

INFORMATION TO USERS

This reproduction was made from a copy of a document sent to us for microfilming. While the most advanced technology has been used to photograph and reproduce this document, the quality of the reproduction is heavily dependent upon the quality of the material submitted.

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

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

**University
Microfilms
International**

300 N. Zeeb Road
Ann Arbor, MI 48106

8319802

Starr, Rose Zweig

THE ONE-YEAR RESIDENCE PROGRAM FACULTY ADVISING PROJECT: A
STUDY OF INNOVATIONS IN ADVISING ROLES AND STRUCTURES

City University of New York

D.S.W. 1983

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

Copyright 1983

by

Starr, Rose Zweig

All Rights Reserved

PLEASE NOTE:

In all cases this material has been filmed in the best possible way from the available copy.
Problems encountered with this document have been identified here with a check mark .

1. Glossy photographs or pages _____
2. Colored illustrations, paper or print _____
3. Photographs with dark background _____
4. Illustrations are poor copy _____
5. Pages with black marks, not original copy _____
6. Print shows through as there is text on both sides of page _____
7. Indistinct, broken or small print on several pages
8. Print exceeds margin requirements _____
9. Tightly bound copy with print lost in spine _____
10. Computer printout pages with indistinct print _____
11. Page(s) _____ lacking when material received, and not available from school or author.
12. Page(s) _____ seem to be missing in numbering only as text follows.
13. Two pages numbered _____. Text follows.
14. Curling and wrinkled pages
15. Other _____

University
Microfilms
International

**THE ONE-YEAR RESIDENCE PROGRAM
FACULTY ADVISING PROJECT: A STUDY OF
INNOVATIONS IN ADVISING ROLES AND STRUCTURES**

by

ROSE ZWEIG STARR

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

1983

**COPYRIGHT BY
ROSE ZWEIG STARR
.1983**

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.

4/26/83
Date

Irwin Epstein
Chairman of Examining
Committee

4/26/83
Date

Charles Byrnes
Executive Officer

Irwin Epstein
Irwin Epstein

Robert Salmon

Simon Slavin
Supervisory Committee

The City University of New York

Abstract

**THE ONE-YEAR RESIDENCE PROGRAM
FACULTY ADVISING PROJECT: A STUDY OF
INNOVATIONS IN ADVISING ROLES AND STRUCTURE**

by

Rose Zweig Starr

Advisor: Dr. Irwin Epstein

What do experienced working students in a part-time work-study M.S.W. degree program view as supports and obstacles to professional education? How do they perceive their dual role obligations as employees and students? What roles and functions do their faculty advisors perform? These questions were explored in the One-Year Residence Program Faculty Advising Project, a formative research study and demonstration in which innovative faculty advising models for part-time and residence year students were implemented and evaluated.

Guided by the principle that the structure and content of advising should be adapted to the particular needs and problems of work-study students, the innovation in the part-time phase incorporated the advising function into the classroom teacher's role in a required social policy course. For residence year students, the innovative program was characterized by continuity in advisor between the part-time and full-time phases of the Program, small group advising, and early advising assessment

and intervention to prevent field work problems and improve employee-students' learning opportunities.

Comparative evaluation of project and regular advising program students' perceptions indicated that project students were more satisfied than contrast groups with the structure and content of their respective advising programs. Project advising appeared to stimulate student interaction and assistance, and provided a mechanism for the identification and resolution of systems-wide problems. Project advisors valued the project's focus on early assessment, problem prevention and the identification of special needs students.

The empirical study of advising roles and activities corroborated other research findings suggesting a gap between theory and practice re: the advisor's perceived integrative teaching function. In the residence year, advisors performed an educational facilitation function through information provision, supportive counseling, problem-solving, systems negotiation and educational monitoring activities.

Study findings indicated that work-study students irrespective of advising intervention or Program phase perceived themselves as employees rather than students. Excessive work load and time constraints rather than incompatible role obligations were the primary source of role strain. These data highlight the importance of the agency in successful work-study programs, and suggest a different pattern for the professional socialization of experienced working students in alternative M.S.W. programs.

ACKNOWLEDGEMENTS

I am most grateful to Irwin Epstein, the Chairman of my doctoral committee, for his conceptual clarity, attention to detail, consistently helpful feedback and encouragement. He never gave up on me when I had, and provide the focus and structure that helped bring this process to a timely and successful conclusion. To Robert Salmon, former Director of the One-Year Residence Program and Associate Dean of the School, my sincere appreciation for sound judgment and constructive suggestions on programmatic issues, careful review of drafts, and much-needed personal perspective. Simon Slavin offered important questions and comments that helped develop the project's broader implications and stretched my thinking on educational policy and administration.

Dean Harold Lewis provided the support and approval from the project's inception that enabled its smooth implementation. Like the members of my committee and the School of Social Work doctoral faculty, he represents the integrity, vision and commitment that will forever inspire.

Elizabeth Dane, David Feldstein and Malka Sternberg, faculty members who served as project faculty advisors, gave unstintingly of their time, effort and interest and showed by example what excellence is.

To my friend, office-mate and the Director of the One-Year Residence Program Martha Haffey, heartfelt thanks for being there every step of the way, sharing ideas and thoughts that provided perspective and helped me forge ahead.

To faculty members Eleanor Bromberg, Florence Vigilante, Elizabeth Dane and Paul Kurzman for ongoing support and friendship, and to Michael J. Smith for expert assistance in negotiating the computer, my deepest appreciation.

Many thanks to Elizabeth Landing, Administrator for Admissions and Student Records, and Constance Goldbeck, Administrative Assistant, who spent many hours helping develop study statistics. A salute to Elizabeth Addis and Ina Salzman for expert typing services, and to Estelle Rosen, Linda Davidson Hartig and the Lenox Hill Coffee Shop for providing respites in which I did some of my best work.

Finally, love and affection to One-Year Residence Program students whose challenge inspired the project, and my husband Larry and sons, Michael and Danny, who made me happy to come home again.

TABLE OF CONTENTS

ABSTRACT.....	iv
ACKNOWLEDGEMENT.....	vi
Chapter	
I. PROBLEM STATEMENT AND LITERATURE REVIEW.....	1
The Growth of Part-Time Programs: Organizational Survival and Access to New Student Constituencies.....	1
Program Quality: The Need For Faculty Advising for Part-Time M.S.W. Degree Students.....	2
Faculty Advising for One-Year Residence Program Students: Program Limitations and the Need for Change.....	6
Part-Time Program Characteristics: The Hunter One-Year Residence Program.....	8
The Standard Faculty Advising Program: Time Frame I and Time Frame II.....	13
Identification of Problems and Needs: TFI.....	15
Identification of Problems and Needs: TFII.....	18
Innovations in Faculty Advising: The OYRP Demonstration Project.....	21
The Faculty Advising Function in Social Work Education.....	23
On Roles and Functions.....	26
On Advising as Central or Peripheral, Residual or Institutional.....	30
Faculty Advising in Part-Time M.S.W. Degree Programs.....	36
The Metropolitan Picture: Faculty Advising Patterns and Issues.....	38
On Being a Student: The Impact of Work Experience and Agency Identity on Student Learning.....	42
II. PROGRAM DESIGN AND RESEARCH METHODOLOGY.....	58
Program Goals and Objectives.....	59
Time Frame I.....	59
Time Frame II.....	62
Program Design.....	63
Time Frame I.....	63
Time Frame II.....	66

Project Overview: Goals and Objectives.....	69
The Implementation Plan.....	71
The Acquisition of Resources: Approvals and Personnel.....	72
Phases of Activity in the Implementation Plan..	77
Research Design and Methodology.....	78
Scope and Design.....	78
Target Population and Sample Selection.....	80
A Profile of Part-Time Students in the OYRP Advising Project.....	86
Instrument Development and Administration: Objectives and Timetable.....	90
 III. INNOVATIONS IN FACULTY ADVISING FOR PART-TIME WORK- STUDY STUDENTS: PROGRAM DESCRIPTION AND ASSESSMENT.....	 102
The Innovative Faculty Advising Program.....	102
Time Frame I.....	102
Time Frame II.....	110
Student Evaluation of the Faculty Advising Project.....	121
OYRP Time Frame Structure and the Regular Advising Program.....	122
A Comparison of TFI Students' Perceptions of Innovative and Regular Advising and Connection to the School.....	128
A Comparison of TFII Students' Perceptions of Innovative and Regular Advising and Connection to the School.....	146
Advisors' Evaluation of the Faculty Advising Project.....	161
 IV. OYRP STUDENTS' VIEWS OF THE PART-TIME WORK-STUDY EDUCATIONAL EXPERIENCE: ROLE RELATIONSHIPS, OBSTACLES AND SUPPORTS.....	 178
An Exploration of OYRP Student/Employee Role Relationships.....	178
Role Theory.....	178
On Role Identification: Issues and Findings...	181
On Role Strain: Findings on Students' Perception of Conflict and Overload.....	191
On the Benefits of Role Accumulation: Findings on Reciprocal Enhancement of Student/Employee Role Performance.....	201

Students' Perceptions of Supports and Obstructions To Professional Education.....	205
Students' Perceptions of the Limits to Adequate Class and Field Performance.....	207
Students' Perceptions of the Supports to Adequate Class and Field Performance.....	215
V. ONE-YEAR RESIDENCE PROGRAM STUDENTS' VIEWS OF FACULTY ADVISING: THEORETICAL ISSUES AND EMPIRICAL FINDINGS..	231
The Faculty Advisor as Integrative Teacher.....	232
What Advisors Do: The Perceptions of TFI Students.....	236
What Advisors Do: The Perceptions of TFI Students.....	245
VI. CONCLUSIONS AND RECOMMENDATIONS.....	255
On Student and Faculty Satisfaction with the Project Design.....	255
On the Limits and Limitations of Faculty Advising Advising.....	261
On the Perception and Definition of Advising Roles and Functions.....	265
The Study of Variables Enhancing the Integrative Function.....	266
The Advisor as Facilitator of the Educational Experience: Organizational Issues and Constraints.....	268
On the Implications of Employment-Based Learning for Professional Social Work Education.....	273

APPENDICES

1. Tables 1 - 5 on Age, Race, Sex and Method Composition of Project and Contrast Group Samples and TFI and TFI1 Classes.....	277
2. Instruments to Prepare for the Advising Process.....	283
3. Instruments to Define the Advising Process and Advising Functions.....	294
4. Interview Guide to Explore Advisors' Views of Project Innovations.....	301
5. Evaluation Questionnaire for Project Students.....	304
6. Guide for Group Feedback Sessions.....	321
7. Evaluation Questionnaire for Contrast Group Students.....	323
8. Interview Guide for Metropolitan Schools of Social Work on Faculty Advising for Part-Time Degree Students.....	342
BIBLIOGRAPHY.....	344

LIST OF TABLES

1. Comparison of TFI Sample and TFI Advising Groups by Major Method.....	85
2. Advisor's Ranking of Priority Role Behavior Activities In Group Advising Meetings.....	117
3. Advisors' Reports of In-Person and Telephone Contacts With Students, Agency Personnel and Other Faculty....	119
4. TFI Students' Perceptions of the Most Useful Advising Formats.....	130
5. TFI Students' Perceptions of the Most Important Sources of Information.....	132
6. TFI Students' Perceptions of the Faculty Advisor's Availability.....	134
7. TFI Students' Perceptions of the Faculty Advisor's Knowledge.....	135
8. TFI Student's Overall Satisfaction with Advising and View of Inconvenience of Innovative and Regular Advising Programs.....	136
9. TFI Students' Interaction With Other OYRP Students.....	139
10. TFI Students' Perceptions of Second Class Citizenship and Isolation.....	140
11. TFI Students' Positive Identification with the School..	142
12. TFI Students' Views of the School's Responsiveness to OYRP Needs.....	143
13. TFI Students' Perceptions of the Most Useful Advising Formats.....	146
14. TFI Students' Major Sources of Information.....	148
15. TFI Students' Perceptions of the Faculty Advisor's Availability.....	150
16. TFI Students' Satisfaction with Faculty Advising.....	152

17.	TFII Students' Familiarity with Other OYRP Students....	153
18.	TFII Students' Perceptions of Second Class Citizenship and Isolation.....	154
19.	TFII Students' Positive Identification With The School.....	157
20.	TFII Students' Views of the School's Responsiveness to OYRP Needs.....	158
21.	TFII Students' Perceptions of Agency or Student Identification, by Agency Position.....	188
22.	TFI Project and Contrast Group Students' Perceptions of Agency Limitations and Student Risk-Taking.....	194
23.	TFI Project and Contrast Group Students' Perceptions of Agency Workload.....	196
24.	TFI Project and Contrast Group Students' Perceptions of the Effect of Time Constraints on School and Agency Expectations.....	196
25.	TFII Project and Contrast Group Students' Perceptions of the Positive Effect of Studenthood on Agency Job Performance.....	203
26.	A Summary of TFI Students' Views of Factors Limiting Educational Performance.....	209
27.	A Summary of TFII Students' Views of Factors Limiting Educational Performance.....	212
28.	TFI Project and Contrast Group Students' Perceptions of the Faculty Advisor as a Support.....	217
29.	TFI Project and Contrast Group Students' Perceptions of the Support of Agency Administrators/Directors...	218
30.	TFI Project and Contrast Group Students' Perceptions of the Support of Agency Supervisors.....	219
31.	Variables Providing Somewhat or Very Much Support in the M.S.W. Program, as Perceived by the Majority of TFII Students in the Study Population.....	223

32.	TFI Students' Perceptions of the Advisor's Involvement in Integrative/Teaching and Role Modeling Activities.....	237
33.	TFI Students' Perceptions of the Advisor's Involvement in Counseling and Systems Negotiation.....	241
34.	TFI Students' Perceptions of the Advisor's Involvement in Educational Monitoring Activities.....	243
35.	TFII Students' Perceptions of the Advisor's Involvement in Integrative Teaching and Role Modeling Activities.....	246
36.	TFII Students' Perceptions of the Advisor's Involvement in Information-Provision Activities.....	249
37.	TFII Students' Perceptions of Advisors' Involvement in Supportive/Counseling, Problem-Solving and Systems Negotiation.....	250
38.	TFII Students' Perceptions of Advisors' Involvement in Educational Monitoring Activities.....	252

FIGURES

1.	Conceptualization of Advising Patterns by Structure, Position and Content.....	32
----	--	----

CHAPTER I

PROBLEM STATEMENT AND LITERATURE REVIEW

The Growth of Part-Time Programs: Organizational Survival and Access to New Student Constituencies

Part-time M.S.W. students and part-time alternative pathways to the Master of Social Work degree represent a "growth area" in social work education, and a response to changing economic and demographic conditions. From 1972 to 1977, enrollment in part-time M.S.W. programs increased 112% from 14 to 22%, as compared to 9% in the number of full-time students in the same period. As documented in a 1979 survey by Frumkin and Grigsby, over ninety percent of the schools of social work in the nation have operative part-time M.S.W. degree programs or programs in the planning stages of development. The majority of these programs have emerged within the last ten years.

The decline in the pool of younger students and public scholarship support has motivated the development within higher education of educational alternatives to meet the needs of a growing adult student constituency. Within professional social work education, the emergence of the part-time alternative reflects both organizational survival and community service concerns. Part-time professional degree programs alter the length and structure of the full-time two-year design and provide new opportunities for advanced education to workers, minorities, and others whose family,

career, and financial responsibilities limit their access to standard day-time programs. ⁵ Paying their own way, adult students in part-time programs help bolster the sagging enrollment and income of hard-pressed universities and professional schools whose full-time student population is on the decline. As a result, part-time programs have gained acceptance as necessary and important components of professional social work education.

Program Quality: The Need for Faculty Advising for
Part-Time M.S.W. Degree Students

The literature on part-time M.S.W. degree programs although relatively sparse and generally descriptive in nature, ⁶ has begun to identify organizational issues and problems that need to be addressed if part-time programs are to fulfill their educational promise. Although schools of social work have begun to recognize the importance to institutional survival of new programs that alter the length and format of the traditional two-year plan, ⁷ there has been resistance to accepting them as equals in the educational hierarchy and providing them with sufficient resources to maintain quality. Thus, the "resource starvation" and peripheral position of part-time programs in both higher and professional education have ⁸ long been of concern as have the related issues of program standards and quality.

Guzzetta has linked the questions of program quality and organizational marginality to the struggle for organizational control, pointing to the "shifts in power (in schools of social work) which inevitably would follow dramatic changes in accepted patterns."⁹ Frumkin, arguing that "schools of social work -- are delivering alternative programs that are at least of equal quality to their regular counterparts," nevertheless calls for constant vigilance with respect to quality and standards for part-time programs. The big issue, in his view, is "whether schools have a commitment to quality alternative education or whether their primary interest is survival in a period of scarce resources and domain incursion."¹⁰

Echoing this concern for the maintenance and enhancement of quality, other writers have developed criteria for necessary program inputs, including adequate faculty, field and library resources; student and faculty diversity, curriculum choice, opportunities for socialization,¹¹ and program evaluation.

To gain acceptance and reduce opposition from full-time program faculty, part-time programs have attempted to demonstrate their identification with standard M.S.W. requirements and their ability to produce graduates comparable to those prepared in full-time two-year programs.¹² This effort, while strategically important to assure program survival, has tended to divert attention from critical analysis of the differential needs of part-time students and the adaptation of educational structures necessary to meet them.

Only recently has recognition of the special needs of part-time adult learners begun to emerge, calling into question conventional assumptions re: resource allocation and the applicability of traditional educational patterns.

In this regard, the importance of the faculty advising function for part-time students has been identified¹³ as has the question of how to connect part-time students to the school and its educational processes, and retain them through extended program phases to the point of degree completion.

The faculty advisor in professional social work education typically performs a liaison function between students and field-work agencies, and ideally helps students integrate practical and theoretical knowledge from class and field experience. They provide information and counsel on a range of educational issues and problems, and are available as needed between scheduled contacts.

Initially, the faculty advising component in part-time programs was sparsely developed, on the assumption that students attending evening classes did not require extensive resources for formally structured advice and information. As the experience with part-time students and programs has grown, however, it has become clear that more, not less, may be required.¹⁴ The isolation and disconnection of part-time students from school processes and informal information networks has become apparent, creating the necessity for part-time program faculty advisors who are readily available

and accessible to part-time students, and who have adequate knowledge of educational options and requirements as well as the "ins" and "outs" of the educational institution itself.

Furthermore, the opportunity to interact with faculty and students and participate in school and professional activities are considered important elements in the development of a feeling of connection to and satisfaction with the educational institution and its processes -- perhaps equal in importance to direct instructional activities. In this regard, the time-extended nature of part-time programs (they typically require three or more years to complete); the infrequent and limited contact of part-time students with faculty and each other (course-work is usually in the evening and, in some programs, at off-campus sites); the heavy reliance of part-time programs on adjunct or part-time faculty (they tend not to be familiar with or especially committed to the educational institution they serve), and the shorter "residence" requirement (full-time, day-time status) for part-time students may limit the frequency and intensity of interaction required.

As a practical matter, the multiple family, work and school responsibilities of part-time adult students create demand levels that severely limit their access to school activities and resources. At the same time, it is recognized that school resources, for the reasons previously discussed, tend to be organized to meet full-time rather than part-time students' needs. The inadequacy of library hours and circulation materials, for example, as well as the

scheduling of special activities and programs during the day only, mentioned in the literature, ¹⁵ appear to be chronic problems for part-time students. This lack of articulation between part-time students' requirements and the conventional operation of professional schools of social work can create feelings of dissatisfaction and low status among part-time students, and impede the development of positive attitudes toward both the institution and the educational experience.

Faculty Advising for One-Year Residence Program Students:
Program Limitations and the Need for Change

As the above discussion indicates, there is growing recognition of some of the special problems in educating part-time students and connecting them -- physically and attitudinally -- to school and the professional learning experience. There is also a beginning awareness of the need for selective differentiation of educational methods and structures to meet part-time students' needs. However, few efforts have been made to systematically study part-time programs or students' experience and, on the basis of empirical data, develop educational and organizational innovations to improve them.

Thus, it is the intent of this study to report on the design, implementation and evaluation of specific innovations in the faculty advising structure for One-Year Residence Program students at the Hunter College School of Social Work. The purpose of the innovations

was two-fold:

1. to improve the quality of the part-time program and students' educational experience through a demonstration project implementing adjustments in the faculty advising structure to better meet students' identified needs.
2. using the Project as a vehicle, to gain insight into the nature of the faculty advising function for part-time work-study students, and empirical data on students' perceptions of the factors impinging on their professional educational experience.

The focus on faculty advising was based on the perceived importance of the faculty advising function in part-time programs, and its potential for ameliorating the isolation and disconnection endemic to part-time students and programs. In addition, specific problems have been identified by faculty and students with respect to the part-time advising structures currently operant in the OYR Program. These problems not only lend themselves to specific solution and evaluation, but also provide an opportunity to examine the special needs, characteristics and perceptions of a given part-time population and the activities of faculty advisors in relation to them.

Let us turn to a delineation of these problems in order to more fully portray the specific needs the project innovations will attempt to address. But first, a brief description of the OYRP as it relates to general part-time program characteristics.

Part-Time Characteristics: The Hunter One-Year
Residence Program

Although part-time M.S.W. degree programs reflect a variety of educational patterns and characteristics, analysis of Council on Social Work Education data revealed the following commonalities in program structure: 1) extension of first year course and/or field work requirements over a two-year period or longer; 2) the second year of course and field work requirements in one full-time year (the residence year); and 3) extended, concurrent, block on individualized fieldwork arrangements in school-sponsored field work placements.

The recent Frumkin survey of part-time programs found that course requirements in the majority of programs were completed over a five-year period or longer, and degree requirements were the same for both part-time and full-time students. In most schools, a one-year residency requirement for full-time status was in force, and two field work placements in concurrent or block form were the norm. Prior work experience was required in only a small number of the schools surveyed, although "work-study" field placement arrangements at

the students' place of employment appeared to be an available option. In what was defined as the 'modal alternative program,' the average number of part-time program graduates per year was twenty-four.¹⁷ As to student characteristics, the typical part-time student was older, white and female. In general, minority and male¹⁸ enrollment were low.

Within this context, the Hunter OYR Program exhibits similarities to and differences from other part-time alternatives. Like other programs, the OYRP maintains the same standards and requirements for the M.S.W. degree as the full-time program; combines part-time and full-time phases in its educational format, and requires one year residence or full-time study. The Program differs substantially from other part-time structures in longevity, size, student body composition, completion time, field work requirements, and the work-study practicum arrangement.

Unlike the majority of recently developed part-time programs, the OYRP has been in existence over ten years. Initiated in 1971 with the full support of the Dean and senior faculty, the Program was designed to promote access to professional education to BA-level practitioners in the social services, especially minorities and men, unable to attend school on a full-time basis. The part-time innovation also compensated for the sudden withdrawal of agency-sponsored educational leaves and government stipends, and the resulting loss

of tuition and enrollment from such sources.

Larger than most part-time programs, the OYRP has admitted between 95 and 105 students per year, includes approximately 250 students in all program phases, and has consistently graduated over 100 students a year. In composition, the Program has been able to meet its objective of providing access to minorities and men. Over 30% of entering classes have been Black and Hispanic; approximately one-third have been men.

The time for completion of degree requirements has also varied from the modal pattern previously described. Although OYRP students, like their full-time counterparts, may take up to five years to complete the degree, program data indicate that the vast majority of students earn the M.S.W. in two and one-half to three years.

One of the reasons for students' relatively rapid completion of the program is the reduction of the fieldwork practicum from 1200 to 800 hours. This reduction is based on the requirement that students entering the Program have substantial previous work experience (at least two years of full-time paid experience as a social worker in a social service agency), enabling them to accelerate field work learning and meet performance objectives in one year (two semesters) of field work, four days a week rather than the more typical pattern of two years, three days a week.

Although the Frumkin survey indicated that field work credits may be earned at the student's place of employment, work-study arrange-

ments have been a distinct minority in the part-time program field. In contrast, the work-study feature has been central to Hunter's Program since its beginning, and is largely responsible for its student body diversity. Whereas most part-time programs require students to complete field work requirements as volunteers at agencies the School selects (as per the two-year full-time model), the Hunter OYRP enables students to remain paid employees throughout all Program phases and complete the field practicum in the context of the employment setting. This structure has made it possible for social service workers who could not afford to be unemployed for two years of full-time study - for family financial or career reasons -- to return to school for the professional M.S.W. degree. With financial barriers to professional education thus removed, substantial numbers of minority group members and men have been able to enter and complete the Program.

The work-study structure has also made the employing agency a direct partner in the education of its employee-student. From the School's perspective, the agency's cooperation in developing an educationally sound field placement must be obtained at admissions, so that students, once enrolled in the Program, are assured a practicum acceptable to the school and feasible within the agency system. Thus, agencies whose employees meet admissions standards are requested to indicate their willingness and ability to meet the school's field placement requirements. They include the

provision of an experienced M.S.W. supervisor with whom the student/employee has not had a prior supervisory relationship, substantial change in work assignments to allow for new learning experiences, reduction in overall workload responsibilities, and one day a week to attend classes.

The Hunter OYRP, similar to most part-time programs, combines both part-time and full-time periods of study. Up to 30 credits may be taken on a part-time basis through evening courses. In the year of residence or full-time status, the supervised field work practicum as outlined above, and method and other required courses are completed on a full-time day-student basis.

Specifically, the Program is organized into three Time Frames. During Time Frame I (hereafter called TFI), students take approximately four three-credit courses in two semesters, attending school one night a week. In Time Frame II (TFII), students are in the supervised field work practicum at their employing agencies four days a week for two semesters and earn 18 credits. The fifth day, students take three to four required and elective practice, policy, research and human behavior courses assemester. In TFIII, students return to school one semester as evening students and complete remaining courses for the 60 credit degree.

Both TFI and TFIII may be extended, enabling students to take courses at their own pace and slow the rate at which they complete degree requirements, if personal or agency circumstances so necessi-

tate. Program data indicate that 10-12 percent of students take this option. For the majority of students who follow the prescribed program, or the increasing number who enter with prior credits, however, it is possible to graduate in approximately two and one-half years. The offering of one course each summer has further facilitated students' relatively rapid movement through the Program.

The Standard Faculty Advising Program: Time Frame I and Time Frame II

In the early years of the One-Year Residence Program, only informal student-initiated advising was available to students in TFI, the part-time phase. It was, as Dr. Robert Salmon, Associate Dean of the School and former Director of the Program, dubbed it, "seat-of-the-pants" advising, limited in scope and crisis-oriented. Eventually, this method was replaced by the assignment of the total entering class to three faculty, with an advising load of approximately thirty-three TFI students each. Finding such individualized advising overwhelming, given the amount of faculty resource available, Program administrators developed group advising methods to try to meet TFI students' needs in a more efficient way. With this method, still in operation, a modest advising agenda was devised for the three group meetings held per semester by each advisor. The purpose of the sessions was to provide up-to-date, ongoing information on courses, schedules and School requirements, and to

help students plan for the field work year. Problems in students' classroom performance, agency field work sponsorship or TFI field practicum arrangements were identified for individual follow-up. Individual contacts were kept to a minimum, however, as the attempt was made to provide students information and advice in the group setting.

During the Residence Year or TFI, when students have both day-time classes and the supervised field practicum, it was assumed that more frequent student-faculty interaction and the integration of class and field content occurred. Thus viewed as the capstone of the educational process and the critical period for professional and institutional acculturation, it was initially the only phase of the Program to receive substantial faculty advising resources. OYRP students, like full-time Two-Year students, were assigned individual faculty advisors at the beginning of the field work year. Following the initiation of contact by the faculty advisor and periodic meetings during the semester, it was understood that advisors were available to both the student and the field work instructor on an "as needed" basis. Typical advising roles included monitoring field work assignments and students' learning progress, review of student records, consultation to the agency field instructor, assignment of the final fieldwork grade, and "trouble-shooting" and problem-solving as needed.

In sum, a special group advising structure with limited objectives and faculty resources evolved over time for TFI, while TFI students were exposed to the standard advising system available for full-time students. The need for change resulted from the following identified problems:

Identification of Problems and Needs: TFI

In TFI, group advisement sessions were scheduled from 5:00 to 6:00 p.m., ostensibly to fit between the end of the students' work day and the beginning of evening classes. However, unless students were able to leave work early, both travel and work responsibilities tended to limit the extent to which all students were able to attend the sessions and/or be on time. The result was that, for many students, important Program information and advice was missed, as was the opportunity to ask questions and hear other students' concerns. Structurally, a residual system of individual advising was developed to pick up the slack. This system was not only too time-consuming for the limited faculty resources available; it was also felt that such individual advisor-student contact could not duplicate the benefits to TFI students of institutionalized group interaction and participation.

TFI students were perceived to be minimally connected to the School and other students, due to their time constraints as workers and limited contact with the Program outside of the few

hours a week spent in class. Rushing to and from the School after work, they were viewed as marginally attached to the School community and divorced from the intellectual and social stimulation resulting from interaction with peers and faculty. Thus, for TFI students, group rather than individual advising was viewed as preferable, for educational as well as organizational reasons.

In addition, School faculty and Program administrators found that, in the absence of attending scheduled group advisement, TFI students sought Program information and advice from evening course instructors with whom they had most frequent contact. Usually adjunct instructors unfamiliar with both the School and the OYR Program, these instructors were not able to respond accurately to students' questions or relate to their concerns. As a result, students were increasingly angry and frustrated, according to feedback from both students and evening faculty, and perceived faculty's lack of familiarity with Program information as lack of School concern for their needs. The self-view of OYRP students as "Second Class Citizens" in a less-favored, less-responsive Program, noted in previous surveys of OYR students' attitudes, was thereby heightened.²¹ In addition, valuable class time was lost to advising-related questions and, it was speculated, created a negative learning environment with implications for students' connection to the School and the professional learning experience.

Finally, program monitoring information collected over the last few years indicated that, for OYRP students, the TFI part-time phase of the Program was extremely important to student retention. The majority of withdrawals and leaves-of-absence from the Program occurred in TFI, and half of all students who took leaves in TFI in the years studied did not return to complete the degree. Thus, the leave-of-absence appeared to be an informal route to withdrawal from the School. Once students reached TFII, they tended to remain to complete degree requirements. This information turned attention to the importance of the TFI period, and the potential role of faculty advising in providing supports to help students remain in School.

In summary, the standard TFI advising structure was not readily accessible to part-time evening students when and where they needed it. Large-scale, infrequent and impersonal, its primary focus on information-provision and preparation for TFII did not permit discussion of broader issues affecting students' comfort with the return to School and the demands of professional education. As a result, the advisor was not effectively used as a support to students during the TFI period in which dropping-out of the Program tended to occur. Conversely, students attempted to use the faculty with whom they were most in contact -- evening adjunct instructors -- to discuss their concerns and get answers to their questions, with frustrating results for both parties.

Identification of Problems and Needs: Time Frame II

In TFII, the problem with the conventional advising structure discussed above was that it was not attuned to the timing and content of OYRP students' learning patterns and needs. Unlike full-time students, OYRP students have only one year of supervised field work in which to achieve the level of professional knowledge, value and skill expected of School graduates. As a result, TFII has been an intense, pressured period in which the student's ability to maximize learning opportunities and move in quickly to the educational experience was key. It often was difficult, however, for OYRP students to accept the role of student and successfully integrate it with ongoing employee tasks and demands. Although field work plans negotiated with the agency in TFI attempted to set the stage for the student-employee's new roles and tasks, and clarify authority relationships, job reduction and new student assignments; the execution of the plans in TFII often surfaced conflicts in demands and expectations, with negative implications for professional learning.

Some colleagues appeared to resent their co-worker's special student status and treatment. Some agencies were reluctant to change assignments, or renege on workload reduction, as originally agreed with the School. Advisors often found, after the fact, that the components of the School-agency field work agreement had imperceptibly changed, but in many cases were not recognized or re-negotiated until a crisis affecting the student's educational

performance occurred. By that time, much of the first semester of TFII was gone, and the opportunity for student engagement in the learning process was truncated, if not seriously damaged.

In order to cope with these problems and maximize the learning of professional roles and skills in one year of fieldwork versus two, it was thought that TFII students required ready facilitation of the educational experience early in the Fall semester. The conventional advising structure did not respond to this urgency or anticipate these problems. The general faculty who were assigned to advise TFII students were not familiar with students' prior field work arrangements, or cognizant of the importance of early monitoring of the educational agreement. They tended to initiate contact with OYRP students and agencies around mid-semester as they would their Two-Year Program advisees.

In addition, advisors often scheduled meetings with their advisees at times set aside for this purpose on School-wide "Common Days," the five days a year established for curriculum enrichment programs and School governance activities. Since OYRP students have not been expected to attend Common Days because of work obligations, and advisors have not systematically reached out to OYRP advisees on their one day a week at School, a structured system for contact with OYRP students has been lacking.

Thus, a Two-Year Program model was applied to OYRP students, resulting in the loss of time and educational benefit to OYRP students

in the crucial Fall field work semester, and often, the too-late emergence and handling of field work problems that might have been resolved at an earlier point with less negative impact on the educational experience.

Beyond this, TFII was the phase of the OYRP in which it was assumed that students began to feel a part of and identified with the School and professional learning. Daytime classes were viewed as offering both time and opportunity for the interaction and participation that facilitate this process. The combination of coursework and supervised field work were presumed to be the crucible for the integration of learning. However, little was known about how experienced part-time students perceived their graduate educational experience. Were faculty assumptions about differences in interaction and integration between the part-time and full-time phases of the Program correct? How do students view the impact of the employee role, and the demands of time, work and family on their educational pursuits? What supports and constraints do they perceive? There was a need to begin to explore OYRP students' perspectives, and to learn more about how faculty advising might play a helpful role in part-time alternative education programs.

Innovations in Faculty Advising: The OYRP Demonstration Project

Based on the needs previously identified, a demonstration project was designed and implemented with the following primary goals:

1. to create faculty advising structures that more adequately fit the patterns and needs of mature employed part-time M.S.W. degree students, and thus enhance their professional educational experience.
2. to explore aspects of OYRP students' experience, in particular their perceptions of their roles as employees and students, and the nature of the supports and obstacles affecting their pursuit of professional education.
3. to describe empirically faculty advising activities as implemented in the Project and perceived by both advisors and students.

The innovations designed and implemented conformed to the problems and needs identified in the part-time (TFI) and full-time (TFII) phases of the OYR Program. To adapt advising structures to the needs and patterns of TFI students, the advising function was incorporated into the classroom instructor's role in a required social policy course offered in the evening during the Fall 1981 semester. Frequency of contact thus assured, information and advice were available to students when they needed it, and where they most

frequently intersected with the School during the first semester of TFI. An advising curriculum was developed that attempted to relate to the educational needs and concerns of TFI students as they were understood and became known.

In TFII, selected students remained with their TFI advisors to maintain continuity in faculty advising between the periods in which field work arrangements were planned (TFI) and executed (TFII). Advisors knowledgeable about both students and agencies were available for intervention early in the Fall semester of TFII, a period believed important for students' engagement in the learning process, and frequently characterized by multiple role demands and disruptions in field work arrangements. A group advising curriculum was developed, focusing on the needs and concerns of work-study students and their engagement in the professional learning process. Designed to facilitate contact in accord with TFII students' schedules, meetings were organized on students' days in school, as opposed to school-wide Common Days - available but largely inaccessible to OYRP students due to work obligations.

Throughout the term in which the advising innovations were implemented, the three faculty advisors involved (one in TFI, two in TFII) documented the type and quantity of advising activities engaged in with students, individually and in the context of the group. They also responded to an end-of-term individual interview on the nature of their experiences and the advantages and disadvantages of the advising innovations as they perceived them. An

end-of-term questionnaire was provided both to students participating in the Advising Project and to a sample of TFI and TFII students receiving the standard advising program for their respective time frames. Through this instrument, comparative data on students' satisfaction with faculty advising, their views of faculty advising activities, and perceptions of selected factors impinging on their educational experience were gathered.

A more detailed description of the plan for the design, implementation and evaluation of the Innovative Faculty Advising Project will be presented in Chapter II. First, the related literature on the faculty advising function in social work education will be reviewed for perspective on the conceptual issues to be explored in this Project. Information from administrators of metropolitan-area Part-Time M.S.W. Degree Programs on faculty advising patterns and issues will provide current data on the local state of the art. Finally, the literature on professional socialization and role acquisition will be explored as it relates to the engagement of experienced workers as students in the professional learning process.

The Faculty Advising Function in Social Work Education

In a widely accepted definition, Finestone defines faculty advising as "all faculty activities, except direct academic or field instruction, by which students are assisted to achieve goals of professional social work education..."²²

This definition, which locates advising in the educational arena by specifying what it is not, but alludes to the breadth and all-encompassing nature of what it is, provides some insight into the elusive, enigmatic quality of the advising function in social work education.

Practically speaking, advising is and has been an integral part of social work education since its emergence as a formal university-based system. Faculty routinely perform it, and often perceive it as a "bottomless pit" of knotty problems, lacking in rewards commensurate with the effort required. Schools widely provide it, assign faculty workload credit for it, and justify its substantial cost as a quasi-teaching activity. To students, it is a "sometime thing," of great impact to many, perfunctory or non-existent to others.

Given its position as a traditional and universal component of social work education, the palpable activity surrounding it and the substantial investment it has commanded, it is somewhat remarkable that faculty advising has received so little attention in the professional literature, and remains largely undefined, unevaluated, and unstudied. According to Sites,²³ "the entire published literature on advising indigenous to social work education appears to consist of no more than fourteen items...more than half of it... in the last ten years." This writer's search of social work and social science journals yielded no publications since 1977, and a

higher proportion of unpublished to published articles or books in the mid-60's to mid-70's, a period in which advising issues appeared to command some scholarly attention.

Directly related to the lack of literature and empirical study is the absence of accountability mechanisms to determine the outcomes of advising relative to its costs in faculty time and effort. To explain this lack of evaluation and accountability, Sites points to "the limited agreement on a definition of advising" and confusion about functions and roles.²⁴ Getzel and Rosenbloom attribute similar factors, noting the lack of clear-cut expectations about the outcome of advisement; the ambiguous position of advisement in the educational system and lack of clarity about the advisor's role.²⁵ Like blind men describing an elephant, the field exhibits consensus on the size and scope of advising, but little agreement on its shape or direction.

There is little doubt, however, that faculty advising serves functions and meets needs that bridge the academic and practice-based foundations of social work education. Amorphous though it may be, were faculty advising not to exist, it would of necessity, be invented.

But what form would it take? And how do the discussions of advising in the literature compare with reality? It is to a discussion of the conceptual formulations of advising and their fit with empirical data on its operationalization that we now turn. Two central issues pursued in the literature, the purpose of advising

and its importance in the educational development of professional M.S.W. students, will form the basis of this discussion as they relate to Project concerns.

On Roles and Function

Sites attributes much of the definitional confusion about faculty advising to a lack of clarity on the distinction between advising functions and advising roles. In his view, the literature suggests four functions, about which there appears to be widespread agreement only on the first. These functions are "facilitating learning, integrating learning, maintaining educational standards, and raising agency standards of practice."²⁶ To carry out these functions, advisors perform seven specific behaviors or roles: "teacher, evaluator, counselor, exemplar, administrator, advocate and learner."²⁷ In a study conducted at the University of Pittsburgh, however, Sites found that the integrative function and teaching role, omnipresent in the literature, were among the least important as perceived by both faculty and students surveyed. There were also significant differences between the amount of time faculty devoted to advising and the amount of time students perceived.

