest in other professions such as education, psychology and computer science. They were not sure if they would consider graduate social work education.

On Questionnaire III students were asked to indicate which profession they might consider entering:

<u>Profession considered</u>	<u>Number of students</u>
Social work	11
Education	5
Business	3
Ministry	2
Public administration	2

Psychology	1
Technology	1
Engineering	1
Medicine	1
Law	1
<hr/>	<hr/>
Total	28

Religious and social affiliation

Most of the students (9 out of 13) belonged to the Chinese Christian Fellowship Club which has chapters in all of the senior city colleges. This Club carries both the religious and social functions and is popular among the Chinese American college students in New York City. It is possible that this Club could play a significant role in the future recruitment of Chinese American students into graduate social work schools.

Knowledge of the social work profession

At the initial application screening process Questionnaires I, II and III were employed to measure the students' knowledge of the social work profession. Students were asked how they learned about the social work profession:

<u>Source of information</u>	<u>Number of students</u>
From relatives or friends	7
From college courses or instructors	5
From direct work experience in social work	2
From movies, TV or newspapers	1
From experience in Hong Kong	1
From fellow students	1
-----	-----
Total	17

It seemed that the students learned about social work from various sources. Friends, relatives and college courses were the most important sources. Contrary to Pins' (1963) findings, direct work experience in social work was not a significant source of information for the Chinese American students. This could be a reflection of the Project students' lack of direct work opportunity in the social work field prior to their participation in the Project.

On Questionnaire III the students were asked if they had any contact with the social work profession prior to the Project:

<u>Prior contact</u>	<u>Number of students</u>
No	7
Yes	6
-----	-----
Total	13

About half of the group (7 out of 13) indicated that they had no prior contact with the social work profession. Six students indicated that they had prior contacts from the following sources:

<u>Sources of contact</u>	<u>Number of students</u>
Through friends in the field	2
Through work experience in social service agencies	2
Through college course	1
Through personal experience (this student's mother had offered her home to board Chinese foster children)	1
-----	-----
Total	6

In order to test the Project students' knowledge of social work practice in the Chinatown community, Questionnaire II was administered to them. This questionnaire consisted of two parts: Part I was on social service provisions and Part II was on the delivery system. On Part I the students were given hypothetical "needs" situations and were asked if they knew of available resources to meet such "needs." On Part II the students were asked questions on the social workers' salary, their professional training and their office hours. The following is the result of the students' performance:

Part I

<u>Questions on</u>	<u>Number of students who scored correctly</u>
(a) Information and referral service	6
(b) Medical services	5
(c) Housing services	2
(d) Job-training services	6
(e) Mental health services	5

Part II

<u>Questions on</u>	<u>Number of students who scored correctly</u>
(a) Social workers' salary	4
(b) Professional qualification of social workers	5
(c) Availability of bilingual social workers	4
(d) Availability of evening and weekend hours	1

This result seemed to indicate that the Project students had limited knowledge of social work practice in the Chinatown community. In comparison, the students were better informed about graduate social work education. For example, all 13 students knew that it normally takes two years for a full-time student to complete his/her graduate study leading to a Master's degree in social work. Eight students knew of a Reduced Residency Program in graduate social work schools. This discrepancy in knowledge and information might best be explained by the Project students' own life experience. This group's lack of personal and work experience in the field of social work might have been partially responsible for their limited

knowledge and information on social work practice in Chinatown. On the other hand, as several of the Project students had taken college courses and seminars on social work related subjects, they might also have learned about graduate social work schools. In addition, some of the Project students indicated that they heard about the graduate social work schools from their friends.

Values and attitudes towards social work

On Questionnaire I, students were asked to select three from a list of eight probable reasons why they think people choose social work as a career:

<u>Probable reasons</u>	<u>Selection frequency</u>
(1) Make an important contribution to individuals and society	12 times
(2) Enjoy work with people	11 times
(3) Can help oneself to become a better person, parent or marriage partner	7 times
(4) An interesting and exciting profession	4 times
(5) Job opportunities and job security are good	2 times

(6) Salaries and work conditions are good	0 times
(7) Will give oneself social status and prestige	0 times
(8) Other (specify):	
Can provide self-satisfaction	1 time
Can make use of one's skills to help the community	1 time

It is clear that the three most frequently selected reasons were: (a) make an important contribution to individuals and society; (b) enjoy work with people; and (c) can help oneself to become a better person, parent or marriage partner.

On Questionnaire II the students were asked to select two from a list of seven probable reasons why they think social workers like to work in Chinatown:

<u>Probable reasons</u>	<u>Selection frequency</u>
(1) Social work makes an important contribution to individuals and to the Chinatown community	11 times
(2) To make full use of their bilingual and bicultural talents	8 times

(3) They enjoy working with people, especially with their own kind	5 times
(4) Job opportunities are good in Chinatown	1 time
(5) Cannot find jobs elsewhere	0 time
(6) Salaries and work conditions are good in Chinatown	0 time
(7) It is convenient to work in Chinatown	0 time

Motivation for Project participation

At the initial personal interview the students were asked what they had found as most appealing about the Project:

<u>The most appealing factor</u>	<u>Number of students who gave the answer</u>
(a) The learning oppor tunity the Project could offer	12
(b) The opportunity for mutual support and friendship	1

After the students participated in the Project activities of agency site visits, graduate school campus visits and summer internships at selected agencies, they were asked in their final written assignment what initially motivated them to participate in the Project:

<u>Initial motivating factors</u>	<u>Number of students who gave the answer</u>
(a) An opportunity to learn more about social work	6
(b) An opportunity to learn more about the social service agencies in Chinatown	3
(c) An opportunity to explore one's interest and ability in social work	3
(d) An opportunity to do something meaningful in the summer	1
(e) An opportunity to meet new friends	1

(f) An opportunity to learn
how to work and deal
with people

1

Their answers reflected a group of students who were highly motivated to learn. They were eager to take advantage of an opportunity to learn more about social work and the social service agencies in Chinatown.

The Sample as Thirteen Individuals

In order to prevent easy identification, each student was given a code letter which bears no relationship to their real name:

Ms. A : She was born in Hong Kong, but came to the United States with her parents prior to her 5th birthday. Even though her parents spoke fluent Cantonese, Ms. A could hardly speak any Chinese at all. Ms. A was a junior majoring in Public Administration when she applied to join the Project. She learned about the Project from a friend. A desire to know what was required to become a social worker was the chief motivating factor for her participation in the Project. Ms. A had no prior work experience in the field of social work. She had no contact

with the social work profession prior to her participation in the Project. She learned about social work from movies, radio, TV, books, newspapers and magazines.

For Ms. A the three main reasons why people chose social work as a career were: (1) make an important contribution to individuals and society, (2) enjoy work with people, and (3) can help oneself to become a better person, parent or marriage partner.

While "strongly considering" social work as a possible career, Ms. A was not sure whether or not she would be interested in graduate social work education. She wanted to obtain her Bachelor of Arts degree first before contemplating graduate school. Besides, she wanted to get a feel of what social work is all about before making a decision. Ms. A expressed strong interest in visiting the social service agencies in Chinatown and in learning about the job opportunities there.

Prior to the start of the Project, Ms. A had no knowledge of the social service agencies in Chinatown. Her knowledge of graduate social work schools was also limited. She had no knowledge of any reduced residency programs.

Ms. A participated in all of the community agency site visits, and found them to be interesting and worth while. She participated in the Columbia campus visit, but found it boring. She did not participate in the Hunter campus visit which took place after the Columbia visit.

All told, Ms. A seemed to have favored practice over theory. She felt that a person should acquire the basics of social work through life experience rather than through classroom instruction.

Initially, Ms. A was enthusiastic over the summer internship component of the Project. However, when she actually became involved in her summer internship, her limited ability to speak Cantonese restricted her direct work with her clients. Ms. A felt bored and frustrated at the latter part of her summer internship. The weekly seminar during internship might also have overwhelmed Ms. A. In her final written assignment Ms. A described social work as a very interesting profession but also very demanding. It was Ms. A's opinion that social work demanded a high degree of commitment and self sacrifice. She felt that she was not yet ready to to commit herself to such a demanding profession. She did not intend to pursue graduate social work education in the near future. While she declined invitation to participate in future Project group meetings, she repeatedly expressed gratitude towards this author for initiating the Project. She enclosed a personal "thank you" note in her final written assignment. She still maintains correspondence with the author through Christmas greetings every year since 1985.

Mr. B : He was born in China, but came to the United States prior to his 5th birthday. Even though his parents spoke Mandarin, Ms. B's knowledge of the Chinese language was very limited.

Mr. B was a senior majoring in Social Science when he applied to join the Project. He learned about the Project from a friend, who attended the same church.

What initially motivated Mr. B to join the Project was the expectation that it could provide him with an opportunity to better understand the needs, problems and resources in Chinatown.

Mr. B had no prior work experience in the field of social work. He gained knowledge on the social work profession through college seminars and workshops.

For Mr. B the three main reasons why people chose social work as a career were: (1) make an important contribution to individuals and society, (2) can help oneself to become a better person, parent or marriage partner, and (3) job opportunities and job security are good.

Initially, Mr. B. stated that he would "consider" social work as a possible career and was interested in a graduate social work education. Mr. B also expressed strong interest in visiting the social service agencies in Chinatown, and to learn about the job opportunities there.

Prior to the start of the Project, Mr. B knew nothing about the social service agencies in Chinatown, but he was quite well informed about graduate social work education. He actually applied to a graduate social work school prior to his knowledge of our Project. Unfortunately, he failed to gain admission into that school.

Even though Mr. B was attending an out-of-State college at the time of Project implementation, he managed to participate in five out of six of the community agency site visits. He could not participate in the graduate social work school campus visits due to time conflict.

Initially, Mr. B was quite enthusiastic over his summer internship. He had high expectation to gain knowledge, to do research and to build up a network out of internship participation. At the final phase of summer internship, however, Mr. B was quite disappointed for not having an opportunity to do research. He also felt that he had only succeeded in building up a modest network. He blamed the chaotic atmosphere at the internship site as well as his own limited skill in the Chinese language for his failure. It was his success in gaining knowledge of the social service agencies in Chinatown that brought him the most satisfaction from the Project.

Mr. B was visibly disappointed over the failure to gain admission into a graduate social work school in the fall of 1985. He decided to forsake social work as a result, and entered into ministry instead.

Besides the opportunity to learn about the social service agencies in Chinatown, Mr. B also appreciated the opportunity for free intellectual discussion and exchange among the Project students in our weekly seminars during summer internship.

Mr. B expressed an interest in keeping contact with this author. He enclosed a "thank you" note when he submitted his final written assignment. For the past few years he has also been sending her Christmas greetings and newsletters from his church. Since 1987 Mr. B has become a co-pastor of a church in Brooklyn.

Ms. C : She was born in Hong Kong but came to this country after her 10th birthday. Ms. C could speak fluent Cantonese.

Ms. C was a junior majoring in Education when she applied to join the Project. She heard about the Project from a fellow student. The assumption that the Project could offer her a career testing opportunity in social work was the primary motivating factor for her participation.

Ms. C took a college course on social welfare while she was in her sophomore year, and found it to be very interesting. As part of her course requirement, Ms. C was also placed at a community social service agency in Chinatown as a volunteer. This course work plus field placement seemed to have provided Ms. C with much more sophistication regarding the social work profession than most of her fellow Project students.

For Ms. C the three main reasons why people chose social work as a career were: (1) make an important contribution to individuals and society, (2) enjoy work with people, and (3) can help oneself to become a better person, parent or marriage partner.

Initially, Ms. C stated that she would "consider" social work as a possible career, and that she would be interested in a graduate social work education. However, almost simultaneously she also indicated that she really could not make up her mind whether to go into teaching or social work. She felt that both professions were service oriented. Therefore, she expected that she could help and serve others by entering into either profession. However, towards the final phase of the Project, Ms. C's preference for teaching over social work became quite apparent. She even spelled out some of the reasons for her preference:

(1) she felt that teaching could offer her better job security than the social work profession could, (2) she felt that teaching could offer a higher salary than social work could.

Ms. C expressed strong interest in visiting the social service agencies in Chinatown and in learning about job opportunities there. She was surprised to find so many agencies in Chinatown. What Ms. C enjoyed most in the agency site visits was the opportunity to participate in free discussion with the agency representatives on issues of mutual concerns. What she liked least was the declining student attendance towards the last few visits.

Ms. C missed the chance to visit Columbia University School of Social Work, but she participated in the visit to Hunter College School of Social Work. She found the campus visit to Hunter both informative and interesting. She felt that the visit had reinforced her desire to seek admission to a graduate social work school. What she missed in the Hunter visit was the opportunity to sit in on classes. It was a late Friday afternoon when Ms. C visited Hunter. All classes were dismissed by then.

Ms. C found her summer internship very meaningful. Her supervisors at her internship site provided her with an excellent role model. They recognized her fluency

in Cantonese and awarded her with some financial stipends which Ms. C really appreciated. One of Ms. C's suggestions to the Project was for us to find some means to provide financial incentives to the Project students. She felt that stipends are a necessity to appease doubting family members and friends, who might be wondering why one should labor for nothing.

Ms. C was unhappy over some aspects of the summer internship. For example, she was critical of the tardy student attendance during the Tuesday weekly seminars, and the inadequate presentation of some agency representatives. She was also dissatisfied with the lack of opportunity to "witness the work in progress" in some of the agencies visited.

Ms. C enclosed a "thank you" note when she submitted her final written assignment. She expressed her appreciation to this author for initiating and implementing the Project.

Mr. D : He was born in Taiwan but came to the United States prior to his 5th birthday. While he could speak some Mandarin, he could hardly speak any Cantonese.

Mr. D was a junior majoring in Business Administration when he applied to join the Project. He learned of the Project from a fellow student in his church.

What had initially motivated Mr. D to join the Project? He indicated that it was his interest in social work and his need for a summer internship in preparation for a career.

Mr. D had no prior work experience in the field of social work. He had no contact with the social work profession prior to the Project. He learned about social work from church activities, friends, movies and TV.

For Mr. D the three main reasons why people chose social work as a career were: (1) make an important contribution to individuals and society; (2) enjoy work with people; and (3) is an interesting and exciting profession.

While he would "consider" social work as a possible career, Mr. D was not sure whether he would be interested in a graduate social work education.

Prior to the start of the Project, Mr. D's knowledge of the social service agencies in Chinatown was limited. His knowledge of graduate social work education was uneven, however. He thought that it would take three years for a full-time student to complete his/her graduate social work education. On the other hand, he was aware of a reduced residency program and expressed an interest in pursuing it.

Mr. D participated in 5 out of 6 of the community agency site visits. What he liked best about the visits was the knowledge gained on each individual agency, on the kind of work each did and on the people who were involved. What he liked least was the "push" of some of the agency representatives who seemed to be too eager to "show off" the best part of their own agencies.

Mr. D visited Columbia University School of Social Work, and was particularly interested in its joint MBA/MSW* program. He also enjoyed the opportunity to sit in on classes and to speak with the professors there. What he missed was an opportunity to tour the whole Columbia University campus instead of just the social work program. Mr. D failed to participate in the campus visit to Hunter College School of Social Work.

Even though summer internship was one of the primary motives of Mr. D's participation in the Project, he failed to actually participate in it at the end. He was offered a paid summer internship by a business concern and decided to accept it in lieu of a summer internship in Chinatown, which was arranged by this author and which could not provide monetary reward.

* A joint MBA/MSW program grants a joint Masters degree in Business Administration and Social Work.

Mr. D's evaluation of the Project was positive. He appreciated the knowledge gained from the Project. He expressed an interest to continue participation in future Project activities. For suggestions, Mr. D felt that college credits ought to be given to students for participation in future recruitment projects.

Mr. D has maintained contact with this author. He visited her in her office and has been sending her Christmas greetings.

Ms. E : She was born in Taiwan and came to the U.S. after her 10th birthday. Ms. E could speak fluent Mandarin but not Cantonese. Her English language skill, on the other hand, was only fair.

Ms. E was a sophomore majoring in Education when she applied to join the Project. She learned of the Project from a friend in her church. The primary motivation for her to join the Project seemed to be curiosity. She indicated that the Project brochure aroused her interest. Initially, Ms. E was not sure if she would have the time to visit the social service agencies in Chinatown, even though she would like to learn more about the job opportunities there. As the work progressed, Ms. E participated in 4 out of 6 community agency site visits.

Ms. E had no prior work experience in the field of social work. She had no prior contact with the social work profession. She learned about social work from friends and relatives.

For Ms. E the three main reasons why people chose social work as a career were: (1) make an important contribution to individuals and society; (2) is an interesting and exciting profession; and (3) job opportunities and job security are good.

Initially, Ms. E indicated that she would "consider" social work as a possible career and that she would also be interested in a graduate social work education. But her interest seemed to fade as the Project progressed. She visited Columbia University School of Social Work but did not participate in the campus visit to Hunter College School of Social Work. She dropped out of the Project after her visit to Columbia. She was unavailable for summer internships. She also failed to submit her final written assignment. It was through the telephone interview that Ms. E expressed her feelings of inadequacy and unpreparedness for graduate social work education. Over the phone, Ms. E indicated that she still liked social work and believed that it could be a rewarding profession. However, she felt that social work might be too demanding for her at this point of her life. She might be more ready for social work in 10 years' time.

Prior to the start of the Project, Ms. E had only limited knowledge of the social service agencies in Chinatown. Her knowledge of the graduate social work schools seemed to be more adequate.

It was a pleasant surprise to this author when Ms. E showed up at the barbecue party in September, 1985. However, Ms. E declined further involvement with the Project. She has not been heard from since.

Mr. F : He was born in Hong Kong and came to the U.S. after his 10th birthday. Mr. F could speak fluent Cantonese, but his English language skill was quite limited.

He was a junior, majoring in Social Science when he applied to join the Project. He learned of the Project from this author during her attendance at a Chinese New Year celebration which was sponsored by a Chinese students' club at Hunter college.

What had initially motivated Mr. F to join the Project? He indicated that it was his expectation to meet new friends from other colleges, and to gain more information on the social service agencies in Chinatown.

Mr. F had learned something about the social work profession while he was still in Hong Kong. However, he did not have any work experience in the field.

For Mr. F the three main reasons why people chose social work as a career were: (1) make an important contribution to individuals and society; (2) enjoy work with people; and (3) can help oneself to become a better person, parent or marriage partner.

From the very beginning, Mr. F had shown ambivalence towards the social work profession. He had doubts over his own social skills and over his English language ability, which he thought were the essential requirements in a social worker. He stated very clearly that he would not consider graduate social work education, but would like to learn more about the social service agencies in Chinatown. Mr. F was actually more informed on the social service agencies in Chinatown than most of his fellow student participants of the Project. His knowledge on the graduate social work schools, however, was limited.

Mr. F had expressed a strong interest in visiting the social service agencies in Chinatown and in learning about the job opportunities there. He participated in all of the community social service agency site visits, and found them to be interesting and informative. He participated in the campus visits at both Columbia University School of Social Work and Hunter College School of Social Work. However, he had a poor impression of Columbia.

He found the school building at Columbia University School of Social Work to be overcrowded. He sat in on classes there and found them to be boring. He liked the school building at Hunter College School of Social Work and found the atmosphere there pleasant. He later indicated that if he were to attend graduate social work school some day, he would definitely choose Hunter.

Mr. F had his summer internship at two sites, and enjoyed the experience at both. He found his summer internship experience meaningful, enlightening and rewarding.

Mr. F's overall evaluation of the Project was positive. He expressed a desire to continue participation in future Project activities. He would like to see more future recruitment efforts and suggested that college credits be awarded to student participants in the Project.

Mr. F has maintained contact with this author, even after the Project terminated in September, 1985, by visiting her at her Chinatown office occasionally.

Ms. G : She was born in Hong Kong but came to the U.S. prior to her 5th birthday. Ms. G could speak fluent Cantonese. Her English language ability was also good.

Ms. G was a senior majoring in Psychology when she applied to join the Project. She learned about the Project from a friend who was an employee at this author's agency. Ms. G learned about the social work profession from relatives, friends, radio, movies and TV.

What had motivated Ms. G to participate in the Project? She stated that it was a combination of several factors, such as her ambition to learn, her interest in the Chinese people and her desire to help them.

Ms. G had no prior work experience in the field of social work, but had contact with the social work profession through people whom she knew in the field.

For Ms. G the three main reasons why people chose social work as a career were: (1) make an important contribution to individuals and society; (2) enjoy work with people; and (3) is an interesting and exciting profession.

While Ms. G indicated that social work could be a career possibility for her, she was not yet willing to commit herself to a graduate social work education. She stated that she would like to take a break from school and to gain some work experience after college graduation. Social work and psychology both seemed to be attractive to her.

Besides working in Chinatown, Ms. G's family had other involvement with the Chinese community. As a result, Ms. G seemed to have a fairly good understanding of the community. She also had some knowledge on the community's social service provisions. Her knowledge of graduate social work education, however, was not as adequate. She was unaware of a reduced residency program.

Even though Ms. G had expressed a strong interest in visiting the social service agencies in Chinatown, and in learning about job opportunities there, her actual participation in the community agency site visits was sporadic during the spring of 1985. Ms. G's participation in agency site visits during the summer was more consistent. She expressed amazement over the abundance of resources in Chinatown and she was generally pleased with the agency representatives' presentations.

Ms. G participated in the Hunter campus visit only. She missed the Columbia campus visit due to schedule conflict. She found the Hunter campus visit informative and pleasant. What she missed in the visit was an opportunity to sit in on classes.

Ms. G had her summer internship at two sites. One of them offered her a "paid" position as a teacher's assistant. Ms. G was satisfied with both internship sites and felt that she learned from both places.

Towards the end of the summer internships, one of the participating agencies in Chinatown offered her a full time position as a social work assistant. Ms. G has been employed there ever since.

As for career choice, Ms. G is still undecided. She is still pondering between social work and psychology.

Ms. G declined future participation and involvement with the Project, citing her own tight schedule as the impeding factor.

Mr. H : He was born in Hong Kong but came to the U.S. when he was about 10 years old. Mr. H could speak both Cantonese and Mandarin fluently. His English language skill was also good.