Ranked most important by students were the roles of learner, counselor, exemplar, administrator and evaluator, in that order. Although faculty considered the roles of exemplar and administrator more important than did students, they concurred in ranking advocate and teacher in last place.²⁸

Getzel and Rosenbloom found similar disparities between the conceptual definition of advising and what appears to be operationalized and valued. Viewing advising as the structure provided by the school "to assist (students) in bridging...the school embedded in the University and the agency linked to the broader community," they assert a dual focus on student and field agency, and multiple functions related to facilitation, integration, and the maintenance of educational quality:

The focus of Faculty Advisement is on supporting the student's educational progress in integrating his personal, academic and practice experience and concurrently on maintaining close collaboration and consultation with the field agency in which the student is placed. The intent is to assure an appropriate balance of class and field work experience while enhancing the quality of supervision he receives.²⁹

To respond to this mandate, they suggest five roles and a series of time-linked tasks as a guideline for faculty advisement, formally titled the "Integrative Seminar." These roles are "orientation, teaching (integration), consultation, evaluation, and administration."³⁰ Their research too, however, in the form of students' evaluation of their advisors' helpfulness in performing these roles, showed lower ratings for teaching-related tasks and higher ratings for "as needed" availability, responsiveness to students' needs, and help in problem-solving.³¹ Their findings thus highlight the importance of a counseling role which in their own formulation, appears to be subsumed under other advising tasks.

Drawing the elephant yet another way, Finestone categorizes the three components of advising as 1. "general educational advising aimed at supporting the students' educational experience as a whole," 2. academic advising, focusing on academic program-planning and students' academic performance, and 3. field work advising, including field work planning and student performance evaluation.³² Projecting possible roles and tasks within each component, Finestone raises questions about the appropriate scope and boundary limits for the advisor as they relate to the functions of the classroom teacher, field instructor and the school's field work department.

Yelaja, using Finestone's tripartite formulation of advising responsibilities, asserts both educational and personal development goals for the advising function. Terming it "student" rather than "faculty" advising, he defines its goal as providing "...an emotional and intellectual learning experience which will assist the student to mobilize himself for learning." Describing almost godlike qualities, Yelaja sees the advisor as the link between the student, the school and the profession; the mediator of conflict between the student and his learning environment, an advocate to the students' clients, the student's friend, philosopher, guide³³ and a "protector of students' rights and freedoms."

Lowy, Bloksberg and Walberg, in a study of the way schools' curriculum structure promotes integration of learning, or a state of wholeness or unity, identify faculty-student advising as a major integrative device. They point out, however, that different schools have developed widely diverse advising patterns and that the field lacks clarity in the definition and description of advising roles and structures. Conceptualizing advising as an interactional "integrative element," they found, furthermore, that when empirically studied, neither advisors nor students perceived an integrative role. Citing the necessary conditions for the advising relationship to become an integrative device, they stated that:

...we have to identify the specific roles the faculty advisor ought to perform. For example, a faculty advisor performing an integrative function would have to have a comprehensive overall knowledge of the major concepts taught in the various sequences.³⁴

Thus, the literature -- slim and disparate though it may be -- reveals some consensus on the importance of advising in facilitating, enhancing and supporting the educational experience through a variety of roles, including systems-linkage and coordination, counseling and consultation, mediation and advocacy, monitoring and evaluation, and orienting and administering. The integrative function, in which the advisor helps student connect practice and theory or unify aspects of knowledge, skill, values and use of self, has received prominent attention but little empirical validation. Quality

assurance, through maintenance of educational standards and improvement of field settings and supervisory practices, has been mentioned in relation to the bridging role of the advisor vis-a-vis school and agency. As this discussion has shown, however, essential questions on roles and functions, the definition of boundaries, and the practice vs. theory of advising remain unanswered. As a result, specific goals, objectives and evaluations of effort, effectiveness and efficiency have yet to be made.

On Advising as Central or Peripheral, Residual or Institutional

Related to these questions on advising roles and functions is the issue of the place of advising in social work education. In this regard, Finestone conceptualizes three positions. In the first, advising is both peripheral in nature and residual in structure. Modeled after advising in higher education, it is "administratively facilitating," but lacking in continuity and intensity, based on the assumption that mature graduate students do not need such an assist to maximize their educational experience.

At the other extreme, advising is perceived as central to student learning. Through structured, frequent conferences, the advisor-student relationship, in itself, provides intellectual stimulation and enhances emotional growth. It is thus a central and institutionalized component of the total educational program.

As an intermediate position, advising is conceived as essential structured and regularized, but less ambitious in its emotional impact and integrative goals. Established to help students "administratively and through individualized educational counseling to make maximum use of learning opportunities and meet educational requirements," the provision of an independent multi-faceted learning experience is not its central focus, but may occur as a "secondary benefit."³⁵

As Finestone's categories indicate, there are a number of variables that differentiate the position of advising within the educational program (See Figure 1). Structurally, advising can be institutionalized and regularized for all students, or it can be residual, available only to some students "as needed." In the former system, advising may be initiated by either advisor or student, but contact is expected. In the latter, contact is not expected unless initiated by the individual student.

Substantively, particularly in the residual structure, advising may be administrative and technical, focusing on curriculum, field work and financial planning, performance evaluation, and crisis problem-solving. Facilitative of the educational program, its position is peripheral to the students' learning process.

In structures characterized by increasing routinization and institutionalization, the content of advising may include the former but is focused more directly on the individual students' growth and learning. Perceived as essential to learning, the substance

Figure 1

CONCEPTUALIZATION OF ADVISING PATTERNS BY
STRUCTURE, POSITION AND CONTENT

		<u>Structure</u>	
		<u>Residual</u>	<u>Institutional</u>
<u>Position and Content</u>			
<u>Peripheral to Learning Experience</u>			
	Facilitative (technical administration)	Latimer	
<u>Essential to Learning Experience</u>			
	Facilitative/supportive (administration, counseling, liaison))Rosenbloom, Stanton)Getzel and Rosenbloom)Sites
	Integrative (teaching)		
	Quality control		
<u>Central to Learning Experience</u>			
	Integrative/experiential (relationship)		Yelaja Levy

of advising may include 1. facilitating the educational process through administrative, liaison and counseling roles, 2. teaching, i.e., enhancing learning through attention to the problems of integration of class and field experience, and the relationship of the individual to the profession 3. maintaining program quality through attention to the field agency and educational standards, or a combination thereof.

As the advising relationship itself gains in importance, the substance of advising and its position in the educational hierarchy may be viewed as central to student learning, equal in importance to class and field teaching.

Using this framework as a guide, it is possible to identify the stance taken by various writers on the place of advising in professional education, and its appropriate focus and content. Yelaja, for example, adopting Finestone's second conceptualization, prescribed the widest range of roles and functions to the advisor and focused on the advisor-student relationship as a central component of learning. Levy too, viewing advising expansively and as more art than science, emphasized the advisor's diagnostic skills and "use of self" in his relationship with student, field instructor and field agency executive:

The faculty advisor does less advising than diagnosing. On the other hand, his role is hardly so passive as may be implied in the rather debilitated description of his assignment as "liaison" for student, school and field instruction agency, and hardly so active as may be expected of the classroom instructor or the field instructor. Active or passive, however, the faculty advisor has a vital part in professional education. The way in which he plays his role has considerable bearing on whether and how the student learns, and whether and how the classroom and field instructors teach. His influence on any of the three starring actors whom he presumably links, actually and symbolically, is less a matter of science than art for it flows less from his job description than from his differential and deliberate use of himself in his relationship with all three actors and with the social systems which they represent.³⁶

On the other extreme, Latimer challenges Yelaja's position that all students should be provided individualized and institutionalized faculty advising, and the range of services previously described. Asserting that advising ought to be regarded as a residual activity essential in some situations for some students but not all, she suggested that some advising roles might be universal; others, more selectively applied. Latimer also debunked the "go-between" advisor in pursuit of theory-practice integration: "Many students tell us annually that it simple doesn't work."³⁷

Taking intermediate positions are Rosenbloom et.al., Getzel and Rosenbloom, and Sites who view advising as a mix of administrative and integrative tasks, essential to student learning. The priority, however is clearly on the integrative function: "It is our contention,"

state Rosenbloom et.al., "that enabling the integrative process is, above all other functions, the most vital."³⁸ To maintain this focus, advisors must be familiar with current practice, field settings, and the fundamental components of the school's curriculum.³⁹ Rosenbloom et.al. also argue that "the hodgepodge of additional (advisory) functions," such as influencing and improving field placement opportunities, supplementing the field instructor's role, etc.,⁴⁰ should be removed so that the integrative focus remains primary.

As this categorization indicates, there is relative clarity in the conceptualizations of advising as either residual and peripheral or institutional and central. Their content and position are relatively clear. More ambiguous is the intermediate position, in which advising appears to be essential so long as its integrative function is primary. One might ask whether, in the absence of empirical evidence for the advisor's role in the integration of professional⁴¹ learning, conceptualizations that focus on facilitating learning should be viewed as essential to student learning or "demoted" to a more peripheral position in the educational structure. This question will have implications for Project findings on the role and function of faculty advising in the OYRP, and will be pursued further in the findings and recommendations of this study.

In sum, the literature on faculty advising reflects the existing lack of clarity in the field on the appropriate roles, functions and position of the faculty advisor in

social work education. As a result, accountability is limited. Although empirical studies are few, they indicate a gap between the theoretical emphasis on the advisor's function regarding integrating learning, and the actual focus of the advisor on facilitating learning through administrative counseling, liaison and other supportive roles. This presents an organizational problem for the social work school located in the university, whose rationale for the allocation of substantial resources and workload credit in this area is based on the definition of faculty advising as a quasi-teaching or integrative function. Will money and sanction for advising as an essential universal component of social work education remain if the teaching myth is laid bare? We will return to this issue in the last chapter of this study.

Faculty Advising in Part-time M.S.W. Degree Programs

There is no body of literature on faculty advising in part-time programs per se. Unpublished papers describing and evaluating individual programs, have highlighted the need for quality advising as an antidote to student isolation, enhancing student's educational planning, and addressing the special needs and complexities of their educational program. According to Nooe and Green, part-time students at the University of Tennessee in Chattanooga "expressed feeling isolated from the school" and emphasized "the need for an available and accessible advisor." Cohen,

viewing advising as a "critical facet of support services," asserts that advising is especially necessary for part-time students in view of their diverse situations. It "has the potential to minimize the surfelt of problems these studentsmmight experience as they progress through the program," he states, if they are not properly informed of course schedules, curriculum requirements and administrative procedures.⁴³

Gerhart, in an evaluation of the part-time program at Rutgers, discusses faculty advising in relation to the increased resources required: "It should be remembered that although a part-time student generates about one-half to one-third of the FTE's as compared to a full-time student, his advising needs, field consultation and other demands, may be equal to or greater than a full-time student." Identifying the need for individualized educational planning, complicated by the extension of students' programs over time, Gerhart also points out the greater resource necessary to assess and monitor work-study field work plans.⁴⁴ Echoing this refrain, York states that "placements taken in the employing agency often require more time for planning, clarifying roles and maintaining than those arranged outside the students' own agency."⁴⁵

Summing up these issues as they impact on overall program standards and quality, Nooe and Fauri developed a guide for part-time programs in which the importance of faculty advising in both educational and field work planning is noted:

For full-time quality professional education to take place, individual part-time study programs must be developed with advisors on a carefully structured basis...Part-time students need to know the total course of study and the options available to them at the time they enter the program. Advising part-time students may require more time and effort on the part of faculty members as well as more detailed knowledge of curriculum options. Likewise, development of quality field instruction opportunities for part-time study students may require additional effort.⁴⁶

In sum, faculty advising for part-time students has been viewed as largely administrative and facilitative, yet essential to the maintenance of educational quality due to students' isolation and the complexities of their educational programs. Although the question of advisors' integrative function has not been addressed, there is recognition of the necessity for increased advising resources in course and fieldwork planning and monitoring -- especially for work-study arrangements.

The Metropolitan Picture: Faculty Advising Patterns and Issues

A brief review of metropolitan New York City part-time programs indicates that, as in the Hunter OYRP, advising patterns differ⁴⁷ between the part-time and full-time program phases. In these other programs it was often the case that a faculty member, frequently from the Dean's Office or Admissions Department, was assigned to advise all students in the part-time phase. In this phase, most schools offered a combination of three to five large group meetings during the year

and "as needed" individual contact. Advising was also offered at semester course registrations.

Focusing primarily on course selection, program planning, and problem resolution, advising in this period intensified as students approached the field work year. At that point, in addition to assistance with field work and financial planning, some schools offered a semester-long seminar to orient students to the expectations of the field work year, and/or help bridge the gap between part-time courses and students' agency practice. Students' concerns about changing roles, from employee to students, were also part of the agenda.

Most schools identified their part-time programs as "feeder programs" for either the first year or second year in the Two-Year program (depending on whether the students were experienced workers and qualified for a reduced residency.) Thus, when students moved into the field work or residence phase of the program, they were perceived as full-time students and provided the same type of advising. Depending on the school and the year, advising varied in amount and intensity, but in general tended to conform to the intermediate category previously described, characterized by a combination of administrative and integrative objectives. One school also spoke of building early intervention and more-than-the-normal amount of advising into the field work year for those students in work-study as opposed to school-sponsored field placements.

Problems affecting part-time students, as perceived by advisors and program administrators, included isolation and disconnection from the School, due to the extension of courses over time, lack of frequent contact with other students and faculty, and exclusion from normal systems of communication and information. Some schools attempted to keep part-time students attached to the school community and aware of what was happening through newsletters, special programs, and advising meetings. Others noted the difficulty in bringing part-time students together as a separate constituency due to scheduling problems and students' time constraints. Some schools organized advising meetings and classes on Saturdays and during the evenings in order to alleviate these pressures.

Financial problems were of serious concern to employed students in programs requiring two full-years of field work in unpaid placements. If unable to leave their jobs, it was difficult for students to devote sufficient time in the evenings or on weekends to complete the required number of field work hours. As a result, these programs, as well as those that reduced the field work requirement for experienced students, were becoming more open to the possibility of developing work-study field placements, a rarity in the past.

Adjusting to shifts in role behavior and expectations from employee to student was the primary problem noted for students in the full-time field work phase. "Unlearning old habits," learning to

accept criticism, adjusting to changes in relationships with agency colleagues, especially the staff member assigned as field supervisor -- all were mentioned as important issues to be dealt with as students planned for and began field work. Such issues were perceived as particularly acute for work-study students, in field work at their employing agencies.

In sum, this review indicates that area schools differentiated advising patterns by program phase. Recognizing the role, scheduling and associational problems of part-time working students and the importance of faculty advising resources in this regard, most schools provided relatively traditional and low resource advising mechanisms. Although the programs surveyed were generally smaller in size than the OYRP, the advisor/student ratio in the part-time phase was similar i.e., 30-plus students to one advisor. Those schools with 75-100 students in the part-time phases of several programs (Reduced Residency, Extended Phase, etc.) tended to focus on the smaller cohort of 25 to 40 students preparing for field work. Most programs allocated some work credit for part-time advising, although less than for advising in the field work year. In one school, workload credit was allocated only for such "field" as opposed to "academic" advising.

Schools offering intensive seminars to prepare students for field work and assist in role transitions were the exceptions, as were those providing special help to students in work-study placements. The latter may well become an issue as more schools currently requiring one or two years of unpaid field placement respond to

students' needs for work-study arrangements. In this regard, the innovations in faculty advising documented in this paper may have relevance for schools of social work intending to expand the work-study option.

We will now examine the literature on workplace identity as it relates to the acquisition of the professional student role and notions of student learning. Such concepts will provide a foundation for the project's exploration of the role relationships of part-time work-study MSW degree students.

On Being a Student: The Impact of Work Experience and Agency Identity
on Student Learning

In the classic literature on social work education Reynolds and Towle question the effect of maturity and prior work experience on student learning and the acquisition of the professional role. Recognizing the dynamic of resistance in learning, Reynolds for example, suggests that "...submitting to the authority of greater experience," even as one seeks it; of re-educating one's self by critically examining established beliefs and practices, may be more difficult for older rather than younger students to accept.⁴⁸ Similarly Towle, referring to the mature experienced worker returning to school, identified the reluctance to change ingrained patterns of behavior that have "through repetition -- become automatic and effortless." To become a professional, she states that

the student who has had social work experience as an untrained worker has the added problem of sense of loss of professional understanding and skill. His high hope of having less to learn than other students crashes aground as he must unlearn and relearn much that he took for granted as useful accomplishment. In fact, while he has some advantages over inexperienced students, the latter in some respects have a less difficult task...49

As Reynolds explains,

when learning has much recall of the old in it, the learner may stop at partial mastery and fall back on the old when he can 'make do' with it...He may struggle to regain the old competence and thus not give himself freely and fully to the acquisition of the new.50

To relearn and adopt new knowledge, beliefs and values, furthermore, is to identify with a new social group. Towle, using Lewin's conceptualization, refers to this process of professional socialization as acculturation. A profession, she states,

is an 'in-group' as defined by Lewin, a group to which the new members are motivated to belong and where common knowledge, sentiments, attitudes, convictions and practices prevail. The student in a very real sense enters a new culture...51

How this process of acculturation and professional learning is influenced by prior work experience and concurrent job-holding has received little attention or empirical study in the social work literature. Reynolds and Tyler as well as more recent writers have argued for "starting where the student is," i.e., adapting the social work curriculum to the needs of students differentiated

by age, prior work experience, knowledge and aspirations.⁵²

Other writers have attempted to examine the relative impact of prior work experience and age on student performance outcomes.⁵³

To gain perspective on the process of employee-students' induction into the culture of professional education, however, concepts from the literature on professional socialization and role theory provide a useful starting point.

Students of adult socialization and professional socialization have likened them to the process of role acquisition. States Varley on the process of adult socialization,

It is through this process that young adults acquire new major roles in life, such as new family positions, occupational roles -- and assimilate the values appropriate to these roles. -- To acquire a new role involves learning new behavior patterns and technical skills, crystallizing role expectations, and reorganizing the self-image.⁵⁴

Similarly, Merton refers to socialization as the learning of social roles, defining it as "the process by which people selectively acquire the values and attitudes, the interest, skills and knowledge -- in short, the culture -- current in the groups of which they are, or seek to become, a member."⁵⁵

In reference to the ways professionals are shaped, and acquire the role expectations, behavior and self-image of the professional subculture; factors both internal and external to the educational institution have been identified. In this regard, the literature

on the socialization of medical students is of limited utility due to the differences between medical and social work education in general; the acculturation of experienced social agency practitioners in particular. Nevertheless, as the dominant contributor to the study of professional socialization, the medical literature highlights the importance of such variables as student perspectives or culture,⁵⁶ time or longevity of exposure to socializing influences,⁵⁷ and the expectations of others in one's role-set.⁵⁸

Medical sociologists have also identified an individual's "prior socialization,"⁵⁹ including one's past actions, roles, group associations, and "latent" social identity,⁶⁰ as a constraint on the adoption of new roles and behavior, and thus influential in the process of professional socialization.

This focus on variables external to the learning situation seems particularly useful in understanding the acquisition of the professional student role by experienced agency workers, for they bring a variety of strongly-felt and long-held associations and commitments to the graduate educational experience. In this regard, role theorists Feld and Radin discuss the importance of "normative reference groups," i.e., the norms of the groups to which one belongs and cares about, and one's relative satisfaction with past experiences, as establishing attitudinal and behavioral standards against which new roles and behaviors are judged --⁶¹ and may be found wanting.

Speaking directly to this point in a study of the acquisition of professional values of entering and graduating social work students, Varley found that older students with substantial prior social work experience and ostensibly other reference groups were decidedly less malleable and open to values change than younger, less experienced students who "had no outside alternative social work reference groups" and thus were "more dependent on the educational culture than students with such groups." ⁶² Viewing previous exposure to social work as an indicator of "anticipatory socialization," she concluded that "students with prior experience might have role models other than those in the training situations." Thus, preconditioned attitudes or "anticipatory socialization (does not) necessarily facilitate the school's job in training students..." ⁶³

In applying these concepts to an understanding of work-study social work students' acquisition of the student role -- as the means by which the professional self and socialization are thought to be achieved, one may anticipate even stronger attachment to agency reference groups and employee versus student identity. For full-time agency employees who return to school with two or more years of social agency experience, that is, the performance of social work roles and identification as a social worker precedes identification with the student role, and continues unabated during the period of professional education. As a result, one can expect

that, as the literature on professional socialization implies, external factors may heavily influence the process and outcome of student role acquisition for this group, and the perceived importance of the student versus employee role.

Longevity in the employee role and the continued greater time spent at work as opposed to school may affect work-study students' identification with both the school and the student role. Furthermore, the strong association with the agency system as a social referent may establish expectations for behavior that may run counter to student role performance and identity, and dilute dependence on the school as a socializing influence. In this regard, one may hypothesize that the agency-based status and decision-making power of many work-study students creates dissonance with the low-status and relative powerlessness perceived to be associated with the student role. Similarly, to the extent that employees have had particularly good experiences as nonprofessional social agency practitioners, they may, as Feld and Radin have indicated, be less open to the new orientations that the school and the student role represent. Finally, given the importance of the informal structure and student culture on the socialization process, it is likely that work-study students as a critical mass in the school may moderate the focus on "being a student," faculty assumptions and preferences notwithstanding.

In sum, although the available literature on professional socialization does not speak directly to the acculturation of students who are concurrently agency employees, useful concepts exist and provide a sociological framework within which to examine work-study students' role relationships as a component of the professional socialization process. From this perspective, distinctions may be useful between role identity on the one hand and professional learning on the other. What Towle and others have viewed as psychologically-based resistance to learning on the part of students with work experience, that is, may relate in part to sociologically-based reluctance to shift roles. Conversely, to the extent that experienced workers or employees do not identify with the student role while in professional school, the assumption of lack of investment in professional learning may not be warranted. In fact, as Epstein and Conrad in a review of empirical studies on the professional role orientation of M.S.W. social workers have shown, identification with the agency rather than the profession is characteristic of workers after graduate school as well.⁶⁴ Thus, precedents exist for a conceptual distinction between role orientation and successful completion of or investment in the professional learning process.

These issues will be explored further in Chapter IV. At that point, data collected from OYRP students on their perceptions of role identification and strain during both the part-time and full-time phases of the Program will be presented. A discussion of the

broader implications of these findings for the professional education of part-time work-study students will be discussed in Chapter VI.

Chapter II elaborates on the goals, objectives and design of the Faculty Advising Project, and the plan for its implementation and evaluation. In Chapter III, the innovative faculty advising program will be described, and data on its assessment by faculty and students will be presented. Students' perceptions of role identification, role strain and the benefits of employee-student role performance will be explored in Chapter IV, together with students' views of the obstacles and supports to their graduate education. Finally, in Chapter V, students' perceptions of the operational activities of Project faculty advisors, as they relate to conceptual frameworks on advising roles and functions, will be discussed. The recommendations and conclusions that flow from Project experience and the analysis of findings will complete this study.

FOOTNOTES

- 1
Robert Schnieder and William McIntyre, "Part-Time Admission Requirements: Indications of Student Success," paper presented at the 1979 Annual Program Meeting of the Council on Social Work Education, Boston, Massachusetts, p. 7.
- 2
Michael Frumkin et.al., "Alternative Social Work Education: Status, Issues, and Directions," Journal of Continuing Social Work Education 1(Fall 1981): 11.
- 3
Malcolm S. Knowles, Higher Education in the United States: The Current Picture, Trends and Issues (Washington, D. C.: American Council on Education, 1969), pp. 27, 40-41; see also: Rosalind Loring, "Adapting Institutions to Adults," paper presented at the National Conference on Higher Education, American Association of Higher Education, n.p., March 1978, p. 2; Patricia K. Cross, "The External Degree: Introduction," Journal of Higher Education 44(April 1973):416; S.V. Martorana and Eileen Kahns, "Academic Programming," American Association of Higher Education, Eric/Higher Education Research Currents, September 1978, pp. 2-3.
- 4
Frumkin et.al., "Alternative Social Work Education," p. 12; see also: Roger M. Nooe and David P. Fauri, Part-Time Study for the Master of Social Work Degree: A Program Checklist, CSWE Occasional Paper Series (New York: Council on Social Work Education, 1979), pp. 1-3.
- 5
Robert Salmon and Joel Walker, "The One-Year Residency Program: An Alternate Path to the Master's Degree in Social Work," Journal of Education for Social Work 17(Winter 1981): 23; see also: Ursula C. Gerhart, "Evaluation of the Part-Time Program of the Graduate School of Social Work," Rutgers University, 1979, (mimeographed).
- 6
Ibid., see also: Salmon and Walker, "The One-Year Residency Program;" Betty York, "The Off-Campus Alternative for Graduate Social Work Education," paper presented at the 1977 Annual Program Meeting of the Council on Social Work Education, Phoenix, Arizona;

Anne Gero et.al. "Part-Time Social Work Education in Iowa," paper presented at the 1979 Part-Time Social Work Education Colloquium, West Virginia University.

7

Frank M. Loewenberg, Time and Quality in Graduate Social Work Education (New York: Council on Social Work Education, 1972), p. 3.

8

Charles Guzzetta, "The Curriculum Continuum," in Curriculum Building for the Continuum in Social Welfare Education, eds. Michael Austin, Travis Northcutt et.al., (Tallahassee, Florida: State University System of Florida, 1972), p. 269; see also: Knowles, Higher Education in the United States, pp. 14-16; Carl Vernon Patton, "Extended Education in an Elite Institution: Are There Sufficient Incentives to Encourage Faculty Participation?" Journal of Higher Education 44 (June 1973): 436-439.

9

Charles Guzzetta, "Continuing Education and Social Work Education," Journal of Sociology and Social Welfare 5 (March 1978): 269.

10

Frumkin, "Alternative Social Work Education," p. 15.

11

Noe and Fauri, "A Program Checklist;" See also: Ben P. Granger, "Meeting the Challenge of Off-Campus Social Work Study Programs," in Social Work in Rural Areas: Issues and Opportunities, eds. Joseph Davenport et.al. (Laramie, Wyoming: University of Wyoming Press, 1980).

12

Gerhart, "Evaluation of the Part-Time Program of the Graduate School of Social Work;" see also: Gero et al, "Part-Time Social Work Education in Iowa;" Salmon and Walker, "The One-Year Residency Program;" Rose Starr and Joel Walker, "A Comparison of Part-Time and Full-Time Degree Students: The One-Year Residence Program Advisors' Study," Journal of Education for Social Work 18 (Spring 1982).

13

Nooe and Fauri, "A Program Checklist," p. 3; Ralph Anderson et.al., "Part-Time Social Work Education in Iowa: Border to Border But Never Marginal," in Moving Ahead in the '80's: Issues for Part-Time Social Work Education, Proceedings of the First Annual Part-Time Social Work Education Colloquium, ed. Gerald W. Boynton (Institute, W. Virginia: West Virginia College of Graduate Studies Foundation, 1979), pp. 13-15; Gerald W. Boynton, "Summary of Issues and Recommendations for Action Plans," Moving Ahead in the '80's, pp. 61-62.

14

Nooe and Fauri, "A Program Checklist," p. 5; Gerhart, "Evaluation of the Part-Time Program of the Graduate School of Social Work," p. 4.

15

Nooe and Fauri, "A Program Checklist," p. 3; Frumkin, "Alternative Social Work Education," p. 15; Starr and Walker, "A Comparison of Part-Time and Full-Time Degree Students," pp. 59-60.

16

Summary Information on Master of Social Work Programs: 1979 (New York: Council on Social Work Education, 1979) as quoted in Starr and Walker, "A Comparison of Part-Time and Full-Time Degree Students," p. 60.

17

Frumkin, "Alternative Social Work Education," p. 13.

18

Ibid.; see also: Gerhart, "Evaluation of the Part-Time Program of the Graduate School of Social Work," p. 19; Anne Gero et.al, "Part-Time Social Work Education in Iowa," p. 13; Sherman Barr, speech presented at the National Deans of Schools of Social Work Conference, 1977.

19

As noted earlier, in contrast to the OYRP, most part-time programs do not have a work-experience requirement and do not reduce field work hours. Rather, field placement in two different social service settings for a period of two years (or longer, if extended through night, weekend or summer work) is typical.

20

Salmon and Walker, "The One-Year Residency Program," p. 25.

21

David Binder et.al., "An Investigation of the Characteristic Differences in the Two-Year and One-Year Residency Programs of the Hunter College School of Social Work, unpublished paper, Hunter College School of Social Work, January 1981; see also: Jeanette Anduze et.al., "A Study of Students' Perceptions of the Educational Experience at Hunter College School of Social Work: A Comparison Between Regular Two-Year Program Students and One-Year Program Students and a Comparison with the 1973 Study," (Master's Thesis, Hunter College School of Social Work, New York, June, 1975.

22

Samuel Finestone, "Some Issues in Faculty Advising," Proceedings, Eleventh Anniversary Annual Program Meeting (New York: Council on Social Work Education, 1963), p. 214.

23

Edward W. Sites, "Evaluating Faculty Advising," paper presented at the 1977 Annual Program Meeting of the Council on Social Work Education, Phoenix, Arizona, pp. 1-2.

24

Ibid., p. 3.

25

George Getzel and Maria Rosenbloom, "Faculty Advisement: Towards a Delineation of Tasks and Evaluation of Advisors," paper presented at the 1979 Annual Program Meeting of the Council on Social Work Education, Boston, Massachusetts, p. 6.

26

Sites, "Evaluating Faculty Advising," p. 3.

27

Ibid., p. 4

28

Ibid., p. 8

29

Getzel and Rosenbloom, "Faculty Advisement: Towards a Delineation of Tasks and Evaluation of Advisors," pp. 3,8.

- 30
ibid., p. 9.
- 31
ibid, p. 13.
- 32
Finestone, "Some Issues in Faculty Advising," p. 214.
- 33
Shankar A. Yelaja, "Student Advising in Social Work Education," Journal of Education for Social Work 8 (Winter 1972): 66, 70.
- 34
Louis Lowy et.al., Integrative Learning and Teaching In Schools of Social Work: A Study of Organizational Development In Professional Education (New York: Association Press, 1971), pp. 72-73, 77-78.
- 35
Finestone, "Some Issues in Faculty Advising," pp. 215-216.
- 36
Charles Levy, "On the Art of Faculty Advising in Social Work Education," paper presented at the 1963 Annual Program Meeting of the Council on Social Work Education, Boston, Massachusetts, p. 1.
- 37
Elsbeth Latimer, "Comments on Dr. Yelaja's Paper on Student Advising," Journal of Education for Social Work 8 (Winter 1972): 71-72.
- 38
Maria Rosenbloom et.al., "Faculty Advisement -- A Proposal for the 1970's," Social Work Education Reporter 21 (December-January 1973): 65; see also: Getzel and Rosenbloom, "Faculty Advisement: Towards a Delineation of Tasks and Evaluation of Advisors," pp. 8-10; Sites, "Evaluating Faculty Advising," pp. 3-4.
- 39
Rosenbloom et.al., "Faculty Advisement -- A Proposal for the 1970's," p. 66; see also: Getzel and Rosenbloom, "Faculty Advisement: Towards a Delineation of Tasks and Evaluation of Advisors," p. 10.

- 40
Rosenbloom et.al., "Faculty Advisement -- A Proposal for the 1970's," pp. 66-67.
- 41
Sites, "Evaluating Faculty Advising," p. 3.
- 42
Roger Nooe and Ronald K. Green, "Total Part-Time Graduate Education: Evaluation of an Experimental Program," paper presented at the 1977 Annual Program Meeting of the Council on Social Work Education, Phoenix, Arizona, p. 17.
- 43
Neil A. Cohen, "Part-Time M.S.W. Programs: Issues and Strategies," n.p., n.d. (mimeographed), p. 8.
- 44
Gerhart, "Evaluation of the Part-Time Program of the Graduate School of Social Work," pp. 4-5.
- 45
York, "The Off-Campus Alternative for Graduate Social Work Education," p. 8.
- 46
Nooe and Fauri, "A Program Checklist," p. 5.
- 47
I wish to thank the following faculty and administrators of metropolitan-area part-time programs for their cooperation and helpfulness in providing the information from which this review was drawn: Dean Eleanor Korman, New York University School of Social Work; Associate Dean Shad Hoffman, Columbia University School of Social Work; Associate Dean Ralph Dolgoff and Dr. Edith Calhoun, Director of Admissions, Adelphi University School of Social Work; Associate Dean Albert Tricomi Fordham University School of Social Work; and Associate Dean Sol Green, Wurzweiler School of Social Work of Yeshiva University.
- 48
Bertha Capen Reynolds, Learning and Teaching in the Practice of Social Work (New York: Farrar and Rinehart, Inc., 1942) p. 61.

- 49
Charlotte Towle, The Learner In Education for the Professions (Chicago, Ill.: University of Chicago Press, 1954), pp. 34, 36
- 50
Reynolds, Learning and Teaching, pp. 69-85
- 51
Towle, The Learner in Education for the Professions, p. 48
- 52
Reynolds, Learning and Teaching, pp. 85, 202; see also:
Ralph Tyler, Basic Principles of Curriculum and Instruction (Chicago, Ill.: University of Chicago Press, 1950);
Martin Bloom and Marcella Farrar, "Becoming a Professional Social Worker: Two Conceptual Models," Social Work Education Reporter 20 (April-May, 1972), pp. 23-24; Charles Guzzetta, "Curriculum Alternatives," Journal of Education for Social Work 8 (Winter, 1972); Herbert Aptekar, "The Curriculum-Building Process," Journal of Education for Social Work 4 (Fall 1968);
Gwen Andrew, "Doing Concepts: Thoughts Toward Resolution of the Continuum Dilemma," Journal of Education for Social Work 12 (Winter 1976); E. Clifford Brennan, "Defining the Basic Curriculum," Journal of Education for Social Work 14 (Spring 1978).
- 53
Joe C. Eades, "Starting Where the Student Is: An Experiment in Accelerated Graduate Social Work Education," Journal of Educational for Social Work 12 (Fall 1976); Jane H. Pfouts and Carl H. Henley, Jr., "Admissions Roulette: Predictive Factors for Success in Practice," Journal of Education for Social Work 13 (Fall 1977); Elizabeth Torre, "Student Performance in Solving Social Work Problems and Work Experience Prior to Entering the M.S.W. Program," Journal of Education for Social Work 10 (Spring, 1974).
- 54
Barbara Varley, "Socialization in Social Work Education," Social Work 8 (July 1963), p. 102.
- 55
Robert K. Merton et.al., eds., The Student-Physician (Cambridge, Mass.: Harvard University Press, 1957), p. 287.

56

Howard S. Becker et.al., Boys in White -- Student Culture in Medical School (New Brunswick, N.J.: Transaction Books, 1961), pp. 33-37; see also: Howard S. Becker, "The Self and Adult Socialization," in the Study of Personality -- An Interdisciplinary Appraisal, eds. Edward Norbeck et.al. (New York: Holt, Rinehart and Winston, Inc., 1968), p. 199.

57

Mary Jean Huntington, "The Development of a Professional Self-Image," in The Student Physician, Robert K. Merton et.al, eds., pp. 179-180.

58

ibid., pp. 181, 186; see also: Becker, "The Self and Adult Socialization," p. 203.

59

Rue Bucher et.al., "Differential Prior Socialization: A Comparison of Four Professional Training Programs," Social Forces 48 (December 1969), pp. 214-215.

60

Becker, "The Self and Adult Socialization," pp. 204; see also: Becker, Boys in White, p. 143.

61

Sheila Feld and Norma Radin, Social Psychology for Social Work and the Mental Health Professions (New York: Columbia University Press, 1982), pp. 118-119.

62

Varley, "Socialization in Social Work Education," p. 106.

63

ibid., p. 108.

64

Irwin Epstein and Kayla Conrad, "The Empirical Limits of Social Work Professionalization," in The Management of Human Services, eds. Rosemary C. Sarri and Yeheskel Hasenfeld (New York: Columbia University Press, 1978), pp. 170-171.

CHAPTER 11

PROGRAM DESIGN AND RESEARCH METHODOLOGY

In the previous chapter, the renewed interest of social work educators in adapting faculty advising structures to meet the differential needs of part-time students was presented. The organizational marginality of part-time programs and the limitations on student interaction and connection to the university were discussed.

In this context, the Hunter One-Year Residence Program, a part-time work-study model of professional education was described. The inadequacy of current faculty advising arrangements in the part-time and full-time phases of the program was documented. Innovations in the content and structure of faculty advising as an important component of the MSW curriculum were proposed in order to ameliorate the problems identified and improve professional education in the OYRP.

In this chapter, we turn to an in-depth review of the goals, objectives and design of the faculty advising innovations proposed, and a discussion of the plan for their implementation, monitoring, and evaluation. The innovations conformed to the part-time and full-time phases of the Hunter School of Social Work One-Year Residence Program, called respectively Time Frame I (TFI) and Time Frame II (TFII).

Program Goals and Objectives

Time Frame I

Given the problems of part-time students identified earlier -- their time constraints, lack of frequent interaction with and connection to students and the university, and marginality in the school community -- the overall goal of the TFI innovation was to enhance part-time professional education through the creation of an advising structure that more adequately fit the patterns and needs of mature employed social workers returning to school for the MSW degree on a part-time basis. By consolidating advising and course instruction, the new structure attempted to accommodate the time constraints of working students and prevent extra trips to School for advising alone.

Aside from convenience, the structure attempted to promote interaction and a sense of trust and support, within which advising content was developed to address part-time students' problems and needs as they became known. Specifically, the TFI faculty advising innovation was designed to incorporate a flexible but purposeful educational curriculum. An objective was to engage entering students in discussion of their transition to student status and the concerns as mature working adults, with families and diverse responsibilities, this created for them. The intent was also to provide information and advice about the School and professional

education when they needed it, so that they might feel familiar and comfortable with the expectations of these systems and able to successfully negotiate them. Through development of a student-teacher relationship and frequent class contact with an instructor/advisor who was knowledgeable about both the School and the struggles of part-time students, it was anticipated that a trusting, somewhat closer faculty advising relationship than is normal might prevail. These measures, it was felt, would enhance students' knowledge of and attachment to both the School and the educational program, and thus improve the introductory phase of their graduate educational experience.

To summarize, two key objectives of the TFI advising strategy were:

1. To provide information and advice to part-time entering students when they needed it, and where they most frequently came in contact with the School during the first semester, according to an advising curriculum designed to meet their particular educational needs.
2. To enhance students' knowledge of and identification with School personnel, structures and processes, and thus their engagement and satisfaction with the part-time phase of professional social work education.

In addition, there were two objectives geared to the organizational problems of limited School resources and student retention.