Mr. H was a junior majoring in Social Science when he applied to join the Project. He learned about the Project directly from this author. As president of a student club, Mr. H had played a significant role in the recruitment for the Project. He helped publicize the Project to his fellow club members. It was through his invitation to attend a Chinese New Year celebration at his club that this author was able to recruit several students for the Project.

A desire to learn more about the social service agencies in Chinatown was the primary motivation for Mr. H to join the Project. Mr. H had some prior contact with the social work profession through a social welfare course which he took in his sophomore year. He also had direct work experience in the field through a part time job at a nursing home.

For Mr. H the three main reasons why people chose social work as a career were: (1) make an important contribution to individuals and society; (2) enjoy work with people; and (3) can help oneself to become a better person, parent or marriage partner.

While he would "consider" social work as a possible career, Mr. H was not sure if he could pursue graduate social work studies. He cited medical problems as well as a pending job offer as impeding factors. He stated that he was under medical advice not to over-strain himself. Since he perceived social work as a demanding profession, he doubted his ability to cope with the academic demand of a graduate school education.

Mr. H expressed an interest in visiting the social service agencies in Chinatown and in learning about job opportunities there. He participated in half of the site visits to community social service agencies and found them to be informative.

He participated in the campus visit to Columbia University School of Social Work but failed to visit Hunter College School of Social Work because of illness. He found the Columbia campus visit informative, especially on areas of financial aids and course requirements. He also enjoyed the experience of sitting-in on classes at Columbia.

Mr. H had his summer internship at two different sites. Unfortunately, he encountered some unpleasant incidents at both sites, and became quite frustrated. He later became ill for a while. Then he was offered an internship by a government-subsidized enterprise with financial stipends. Mr. H decided to accept this internship and dropped out of the Project. He also failed to submit his final written assignment. Subsequently, he was interviewed over the phone, during which he expressed mixed feelings toward the social work profession. He felt that social service agencies are vulnerable, because they have to depend on the funding sources. He suspected that sometimes social service administrators might have to sacrifice professional ethics for agency survival.

He was aware of the dire need for bilingual, bicultural social workers to serve in the Chinatown community. He pledged his support and assistance to future recruitment efforts.

Mr. H did not return to college in the fall of 1985. Reportedly, after he completed his internship with the government-subsidized enterprise, he joined their staff as a full time employee.

Ms. I : She was born in the U.S. and could not speak Chinese. Ms. I was a junior, majoring in Health Education when she applied to join the Project. As Ms. I was the president of a student organization on campus, she learned about the Project directly from this author during one of the latter's initial college visits.

What had initially motivated Ms. I to join the Project? She indicated that it was the expectation that the Project could offer her an opportunity to "experience working with people and dealing with them." She also expected the Project to provide her with a career-testing opportunity, in which she could test out her career interest.

Ms. I had no prior work experience in the field of social work. She had no contact with the social work profession prior to the Project. She learned about social work from college courses and college instructors.

For Ms. I the three main reasons why people chose social work as a career were: (1) make an important contribution to individuals and society; (2) enjoy work

with people; and (3) can help oneself to become a better person, parent, or marriage partner. While she would "consider" social work as a possible career, she was "undecided" whether she would like to attend graduate social work school.

Prior to the start of the Project, Ms. I's knowledge on the social service agencies in Chinatown was limited. Her knowledge on graduate social work education was equally limited. She was unaware of any reduced residency program, and was undecided whether she would be interested in pursuing one.

Ms. I expressed a strong interest in visiting the social service agencies in Chinatown and in learning about job opportunities there. She participated in 4 out of 6 community agency site visits. What she liked best about the visits was the opportunity for her to learn about the agencies. What she like least about the visits was that they had taken away too much of her time.

Ms. I did not participate in the campus visit to Columbia University School of Social Work. She only participated in the campus visit to Hunter College School of Social Work. She found the atmosphere at Hunter College very pleasant and attractive. She later indicated that if she were to attend a graduate social work school, Hunter

would be her first choice. What she missed during the Hunter campus visit was an opportunity to see the classes in session, and to speak with the professors there.

Initially, Ms. I was to carry out her summer internship at a day-care center in Chinatown, but when she was offered a paid summer job elsewhere, she decided to forego the summer internship. In other words, Ms. I did not participate in the Project's summer internship.

Ms. I's evaluation of the Project was generally positive. In her final written assignment Ms. I stated that she was uncertain as to whether or not she should or would pursue graduate social work education.

Mr. J : He was born in Hong Kong but came to the U.S. prior to his 5th birthday. He was much more fluent in English than in Chinese. He could speak some Cantonese but has no knowledge of Mandarin.

Mr. J was a junior, majoring in Computer Science when he applied to join the Project. He learned about the Project from this author when she was invited to speak to a student group at a Chinese New Year celebration in Hunter College.

What had initially motivated Mr. J to join the Project was his curiosity about the social work profession.

Mr. J had no prior work experience in the field of social work. He had no contact with the social work profession prior to the Project. He learned about social work from his sibling who once worked in a social service agency in Chinatown.

For Mr. J the three main reasons why people chose social work as a career were: (1) make an important contribution to individuals and society; (2) enjoy work with people; and (3) could use one's skill to help the community.

Mr. J left blank the item on Questionnaire I which asked if he would consider social work as a possible career. However, he indicated orally later that he was interested in a graduate social work education, and would like to learn more about the social work profession.

Prior to the start of the Project, Mr. J seemed to be quite well informed on the social service agencies in Chinatown. His knowledge on graduate social work education, however, was quite limited. He was unaware of a reduced residency program, even though he might be interested in such a program.

Mr. J expressed strong interest in visiting the social service agencies in Chinatown, and in learning about the job opportunities there. He participated in 5 out of 6 community agency site visits. What he liked best about the

visits was the opportunity to get to know the social service agencies in the community, such as finding out what they do, how they do it, and what kind of services they provide. What he liked least about the visits was "timing," meaning he did not like the visits to be scheduled only during the spring and summer months. He preferred to see them spread out over the year.

Mr. J visited both Columbia University School of Social Work and Hunter College School of Social work. What he liked best about these visits was the opportunity to meet the people who were involved in social work education, the opportunity for him to explore the school surroundings and its learning environment. He also enjoyed the opportunity to communicate directly with the faculty members there in the two schools. What he liked least about the visit to Columbia was the lack of opportunity to tour the whole university campus. What he liked least about the visit to Hunter was the lack of opportunity to sit in on classes there.

Mr. J had to begin his summer internship in late April and complete it by the end of May in 1985 so as to be in time for him to start on his paid summer employment offered by a computer concern. While he was glad to be able to complete his summer internship with the Project

ahead of his fellow students, he expressed regret for missing the opportunity to participate in the Project's weekly Tuesday seminar.

What Mr. J liked best about his summer internship was the opportunity to work with people and to make new friends. What he liked least was his inability to communicate with them effectively due to his insufficient Cantonese.

In his final written assignment Mr. J expressed uncertainty over his future education plan. He was not sure whether he would pursue graduate social work studies. He preferred to work for a few years after college graduation and then perhaps he would seek a joint degree in computer and social work.

Mr. J's overall evaluation of the Project was positive. He felt that he had achieved a sense of accomplishment through Project participation.

Even though Mr. J was uncommitted to future Project participation, he volunteered his assistance to this author in her future recruitment efforts. Mr. J has maintained his contact with her after the Project's termination in the fall of 1985. He periodically stopped by her office in Chinatown to chat with her.

Ms. K : She was born in Hong Kong, but came to the U.S. after her 5th birthday. She could speak both Cantonese and Mandarin fluently.

Ms. K was a senior majoring in Social Science when she applied to join the Project. She learned about the Project from a friend who was an employee at this author's agency.

What had initially motivated Ms. K to join the Project? She indicated that it was her expectation of a good learning opportunity from the Project. She expected to learn more about the social service agencies in China town through Project participation.

Ms. K had some work experience in the field of social work prior to her application for Project participation. She also had some contact with the social work profession through employment. However, her knowledge on the social service agencies in Chinatown was not outstanding. Her knowledge on social work education, on the other hand, seemed to be more adequate.

For Ms. K the three main reasons why people chose social work as a career were: (1) make an important contribution to individuals and society; (2) enjoy work with people; and (3) can help oneself to become a better person, parent or marriage partner.

Ms. K stated that she would "strongly consider" social work as a possible career and that she definitely would like to attend graduate social work school.

Ms. K expressed strong interest in visiting the social service agencies in Chinatown and in learning about the job opportunities there. However, Ms. K only participated in one community agency site visit, citing a lack of time as a reason for her non-participation. Subsequently, she also failed to participate in both the campus visits and the summer internship. In other words, Ms. K dropped out of the Project after the first community agency site visit. It was learned later that Ms. K gained admission to a graduate social work school other than Columbia and Hunter in the fall of 1985.

Mr. L : He was born in Taiwan, but came to the U.S. after his 10th birthday. Mr. L could speak fluent Mandarin, but not Cantonese.

Mr. L was a graduate student, majoring in Public Administration when he applied to join the Project. He first heard about the Project from a fellow student in his church.

Mr. L indicated that his original intent to join the Project was to learn more about social work and the social service agencies in Chinatown. In addition, he was

looking for an internship to fulfill his graduate course requirement. However, he dropped out of the Project after the first interview, citing schedule conflict and commuting inconvenience as causal factors.

From information gathered at the initial interview, it was noted that Mr. L had no prior work experience in the field of social work. He had no contact with the social work profession prior to the Project. Mr. L learned about social work from college courses and instructors.

For Mr. L the three main reasons why people chose social work as a career were: (1) make an important contribution to individuals and society; (2) enjoy work with people; and (3) can learn more from different people with different viewpoints.

Mr. L was not yet sure if he would consider social work as a possible career. Similarly, he was not yet sure if he would like to attend graduate social work school.

Prior to the start of the Project, Mr. L's knowledge on the social service agencies in Chinatown was poor. His knowledge on graduate social work education, on the other hand, was surprisingly adequate.

Mr. M : He was born in Taiwan, but came to the U.S. after his 5th birthday. He could speak Mandarin fluently but not Cantonese.

Mr. M was a graduate student, majoring in Public Administration when he applied to join the Project. He learned about the Project from a friend who was a member of his church.

Mr. M applied to join the Project because he was looking for an internship to fulfill his graduate course requirement. Like Mr. L, he, too, dropped out of the Project after the initial interview, citing the same reasons of schedule conflict and travelling inconvenience.

From information gathered at the initial interview, it was noted that Mr. M had no prior work experience in the field of social work. However, he had some personal experience and contact with the social work profession. His mother was a foster mother with the New York City Child Welfare System.

Mr. M did not seem to have much interest in choosing social work as a career, nor in attending graduate social work school.

For Mr. M the three main reasons why people chose social work as a career were: (1) make an important contribution to individuals and society; (2) enjoy work with people; and (3) is an interesting and exciting profession.

Prior to the start of the Project, Mr. M's knowledge on the social service agencies in Chinatown was poor. His knowledge on graduate social work schools was equally limited.