As noted in the first chapter, the inadequacies of the regular advising system appeared to be associated with misuse and overuse of faculty resources. That is, students unable to attend monthly advising or dissatisfied with its content tended to seek advice from classroom instructors or extra appointments with their faculty advisors. The former often lead to student anger and frustration as evening course instructors frequently were ignorant of the system or lacking in empathy for students' problems. The latter consumed much more of the advisor's time than was designated for the function or seemed useful to its purpose. Thus, another objective of the TFI advising strategy was:

3. To make more efficient use of both faculty and students' time and resources.

Finally, as previously indicated, TFI of the OYRP was seen as a critical period for student retention. Students dropping out or taking leaves-of-absence in TFI often failed to return to complete degree requirements. The faculty advisor, it was hypothesized, could be a useful force in helping students remain attached to the program during this structurally fragmented period. Thus, a final objective of the TFI advising strategy was:

4. To assess its potential for maintaining students in the program.

Time Frame II.

The overall goal of the TFII advising innovation was to maximize the potential for student learning through creation of an advising structure that more adequately fit the patterns and needs of mature employed students in the full-time field work phase of their MSW education. The intention was to enhance the educational experience in TFII by establishing a mechanism for early identification of actual or potential problems and their rapid amelioration. It was felt that earlier, more frequent and substantive contact between already-familiar advisors and students in TFII would facilitate the development of a more productive relationship in which critical educational issues might be discussed and acted on. Furthermore, it was felt that advising initiated by the advisor, dovetailed to students' schedules, and planned for set times over the course of the semester would positively acknowledge the time constraints and differential needs of work-study students engaged in the often-stressful residence year.

Specifically, the objectives of the TFII advising strategy were:

1. To provide continuity in faculty advising for OYRP students between TFI and TFII, specifically between the periods in which field work is planned and executed (the Spring term of TFI and the Fall term of TFII).

2. To maximize the availability of faculty advisors knowledgeable about students and agencies early in the Fall semester of TFII, a period believed critical for OYRP students' learning and frequently characterized by role strain and conflict.
3. To prevent or ameliorate educational problems early in the term so that students can maximize the learning potential of the residence year.
4. To help OYRP students adjust to the student role and professional supervision, manage time and demands, and regard themselves as developing social work professionals.

Program Design

Time Frame I.

In the Time Frame I. Innovation, the faculty advising function for a sample of entering evening students was incorporated into the instructional role of a faculty member teaching an evening section of the required first semester Social Welfare Organization course (SSW 701). Students selected for the section were required to attend class one night a week from 5:30 to 8:00 p.m., instead of the usual 6:00 to 8:00 p.m. evening schedule. This allowed an extra half hour per week for the assigned classroom instructor to perform faculty advising functions for the class as a whole or defined small groups, according to a flexible curriculum plan designed and

implemented over the course of the semester. This change in the timing and setting for faculty advising contrasted with the monthly "large group advising" for all other part-time TFI students by assigned "OYRP faculty."

It was made clear to students in the special social policy course section that the extra classroom time allotted to faculty advising exempted them from regular monthly advising required for other TFI students. It was also clarified that the extra half-hour for advising would be used only if there was a specific need and purpose to convey information or discuss issues pertinent to their education. Thus, the possibility of students having either advising or free-time before their 8:00 p.m. class, with advising content provided when necessary, timely, and integral to student function rather than on a somewhat arbitrary monthly basis, conformed to the original intent of the new advising program.

On the assumption that the availability of faculty advising information and advice would be important to help full-time employees make the transition to part-time student status, the program design included advising sessions for the policy class as a whole almost every week during the first month and a half of school. This was to be followed by less-frequent all-class advising sessions and a four-week cycle of small-group meetings. The open weeks provided free time for either the whole class or the small groups that were not scheduled to meet.

This Innovative plan contrasted with the regular advising pattern, in which three meetings were scheduled by OYRP faculty for their large groups of 25 - 30 advisees a month or more apart over the course of the semester, and were designed to meet TFI student need in a minimal, expedient manner. Regular OYRP advisors planned to have their first advising meetings toward the end of October, for example, by which time the Instructor/advisor for the TFI advising innovation had planned to hold approximately four advising sessions. A schema diagramming type and frequency of advising contacts in standard and innovative programs is presented below:

Fall 1981 Semester					
Planned Advising Contacts	Sept.	Oct.	Nov.	Dec.	Jan.
<hr/>					
Regular OYR Program					
large group advising		-	-	-	
individual (as needed)					
Innovative OYR Program					
all-class advising		-----			
small group			-----		
individual (as needed)				-----	

Fundamental to the development of the TFI advising curriculum was the assumption that frequent student contact with a sympathetic and systems-sophisticated Instructor/advisor would create a higher level of mutual knowledge and trust, and understanding of TFI

students' needs and concerns as they emerged over time. Based on this assumption, specific curriculum content for advising sessions and the timing of the sessions themselves were to be designed by the writer and the instructor/advisor as the semester evolved and their experience with students grew. In addition, general topics for discussion in the advising curriculum were to include a range of subjects as relevant, such as the nature of professional education, the structure of the OYRP and the Hunter School of Social Work, the differences and similarities between the part-time and full-time programs, the nature of academic and field work requirements and expectations, the development of programs and schedules, student problems and issues, access to School resources and facilities, the function of School committees, and administrative matters of import including procedures for incompletes, change of status and credit transfer. Frequent meetings of project faculty were planned to assess student progress and needs as well as the timeliness of broader educational topics for inclusion in specific advising session agenda.

Time Frame II

The Time Frame II faculty advising strategy was characterized by maintenance of continuity in advisors between Time Frame I and Time Frame II, early (pre-field work) contact between advisors and students, a structured advising curriculum, and the use of small

groups as primary mechanisms for dissemination of information, advice and problem-sharing.

As indicated in the previous needs assessment, a problem with regular TFI advising was its maintenance of full-time program norms and assumptions, and lack of adaptation to the problems and needs of work-study students with one year of residence and field work. TFI, with its program of day-time study and supervised field practicum, was known to be an intense period for OYRP students in which heavy class and field work demands and accelerated performance expectations often exacerbated normal life pressures. In addition, the experience tended to move rapidly, the year nearing completion before the components for sound field work education were firmly in place. Yet, regular TFI advising did not take into account these important differences. Students usually did not know or have contact with their TFI advisors until almost mid-semester. By then, minor problems were so magnified, educational deficiencies so ingrained that the quality and content of the educational experience was seriously diminished. The new advisors, furthermore, were not involved with or knowledgeable about either the student or TFI field work arrangements. Thus valuable information was lost to the TFI advising process as a result of this gap in advising continuity.

To counter these deficiencies, it was proposed that two of the three faculty members who were faculty advisors for TFI students

In 1980 - 1981 continue to be faculty advisor for a sample of these students in TFII. It was assumed that the prior relationship coupled with contact initiated by the advisor early in the term before field work began would serve to enable early assessment of and intervention in class or field problems that could negatively effect the TFII learning experience.

As in the TFI innovation, TFII advising was to be planned at a time convenient for students to attend, presumably on the one day a week they were in School. The use of small groups as a primary advising vehicle was designed not only to facilitate meaningful exchange re: problems and issues, but also to conform to the likelihood that advisees would be in School on different days, depending on the time the relevant major method class was offered.

A flexible advising curriculum was developed by the writer and the two TFII advisors over the course of the semester, based on current and evolving assessment of work-study students' problems and needs. Incorporating the standard TFII emphasis on monitoring student field learning and expectations, the advising curriculum was designed to focus on the development of appropriate learning assignments, the purpose and process of supervision, the nature of class and field expectations, the management of employee/student role demands and conflicts, the meaning and conduct of professional practice, and the interface of theory and practice.

It was assumed that advisors would make earlier and perhaps more stringent demands on students for a variety of written materials, the content of which would help illuminate learning needs and obstructions, and indicate fruitful areas for both discussion and intervention.

Project Overview: Goals and Objectives

In the previous section, the characteristics, goals and objectives of the advising program innovations were set forth. While they formed the centerpiece of the project, it had additional components and objectives that will now be described.

As stated earlier, the TFI and TFII advising innovations were developed to solve problems associated with other advising strategies and to improve the educational experience of Hunter's part-time work-study students. In addition, it was felt that the implementation of these innovations would provide rich opportunities for the collection of data on important questions relevant to faculty advising both at Hunter and in part-time MSW programs based on a work-study model.

From the review of the literature on faculty advising, for example, it was clear that empirical research on the faculty advising function in both part-time and full-time social work education was sparse. Therefore, a major project objective was to document the content and process of innovative faculty advising administered to sample groups of the part-time evening (TFI) and day-time residence (TFII) students. Questions to aid this examination included:

1. What do advisors do?
2. When do they do it?
3. What roles do they play?
4. What problems do they confront?

It was planned that reports from both advisors and students would be used to learn more about the reality of part-time advising as perceived by provider and consumer in two phases of the OYRP. In addition, patterns were to be analyzed, and comparisons to the theoretical functions of advising in the literature made.

An assumption underlying the faculty advising project was that part-time MSW students, by virtue of prior work experience and adult responsibilities, may have different educational needs and life demands from full-time students to which professional programs should be responsive. The adaptation of educational structures, to the extent that it occurs or is desired, is based on the presumption of such difference. Beyond the description of basic student characteristics in some programs, however, the nature of that difference has received little research attention. Thus, an important project objective was to gather information on the kinds of issues and problems part-time students faced during the introductory semester of both part-time and full-time phases of study. How did students in TFI and II perceive the demands made by School, employment, family? What obstructions to their educational goals did they identify? What supports, personal and educational,

did they count on? How were School, agency, and family viewed in this regard? Through the collection of data from students on these questions, it was hoped that the nature of these aspects of their experience could be more fully understood and documented. In this way, variables affecting the degree and extent of their difference as nontraditional social work students can begin to be measured, facilitating more systematic and informed program adaptation.

In this regard, a third project objective was to assess faculty and student satisfaction with the advising innovations implemented. Did students perceive them to meet their needs for information, advice, support, integration of learning? Did faculty view them as more or less effective and efficient than the standard advising methods for OYRP students? What was learned from the process and content of project implementation on the appropriate structure and substance of faculty advising for part-time students?

The Implementation Plan

Program design is a reflection, in part, of program policy or goals. Program implementation focuses on the what, when and how of program planning and operation. As many writers on the implementation process have observed, the way a program is carried out may influence program goals as much as it is influenced by them. Furthermore, the discontinuity between design and implementation -- the leadership, staff, or departments involved -- can adversely affect program outcomes. Careful planning of program implementation as well as design is thus recommended.

It is to a discussion of the plan for program implementation, including resource acquisition and the phases of program planning and activity, that we will now turn.

The Acquisition of Resources: Approvals and Personnel

Critical to the implementation of the project design was the acquisition of appropriate personnel and organizational approvals. In this section, the steps taken to gain approval for the allocation of three faculty members as project faculty advisors will be described and analyzed in the context of the project's scope and feasibility.

In the Spring of 1981 when the project proposal was in a beginning stage, support for project goals was obtained from key organizational actors. These included the Director of the OYRP, the Coordinator of Faculty Advising for the School, and the Dean of the School.

The OYRP Director saw the project as an opportunity to improve the program he had headed for several years, and address one of its perceived weaknesses. The Coordinator of Advising, an important contributor to the faculty advising literature,² had a long-term interest in strengthening the faculty advising function and designing research to that end. As the faculty member responsible for assigning faculty advisors to all students in field work, including OYRP students in TFI, she agreed to adjust advising loads to fit project requirements.

The Dean of the School was committed to the development of

knowledge about advising and its effectiveness through evaluation research. He saw the faculty advising function as one of the most expensive, least evaluated educational processes in social work education. He also understood its potential as a mechanism for maintaining "humanity" and "quality" for professional students in an era of resource scarcity and withdrawal of support from human services and the helping professions.³ In April 1981, he gave formal support to the project and agreed to adjust the workload and assignment of appropriate faculty to enable their participation.

The faculty desired for the project were those with a logical connection to its design. Faculty members could not volunteer or be selected unless they met specific criteria. For example, since one of the variables to be assessed in the TFII innovation was the continuity of the advisor between TFI and TFII, the three faculty who had been TFI advisors in the 1980-1981 academic year were the only ones for whom a continuous relationship with students in TFII was possible. Thus they were the only ones eligible to be TFII project advisors.

Of the faculty in this position, the author, as principal investigator for the project, was ruled out. Given the minimum of 25 students desired in the TFII sample, and the School rule against assigning any one faculty member that number, project viability required that both of the remaining faculty be assigned, each to carry 12 to 15 project advisees.

Voluntary agreement of one of the two faculty in question was obtained in the Spring of 1981, pending the Dean's approval of project advisees as part of her workload. Once this was secured, the number of advisees and their major method were determined before the onset of the Fall 1981 semester by the writer in cooperation with the faculty member and the Coordinator of Faculty Advising.

The second required faculty member for the TFI Innovation was reluctant to become involved. She had returned from sabbatical the previous year and was assigned TFI advisees in the Spring 1981 semester to fill in for another advisor who had left School mid-year. Her knowledge of and commitment to this group of advisees and the OYRP were limited, both by brief contact and a history of advising full-time students in her major method casework class. She frankly stated her objection that OYRP advising was more difficult and time-consuming than advising full-time students, yet was accorded no additional workload credit. In addition, the timing of the project and its additional research tasks was unfortunate as she planned to defend her doctoral dissertation the same semester.

The Dean's role in clarifying project requirements and establishing a cooperative atmosphere while affirming the importance to the project of faculty involvement and the fairness of sharing

difficult assignments was essential. Were it not for his strong support and willingness to counter resistance, the minimum personnel requirements for the TFI innovation would not have been met.

The assignment of a faculty member to the TFI innovation occurred within more flexible parameters. In the early stages of the project, it was felt that an instructor from either the beginning-level Human Behavior or Social Policy courses could implement the new TFI advising program since the majority of entering OYRP students took both courses the first semester. As the writer sought the views of faculty and administration on this question, a consensus developed on the selection of the introductory policy course as the more appropriate vehicle. Its content -- on policy, program and systems -- appeared broadly congruent with the advising agenda. More importantly, a specific social policy instructor was interested in and highly equipped for the assignment through his past experience teaching TFI OYRP students, while the majority of human behavior instructors for the evening class sections were adjunct faculty, unfamiliar with either the School or the OYRP and its students.

The faculty member desired for the TFI innovation had taught evening OYRP class sections of the introductory policy course for several years. He knew the School and was sympathetic to working students. He was eager to act as the formal faculty advisor for

the students in his policy section, as he had informally taken on this role over the years. His status as a part-time temporary faculty member, however, made his future teaching assignment at the School uncertain. Requests to the Dean from the Coordinator of Advising and other faculty that he be assigned to the project based on his competence as a teacher and advisor were successful.

All other tasks necessary to the ongoing design, administration, monitoring and evaluation of the project were the writer's responsibility.

As can be seen from the above discussion, the amount and kind of resource requested for project implementation reflected the project's limited objectives and demonstration nature. Overall, the modest scope of the project in numbers of students and faculty involved enhanced its feasibility, as did its short-term demonstration status. Large amounts of resource were not committed for long periods of time or for permanent programs. These factors, in addition to the potential for program improvement and the acquisition of knowledge, were calculated to increase the benefits and reduce the costs of project implementation to the School and thus created a favorable atmosphere for its approval.

Phases of Activity in the Implementation Plan

Project implementation was divided into two phases: preparation and activation. The preparatory phase included the acquisition of resources and approvals, advising curriculum planning, sample selection and notification, and instrument construction. The beginning of the preparatory phase overlapped with the end of the project design phase in the late Spring of 1981, and continued through the summer until the onset of the project in September 1981.

The necessity to implement the project in the Fall semester of an academic year, when students enter TFI and TFII phases of the OYRP, established the timetable for both project preparation and initiation. Were the necessary approvals and planning incomplete, project activation would have been delayed until the following academic year.

The project began in September 1981 and continued through the Fall semester until January 1982. This phase of project activity consisted of advisor-student contacts (individual, group or class) for implementation of the advising program design, and project faculty meetings for ongoing monitoring and curriculum planning.

An outline and timetable for the phases of the project from formulation through implementation to evaluation is provided.

Phases of Activity: Faculty Advising Project

	SPRING 1981	SUMMER 1981	FALL 1981	SPRING 1982
<u>Project Formulation</u>				
Development of project design				
	<u>Project Preparation</u>			
Project Implemen- tation	(Resource acquisition (Organizational approval (Curriculum and instru- (ment development (Sample selection and (notification	<u>Activation</u> Project Imple- mentation and/ongoing planning Monitoring	<u>Evalu- tion</u>	

Research Design and Methodology

Scope and Design

4

As a formative research project, the primary purpose of the new advising program and its evaluation component was to contribute to the development of knowledge for improvement of the Hunter One-Year Residence Program. Although the production of information useful to other part-time social work programs was considered a likely outcome, the short-term exploratory nature of the project argued against the use of an experimental design for summative

5

research purposes.

The research design was developed to conform to overall project objectives:

1. To document the function and process of faculty advising in a part-time work-study program.
2. To understand aspects of the students' experience, including supports and obstacles to the educational process and the role of faculty advisors in two phases of the OYRP, and
3. To assess the extent to which faculty and students were satisfied with the advising innovations.

In accordance with these objectives, project research incorporated qualitative and quantitative methods for program monitoring and evaluation in a quasi-experimental "after-only" with contrast group design. Major design elements included:

1. An after-only survey of TFI and II students who had participated in the project.
2. Administration of the after-only survey to a contrast group of TFI and II students who participated in the standard advising program.
3. Individual interviews with project faculty.
4. Self-reporting by project faculty on student and collateral contacts and advising sessions.
5. Collection of selected admissions data and student reports.
6. Observation of selected TFI advising/class sessions.

7. Group feedback sessions with TFI and II project students.

Although this design allowed differing interpretations of the nature of change and the extent of program impact, as Weiss states, nonexperimental designs can generate data "full of detail and imagery, provocative, and rich in insight."⁶ It can also "provide a preliminary look at the effectiveness of a program"⁷ to assess whether further, more refined evaluation is warranted. As a formative research effort, these were the design goals: to provide empirical data from faculty advisors and students on their respective experiences and the faculty advising function in a part-time MSW degree program, and to ascertain whether student and advisor response to the advising innovations warranted further study and use.

An effort at randomized selection of project participants and the non-project contrast group (within limits discussed below) was undertaken, and considered an important design feature adding rigor to the evaluation by controlling for numerous threats to internal validity, notably history, instrumentation, and selection.⁸ The effort to randomize was also important given the relatively small number of project participants and the difficulties of the data analysis with stratified samples in such circumstances.

Target Population and Sample Selection

The universe of students from which the project samples and contrast groups were selected included the entering 1981 OYRP class

and those OYRP students who had completed TFI and were entering TFI1 in September 1981. As the project design involved the implementation of different advising innovations for the OYRP's two time phases, the sampling selection procedures for these program subgroups and their respective controls will be described separately.

Selection of the Time Frame 1 Sample

In August 1981, admissions information from the School administrator in charge of admissions and records indicated that 116 students had been accepted to the OYRP. Barring withdrawal or lack of acknowledgement of their acceptance, they were expected to enter TFI in September. Of this total TFI cohort, students eligible for random assignment to the TFI Innovation included only those who had not had prior courses at Hunter as nonmatriculants. To prevent sample bias and enable students in the TFI innovation to start from the same base, it was felt that there should be no prior educational involvement with the School. As a result, over one-third of the entering class was ruled out of the sample selection based on prior coursework.

Another group of students eliminated from the pool for TFI sample selection included incoming group work majors whose

schedule required their attendance on Tuesday rather than Wednesday, the day scheduled for the "experimental" social policy class. Finally, students who did not acknowledge acceptance to the program or who withdrew prior to sample selection were excluded.

Of the remaining 62 entering students eligible for the sample, 25 plus 10 alternates were randomly selected by a table of random numbers. Of these, thirteen withdrew before classes began, had completed a Hunter or equivalent social policy course, or were not able to attend a Wednesday section. Thus, of the original 35 students randomly selected for the sample, 22 were confirmed. Four students who requested a Wednesday schedule were added, creating a total of 26 students for the innovative TFI advising project class.

The self-selection of a small proportion of the sample (15%) was an administrative accommodation warranted in an educational program with priorities rivaling research considerations. Respecting students' requests for particular schedules, to the extent possible, was standard practice in the OYRP. Although these students met the other sample selection criteria and were not known to have qualities different from other entering OYRP students, it is important to identify this as a limitation in the sample selection procedure. Lack of accurate information on entering students and the changing status of students in the period between program acceptance and enrollment also influenced the process and outcome of the sample selection.

Selection of the TFII Sample

The TFII sample of 25 was part of a total of 89 students beginning the Residence Year (field placement) in September 1981. The sample was selected from the 1980-1981 TFI advising groups of two faculty members (hereafter called Professors #1 and #2), numbering 26 and 30 respectively. Students were ineligible for the sample if they had taken prior courses with their faculty advisors: the TFI advising relationship, uninfluenced by any other instructional role, was the single common denominator for the sample. This factor did not influence the selection of Professor #1's group; however, a substantial number of Professor #2's advisees who had been in her introductory casework class were eliminated from selection.

In addition to the existence of a prior instructional relationship, the student's major method influenced TFII sample selection. It was standard practice for advisors to be assigned students majoring in methods conforming to the advisor's expertise and background. In accordance with this practice and given Professor #2's clinical background and teaching, community organization and administration students in her TFI advising group were eliminated from the sample. A few other students were ineligible due to last minute changes in their field work plans and course schedules. As a result, six group work and six casework students from her original TFI advising group were assigned to Professor #2's TFII advising sample.

To conform to Professor #1's background in direct practice and administration, as well as workload agreements and the School practice discouraging faculty advising assignment in four methods; community organization students were eliminated from her sample. Assigned were three group work, five administration and five of the fifteen casework students from her original TFI advising group. The casework students were selected at random from those with a Tuesday class schedule, in order to confine Professor #1's advising contacts to two days (Tuesday for casework and group work students, Thursday for administration).

As this discussion indicates, a variety of administrative and educational considerations, including faculty workload, schedule and expertise and the students' major method, prior relationship with the advisor, and course schedule, influenced the selection of the TFI sample. Although the desired sample of twenty-five students was obtained, the above constraints were responsible for the elimination of community organization majors and prevented the use of a random selection process.

Table 1 compares the TFI sample to the original TFI advising groups from which they were selected.

TABLE 1
 COMPARISON OF TFI SAMPLE AND TFI ADVISING
 GROUPS, BY MAJOR METHOD

Number of Students In TFI Advising Groups, by Method 1980-81					Number of Students In TFI Sample by Method 1981-82					% of TFI Advising Groups in TFI Sample, by Method			
CW	GW	CO	AD	T.	CW	GW	CO	AD	T.	CW	GW	CO	AD
32	9	5	10	56	11	9	0	5	10	34	100	0	50

Relative to the proportions in the TFI advising groups, the TFI sample was overrepresented in group work and administration, underrepresented in casework and unrepresented in community organization. In this dimension, the sample was not representative of the universe from which it was selected.

Selection of TFI and TFI Contrast Groups

To conform with design objectives, the final survey for project participants was administered to contrast groups of TFI and TFI students who received standard advising during the period of the project's implementation.

Students were eliminated from TFI contrast group selection if they were in the advising project or had taken nonmatriculant courses at the School prior to admission to the OYRP. These criteria caused the elimination of eighty students from the

total pool of 106 TFI students registered at the end of September 1981. All thirty remaining TFI students were included in the TFI contrast sample. This number included two students who withdrew and two who requested leaves-of-absence from the Program at the end of the Fall semester, but were in attendance all or most of the term.

Students eliminated from TFI contrast group selection were those in the TFI advising project, those who withdrew from School prior to or early in Time Frame II, and those who entered the OYRP prior to 1980 and were not part of the appropriate entering class. Of the 52 students remaining, 30 were randomly selected with a table of random numbers for the TFI contrast group survey.

A Profile Of Part-Time Students In the OYRP Advising Project

In this section, the age, race, sex and major method of students in project samples and contrast groups will be described and compared with the total OYRP populations from which they were selected. The chi square statistic was used to indicate the extent to which project and contrast group students were considered representative of the target population on these dimensions. The composition of previous OYRP classes was examined for additional perspective on the representativeness of the 1981 class over time.

TFI and TFII Project Samples

Sixty-five percent of the TFI project sample were over 31 years of age; 54% were black and Hispanic. Eighty percent were female and 62% were casework majors (see Table 1, Appendix 1). Age, race, gender and method differences between the TFI sample and the total TFI class were not statistically significant, and the sample was representative of the population on these dimensions.

Sixty-four percent of the TFII sample students were over 31 years old; 56% were white. Seventy-two percent were female and 80% were direct services (casework and group work) method majors (see Table 2, Appendix 1). Age, racial and gender differences between the sample and TFII population were not statistically significant; however, method differences were. The sample, that is, contained substantially fewer caseworkers and organizers, and twice as many group workers as the total population. As a result, the TFII sample was representative of the TFII population on the dimensions of age, race and sex but not major method. The difference in method was a consequence of the use of major method as a criterion in the selection of the TFII sample, previously described.

TFI and TFII Contrast Group Samples

The TFI contrast group was composed primarily of white (76%), female (70%), casework and group work majors (77%), 54% of whom

were over 31 years old (see Table 3, Appendix 1). Age, race, sex and method differences between the contrast group and the TFI population were not statistically significant. As a result, the TFI contrast group was representative on these dimensions.

Fifty-six percent of the TFII contrast group were age 30 and under; 57% were white. Sixty-three percent were female and 66% were casework majors. The TFII contrast group was not statistically significantly different from the TFII population in age, race, sex and method, and can be considered representative on these dimensions.

Project Samples and Contrast Groups Compared

A comparison of TFI and TFII project samples and their respective contrast groups (see Tables 4 and 5, Appendix 1) yielded statistically significant differences on only one dimension, i.e., the method differences between the TFII sample and contrast group students. There were no statistically significant differences between the TFI sample and its contrast group. On the dimensions of age, race and sex, the TFII sample and contrast groups were sufficiently similar to allow valid comparison.

In summary, the TFI project sample was representative of the TFI class on the dimensions of age, race, sex and major method, while the TFII project sample was representative of the TFII class on all but major method characteristics. No statistically significant differences were found between the

TFI and TFII contrast groups and their respective class populations. Similarly, the TFI project sample did not differ significantly from the TFI contrast group. The TFII project sample differed from the TFII contrast group only on major method characteristics. As a result, study findings, with these exceptions, can be generalized to the TFI and TFII target populations, and valid comparison between project samples and contrast groups (except for method as noted) can be made.

The Study Population and OYRP Composition Trends

Analysis of OYRP student composition since 1977 indicated that age, race, sex and method distributions have remained relatively stable. The majority of students have been over 31 years old, white, female and casework method majors. The minority representation has been over thirty percent each year and the proportion of males has averaged thirty-three percent. In this context, the 1981 study populations reflect the characteristics of previous entering classes and thus are consistent with past as well as present patterns of OYRP student body composition.

Instrument Development and Administration: Objectives and Timetable

A variety of data collection instruments were developed by the author to meet research design objectives. The content, rationale and timetable for each will be discussed in this section, following a brief statement on the process of instrument development.

The Process of Instrument Development and Pre-Testing

All instruments were reviewed, revised and approved by the three project faculty upon submission of a plan and draft materials by the author. This collaborative process took place in the summer and fall of 1981 at project faculty meetings established for curriculum planning and instrument development. Instruments were also reviewed by the Director of the OYRP and one or more of the faculty serving on the author's doctoral committee.

Instruments for faculty were revised as needed after trial use. There was no formal pre-testing of the end-of-term survey administered to the project and control groups.

An attempt was made to standardize instruments across time frame for both faculty and students. Where the situation did not permit this, the resulting instrument modifications will be noted.

Data Collection Instruments for Faculty Advisors

The data collection instruments used by or with faculty advisors during the course of the faculty advising project were divided into three categories by chronology and function:

1. Instruments to prepare advisors for the advising process.
2. Instruments to define the advising process and advising functions.
3. Instruments to explore advisors' views of the faculty advising innovations and experience.

1. Preparing for the Advising Process

To facilitate early and informed engagement of TFI project faculty advisors with their advisees at the beginning of the field work year, four instruments were developed to provide faculty advisors with pertinent information and are shown in Appendix 2. First, an Academic Summary sheet, filled out by the OYRP secretary from the students' files, gave advisors information on their advisees' prior MSW coursework and grades, and facilitated program planning and problem identification (incompletes, etc.).

A Time Frame I Summary form was filled out by TFI advisors on their advisees' TFI history. Its purpose was to facilitate recollection by advisors of their contacts with students in TFI, the nature of problems or concerns noted then, and the advisor's anticipation of both student and agency ability to handle the coming residence year.

The first section of the form asked for detailed admissions data on each student. Since this information was time-consuming for advisors to collect from student files and was primarily for research use, it was decided that the author would review this data for all TFI project students.

Revisions were made on the framing of questions re: the advisors' expectations for TFI student performance, and are included in Appendix 2.

A Student Information Sheet was given to TFII project students at the first advising meeting for early return to the faculty advisor. This form provided advisors not only basic identifying data on students, but also their views of the TFI experience and their plans and expectations for the TFII year. This document served as a mechanism for early identification of class and field problems from the student's perspective.

TFII project students were asked to submit an Educational field work. Based on an outline developed by the School's administration sequence and conforming to a guide used by faculty advisors in community organization, the Educational Plan asked students to describe major field assignments and beginning tasks, discuss learning needs and objectives, and identify both assistance needed and obstacles anticipated. This information helped advisors assess the structure and purpose of field assignments, and students' awareness and conceptual ability. It served to narrow the range of situations requiring early agency visits or other forms of preliminary advising intervention.

In addition to these instruments developed specifically for the project, another source of information deemed important for advisors' preparation and planning was the official Contract Letter sent by the School to the agency the previous semester. Typically, the letter stated the students' educational assignments

for TFI and the work responsibilities to be reduced for this purpose. The new field supervisor and other agency personnel involved in student learning were also indicated. As the only formal document on the student's TFI plan, a copy of this letter was provided to each TFI project advisor as the basic understanding from which all parties involved in the student's education were to proceed.

In addition to preparing TFI advisors for TFI project advising, the four data collection instruments described above were geared to enable comparison of project students and their experiences in TFI and TFI, as well as their anticipated and actual experiences in TFI, from their own and advisors' perspectives. The nature and extent of these advisors' contact with advisees in TFI, for comparison with the current TFI project advising process, was also intended.

Unlike the TFI project advisors, the TFI project advisor was provided no preliminary information on the entering OYR students selected for the special policy class and advising program. As admissions information was readily available to the advisor as needed and students' TFI academic history and field plans were in the making, it was felt that additional data was unnecessary for either advising or research purposes. Thus the only form provided the TFI project advisor was an Attendance Sheet listing the 26 students selected for

policy class, and providing a check of their presence at class and advising sessions during the semester.

2. Defining the Advising Process and Advising Functions

Two Faculty Advising Contact Logs (see Appendix 3 for these and other instruments in this section) were provided TFI and TFI1 project advisors to track the time, type and purpose of their individual contacts with each advisee and related faculty or agency personnel. The purpose of the log form was not only to enable advisors to have a chronological written summary of their work with each advisee, but also to facilitate later examination of the advising process and content, i.e., what advisors actually do, from advisors' own systematic reports.

At a minimum, the log forms were designed to provide data on the numbers of contacts advisors had with students and collateral personnel during the semester, their initiators, and the substantive issues or problems dealt with. Advisors were also asked to conceptualize the primary reason for each contact, utilizing a key developed for this purpose. From these data, important aspects of the advisor's function for part-time students might be inductively defined. In addition, the similarities and differences in advising in the two time frames could be compared.

Group Advising Meeting Summary forms were provided TFI and TFI1 project faculty to facilitate their reflection on meeting accomplishments in relation to the planned agenda and their perceptions of students' concerns, as well as their own role

behavior. In addition, the form asked advisors to identify subgroup formation, leadership development and student attitudes toward school, agency, the profession and their student status. These data were relevant to the assessment of group advising as a modality in both TFI and II, and further understanding of student views and issues as they developed collectively in both the part-time and field work phases of the OYRP. In addition, the data enabled faculty to identify the informal structure of their advising cohorts and its relationship to both faculty advising and student learning.

3. Assessing the Advising Innovation

To assess the TFI and TFI11 advising innovations from the advisors' point of view, an interview schedule (see Appendix 4) for an in-person taped interview with each project advisor at the end of the semester was developed. After identifying advisors' prior advising experience and views of OYR students, the schedule sought advisors' retrospective opinion on the advising innovations advantages and disadvantages and the content and structural components they would recommend for the future. A brief summary of each of their advisees' performance and status, and the nature of their involvement as advisors, were also sought. This information was an important component in the overall evaluation of participant satisfaction with the advising innovations and provided additional material on the students in the project.

Data Collection Instruments for Students

The primary mechanisms for collection of data on student perceptions of and satisfaction with TFI and TFI advising innovations were the End-of-Term Questionnaire (see Appendix 5) and an Interview Guide for Group Feedback Sessions with project students (see Appendix 6).

The questionnaire was composed of open- and closed-ended questions designed to provide data on:

1. Students' attitudes toward student and employee roles and professional education.
2. Obstructions to their educational goals last year and/or this term.
3. Sources of support to their educational goals.
4. Students' perceptions of faculty advisors' activities in their behalf; the number, purpose and quality of their contacts, and their satisfaction with advising substance and format.
5. Students' interaction with other students, involvement and identification with the School, and view of self as an OYRP student, agency employee and social work professional.
6. The nature, sources and satisfaction with information about the School; communication mechanisms and problems.

7. Students' views of the School's awareness and responsiveness to OYRP students' needs.
8. Identifying data, including student's age, sex, family and marital status, major method, Time Frame years of experience in social agencies, title, fieldp of practice, etc.

Substantively, the questionnaire for TFI and TFI1 students in the project was the same. Specific questions relevant to each group on their two different advising innovations were incorporated into separate addenda.

Similarly, the basic questionnaire for project students was administered to the non-project sample of TFI and TFI1 students receiving standard advising. Modifications in some questions were made to facilitate assessment and comparison of their different advising programs (see Appendix 7).

The Interview Guide for Group Feedback Sessions with project participants elicited in-person taped student discussion of six topics, including OYRP students' needs the School should be aware of, communication mechanisms and problems, educational supports and obstructions, students' connection to the School -- what fosters it, conflicts or complementarity in student-employee role, and the faculty advising roles they found important. Since group feedback sessions were voluntary and not expected to reach all project students, these data were

collected to supplement and punctuate other information on student perceptions in these areas.

Other Data Collection Instruments

An Interview Guide for Metropolitan Schools of Social Work on Faculty Advising for Part-Time Students (see Appendix 8) was developed to gather data in telephone interviews with administrators of local part-time MSW programs. The purpose of the interviews was to gain perspective on other schools' experience with faculty advising programs for part-time students and the problems perceived. These data would be useful in understanding the contemporary metropolitan context within which the current project on part-time advising took place, and in assessing the extent to which project findings might be applicable to other Schools.

Instrument Administration and Timetable

As indicated in the above section on the kinds of data collection instruments developed for the project, instrument administration followed the logic of project purpose. Specifically, the four instruments for advising preparation were used at the beginning of the semester to collect relevant data on project students from advisors, students, and School admissions and records. Instruments to define advising process and functions were used by advisors throughout the semester following each student or collateral contact and each group or classroom advising meeting. Interviews

with project faculty advisors on their views of project innovations were conducted at the completion of Fall semester field work and the faculty advising project's implementation phase.

End-of-term questionnaires were mailed to project and contrast group students at the end of the Fall 1981 semester, or early in the Spring 1982. An envelope for return of the questionnaire and a letter of instruction were included.

All questionnaires were anonymous and confidential. Follow-up efforts were targeted to all students in categories with low response rates (for example, all contrast group TFI's). The response of specific individuals was not known or identifiable, and did not influence follow-up procedures.

Group feedback sessions were scheduled on students' class days in February. All TFI and TFI project students were notified of the feedback sessions by letter.

Telephone interviews with administrators of other part-time social work programs were conducted after the project's completion.

A list of project instruments and a time-line for their administration is included for summary purposes.

PROJECT PHASE AND DATES

PREPARATION	IMPLEMENTATION	EVALUATION
(Aug. 1981- Sept. 30, 1981)	(Sept. 26, 1981- Jan. 26, 1982)	(Jan. 1982 on)

INSTRUMENTS

For/by Advisors

Student Academic
Summary

TFI Advising Summary

Student Information
Sheet

Student Educational
Plan

TFI Policy Class
Attendance Sheet

TFII Contract
Letter

Faculty Advising
Contact Logs

Group Advising
Meeting Summary

In-person
Interviews

For/by Students

End-of-Term
Questionnaire

Group Feed-
back Sessions

FOOTNOTES

1

Jeffrey L. Pressman and Aaron Wildavsky, Implementation, 3d ed., (Berkeley, Cal.: University of California, 1979); see also: Erwin C. Hargrove, The Missing Link -- The Study of Implementation Policy (Washington, D.C.: The Urban Institute, 1975).

2

Professor Maria Rosenbloom, the Coordinator of Faculty Advising at The Hunter College School of Social Work, has written papers on faculty advising with Professors George Getzel, Phyllis Caroff, and Greta Stanton, referred to in the review of literature in Chapters 1 and 5 of this study.

3

Dean Harold Lewis delivered these remarks on faculty advising at a Faculty Advising Seminar, Hunter College School of Social Work, New York City, New York, November 16, 1981.

4

Irwin Epstein and Tony Tripodi, Research Techniques for Program Planning, Monitoring, and Evaluation (New York: Columbia University Press, 1977), pp. 112-117; see also: Carol H. Weiss, Evaluation Research (Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1972), pp. 16-17, 66-67.

5

ibid.

6

ibid., p. 73.

7

ibid, p. 74.

8

See Donald T. Campbell and Julian C. Stanley, "Experimental and Quasi-Experimental Designs for Research on Teaching," in Handbook of Research on Teaching, ed. N.L. Gage (Chicago, Ill.: Rand McNally and Co., 1963) for a discussion of eight threats to internal validity. See also Epstein and Tripodi, Research Techniques for Program Planning, Monitoring and Evaluation, pp. 117-118.

CHAPTER III

INNOVATIONS IN FACULTY ADVISING FOR PART-TIME WORK-STUDY STUDENTS:
PROGRAM DESCRIPTION AND ASSESSMENT

In this section, the format, substance and process of the TFI and TFII faculty advising innovations implemented in the Fall 1981 semester will be described. Based on data from faculty advisor contact logs and group meeting summaries as well as interviews and selected observations by the writer, the kinds of issues and problems that advisors addressed will be discussed. With this as a descriptive base, both advisors' and students' reactions to the innovative faculty advising programs will be presented. Responses to the post-study questionnaire by project and control group students and advisors' interviews will be the primary sources of evaluative material.

The Innovative Faculty Advising Program

Time Frame I

The innovative TFI faculty advising program was conducted in the context of the required social policy course (SSW 701) with 26 incoming students selected from those with no prior MSW coursework at Hunter. The advising plan emphasized an initial series of advising meetings for the whole class at the end of the policy sessions, followed by a series of in-class small group meetings

and individual sessions as needed.

The teacher/advisor for the TFI faculty advising Innovation was one who had previously taught and informally advised entering OYR students. The agenda for class and small group sessions were developed in consultation with the author and the Director of the OYRP, and were designed to provide timely information and advice to students and help ease the transition to student status.

After the first class at which the advising program and role of the advisor were introduced, class advising sessions were held each week for the next month. One of the sessions was a library orientation conducted for all TFI students. Following the all-class advising meetings, the class was divided into two groups by method. The teacher/advisor met with the students majoring in administration, community organization and group work one week; casework majors, the next. Two more all-class advising sessions were held after Thanksgiving and before the end of the semester, one of which was quite brief and focused on students' questions, answers and announcements. From Thanksgiving (i.e., post-mid-semester) on, the advising emphasis shifted to individual advisor/student meetings to resolve specific field work and other problems that emerged for individual students. The final in-class advising session was for the administration/community organization/groupwork cohort and its separate fieldwork and course scheduling issues.

The type of advising meetings held at different points in the semester is summarized below.

Advising Format	The Fall 1981 Semester											
	SEPTEMBER			OCTOBER			NOVEMBER			DECEMBER		
	16	23	30	11	14	21	28	4	11	18	2	9
ALL CLASS	_____		H.	H.	_____			H.				
SMALL GROUP							_____		_____		_____	
INDIVIDUAL										_____		

_____ = Meetings

H = Holiday

From the advisor's reports and the author's observations, the first two all-class advising sessions were primarily informational, and served to put students at ease on their return to professional school, in many cases after several years' absence from academic settings. Students' experience in the field was acknowledged and their confidence to meet this new challenge was strengthened as the advisor alerted them to what to expect and how to conduct themselves in the Hunter system. Furthermore, a group camaraderie developed as it was clear that the advising structure would afford the class opportunities to raise and discuss issues that affected them all. The character of this class as articulate

and intelligent, with unusually impressive credentials (agency position, breadth and depth of practice experience, etc.), also helped create a sense of group confidence and support.

In these sessions the agenda was established by the advisor, and, in addition to the key focus on the advisor's role and their transition to student status, covered such items as course schedules, building rules, grades, absences, late assignments, and how to address teachers. Items added to the agenda by students were few, and focused on such concerns as whether they could eat in the classroom (in the rush from work to school there was no time or place for dinner), whether the cafeteria would be open (both for food and as a place to relax between classes), and what teachers call students (the advisor had mentioned only the reverse!)

A month later, at the third all-class session¹, an issue that was to dominate advising discussion much of the semester was raised. The class was unanimously upset with the instruction and content of their Human Behavior I. (SSW 711) course. Reported was the teacher's perceived confusion, inability to communicate course content and relate to the students' level of experience. Students expressed frustration at not getting the preparation they needed for exams and subsequent advanced courses, and at being subjected to a highly inexperienced adjunct instructor. As one student put it, 'We're experienced workers but 'rookies' in School.

We need a teacher who is experienced and confident, someone who can allay our fears, not someone as new and uncertain as we are."

In advising, all aspects of this problem were discussed. The advisor helped the class establish a process to address the problem. He emphasized "students' taking responsibility for participating in, even leading the move towards resolution" and "drew parallels between (this) issue -- and their practice --." As a result, the students' concerns were discussed directly with the Human Behavior instructor in a respectful way, and the chairperson of the Human Behavior sequence was brought in to help strengthen the teaching approach and content of the remaining class sessions. While all the problems were not resolved, the early point at which they were raised and the speed and deliberateness with which they were addressed -- by students and School administration alike -- appeared to leave the class with a positive view of both the School and themselves as responsible actors facing a knotty but not uncommon problem.

This incident, by the way, stands in direct contrast to a similar problem affecting TFI students in this another Human Behavior class. The dissatisfaction of students in this case had no early or collective expression and continued to erupt as an unresolved issue over the course of the semester. As reported by the Director of the OYRP, the anger of students in this class was never adequately dealt with and remained undiminished at the end of the term.

Whether this widely-felt issue created an external problem that unified the experimental class, the class advising structure seemed to provide a communal mechanism for articulating and resolving unexpected but intensely-felt problems.

Thereafter, by all accounts, the project class became a cohesive group that listened to and concretely aided its members in discussing and resolving School and employment problems, both in and out of formal advising sessions.

In summary, introduction to the School and student status was the theme of the first third of the semester while dissatisfaction with the quality of teaching in the Human Behavior course and student concerns about academic performance were major issues in the second. In contrast, advising in the final third of the semester was occupied with planning for the future -- next semester's courses, next year's field work -- and resolving the problems therein on an individual basis. This is when the special schedules and requirements for administration and community organization students, for example, were addressed, and the willingness and ability of agencies to arrange acceptable field-work programs was faced. Class advising sessions emphasized the details of policies, procedures and schedules relevant to these next educational stages, and laid the groundwork for individual advising on students' problems in these areas.

Contact logs indicate that the TFI teacher/advisor had individual meetings with students from the beginning of October on, but generally after Thanksgiving. At least one in-person session was held with 10 of the 26 students in the class. Eleven students met once with the advisor, two met twice, four met three times, and one each met four and five times respectively. This represented, according to the advisor, "probably ninety percent of all in-person interviews that lasted more than two minutes" in either the office or the classroom. This did not include "the large variety of quick, insubstantial contacts" and "95% of the phonecalls" that occurred. On the latter, the advisor estimated that "there were around 50 to 75 such calls, i.e., between two or three per person as a mean." If there was only one individual meeting, it tended to be initiated by the student; if there were more, the initiative came from the advisor as well.

The majority of the individual advising meetings involved academic advising (on scheduling courses, completing the policy assignments, taking electives, etc.), fieldwork planning, the discussion of fieldwork problems or a combination of these. In a few cases, personal and academic problems with implications for the student's professional goals (eg., anxiety about doing well in School, being an older student, returning to school, health problems, etc.) were discussed. Serious field placement problems

including the rescinding of promises by the agency to meet School requirements or their inability to do so because of staff and financial constraints, formed the primary reason for one or more in-person meetings with 12 students. In half of these situations, the students were going to need to find other jobs.

Numerous collateral contacts by the advisor with agency and School personnel were documented with nine students on these and other issues, and very likely occurred with many more.

From these data, the picture of the TFI faculty advisor that emerged was of an accessible, supportive representative of the School who:

1. Provided important and timely information to students in a personal way, and clarified School policy and procedure.
2. Related sensitively to students' fears about succeeding in an academic setting, and supported their efforts in this regard.
3. Facilitated the articulation and resolution of problems affecting students' successful progress through the program, individually and collectively.
4. Helped students develop educational plans and strategies, based on knowledge of the student, school and agency structures.

The advising structure, furthermore, with its group orientation and frequent meetings, provided opportunities for rapid surfacing and amelioration of problems, and supported the development of informal helping networks among the students.

Time Frame II

The plan for the innovative TFI1 faculty advising program was characterized by continuity in advisors between TFI and TFI1, and early contact with the 25 students in the sample before the beginning of the field work year. An advising curriculum was developed by the two advisors in consultation with the author, and focused on the new demands and expectations of the Residence Year for workers managing both student and employee roles. Early problem identification and intervention on academic and field issues, and frequent small group advising meetings were important features of the program design.

In September, a letter was sent to the TFI1 students selected for the project, introducing the faculty advisor and notifying them of their first group advising meeting. In order to assure attendance and create an accessible advising structure, advisors scheduled group meetings at lunchtime on the days their advisees were in School. Since a student's day in School was determined by his/her major method, an advising pattern was established in which project students were divided into small advising subgroups

according to their major method. For one advisor, this resulted in one subgroup of group work students, one of casework. For the other, one group was "clinical" (casework and group work students); one was composed of students in social work administration.

As per plan, small group meetings were the primary mode of advising in the TFI program innovation and were held three or four times during the Fall 1981 semester, approximately once a month.² Because of the class schedules previously indicated, each advisor held two meetings a week on different days each month that the group advising was done. Individual sessions were scheduled as needed, and increased in frequency for both advisors as the semester progressed and individual students' needs were clarified.

Analysis of the advisors' Group Meeting Summaries indicated that, after the initial meeting and beyond the "seasonal" topics logically discussed at particular times during the semester, the content and process of group advising meetings for each advising subgroup took on unique characteristics. The administration subgroup, for example, developed cohesiveness early on, and used advising sessions to voice and jointly solve problems related to dissatisfaction with their major method course. This group sought out and utilized the advisor individually, but requested that group meetings continue for the Spring semester, after the project itself was over.

In contrast, the advising group composed of group work and casework students never "jelled," in the advisor's view, and decided in December to discontinue group meetings and meet individually with the advisor. This group was extremely varied in level of practice experience and conceptual sophistication, and was further differentiated by major method and the nature of field-work arrangements.³

The all-group work advising group evidenced a variety of disparate but serious problems early on, ranging from academic, family and financial difficulties to time, caseload and administrative pressures at the agency. This group also expressed dissatisfaction with the content of their methods class. Unlike the groups previously discussed, this one was neither immediately loose nor quickly cohesive, but over time developed, in the advisor's view, a "mutual supportiveness" as they "(came) to know each other and (were) more responsible to each others needs."

Some members of the all-case work advising group were plagued from the beginning with serious illness, necessitating the advisor's reaching-out to them early on. Some students in this group were also at an agency that was experiencing financial cuts and staff losses. This reversal created severe work overloads that threatened both the integrity of the students' educational plans and their personal and professional coping abilities. For this group, surviving the stress at both School and agency was the common

denominator that influenced the advising program. Two of the students who eventually withdrew from School, one by Educational Review Committee action, were in this group.

Despite these differences in group "chemistry" due to students' diverse methods, abilities, and situations; the advisors established similar group advising methods and goals and helped advisees, individually and collectively, address similar problems. At the initial group meetings, for example, they introduced the Project purpose; described their faculty advising roles as "educators, information-providers, and systems-negotiators;" and began to assess students' situations at School and work. Through Student Information Sheets, Educational Plans (completed during the first month or so of School), and other administrative data previously described, they gained deeper understanding of each students' educational needs and began to identify priorities for faculty advising intervention. These data and their initial contacts also provided insight into problems advisees held in common and helped form the agenda of subsequent advising meetings.

In general, the objective of early informed faculty advising -- to help prevent and ameliorate obstructions to learning, provide a context for sharing experiences, and attempt to maximize the educational opportunities of the Residence Year -- was implemented in the TFIJ advising program.

The problems raised by students in the group meetings and identified as overt or underlying concerns by the advisors in their Group Meeting Summaries were surprisingly similar and consistent throughout the term. From the advisors' perspective, students were anxious early on about their performance at School and agency -- 'measuring up' to their own and others' expectations -- and felt overwhelmed by the heavy workload pressures in both areas. Knowing what was expected of them in the Residence Year -- how many cases, what kinds of recording -- having to meet increased demands, and adjusting to the shift in role at the agency, where one was suddenly both a student and employee, were aspects of the problem of performance anxiety that students explored in the group.

Although the issues of role for students were complex and differed from situation to situation, the common themes that emerged related both to role conflict and role overload. On the one hand, students who finally came to accept and enjoy the student role -- some after resisting the dependence and vulnerability it can imply -- found it was a luxury time did not permit. The excessive workload demands took the fun out of learning for many and frustrated their efforts to produce quality work. There was no time to explore, to immerse oneself in the literature, to take student risks, for these aspects of learning were not 'efficient' in time or energy.

In addition, students expressed the fear that being a student would conflict with or jeopardize their jobs. If the School made too many demands on the agency to shift or reduce assignments, for example, or deterred the student from performing the tasks for which they were valued and paid, the agency might re-evaluate its commitment both to the student as a learner and an employee. On a more subtle level, students recognized that the behaviors and image associated with being a student were often incompatible with what they and others expected of themselves on the job. Change and uncertainty ran counter to the expected behavior for high level, responsible agency positions many students had achieved.

These role conflicts were frequently complicated by students' inability to "let go" of familiar patterns of working or to distinguish between their own and the agency's needs in the amount and kind of tasks undertaken. And, as budding professionals, agencies often expected more rather than less of them in their role as student/employees and "semi-experts."

In this stressful environment, differing only in degree for the majority of project students, in the advisors' views; some students expressed gratitude for what they perceived as the School's support and concern. Others expressed anger with the School for not easing the stress by, for example, extending library hours or making reading materials more available. Students' complaints about courses were related to this issue, as many hoped and expected that

course content would be more practical and help meet their needs for improved techniques to cope with mounting work pressures.

In group advising, the TFI project advisors described their role behavior in similar ways. As indicated in Table 2, both ranked the activity of "helping students integrate class and field knowledge and experience" as first most often. "Providing information" on field work, resources, courses, etc., was the second most frequent activity for one advisor, while for the other, the second most frequent activity was shared equally between "integrating, clarifying and broadening concepts," "setting professional standards of behavior" and "providing information." There were few mentions of a third priority activity for one advisor, while for the other, "assisting in solving problems" was a clear priority receiving numerous mentions.

TABLE 2

ADVISORS' RANKING OF PRIORITY ROLE BEHAVIOR ACTIVITIES IN GROUP
ADVISING MEETINGS

Priority Ranking of Activities by Number of Mentions						
Advisors' Activity/ Behavior	ADVISOR #1			ADVISOR #2		
	1st	2nd	3rd	1st	2nd	3rd
Integrated class & field	3	-	-	5	2	1
Clarified concepts	-	-	-	1	2	1
Broadened concepts	-	-	-	-	2	-
Set professional Standards	1	1	1	-	2	1
Provided informa- tion	-	5	1	1	2	1
Provided advice, support	1	1	1	-	-	3
Problem-solved	1	-	1	2	-	6

If one looks at the three priority activities mentioned most frequently by advisors and clusters those behaviors that appear to be conceptually linked, ⁴ the role pattern for one advisor was characterized by providing information and helping students address and solve problems. For the other, helping students integrate

class and field and problem-solving activities predominated.

As planned in the TFIJ advising innovation, group meetings were supplemented with individual in-person contacts between the advisor, the student and other school or agency personnel. Analysis of the Contact Logs documenting the time and purpose of advisors' contacts with the student, agency field instructors, other faculty, etc., indicated a wide range in the number of contacts made. One advisor with 12 advisees had 71 in-person student contacts, 42 student telephone contacts, 29 in-person agency/faculty contacts, and 79 agency/faculty telephone contacts. The second advisor, with 13 advisees, had 26 in-person student contacts, 8 student telephone or other contacts, ⁵ 17 in-person agency/faculty contacts, and 34 agency/faculty telephone contacts. Table 3 shows the total number and average for each advisor in the four types of contacts on which advisors reported.

TABLE 3

ADVISORS' REPORTS OF IN-PERSON AND TELEPHONE CONTACTS WITH STUDENTS,
AGENCY PERSONNEL AND OTHER FACULTY

	ADVISOR #1 CONTACTS				ADVISOR #2 CONTACTS			
	with Students		with Field & Faculty		with Students		with Field & Faculty	
	In-pers.	Phone	In-Pers.	Phone	In-pers.	Phone	In-pers.	Phone
No. of Contacts per Advisor	71	42	29	79	26	8	17	34
Average Contacts per Advisor	5.9	3.5	2.4	6.6	2	.6	1.3	2.6

The differences in the numbers of contacts made by the two advisors appear related to three factors:

1. Lack of clarity in the instrument on the kinds of contacts to include
2. Fuller reporting of contacts by one of the advisors
3. More serious advising situations and student crises⁶ for one advisor than the other.

It is clear from this description of the group and individual aspects of the TFI advising innovation that advisors perceived themselves to be very available to students and the "significant others" involved in their education, and documented their availability to a significant degree. From their own accounts, both advisors exceeded School expectations for advisors' in-person contacts with students and field instructors.

The picture of the students' experience that emerged from advisors' descriptions of group and individual contacts was one of stress, primarily the result of irreducible agency demands in concert with the new, sometimes conflicting expectations of the student role.

Work-study, from this view, required that many students walk a fine line to maintain their positions in both worlds, making only those adjustments necessary for survival. "Maximizing learning opportunities" may be a euphemism, for these data indicate that

advisors in fact played a "satisficing" role. Advisors who gained the confidence of their advisees and were familiar with the School and agency systems did not demand the optimum in educational arrangements in situations that might have jeopardized the student's tenuous position. Rather, they helped students set priorities and test the limits of the possible by understanding and accepting necessary compromises in their educational expectations. As one advisor noted in her write-up of a group advising meeting in which the primary advising activity was "providing advice and support,"

Really all the major discussion was related to dealing with stress, making compromises, organizing time and expectations in field and School.

Helping students manage with sophistication and "systems-savvy" was also evident in advisors' counsel on the handling of excessive agency workloads and students' dissatisfaction with key courses. Problems were not generally "solved," but better situations were negotiated as realistic limits were tested and accepted.

Student Evaluation of the Faculty Advising Project

In this section, the responses of students who participated in the innovative faculty advising project will be analyzed and compared with the views of students who received regular advising in the Fall 1981 semester. Students' evaluations of advising were obtained from their responses to an end-of-term questionnaire.

Thirty-seven of the fifty-one students in the faculty advising project answered the questionnaire for a response rate of 72.5%. Thirty-six or 60% of the sixty students in the regular advising sample returned questionnaires.

There were no statistically significant differences between project and regular advising (contrast group) respondents and their respective samples for both TFI and TFII on the dimensions of age, sex, race or major method. Thus, questionnaire respondents were considered representative of project and contrast group samples on these dimensions.

Students' evaluations of innovative and regular faculty advising programs will be presented for TFI and TFII, the part-time and full-time phases of the OYRP. The structure of these time-frames and related educational issues will be briefly reviewed to provide background and perspective on the findings.

OYRP Time Frame Structure and the Regular Advising Program

In TFI, OYRP students attend School one evening a week for a minimum of two semesters and earn 12-15 credits toward the MSW degree. This "part-time" phase, so-called because it conforms to University credit limitations for part-time status (less than 12 credits per semester), enables working students to pursue a portion of their professional degree program without interrupting employment or sacrificing pay. Generally, introductory required courses are

offered in TFI and are organized in "tandem pairs" after work hours, one night a week. Groups of 25-30 TFI students are assigned to OYRP faculty members who meet with their respective groups three times a semester for standard or regular "large group" advising. Held from 5:00 to 6:00 p.m. before evening classes, this advising program was established as an efficient communication mechanism for the periodic transmission of Program and field work planning information and advice to all TFI students. While students can request individual meetings with advisors, and do so as needed, they are expected to attend scheduled large group advising for general information and consultation purposes. Additional sources of information for TFI students are provided by School and OYRP mailings, handbooks on course requirements and schedules, and the OYRP Bulletin Board for Program reminders and "late breaking" information.

The TFI structure creates a variety of new demands and logistical problems resulting from the added academic commitment. Leaving the agency early, getting to School by 6:00, remaining alert through classes until 10:00, skipping dinner -- all create problems for employee-students who attend School after work. Finding additional time during the week or on weekends for the library, reading and writing papers are other pressures, exacerbated by students' distance from school, limited weekend library hours, and lack of access to alternative educational resources. The requirement to

attend large group advising is also an issue, for many students have difficulty leaving their agencies sufficiently early to reach School by 5:00. As a result, individual advisor follow-up and OYRP mailings are increasingly necessary to assure that, in fact, all students receive basic information and advice.

Aside from logistical problems in which time constraints figure high, the TFI structure presses students to come to terms with the student role, academic demands (some for the first time in many years), and the relevance of professional education to their work. These struggles as part-time evening students are peripheral to the School's main operations and are conducted in an atmosphere lacking supportive educational structures, basic physical amenities (cafeteria, lounges) and time for informal or extracurricular activity.

To advance to TFII, the full-time or Residence Year of the OYRP, TFI students are required to satisfy two conditions: successful completion of TFI courses and the finalization of field work arrangements at the student's place of employment. While the majority of TFI students satisfactorily complete courses, arranging field work at the employing agency has become increasingly difficult due to agency cutbacks and inability to expend resources to meet the school's educational requirements for student learning. These conditions increase student anxiety in TFI and may result in field-work delays or modified plans.

In TFII, students take approximately three required and elective courses a semester plus the supervised field work practicum. Courses are offered during the daytime one day a week. The agency based field placement occupies the other four days, and should consist of weekly supervision by an MSW, a minimum of 50% new assignments, and an overall reduction in work responsibilities to provide adequate time for professional learning.

This type of "work-study" arrangement enables students to meet full-time University residence requirements and the supervised field work practicum while continuing to work full-time at their employing agencies. It also represents an intensified and accelerated field work plan. Students, that is, are expected to meet professional performance standards in two semesters rather than four, and with one-third fewer field work hours, based on their prior work experience and the knowledge of agency and social work function it presumably confers.

In TFII OYRP students are assigned to a set of faculty as advisors based on such variables as major method and field of practice. The TFII faculty advisor is expected to provide advice and support to both student and agency on the School's educational requirements and procedures, to be available to help resolve problems affecting students' learning, and generally to monitor and assess the student's educational progress.

While meetings between advisor and student or advisor and field instructor do not follow a particular schedule or pattern, a minimum of one in-person contact with the field per year is required, and sufficient meetings with the student to enable performance assessment. Some faculty use the "faculty advising hour" on all-school program days called "Common Days" for contact with advisees. This method is not applicable to OYRP students, however, as they are not expected to attend Common Day programs. As a result, contact between TFII advisors and students is an ongoing problem exacerbated by TFII students' tightly scheduled, limited time at school.

Nevertheless, relative to TFI, TFII permits students greater access to School facilities, faculty and other students, and theoretically through the field work practicum, provides opportunities for greater identification with professional education and the student role. In this context, the accelerated field work design, the lack of specific mechanisms for advisor-student contact, the work-study field work plan and the heavy courseload create a variety of problems that may influence faculty advising and the TFII student experience. For example, the TFII student may face role conflicts resulting from the employing agency's control over both the work environment and the professional educational experience. In addition, the rapidity of the field work practicum, the lack of early faculty advising contact, and the difficulty of economically

pressed agencies to reduce work assignments increase the likelihood that field work problems may emerge and avert early detection.

In summary, the structure of the part-time and full-time phases of the OYRP offers an alternative path to the MSW that enables qualified full-time BA-level social workers to pursue professional education without terminating employment. At the same time, TFI and TFII educational plans present a variety of hurdles for students to negotiate if they are to successfully complete the Program. These issues differ for each Time Frame but in general related to problems of access to School and other educational resources, management of time and diverse responsibilities, identification with the student role and professional learning, connection to the School and other students, and development and maintenance of acceptable work-study field work arrangements. Standard faculty advising programs were not designed to address these issues. In contrast, the innovative, program was established to support part-time work-study students and facilitate their maximal use of professional learning opportunities.

In this context, we will now examine project and contrast group students' evaluations of innovative and standard faculty advising programs for TFI and TFII. We will see the extent to which students were satisfied with the structure and content of the innovative and regular faculty advising designs, felt

connected to other students and the School, and perceived the School to be responsive to their needs as OYRP students.

Specifically, student responses to questions on the most useful advising formats, main sources of information about the School, the advisor's availability and knowledge, and student satisfaction with the major components of their respective advising programs were considered indicators of the degree of overall satisfaction with the two advising programs. Their responses to how well they knew and interacted with other students, their self-view as "second class citizens" in the School, their degree of identification with the School and their view of the School's responsiveness to OYRP needs were selected as indicators of their feelings toward and connection to the School.

In most cases, findings are presented in table form. The chi square statistic is included only when significance at the .05 level or beyond was achieved.

A Comparison of TFI Students' Perceptions of Innovative and Regular Advising and Connection to the School

Based on the innovative TFI program design, project students were asked to rank order the three advising formats provided; i.e., total class advising that occurred primarily at the beginning of the semester; small group advising by major method cohorts that followed, and individual faculty-student contacts arranged outside of class

"as needed" or at the end of the term as part of the "in-class" advising plan.

In contrast, TFI students in the regular advising program were offered only large group advising. Individual advisor-student meetings were available as needed but were not structured or encouraged. Thus, regular advising program students were asked to identify the number of advising contacts they had and, in that context, evaluate the usefulness of large group and individual advising meetings.

Although the questions project and regular advising program students responded to were not the same, these data are presented in juxtaposition in Table 4 to suggest the direction of students' views on the formats provided in their respective advising programs.

TABLE 4

MOST USEFUL ADVISING FORMATS

	Project TFI					Regular TFI			
	Most Useful Format		2nd Most Useful			Usefulness of Large Gp.		Usefulness of Individual	
	N	%	N	%		N	%	N	%
Small group	2	13	7	54	Very	1	6	2	15
Total Class	3	19	5	38	Moderately	5	29	1	8
Individual	11	69	1	8	Minimally	9	53	4	31
	<u>16</u>	<u>101</u>	<u>13</u>	<u>100</u>	Not	2	12	1	8
					N.A.			5	38.5
						<u>17</u>	<u>100</u>	<u>17</u>	<u>100.5</u>

Project students overwhelmingly favored individual advising, followed at some distance by total class advising. Small group advising was ranked the second most useful format, followed by total class advising. Regular advising students, as shown above, rated both large group meetings and individual contacts "minimally" or "not useful". A substantial number wrote in "Not Applicable" for individual contacts, indicating they had not met individually with their advisors during the term.

These data demonstrate regular advising students' strong dissatisfaction with the large group advising format, and emphasize the extent to which individual advising is a residual form, infrequently used. Similarly, Project students responses did not validate total class advising, a beefed-up, more frequent and personal version of the standard large group. They did, however, express some degree of satisfaction with each format offered. Interestingly, the individual format -- structured least and last in the project/relative to the other formats, but occurring with substantial greater frequency for project than regular students -- was valued the most. Reasons for this will be explored later in this chapter.

In Table 5, the first and second most important sources of information for TFI project and regular advising students are presented.

TABLE 5
 MOST IMPORTANT SOURCES OF INFORMATION

	Project TFI				Regular TFI			
	Most Important Source		2nd Most Important		Most Important Source		2nd Most Important	
	N	%	N	%	N	%	N	%
Other OYR Students	2	13	4	25	7	41	0	0
Faculty Advisor	9	56	2	13	1	6	4	25
Other Faculty	0	0	1	6	3	18	2	12.5
Handbook, Bulletin Bd. Mailings, Other	5	31	9	56	6	35	10	62.5
	16	100	16	100	17	100	16	100

By far, the major source of information re: School programs and policies for TFI project students was the faculty advisor, with School handbooks, mailings, et.al., viewed as the second most important source. In contrast, the major source of information for regular advising students was other OYRP students. Less personal communication mechanisms taken together, i.e., School mailings, handbooks and the OYRP bulletin board, ranked as the second most important source, and also came in a close second to other students as the major source.

For regular students, the faculty advisor was not an important source of information, perhaps reflecting the limited number and nature of advisor-student contacts. This evaluation reflects negatively on the regular advising program, however, for "information and communication" were its primary objectives.

Table 6 portrays TFI project and regular advising students' views of the faculty advisor's availability.

TABLE 6

FACULTY ADVISOR'S AVAILABILITY

	Project TFI		Regular TFI	
	N	%	N	%
Very	12	63	7	41
Moderately	5	26	2	12
Minimally	2	11	8	47
	—	—	—	—
	19	100	17	100

$(\chi^2 = 6.16, df = 2, p < .05)$

Ninety percent of project TFI's, compared with 53% of regular TFI students, perceived their faculty advisors to be "very" and "moderately" available. Forty-seven percent of students in regular advising, as opposed to 10% in the innovative project, thought their advisor was "minimally" available. These differences between project and regular students were statistically significant, and reflect positively on the frequency and nature of advisor-student contact built into the innovative advising program.

Table 7 shows TFI project and regular advising students' views of their advisors' knowledge of School systems and procedures.

TABLE 7
FACULTY ADVISOR'S KNOWLEDGE

	Project TFI		Regular TFI	
	N	%	N	%
Very	13	68	7	41
Moderately	4	21	4	24
Minimally	2	11	5	29
Not			1	6
	19	100	17	100

Sixty-eight percent of TFI project students perceived their faculty advisor to be "very" knowledgeable, while 41% of regular TFI advising program students did. Thirty-five percent of regular students and only 10% of project students viewed their faculty advisor to be "minimally" or "not at all" knowledgeable. Although these differences were not statistically significant, these findings support previous data indicating students' greater satisfaction with innovative than regular advising. These data also may reflect differences in advising program design and personnel, to which students may have reacted. The TFI advisor, i.e., was selected for his knowledge of the Program and OYRP students and, given the innovative structure, had an opportunity to convey it. The three

regular OYRP advisors, however, differed in their knowledge of and length of service in the Program and, in addition, may have been evaluated more negatively due to the limitations of the regular advising structure.

In Table 8, we see a comparison of project and contrast group students' respective overall satisfaction with innovative "in-class" and regular advising. In addition, students' views of the inconvenience of their respective programs are shown.

TABLE 8

STUDENTS' OVERALL SATISFACTION WITH ADVISING AND VIEW
OF INCONVENIENCE OF INNOVATIVE AND REGULAR PROGRAMS

	Satisfaction with Advising				Inconvenience of Advising			
	Project TFI		Regular TFI		Project TFI		Regular TFI	
	N	%	N	%	N	%	N	%
Very	6	31	3	18	3	16	5	29
Moderately	4	21	5	29	0	0	6	35
Minimally	6	31	5	29	7	37	2	12
Not	3	16	4	23.5	9	47	4	24
	19 101		17 99.5		19 100		17 100	

($\chi^2 = 9.1, df = 1, p < .01$)

Only 18% of regular TFI's were very satisfied with TFI advising, as compared with 32% of TFI students in the project. Although these differences between regular and project students were not statistically significant, they indicate a difference in direction and intensity of sentiment between students in the two forms of advising that warrants further exploration of the advantages of the innovative structure.

The vast majority of TFI students in the project (84%) were "minimally" or "not at all" inconvenienced by the weekly 5:30 p.m. start-up time for the social policy class. In contrast, 64% of regular advising students were very much or moderately inconvenienced by the requirement to attend large group advising from 5:00 to 6:00 three times a semester. These differences between TFI students in innovative and regular advising programs were statistically significant, and indicate the importance of adapting the structure and content of faculty advising to OYRP students' time schedules and constraints. More frequent in-class advising and consistently earlier policy class attendance, i.e., were perceived less burdensome to students than less frequent, before-class large group advising. This suggests that consolidating advising and instruction, as in the innovative model, has merit for students over systems that lack such integration and require special, if less frequent, effort over time.

Although the innovative advising program generally was evaluated more positively than regular advising, it is clear from questionnaire data that project students highly valued individual faculty-student contact and saw it as an important component to improve the innovative advising program. In an open-ended question on the project's advantages and disadvantages, for example, some project students noted the lack of frequent, scheduled individual advising and students' need for more individual attention "because of varied background" or "special status" as students without agencies sponsoring standard TFI field work arrangements. Some also were confused about the different types of advising scheduled at different times, stating that "there was some confusion as to who met when" or "most of the time was utilized -- for regular classroom lecture rather than distinct advisement." Suggestions for improvement emphasized the need for a set timetable of individual and small group advising sessions, or regularly scheduled meetings for "special needs students."

Some regular advising students as well, in responding to the advantages and disadvantages of the standard advising program and suggesting improvements, called for individual advisement on a regular basis. Although regular students met infrequently or not at all with advisors on an individual basis and expressed minimal satisfaction with this format as a result (See Table 4), they saw structured individual contact as a way to handle individual

problems and questions that were inappropriate for or inadequately dealt with in the large groups.

To turn to students' responses on interactional patterns, self-view and feelings toward the School, both TFI project and contrast group students perceived a high degree of familiarity with other OYRP students.

TABLE 9

STUDENTS' INTERACTION WITH OTHER OYRP STUDENTS

	Sufficient Interaction			
	Project TFI		Regular TFI	
	N	%	N	%
Yes	9	56	4	24
No	7	44	13	76
	16	100	17	100

Ninety-four percent of TFI project students and 81% of regular advising students, that is, felt they got to know other OYRP students in classes "very" or "moderately" well. As shown in Table 9, however, over twice as many project as regular advising students (56% vs. 24%) felt they had sufficient time to interact informally with other students in School.

The latter data narrowly missed statistical significance at the .05 level and reflect the positive effect of innovative in-

class advising on OYRP students' opportunities for informal interaction with each other. Should such interaction be viewed as a useful component in an OYRP student support system, clearly the structure of in-class advising has potential to foster this development.

Table 10 presents project and contrast group students' perceptions of themselves as "second class citizens" and isolated from the School community.

TABLE 10

STUDENTS' PERCEPTIONS OF SECOND CLASS
CITIZENSHIP AND ISOLATION

	Second Class Feelings				Isolated from School			
	Project TFI		Regular TFI		Project TFI		Regular TFI	
	N	%	N	%	N	%	N	%
Not	11	69	11	69	3	19	4	23
Somewhat	3	19	4	25	11	69	10	58
Very	2	12	1	6	2	12	3	19
	16	100	16	100	16	100	17	100

The perceptions of students in both innovative and regular advising programs were nearly the same on these two variables. The majority of students in both groups (69%) did not perceive themselves to be second class, i.e., but did feel "somewhat" isolated (69% and 58%, project and contrast groups respectively) from the School as a whole. These data suggest that, in this demonstration project, the type of advising students received was not a factor in these perceptions. Rather, the opportunities afforded by the OYRP, and the general satisfaction of students with its design and content, must be considered an overriding influence on these students' perceptions of themselves as equal to others in the School community. By the same token, the fact that both groups of students felt "somewhat" isolated probably reflects the reality of part-time evening students' experience, over which patterns of faculty advising appear to have little control.

Table 11 shows TFI project and contrast group students' level of positive identification with the School.

TABLE 11

STUDENTS' POSITIVE IDENTIFICATION WITH THE SCHOOL

	Project TFI		Regular TFI	
	N	%	N	%
Not	3	19	0	0
Somewhat	5	31	8	47
Very	8	50	9	53
	<hr/>	<hr/>	<hr/>	<hr/>
	16	100	17	100

Responding to the question "To what extent do you feel positively identified with the Hunter School of Social Work?" 81 % of project students and 100% of regular advising students indicated they were "somewhat" or "very" positively identified with the School. While somewhat more project than regular students did not feel positively identified, these differences were not significant.

Student responses to an open-ended question on what they attributed their feelings to indicated that both project and regular advising groups appreciated the nature and quality of the MSW program, the caliber of faculty and students, and the reputation of the School in the professional community.

Table 12 presents project and advising program students' views of the School's responsiveness to OYRP student needs.

TABLE 12

STUDENTS' VIEWS OF THE SCHOOL'S
RESPONSIVENESS TO OYRP NEEDS

	School's Responsiveness			
	Project TFI		Regular TFI	
	N	%	N	%
Very	5	31	7	41
Moderately	6	38	6	35
Minimally	3	19	4	24
Not	2	12	0	0
	—	—	—	—
	16	100	17	100

Sixty-nine percent of project TFI's as compared with 76% of regular advising students were "very" or "moderately" satisfied with the School's responsiveness to OYRP students' needs. While students in regular advising appeared somewhat more positive about the School's responsiveness, these differences were not significant. Furthermore, students' responses to open-ended questions showed qualitative differences in the nature of the criticism and suggestions of project as compared with regular advising program students.

TFI project students, for example, pointed to problems directly related to OYRP students' time constraints, and desire for more resources and special consideration to facilitate their difficult educational programs. Specifically, access to the library and reading materials were mentioned frequently. Requests included expanding library hours to holidays and Sunday mornings "since this is the only time many OYRP students are off from their jobs," and having more xeroxed copies of articles available, "possibly more articles held aside for OYR only" or "copies of important pieces in classrooms." Some project students also expressed concern with the difficulty in attending class from 6:00 to 10:00 p.m. "after working all day," and assignment deadlines requiring that they "---shelve---full-time jobs and family responsibilities -- in order to complete a paper or study for an exam by a specific date."

As these comments indicate, TFI project students who perceived the School to be unresponsive to OYRP needs were concerned primarily with the lack of adaptation of schedules or the provision of additional resources to ease their heavy loads.

In contrast, the responses of regular TFI advising students were more critical of the fundamental nature and quality of the Program, and the usefulness of the standard faculty advising design. Some students called advising a 'waste of time' and felt that little or no information was transmitted that could not more appropriately

be mailed or put on the OYRP bulletin board. They resented the insensitivity of the School in requiring their attendance at meetings with such limited utility and described the pressure they were under to leave work early and arrive on time. Some were also critical of the advisor's lack of knowledge and of the inadequacies of other TFI teaching faculty.

There was as previously mentioned, a persistent call for "individual advisement on a regular basis" to "discuss the individual's questions and needs which are not met in groups." Another theme throughout was the perceived inappropriateness of "17 page reading lists" and multiple course assignments, given the time constraints, work and other demands of OYRP students. The design of courses was viewed by some as "undergraduate," and not sufficiently acknowledging of or related to their prior practice experience.

In sum, these comments contained more invective and reflected more disappointment, anger and resignation than similar statements by TFI students in the faculty advising project. Criticism was leveled at more fundamental aspects of advising and curriculum, while project students expressed dissatisfaction with the more technical issues of their access as part-time working students to necessary educational resources.

A Comparison of TFII Students' Perceptions of Innovative and Regular Advising and Connection to the School

Let us now turn to a comparison of TFII project and contrast group students' evaluation of their respective advising programs, connection to other students and the School, and the School's responsiveness to OYRP students' needs.

Table 13 presents TFII project and contrast group students' views of the most useful advising format. Project students were provided small groups supplemented with individual advising; regular advising students had individual advising only. Although questions and responses were not strictly comparable, these data are juxtaposed to suggest the relative potential of alternate forms of advising for TFII students.

TABLE 13
MOST USEFUL ADVISING FORMATS

	Project TFII					Regular TFII	
	Most Useful Format		Second Most Useful			Usefulness of Individual Contacts	
	N	%	N	%		N	%
Small Group	12	66	4	36.4	Very	5	27
Individual	6	33	7	64	Moderately	7	38
	<u>18</u>	<u>99</u>	<u>11</u>	<u>100</u>	Minimally	4	22
					Not	2	11
						<u>13</u>	<u>98</u>

TFII project students ranked small group as the most useful advising format (66%); individual, the second most useful (64%). Students also reported meeting more frequently in small groups with the advisor (three to five times per semester) than individually (once a term was the norm).

In comparison, regular TFII students rated the individual format "very" and "moderately" useful, and reported a total of one or two such contacts per semester.

These data validate the success, from the TFII project students' point of view, of the primary small group format used in the TFII innovative advising design. Although individual advising was also found useful, these findings suggest that small group meetings, planned to meet OYRP students' time demands and with substantive content on work-study issues, have the potential to supplant individual advising as the method of choice for TFII students. This has implications not only for the more efficient use of faculty resources in Residence Year advising, but also for the exploration of advising as a mechanism to support student self-help and mutual aid efforts. These data also show that regular advising students, although satisfied with individual advising, had little contact with advisors compared to students in the project.

In Table 14, the major sources of information for project and regular TFII students are presented.