CHAPTER VI

SUMMARY OF THE PROJECT:
FINDINGS AND IMPLICATIONS

There has been a dramatic increase of Chinese immigrants in New York City since the Immigration Reform Acts of 1965. Most of these immigrants cannot speak English and are extremely dependent on the bilingual Chinese social workers to help them gain access to available social services. However, there has been a chronic shortage of bilingual Chinese social workers, which could be attributed to a chronic low enrollment of Chinese American students in graduate social work schools. No prior study has been done on the cause(s)* of such low enrollment. This project would be the first exploratory study aiming to probe into the problem.

* Causal factor may be singular or multiple.

The Project

The project focused on a group of Chinese American college students in New York City who expressed an initial interest in social work. It intended to find out if this initial interest could lead to the conclusive act of applying to and gaining admission into graduate social work schools.

Based on the suggestions of Pins (1963), and Griffiths (1977), who asserted the exposure to social work was crucial in minority group student recruitment, the project was designed to expose this group of Chinese American college students to social work through site visits to community social service agencies, campus visits to graduate social work schools and summer internships at selected social service agencies. It also utilized other recruitment techniques as recommended by Pins (1963), Griffiths (1977), Wells (1974), Fellin (1983) and others.

Due to limited resources in both time and money, the Project was carried out on a small scale over a short period of one year.

It is hoped that knowledge thus gained from the study could provide guidance in future recruitment efforts, so as to upgrade enrollment, and increase the supply of bilingual Chinese social workers.

Summary of Project Findings and Implications

This section summarizes those findings that the author considers most important, along with their implications for the recruitment of bilingual Chinese social workers. Whenever appropriate, generalizations are drawn and suggestions made.

The Project succeeded in attracting thirteen Chinese American students from six different colleges to participate in the study. While the number of students is small, there is enough diversity within the group to make it a relevant sample.

1. During the initial recruitment process this author and her student assistant contacted student club presidents at City College and Columbia University, which are their respective Alma Maters. However, despite initial interest expressed by the student club presidents, no student from these two schools applied to participate in the Project. It was later found that most Chinese American students attending City College were Computer Science majors, and many Chinese students attending Columbia University were majoring in the physical sciences or engineering. These students were not interested in social work nor in the project. On the author's second attempt, thirteen students from six colleges were recruited as

Project participants. It was found that all but one of the thirteen students have "people-oriented" college majors, including business, education, health education, psychology, public administration and social science. Only one student was majoring in computer science. This finding seems to suggest that Chinese American college students who have "people-oriented" majors are more likely to show interest in social work, which is also "people-oriented." Thus, it implies a need for social work recruitment efforts to reach the students prior to their selection of a college major.

2. It was found that all the students who visited Hunter College School of Social Work were impressed with the school's building and its pleasant environment. Several of them indicated that if they were to apply to a graduate social work school, they would have picked Hunter as their first choice. The students were less impressed with Columbia University School of Social Work because of its crowded quarters. This finding seems to imply that the appearance of a school has an impact on the students' judgment of that school and might even influence their choice of a graduate school.

3. It was found that the project students were unfamiliar with the social work profession. More than half of the group (7 out of 13) indicated that they had no prior contact with the profession. When they were asked to match resources with needs in Chinatown, very few of them could perform well. It was interesting to note that many of the Project students seemed to be aware of their limited knowledge of the profession and expressed their desire to learn more about it. Almost the whole group (12 out of 13) indicated on their application forms that the primary motive for them to join the Project was their expectation to learn more about social work. All the students later indicated that they did learn from the Project and expressed their appreciation. This finding has an implication for recruitment programs to advertise their learning opportunities as a means to attract Chinese American students.

4. Cognizant of the need for mentors, this author attempted to involve her colleagues and former students in the Chinatown community to serve as mentors for the Project students when the latter were placed in their various agencies as summer interns. It was found that while there was sufficient support for the Project by the author's colleagues and former students, the harsh

reality which existed in the Chinatown community was not conducive to the development of mentorships. For example, the lack of support from top agency administration and the overwhelming work load seemed to have depleted these workers of the energy necessary for them to develop a sense of personal pride and competence. When this group of workers were feeling so vulnerable themselves, it would be unrealistic to expect them to be able to provide the kind of guidance and nurturing the summer interns would need in a mentor.

Perhaps the Chinese American students' low interest in social work and low enrollment in graduate social work schools could be attributed to the Chinese community's lack of effective social work mentors and role models. At least the project students seemed to be longing for role models and mentors as illustrated by their expression of gratitude and affection towards this author. They repeatedly thanked her for initiating the project. Many of them enclosed a "thank you" note to her when they submitted their final written assignment. Several of the students have maintained contact with her long after the Project terminated in September, 1985 after a year. They continued to seek her advice and guidance in their career and education plans. This finding suggests a need to identify, encourage and nurture the development of role

models and mentors among the social work practitioners in the Chinese community. It may be apparent that role models and mentors are a prerequisite to effective and productive recruitment.

5. It was found that while the students were motivated to learn, many of them seemed to lack confidence in their own ability. Instead of looking down on social work as a profession with low intellectual challenge, as this author had initially assumed, the students seemed to be intimidated by their own perception of social work as a highly demanding profession both intellectually and emotionally. This finding suggests the possibility that the Chinese American students may need more emotional support than intellectual challenge to be enticed into social work.

6. It was found that all the Project students had held part-time and/or summer jobs prior to their participation in the Project. However, only two of them had held jobs in a social service agency. If work experience in a particular field could influence one's career choice in that field, then it might be crucial to create more opportunities for the Chinese American students to work in a social service agency. This opportunity would attract them into the social work profession.

7. It was found that almost all the students (11 out of 13) indicated that they would need financial aid to attend graduate schools. Therefore, scholarship aid would be essential as an incentive to attract Chinese American student enrollment in graduate social work schools.

8. It was found that among this group of thirteen students, only five of them could speak fluent Cantonese, the dialect most commonly used in New York City's Chinatown. These five students were well sought after by the social service agencies in Chinatown during the summer internships. One of these students received a stipend from her internship agency. Two other students were offered full-time jobs. On the other hand, students who could not speak Cantonese had found their summer internship experience frustrating because they could not communicate with their clients. This finding implies a need to provide additional training to the students who could not speak Cantonese in order to lessen their sense of frustration and enhance their ability to serve in Chinatown. It would be helpful to set up a course in Cantonese conversation in a graduate social work school curriculum for the training of those Chinese American students who might need help in the Cantonese dialect.

9. It was found that most of the students (9 out of 13) belonged to the Chinese Christian Fellowship Club, which is a social and religious club that has chapters in most public colleges in New York City and is popular among the Chinese American students here. This finding has significant implication on recruitment as it points out an important source of contact.

10. It was found that even though all thirteen students had initially expressed an interest in social work, only eleven students participated in the Project activity of Site Visits to Community Social Service Agencies. Two graduate students who were majoring in Public Administration dropped out. The ones who remained and participated in the visits expressed their appreciation for the learning opportunity this activity had offered.

Nine students participated in the project activity of Campus Visits to Graduate Social Work Schools. While most students enjoyed the visits, some of the students complained of a lack of opportunities for them to sit in on classes and to hold direct dialogue with other students who were attending the graduate social work schools.

Seven students participated in the Project activity of Summer Internships at Selected Community Agencies. The students' disenchantment with the social work profession was most profound during this activity. Perhaps it was during this activity when the students could witness more intimately the actual work conditions in Chinatown. Several of the students concluded that social work is not the profession for them because it drains one's emotional and intellectual energy and offers inadequate compensation. Three students raised some philosophical questions on social work practice in Chinatown town such as "how could these underpaid and overworked social workers help others when they themselves are so vulnerable?" This finding is serious and should be properly addressed in the future recruitment efforts of bilingual Chinese social workers for the Chinatown community.

11. It was found that among the thirteen students, only one applied and gained admission into a graduate social work school. However, this result could not be interpreted as an indication of Project failure or success because of the following reasons: First: the Project did not seem to have much influence on this student because she only participated in one Site Visit to a Community Social Service Agency and then dropped out. The

graduate social work school she applied to was neither Columbia nor Hunter. Second: among this group of thirteen students, only three of them were in their senior year at college and therefore were eligible to apply to graduate social work schools at the time of Project operation. One of these three was the student mentioned above. The second student did apply to Columbia University School of Social Work but was rejected. The third student accepted a full-time job offered by one of the participating community social service agencies and decided to defer her application to a graduate school. Among the rest of the group, two were graduate students in Public Administration and were therefore not interested in applying to a graduate social work school. Among the remaining eight students, seven were in their junior year and one was in her sophomore year. All eight were therefore not eligible to apply to graduate social work schools at the time of Project operation. Third: the Project's inability to provide stipends and financial incentives has greatly jeopardized its effectiveness in recruitment even though it had attempted to utilize as many as possible of the recruitment techniques recommended by such advocates as Pins (1963), Griffiths (1977), and Wells (1974).

12. It was found that all the students were amazed at the low salary most social workers received in Chinatown. Low salary, poor work conditions, and demanding job responsibilities were the most frequently mentioned disincentives which seem to have discouraged the students' career aspiration in social work.

Other Findings Relevant to Recruitment

1. In the face of a chronic shortage of bilingual Chinese social workers, how has the social service community in Chinatown coped with the problem?

It was found that the agencies relied heavily on the foreign students from Hong Kong and Taiwan to fill their manpower gap. Upon completion of their graduate studies in the United States, many of these students prefer to stay rather than return to their country of origin. For those foreign students who have completed their graduate studies in social work or educational counseling, they could apply to the Immigration and Naturalization Services for permission to do practical training in the United States. Under normal conditions, a "practical training" period of six months to a year is usually granted to the eligible foreign students who applied. Upon securing permission to do "practical training," the student must

find a sponsoring agency which could offer him/her an opportunity to carry out his/her "practical training," which in fact is employment.

Social service agencies in Chinatown that are chronically in need of bilingual Chinese social workers are often overly delighted to act as sponsoring agencies for the foreign students and exploit them. Acting as sponsors does not require additional expense on the agency's part because the foreign student is responsible for all the legal fees and other related expenses. The sponsoring agency on the other hand is only responsible for the student's salary as a trainee (worker). The salary the sponsoring agency paid to the foreign student (worker) is usually very low. The foreign student, on the other hand, would usually accept this low-salaried job as a stepping stone to a work permit (H-1) and eventually permanent resident status (Green Card) in the United States. The theory of exchange between the foreign student and the community social service agency is in operation here: the student offers his/her service at low monetary reward in exchange for a sponsorship; the community social service agency offers a sponsorship in exchange for cheap labor. This exchange relationship between the foreign student and

the community social service agency, however, is usually fragile and time-limited. Many of the foreign students felt that they have been exploited by being overworked and underpaid. As a rule, many of them resign from their sponsoring agencies soon after they obtain their permanent status (Green Card). Most of them moved away from the Chinatown community to better jobs. Some of them became so disenchanted with the profession that they decided to forsake social work and to pursue other careers instead. The community agencies on the other hand remain inert, taking for granted that there would always be foreign students looking for jobs and sponsorship at their doorsteps. Little attempt has been made to upgrade the salary or improve work conditions for the foreign students as workers.

This finding uncovers a situation in which a precious resource is being wasted in the face of scarcity. Actions must be taken to prevent further abuse.