TABLE 14
MAJOR SOURCES OF INFORMATION

	Project TFII				Regular TFII			
	First		Second		First		Second	
	N	%	N	%	N	%	N	%
Other OYRP students	6	38	3	20	10	55	3	16
Faculty advisor	4	25	5	33	2	11	2	10.5
Other Faculty	1	6	4	27	1	5.5	8	42
Handbook	2	12.5	0	0	1	5.5	0	0
Bulletin Board	2	12.5	1	7	1	5.5	3	16
Mailings	1	6	2	13	3	17	3	16
Other	0	0	0	0	0	0	0	0
	<u>16 100</u>		<u>15 100</u>		<u>18 99</u>		<u>19 100</u>	

Other OYRP students were the major source of information on School policies and program for 38% of project students; School handbook, mailings et. al., for almost one-third (31%); and the faculty advisor for 25%. The faculty advisor figured as the second most important source of information for project students (33%) followed by other faculty (classroom instructors or others) (27%).

Over half (55%) of TFII students in the contrast group identified other OYRP students as their most important source of

information; 28%, the handbook and other written communications from the School. Other faculty were the second most important source of information for these students (42%), followed by the bulletin board and School mailings (32%). The faculty advisor was a minimal source of information, identified as a primary or secondary source by only 10-11% of regular advising students.

These data suggest that for both groups of students, other OYRP students were the primary source of information about the School. Written materials at or from the School formed another important source, as did classroom and other faculty. The faculty advisor was a primary or secondary information source to a substantial number of project students but not at all to students receiving regular advising. These data are consistent with the relatively minimal contact of regular advising students and advisors, as compared with those in the project. They also reflect the extent to which informal as opposed to formal structures for communication were important for both groups of students. It would appear from this demonstration that a structured planned TFIJ advising program can help elevate the faculty advisor's importance in an area considered to be a basic faculty advising function.

Table 15 portrays TFIJ project and regular advising students' views of the faculty advisor's availability.

TABLE 15

FACULTY ADVISOR'S AVAILABILITY

	Project TFII		Regular TFII	
	N	%	N	%
Very	14	78	8	42
Moderately	3	17	9	47
Minimally	1	5.	2	11
Not	0	0	0	0
	<hr/>	<hr/>	<hr/>	<hr/>
	18	100	19	100

Seventy-eight percent of TFII project students, compared with 42% of students in the TFII contrast group, perceived their faculty advisors to be "very" available. Conversely, 47% of regular advising students and only 17% of project students viewed their advisors as "moderately" available. While the numbers of students in both groups who found their advisors to be "minimally" or "not" available were small, these data reflect the differences in numbers of student-advisor contacts between the two programs as well as the more activist role of the project as compared to the regular TFII advisor. The availability of the faculty advisor was a planned component of the TFII advising innovation, early on and throughout the Residence Year, while the involvement of the advisor

in the regular advising program was less structured and overt. As a result, these differences in perceived availability were to be expected.

As to students' views of their advisors' knowledge of School systems and procedures, all project TFII students and 83% of contrast group students perceived their faculty advisor to be very or moderately knowledgeable. Only three (16%) students in regular advising and none of the project students evaluated their advisors as 'minimally' or 'not at all' knowledgeable.

These data indicate a generally positive view of advisors on this dimension, irrespective of the advising program. The negative perception of a few students in the regular advising program may reflect the wide range and diversity of regular TFII advisors and their lack of structured content and accountability compared to advisors in the project.

Table 16 shows TFII project and contrast group students' satisfaction with their respective faculty advising programs. A summary satisfaction rating was provided by regular advising students. TFII project students evaluated the special design features of the innovative program separately, i.e., early TFII advising contact and continuity in advisor between TFI and TFII.

TABLE 16

STUDENT' SATISFACTION WITH FACULTY ADVISING

	Project TFII				Regular TFII	
	Usefulness of early contact		Usefulness of continuity in advising		Satisfaction with Advising	
	N	%	N	%	N	%
Very	9	50	9	53	4	22
Moderately	4	22	4	23.5	9	50
Minimally	5	28	4	23.5	5	28
Not	0	0	0	0	0	0
	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>
	18	100	17	100	18	100

Only 22% of regular advising students were "very" satisfied with the advising program; the majority (50%) were "moderately" satisfied. In contrast, 50% or more of TFII project students evaluated as "very useful" both early contact with the TFII advisor and continuity in advising between the two time frames.

While the specific questions for each group differed and limit the comparability of responses, these data tend to affirm the higher level of satisfaction of project than regular advising program students with their advising program. They also attest to project students' perceptions of the usefulness of special

features of the innovative design.

To turn to students' responses on interactional patterns, self-view and feelings toward the School, Table 17 presents TFI1 project and contrast group students' views of their degree of familiarity with other OYRP students.

TABLE 17
STUDENTS' FAMILIARITY WITH OTHER OYRP STUDENTS

	How Well Know Others			
	Project TFI		Regular TFI	
	N	%	N	%
Very	10	56	7	37
Moderately	8	44	10	53
Minimally	0	0	2	10
Not	0	0	0	0
	<u>18</u>	<u>100</u>	<u>19</u>	<u>100</u>

Over fifty percent of TFI1 project students felt they got to know other OYRP students in classes "very" well while the majority of regular advising students (53%) felt they knew other OYRP's only "moderately" well. These data suggest that the structure and content of advising may make a difference in the perceived level of formal student interaction.

On the question of whether there was sufficient time for informal interaction with other students, however, approximately seventy-two percent of students in both groups said no. This may reflect the limited time TFII students have available to get together with other students outside of class on their one day at School. It may also suggest a greater desire to do so, given the extent to which they feel they have gotten to know other OYRP students in class.

Table 18 presents TFII project and contrast group students' perceptions of themselves as "second class citizens" and isolated from the School community.

TABLE 18

STUDENTS' PERCEPTIONS OF SECOND CLASS CITIZENSHIP
AND ISOLATION

	Second Class Feelings				Isolated from School			
	Project TFII		Regular TFII		Project TFII		Regular TFII	
	N	%	N	%	N	%	N	%
Not	10	59	12	63	4	22	3	16
Somewhat	7	41	5	26	11	61	12	63
Very	0	0	2	11	3	17	4	21
	17	100	19	100	18	100	19	100

The majority of students in both groups (59% and 63% respectively) did not view themselves as "second class citizens" in School.. A substantial proportion of project students (41%), however, felt "somewhat" second class, while 37% of regular advising program students perceived themselves as "somewhat" or "very" much so. Both groups also felt "somewhat" isolated from the School as a whole (61% and 63% respectively), with a small percentage identifying themselves as "very" isolated (17% and 21% respectively).

These data suggest that, as in TFI, the type of advising students received was not a factor in students' perceptions of second class citizenship. By and large, TFII students in both samples seemed to feel they were treated equally to other students at Hunter. The percentage who felt "somewhat" or "very" second class, however, increased from TFI (see Table 10) and may reflect perceived lack of course alternatives and OYRP program constraints, as compared to Two-Year Program students.

Many aspects of the MSW program, that is, are adapted to Two-Year versus OYRP students' needs and may be viewed as disadvantageous to OYRP students as a class. The delay of the first major method course for administration majors (the majority of whom are OYRP students) until the first semester of TFII, for example, is based on the School's need to include a small number of Two-Year Program majors in the class.⁷ The result has been the prolongation of OYRP administration major's program and a

semester delay in completion of degree requirements. Similarly, certain favored second-year electives have been offered on days that exclude OYRP students or, when available, may be inequitably distributed to students in the Two-Year program. It is possible to speculate from these data, therefore, that OYRP students may feel somewhat more second class in TFII when they are in School with Two-Year students and, to a certain extent, directly compete with them for curriculum resources and administrative favor.

The isolation perceived by TFII students in both project and regular advising groups may be related as well to OYRP design features that maintain separation between TFII students and the School community. TFII students, that is, tend to be in special OYRP sections of required courses on their day in School and as a result, often do not have opportunities for formal or informal contact with Two-Year students. In addition, School-wide activities and committees are organized in relation to Two-Year program schedules and, while open to OYRP students, generally are not accessible. Finally, important elements in the School's curriculum organization, i.e., Common Day programs and the Concentration framework, have not been available to OYRP students due to scheduling conflicts between the part-time and full-time programs. As a result, it is not surprising that TFII students continue to feel somewhat isolated in the Residence Year, as this is the phase

that emphasizes their separate OYRP identity and operationalizes their status as members of a "School within a School."

Table 19 presents TFII project and contrast group students' level of positive identification with the School.

TABLE 19

STUDENTS' POSITIVE IDENTIFICATION
WITH THE SCHOOL

	Project TFII		Regular TFII	
	N	%	N	%
Not	1	6	3	16
Somewhat	4	22	6	32
Very	13	72	10	52
	—	—	—	—
	18	100	19	100

Seventy-two percent of project students, compared with 52% of regular advising students, were "very" positively identified with the School. There were more regular students than project students in the "somewhat" and "not" positively identified categories (48% vs. 28% respectively). While these differences were not statistically significant, the data indicated a more positive view of the School by students in the TFII advising project than in the regular advising contrast group. This may reflect project students' regard for advisors' systematic efforts to help them

maximize Residence Year learning opportunities and use School and agency systems to best advantage.

In general it is likely that, as in TFI, TFII students' positive identification with the School resulted from their satisfaction with the TFII curriculum, peers and faculty, and the approval of a Hunter MSW by the professional social work community.

Table 20 shows TFII project and advising program students' views of the School's responsiveness to OYRP students' needs.

TABLE 20

STUDENTS' VIEWS OF THE SCHOOL'S
RESPONSIVENESS TO OYRP NEEDS

	Project TFII		Regular TFII	
	N	%	N	%
Very	3	17	3	16
Moderately	9	50	13	68
Minimally	6	33	2	11
Not	0	0	1	5
	<hr/>	<hr/>	<hr/>	<hr/>
	18	100	19	100

Sixty-seven percent of TFII project students rated the School as very or moderately responsive to OYRP students' needs, while 85% of TFII regular advising students did. Fewer regular advising students perceived the School as minimally or not responsive

(16%) as compared to TFII project students (33%). Although differences were not significant and majorities of students in both groups perceived the School to be responsive to OYRP needs, these data indicate a somewhat more positive view of the School's responsiveness by regular than project advising students. This may reflect the heightened expectations of students in the project compared with students in the contrast group.

As was true for TFI students, however, TFII project and contrast group students differed in the nature and intensity of their criticism of the School. Analysis of open-ended responses to 'what the School should be more aware of or responsive to re: OYRP students' needs,' for example, showed TFII project students' concern about course scheduling problems and the lack of choice in elective course offerings for OYRP students. A few students, perceiving OYRP students as 'very advanced' in their professional knowledge and skills, requiring perhaps polish," expressed resentment at the length and requirements of the OYRP as well as the 'often unchallenging' coursework. The majority who commented, however, focused on scheduling and resource deficiencies -- being closed out of an elective one wanted, desiring a course not offered on one's day in School -- and requested that more and varied courses be available in TFII.

In contrast, the comments of TFII students in the regular advising program suggested dissatisfaction of a different scope

and intensity. Bitter criticism was leveled at the nature and quality of the limited electives available. Dubbing them "elementary," "gut level," "(unrelated to) practical issues in the field," and "a waste," some students felt forced into taking electives that fit OYRP time constraints, and thus felt cheated out of more desirable and useful courses. In this vein, one student asked, "Why can't "Comparative Theories" or "Psychodynamics" be given in the evening --?"

Other curriculum criticism included the lack of individualization of course assignments, the lack of pacing and coordination of assignments for different courses, the lack of adaptation of courses to OYRP students' practical experience and therapeutic skills, and the perceived preponderance of "inexperienced professors" in OYRP sections of required courses. Some students, moreover, perceived a connection between limited curriculum range, quality and choice, and their status as OYRP students -- "isolated from the School because (we) are not full-time students" and "treated as second class citizens."

In addition to these curriculum complaints, regular TFI students commented on the difficulty in obtaining accurate information about the program and field work requirements from the faculty, and other students' feelings of disconnection from the School because of inadequate faculty advising input.

In sum, regular TFI students expressed anger and disappointment on a range of issues, including inexperienced faculty, lack of access to desired courses, lack of credit as experienced workers, lack of curriculum quality and choice, lack of accurate information and lack of connection to the School and student status. Although resource deficiencies for part-time working students were basic to the criticism of students in both groups, the comments of regular advising students were less technical in nature and suggested more fundamental inequities as perceived in their status as OYRP students.

Advisors' Evaluation of the Faculty Advising Project

To evaluate the faculty advising project, advisors responded to an in-person interview (see Appendix 4) on the advantages and disadvantages of the new advising structure and curriculum, and their recommendations to the School on optimal advising features for OYRP students. In addition, advisors provided background information on their teaching and advising histories at the School, their prior views of OYRP students, and new perceptions generated by their experience in the project.

The length of service, faculty rank and advising loads of the three project advisors were varied. One advisor had been at the School for ten years as a lecturer with tenure, and had taught and advised mainly Two-Year program case work students assigned to

family service agencies. Another had been a part-time faculty member for one year; full-time, for two, and had advised primarily One-Year Residence Program administration majors. The third had been full-time in 1972, an adjunct from 1973 to 1980, and full-time on a temporary basis since then. As an adjunct, this project advisor had taught evening sections of the social policy course to OYRP and non-matriculated students, but did not have formal advising responsibilities. In the recent period, he was the advisor to both OYRP and Two-Year students.

Advisors' impressions of the general characteristics of OYRP students prior to the project were quite similar, and in the main, they felt the project experience verified their previous notions. There was moderate agreement, for example, with the observation that OYRP students represented a broad range of abilities, from polished professionals to those whose performance met minimum expectations. One advisor dubbed this the "most striking characteristic of OYRP students;" others viewed this as a reflection of students' varied motivation for graduate education. One advisor, for example, divided OYRP students into two groups -- those who just wanted to "get by" and obtain a credential for professional advancement, and those who were more dedicated and serious as students. The latter felt a personal as well as professional need for professional education, and as a result were willing to work harder to turn their considerable practice

knowledge into demonstrable skill and professional competence.

The practice versus theoretical orientation of OYRP students was also noted. One advisor felt OYRP's in TFI were "ahead of" first year students in their practical knowledge of agency systems and interviewing, sense of social work values and familiarity with professional concepts. Many had been out of college for many years and were less strong in their theoretical knowledge than full-time students who may have had more recent exposure to sociological or psychological thought. There was agreement on OYRP students' bias toward practice, and extensive use of practice experience in professional learning. In one advisor's view, OYRP students have more practice experience to "dip into" and often use School retrospectively to understand and articulate what they have been doing -- and do know about -- in the field.

The project further confirmed and accentuated advisors' awareness of the pressures OYRP students are under. Characterizing the assumption of the student role as "wrenching," one advisor stated that new OYRP students "don't realize what they have to give up to function here as a student." He noted the physical and emotional demands involved in attending classes until 10:00 p.m. after a full day of work, and the "tremendous time pressures" resulting from the attempt to "sandwich in" reading and course assignments on the nights and weekends. In light of these pressures, he felt that "the School had not done much to accommodate evening

students." In fact, the School is essentially shut down when they arrive, he observed. Daytime faculty and students are on their way out, the lounges are locked, and the cafeteria and library remain open for only part of the evening. The message communicated to them has been "You're on your own in this new environment."

The TFIJ advisors also emphasized the multiple responsibilities and burdens OYRP students carry, and were impressed with how many do so successfully. In their view, lack of reduction in agency workload to accommodate new learning assignments was the primary stressor for TFIJ students. In this regard, they felt that the School was viewed not as indifferent to students' existence but rather as "the enemy," to be avoided.

One advisor, in fact, perceived OYRP students prior to the project as generally "resistant" to faculty advising in order to prevent the School's "unwelcome intrusion" into the "delicate balance" they had achieved between work and school. Students feared that advisors, despite good intentions, would make their lives more difficult and even jeopardize their survival as agency employees by questioning the excessive workload requirements often acceded to as a trade-off for educational benefits. As a result, they kept a "low profile" and did not initiate faculty advising contact unless and until problems were insurmountable and required "radical intervention" by the School.

Although the advisor's experience in the project altered this view -- TFI students when exposed to mandated, structured and frequent advising were perceived to want it, use it and enjoy it -- both TFI advisors posited a relationship between the extreme pressures on OYRP students, their stance toward School and agency, and the structure of the faculty advising program. With infrequent advising contact and lack of opportunity for the development of trust, students tended to ally themselves with the agency for their education, and viewed the School as the "alien force" to be kept at arms length. With more frequent student-advisor contact and a sense that "the School is in their corner, working toward their achieving the best education possible," -- "there was an honesty and comfort in sharing issues" with the advisor, and use of the advisor as a support and sounding-board for greater exploration of educational options at both School and agency.

Given the advisors' views of OYRP student characteristics and their comments on the interdependent, potentially adversarial relationship of School, agency and student; the advisors' assessments of the Faculty Advising Project were overwhelmingly positive. On specific advantages and disadvantages of the new advising structure, the TFI advisor pointed to the 5:30 start-up time as a critical benefit. Commenting that, "Remarkably, everyone was on time," he noted that the earlier start created both sufficient

time for advising and "socialization time" for students. "The real pay-off for students," he felt, "came after 7:10," when the issue of "becoming students" was addressed and "students were literally forced to know each other." As a result of the increased interaction that the new structure promoted, he felt that the class jelled as a group, felt very comfortable with each other, and began to assist each other formally and informally in coping with the student experience. In the advisor's view, this class also demonstrated an increased sense of identification and connection with the School by mid-term that was not customary of evening classes in the past.

As to the modes of advising used, the TFI advisor felt that large group advising worked well as a medium for the communication of important information. Twenty-five students seemed the right size for both participation and exchange. More important, in the advisor's view, it provided a forum for students to raise timely issues and influenced how they dealt with them.

On the issue of students' dissatisfaction with the Human Behavior class previously mentioned, for example, the advisor felt that the advising project structure enabled students to be heard, sanctioned their right to go to an instructor with a complaint, and showed them how to work through a problem like this in a responsible, human way. Large group advising thus provided a mechanism for solving common problems and, on occasion, acted

as a safety value for the expression of anger and disappointment.

In contrast to students' perceptions, the TFI advisor thought that the new advising structure provided adequate time for students to see him individually, and felt that they were encouraged to do so. The period from 7:10 to 8:00 was available for this, or students could see him before class. Since, by his estimate, over half the class saw him alone at one time or another, the balance between large group advising and individual contacts provided by the structure was appropriate from his point of view.

He saw little reason for the small group format, however, and felt that it required clearer scheduling and agenda than emerged in the project implementation phase. By the time the final small groups met, in fact, he had the feeling they had already obtained the information from other students.

Beyond the advantages to students, the TFI advisor also commented on the advantages to the advisor and School of the new structure. The dual role of advisor and instructor enabled him to get to know students more quickly, and engage in a process that motivated students (particularly the weaker ones) to accept criticism and work harder because of their greater attachment to the School. In the interrelationship of advising and classroom teaching roles, he observed "pay-offs" in both directions: the advising relationship facilitated the teaching role, and vice versa. Beyond this, he emphasized the advantages to the School

of students being "known quantities" in Time Frame I. It permits the School to develop resources to maintain good students, and conversely, to counsel out students who may not be ready to commit themselves to professional education. In any case, earlier knowledge of students enables the School to be aware of and prevent problems before "they explode" in TFII, to everyone's disadvantage.

On the advantages of the project structure perceived by the TFII advisors, both agreed on the importance of early contact with students and agencies to assess assignments, clarify educational arrangements, get a feel for the agency and redirect plans if necessary. One advisor found that early advising intervention was not always possible or effective as some situations were unworkable. In those situations, however, students knew that "everything possible was being done and that they were fully understood" by the School.

Another advisor characterized "early contact and intervention as prevention" and saw it as the "most crucial aspect of the project." In visiting agencies, she found that many field instructors did not view the School-agency contract letter as binding and had changed the nature of assignments and expectations for the Residence Year without the knowledge of either School or student. Students were in limbo, not knowing how to evaluate the appropriateness of new demands. In these and other circumstances, early contact provided opportunities for assessing and redirecting

student-agency expectations, and made the difference in "slippage" in the learning process "from three months to two weeks." Given the relative brevity of the Residence Year, early contact proved to be a critical advantage.

Less clear was the usefulness of the carry-over of students from TFI to TFII. The advisor who took on TFI advisees in February felt her experience was too limited and atypical to enable her to comment on the issue of advising continuity. Except for the few instances in which she met with students on identified problems in TFI, her continuous relationship as advisor appeared to provide little advantage.

The second TFII advisor, in contrast, felt that advising continuity provided an "intangible benefit." Although, in her opinion, no substantial advising relationship had been established in Time Frame I, she and her advisees had developed "elements of history together," a common frame of reference. At the least, this facilitated an awareness of students' frustrations, ambivalence re: work and school roles, and differences in field settings that carried over into TFII. At most, the continuous relationship reinforced the advisor's familiarity with student learning expectations, especially for those students in the same method as the advisor.

Both TFII advisors were unequivocal in their assessment of the advantages of small group advising, particularly for students

in the same major method. The groups fit well into students' schedules and thus facilitated the frequent and planned access of students and advisors throughout the semester. They enabled advisors to tune in to student concerns, individually and collectively, and consciously address such issues as assignment design, role conflict and student learning expectations. Most important, small groups fostered caring and sharing among students and became mutual support structures.

One advisor found that, in this regard, "the more sophisticated students guided the naive," and sparked their interest in exploring new issues and demanding more from the educational experience. Another found this was so in groups sharing the same method. In groups composed of students with different methods and levels of ability, those of lesser skill appeared "very self-protective" and those of greater skill were "less willing to share their strengths."

The primary disadvantage of the new advising structure mentioned by all three advisors was the additional time demand it created. According to the TFI instructor, advising responsibilities for a class of 25 TFI students was equivalent to the workload of 10-12 "regular" advisees in field work. Also, the advisor must be available late in the afternoon to meet with students after work.

For the TFI advisors, the closer advising relationship the

project engendered allowed more problems to surface and held out the promise of a more "fine-tuned" experience, with increased student-advisor contacts, for all students. As one advisor put it, the project "turned every student into a demanding students."

Despite the extensive time commitment entailed, the advisors found the project advising experience much more satisfying for the advisor and useful for the student than standard advising. It was felt, however, that the additional expenditure of time had to be acknowledged, legitimized by the School and considered in faculty work load assignments if the new advising structure were to be institutionalized. In the advisor's view, the primary justification for project-style advising in TFI lay in its increased potential to connect students to each other, the School, the student role and the learning experience, and thus to maximize learning and better prepare students for TFII. In TFII, the rationale for increased advising strength hinged on the importance of preventing problems from disrupting OYRP students' one year in the field, and thus sidetracking the learning potential of the Residence Year.

In summary, the three faculty advisors who participated in the project evaluated its form and substance very positively. The TFI advisor found the earlier class starting time useful not only in providing time for planned large group, small group and

individual advising, but also in creating increased opportunities for student interaction, self-help and contact with the School. The new advising structure provided an ongoing mechanism for the exchange of information and enabled educational issues of import to both faculty and students to be addressed in a constructive manner. A relationship between advisor and students was fostered that facilitated both advising and teaching, and was more satisfying to the advisor.

The TFIJ advisors felt that early contact with students and field agencies was the most important component of the project, followed by the use of the small group for sharing, teaching and problem-solving. Early contact facilitated early assessment of student need and field agency educational arrangements, and in many cases enabled "preventive intervention" by the faculty advisor to occur. Small group advising provided an ongoing planned mechanism for student-faculty communication and support. It helped develop trust between advisor and students, and allowed the advisor to be ally rather than alien in the monitoring of student agency educational plans.

Insufficient data was available on the question of advising continuity to enable informed judgments. While it appeared "not to hurt," further study is necessary to determine the extent to which it may be an optional or required feature in an effective

advising program.

The project required a substantially greater commitment of faculty time and energy, and supported students to be more demanding and critical of the educational experience provided by both school and agency. Should the project be implemented on a broader scale in the future, these factors would need to be considered.

In light of this assessment of the advantages, disadvantages and general characteristics of the advising project, advisors made the following recommendations:

Time Frame I

1. Begin all evening classes at 5:30, so that all part-time and non-matriculated students have an opportunity to rest, interact and use School facilities between classes.
2. Arrange evening classes in tandem pairs for OYRP students (5:30 to 7:10, 8:00 to 10:00). Develop communication links between the two teachers involved, so that problems re: students or course material can be addressed and resolved quickly.
3. Require one teacher in each tandem to be a full-time faculty member or an adjunct with many years experience in the School so that part-time

students are exposed to faculty with systems-savvy who can help them become connected to the School and feel welcome in it.

4. Continue this model of advising in TFI. Make the time and resource commitment to facilitate student maintenance and problem prevention in TFII.

Time Frame II

1. Continue early meetings with students and early contact with agencies, to enable early assessment, problem prevention and problem solving for maximal learning in the Residence Year.
2. Meet with student advisees in small groups on the day they are normally in School, to enable frequent planned advising contact at least every month and a half.
3. Provide advisors with information on students' past course and grades, and information from students themselves on their expectations, fears, questions (similar to the Student Summary developed for the project). Make sure that all advisors have a copy of the TFII contract letter agreed to by School and agency before TFII begins, as a basis for monitoring field work arrangements.

4. Establish clear faculty advising expectations for all TFIJ advisors, and administrative monitoring, feedback and accountability mechanisms to ensure their implementation. Make the argument that faculty advising for OYRP students, with the additional responsibilities and time commitment carved out in the project and these safeguards, deserves greater work load credit.
5. Allow OYRP students the option to take fewer than the maximum credits and hours during TFIJ, so that some of the time pressures of the Residence Year can be alleviated (particularly for students under stress from other sources, i.e, job, family, health, etc.)

FOOTNOTES

1

Two holidays and the library orientation intervened.

2

Each advisor scheduled meetings for the week of September 23, October 27, and December 1, 1981. One also held meetings in January 1982.

3

Some were in fieldwork placements at their own agencies; others were "self-financed" students in unpaid placements arranged by the School.

4

It may be argued that activities #1-4 (integrating, clarifying, broadening concepts and setting professional standards) are all part of helping students integrate class and field; activities #5 and 6 (advising, supporting, problem-solving), part of problem-solving.

5

One other-than-in-person contact was by note from a student.

6

Advisor #1 appeared to note all contacts with students et al, including chance or unscheduled meetings, while advisor #2 appeared to document only scheduled meetings. A limitation of the data collection instrument and instructions on its use was that this distinction was not clarified. Advisors may have responded differently as a result. Advisor #1 also appeared to more fully document contacts, noting, for example, the individual contacts with students made during agency visits or following group advising sessions. It is not clear from the data whether Advisor #2 also met with students during visits to the agency, etc. If so, they were not described.

Finally, as previously indicated, Advisor #1 was faced early on with the serious academic, field work and personal problems of many of her advisees, necessitating more frequent contact with all parties. Of her 12 advisees, 7 had immediate and severe problems involving agency overload, serious and prolonged illness, academic incompletes, agency termination or a combination thereof. Two required Educational Review Committee action. Two withdrew, one by Committee decision; one voluntarily, with precipitating health, family and academic factors.

In contrast, Advisor #2 had a less onerous semester, characterized by more adequate field settings and students, and more tractable problems. Utilizing early group meetings and project data collection instruments, she consciously identified six situations for early field visits that, in the majority of cases, prevented problems and redirected student and agency efforts to better conform with the School's expectations. Weaker students' learning needs were identified, and improvement in performance was observed as the semester progressed. None of these students failed, withdrew or were taken to the Educational Review Committee. As a result, the need for individual contact was less.

7

The number of students majoring in Administration is not sufficient for two sections of each course, one in the Spring for OYRP students and one in the Fall for Two-Year students. To include Two-Year students, therefore, the first course in Administration is held in the Fall, even though in numbers alone, the OYRP students could constitute a class section.

CHAPTER IV

OYRP STUDENTS' VIEWS OF THE PART-TIME WORK-STUDY EDUCATIONAL EXPERIENCE: ROLE RELATIONSHIPS, OBSTACLES, AND SUPPORTS

In this Chapter, students' perceptions of their experience in the OYRP will be explored in greater depth. In particular, the way students view the interrelationship of employee and student roles, and the obstructions and supports they encounter in achieving their educational objectives will be addressed.

The objective of this analysis will be to provide a student perspective on the factors impinging on and influencing the OYRP educational experience. Based on these findings, the function of advising will be discussed, and areas for priority organizational intervention to enhance students' educational experience will be suggested.

As in Chapter III, the questionnaire responses of project and contrast group students in both part-time (TFI) and full-time (TFII) phases of the program will form the primary data base for analysis.

An Exploration Of OYRP Student/Employee
Role Relationships

Role Theory

Concepts from the literature on role theory and reference groups were used as the framework for analysis of OYRP students' perceptions of employee-student role relationships. Specifically,

study questions were formulated to explore OYRP students' role identity, and the extent to which they experienced role strain or role complementarity (costs or benefits) in the performance of their dual roles as professional students and agency employees.

According to social comparisons theorists, individuals choose similar others as referents.¹ Role identity, in their view, is a reflection of primary reference group attachments. As a result, conformity to the norms of the reference group can be expected by those in an apprenticeship relationship or desiring continued association so that "no sanctions will be meted out, and membership or future membership, will not be endangered."² In this context, OYRP students' role identification and performance priorities may be seen as a reflection of reference group influences. Analysis of study data on the nature of students' role identification will suggest the relative strength of school and agency systems as referents for OYRP students in different phases of the Program.

Problems in the management of diverse performance expectations resulting from individuals' multiple positions or statuses in the social structure (as worker, parent, student, teacher, etc.) have been characterized as "role strain."³ As conceptualized by role theorists, there are two sources of role strain: role conflict and role overload. The former refers to contradictory expectations in the role conceptions or role performance of the individual or

members of his/her role-set, such that compliance with one set of obligations is perceived as incompatible with another.⁴ Role overload, in contrast, refers to limitations in meeting role obligations imposed by lack of time.⁵ As applied to the current study, the question to be explored is whether, in managing the dual roles of student and employee, OYRP students experience role strain, and if so, whether its source is incompatible demands, insufficient time, or a combination of both.

Some writers challenge the exclusive emphasis of role theorists on role strain as a necessary consequence of multiple role obligations. They suggest that there may be benefits as well as costs to "role accumulation," that include such rewards as "role privileges and freedoms, status security (and) resources for status enhancement and role performance---."⁶ To examine the extent to which OYRP students' performance and status may be enhanced by dual role obligations, study questions were designed to explore the reciprocal benefits emerging from performance as both professional students and agency employees.

Let us now turn to an examination of study findings on OYRP students' perceptions of role identification, role conflict, role overload, and the benefits of dual role performance. Findings will be presented in the context of the specific questions used to shape this exploration, and the broader organizational and educational issues they raise.

On Role Identification: Issues and Findings

A basic question about which faculty make assumptions, but have little empirical evidence is the extent to which employed students perceive themselves as students.⁷

Faculty and program administrators recognize a difference between part-time (TFI) and full-time (TFII) OYRP students in this regard. In TFI, the student role may have little support or reinforcement from either School or agency. As a result, entering part-time evening students may have difficulty acclimating to the student role and its academic expectations. For these reasons, an emphasis in the TFI faculty advising project was on assisting the employee-student's emotional, social and academic transition to the role of professional student-learner.

When students reach TFII, however, it is assumed they are identified both as students and employees, subject to the demands and expectations associated with these dual roles. Although faculty advisors in both standard and project advising formally orient students to the expectations of the full-time student role and expect a degree of tension and difficulty in the transition from worker to employee-student, faculty do not question that students identify as students.

Faculty investment in the student role and inducting professional education consumers into its culture is based on long-held assumptions in professional social work education

about how professional practitioners are developed. In the transition to university-based professional education from the agency-based apprenticeship model, the role of professional student-learner was viewed as the necessary route for an individual's socialization to the professional social work role. As the literature on social work education demonstrates, being a student was perceived as the way to become a professional. ⁸

To assess OYRP students' primary role identification, the differences, if any, between TFI (part-time) and TFII (full-time) students, and the impact of innovative and standard advising programs on students' role perceptions; project and contrast group students were asked to indicate the level of their agreement or disagreement with the following statements:

1. "I identify more with my role as an agency employee than as a student."
2. "I do not allow the demands of school work to come before agency demands or responsibilities."

The first question sought employee-students' primary role conception, while the second viewed identity as a function of role performance and the role demands one expects to meet.

Analysis of students' responses indicated that for both project and contrast group students at the end of the first term in TFI, identification with the agency in their role as employee was primary. Seventy-two percent and seventy-six percent of project and contrast group students respectively,

that is, agreed⁹ that they identified more with the employee than student role.

A majority of students in each group (82% and 65% respectively) also agreed that they did not allow the demands of school work to come before agency demands or responsibilities.

These data suggest that, in conception and operation, TFI students who have completed one semester at school as evening students are more identified with the agency and the employee role than with the student role and do not allow school to interfere with work-place demands.

These findings are congruent with the TFI structure, in which professional education is, in fact, an adjunct to the employee's workday, and a new addition to his/her role repertoire. Illustrative of this point, students in a TFI group feedback session expressed satisfaction with working in a professional capacity and not being only students. "Our self-image," they stated, "is not predicated solely on our student performance or identity."

More fundamentally, BA level workers' acceptance into the OYRP was based on their level of demonstrated commitment to and longevity in agency practice.¹⁰ The requirement of the agency's agreement at admissions to sponsor the employee-student's TFI field placement further tends to ensure that students accepted to the Program are relatively valued employees with the potential for career mobility, resulting from the agency's investment of resources for professional advancement. Given these factors,

loyalty to and identification with the agency and the employee role can be expected to be strong, and to outweigh identification with the student role and school-based demands. The agency, in short, can be seen as TFI students' primary referent, influencing both role identification and performance.

Of particular significance to the faculty advising project was the finding that TFI students' role conceptions and priorities were not influenced by the structure and content of the faculty advising program. The attention paid in project advising to students' anxiety about being and performing well as professional students, whether or not it was perceived as helpful, did not result in different role identifications or priorities as compared to students in regular advising. This is not surprising when one considers that research on the professional role orientation of workers with MSW degrees has shown that the agency remains the primary referent after graduate school as well.¹¹

In TFI1, the Residence Year, study findings do not support the assumptions of faculty and the School of OYRP students' commitment to or identification with the student role. Seventy-six percent of TFI1 project students and fifty-three percent of TFI1 contrast group students agreed that they identified more with the employee than student role. The same proportion of each group also indicated that agency demands and responsibilities came before the demands of school work.

These data suggest that in TFII as in TFI, the employment role was primary and continued to prevail over student role identification and performance. This may reflect the commitment and longevity of TFII students as agency practitioners, the central importance of work and work-place referents in the formation of adult identity, students' gratitude for agency support in obtaining professional education, and the limited amount of time actually spent on professional education relative to agency responsibilities in TFII. On the latter point, although faculty perceive TFII students as "full-time," they are in fact in the agency and subject to its influence four out of five days a week.

The differences between project and regular advising students, however, although not statistically significant, ran counter to expectations. Fewer TFII contrast than project students identified the employee role as primary, suggesting that, for a sizeable proportion of non-project students, the student role had gained in importance.

The lack of similar movement by TFII project students was surprising, given the attention paid to strengthening and supporting the student role in the innovative advising program. This suggests that the structure and content of advising were not influential re: students' role identity. Organizational factors which may have played a part in this outcome were as follows:

1. The nature of the agency and its support of professional practice and education.

Program experience and the feedback of project advisors indicate that agencies differ in their level of commitment to professional social work practice and education. As a result, they vary in the extent to which they will support students' efforts to 'be students' by providing the educational components for professional learning (adequate learning assignments, supervision, workload reduction, etc.) and acknowledging the employee as a student-learner.

Although data are not available on the specific nature of project and contrast group students' agencies, it is possible that more project than contrast group respondents were in relatively unsupportive agencies in which the nature of agency demands did not permit them the freedom to identify or perform as students. Certainly, as documented in Chapter III, this was the case for a significant portion of project students whose agencies, undergoing rapid organizational change and fiscal cutbacks, were unwilling to moderate case load demands in the interest of their employees' aspirations for professional knowledge and advancement. To cope with these demands, students may have slighted educational assignments and other school-based obligations.

2. Students' hierarchical position or level of agency responsibility.

It was hypothesized that more project than contrast students may have held higher agency positions, resulting in agency rather than student identification.

Cross-tabulation of the above findings on role identity with students' line or supervisory status (as indicated by Data Sheet information on current title or position) failed to support this hypothesis. It showed, however, that the majority of students with administrative level positions in both groups were identified as employees versus students, and did not allow school demands to come before agency responsibilities (see Table 21). The majority of line workers in the project group were also identified as employees, while the majority of line workers in the contrast group were not.

Although the numbers were small and missing data on the position of project students limited the analysis, students in administrative positions as a whole tended to be more agency-identified than were line workers. It is not clear, however, why line workers in the project exhibited stronger agency identification than did line workers in the contrast group, nor why almost half of the contrast group administrators were identified as students.

These findings suggest the need for further exploration of the impact of agency position and other agency characteristics on role identification. It may be that in some types of agencies, supervisory and administrative level staff may have increased power and flexibility to choose to meet student demands over agency expectations, while lower level line workers may not.

TABLE 21
STUDENTS' PERCEPTIONS OF AGENCY OR STUDENT IDENTIFICATION, BY
AGENCY POSITION

	Students' Position in the Agency			
	Line		Administration	
	Project Group (N=7)	Contrast Group (N=9)	Project Group (N=6)	Contrast Group (N=7)
Indicators of Employee or Student Identifica- tion				
Identification as employee	5	4	6	7
Identification as student	2	5	0	3
Agency demands come first	4	4	4	4
School demands come first	2	5	2	3
Missing Data - Project = 6; Contrast = 3				

These differences between project and contrast group students notwithstanding, study findings show that in TFI as well as TFI, the student role was secondary to the employee role, as perceived by OYRP work-study students. Contrary to faculty expectations, it was more the exception than the rule. It is possible to suggest, therefore, that the design and implementation of MSW programs for agency workers will need to recognize the ongoing importance of agency and employee identification. The School's expectation of identification with the student role as the appropriate route to professional socialization may require change.

In several respects, however, the meaning of the data is unclear. Further research will be necessary to clarify these findings and their implications for work-study MSW education. In this regard, the following questions should be addressed.

1. Is there a distinction between identification as as student, and a desire and ability to learn and incorporate professional knowledge and skill?

OYR program experience and the numbers of professionally competent OYRP graduates would indicate that OYRP students look to the school to provide theoretical and conceptual frameworks as well as professional supervision to deepen and broaden their professional practice competence. That they do not identify as students may not mean that they are

not engaged as professional learners. Rather, it may suggest that how and what they learn is influenced by their perspective as agency employees. Identification as students per se may be considered inappropriate by work-place referents who may expect allegiance to the employee role and its obligations. Students, perceiving the School affiliation as time-limited and desiring a future with the agency, may conform to these expectations. The status differences between students and employees in their respective institutions may also deter employees from student identification. The dependence and lack of control often associated with the student role vis-a-vis faculty and the School may clash with work-study students' perceptions of themselves as agency employees with positions of responsibility and power.

2. Are work-study students who identify as employees less socialized to the social work profession than students who identify as students? What is the significance of role identification for socialization to the profession?

As discussed earlier in this paper, educators have expressed concern about the professional socialization of part-time program students, because of the limitations in educational continuity and student-faculty interaction of the part-time structure. The impact of role identification on professional socialization, in particular employee status, has not been adequately assessed. Empirical evidence does not support the

assumption that agency characteristics, such as the degree of staff professionalization, are correlated with the level of professional socialization of agency employees or the professional versus agency role orientation of social workers with the MSW degree. ¹² Further research on the indicators of social work professionalization will be necessary to understand the impact of employee versus student role identification on part-time work-study MSW students' socialization to the social work profession.

On Role Strain: Findings On Students' Perception of Conflict and Overload

OYR program administrators and faculty advisors have been aware of the extraordinary time demands on OYRP students and the potential for role strain stemming from conflicting agency/school expectations. Further, faculty have observed that both time demands and role conflict may increase as students move from the part-time to the full-time phase of the Program, based on the different structure and expectations of each phase. In TFI, it is not uncommon for students to keep the demands of the student role separate and distinct from employee role performance. In TFI1, however, the work-study concept requires an integration of professional learning and performance in the context of the employment situation. The increased Residence Year course load, the addition of educational supervision and evaluation, the demand for integration of theory and practice, and the demonstration of improvement in practice

skill -- all have been viewed as more costly to students in time and effort, and potentially stressful to normative conduct of the employee role.

To ascertain students' perceptions of the nature of role problems as role conflict (irreconcilable expectations) or role overload (excessive time demands), as well as to identify differences in students' perceptions by time frame and type of advising; TFI and TFI1 project and contrast group students were asked to rate their level of agreement or disagreement with the following statements:

On Role Conflict

1. "The expectations of my job and the school are in conflict."
2. "Now that I am in professional school, my agency expects me to take on more demanding responsibilities requiring more expertise."
3. "Because of my position at the agency, I cannot take the risks (making mistakes, exposing lack of knowledge) expected of a student-learner."
4. "I feel guilty about the extra burdens my going to school is placing on my colleagues and agency."

The purpose was to discern external role conflicts (questions #1 and #2), caused by the contradictory expectations of School and agency personnel affecting students' role performance and/or role conceptions; and internal role conflicts (questions #3 and #4), caused by students' own contradictory expectations in role conceptions or performance.

On Role Overload

1. "Time constraints limit my ability to meet both the School's and agency's expectations."
2. "I am carrying an excessive work load at the agency."
3. "My agency is not allowing me adequate time to be a student."

These statements were used to identify time limitations, related to lack of reduction in agency expectations and work load, as the source of student/employee role strain.

Analysis of findings for TFI students on indicators of role conflict showed that neither the project nor contrast group (74% and 75% respectively) perceived conflicts in job and school expectations. They did not feel pressed by the agency (78% and 65% respectively) to take on more demanding responsibilities based on their "semi-expert" status, nor did the majority (74% and 63% respectively) feel guilty about burdening colleagues or the agency as a result of their going to school. These findings appear to reflect the integration of role conceptions and lack of conflict in student-employee role expectations in TFI. Students were not required by the school to shift responsibilities impinging on agency division of labor, nor were they professional students long enough for the agency to press for change in their role performance.

Significantly more contrast than project students (47% versus 16%), however, felt constrained by their agency position from taking risks as a student-learner (See Table 22).

TABLE 22

TFI PROJECT AND CONTRAST GROUP STUDENTS' PERCEPTIONS OF AGENCY
LIMITATIONS AND STUDENT RISK-TAKING

	Agency Position Limits		Student Risk-Taking	
	Project TFI		Contrast TFI	
	N	%	N	%
Agree (mildly/strongly)	3	16	8	47
Disagree (mildly/strongly)	$\frac{16}{19}$	$\frac{84}{100}$	$\frac{9}{17}$	$\frac{53}{100}$

$(\chi^2 = 4.11, df = 1, p < .05)$

Furthermore, there was a trend toward somewhat more contrast than project students indicating feelings of guilt and heightened expectations for "expert" performance, as noted above.

What students in the TFI contrast group perceived as the risks to the student-learner role and constrained by agency position, within the context of the TFI program and its limited demand, is not clear. Whatever the perceived risks, it is possible that, lacking the support of faculty and students in the faculty advising project, the contrast group felt more constrained, less able to manage student risks within the agency context. Agency variables, such as the degree of support for professional education in general or the professional aspirations of individual employees in particular, may also have played a part in contrast students' views.

On the question of agency work-load and the limits agencies placed on time to be a student, a majority of students in both project and contrast groups (71% and 56% respectively) felt they were carrying excessive work loads at the agency, but did not agree that the agency restricted adequate time to be a student (76% and 63% respectively). This would suggest that, although overworked, most students in TFI did not perceive the agency to be thwarting their commitment of time to student tasks and professional growth -- perhaps because, in TFI, the students' personal time (evenings, weekends) rather than agency time was involved.

As shown in Table 23, however, twice as many contrast group as project students (37% versus 18%) expressed "strong" agreement on the excessiveness of the agency work load. A majority of contrast group students (82%) also perceived lack of time as a limitation to meeting both school and agency expectations, while only 42% of project students did. The latter differences were statistically significant as shown in Table 24.

TABLE 23

TFI PROJECT AND CONTRAST GROUP STUDENTS' PERCEPTIONS
OF AGENCY WORK LOAD

	Excessive Work Load			
	Project TFI		Contrast TFI	
	N	%	N	%
Strongly agree	3	18	6	37
Moderately agree	9	53	3	19
Mildly disagree	2	12	4	25
Strongly disagree	<u>3</u>	<u>17</u>	<u>3</u>	<u>19</u>
	17	100	16	100

TABLE 24

TFI PROJECT AND CONTRAST GROUP STUDENTS' PERCEPTIONS OF THE EFFECT
OF TIME CONSTRAINTS ON SCHOOL AND AGENCY EXPECTATIONS

	Time Constraints Limit Both School and Agency Expectations			
	Project TFI		Contrast TFI	
	N	%	N	%
Agree	8	42	14	82
Disagree	<u>11</u>	<u>58</u>	<u>3</u>	<u>18</u>
	19	100	17	100

$(\chi^2 = 6.08, df = 1, p. < .01)$

Differences in the objective conditions of student in the two groups, i.e., in the nature of the agency or work responsibilities, may account for these findings. It is also possible that the innovative advising program facilitated discussion, ventilation, problem-solving, and the development of informal student supports beneficial to project students on time and work load management.

Managing time and work load demands was often discussed in project advising, and likely was the theme for project students' frequent informal gatherings as well. The sharing of resources -- books, class notes, xeroxed copies of articles -- in project students' informal helping networks, may also have helped them cope more effectively than contrast group students with time constraints. As a result, project students may have perceived time limitations as less onerous and detrimental to school and agency role performance.

In general, these data indicate that for TFI students, time and work load demands or role overload were perceived as more limiting to adequate role performance than were the conflicting expectations of work and School. Differences in perceptions between project and contrast students suggest that project advising may have helped project students cope with both sources of role strain.

In Time Frame II, the majority of students in both groups (61% and 74% respectively) did not perceive conflicts between job and school expectations. Fifty percent of project and 58%

of contrast group students also did not feel expected as professional students to take on more demanding agency responsibilities, nor did they feel guilty about the extra burdens placed on colleagues and agency as a result of their attending school (56% and 83% respectively). Similarly, a majority of students in both groups (67% and 78%) did not feel constrained from taking student-learner risks as a result of their agency positions.

These findings do not support the assumption that widespread role conflict is necessarily associated with an employment-based MSW work-study program. Furthermore, the type of advising offered did not seem influential on the dimensions studied, as differences in perceptions of role conflict between project and contrast group students were not statistically significant.

There was, however, a pattern of perceived differences on these dimensions by more TFI project than contrast group students. More of the former perceived conflicting job/School expectations (39% versus 26%), felt obligated to take on more difficult work tasks requiring more expertise (50% versus 42%), felt more guilty about burdening colleagues and agencies (44% versus 17%)¹³ and felt constrained from taking student-learner risks (33% and 22% respectively).

These differences were congruent with previous findings on TFI project students and may reflect differences in agency systems and work-place demands to which project and contrast

group students were exposed. Project advising may also have helped project students surface their concerns about dual role performance, thus establishing a more overt awareness of role conflict problems.

As shown in Chapter III, a variety of role issues were discussed in TFII project small group advising meetings, as was the management of students' diverse obligations. Project advisors also consciously pressed their advisees to "be students," i.e., to value the student role and find ways to more effectively operationalize it in the Residence Year. This demand to perform as students may have increased project students' awareness of role conflicts, particularly given their strong conception of themselves as employees. As found in a previous study of the OYR Program,¹⁴ students perceived by their agencies as employee-students appeared to perform less adequately in class and field than did those perceived as either employees or student-learners. Dual role activity, it was suggested, was productive of more conflict and strain than single role identification and performance. Current findings appear to support this suggestion.

On the indicators of role-overload, the majority of TFII students in both groups (78% and 84% respectively) perceived time as a constraint to meeting school and agency expectations. Seventy-two percent of project and 58% of contrast group students felt that agency work load was excessive. A majority (54% and

53% respectively) also perceived the agency as not allowing adequate time to be a student. These data suggest that in TFII, lack of time and excessive agency work load demands were key elements effecting TFII students' dual role performance, irrespective of the advising program. These factors, on the whole, appeared to overshadow role conflicts as the source of Residence Year role strain.

Not only was there an overall increase in TFII students' perceptions of time as a constraint compared to TFI findings, but more TFII students viewed the agency as limiting adequate time to be a student.

These findings corroborate project advisors' perceptions of lack of time and undiminished agency work load demands as primary stressors for TFII students. They suggest that agencies, as perceived by their student-employees, did not reduce work loads as required in OYRP Residence Year agreements. The implications of this for the OYRP design and the maintenance of educational standards are serious indeed, and will be discussed in the final recommendations section of this study.

On The Benefits Of Role Accumulation: Findings on Reciprocal Enhancement of Student/Employee Role Performance

As Sieber has shown, the emphasis in role theory on role strain does not adequately account for the possibility that multiple roles may create gratification as well as dysfunction, social stability as well as disturbance.¹⁵ To assess OYRP students' views of the positives as well as negatives attached to employee/student role performance, TFI and TFI1 project and contrast group students were asked to state the level of their agreement or disagreement with the following statements:

1. "Being a student has helped me perform better on the job."
2. "My social agency work experience has enhanced my ability to perform as a student."
3. "Being a professional MSW student has enhanced my position and/or status at my agency."

Emphasis in these statements was on the reciprocal enhancement of performance, i.e., the extent to which being a student aided employee role performance and vice versa, and on the extent to which student status was perceived to improve employee status.

Study findings show that approximately 87% of TFI project and contrast group students agreed that work experience enhanced their performance as students. The level of "strong agreement" in each group was high, i.e., 57% and 50% respectively. On the reciprocal relationship, 79% and 82% respectively agreed that

being a student enhanced job performance. The level of "strong agreement" on this dimension was somewhat lower, however, with 42% of project students and 47% of contrast students expressing this view. Asked whether their status as a professional student enhanced their agency position or status, a substantial proportion of each group (50% and 44% respectively) said no; those who agreed did so only "mildly" (42% and 50% respectively).

These data indicate that in TFI, there is a reciprocal pay-off in enhanced work and school performance for OYRP student/employees. At this early point in the Program, however, employment was perceived as somewhat more helpful to being a student than vice versa, and student status was not viewed as helpful to increased status in the agency. Given the few courses taken at this point, and students' substantial distance from award of the MSW credential, this is not surprising. The perception of employment-based benefits as primary probably reflects students' longevity in the employee role, their background and perspective on agency practice, and the advantage this experience may provide in the classroom.

In TFII, both project and contrast group students (83% and 84% respectively) agreed that work experience enhanced student performance. Sixty-one percent of project students compared to 37% of contrast students "strongly" agreed. As to whether being a student was beneficial to job performance, 94% and 79%

respectively agreed. Over three times as many project as contrast students "strongly" agreed on this variable (71% versus 21%) (see Table 25).

In TFII, both groups of students appear to have found school as useful to job performance as agency experience was to school performance.

TABLE 25

TFII PROJECT AND CONTRAST GROUP STUDENTS' PERCEPTIONS OF THE POSITIVE EFFECT OF STUDENTHOOD ON AGENCY JOB PERFORMANCE

	Project TFII		Contrast TFII	
	N	%	N	%
Strongly agree	12	71	4	21
Moderately agree	4	23	11	58
Mildly disagree	-	-	2	11
Strongly disagree	<u>1</u>	<u>6</u>	<u>2</u>	<u>11</u>
	17	100	19	100

This suggests that students applied what they were learning in School to their work place tasks and perceived an improved level of performance as a result. In comparison to TF1, TFII students have had a longer exposure to the School and have completed more courses. It is likely, therefore, that length of time in the student role is a factor in students' perceiving its work place benefits.

The substantial differences between project and contrast students on these variables may reflect the positive impact of project advising. In particular, the emphasis in small group advising meetings on helping students maximize TFI learning opportunities may have increased project students' utilization of classroom principles to strengthen field practice, and vice versa.

Although somewhat more TFI project than contrast group students agreed that being a student enhanced their position in the agency, improvement in agency status did not appear to be a strongly perceived benefit to TFI students. This may reflect agency differences in the potential for career mobility and the extent to which professional education was valued and rewarded. Increasingly, advancement in the agency to higher positions, or positions of greater responsibility, may require the formal professional credential, and may not be affected by students' demonstration of increased knowledge and skill alone.

In sum, these data show that both TFI and TFI students perceived benefits attached to dual role performance. Although neither group felt that student status significantly enhanced their position or status in the agency, both groups perceived work experience as beneficial to student performance and, with increasing frequency in TFI, studenthood as helpful to improved work performance. These data lend weight to the speculation that, although work-study student conceived of

themselves as workers rather than students, they were engaged as professional learners and perceived work performance improvement as a result.

Students' Perceptions of Supports and Obstructions
To Professional Education

To further assess students' perceptions of their experience in the OYRP, the TFI and TFIi project and contrast groups were asked to indicate the extent to which a series of family, work, school and personal variables were "limiting factors" (obstructions) and/or supports to adequate class and field performance during the Fall 1981 term. Following this, they identified the three most important supports and the three major obstacles to "meeting the demands of the MSW program."

Limiting factors were categorized as follows:

Family and Home

1. Child care responsibilities
2. Other family responsibilities (care of parents, others)
3. Home management (shopping, cooking, etc.)
4. The health problems of others

Job-related

1. Number of hours spent on the job (workload)
2. Level of responsibility on the job (type of position)

School-related

1. Access to School resources (library, etc.)
2. Adequate free time for reading, writing papers, etc.

Personal

1. Own health problems
2. Financial problems

Supports were categorized similarly:

Family

1. Spouse/mate
2. Parents
3. Children

Job-related

1. Colleagues at work
2. Agency directors/administrators
3. Supervisors
4. Field instructor (for TFI students only)

School-related

1. Course instructors
2. Faculty advisor
3. Other OYRP students
4. Two-Year students
5. Student Government
6. Student Advisement Committee
7. Alumnae

Personal

1. Extracurricular activities (music, sports)
2. Friends

The objective of this analysis was to obtain exploratory information on:

1. The nature of perceived student supports and obstructions and the relative importance of family, school, work and personal factors as primary sources of assistance or constraint.
2. The extent to which the faculty advisor was viewed as a support, and the relative importance of the advisor in comparison to other School-related personnel and systems.
3. The differences, if any, perceived by students in the two time frames, and in innovative compared to standard advising programs.

Students' Perceptions of the Limits to Adequate Class and Field Performance

Table 26 presents a summary of TFI project and contrast students' views of the extent to which family, job, school-related and personal variables limited their ability to perform adequately in class and/or field. The response "No" indicated that the majority of students (50% or over) did "not at all" perceive a particular

variable as an obstacle to educational performance; "yes," that the majority viewed the variable as limiting performance "somewhat" or "a great deal." Unless marked with an asterisk to indicate a substantial rating of "very much," all "yes" responses were comprised primarily of the "somewhat" rating. The percentage of project and contrast group students in the majority response category (yes or no) will be shown, as will the chi square statistic on those variables for which a significant difference in project and contrast students' views was found.

TABLE 26

A SUMMARY OF TFI STUDENTS' VIEWS OF FACTORS LIMITING EDUCATIONAL PERFORMANCE

	Majority Response and % of Students In Majority Response Category			
	Project TFI (N = 19)		Contrast TFI (N = 16)	
	Response	%	Response	%
<u>FAMILY</u>				
Child care	No	78	No	75
Other Family responsibilities	Yes	61	Yes	67
Homemanagement	Yes	67	Yes	75
Other's health problems	No	72	No	75
<u>JOB</u>				
Hours on the job	Yes	78	Yes	87.5
Type of position	Yes	63	Yes	50
<u>SCHOOL</u>				
Access to school resources	Yes	63	Yes	87.5
Adequate study time	Yes	83*	Yes	87.5
<u>PERSONAL</u>				
Own health	No	63	No	87.5
Financial problems	Yes	61	Yes	50
No = "Not at all"				
Yes = "Somewhat" and "Very Much"				
* = substantial "Very Much" rating				

These data show that there were no significant differences between TFI project and contrast group students on perceived performance limiting factors.

Eliminated as obstacles to performance by the majority of students in both groups were childcare responsibilities, their own health, and the health problems of others. The former corroborates demographic data showing the preponderance of unmarried students among study respondents, and the lack of young children among those who were married.

With one exception, all other family, job-, school-related and personal factors were viewed by the majority of project and contrast group students as "somewhat" limiting adequate performance at School.

The factor identified as extremely limiting by more students than any other was adequate time to study and do School assignments. Thirty-nine percent of the 83% of project students who saw this as a limiting factor, viewed it as extremely problematic, while in the contrast group, a full 62.5% rated "adequate free time for reading, etc." as "very much" limiting performance.

In sum, TFI students irrespective of the advising program perceived a variety of obstacles as moderate limitations to adequate student performance. Items identified most frequently, or perceived as extremely problematic, were directly related to

the demands and constraints on students' time. Specifically, home management responsibilities, agency workload/hours, and limited access to School resources can be seen as limiting adequate time to study, itself selected as the most serious performance limitation to the largest number of students. These data tend to corroborate previous findings on role overload as a primary component of the role strain perceived by TFI students.

In TFI1, as shown in Table 27, childcare, others' health problems and one's own health were not perceived as problems adversely affecting school performance. Significantly more contrast group than project students (44% versus 12%), however, did view personal health problems as an obstacle to adequately meeting class and field work demands.

On other family-related variables, "home management responsibilities" were identified as somewhat limiting by the vast majority of students in both groups (81% and 72% respectively). The majority of project students saw "other family responsibilities" as problematic (69%) while 56% of contrast group students did not.

TABLE 27

A SUMMARY OF TFII STUDENTS' VIEWS OF FACTORS LIMITING
EDUCATIONAL PERFORMANCE

Limiting Factors	Majority Response and % of Students in Majority Response Category			
	Project TFII (N = 10)		Contrast TFII (N = 18)	
	<u>Response</u>	<u>%</u>	<u>Response</u>	<u>%</u>
<u>FAMILY</u>				
Childcare	No	69	No	78
Other family responsibilities	Yes	69	No	56
Home management	Yes	81	Yes	72
Others' health problems	No	69	No	67
<u>JOB</u>				
Hours on the job	Yes	87.5*	Yes	89*
Type of position	Yes	87.5	Yes	89
<u>SCHOOL</u>				
Access to school resources	Yes	81	Yes	78
Adequate study time	Yes	94*	Yes	94*
<u>PERSONAL</u>				
Own health	No	87.5	No	56
		($\chi^2 = 4.82, df = 1, p < .05$)		
Financial problems	No	62.5	Yes	83
		($\chi^2 = 7.6, df = 1, p < .01$)		
No = "Not at all"				
Yes = "Somewhat" and "Very much"				
* = substantial "Very much" rating				

Hours on the job and one's type of position and responsibilities at the agency were identified by almost all students as performance limitations (87.5% and 89% of all students for both categories). Of the two, however, work load was perceived as a more severe limitation than was type of position: approximately 45% of each group rated work load as extremely problematic.

Significant differences were found between project and contrast group students on the impact of financial problems. Eighty-three percent of TFII contrast students rated finances as somewhat limiting to adequate performance, while 62.5% of project students did not. This may reflect differences in students' positions, the salary scales of different agencies, or the nature of salary arrangements made by some students to "finance" the required "day-off" for School in TFII. It is also possible that more contrast group students were in "Self-financed" field work placements, and thus received little or no salary for the Residence Year.

In TFII as in TFI, access to School resources was viewed as somewhat limiting performance by the vast majority of students in both groups (81% and 78% respectively). Similarly, lack of adequate free time to meet student assignment obligations was perceived as a major obstacle by more students (94% in each group) than any other, with 38% of project

students and 56% of contrast group students rating it "very much" a limiting factor.

These data further confirm time-related factors as the major obstacles perceived by the majority of TFI students in both advising programs. Excessive work load hours and inadequate study time, identified as severely limiting performance by the largest numbers of students in both groups, reflected students' direct concern for adequate time to manage employee student role demands. Type of agency position, home management responsibilities, access to School resources and, for contrast group students, financial problems, may be seen as potentially contributing to time constraints and role overload. These obstacles, moreover, did not appear to be affected by the type of advising students received.

Analysis of students' open-ended responses¹⁷ on the three major obstacles affecting their ability to meet MSW program demands revealed similar patterns.

"Lack of time" and "agency work load" were identified as #1 performance obstacles by substantial proportions of TFI contrast and TFI project and contrast group students. Although TFI project students' responses covered a wider range of problem areas, a link to time constraints was evident in the type of obstacles they identified.

These data support previous findings highlighting the key role of excessive work load hours and inadequate study time as

limits to students' perceived ability to meet school demands. Furthermore, they focus attention on agency-related factors, rather than family, personal, and school-related variables, as the primary source of performance limitation perceived by students.

Students' Perceptions of the Support to Adequate Class and Field Performance

There was substantial agreement on the type and level of supports perceived by TFI project and contrast group students. In the family-related category, over 50% of students in each group rated the spouse as 'very much' supportive. A substantial proportion in each group also rated parents and children 'not applicable.' Thus, on the home front, it was the spouse that most OYRP students turned to for help in meeting the demands of the Msw program. Since the majority of OYRP students had either no children or grown children, and were independent from the family of origin, it is reasonable that parents and children were not perceived as supports (nor, as shown earlier, were they viewed as obstacles).

Of the seven School-related supports, both project and contrast group students viewed four as either not applicable or not-at-all supportive. The majority of students in both groups, that is, did not perceive Two-Year students, the Student Government, the Student Advisement Committee or Alumnae as offering specific supports that helped them manage program

demands. This is not surprising, given the separation that often exists in classes and schedules for the Two-Year and OYR Programs, especially in TFI, and the primary role of Student Government and Student Advisement with day-time versus evening students. That School Alumnae were not used by OYRP students also was not surprising, given the fact that the Alumnae Organization was in a formative stage and had not established linkages or programs of potential benefit to masters' students. Although some faculty have referred students to Alumnae for special help, Alumnae have been infrequently used as informal resources for academic support.

Almost all students in both groups (94% and 93% respectively) viewed other OYRP students as an important source of support. Course instructors too were viewed as providing support by the vast majority of students in both groups (94%). Substantially more contrast than project students, however (65% versus 39%), perceived them as "very much" supportive.

There were significant differences between project and contrast group students on their perception of the support of the faculty advisor. As shown in Table 28, 94% of project students compared to 62.5% of contrast students ranked the faculty advisor as very much or somewhat supportive. Conversely, only 6% of the project compared to 37.5% of contrast students perceived the faculty advisor as not-at-all supportive.

TABLE 28

TFI PROJECT AND CONTRAST STUDENTS' PERCEPTIONS OF THE FACULTY
ADVISOR AS A SUPPORT

	Project TFI		Contrast TFI	
	N	%	N	%
Not at all	1	6	6	37.5
Somewhat	11	61	6	37.5
Very much	<u>6</u>	<u>33</u>	<u>4</u>	<u>25</u>
	18	100	16	100

($\chi^2 = 5.26, df = 1, p < .05$)

This confirms differences in students' satisfaction with TFI innovative and standard advising, previously reported on, and suggests the importance of the advising relationship to project students. The role of the advisor as a support to students' educational process will be pursued further in the next chapter.

In the personal supports category, the majority of students in both the project and contrast groups viewed friends (83% and 94% respectively) and extracurricular activities (73% and 64% respectively) as useful supports. Project students appeared to find friends more helpful than did the contrast group, with 61% versus 41% respectively rating them "very much" supportive.

On job-related sources of support, approximately 88% of both groups perceived work colleagues as very much or somewhat supportive. Although a majority of both groups also perceived agency administrators and supervisors as providing support (87.5% and 67% respectively for administrators; 87% and 60% respectively for supervisors), project students clearly viewed these authorities in the agency hierarchy as more supportive than did contrast group students.

As shown in Table 29, more project than contrast students rated administrators as "very much" supportive (37.5% versus 20%) while more students in the contrast group rated them as "not at all" providing support (33% versus 12.5%).

TABLE 29

TFI PROJECT AND CONTRAST GROUP STUDENTS' PERCEPTIONS OF THE SUPPORT OF AGENCY ADMINISTRATORS/DIRECTORS

	Project TFI		Contrast TFI	
	N	%	N	%
Not at all	2	12.5	5	33
Somewhat	8	50	7	47
Very	<u>6</u>	<u>37.5</u>	<u>3</u>	<u>20</u>
	16	100	15	100

Differences between the two groups on the perception of agency supervisors was even greater, as shown in Table 30. Sixty percent of project students, compared with only 33% of those in the contrast group, viewed supervisors as very much supportive. Conversely,

only 13% of project students, as opposed to 40% of the contrast group, rated supervisors not at all supportive.

TABLE 30

TFI PROJECT AND CONTRAST GROUP STUDENTS' PERCEPTIONS OF THE SUPPORT OF AGENCY SUPERVISORS

	Project TFI		Contrast TFI	
	N	%	N	%
Not at all	2	13	6	40
Somewhat	4	27	4	27
Very	<u>9</u>	<u>60</u>	<u>5</u>	<u>33</u>
	15	100	15	100

Although not statistically significant, these data suggest that project students perceived stronger levels of support from more types of agency personnel, and from those in positions of authority, than did students in the contrast group.

These differences may shed light on differential role perceptions and the obstructions to performance previously discussed. The limitations TFI contrast group students perceived on risk-taking as students in the agency, on the amount of time available to meet job and School expectations and on the excessiveness of the agency work load, for example, may relate to the lack of support perceived from agency superiors.

Specifically, one may hypothesize that students who felt unsupported by the agency hierarchy may have perceived less flexibility to negotiate time away from the job and less sanction to allow students' needs -- however defined -- to encroach on work tasks. Conversely, students who perceived support from agency administrators and supervisors may have felt able to take risks associated with the student role, and to shift or selectively respond to work load demands in the interests of School requirements. These data suggest that hierarchical support may be a variable to explore in future research on factors promoting or inhibiting students' successful management of the OYRP.

In sum, moderate levels of support from a variety of the family, work, School, and personal supports listed were identified by students in both the project and contrast groups. With few exceptions, the type of advising intervention appeared to have little impact on the type and extent of supports perceived. Excluded as not helpful or not applicable were those School-based supports most associated with the Two-Year program and thus more accessible to full-time day-time students. A pattern of difference, however, was found in the greater support perceived by project than contrast students from agency superiors. Furthermore, there was a statistically

significant difference between the two groups on their perception of the faculty advisor: almost all project students viewed the advisor as somewhat or very much supportive while over one-third of contrast group students did not.

Interestingly, however, when students had the opportunity to prioritize their three most important supports, neither group mentioned the faculty advisor, other School personnel or work-place sources for their first choice. Rather, family-based supports, mainly the student's spouse, were identified as the #1 support by 50% and 60% respectively of project and contrast group students. Students' choice of second and third priority supports showed few strong patterns and again, almost no mention of the faculty advisor or other School personnel.

These data show that when students were responsible for defining rather than responding to types and sources of support, the spouse emerged as primary. Beyond this, there was little consensus within or between groups. Neither the faculty advisor, other School-based personnel or the host of other supports previously indicated emerged in the priorities students identified themselves.

Analysis of data from TFI1 students on the extent of support perceived from family, school, and work-based variables showed

no significant differences between students by type of advising. As in TFI, the majority of students in both project and contrast groups found many of the factors listed somewhat or very helpful in meeting the demands of the MSW program. Table 31 presents a summary of the types of support so identified.

Although, as shown in the table, TFI students in both groups perceived a variety of supports and exhibited substantial consensus on them, the level of support perceived in most instances was moderate (i.e., rated as "somewhat" supportive).

Only work colleagues, supervisors, and faculty advisors in the above list received much enthusiasm (as indicated by the asterisk). Specifically, 50% and 37% of project and contrast students respectively viewed work colleagues as "very" supportive; 50% and 44% saw agency supervisors as very supportive; and 44% and 32% perceived the faculty advisor as "very" supportive.

TABLE 31

VARIABLES PROVIDING SOMEWHAT OR VERY MUCH SUPPORT IN THE MSW PROGRAM, AS PERCEIVED BY THE MAJORITY OF TFI1 STUDENTS IN THE STUDY POPULATION

Sources of Support, by Category	Percentage of Students Perceiving Support	
	Project TFI1	Contrast TFI1
	%	%
Family-based supports		
Spouse/mate	72	77
School-based supports		
Course instructors	94	82
Faculty advisors	89*	79 *
Other OYR students	87	94
Work-based supports		
Work colleagues	94*	74 *
Agency administrators	78	89
Supervisors	83*	94 *
Field instructors	72	94
Personal supports		
Friends	94	89
Extracurricular Activities	72	56

An asterisk (*) indicates a substantial rating of "very much" support.

Perhaps the most interesting disparity between the two groups was on the extent of support perceived from peers as opposed to superiors in both School and agency. More project students appeared to perceive support from School authorities (course instructors, faculty advisors) and less from agency authorities (field instructor, agency administrators, supervisors) than did students in the contrast group. More contrast students, on the other hand, perceived support from agency superiors (agency administrators, supervisors, field instructors) and less from School authorities (course instructors, faculty advisors).

In line with this pattern, more project students viewed work-place peers, i.e. colleagues, as supportive while more students in the contrast group perceived support from their peers at School, i.e., other OYR students. Although the reasons for these patterns are not clear, one may hypothesize that

1. Lacking support of superiors in one arena of importance to professional practice and education (e.g., the agency), work-study students may seek it in another (e.g., the School), and
2. Students may ally themselves with primarily peers or superiors in an institution, i.e., School or agency, but not both to the same degree.

One may also suggest that lack of administrative and field instructor support played a role in TFI1 project students' greater sense of constraint and conflict about meeting student expectations, reported earlier. As a result of these and previous TFI findings, further research on the influence of hierarchical support on OYRP students' role conceptions and performance may be warranted.

As in TFI, students in TFI1 perceived little or no help from Two-Year students, the Student Government, Student Advisement, and School Alumnae. This would indicate that, even in the full-time Residence Year, OYRP students perceived barriers to support mechanisms and systems associated primarily with the Two-Year Program. To an extent, these barriers may be self-imposed, and may reflect OYRP students' self-perceptions as different from other students. Commenting on the pros and cons of being in classes with Two-Year students, for example, TFI1 students in a Group Feedback Session stated that, especially for the Residence Year, it was important to "keep OYRP students in OYRP classes." OYRP students needed to be together, they felt, "just for the support system of the Residence" and because "there's no time to build relationships and help people not on the same train you're on." Besides, they said, "We feel like senior citizens!"

Two other sources perceived as "not applicable" or of minimal support to TFI students were parents and children. The majority of both project and contrast group students rated parents as not-at-all supportive or "NA"; they also rated children as "NA" or not helpful. These data reflect the age, marital status and stage of life of OYRP students in the study population, the majority of whom were either unmarried and childless, or married with grown children.

TFI students' ranking of the three most important supports showed some consensus between research groups. Both project and contrast group students identified family, other OYRP students and workplace personnel or systems as #1 supports. The workplace also figured prominently in project and contrast group students' choices of the second and third most important supports. In contrast, the faculty advisor and course instructors received minimal mention.

In summary, Residence Year students in both the project and contrast groups exhibited substantial consensus on the types and degree of support perceived. Although many variables were identified as modestly supportive; parents, children, and those School-based structures associated with the Two-Year Program, were perceived as minimally or not-at-all helpful. Workplace personnel, faculty advisors, and other OYRP students generally received high ratings. There were differences between the two groups, however,

In the extent to which peers or superiors, at both School and agency, were viewed as more or less supportive. Furthermore, as was the case for TFI students, the faculty advisor receded in importance when students themselves rank-ordered major supports.

FOOTNOTES

¹Sheila Feld and Norma Radin, Social Psychology for Social Work and the Mental Health Professions (New York: Columbia University Press, 1982), p. 112.

²ibid., p. 118.

³ibid., p. 76; see also: Edwin J. Thomas and Ronald A. Feldman, "Concepts of Role Theory," in Behavioral Science for Social Workers, ed. Edwin J. Thomas (New York: The Free Press, 1967), p. 28.

⁴Feld and Radin, Social Psychology, pp. 76-77; see also: Sam D. Sieber, "Toward a Theory of Role Accumulation," American Sociological Review 39 (August 1974): 567; Thomas and Feldman, "Concepts of Role Theory," p. 27.

⁵Feld and Radin, Social Psychology, p. 76; see also: Sieber, "Toward a Theory of Role Accumulation," p. 567.

⁶ibid., p. 569.

⁷For a comparative view of work-study and full-time students on this point, see Jeanette Anduze, et. al., "A Study of Students' Perceptions of the Educational Experience at Hunter College School of Social Work: A Comparison Between Regular Two-Year Program Students and One-Year Residence Program Students and a Comparison with the 1973 Study," (Master's Thesis, Hunter College School of Social Work, New York, June 1975).

⁸Charlotte Towle, The Learner in Education for the Professions (Chicago, Ill.: University of Chicago Press, 1954); Bertha Reynolds, Learning and Teaching in the Practice of Social Work (New York: Farrar and Rinehart, Inc. 1942); Helen Harris Perlman, "---And Gladly Teach," Journal of Education for Social Work 3 (Spring 1967); Martin Bloom and Marcella Farrar, "Becoming a Professional Social Worker: Two Conceptual Models," Social Work Education Reporter 20 (April - May 1972); Mary Ella Robertson, "The Role of Students," Journal of Education for Social Work 4 (Spring 1968); Marjorie White Main, "Orientation to the Student Role: The Role of Student in a Professional School," Social Work Education Reporter 16 (December 1968); Charles Guzzetta, "The Student as Learner," Journal of Education for Social Work 3 (Fall 1967).

⁹Agreement will include responses of "strongly agree" and "moderately agree;" disagreement will include responses of "strongly disagree" and "moderately disagree." Substantial levels of response in the extreme categories ("strongly agree" or "strongly disagree") will also be indicated.

¹⁰To be eligible for the Program, i.e., applicants must have at least two years paid work experience, preferably in the current employing agency. Most enter with substantially more.

¹¹Irwin Epstein and Kayla Conrad, "The Empirical Limits of Social Work Professionalization," in The Management of Human Services, eds. Rosemary C. Sarri and Yeheskel Hasenfeld (New York: Columbia University Press, 1978), pp. 170-171.

¹²Irwin Epstein, "Professionalization, Professionalism, and Social Worker Radicalism," Journal of Health and Social Behavior 11 (March 1970): 73.

¹³These differences narrowly missed significance at the .05 level.

¹⁴Rose Starr and Joel Walker, "A Comparison of Part-Time and Full-Time Degree Students: The One-Year Residence Program Advisors' Study," Journal of Education for Social Work 18 (Spring 1982): 64.

¹⁵Sieber, "Toward a Theory of Role Accumulation," p. 568.

¹⁶With respect to the latter, Program experience has shown that agencies increasingly have responded to fiscal constraints by reducing their employee-student's salary to reflect the day at School. This practice may exacerbate the financial strain on already low-paid workers and may cause some TFI students to work extra hours to make-up for lost pay. One can suggest, therefore, that perceived financial problems may be a factor in the excessive work load or hours on the job identified by some students.

¹⁷Students' open-ended responses were categorized into the following types of problems:

1. Lack of time, balancing diverse roles.
2. Agency demands or problems.
3. Access to school resources, lack of resources (including money).
4. Difficulty with academics, adjustment to School.
5. Family, personal, health.

6. Travel, transportation, parking.
7. Other
8. None

Ten to 20% of the respondents in each group perceived no performance obstacles.

CHAPTER V

ONE YEAR RESIDENCE PROGRAM STUDENTS' VIEWS OF FACULTY ADVISING:
THEORETICAL ISSUES AND EMPIRICAL FINDINGS

The use of empirical research to improve the design of the faculty advising function in part-time MSW programs is in its infancy. Although the literature on part-time MSW programs reflects growing recognition of the need to adapt faculty advising strategies to the unique features of part-time programs and students, the lack of empirical data has impeded the development of clarity on appropriate roles and effective structures. Conceptualization of the similarities and differences in advising in part-time and full-time programs has been limited as a result.

Focus on the faculty advisor as a pivotal figure in the professional education of part-time students has developed as concern over program quality and student isolation have grown. Gerhart and Noe² have stated that part-time students may require more rather than fewer faculty advising resources due to the complexity of part-time scheduling requirements, course selection and field work arrangements. Similarly, other writers have emphasized the importance of developing quality advising programs as a mechanism for linking loosely-connected, physically and organizationally isolated part-time students more effectively to both the educational institution and the professional learning experience.³ Thus, as concern for the quality and

standards of part-time programs has been expressed,⁴ investment of resources in faculty advising has been perceived as a promising route to quality assurance.

The promise, however, awaits the development of a body of research on the efforts, effectiveness and efficiency⁵ of diverse faculty advising strategies. In this regard, the implementation and evaluation of the OYRP Faculty Advising Project provided an opportunity not only to assess advising innovations in a part-time work-study MSW program, but also to explore student and faculty perceptions of operational advising activities and roles. In Chapter III, these activities were described from the advisor's perspective. In this Chapter, the students' perspective will be presented. Specifically, our focus will be on TFI and TFII project and contrast group students' perceptions of the degree of involvement of their faculty advisors in a series of advising activities culled from the literature and Program experience.

A brief discussion of theoretical and empirical issues in the definition of faculty advising roles and functions will set the stage for this presentation.

The Faculty Advisor as Integrative Teacher

Of central importance in the literature on faculty advising in social work education is the discussion on the role of the advisor as "integrative teacher." Viewing integration as a state

of organic unity or synthesis of cognitive, affective and behavioral learning,⁶ Lowy et. al. state the common assumption in the field that "the major role of the faculty advisor is to help the student see connections, relationships, differences, and similarities between concepts taught in the classroom and in the field and concepts explored in different sequences of the school curriculum."⁷ Noting that there are different advising patterns in different schools and that advisors may be involved in a plethora of activities -- from class-field liaison to assistance with financial aid and course selection to oversight of student and field instructor performance,⁸ they studied the extent to which the interaction of faculty advisor and student were perceived to enhance integration. Although they found "-- some evidence that a close relationship to a faculty advisor and discussions with faculty advisors were related to the students' perceiving the curriculum as integrated," only three of the eight schools in their sample used faculty advising to facilitate the integration of learning.⁹ Furthermore, advisors "largely saw themselves as counselors responding to the general concerns of students," rather than performing an integrative teaching function.¹⁰

Within the context of the debate on advising as peripheral or central to student learning,¹¹ this disparity between the

theoretical and actual functions of the advisor has remained. While almost all writers place major importance on the advisor's role in integrating theory and practice and broadening students' conception of professional practice beyond that defined by the agency,¹² those who have conducted evaluations have found that the teaching function of advising is less valued by both advisors and students.¹³ Empirically, students have viewed the advisor as "learner, counselor, exemplar, and administrator,"¹⁴ most helpful to students through their responsiveness and availability for advice, support and problem resolution.¹⁵ In short available evidence appears to support the view of the advisor as performing activities that facilitate and support the educational process.