2. It was found that in the Chinatown community there is a prevailing shortage of bilingual professional personnel, not only in social work, but in psychology and psychiatry as well. Interpreters are often needed to assist the psychologists and psychiatrists who do not speak Chinese there. It was found that many of the applicants

for an interpreter job are often retired professionals from Hong Kong or Mainland China who are fluent in both the English and the Chinese languages. Despite their "retirement," many of them are still young chronologically because the British government in Hong Kong has a different retirement system from that of the United States. Government employees in Hong Kong are eligible for retirement at age 55. Due to a fear of the Communist takeover in 1997,* many of Hong Kong's government employees are eager to retire at age 55 and leave the Colony for the United States, Canada, or Australia.

Many of Hong Kong's well educated middle class and the wealthy are also leaving the Colony for the same reason. This entire group of well educated immigrants from Hong Kong represents a potential resource for the social work profession. It is plausible that they could be trained to meet the immediate, short-term manpower need which exists in the Chinese community.

* Hong Kong, which is a British Colony under lease from China, is due to be returned to China in the year 1997.

3. Due to the political uncertainty in Hong Kong, there is still another group of potential recruits which the Chinese community could utilize. They are the young college students in Hong Kong. If arrangements could be made between the graduate social work schools, the Immigration Office and the social service community in Chinatown for professional education opportunity and permanent residence status in the United States, it is highly probable that this group of young college students could be motivated to enter into the social work profession and be trained to assume a leadership role in the field.

Conclusion

Recruitment deals with career choice, which is a very complex issue. Recommended techniques on recruitment, while necessary, are insufficient without a thorough knowledge of the target population involved, and of the social context in which it is a part. While this project starts with a small sample, the diversity within the sample itself plus the author's intimate knowledge of the target population, of the Chinese community, of the social work profession, of the graduate social work schools, and of the economic and political conditions of the larger society,

has made this study significant and valuable for the recruitment of Chinese American students into social work. Recommendations for actions will be presented in the following chapter.

CHAPTER VII

RECOMMENDATIONS FOR ACTION

Recommendations for action are based on Project findings and assessment by this author. It was found that a severe shortage of manpower in Chinatown requires both short-term solutions and long-term planning.

A. Short-term Solutions

In view of the Chinese community's urgent need for bilingual social workers, an immediate solution might be necessary. As mentioned earlier, immigrant retirees from Hong Kong could be a potential answer to this urgent need. However, further research will be necessary to assess the quantity and quality of this potential resource. For example, what is the approximate number of immigrant retirees out there; how many of them are willing and/or able to participate in a training program that could help them to become professional social workers? If enough interest were expressed by a sizable number, then perhaps a training program could be set up to train the immigrant retirees to become professional social workers. It is possible that a training program to be patterned after OYR

(One Year Residence) or Reduced Residency model be set up for the immigrant retirees. Under such a program, the immigrant retirees could be employed by the community social service agencies and also attend graduate social work schools. Such a program could be mutually beneficial to the immigrant retirees and the community social service agencies. To the immigrant retirees, such a program could be an alternative to early retirement and boredom. To the community social service agencies, such a program could hold a solution to a chronic manpower shortage problem. The Department on Aging, the Manpower Department, and the Department of Health, Education and Welfare could be approached for additional funding for the program.

B. Long-term Planning

1. In view of a lack of support from the Federal Government and other funding sources, it might be necessary to establish a Recruitment Foundation to provide the much needed funds for stipends and operation cost. A proposal might have to be drafted and presented to the well known foundations such as the Ford or Carnegie Foundations requesting technical assistance.

2. A videotape could be made highlighting a bilingual Chinese social worker's career. Such a tape could publicize the urgent need for bilingual Chinese social workers and serve as a tool for both fund raising and recruitment purposes.

3. Since an earlier finding indicated a need to reach the students prior to their selection of a college major, it might be necessary for the graduate social work schools to collaborate with the New York City high schools and colleges to set up a social work internship program for the high school seniors and college freshmen. Through this internship program, students could be offered opportunities to audit courses at graduate social work schools and to have field work placement in social service agencies in Chinatown. As most Chinese American students are holding part-time jobs while attending college, this internship could also serve as a part-time employment opportunity which provides stipends and college credits for community service. The social service agencies in Chinatown and the Recruitment Foundation could jointly sponsor the stipends. Participant colleges and graduate social work schools could jointly award the college credits. It is hoped that the high school students and college freshman could thus be favorably exposed to the social work profession through

participation at such an internship. It is further hoped that such positive experience could motivate the students to choose social work as a career.

4. As it was found that many first generation Chinese American students could not afford professional schools without financial assistance, it might be necessary for graduate social work schools and other funding sources to provide scholarships and/or work-study programs as incentives to entice these students to enter into the profession. This author herself has benefitted from a paid work-study program in the 1960's. This incentive motivated the author to turn to social work instead of another career. It is unfortunate that such arrangements should have been discontinued.

5. As it was speculated that an absence of effective social work role-models might have contributed to the low student enrollment in graduate social work schools, efforts should be made to encourage the growth and development of effective leadership and role-models among the young Chinese American social work graduates in the field. Perhaps, as a preliminary step, these young social workers should be encouraged to take on student supervision for them to develop a better sense of professional competence and pride. Special workshops and seminars could also be provided by the Field Work Department and Continued

Education Department of graduate social work schools to provide field instruction skills, continued education and mutual support to augment the leadership growth of these young workers.

6. As it was found that most Chinese American college students do not have an adequate knowledge of the spoken Cantonese dialect, which is essential for the practice of bilingual Chinese social work in Chinatown, a Cantonese conversation course should be included in the graduate social work curriculum, under a course title of "Communication in Cantonese in the Various Social Service Settings." It is possible that such a course could be appealing to a typical Chinese student because it would not only teach them Cantonese conversation skill but could also arouse their interest in the social work profession.

7. As many of the Project students had expressed an interest in more extensive campus tours and opportunities to sit in on classes, a "buddy" system should be set up between the Asian Student Caucus (an organization of Asian American students from graduate social work schools) and the interested Chinese American students to facilitate such activities. Admission faculty at Columbia University and Hunter College Schools of Social Work had recommended such a system to assist in future student recruitment.

8. As it was found that Chinese students who are attending colleges in Hong Kong could also be a potential recruitment resource, it might be feasible for a recruitment body such as the Recruitment Foundation to collaborate with the graduate social work schools and the Immigration and Naturalization Services to grant student visas to qualified Hong Kong students to come to the United States to attend graduate social work schools, and to provide them with guidance and assistance in obtaining permanent residence status.

As it is true with a Chinese saying, "Heaven does not create a dead-end street,"* it is possible that a current shortage of bilingual Chinese social workers could be alleviated if potential resources are identified and properly cultivated.

* Meaning no situation should be hopeless.

ADDENDUM 1

Project Brochure

SOCIAL WORK

IN

CHINATOWN

=====

CHINESE SOCIAL WORKER PROJECT

=====

1985 SUMMER INTERNSHIP

IN CHINATOWN

COLUMBIA AND HUNTER SCHOOL OF SOCIAL WORK

GOALS OF THE PROJECT

To introduce Chinese Americans to the social work profession.

There is a growing need for bilingual social workers in the Chinatown community due to the increase of Chinese immigrants.

There are currently many career opportunities in this area.

WHO IS ELIGIBLE?

Undergraduate students with Chinese bilingual skills who have a strong interest in working with Chinese Americans.

APPLICATION PROCEDURE

Questionnaire I submission deadline: January 11, 1985

Application for Chinese Social Worker Project deadline: February 8, 1985

Send completed Questionnaire I and Application for Chinese Social Worker Project to:

Pauline Mei

PROJECT DESCRIPTION

Interns will get experience of the social welfare system in Chinatown, including such areas as: income maintenance, housing, health/mental health, education, employment, personal and general social service.

Students may choose either or both of the SUMMER INTERNSHIP sessions:

SESSION I - June 3 - July 12, 1985

for 20 hrs/week

SESSION II - July 15 - Aug. 23, 1985

for 20 hrs/week

In March and April, 1985, selected students will visit the various locations to choose which area and agency they wish to work during their SUMMER INTERNSHIP.

Assistance will also be provided in helping interns gain entrance to Columbia and/or Hunter School of Social Work. Internship will help familiarize interns with the social work program.

PARTICIPATING AGENCIES

Chinatown Family Consultation Center of Hamilton-Madison House, Chinese Methodist Church, Immigrant Social Service, Lower East Side Service Center, Chinatown Planning Council-Project Reach.

PROJECT SPONSOR

Pauline Mei, Doctoral Candidate at Hunter College School of Social Work; Assistant Director of Chinatown Family Consultation Center of Hamilton-Madison House.

Marie Cheung, MSW Candidate at Columbia University School of Social Work; 2nd Year Placement at Chinatown Family Consultation Center of Hamilton-Madison House.

FOR FURTHER INFORMATION CONTACT

Pauline Mei, CSW, or Marie Cheung at:

Chinatown Family Consultation Center
of Hamilton-Madison House
46 Henry Street
New York, New York 10002

964-9240

ADDENDUM 2

APPLICATION FOR CHINESE SOCIAL WORKER PROJECT

Name
 last name first name middle initial

Address
 street city state zip code phone #

Birth date Birth place Sex

Social Security # Language skills: (if Chinese, please specify dialect)

EDUCATION:

	<u>Name</u>	<u>Year of graduation</u>	<u>Major</u>
High school	_____	_____	_____
College	_____	_____	_____
Graduate	_____	_____	_____

PREVIOUS WORK EXPERIENCE:

	<u>Employer</u>	<u>Address</u>	<u>Nature of work</u>	<u>When employed</u>
1.	_____	_____	_____	_____
2.	_____	_____	_____	_____
3.	_____	_____	_____	_____

Please check which internship session you prefer:

SESSION I June 3 - July 12, 1985
 SESSION II July 15 - August 23, 1985
 SESSION I and SESSION II

REFERENCES: (You are required to submit at least one reference with application. Reference should be from a professor or someone who knows the quality of your class work or extracurricular activities.)