To assess OYRP students' views on the extent to which advisors performed facilitative and/or integrative functions,¹⁶ the list of advising activities to which students responded were categorized into five sets of activities and roles, as follows:

A. Teaching/Integrative Activities

1. helped students make connections between theory/ concepts and field experience
2. helped students gain knowledge about/understanding of the profession (its theory, practice, values, organizational context, etc.).
3. helped students clarify, expand, deepen ideas and concepts.

- B. **Role Modeling Activities**
 - 1. set professional standards, modeled professional behavior
 - 2. set standards for behavior as graduate level MSW students
- C. **Information-Provision and Clarification Activities**
 - 1. provided information (e.g., on School rules, procedures, courses, field work, etc.)
 - 2. clarified School policies and expectations (for you, your agency)
- D. **Supportive/Counseling Activities**
 - 1. provided advice, support
 - 2. assisted in solving problems
- E. **Systems Negotiation Activities**
 - 1. assisted in negotiating School or agency systems
- F. **Educational Monitoring Activities**
 - 1. monitored students' learning progress (in courses, field work)
 - 2. helped students focus on/understand learning goals and learning styles
 - 3. monitored the quality of field work arrangements (assignments, supervision, work load)
 - 4. referred students to educational or other resources

Project and contrast group students' views of these faculty advising activities were compared to explore:

1. The impact of innovative and standard advising on students' perceptions of advising roles and functions
2. Perceived differences in the relevance of particular advising activities between the part-time and full-time phases of the One-Year Residence Program (TFI and TFI1).
3. The relative importance of teaching/integration roles as opposed to role modeling, supportive counseling, information-provision, systems negotiation, and educational monitoring, from the students' perspective.

What Advisors Do: The Perception of TFI Students

As shown in Table 32, TFI project students perceived their advisors to be "very" or "moderately" involved in the activities classified as "integrative teaching," while students in the TFI contrast group perceived their advisors' involvement as "minimal" or "not at all." These differences were statistically significant at the .01 to .001 level.

TABLE 32

TFI STUDENTS' PERCEPTIONS OF ADVISOR'S INVOLVEMENT IN INTEGRATIVE/
TEACHING AND ROLE MODELING ACTIVITIES

	Degree of Advisor's Involvement			
	Project TFI		Regular TFI	
	Very/ Moder- ately	Mini- mally/ Not	Very/ Moder- ately	Mini- mally/ Not
	%	%	%	%
<u>Integrative/Teaching Activities</u>				
Connects theory and practice	58	42	12	88
	$(\chi^2 = 8.12, df = 1, p < .01)$			
Knowledge of profession	89	11	12	88
	$(\chi^2 = 21.8, df = 1, p < .001)$			
Clarifies concepts, ideas	74	26	6	94
	$(\chi^2 = 17.01, df = 1, p < .001)$			
<u>Role Modeling Activities</u>				
Sets professional standards	74	26	12	88
	$(\chi^2 = 13.98, df = 1, p < .001)$			
Sets standards of professional student behavior	89	11	18	82
	$(\chi^2 = 18.89, df = 1, p < .001)$			

These data show that when advising was incorporated into the course instructors' role and was conducted in the context of the classroom, the advisor was perceived to be engaged in teaching/integrative activities. Project students may not have perceived distinctions between what the advisor did in his course instructional capacity as different from the advising portion of class sessions. Conversely, they may have recognized the advisors' integrative role in either or both relationships. Clearly, helping students connect theory and practice, understand the profession and its standards, and deepen ideas and concepts was an integral part of policy course instruction, and may account for students' generalized views of the advisor as teacher. It is also possible that students recognized the advisors' efforts in advising sessions to relate professional concepts to their practice experience, and ground the discussion of academic requirements and transition to the student role in a professional framework. In short, TFI advising in the context of course instruction may benefit from a "teaching halo" effect and may demonstrate lack of discrimination of discrete teaching/advising activities on the part of both students and advisor.

As to the advisor's modeling professional behavior and setting standards for professional student conduct, these data indicate that project students recognized the advisor's role in helping them handle their dissatisfaction with the Human

Behavior course instructor in a responsible, constructive manner. These responses may also reflect students' recognition of the advisor's ongoing counseling on "how to be a student," and how to analyze and intervene in problem situations as professionals.

In contrast, TFI contrast group students in the standard advising program did not perceive their advisors to be involved in integrative and role modeling activities. This finding does not appear related to the absence of supervised field work in the part-time phase, for, as we have seen, TFI project students perceived the advisor in a teaching relationship. Rather, their perceptions may accurately reflect the goals, structure, frequency and content of standard TFI advising, and the limited nature of the regular TFI student-advisor relationship.

Teaching and role modeling as defined in the activities listed above, were not a planned part of the standard advising program. Standard advising, as previously described, was conceived primarily as an information/communication mechanism to keep students apprised of the program and its requirements, and allow individual and programmatic problems to surface and be addressed as needed. Students and advisors lacked frequency and continuity of contact. Furthermore, students with a given faculty advisor did not necessarily have courses or instructors in common. As a result, one may speculate that the standard advising program and structure did not foster the level of trust, intimacy and common experience necessary for performance or perception of an integrative teaching

function or the modeling of professional behavior. Its residual structure and limited advising relationship were congruent with its intended emphasis on information-provision and policy clarification.

Both TFI project and contrast group students perceived their advisors as very and moderately involved in providing information (78% and 65% respectively) and clarifying school policies and expectations (63% and 56% respectively). On supportive counseling and systems negotiation activities, however, substantially more project than contrast group students perceived their advisors as very much or moderately involved (see Table 33). Differences between project and contrast group students' views of the advisors' provision of advice and support were statistically significant.

TABLE 33

TFI STUDENTS' PERCEPTIONS OF THE ADVISOR'S INVOLVEMENT IN COUNSELING AND SYSTEMS NEGOTIATION

	Degree of Advisor's Involvement			
	Project TFI		Regular TFI	
	Very Moderately	Minimally/Not	Very Moderately	Minimally/Not
	%	%	%	%
<u>Counseling/Support</u>				
Provide advise/support	79	21	44	56
		$(\chi^2 = 4.62, df = 1, p < .05)$		
Problem-solving	72	28	50	50
<u>Systems Negotiation</u>				
Helps negotiate systems	65	35	47	53

These data show that both groups of TFI students perceived advising as a vehicle for information and communication, and thus recognized a basic intent. That the advisor's involvement in counseling and systems negotiation activities was rated substantially higher by project than contrast group students doubtless reflected:

1. Project students' more frequent and continuous contact with the advisor.

2. The advisor's more intimate knowledge of and active role in project students' academic and work situations, and thus,
3. Their perception of the advisor's more active engagement in these activities on their behalf.

There were significant differences in project and contrast group perceptions of the degree of the advisor's involvement in educational monitoring activities (see Table 34). Although the majority of students in both groups (58% and 94% respectively) viewed their advisors as 'minimally' or 'not at all' involved in monitoring students' learning progress and helping them understand learning goals, significantly more project than contrast group students (42% versus 6% respectively) perceived the advisor as very or moderately involved. This may again reflect project students' perception of merged advising and instructional roles. As policy course instructor, that is, the advisor monitored students' progress in the completion of course assignments and focused on students' learning objectives in the policy discipline. It is also likely that the advisor's attention to students' overall management of TFI courses and general academic planning may account for these perceptions.

Table 34

TFI STUDENTS' PERCEPTIONS OF THE ADVISOR'S INVOLVEMENT IN EDUCATIONAL MONITORING ACTIVITIES

	Degree of Advisor's Involvement			
	Project TFI		Regular TFI	
	Very Moderately	Minimally/Not	Very Moderately	Minimally/Not
	%	%	%	%
<u>Educational Monitoring</u>				
Helps monitor learning progress	42	58	6	94
		($\chi^2 = 5.79$ df = 1 p < .02)		
Helps understand learning goals	42	58	6	94
		($\chi^2 = 5.79$ df = 1 p < .02)		
Refers to Educational resources	47	53	31	69

The majority of project and contrast group students did not perceive their respective advisors as very or moderately involved in educational referral activities. More project than contrast students (47% versus 31% respectively) did, however, thus supporting the above trend and perhaps highlighting the project advisor's emphasis on gaining access to a variety of educational resources (books, libraries, faculty, alumnae).

In summary, these data suggest that the structure, frequency and context of TFI advising strongly influenced both what the advisor did and how it was perceived. The project advisor had frequent contact with project students, and was actively engaged in their adjustment to, management of and planning for professional education. A more personal advising relationship evolved that appeared to benefit both from the constancy of classroom contact and the nature of the instructional role. As a result, project as compared with contrast group students perceived the advisor to be actively involved in an integrative teaching role as well as supportive counseling, systems negotiation and educational monitoring. While these perceptions corroborate the advisor's own reports of substantial activity in academic and field work planning, problem-solving, and, to a lesser extent, integrative teaching, students' views of the advisor's role in teaching and educational monitoring appear to be inseparable from their experience of him as their classroom teacher.

In general, one may conclude that advising and teaching in the context of the classroom were mutually reinforcing aspects of the TFI project innovation. Together they fostered a quality of advisor-student relationship productive of opportunities for connecting theory to practice, and modeling professional behavior. Such opportunities were not available in the

regular advising program due to its more limited goals, context and structure. Thus, contrast group students perceived their advisors as actively involved in informational and, to a lesser extent, problem-solving activities.

What Advisors Do: The Perceptions of TFIJ Students

As shown in Table 35, neither TFIJ project nor contrast group students perceived their faculty advisors to be very or moderately involved in integrative teaching or role modeling activities.

TABLE 35

TFII STUDENTS' PERCEPTIONS OF THE ADVISOR'S INVOLVEMENT IN INTEGRATIVE/TEACHING AND ROLE MODELING ACTIVITIES

	Degree of Advisor's Involvement			
	Project TFII		Regular TFII	
	Very/ Moder- ately	Mini- mally/ Not	Very Moder- ately	Mini- mally/ Not
	%	%	%	%
<u>Teaching</u>				
Connects theory and practice	17	83	26	74
Knowledge of profession	28	72	37	63
Clairifies concepts, Ideas	28	72	26	74
<u>Role Modeling</u>				
Sets professional standards	33	67	42	58
Sets standards of profes- sional behavior	28	72	42	58

These data, although gathered from students in the field work phase of a work-study MSW program, corroborate findings from empirical studies of Two-Year programs that question the advisor's integrative role. They also indicate that the structure and content of the advising program in the Innovative OYRP Faculty

Advising Project did not influence project students' perceptions on these dimensions. More frequent individual and group advising contact, and advisors' consciousness of a modest level of integrative activity had little impact on project students' views.

The gap between project advisors' and students' perceptions in this area may reflect the fact that, in both group and individual sessions, TFI advising agenda were responsible to students' "presenting problems" and concerns. Within the broad parameters introduced by the advisor, data show that the way issues were picked up or dropped, worked on or not, depended in large measure on "where students were," and how they wanted to use the advising session. In that sense, students rather than advisors controlled the agenda for advising meetings. Responding to idiosyncratic and pressing problems that varied with time and group composition, advisors often were not able to generalize issues to other students' concerns or to questions of practice and theory. As a result, advisors' integrative activity, minimal and reactive due to this structure, may not have been noticed even when advisors believed their intervention was responsible for deepening or broadening students' understanding.

The advisors' own expertise, background and knowledge of school methods curricula, as well as the method and experience of students in the advising group, may also have influenced

project students' perceptions. As was noted in Chapter III, the heterogeneity of many of the advising subgroups in major method composition as well as in the range of students' abilities, may have limited the extent to which unifying concepts and experiences could be found. In addition, the advisor's lack of familiarity with specific methods curriculum in other than their own teaching area may have constrained their engagement of students in discussion of practice problems and theories, except where there was congruence between advisors' expertise and students' major method interests.

These data would suggest that, to operationalize the integrative function, frequent meetings and a trusting relationship may be necessary but not sufficient conditions. A seminar-style structure, in which the agenda is designed to support the integration of theory and practice rather than to respond to students' perceived needs, may be required. In addition, greater homogeneity among students in method and ability, and a better fit between advisors' expertise and students' practice method, may be warranted.

The vast majority of both project and contrast group students perceived their advisors as very much or moderately involved in providing information (67% and 74% respectively) and clarifying school policies (78% and 63% respectively). Although slightly more contrast group than project students responded positively to the information-provision role of their

advisors, it is important to note that 50% of project students, compared to only 16% of students in the contrast group, perceived their advisors as "very much" versus "moderately" involved in this activity (see Table 36).

TABLE 36

TFII STUDENTS' PERCEPTIONS OF THE ADVISOR'S INVOLVEMENT IN INFORMATION-PROVISION ACTIVITIES

	Degree of Advisor's Involvement					
	Project TFII			Regular TFII		
	Very	Mod- erate- ly	Mini- mally/ Not	Very	Mod- erate- ly	Mini- mally/ Not
	%	%	%	%	%	%
Information-provision	50	17	33	16	58	26
Policy clarification	78		22	63		37

A similar pattern was found in supportive, problem-solving and systems negotiation activities (see Table 37). The majority of students in both groups perceived their advisors to be very much or moderately involved in providing advice and support (73% and 74% respectively), assisting in solving problems (65% and 68% respectively), and assisting in negotiating school or agency systems (56% and 58% respectively). In each of these activities, however, substantially more project than contrast students viewed the advisor as "very much" involved. This

suggests that project students recognized the significant level of project advising activity in these areas, and corroborates project advisors' accounts of extraordinary time and effort in supportive/counseling, problem-solving and systems negotiation activity.

TABLE 37

TFII STUDENTS' PERCEPTIONS OF ADVISORS' INVOLVEMENT IN SUPPORTIVE/
COUNSELING, PROBLEM-SOLVING AND SYSTEMS NEGOTIATIONS

	Degree of Involvement					
	Project TFII			Regular TFII		
	Moder- Very ate- ly	Mini- mally/ Not	%	Moder- Very ate- ly	Mini- mally/ Not	%
	%	%	%	%	%	%
Advice, support	47	26	27	21	53	26
Problem-solving	47	18	35	16	52	32
Systems negotiation	31	25	44	21	37	42

The vast majority of TFII project students viewed their advisors as 'very' or 'moderately' involved in monitoring their learning process (72%), while the majority of contrast group students did not (63%). These differences were statistically significant (see Table 38). Similarly project students perceived substantial levels of advising involvement in the monitoring

of quality field work arrangements, while contrast group students did not. These differences narrowly missed statistical significance at the .05 level.

Although neither group appeared to view advisors as actively involved in helping students understand learning goals (61% and 58% respectively), more project than contrast group students perceived their advisors as "very much" involved (17% versus 0%), and more contrast than project students perceived their advisors as "not at all" involved (42% versus 22%). Neither group found the advisor to be actively involved in referring students to educational resources (61% and 74% respectively), but again, somewhat more project than contrast group students rated their advisors as very or moderately involved (39% versus 26%).

TABLE 38

TFII STUDENTS' PERCEPTIONS OF ADVISORS' INVOLVEMENT IN EDUCATIONAL MONITORING ACTIVITIES

	Degree of Involvement			
	Very/ Moder- ately	Mini- mally/ Not	Very/ Moder- ately	Mini- mally/ Not
	%	%	%	%
Monitor learning progress	72	28	37	63
	($\chi^2 = 4.74, df = 1, p. < .05$)			
Monitor field work arrangements	78	22	47	53
Understand learning goals	17	22	39	22
Referral to educational resources	39	61	26	42
	16	42	74	26

These data suggest that the content and structure of faculty advising programs for part-time work-study students can have a significant impact on students' perceptions of the faculty advisor as an educational monitor. In this study, project advisors documented substantial activity in monitoring students' learning progress and assuring the quality and appropriateness of field work arrangements through early and ongoing assessment and intervention. As we have seen, project students perceived substantial advising involvement in these areas as compared to students in the contrast group.

FOOTNOTES

¹Roger Nooe and David P. Fauri, Part-Time Study for the Master of Social Work Degree: A Program Checklist, CSWE Occasional Paper Series (New York: Council on Social Work Education, 1979), p. 5; see also: Ralph Anderson et. al., "Part-Time Social Work Education In Iowa: Border to Border but Never Marginal," in Moving Ahead in the '80's: Issues for Part-Time Social Work Education, Proceedings of the First Annual Part-Time Social Work Education Colloquium, ed. Gerald W. Boynton (Institute, W. Va.: West Virginia College of Graduate Studies Foundation, 1981), pp. 13-15; Gerald W. Bonyton, "Summary of Issues and Recommendations for Action Plans," Moving Ahead in the '80's, pp. 61-62; Neil A. Cohen, "Part-Time MSW Programs: Issues and Strategies," n.p., n.d. (mimeographed), pp. 5, 8.

²Ursula C. Gerhart, "Evaluation of the Part-Time Program of the Graduate School of Social Work," Rutgers University, 1979 (mimeographed), pp. 4, 30; Nooe and Fauri, "Program Checklist," p. 5.

³Roger Nooe and Ronald K. Green, "Total Part-Time Graduate Education: Evaluation of an Experimental Program," paper presented at the 1977 Annual Program Meeting of the Council on Social Work Education, Phoenix, Arizona, p. 17; Anderson et. al., "Part-Time Social Work Education In Iowa," pp. 14-15

⁴Nooe and Fauri, "A Program Checklist," p. 3; Michael Frumkin et. al., "Alternative Social Work Education: Status, Issues, and Directions," Journal of Continuing Social Work Education 1 (Fall 1981): 14.

⁵Tony Tripodi, Phillip Feelin, Irwin Epstein, Differential Social Program Evaluation (Itasca, Ill.: F.E. Peacock Publishers, Inc., 1978), p. 9.

⁶Louis Lowy et. al., Integrative Learning and Teaching in Schools of Social Work: A Study of Organizational Development in Professional Education (New York: Association Press, 1971), pp. 13, 63-65.

⁷Ibid., p. 77.

⁸Ibid., p. 78.

⁹Ibid., pp. 150-151.

¹⁰ *ibid.*, pp. 153-154.

¹¹

Samuel Finestone, "Some Issues in Faculty Advising," Proceedings of the Eleventh Anniversary Annual Program Meeting (New York: Council on Social Work Education, 1963), pp. 215-216; see also: Shankar A. Yelaja, "Student Advising in Social Work Education," Journal of Education for Social Work 8 (Winter 1972): 66-70; Elspeth Latimer, "Comments on Dr. Yelaja's Paper on Student Advising," Journal of Education for Social Work 8 (Winter 1972): 71-72.

¹² Maria Rosenbloom et. al., "Faculty Advisement -- A Proposal for the 1970's," Social Work Education Reporter 21 (December-January 1973): 65-66; George Getzel and Maria Rosenbloom, "Faculty Advisement: Towards a Delineation of Tasks and Evaluation of Advisors," paper presented at the 1979 Annual Program Meeting of the Council on Social Work Education, Boston, Massachusetts, pp. 8-10; Edward W. Sites, "Evaluation of Faculty Advising," paper presented at the 1977 Annual Program Meeting of the Council on Social Work Education, Phoenix, Arizona, pp. 3-4; Leonard Bloksberg and Louis Lowy, "Toward Integrative Learning and Teaching in Social Work: An Analytic Framework," Journal of Education for Social Work 13 (Spring 1977): 6-7; Sherman Merle, "Student Advising," Social Work Education Reporter 17 (June 1969): 53; Finestone, "Some Issues in Faculty Advising," pp. 218-219.

¹³ Getzel and Rosenbloom, "Faculty Advisement: Towards a Delineation of Tasks and Evaluation of Advisors," p. 13; Sites, "Evaluating Faculty Advising," p. 8; Lowy et. al., Integrative Learning and Teaching, pp. 153-154.

¹⁴ Sites, "Evaluating Faculty Advising," p. 8.

¹⁵ Getzel and Rosenbloom, "Faculty Advisement," p. 13.

¹⁶ Sites, "Evaluating Faculty Advising," p. 3.

CHAPTER VI

CONCLUSIONS AND RECOMMENDATIONS

On Student and Faculty Satisfaction With the Project Design

In this study of innovations in faculty advising for part-time work-study M.S.W. degree students at the Hunter College School of Social Work, the structure and content of advising were adapted to the perceived needs, problems and time constraints of students in both the part-time (TFI) and full-time (TFII) phases of the One-Year Residence Program.

In TFI, the faculty advising function was incorporated into the classroom teacher's role for 26 students in an evening section of a required social policy course. Characterized by frequent advisor-student contact and an advising agenda that attempted to relate to the role transition issues and academic problems associated with mature employed BA-level social workers' return to professional education, the TFI innovation was designed to address identified problems in the standard advising program. Specifically, the objectives of the classroom-based TFI advising project were to provide entering students information and advice when and where they needed it, to enhance students' knowledge of and satisfaction with their induction to the School and professional learning, to make more efficient use of faculty and students' time and resources, and to assess the extent to which a more

Intensive, personal advising program was useful in retaining students in school.

In TFII, the advising innovation was characterized by continuity in faculty advisor for 25 students between the part-time and full-time phases of the OYRP; early advising contact, and "preventive intervention" to enhance students' learning opportunities in the all-important Residence Year; and frequent, structured small group advising meetings to facilitate students' adjustment to the student role and management of employee-student role obligations. Provided on the days TFII students were normally in school, the TFII innovation was designed to relate to employed students' particular needs and time constraints, and address problems associated with the application of the standard Two-Year Program advising model to a part-time work-study population.

Following a one-semester implementation phase in which project advisors documented their efforts, a critical assessment of the new advising models was obtained from both advisors and students. In addition, a sample of TFI and TFII students receiving standard advising was surveyed for comparison. Data from these evaluations indicated that on almost all indicators, project students were more satisfied with the innovative advising programs than contrast group students were with standard advising.

Project advisors also felt that the innovative designs provided significant benefits to both advisors and students, although at substantial cost in faculty time and effort.

Specifically, in TFI, the data showed that frequent, structured in-class advising and the development of a personal, trusting advisor-student relationship provided a mechanism for the rapid articulation and resolution of student-perceived problems, and engendered an informal helping network among project students. Although students in neither TFI project nor contrast groups dropped out of the OYRP during the project implementation phase, the project advisor felt that his active advising involvement helped to prevent both academic and field work problems in TFI, and in general enabled the differential needs and problems of students to be known and addressed at an earlier point.

Project students' survey responses compared with those of the contrast group confirmed the importance of the project advisor in providing information, advice and support and in engaging in integrative teaching, role-modeling and educational monitoring activities. Statistically significant differences between project and contrast group students were found on the advisor's availability, and in all of the above role activities except information-provision. Study findings also showed statistically significant differences in students' perceptions of the convenience of innovative and standard advising programs, with contrast

students viewing standard advising as very inconvenient and project students perceiving the more substantial attendance requirements for in-class project advising not-at-all inconvenient.

Although project students registered greater satisfaction than contrast students with their degree of interaction with other OYRP students, in general the nature of the advising program appeared to have little to do with students' perceptions of their position or status in the School, and of the School's responsiveness to OYRP students' needs. Both groups registered dissatisfaction with the availability of library and other resources, and the lack of accommodation to students' time constraints. The contrast group, however, was more ascerbic in its criticism of the fundamental nature and quality of the OYRP including the advising component.

Although more satisfied with advising than were contrast group students, TFI project students, like those in the contrast group, urged more individual advisor-student contact and found that mode preferable to large-group in-class advising. In contrast, the project advisor viewed the in-class advising mode as both efficient and effective, and recommended individual contact only "as-needed" for supplementation.

In TFI, both project advisors and students registered strong satisfaction with innovative small group advising and found that mode preferable to individual advisor-student contact

in the kinds of issues addressed and the quality of the support systems engendered. Project advisors and students also agreed on the usefulness and importance of early advising contact. From the advisors' perspective, early assessment of TFI students' academic and field work situations as the basis for selected early intervention to adjust tenuous practicum arrangements and prevent problems was crucial to enable all students to obtain educational benefit from the Residence Year. It was in their view, the most important feature of the innovative program.

Although students perceived advising continuity from TFI as very helpful, project advisors felt that more research was necessary to assess the importance of maintaining the same advisor between the part-time and full-time frames.

Project students had substantially more contact with their advisors than did the contrast group, and confirmed project advisors' greater involvement in information provision, supportive problem-solving and systems negotiation activities than that perceived by students in the contrast group. Neither group perceived their advisors' involvement in integrative teaching or role-modeling activities, although statistically significant and positive differences between contrast group students were found on some dimensions of the project advisor's role as the monitor of educational quality.

The nature of the advising program appeared to have little to do with TFI1 students' views of their position and status in the School, or with their views of the Schools' responsiveness to OYRP students. Students in both groups felt somewhat isolated and second-class, and expressed dissatisfaction with course scheduling and the availability of desired electives and teachers. Although the criticisms of contrast group students, as in TFI, were more biting, and suggested their perception of fundamental inequities between Two-Year and OYRP students, the data suggest that increased advising attention may heighten students' expectations and increase awareness of the gaps and inadequacies in their educational program.

One may conclude from these findings that beefed-up, more structured, personal and frequent faculty advising can enable students to have richer, more fine-tuned educational experiences. With early-diagnosis and interest, potentially destructive educational situations can be avoided; disruptive problems, sidestepped. The more intimate knowledge of students' needs and abilities can also enable the School to allocate resources more judiciously to maintain able students in the program, or counsel out others who, with less attention early on, may slip through the system's cracks.

The group mode of advising -- whether for the whole class as in the TFI project, or for small groups as in TFI1 -- can

aid rapid surfacing and amelioration of problems that otherwise may fester and create disillusionment with the Program and the School. It can also catalyze students to develop their own support systems and ways of collaboratively addressing mutually pressing problems.

On the Limits and Limitations of Faculty Advising

Quantitative and qualitative increments in advising resources, however, cannot be expected to effect major differences in students' satisfaction with the educational program as a whole, or their perception of themselves as a somewhat separate minority in the larger school community. Perceived inequities in program structure, course offerings and the allocation of faculty and other resources may be temporarily averted, but will not be covered up, by skillful advising intervention.

Informal follow-up with project students, in addition to study findings, supports this point. Although the project advisor's intervention helped students identify and take constructive action on their widespread dissatisfaction with a Human Behavior course instructor -- and this incident was in stark contrast to the handling of a similar situation affecting other TFI students the same semester -- subsequent experiences have strengthened this cohort's self-perception as "second-class

citizens." They have reported consistencies in the allocation of less experienced and less-able faculty to OYRP course sections, and, conversely, have observed the lack of opportunities for OYRP students to enroll in sections taught by some of the School's most renowned teachers. It is these structural issues, and the continuing lack of accommodation of library, cafeteria and other facilities, that influence part-time students' views of the School and their connection to it. This suggests that advising strategies have limitations as systems-correctives that should be recognized, lest there be disappointment in what they can and do deliver.

It should also be recognized that project advising innovations, through the implicit and at times explicit promise of the 'maximization of students' learning experiences' may have promised too much relative to School resources and students' objective needs. On the one hand, as one advisor observed, "the project turned every student into a demanding student," with perhaps too-high expectations of the School, the educational experience, and the scope and degree of the advisor's involvement. On the other hand, as study findings show, the substantial increase in the commitment of advising resources represented by the project as compared with the standard advising program, did not necessarily result in equally substantial improvements in perceived educational outcomes, or in project students'

significantly greater satisfaction with advising as compared with contrast group students. In fact, to an extent, project advising may have increased students' awareness of problems, constraints and conflicts, thus increasing both expectations and dissatisfactions at the same time.

One may conclude, therefore, that the stated project objective "to maximize students' educational experiences" should be re-examined, and limits set which more realistically consider faculty resources while conceptually separating the essential from the extraneous in an improved advising program. Structurally, project data confirm the importance of offering advising in a way that fits rather than conflicts with OYRP students' schedules, and thus assures some level of contact and "preventive maintenance" for all students. The implied "carte blanche" in number and kinds of advisor-student contacts associated with the project's implementation, however, would appear to be excessive as an ongoing advising policy. Thus, in TFI, it is recommended that the emphasis on an initial series of in-class advising meetings be maintained, supplemented by a few scheduled group meetings for "special needs" students (for example, those with serious field placement difficulties, those who plan to delay the Residence Year, or those with accelerated programs). In addition, one individual contact per student may be scheduled, with the option to cancel or

Increase as indicated by the advisor's assessment of the student's educational status and prognosis. Such a plan would reduce the overall number and per-student range of advising contacts while providing sufficient and timely resources for early assessment and differentiation of students' situations and needs.

In TFI1, project data warrant continued consideration of small-group as opposed to individual advisor-student contact as the advising method of choice. An efficient means of reaching all students and discussing common issues affecting Residence Year students' management of employee-student demands, it would also appear to be an effective means to assess students' abilities and needs, and the necessity for early intervention in agency field work arrangements or other problem areas. In this regard, the availability of the agency-school contract letter and project forms providing information on the student's academic status and projection of the Residence Year field work assignments, goals, and potential problems are recommended to facilitate the advisor's assessment efforts.

Although many factors influenced the number of individual contacts made by TFI1 project advisors with both students and agencies -- including the advisors' styles and orientations, the composition of their advising groups, the number and degree of seriousness of students' problems, and the cooperation of agency personnel -- an emphasis on structural patterns and reformulation

of the project's overly ambitious 'maximization' goals will not fully clarify how much or what kind of advising effort is appropriate for part-time work-study students. Nor will they determine what is workable for faculty or acceptable to both school and university. In this regard, although project data are exploratory in nature, study findings illuminate student and faculty perceptions of actual if not ideal advising roles and functions, and highlight important issues and dilemmas that effect the position and definition of faculty advising in social work education in general, alternative part-time work-study M.S.W. programs in particular.

On the Perception and Definition of Advising Roles and Functions

Study data have shown that TFI project students in classroom-linked advising perceived the advisor as an integrative teacher and model of professional behavior, while those in the standard advising program did not. Neither project nor contrast group students in the Residence Year, however, perceived advisors' involvement in these activities. This is interesting, given the greater, although hardly exclusive, emphasis in both TFI standard and project advising on helping students connect practice and theory and broaden their conception of professional practice, as compared with the intention of advising in TFI, the part-time, pre-field work phase.

As noted earlier, the TFII data corroborates that of empirical studies of full-time programs, in which the focus was also on students in the field work practicum. In these studies, findings failed to support the perception of the advisor as integrating learning, despite advising objectives to that effect.

The Study of Variables Enhancing the Integrative Function

Although the unique character of the OYRP and the exploratory nature of the project study do not permit generalization, project findings have implications for the definition of advising and our further understanding of the conditions that may facilitate or constrain the integrative function.

Differences between TFI project and contrast group findings indicate, for example, that the frequency of advising contact and a trusting relationship between advisor and student may be variables to explore in the perception of the advisor as a teacher. At the same time, the presence of these variables in the TFII project design, juxtaposed against the lack of difference in perceptions between TFII project and contrast group students, indicate that frequency and trust are necessary but not sufficient conditions for the development of an integrative role.

In this regard, comparisons between TFI and TFII project advising programs and structure yielded other variables to explore, as conditions promoting or constraining the perception of the advisor's

role in integration. Prime among them appear to be the classroom or quasi-classroom context for advising, and the advisor's control of the educational agenda. In TFI, the students' expectations of teaching from the advisor-teacher in a classroom setting may have predisposed them to perceive an integrative component in the operational advising function. In contrast, TFI project students' expectation of a supportive, problem-solving advising forum in which the advisor responded to and counseled on student-initiated issues may have blinded students to the perception of an integrative component even when the advisor perceived activity in this regard.

Project advisors, furthermore, differed in the extent to which they felt they operationalized an integrative role. Here, variables that appear to be important for further study include the homogeneity of the advising group, the similarity in method between advisor and students, and the advisor's familiarity and articulation with the School's method curriculum. The latter was noted as an important condition in other studies as well.

In sum, study findings provide clues to some necessary conditions for operationalization of the advisor's integrative function. It is recommended that they be explored further in studies of both traditional and alternative M.S.W. degree programs.

The Advisor as Facilitator of the Educational Experience:
Organizational Issues and Constraints

With respect to the educational controversy on the theory and practice of advising, the Faculty Advising Project can be seen as providing more data to explode the myth of advising as an integrative element in the M.S.W. curriculum. As project findings in concert with other studies show, advisors facilitate learning through the performance of supportive counseling, problem-solving, information-provision, systems-negotiation and educational monitoring roles.

This reality has implications for the position and definition of advising in schools of social work, and the ongoing allocation of resources to its operation. The allocation of work load credit to faculty advising absent a teaching function, that is, has little sanction in the university. Thus the dilemma:

1. To exhort advisors to perform an integrative function in order to maintain the status quo in faculty resource allocation, even though the data show they do not and -- under current conditions -- probably cannot so perform.
2. To attempt to establish the conditions that may be more conducive to performance of an integrative function, with the greater organizational costs this would likely entail.

3. To demote advising to a peripheral position, in concert with the university's view of the supportive, facilitative function of advising as useful but not essential to student learning.
4. To argue for the essential position of faculty advising -- defined as facilitative rather than integrative -- in part-time work-study programs, given the special characteristics and problems often associated with alternative educational designs.

As alluded to previously, the organizational constraints against meeting perceived "necessary conditions" for integration are many. As Hunter's experience will testify, it has become increasingly difficult to rationalize the assignment of advisors and students in accordance with strictly educational objectives. Although some first year full-time students are assigned their major method teacher as advisor, a variety of variables, including faculty work load and advising assignments, the number of students, their method and the nature of agency settings, make this or similar outcomes rare.

Thus, it is unlikely that organizational realities and priorities would permit the pursuit of conditions that may strengthen the performance in advising of an integrative function. And, even if such were possible, one must consider the problem of faculty investment in advising as well. Irrespective of the definition of advising, that is, or the allocation of resources

or structuring of conditions to facilitate it, it is clear that faculty do not receive benefits for advising commensurate with its perceived costs. Exceptional time, effort or excellence in advising is not helpful for faculty tenure or promotion. On the other hand, time and energy spent on advising, are viewed as detracting from more institutionally rewarding efforts. As a result, it is generally in faculty's interests to minimize the advising function. The fact that project advisors clearly gave their all to project efforts may reflect individual characteristics, authoritative sanction, and the project's short-term demonstration status. Were any or all of its features to be implemented more broadly, however, one could not count on such faculty commitment.

Thus, the lack of institutional rewards for advising is a serious constraint that must be considered. Furthermore, a definition of advising that acknowledges the supportive function as primary may further dissuade faculty from more than minimal implementation efforts. The integrative mystique, associated as it is with the School's mission, may provide faculty more incentive than a focus on advising's educational 'maintenance' function.

Nevertheless, recognizing these constraints, it is my view that project data and the Hunter OYRP experience support the definition of advising as essential and facilitative of student's education. As the numbers of work-study students increase -- and the survey of schools nationwide as well as in the metropolitan area

validate such a projection -- schools will be forced to deal with employing agencies as the sponsors of professional learning opportunities, and the problems associated with the professional education of employee-students whose loyalties remain with the agency. Given the financial volatility of human service organizations and their difficulty in meeting service goals let alone the demands of staff for professional advancement, it will be increasingly important for faculty advisors to engage in activities that help establish and maintain the educational components of learning, and preserve the integrity of the educational experience.

As experience with the OYRP has shown, for example, schools developing work-study programs will be faced with high turnover in agency affiliations. As a result, the building over time of educationally-oriented field settings, in which agency and school collaborate to groom field instructors and design educationally beneficial assignments, cannot but in rare instances be expected. Thus, in this context, it will be important for faculty advisors to assess situations early and help students and agencies resolve problems and reshape arrangements before they obstruct opportunities for learning. Knotty problems such as the agency's lack of compliance with school work load reduction requirements or assignment change, will require that advisors help negotiate arrangements that strike a balance acceptable, if not optimum, to school, agency

and the employee-student. And, in the event that job jeopardy or educational compliance become the alternatives -- as was the case for several students in the OYRP study -- the role of the advisor may be to support the student's efforts to manage excessive demands and gain from the situation what is possible for professional learning. As stated by a project advisor, such a stance "satisfices" rather than "maximizes" because it works with the individual student's situation, as well as the realities of work-study limitations and conflicts. Nevertheless, such facilitation would appear to be the sine qua non of faculty advising in work-study programs -- the necessary base without which the integration of learning may not be possible.

In sum, project findings have implications for the definition of advising in part-time work-study programs, and confirm data on the supportive versus integrative function of advisors in full-time programs as well. Although the project experience makes a strong case for the special importance of advising facilitation to maintain integrity in work-study educational arrangements, one must conclude that the organizational constraints affecting the advising function will continue to frustrate effective and efficient implementation, irrespective of the definition one chooses, the advising objectives one sets.

On the Implications of Employment-Based Learning for
Professional Social Work Education

As a mechanism for learning more about work-study students' educational experience, the Faculty Advising Project provided data on students' perceived educational supports and obstacles, as well as the expectations and obligations that guide their performance as employees and students.

Study findings from both advisors and students showed that time limitations and excessive workplace demands were primary stressors affecting the level of students' performance at work and school. Although conflicting role expectations and obligations were problematic for some, students in both the part-time and full-time phases of the OYRP, irrespective of advising program, perceived role overload or time constraints as the major source of role strain for work-study students.

In this context, the faculty advisor proved to be a significant support for TFI project as compared with contrast group students, somewhat easing their perception of role conflict and overload through innovative advising program efforts. In TFI, however, students' OYRP peers and workplace personnel were on a par with the advisor as a perceived support. Moreover, for the study population as a whole, the advisor receded in importance in students' self-ranking of most important educational supports.

Students' spouses were identified as the most important source of support in TFI, while family as well as agency personnel and other OYRP students emerged as key for TFI students.

These data demonstrate the limited supportive role played by official school personnel and systems in the lives of its part-time work-study students, relative to that perceived from home and agency. They also show the centrality of the agency as a source of both obstacles and supports.

Project findings further suggest tentative connections between the perceived support of agency superiors (administrators, supervisors, field instructors) and OYRP students' freedom to perform as students, i.e., take student risks, effect work load reductions, and allow time for educational expectations. Thus, it would appear that agency characteristics, such as hierarchical support for professional education and commitment to employee-students' educational goals, bear further study and exploration as factors promoting or inhibiting students' successful management of work-study M.S.W. degree programs.