Name of reference Title

Address Telephone #

Relationship to applicant

ADDENDUM 3

Questionnaire 1

Part 1

Personal information

1. Your name:
2. Address:
3. Telephone number:
4. Name of college you are attending:
5. Year you are in:

- _____ (a) freshman
_____ (b) sophomore
_____ (c) junior
_____ (d) senior
_____ (e) others

please explain:

6. Your college major:
_____ (a) Social Science (e.g. Psychology, Sociology,
Anthropology, History, Economics)
_____ (b) Physical Science (e.g. Physics, Chemistry)
_____ (c) Biological Science (e.g. Zoology, Biology)
_____ (d) English and Literature
_____ (e) Foreign Language

- _____ (f) Mathematics
- _____ (g) Fine Arts
- _____ (h) Education
- _____ (i) Business
- _____ (j) Other (specify):

- _____ (k) Not yet decided on major

Part II

Please answer all questions:

1. How did you learn about social work?

_____ (a) From direct work experience in social work
or closely related activities.

_____ (b) From college courses or instructors.

_____ (c) From relatives, friends or acquaintances.

_____ (d) From movies, radio, TV, books, newspapers
or magazines.

_____ (e) From fellow students in college.

_____ (f) From other source (specify):

2. Would you consider social work as a possible career for
you:

_____ (a) Strongly consider

_____ (b) Consider

_____ (c) Not sure yet

3. What do you think are the three main reasons why people
choose social work as a career?

_____ (a) Make an important contribution to
individuals and society

_____ (b) Enjoy work with people

- _____ (c) An interesting and exciting profession
- _____ (d) Can help oneself to become a better person,
parent or marriage partner
- _____ (e) Job opportunities and job security are good
- _____ (f) Salaries and working conditions are good
- _____ (g) Will give oneself social status and prestige
- _____ (h) Other (specify):

4. Have friends or relatives ever asked you how to get help on any or all of the following services? Please mark the ones they have asked you:

- _____ (a) Public assistance, Social Security, food stamps and Medicaid
- _____ (b) Information on health clinics and hospitals
- _____ (c) Education (e.g. public schools, adult English classes, Chinese language schools)
- _____ (d) Housing (e.g. application for housing, tenant rights)
- _____ (e) Employment (job training)
- _____ (f) Family counseling (parent-child conflict, marital conflicts)
- _____ (g) Day care for children
- _____ (h) Children and youths' counseling and guidance
- _____ (i) Program for the aged

- _____ (j) Refugee programs (Vietnamese, Indochinese)
_____ (k) Alcoholism program
_____ (l) No one has ever asked me any questions on
the above

5. Do you want to learn about service programs in Chinatown?

- _____ (a) Yes
_____ (b) No (please explain):
_____ (c) Not sure (please explain):

6. Social service agencies in Chinatown are in need of Chinese-speaking workers. Would you like to learn about job opportunities in Chinatown?

- _____ (a) Yes
_____ (b) No
_____ (c) Don't know (please explain):

7. Social service agencies in Chinatown welcome you to visit them and to learn about the kind of work they do. Would you like to visit them?

- _____ (a) Yes, very much so
_____ (b) Yes, but I don't know if I have the time

_____ (c) Maybe (please explain):

_____ (d) No (please explain):

8. Are you interested in a graduate social work education?

_____ (a) Yes

_____ (b) No

_____ (c) Don't know (please explain):

9. Would you like to visit Columbia University School of Social Work to learn about its social work program?

_____ (a) Yes

_____ (b) No

_____ (c) Not sure (please explain):

10. Would you like to visit Hunter College School of Social Work to learn about its social work program?

_____ (a) Yes

_____ (b) No

_____ (c) Not sure (please explain):

ADDENDUM 4

CHINESE SOCIAL WORKER PROJECT

INTERVIEW QUESTIONS

1. How did you learn about the Project?
2. When did you come to this country? (How long have you been here in the U.S.?)
3. What is your understanding of our Project?
4. What did you find that was interesting about the Project?
5. Have you had any experience working with the Chinese population? If yes, what was it like?
6. Administer Questionnaire II. We are using this so we can better cater the Summer Internship according to your needs.
7. Explain the Project in detail, including anything the students might have misunderstood. Discuss with the students their preferred Sessions.
8. Administer Questionnaire III.
9. Find out about class schedule -- when would you be able to visit the agencies during March and April? When would you be able to visit the graduate social work schools?

10. Are you presently receiving financial aid? Do you need financial aid in order to participate in the Project? Explain the application procedure for summer work study.
11. Do you want class credit for participation in the Project? (If from Hunter College students, could be directed to Paula Wicklow, Room 807. If from other schools, direct the students to consult the Department Head in their own colleges.)
12. Follow up on whatever else the students might need to complete the application process.

ADDENDUM 5

QUESTIONNAIRE II

Part I

The following are five hypothetical incidents which could occur to any one of us. Please read them carefully and answer all the questions.

1. A friend had just arrived at the U.S.A. six months ago. He was recently diagnosed as suffering from cancer. He was advised to anticipate expensive medical treatment and probably unemployment due to physical disability. His family income was low. He was living in Chinatown and he could not speak English. Where would you advise him to go and seek help in such matters?

2. An aunt had just arrived in the U.S.A. a few days ago with three young school age children. She was living in Chinatown. She could speak very little English. Her family income was low. Her children would require immunization papers before she could enroll them in public school. Do you know of any neighborhood health clinic in Chinatown where she could take her children for immunization?

3. An uncle who was living in Chinatown told you that his landlord had refused to fix a broken window in his apartment. He was advised that he could seek help from agencies in Chinatown. Do you know where he could go?

4. A cousin had just arrived at the U.S.A. last week. She received a high school education in Hong Kong and had worked there as a sales girl before coming to this country. Her command of English was fair and she would like to learn office skills. She was advised that she could receive job training and probably job placement at agencies in Chinatown. Where would you recommend her to go?

5. A friend complained to you that she had been feeling very nervous lately. She also felt that others were laughing at her for nothing. She would like to talk to someone and perhaps seek psychiatric help. She could not speak English. Where would you recommend her to go?

Part II

1. Most social workers employed in Chinatown are professionally trained, that is they have their Master's degree in Social Work.
_____ (a) Yes
_____ (b) No
_____ (c) Don't know

2. The average salary range of a beginner worker with a B.A. degree, working in Chinatown, is:
_____ (a) \$6,000 to \$8,999
_____ (b) \$9,000 to \$11,999
_____ (c) \$12,000 to \$14,000 and over

3. The average salary range of a beginner worker, with a Master's degree, working in Chinatown, is:
_____ (a) \$14,000 to \$16,999
_____ (b) \$17,000 to \$19,999
_____ (c) \$20,000 to \$25,000 and over

4. Which two of the following statements comes closest to your speculation as reasons why people choose to work as social workers in Chinatown?
_____ (a) To make full use of their bilingual and bicultural talents.

- _____ (b) Cannot find jobs elsewhere.
- _____ (c) Salaries and work conditions are good in Chinatown.
- _____ (d) It is convenient to work in Chinatown.
- _____ (e) Social work makes an important contribution to individuals and to the Chinatown community.
- _____ (f) They enjoy working with people, especially with their own kind.
- _____ (g) Job opportunities are good in Chinatown.

5. All agencies in Chinatown charge a fee for service.

- _____ (a) True
- _____ (b) False
- (explain)

6. Chinatown agencies receive their funding from:

- _____ (a) Federal government
- _____ (b) State government
- _____ (c) City government
- _____ (d) Private Foundations and Endowments
- _____ (e) The agencies' own fund raising efforts such as banquets, shows, etc.

_____ (f) Contributions from private citizens and
organizations

_____ (g) Fees charged for service

7. List the names of agencies which have evening and/or
weekend office hours.

8. List names of agencies which have bilingual Chinese
speaking social workers:

9. What else would you like to learn about social service
agencies in Chinatown?

ADDENDUM 6

QUESTIONNAIRE III

1. Prior to our Project, have you had any contact with the social work profession?

_____ (a) No

_____ (b) Yes

(Please specify under what conditions or circumstances):

2. Have you applied to any graduate school(s) yet?

_____ (a) No

Why not?

_____ (b) Yes

Which school(s)?

3. Please check profession(s) you may consider to enter:

- _____ (a) Business
- _____ (b) Education
- _____ (c) Engineering
- _____ (d) Law
- _____ (e) Medicine
- _____ (f) Social Work
- _____ (g) Others (specify):

4. Would you like to attend graduate social work school?

_____ (a) Yes
(Please specify reasons)

_____ (b) No
(Please specify reasons)

5. If you were to consider a graduate social work education, which school would you prefer to attend?

6. What is your present grade-point average in college?

7. What do you think are the three main reasons why people chose social work as a career?

- _____ (a) Make an important contribution to individuals and society
- _____ (b) Enjoy work with people
- _____ (c) An interesting and exciting profession
- _____ (d) Can help oneself to become a better person
- _____ (e) Salaries and work conditions are good
- _____ (f) Will give oneself social status and prestige
- _____ (g) Other (specify):

8. If you plan to attend graduate social work school, would you need financial assistance?

- _____ (a) Yes
- _____ (b) No

9. If you need financial assistance, which of the following sources would you consider:
- _____ (a) Scholarships
 - _____ (b) Work-study program
 - _____ (c) Student loans
 - _____ (d) Others
(specify)
10. When a person attends graduate social work school full time, how long do you think it would take him/her to complete his/her study and receive the MSW degree?
- _____ (a) One year
 - _____ (b) Two years
 - _____ (c) Three years
 - _____ (d) Over three years
11. Are you aware that graduate social work schools also have a residency program which enables students to work and attend school at the same time?
- _____ (a) Yes
 - _____ (b) No

12. Would you be interested in a residency program in graduate social work school?

_____ (a) Yes

_____ (b) No

13. What else would you like to know about graduate social work school programs?

ADDENDUM 7

AGENCY SITE VISIT GUIDELINE

1. Date:
2. Time:
3. Organization name:
Organization address:
4. Name of person giving the presentation:

Title of person:
5. Name of agency Executive Director:
6. Organization was established in 19__
7. Mission of the organization:
8. The organization's source(s) of funding:
 - a. Federal
 - b. State
 - c. City
 - d. Private
 - e. Others

9. Program description:
 - a. Service provisions:
 - b. Eligibility criteria:
 - c. Fees:
 - d. Office hours:

10. Number of full-time employees in the organization:

11. How many of them are Chinese-speaking?

12. How many of them hold a Master's degree?

13. How many of them are MSWs?

14. What is the salary range of a recent college graduate full-time employee in the organization?

15. What is the salary range of a recent MSW full-time employee in the organization?

16. Are there job openings in the organization?

17. If yes, what kind of openings (what qualifications?)

18. Does the organization have an intake department?
19. If yes, what is the average number of intakes in a month?
20. What percentage of the organization's clients are Chinese?
21. What percentage of the organization's clients are Chinese-speaking only? (Could only speak Chinese.)

ADDENDUM 8

SCHOOL VISIT GUIDELINE

1. School's admission requirement
2. Application deadline
3. Degree requirement
4. Course offerings
5. Information on financial aid
6. Scholarships
7. Field placement information
8. Availability of student support system

People you may expect to meet

1. Admission faculty
2. Financial aid faculty
3. Student organization representative

ADDENDUM 9

OUTLINE FOR WRITTEN ASSIGNMENT

1. School visits to Hunter and Columbia
 - (a) What did you like best about the visits? Why?
 - (b) What did you like least about the visits? Why?
 - (c) What was missing from the visits which you would like to have experienced?
2. Community agency site visits
 - (a) What did you like best about the visits? Why?
 - (b) What did you like least about the visits? Why?
 - (c) Which agency visited did you like best? Why?
 - (d) Which agency visited did you like least? Why?
 - (e) What was missing from the visits which you would like to have experienced?
3. Summer internship evaluation
 - (a) What did you like best about your internship experience? Why?
 - (b) What did you like least about your internship experience? Why?
 - (c) What was missing from the summer internship experience which you had anticipated but failed to realize? Please explain.

4. Overall Project evaluation

- (a) What had motivated you to participate in the Project initially?
- (b) Has there ever been a time during the course of the Project in which you might wish to drop out? When and why?
- (c) Did you actually drop out prior to the completion of summer internship? If yes, what had caused you to drop out?
- (d) For the ones who stayed on the Project, what had motivated you to stay on until completion of summer internship?

5. Career and professional plan

Are you planning to go into graduate social work school after your graduation from college? Please give reasons for your answer as to whether you plan to or do not plan to go to graduate social work school.

6. Future participation

- (a) Our Internship Project plans to hold follow-up group meetings on school holidays:
9-25-85; 11-5-85; 2-12-86; 3-28-86;
from 11:00 a.m. to 1:00 p.m.
Would you like to participate?
- (b) Any suggestions as to the content of these meetings.

ADDENDUM 10

FORM LETTER

September 5, 1985

Dear

As our summer internship project has come to a close, we would like to take this opportunity to thank you for your consideration and support for making this a success and a meaningful experience for all of us. Without your generosity this project would not have been possible.

The summer internship is the first step toward our long-term goal of manpower recruitment and development of Chinese-speaking bilingual social workers. We are looking forward to close cooperation with you in the future. Please share with us your comments on the summer internship project and your suggestions regarding future recruitment efforts.

Thank you again.

Sincerely yours,

Pauline Mei and Students

ADDENDUM 11

DISCUSSION OUTLINE ON COMMUNITY MENTAL HEALTH

I. Historical background

- 1773: First mental hospital established in Williamsburg, Virginia.
- 1840-50: Dorothea Dix's crusading efforts focused public attention on the plight of the mentally ill.
- 1850-1920: State mental institutions grew in size and evolved into isolated facilities. Custodial care was their primary concern.
- 1914-18: World War I -- rich psychiatric findings stimulated interest in the field of psychiatry.
- 1946: National Mental Health Act was passed. Mental Health was recognized as a major public health problem.
- 1949: NIMH became a part of the National Institute of Health in the Dept. of Health, Education and Welfare (HEW).
- Mid-1950's: European physicians were employing new tranquilizing drugs in treating mental illness.
- 1955: The Mental Health Study Act was passed, which recognized mental illness as one of the most pressing public health problems of the nation.

- 1956: The Health Amendments Act 1956 (Title V):
authorized NIMH to launch research and demonstration program in such areas as aging, crime, delinquency, drugs and alcoholism, as well as clinical services provided in the community.
- 1960: The Joint Commission on Mental Illness & Health conducted a study; transmitted its fiscal report Action for Mental Health to Congress in December, 1960.
- 1962: NIMH:
85% of the total NIMH appropriation supported grants for research, training and community technical assistance.
- 1963: Community Mental Health Center Act provided funds for construction of comprehensive mental health centers and community facilities for the mentally retarded.
- 1974: Hamilton-Madison House (a settlement house) established the Chinatown Children's Consultation Center at 103 Canal Street.
- 1978: Chinatown Children's Consultation Center moved to 46 Henry Street and changed its name to Chinatown Family Consultation Center, so as to reflect more appropriately its service. CFCC is a State licensed community mental health service in contract with the NYC Dept. of Mental Health and Mental Retardation Services.

II. Characteristics of community mental health services:

1. A specific population group is served.
2. The service is close to the clients.
3. The service is simple and immediate.
4. Crisis intervention is emphasized.
5. Maximum use of community resources.
6. Social workers are primary therapists.
7. Mental health rather than mental illness is emphasized.

III. Definition of mental health

1. As goal: optimal functioning of individuals
2. As service: individual psychotherapy, group therapy, family counseling, pharmacological therapy, advocacy, information and referral, education, coordination of services, psychological testing and psychiatric evaluation.
3. As evaluation criteria.

IV. Mental illness: diagnostic categories

1. Schizophrenic disorder
2. Paranoid disorder
3. Affective disorder
4. Anxiety disorder
5. Somatoform disorder
6. Adjustment disorder
7. Personality disorder

ADDENDUM 12

DISCUSSION OUTLINE ON SOCIAL SECURITY

1. Historical background

1935: Social Security Act became law

A compulsory system of old age insurance for workers in commerce and industry financed by payroll tax paid equally by employer and employee, to pay benefits to retired workers only, at age 65, provided they were retired.

1951: Agricultural workers, domestics and self-employed included in system.

1956: Women permitted to retire at 62, instead of 65, with reduced benefit. Lawyers and dentists included in system.

1957: For the first time benefits were paid to disabled workers under age 65.

1961: Men permitted to retire at age 62, instead of 65, with reduced benefits.

1965: Medicare: a national system of health insurance for the elderly. System provided partial coverage of the cost of hospital and related care for Social Security beneficiaries aged 65 and over. Congress also passed Medicaid, a means-tested medical assistance program (to help those elders who do not have funds to supplement Medicare or are not covered).

- 1972: Retirement benefits increased by 20%; automatic increase of benefits according to rate of inflation.
- 1974: SSI:
Income maintenance for aged, blind and disabled persons with limited income and resources.
- 1982: Retirement fund required to borrow money to pay benefits.
- 1983: The National Commission on Social Security Reform submitted its final report to President Reagan; urged Congress not to alter the fundamental structure of the Social Security program or undermine its fundamental principles.

II. Definition of Social Security

A universal social insurance program providing cash income to all eligible regardless of financial need and administered by the Social Security Administration, a separate government agency under DHEW.

III. Fundamental principles of Social Security

1. Compulsory
2. Universal (not means-tested)
3. Equitable: high income, larger retirement checks; low income workers receive larger percentage of what they earn than those who made more money.

ADDENDUM 13

DISCUSSION OUTLINE ON LEGAL AID

1. Historical background

1900: Legal aid offices opened in Chicago and N.Y. City; supported by private funds; provided free services of staff attorneys to indigent applicants.

1914: The first defender office was established in Los Angeles to provide services in criminal matters.

1960's: Legal Aid offices -- specialized in civil legal problems.

Defender office -- handled criminal matters.

1965: Office of Economic Opportunity's Legal Service Program (OEO/LSP) was established under the Economic Opportunity Act. Public funding.

1974: Congress enacted legislation establishing a Legal Service Corporation, a private nonprofit corporation. This corporation, financed by Congressional appropriation, replaced OEO/LSP. Like OEO/LSP, the Corporation did not deliver legal service itself but provided financial assistance to locally organized legal aid programs. In addition to direct funding of programs, the Corporation was authorized to establish and maintain training programs and engage in research.

2. Concepts on Law and Social Work

Law: concerns with the maintenance of social order.

Social Work: focuses on the recognition and
alleviation of human problems.

Lawyers have always acknowledged a professional
responsibility to provide services to persons who
cannot pay an attorney's fee.

3. On your scheduled visit to Asian American Legal
Defense and Education Fund (AALDEF) you may raise
the following questions:

(a) Since the basic objective of OEO/LSP was to extend
service to groups previously unable to avail them-
selves of traditional legal aid, was the Chinese
community considered one of these groups?

Did the Chinese community have access to free
legal service in the 1960's?

When did AALDEF come into existence?

How? What are the funding sources?

(b) Since a fundamental characteristic of a legal aid
program is free service to the poor, are services
provided by AALDEF free?

(c) Who is eligible for service? What is the
eligibility criteria?

- (d) Since the "usefulness" of a program depends on availability and accessibility, how accessible is AALDEF to the Chinese community? Has AALDEF done any outreach to inform the Chinese community of its service?
- (e) Are staff attorneys at AALDEF bilingual Chinese? How many staff attorneys are there? Are they salaried staff?
- (f) Is there a waiting list? Approximately how many clients does AALDEF serve on a typical day?
- (g) What are its office hours?
- (h) What kind of service provisions?

ADDENDUM 14

DISCUSSION OUTLINE ON SENIOR SERVICES

1. Historical background

1935: Social Security Act. Passed in the context of a severe depression; needed to make room for younger workers. The Act was passed in order to ease the elderly out the the labor force.

1961: Ever since the Social Security Act, the number of elderly increased dramatically, their political influence also increased. The first White House Conference on Aged. Special Committee on Aging of the U.S. Senate was established. This Committee has become one of the most influential advocacy organizations for the aged within the Government.

1962: Amendment to Social Security Act established a program of medical assistance to the aged.

1965: Older Americans Act of 1965. Specified 10 national objectives of:

adequate income;

best possible physical and mental health;

suitable housing;

full restorative services;

opportunity for employment;

retirement in health, honor and dignity;

pursuit of meaningful activities;

efficient community services;
immediate benefits from proven research;
free exercise of individual initiatives in
planning and managing their own lives.

1975: Title XX of SSA was implemented.

Title XX is devoted to the achievement of five
goals:

self-support; self-sufficiency; protection;
prevention of institutionalization;
facilitating institutionalization if and when
community care is not available.

Financial need and age (65 and over) are the
basic criteria for eligibility for service
programs under Title XX.

2. Concepts and definitions

Aged:

- (a) A chronological category of 65 years old and over.
- (b) A physiological degenerative process.

Aged characteristics:

- (a) Most aged people are women.
- (b) Most older men are married and live with their
wives. Most older women are widows and live
alone.
- (c) The aged spend proportionately more on food,
shelter and medical care than other age groups and

they have the additional burden of living on reduced fixed income after retirement.

- (d) Elderly women have always been the most economically vulnerable of the aged poor. Nearly one half of all women aged 65 and over live alone or with nonrelatives.
- (e) Older persons receive less than one half the income and are twice as likely to live in poverty as their younger fellow citizens.
- (f) Chronic illnesses are most characteristic of this age group as a whole and 80% of those over 65 have at least one chronic condition while one half have two or more.

Trends: 1900 -- 3.1 million people 65 and over
 1940 -- 9.0 million people 65 and over
 1970 -- 20 million people 65 and over
 1980 -- 25 1/2 million people 65 and over

Senior Center: The first publicly supported senior center was established in New York City about 40 years ago. The number expanded, gradually accelerated by passage of the Older Americans Acts, which provided funds through the Administration on Aging (AOA). AOA made funds available to States to assist local communities in developing center programs.

Services provided: Information and referral: congregate meals; transportation (1/2 fare); escort; socialization and participation; legal service; consumer service; education; recreation and companionship.

N.Y. City Office for the Aging
2 World Trade Center, Room 5036
Tel. # 488-6405

3. Programs and benefits: Over 95% of Federal expenditures for the aged are Social Security, retirement, income supplement and health programs.
- (a) Social Security: provides cash income to all eligible (aged 65 and over) regardless of financial need.
 - (b) Federal retirement: railroad pension, civil service, etc.
 - (c) Income supplement: SSI (cash benefits to the financially needy aged, blind and disabled).
Non-cash income support programs such as congregate meal sites for low-income, minority elderly; food stamps, HEAP (Home Energy Assistance Program).
 - (d) Health: Medicare -- insurance against acute short-term illness; not provided for preventive medical care.
Medicaid -- for financially needy elderly not covered by Medicare; provided for long term institutional care.

ADDENDUM 15

DISCUSSION OUTLINE ON MULTISERVICE CENTER

1. Historical background

1940's:) Social service organizations tended to be
)
1950's:) centrally located and controlled by the
) states and municipalities.

1960's: Civil Rights Movement, stressed local
control, indigenous staff, informality,
easy access, one-stop service.

For example:

Juvenile Delinquency Program

Community Action Program

Model City Program

2. Concept

Ideally multiservice centers are to provide integrated (opposite of fragmented), relevant, comprehensive and coordinated services in a physically accessible setting by responsible and competent staff. Service provisions should include: information, advice, referral, brokerage, follow-up, advocacy, counseling, day-care for children, employment counseling, training and job placement, recreation and group work, help with housing problems, legal services, homemakers, health aides, meals-on-wheels, congregate meals.

3. In Chinatown, two organizations, namely: Hamilton-Madison House (a settlement house) and Chinatown Planning Council, bear some resemblance to a multi-service center.

4. Services provided at Multiservice Unit at CPC
 - (a) Medicaid outpost
 - (b) Food-stamp outpost
 - (c) Housing assistance service
 - (d) Translation and interpretation service
 - (e) Information and referral service
 - (f) Job training service

ADDENDUM 16

DISCUSSION OUTLINE ON HEALTH

1. Historical background

Prior to World War I: It was the cities, counties and private charities that cared for the indigent aged, and generally provided for those who could not meet the cost of physicians and hospital bills.

After World War II: There was a growing conviction that there are economic as well as compassionate reasons for the nation to invest in the promotion of health, the prevention of illness and rehabilitation of the disabled. Federal Government became more involved.

John Kenneth Galbraith's "The Affluent Society," Michael Harrington's "The Other Americans" raised social consciousness towards the less fortunate in our society.

1956: The U.S. National Health Survey was established in the Public Health Services, to conduct a continuing survey of the U.S. in order to obtain information about health conditions of the general population.

1965: Medicare and Medicaid amendments to the Social Security Act.

Medicare: Title XVIII

A national system of health insurance for Social Security beneficiaries aged 65 and over.

Part A: Provided partial coverage of the costs of hospital and related care. Financed by a payroll tax on earnings paid by employer and employee.

Part B: A supplementary voluntary medical (physician's services) insurance program, paid for individually with matching contributions from the Government out of general revenue.

Medicaid: Title XIX

A means-testing medical assistance program for the financially needy.

2. Health and research findings in Chinatown

There is a special relationship between poverty and health. In census areas with lower income, lower educational attainment, there usually exhibit a higher incidence of tuberculosis and chronic illness.

Thomas Tam (Ph.D candidate, Sociomedical Science, Columbia University) conducted "A Chinatown Health

Survey" in 1981, and found that "higher educated respondents generally were more cheerful, more energetic and more satisfied with their personal lives."

Other findings of Thomas Tam included:

1. 15.5% of the Chinese population are children of ages 5 to 14. This percentage is higher than that of Manhattan's total population (12.97%), indicating a higher need for health and social service programs geared towards the very young.
2. Heart disease, malignant neoplasm and cerebrovascular disease are the three chief causes of death for the Chinese.
3. The most commonly reported ailments were arthritis, rheumatism and back pains.
4. Close to one half of all respondents (48%) relied on private physicians as a source of medical help, and only 16% of respondents relied on the clinics.

3. Health Centers in Chinatown:

The Chinatown Health and Service Center: In August 1975, the Community Service Society and Beekman Downtown Hospital undertook a joint program to meet the health care needs of Chinatown residents. The

Chinatown Health and Service Center was designed as a demonstration project for 3 years (1974-1976). The major impetus to the development of Chinatown Health and Service Center came from the Office of Economic Opportunity (OEO). In the 1960's OEO had demonstrated the effectiveness of providing health care to the poor by bringing medical services and education into the community.

Objectives of OEO model:

- (a) To engage those who underutilize health care services.
- (b) To provide comprehensive health care.
- (c) To provide health information.
- (d) To provide information-referral and social services.
- (e) To integrate health and social service components.

Chinatown Health Clinic: Was established in 1971, also modeling after OEO. Unlike the Chinatown Health and Service Center which terminated in 1976, the Chinatown Health Clinic still exists.

Appendix 1

Social Welfare System in Chinatown

<u>Program fields</u>	<u>Agencies</u>	<u>Number of Chinese MSW</u>
1. Income Maintenance	1. Social Security Office 231 Grand Street Tel: 226-4455	none
	2. Food Stamp Out-station at C.P.C. 13 Elizabeth Street Tel: 431-7800	none
	3. Medicaid Out-station at C.P.C. 13 Elizabeth Street Tel: 431-7800	none
	4. Public Assistance Office 255 E. Houston Street Tel: 477-9610 Supervisor: Ms. Georgie Williams	none
	Sub-office at the Chinese Consolidated Benevolent Association 62 Mott Street Tel: 966-1711 Supervisor: Mr. Wong	none

<u>Program fields</u>	<u>Agencies</u>	<u>Number of Chinese MSW</u>
2. Health and Mental Health	1. Chinatown Health Clinic 89 Baxter Street Tel: 233-5066 Executive Director: Duncan Huie	none
	2. New York Infirmary Beekman Downtown Hospital 170 William Street Tel: 233-5300	2
	3. Community Family Planning Council 191 Canal Street, 6th Floor Tel: 966-9843 (4)	none
	4. Gouverneur Hospital 227 Madison Street Tel: 374-8850	4
	5. Bellevue Hospital Center 27th Street and First Ave. Tel: 561-4729 Assistant Director of Social Service: Ms. Frances Gautieri	3
	6. Beth Israel Medical Center 340 East 17th Street Tel: 420-2000	none
	7. St. Vincent's Hospital and Medical Center 153 West 11th Street Tel: 790-8585	none
	8. Chinatown Family Consultation Center- Hamilton-Madison House 46 Henry Street Tel: 964-9240 Director: Pauline Mei	4

<u>Program fields</u>	<u>Agencies</u>	<u>Number of Chinese MSW</u>
3. Education	1. Public Schools:	
	P.S. 1 - 8 Henry Street) Tel: 267-4133)	1
	P.S. 2 - 122 Henry Street) Tel: 964-0350)	
	P.S. 42 - 72 Hester Street) Tel: 226-8410)	1
	P.S.124 - 40 Division St.) Tel: 966-7237)	
	P.S.130 - 143 Baxter St.) Tel: CA 6-8072)	
	P.S.126 - 80 Catherine St. Tel: 962-2188	none
	P.S.131 - 100 Hester Street Tel: 219-1204	1
	Seward Park H.S. - 350 Grand Street Tel: 674-7000	none
	2. Adult English Classes offered at:	
	(a) Chinese Consolidated Benevolent Association 62 Mott Street Tel: 226-6280	none
	(b) Chinatown Planning Council 13 Elizabeth Street Tel: 431-7800	none

<u>Program fields</u>	<u>Agencies</u>	<u>Number of Chinese MSW</u>
	(c) Transfiguration Church 29 Mott Street Tel: 962-5157	none
	(d) Immigration Social Service 137 Henry Street Tel: 571-1840	none
4. Housing	1. Management offices at the different public housing projects	none
	2. Housing Unit at C.P.C. 13 Elizabeth Street Tel: 431-7800	none
	3. MFY 233 Grand Street Tel: 966-7410	none
	4. Asian American Legal Defense and Education Fund 99 Hudson Street, 12th Floor Tel: 966-5932	none
	5. It's Time, Inc. 139 Henry Street Tel: 962-3069 Director: Elaine Chan	1
	6. Chinese Progressive Association 126 Division Street Tel: 964-5764	none
	7. Asian Americans for Equality 98 E. Broadway Tel: 226-8960	none

<u>Program fields</u>	<u>Agencies</u>	<u>Number of Chinese MSW</u>
5. Employment	1. Chinatown Manpower Project, Inc. 70 Mulberry Street Tel: 571-1691 Executive Director: Nora Wang	none
	2. Chinatown Planning Council 13 Elizabeth Street Tel: 431-7800 Executive Director: Charles Wang	1
6. Personal or General Social Services		
(A) Child Care and Related Programs		
	1. The Garment Industry Day-care Center of Chinatown 115 Chrystie Street Tel: 929-2600	2
	2. Chinatown Day Care Center 35 Division Street Tel: 431-3845 Executive Director: Ling Ling Hsiung	none
	3. Chinatown Planning Council Day care centers for preschool and school age children	none
	4. Asian Family Service 48 Henry Street Tel: 233-9830	2
	5. Hamilton-Madison House (a) Head Start Program 50 Madison Street Tel: 349-3724	none

<u>Program fields</u>	<u>Agencies</u>	<u>Number of Chinese MSW</u>
	(b) Day-care Program 60 Catherine Street Tel: 962-3408 Director: Effie Lui	none
	(c) Oliver Street School Age Day Care Center 8 Henry Street Tel: 732-3005 Director: Alice Lee	none
6.	Chinatown Head Start 18 Mott Street Tel: 226-5001	none
7.	Chinatown Planning Council Project Reach - Youth Program 48 Henry Street Tel: 233-5734 Director: David Chen	2
8.	Immigrant Social Services Youth Program and After School Program: Program for Preschool Age Children 137 Henry Street Tel: 571-1840	none
9.	Chinese Methodist Church Youth Program and After School Program 69 Madison Street Tel: 349-2703 Director: Mary Hsu	1
10.	Lower East Side Family Union 91 Canal Street Tel: 925-0550	1

<u>Program fields</u>	<u>Agencies</u>	<u>Number of Chinese MSW</u>
-----------------------	-----------------	------------------------------

(B) Social Services for the Aged

- | | |
|--|------|
| 1. Lower East Side Service Center
46 East Broadway,
4th Floor
Tel: 431-4610
Unit Supervisor: Larry Lee | 1 |
| 2. C.P.C. - Project Open Door
115 Chrystie Street
Tel: 431-9026 | none |
| 3. Golden Age Club (City Hall Senior Center)
20 Cardinal Hayes Place
Tel: 964-6157
Director: Wellington Chang | 1 |
| 4. Hamilton-Madison House Senior Service Program
50 Madison Street
Tel: 349-3724
Director: Fay Chew | 1 |
| 5. Senior Citizens Coalition Center
70 Mulberry Street
Tel: 233-8930
Director: Alfred Lui | none |

(C) Homemakers, Home Help, Home Health Aides

- | | |
|---|---|
| 1. The First Chinese Presbyterian Community Affairs Home Attendant Corporation
27 Ludlow Street
2nd Floor
Tel: 226-4910
Director: Ellen Chang | 1 |
|---|---|

<u>Program fields</u>	<u>Agencies</u>	<u>Number of Chinese MSW</u>
-----------------------	-----------------	------------------------------

(D) Settlement Houses

- | | |
|--|------|
| 1. Hamilton-Madison House
50 Madison Street
Tel: 349-3724
Executive Director:
Frank Modica | 2 |
| 2. Henry Street
Settlement Urban
Life Center
265 Henry Street
Tel: 766-9200 | 1 |
| 3. University Settlement
Society
184 Eldridge Street
New York, N.Y. 10002
Tel: 674-9120 | none |
| 4. Educational Alliance, Inc.
197 E. Broadway
Tel: 475-6200 | none |

(E) Special Program for Refugees

- | | |
|---|------|
| 1. Refugee Assistance Program
Hamilton Madison House
40 Madison Street
Tel: 608-4083
Program Coordinator:
Simon Chow | none |
|---|------|

(F) Services for Domestic Violence and Battered Women

- | | |
|--|---|
| 1. New York Asian Women's
Center
Tel: Hot-Line: 513-1688 | 1 |
|--|---|

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