Such exploration will have increasing relevance to the field as schools expand work-study opportunities and seek to understand variables that may influence educational quality and outcomes. In this regard, recognizing the control over the educational process that the agency in fact exerts, it may be useful to explore new work-study models that recognize realistic agency constraints while maintaining educational standards. Holding to

the requirement of work load reduction, for example, when project data and general observation indicate that agencies cannot and do not comply, may be wrong-headed. Accepting this limitation and developing weekend, evening or summer workplace assignments that do not impinge on job tasks may be more productive and principled than making the inevitable compromises that the current struggle with reality entails. Thus, although this study supports the concept of a more activist and supportive advising function, it is with the recognition that role emphases might shift were the educational structure to change.

The central role of the agency was further demonstrated through students' perceptions of their primary role identity and choice of priority role obligations. For both TFI and TFI1 students irrespective of advising program, students identified more as agency employees than as students, and stated that they would meet agency demands first before their student obligations. With the agency as their primary referent, work-study students nevertheless perceived benefits from being students, and attributed improved workplace performance to professional education.

These data suggest that employed M.S.W. degree students make distinctions between the roles of student and learner that professional schools may find useful to recognize. Lack of identity as students, that is, may be based on employee-students'

longevity in, loyalty to and sense of future with the agency, and may reflect more on the perceived lower status of the student role than on resistance to professional learning.

Thus, study findings point to the need for new conceptions and educational models that accept and build on, rather than conflict with, the strengths and values of employed social workers desiring professional education. In this regard, the assumptions and design of continuing education programs should be explored to assess the applicability of selected features for incorporation into alternate M.S.W. degree programs for agency-based employee-students. Such designs do not focus on the student role as the necessary route to professional learning and growth, but rather emphasize the relevance of new knowledge for the solution of workplace problems and increased worker competence. As such, they may be useful in the formulation of masters-level, educational programs that more sensitively relate to the differences in perspective of working students.

APPENDIX 1

TABLE 1
AGE, RACE, SEX AND METHOD OF TFI PROJECT
SAMPLE AND TFI CLASS

N	TFI PROJECT SAMPLE		TFI CLASS	
	26		104	
<u>AGE</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
25 and under	2	8	9	9
26 - 30	7	27	34	33
31 - 40	10	38	45	43
41 and over	7	27	16	15
				($\chi^2 = 3.46, df = 3, n.s.$)
<u>RACE</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
White	12	46	66	63
Black	7	27	21	20
Puerto Rican	7	27	13	13
Asian-American and other	0	0	4	4
				($\chi^2 = 6.93, df = 3, n.s.$)
<u>SEX</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Male	5	19	22	21
Female	21	81	82	79
				($\chi^2 = .06, df = 1, n.s.$)
<u>MAJOR METHOD</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Casework	16	61.5	60	58
Groupwork	1	4	14	13
Administration	6	23	23	22
Community Organization	3	11.5	7	7
				($\chi^2 = 2.75, df = 3, n.s.$)

TABLE 2

AGE, RACE, SEX AND METHOD OF TFII PROJECT
SAMPLE AND TFII CLASS

N	TFII PROJECT SAMPLE		TFII CLASS	
	25		89	
<u>AGE</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
25 and under	0	0	3	3
26 - 30	9	36	33	37
31-40	12	48	36	40
41 and over	4	16	17	19
				($\chi^2 = 1.32, df = 3, n.s.$)
<u>RACE</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
White	14	56	53	60
Black	9	36	25	28
Puerto Rican	2	8	6	7
Asian-American	0	0	0	0
Other	0	0	5	5
				($\chi^2 = 2.07, df = 3, n.s.$)
<u>SEX</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Male	7	28	30	34
Female	18	72	59	66
				($\chi^2 = .35, df = 1, n.s.$)
<u>MAJOR METHOD</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Casework	11	44	53	59
Groupwork	9	36	15	17
Administration	5	20	15	17
Community Organization	0	0	6	7
				($\chi^2 = 8.35, df = 3, p < .05$)

TABLE 3

AGE, RACE, SEX AND METHOD OF TFI AND TFII
CONTRAST GROUPS AND TFI AND TFII POPULATIONS

	TFI CONTROL		TFI CLASS		TFII CONTROL		TFII CLASS	
N	30		104		30		89	
<u>AGE</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
25 and under	4	13	9	9	1	3	3	3
26 - 30	10	33	34	33	16	53	33	37
31 - 40	11	37	45	43	8	27	36	40
41 and above	5	17	16	15	5	17	17	19
	$(x^2 = 1.09, df = 3, n.s.)$				$(x^2 = 3.64, df = 3, n.s.)$			
<u>RACE</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
White	23	76	66	63	17	57	53	60
Black	5	17	21	20	8	27	25	28
Puerto Rican, Asian and Other	2	7	17	17	5	17	11	12
	$(x^2 = 3.09, df = 2, n.s.)$				$(x^2 = .61, df = 2, n.s.)$			
<u>SEX</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Male	9	30	22	21	11	37	30	34
Female	21	70	82	79	19	63	59	66
	$(x^2 = 1.45, df = 1, n.s.)$				$(x^2 = .12, df = 1, n.s.)$			
<u>METHOD</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Casework	15	50	60	58	20	66	53	59
Groupwork	8	27	14	13	2	7	15	17
Administration	6	20	23	22	6	20	15	17
Community Org.	1	3	7	7	2	7	6	7
	$(x^2 = 4.86, df = 3, n.s.)$				$(x^2 = 2.29, df = 3, n.s.)$			

TABLE 4

AGE, RACE, SEX AND METHOD CHARACTERISTICS OF
TFI PROJECT AND CONTRAST GROUPS

N	TFI PROJECT SAMPLE		TFI CONTRAST GROUP	
	26		30	
<u>AGE</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
25 and under	2	8	4	13
26 - 30	7	27	10	33
31 - 40	10	38	11	37
41 and above	7	27	5	17
	($\chi^2 = 1.21, df = 3, n.s.$)			
<u>RACE</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
White	12	46	23	76
Black	7	27	5	17
Puerto Rican, Asian- American & Other	7	27	2	7
	($\chi^2 = 5.6, 2 df, n.s.$)			
<u>SEX</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Male	5	19	9	30
Female	21	81	21	70
	($\chi^2 = .87, df = 1, n.s.$)			
<u>METHOD</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Casework	16	61.5	15	50
Groupwork	1	4	8	27
Administration and Community Organi- zation	9	34.5	7	23
	($\chi^2 = 5.5, df = 2, n.s.$)			

TABLE 5

AGE, RACE, SEX AND METHOD CHARACTERISTICS OF
TFII PROJECT AND CONTRAST GROUPS

N	TFII PROJECT SAMPLE		TFII CONTRAST GROUP	
	25		30	
<u>AGE</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
25 and under	0	0	1	3
26 - 30	9	36	16	53
31 - 40	12	48	8	27
41 and above	4	16	5	17
($\chi^2 = 2.94, df = 2, n.s.$)				
<u>RACE</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
White	14	56	17	57
Black	9	36	8	27
Puerto Rican, Asian-American and Other	2	8	5	17
<u>SEX</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Male	7	28	11	37
Female	18	72	19	63
($\chi^2 = .48, df = 1, n.s.$)				
<u>METHOD</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Casework	11	44	20	66
Groupwork	9	36	2	7
Administration, Community Org.	5	20	8	27
($\chi^2 = 8.4, df = 2, p < .02$)				

APPENDIX 2

ACADEMIC SUMMARY

STUDENT

FACULTY ADVISOR

(UNDERGRAD INSTITUTION, DEGREE, YEAR)

MSW COURSEWORK (PLEASE LIST):

GRADE
(CR, NC, N, INC, MD)

HCSSW NON-MATRIC:

OTHER SOCIAL WORK:

HCSSW FALL 1980:

HCSSW SPRING 1981:

SUMMER 1981:

FALL 1981:

TIME FRAME I. SUMMARY
(TO BE FILLED OUT BY ADVISOR)

STUDENT	FACULTY ADVISOR
<u>ADMISSIONS INTERVIEWER'S ASSESSMENT</u> <input type="checkbox"/> ACCEPT WITH PRIORITY <input type="checkbox"/> ACCEPTABLE <input type="checkbox"/> marginally acceptable <input type="checkbox"/> REJECT	<u>FINAL ADMISSIONS DECISION</u> <input type="checkbox"/> ACCEPT WITH PRIORITY <input type="checkbox"/> ACCEPTABLE (HOLD TO BE RECON- SIDERED) <input type="checkbox"/> WAITLIST <input type="checkbox"/> REJECT (REASONS):
<u>PROBLEMS NOTED PRE-ADMISSION BY INITIAL REVIEWER OR INTERVIEWER: (CHECK AND DESCRIBE):</u> <input type="checkbox"/> UNDERGRAD GRADES <input type="checkbox"/> CONCEPTUAL ABILITY <input type="checkbox"/> SOCIAL WORK EXPERIENCE <input type="checkbox"/> AGENCY SPONSORSHIP <input type="checkbox"/> OTHER:	
<u>IN T.F.I., DID ACADEMIC PROBLEMS COME TO YOUR ATTENTION? (CHECK; DESCRIBE IF NECESSARY):</u> <input type="checkbox"/> WRITING, CONCEPTUAL ABILITY <input type="checkbox"/> COMPLETING COURSE ASSIGNMENTS ON TIME <input type="checkbox"/> CLASS ATTENDANCE <input type="checkbox"/> TARDINESS <input type="checkbox"/> PARTICIPATION <input type="checkbox"/> OTHER:	
<u>DID YOU MEET WITH THE STUDENT INDIVIDUALLY IN T.F.I.? YES NO. IF YES, ONCE, TWICE,</u> <u>MORE (INDICATE NUMBER IF KNOWN) . CHECK REASONS AND RANK ORDER THOSE YOU CHECK IN</u> <u>ORDER OF IMPORTANCE FROM #1 to #3. (USE OTHER SIDE OF PAGE IF NECESSARY)</u> <input type="checkbox"/> GENERAL INFORMATION ON SCHOOL, SCHEDULES, ETC. <input type="checkbox"/> COURSE SELECTION/PLANNING <input type="checkbox"/> ACADEMIC ISSUES/PROBLEMS: (DESCRIBE) <input type="checkbox"/> FIELDWORK PLANNING PROBLEMS/ISSUES: (DESCRIBE) <input type="checkbox"/> OTHER:	

ADVISOR'S TIME FRAME I. SUMMARY

-2-

WERE YOU AWARE OF PARTICULAR SOURCES OF STRESS FOR THE STUDENT IN T.F.I.? YES ___ NO ___.

IF YES, CHECK APPROPRIATE LINES: ___ CHILDREN ___ OTHER FAMILY ___ SCHOOL WORK ___ HEALTH
___ EMPLOYMENT ___ FINANCES ___ TRAVEL ___ OTHER: ___

IN T.F.I., DID THE STUDENT EXPRESS STRONG CONCERN TO YOU ABOUT SCHOOL POLICIES OR PRO-
CESSES? YES ___ NO ___. ANGER? YES ___ NO ___. IF YES, PLEASE ELABORATE:

EXPRESSIONS OF STRONG CONCERN:

EXPRESSIONS OF ANGER:

AS THE STUDENT BEGINS T.F.II., ARE YOU WORRIED ABOUT THE STUDENT IN ANY OF THE FOLLOWING:
(YOUR CONCERNS CAN BE SUBJECTIVE AND IMPRESSIONISTIC, BASED ON EVEN BRIEF ENCOUNTERS AS
FACULTY ADVISOR.) PLEASE CHECK AND DESCRIBE THE FOLLOWING CATEGORIES AND, IF YOU HAVE AN
IMPRESSION, TRY TO GIVE THE BASIS FOR IT. IF YOUR CONTACT WAS TOO SLIGHT TO HAVE ANY IM-
PRESSION AT ALL, CHECK THE LAST CATEGORY. (USE OTHER SIDE OF PAGE)

CATEGORY (CHECK)	DESCRIPTION AND BASIS	INSUFFICIENT CONTACT FOR IMPRESSION ^{Use}
___ ABILITY TO MEET ACADEMIC PERFORMANCE DEMANDS		
___ ABILITY TO MEET FIELDWORK PERFORMANCE DEMANDS ___ ENGAGE IN SUPERVISION:		
___ RELATE TO CLIENTS:		
___ RELATE TO PEERS/COWORKERS:		
___ RELATE TO SUPERIORS:		
___ REFLECT CRITICALLY ON ONE'S OWN PERFORMANCE:		
___ TAKE ON PROF'L ROLES AND TASKS:		
___ MANAGE STUDENT AND EMPLOYEE ROLES:		
___ RELATIONSHIP TO YOU AS FACULTY ADVISOR:		

ADVISOR'S TIME FRAME I, SUMMARY

-3-

ARE YOU CONCERNED ABOUT THE AGENCY IN ANY OF THE FOLLOWING? (CHECK AND EXPLAIN):

_____ AVAILABILITY OF ADEQUATE SOCIAL WORK SUPERVISION:

_____ AVAILABILITY OF ADEQUATE LEARNING ASSIGNMENTS:

_____ EXCESSIVE WORKLOAD FOR STUDENT:

_____ AVAILABILITY OF PROFESSIONAL ROLE MODELS:

_____ OTHER:

THANK YOU!

ADVISOR'S TIME FRAME I SUMMARY

(INSERT p. 2)

"From your contact with the student in TFI, however brief or extensive, please indicate the level of performance you anticipate from the student as TFI begins. Check the appropriate rating in each of the following categories. If possible, give the basis for your impression. If you have no impression of the student in a particular category, please check the last column."

Performance Categories	Excel- lent	Satis- factory	Poor	Basis for your impression	No impression
1. Overall ability to meet academic demands					
2. Overall ability to meet fieldwork demands, including ability to:					
a. Engage in supervision					
b. Relate to clients					
c. Relate to peers.co-workers					
d. Relate to supervisors					
e. Reflect critically on own work					
f. Take on professional roles and tasks					
g. Manage student and employee roles					
3. Quality of relationship to you as faculty advisor					

STUDENT INFORMATION SHEET

STUDENT

CN GN CO AD/CN AD/GN
(METHOD: CIRCLE ONE)

FAMILY ADVISOR

HEALTH FAMILY EDUCATION PROTECTION WORK
(CONCENTRATION: CIRCLE ONE)

HOME ADDRESS:

TELEPHONE:

AGENCY:

TITLE:

UNITY/DEPARTMENT:

ADDRESS:

TELEPHONE:

FIELD INSTRUCTOR/SUPERVISOR:

TITLE:

TELEPHONE:

AGE:

MALE-FEMALE
(CIRCLE ONE)

RACE/ETHNICITY:

MARITAL STATUS:
(CIRCLE ONE)

MARRIED NEVER MARRIED SEPARATED DIVORCED WIDOWED

CHILDREN:

NUMBER AGES

PRIOR EXPERIENCE IN SOCIAL WORK: (PLEASE LIST)

AGENCY/ORGANIZATION

POSITIONS HELD

NO.OF YEARS IN AGENCY

PAID/VOLUNTEER
(write "PD.or"VOL")

STUDENT INFORMATION SHEET

-3-

Please note the extent to which the following were problematic in the development of your Time Frame II., fieldwork plans. If problematic, please indicate whether the problem has been resolved. (CHECK COLUMN)

	NO PROBLEM	SOMEWHAT PROBLEMATIC	VERY PROBLEMATIC	PROBLEM RESOLVED? YES NO PARTIALLY
1. Assigning an MSW Supervisor.				
2. Assigning an MSW Supervisor <u>New</u> to you.				
3. Changing my work assignments.				
4. Developing meaningful learning assignments				
5. Reducing my overall workload.				
6. Maintaining current salary level.				
7. Maintaining current position in agency.				
8. Granting a full day a week to come to school.				
9. Other: Please specify _____				

As you begin the fieldwork year, to what extent are you worried about the following:

	NOT WORRIED	SOMEWHAT WORRIED	VERY WORRIED
1. Managing work and school demands.			
2. Being an employee and a student at the same time.			
3. Being supervised and evaluated.			
4. Clarifying assignments and expectations			
a. At school			
b. At work			
5. Other: please describe _____			

STUDENT INFORMATION SHEET

-4-

What were your job responsibilities in the agency last year?

What are your educational assignments in the Residence year?

What other responsibilities as an agency employee will you be carrying?

Please indicate the kind of supervision you received in your agency last year by checking the appropriate phrases on the following:

Frequency of supervision: once a week for at least an hour.
 once a week, less than an hour.
 less than once a week.
 other: please indicate _____

Focus of supervision: case management
 administrative approval, clarification, etc.
 skill development, professional growth.
 other: please indicate _____

Nature of supervision: group
 individual
 other: please indicate _____

Background of supervision: MSW
 psychologist, psychiatrist
 other: please indicate _____

HUNTER COLLEGE SCHOOL OF SOCIAL WORK
City University of New York

EDUCATIONAL PLAN

DUE: WEEK OF OCTOBER 19

1. A brief description of each of the major field assignments including the expected accomplishments for each, a preliminary identification of the major steps or activities to be undertaken in order to fulfill the goals, and an estimated timetable.
2. An identification of your own learning needs and objectives: what skills, knowledge, etc. do you want to acquire as a result of planning and/or implementing the assignments in No. 1 above.
3. Identification of any special assistance and resources that you need in order to accomplish your assignments, and/or any anticipated obstacles or limitations in carrying them out.

APPENDIX 3

FACULTY ADVISING CONTACT LOG

STUDENT

FACULTY ADVISOR

I. INDIVIDUAL CONTACTS WITH ADVISEE

REQUESTED BY:
(check column)

DATE	ADV.	STUD.	OTHER	PHONE (check col.)	IN-PERSON	PRIMARY REASON (see Key for #)	ISSUES, PROBLEMS DISCUSSED (state briefly)	RESOLUTION/FOLLOWUP

FACULTY ADVISING LOG

STUDENT

FACULTY ADVISOR

II. CONTACTS WITH AGENCY/OTHER FACULTY

DATE	NAME OF CONTACT	REQUESTED BY: (check col.)		PHONE	IN-PERS. col.	PRIMARY REASON (see key for #)	<u>ISSUES, PROBLEMS DISCUSSED</u> (state briefly)	<u>RESOLUTION/FOLLOW-UP</u>

**KEY: REASONS FOR FACULTY ADVISOR CONTACT WITH
STUDENT, AGENCY, OR OTHER FACULTY**

**DIRECTIONS: INSERT ONE OF THE FOLLOWING NUMBERS FOR "PRIMARY
REASON" ON YOUR FACULTY ADVISING CONTACT LOG.**

<u>NUMBER</u>	<u>REASON</u>
1.	INTRODUCTION, ORIENTATION
2.	GENERAL INFORMATION
3.	ACADEMIC ADVISING/COURSE PLANNING
4.	FIELDWORK ASSIGNMENT PLANNING/REVIEW/CLARIFICATION
5.	REVIEW OF FIELD RECORDINGS/LEARNING GOALS/GENERAL PROGRESS
6.	ACADEMIC MONITORING/REVIEW
7.	MIDTERM EVALUATION
8.	END-OF-TERM EVALUATION
9.	ACADEMIC PROBLEM
10.	FINANCIAL PROBLEM
11.	PERSONAL PROBLEM
12.	FIELDWORK PROBLEM
13.	OTHER (PLEASE SPECIFY)

GROUP ADVISING MEETING SUMMARY

DATE _____

AGENDA: (LIST)

- 1.
- 2.
- 3.
- 4.

WHAT PREPARATION, IF ANY, WAS REQUIRED?

OTHER ITEMS ADDED TO AGENDA:

- 1.
- 2.
- 3.

YOUR VIEW OF MAIN ACCOMPLISHMENT OF MEETING:

THINGS TO FOLLOW-UP ON, AS RESULT OF MEETING:

FOR GROUP OR CLASS AS A WHOLE:

FOR INDIVIDUAL STUDENTS:

AS INDICATED BY STUDENTS' QUESTIONS, COMMENTS OR DISCUSSION, WHAT ARE STUDENTS' PRIMARY

CONCERNS/PROBLEMS AT THIS POINT? WHAT PORTION OF THE GROUP/CLASS DO YOU THINK HAS THESE

CONCERNS?

PRIMARY CONCERNS

- 1.
- 2.
- 3.

FACULTY ADVISOR

<u>COVERED</u>	<u>NOT COVERED</u>	<u>(✓ COL.)</u>

<u>COVERED</u> (✓ column)	<u>NOT COV.</u>	<u>RAISED BY:</u>	
		<u>ADV.</u>	<u>STUD.</u>
		<u>(✓ column)</u>	

held by what % of group

<u>25%</u>	<u>25-50%</u> (check col.)	<u>50-75%</u>	<u>75-100%</u>

GROUP ADVISING MEETING SUMMARY

-2-

ASIDE FROM ABOVE OVERT CONCERNS, WHAT IS YOUR PERCEPTION OF STUDENTS' UNDERLYING CONCERNS, IF ANY? WHAT DO YOU BASE YOUR PERCEPTION ON?

UNDERLYING CONCERNS

BASES FOR PERCEPTION

- 1.
- 2.
- 3.

PLEASE NOTE STUDENTS' COMMENTS, IF ANY, ON THE FOLLOWING CATEGORIES. ON THE CATEGORIES YOU CHECK, ALSO CIRCLE ANY OF THE DIMENSIONS SUGGESTED THAT WERE PART OF THE COMMENT OR DISCUSSION, IN YOUR VIEW, FINALLY, INDICATE BRIEFLY THE NATURE OF THE COMMENT OR DISCUSSION.

<u>CATEGORY (check)</u>	<u>DIMENSIONS (circle)</u>			<u>BRIEF OF DISCUSSION (state)</u>
<u>COURSE CONTENT</u>	<u>RELEVANCE TO PRACTICE</u>	<u>LEVEL OF DIFFICULTY</u>	<u>OTHER:</u>	
<u>COURSE ASSIGNMENTS</u>	<u>RELEVANCE TO PRACTICE</u>	<u>LEVEL OF DIFFICULTY</u>	<u>OTHER:</u>	
<u>BEING A STUDENT</u>	<u>PERFORMANCE ANXIETY</u>	<u>ROLE CONFLICT</u>	<u>OTHER:</u>	
<u>BEING AN AGENCY EMPLOYEE</u>	<u>"THE REAL WORLD" AN ASSET TO PROF'L GROWTH</u>	<u>A LIABILITY TO PROF'L GROWTH</u>	<u>OTHER:</u>	
<u>BEING A PROF'L</u>	<u>CAREER ASSET</u>	<u>BETTER SERVICE TO CLIENT</u>	<u>OTHER:</u>	
<u>THE SCHOOL AS AN INSTITUTION</u>	<u>RESOURCES</u>	<u>RESPONSIVE-NESS TO QXR'S</u>	<u>OTHER:</u>	

GROUP ADVISING MEETING SUMMARY

-3-

PLEASE DESCRIBE ANY SUBGROUP FORMATION, LEADERSHIP DEVELOPMENT YOU PERCEIVE IN THE CLASS OR GROUP. WHAT FACTORS APPEAR TO BE INVOLVED? (FOR EX., STUDENTS LOOK UP TO PERSON WITH HIGH AGENCY POSITION OR LOADS OF EXPERIENCE; MATURE WOMEN CLUSTER TOGETHER; MINORITY STUDENTS FORM SUBGROUP, ETC.)

<u>SUBGROUPS (DESCRIBE)</u>	<u>LEADERS (DESCRIBE)</u>	<u>FACTORS (YOUR VIEW)</u>

WHAT DID YOU DO AS A FACULTY ADVISOR IN THIS MEETING? PLEASE CHECK THE APPROPRIATE DESCRIPTIONS OF YOUR ROLE OR BEHAVIOR, ORDER FROM #1 to #3 YOUR MOST PROMINENT ACTIVITIES OR BEHAVIOR, PLEASE GIVE EXAMPLES TO ELABORATE.

<u>CHECK</u>	<u>ORDER FROM</u> <u>#1 to #3</u>	<u>ACTIVITY/BEHAVIOR</u>	<u>DESCRIBE IN CONTEXT OF MEETING</u>
___	___	HELPED STUDENTS INTEGRATE CLASS & FIELD KNOWLEDGE AND EXPERIENCE	
___	___	HELPED CLARIFY CONCEPTS	
___	___	HELPED BROADEN OR DEEPEN IDEAS, CONCEPTS, KNOWLEDGE	
___	___	SET PROF'L STANDARDS; MODELED PROFESSIONAL BEHAVIOR	
___	___	PROVIDED INFORMATION ___ ON SCHOOL RULES, PROCEDURES ___ ON COURSES, PROGRAMS ___ ON FIELDWORK ___ ON RESOURCES ___ OTHER:	
___	___	PROVIDED ADVICE, SUPPORT	
___	___	ASSISTED IN SOLVING PROBLEMS	(DESCRIBE ON BACK)

APPENDIX 4

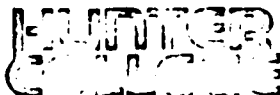
Questions to Faculty Advisors

1. How many years have you been employed at the School?
How many years as faculty advisor?
Did you advise primarily 2 year, OYRP, or both?
2. Any impressions (pre-project) of a general sort re: OYRP students? Their needs, strengths, weaknesses as students?
What school might do in relation to these?
3. What aspects of OYRP students' needs, strengths, weaknesses became apparent to you through the Project experience?
(Project impressions changed? confirmed?)
4. As an advising structure (for TFI advisor, advising in class; for TFI advisors, group meetings and early contact), what were the Project's advantages and disadvantages?
Probe: 1) access to students, 2) relationship to students, 3) mechanism for educational or other content, vs. just information 4) time 5) group's cohesion and interaction 6) relationship to teaching.
5. How would you describe your primary role(s) as faculty advisor?
(What did you do vis-a-vis students?)
In what contexts were these roles played out? Class? Small group? Individual meetings?
Which mode of advising - class, small group, individual - did you find most useful? Why?

Questions to Faculty Advisors (Cont'd)

6. Summary of each student - issues, contacts, current status.
7. Based on this experience, what recommendations would you make to School regarding structure and content of faculty advising for OYRP students?

APPENDIX 5



of The City University of New York
School of Social Work • 129 East 79th Street, New York, N.Y. 10021 • (212) 570-5037

January 22, 1982

Dear One-Year Resident Program Student,

At last! The Fall 1981 semester is over, and Spring--or, at least, Spring coursework--is on the way! Before classes begin, I ask your cooperation in completing and returning the enclosed questionnaire in the stamped, addressed envelope provided. As a participant in the School's Faculty Advising Project this term, your views and experiences are of critical importance to us. Ongoing efforts to review and improve student advising and the educational program for One-Year Residence students cannot proceed without you. So, take a break and do your questionnaire today!

The questionnaire is composed primarily of closed-ended questions and ratings, but there is room at the end for more general comments. An addendum is included for Time Frame I students.

Overall, the questionnaire should take thirty to forty minutes to complete. Responses will be analyzed only in the aggregate. Your name is not requested or desired to maintain appropriate confidentiality.

The time you take to participate in this study will make an invaluable contribution to the One-Year Residence Program and its students. I hope I can count on your help. It is very much appreciated--in advance.

Sincerely,

Rose Starr, M.S.W.

RS:cw

Enclosure

HUNTER COLLEGE SCHOOL OF SOCIAL WORK

FACULTY ADVISING PROJECTEND-OF-TERM QUESTIONNAIRE FOR TIME FRAME I AND TIME FRAME II STUDENTS

1. The One-Year Residence Program requires that you function as an agency employee and a student at the same time. To what extent do the following statements reflect your feelings and views about these roles? Please read each statement and indicate the level of your agreement or disagreement by circling SA for Strongly Agree, MA for Mildly Agree, MD for Mildly Disagree and SD for Strongly Disagree.

1.1 I am confident about my performance as an agency employee.

SA MA MD SD

1.2 I am unsure that I can write papers and study for tests at this point in my life.

SA MA MD SD

1.3 Being a student has helped me perform better on the job.

SA MA MD SD

1.4 Being a student has helped me rethink what I am doing and why in my work roles.

SA MA MD SD

1.5 Some of my work colleagues resent my being a student.

SA MA MD SD

1.6 Because of my position at the agency, I cannot take the risks (making mistakes, exposing lack of knowledge) expected of a student/learner.

SA MA MD SD

1.7 Being a student has negatively affected my job performance.

SA MA MD SD

1.8 Involvement in professional education has changed my relationships with my nonprofessional peers.

SA MA MD SD

1.9 I see little or no relationship between what I am learning at School and what I need to know to perform more effectively on the job.

SA MA MD SD

-2-

- 1.10 Now that I am in professional school, my agency expects me to take on more demanding responsibilities requiring more expertise.
- SA MA MD SD
- 1.11 I identify more with my role as an agency employee than as a student.
- SA MA MD SD
- 1.12 Being a professional MSW student has enhanced my position and/or status at my agency.
- SA MA MD SD
- 1.13 Being a professional MSW student has enhanced my position and/or status in my personal relationships outside the agency.
- SA MA MD SD
- 1.14 Being a professional MSW student has enhanced my position and/or status in my professional relationships outside the agency.
- SA MA MD SD
- 1.15 Time constraints limit my ability to meet both the School's and the agency's expectations.
- SA MA MD SD
- 1.16 Work is more bearable since I am in School.
- SA MA MD SD
- 1.17 I feel guilty about the extra burdens my going to School is placing on my colleagues and agency.
- SA MA MD SD
- 1.18 Being a student in a professional MSW program is more difficult than I had anticipated.
- SA MA MD SD
- 1.19 You don't learn as much about practice when you do your supervised field placement in your own agency.
- SA MA MD SD
- 1.20 One year of supervised field placement is sufficient to enable me to perform adequately as a professional.
- SA MA MD SD
- 1.21 The difference between professional tasks and performance, and what I have done as a nonprofessional, are clear to me.
- SA MA MD SD
- 1.22 The expectations of my job and the School are in conflict.
- SA MA MD SD

1.23 My agency is not allowing me adequate time to be a student.

SA MA MD SD

1.24 I am carrying an excessive workload at the agency.

SA MA MD SD

1.25 I do not allow the demands of schoolwork to come before agency demands or responsibilities.

SA MA MD SD

1.26 I feel infantilized as a student.

SA MA MD SD

1.27 I have always enjoyed being a student.

SA MA MD SD

1.28 My social agency work experience has enhanced my ability to perform as a student.

SA MA MD SD

1.29 I do not have enough control over my educational program (course content, instructors, etc.)

SA MA MD SD

1.30 I wish I could be a full-time student in the Two-Year Program.

SA MA MD SD

1.31 Courses are appropriate to my level of knowledge and experience.

SA MA MD SD

2. To what extent did each of the following limit your ability to perform adequately in class and/or field work last year and this term: (CHECK APPROPRIATE RATING)

	LAST YEAR (Only TF II's)			THIS TERM (TF I's & TF II's)		
	NOT AT ALL	SOME- WHAT	A GREAT DEAL	NOT AT ALL	SOME- WHAT	A GREAT DEAL
2.1 Childcare responsibilities	_____	_____	_____	_____	_____	_____
2.2 Other family responsibilities (care of parents, others)	_____	_____	_____	_____	_____	_____
2.3 Home management (shopping, cooking, laundry, etc.)	_____	_____	_____	_____	_____	_____
2.4 Number of hours spent on the job (workload)	_____	_____	_____	_____	_____	_____

(Continued on Next Page)

4

	LAST YEAR (Only TF 11's)			THIS TERM (TF 1's & 11's)		
	NOT AT ALL	SOME-WHAT	A GREAT DEAL	NOT AT ALL	SOME-WHAT	A GREAT DEAL
2.5 Level of responsibility on the job (type of position)	_____	_____	_____	_____	_____	_____
2.6 Your own health problems	_____	_____	_____	_____	_____	_____
2.7 The health problems of others	_____	_____	_____	_____	_____	_____
2.8 Financial problems	_____	_____	_____	_____	_____	_____
2.9 Access to School resources (library, etc.)	_____	_____	_____	_____	_____	_____
2.10 Adequate free time for reading, writing papers, etc.	_____	_____	_____	_____	_____	_____
2.11 Other: _____ (Please specify)	_____	_____	_____	_____	_____	_____

3. To what extent did each of the following provide specific supports (emotional, material, etc.) that helped you meet the demands of the MSW program this term?

	NOT AT ALL	SOME-WHAT	VERY MUCH	NOT APPLICABLE
3.1 Spouse/mate	_____	_____	_____	_____
3.2 Parent(s)	_____	_____	_____	_____
3.3 Child(ren)	_____	_____	_____	_____
3.4 Colleagues at work	_____	_____	_____	_____
3.5 Friend(s)	_____	_____	_____	_____
3.6 Agency Directors/administrators	_____	_____	_____	_____
3.7 Supervisors	_____	_____	_____	_____
3.8 Course Instructor(s)	_____	_____	_____	_____
3.9 Faculty advisor	_____	_____	_____	_____
3.10 Extracurricular activities (music, sports, etc.)	_____	_____	_____	_____
3.11 Field Instructor (for TF 11 only)	_____	_____	_____	_____
3.12 Other OYR students	_____	_____	_____	_____
3.13 Two-year students	_____	_____	_____	_____

(Continued on Next Page)

	5			
	<u>NOT AT ALL</u>	<u>SOME-WHAT</u>	<u>VERY MUCH</u>	<u>NOT APPLICABLE</u>
3.14 Student Government	_____	_____	_____	_____
3.15 Student Advisement Committee	_____	_____	_____	_____
3.16 Alumni	_____	_____	_____	_____
3.17 Other: _____ (Please specify)	_____	_____	_____	_____

4. Please identify the three (3) most important supports to you (if any) this term, and describe briefly the nature of the support or help obtained: (if none, check here ____.)

<u>Source(s) of Support</u> (List three, in order of importance from #1 to #3, with #1 indicating the most important; #2, the second most; #3 the third most)	<u>Nature of Support</u>
--	--------------------------

- | | |
|-----|-----|
| 4.1 | 4.1 |
| 4.2 | 4.2 |
| 4.3 | 4.3 |

5. Please identify the three (3) major obstacles (if any) to your performing adequately or meeting the demands of the MSV program this term, and describe briefly their nature. (if none, check here ____.)

<u>Obstacles</u> (List three, in order of importance from #1 to #3, with #1 indicating the most important; #2, the second most; #3 the third most.)	<u>Nature of Obstacles</u>
--	----------------------------

- | | |
|-----|-----|
| 5.1 | 5.1 |
| 5.2 | 5.2 |
| 5.3 | 5.3 |

6

6. Faculty advisors can be involved in the following kinds of activities. To what extent was your faculty advisor involved in each of these activities with you this term? Please check appropriate rating category. Give examples where relevant for each activity.

	<u>Activities</u>	<u>Amount of Involvement</u> (Check one)			
		<u>Very Much</u>	<u>Moderate Amount</u>	<u>Minimal Amount</u>	<u>Not at All</u>
6.1	Help students make connections between theory/concepts and field experience	_____	_____	_____	_____
6.2	Help students gain knowledge about/ understanding of the profession (its theory, practice, values, organizational context, etc.)	_____	_____	_____	_____
6.3	Help students clarify, expand, deepen ideas and concepts.	_____	_____	_____	_____
6.4	Set professional standards; model professional behavior.	_____	_____	_____	_____
6.5	Set standards for behavior as graduate level MSW students	_____	_____	_____	_____
6.6	Provide information (e.g. on School rules, procedures, courses, field work, etc.	_____	_____	_____	_____
6.7	Provide advice, support: _____ _____	_____	_____	_____	_____
6.8	Assist in solving problems: _____ _____	_____	_____	_____	_____
6.9	Assist in negotiating School or agency systems: _____ _____	_____	_____	_____	_____
6.10	Clarify School policies and expectations (for you, your agency).	_____	_____	_____	_____
6.11	Monitor student's learning progress (in courses, field work).	_____	_____	_____	_____
6.12	Help students focus on/understand learning goals and learning style.	_____	_____	_____	_____
6.13	Monitor the quality of field work arrangements (assignments, supervision, workload).	_____	_____	_____	_____
6.14	Refer students to educational or other resources.	_____	_____	_____	_____

7. How many times did you meet with your faculty advisor this term?
 _____ times in a small group or class _____ times individually
8. Which format(s) did you find most useful? Please rank order the two most useful, with #1 most useful; #2 the second most useful
 _____ small group _____ total class (applicable for TF I's only) _____ individual
9. How available to you did you perceive your faculty advisor to be?
 _____ very available _____ moderately available _____ minimally available _____ not available
- 9.1 To what extent did you initiate contact(s) with your faculty advisor?
 _____ very much _____ moderate amount _____ minimal amount _____ not at all
10. How knowledgeable of the School's procedures, policies, systems do you feel your faculty advisor is?
 _____ very knowledgeable _____ minimally knowledgeable
 _____ moderately knowledgeable _____ not at all knowledgeable
11. To what extent do you feel your advisor alerted you to what you needed to know about the School (schedules, procedures, policies) when you needed to know it?
 _____ very much _____ moderate amount _____ minimal amount _____ not at all
12. What problems or issues did you and your faculty advisor work on/discuss? Please list, indicate if the issues(s) was resolved or improved, and the extent to which you feel your advisor was helpful on each.

<u>Problem issue</u>	<u>Was it improved/resolved</u>			<u>Helpfulness of Advisor</u>		
	<u>Yes</u>	<u>No</u>	<u>Partially</u>	<u>Very much</u>	<u>Somewhat</u>	<u>Not at all</u>
12.1	_____	_____	_____	12.1_____	_____	_____
12.2	_____	_____	_____	12.2_____	_____	_____
12.3	_____	_____	_____	12.3_____	_____	_____

13. At what point in the term did you become aware of your advisor's role (i.e., his or her functions in relation to your education)? (Please check appropriate phrase)

At the beginning of the term _____ In the middle of the term _____
at the end of the term _____ still not sure _____

14. To what extent were you aware that the faculty advising you received differed from that of other One-Year Residence Program students this term?

_____ very much _____ somewhat _____ not at all

14.1 What, if any, were the differences you perceived? Please describe the differences, and their advantages or disadvantages in your opinion.

(FOR TIME FRAME II STUDENTS ONLY)

14.2 How useful to you was it that: (please check appropriate rating on each of the following statements, and elaborate.)

14.21 Your Time Frame II faculty advisor made contact with you before field work officially began?

_____ very useful _____ moderately useful _____ minimally useful _____ not at all

Please explain: _____

14.22 You had the same faculty advisor in T.F. II as in T.F. I?

_____ very useful _____ moderately useful _____ minimally useful _____ not at all

Please explain: _____

(BOTH TF I AND TF II STUDENTS PLEASE COMPLETE THE REMAINDER OF THE QUESTIONNAIRE)

9

15. How well do you feel you got to know the students in your classes this term?
- 15.1 OYR students? very well ___ moderately ___ minimally ___ not well ___
- 15.2 Two-year students? very well ___ moderately ___ minimally ___ not well ___
16. Do you feel you had sufficient time to interact informally with other students in School this term?
 ___ Yes ___ No
- 16.1 If no, do you see this as a problem that requires the School's attention?
 ___ Yes ___ No
- 16.2 If yes, why? and what do you think the School should do? _____

17. Did you participate in general School activities this term (ex., Common Day, School Senate, School Committees)? ___ Yes ___ No
- 17.1 If yes, why? _____
- 17.2 If no, why not? _____
18. Would you like to be more active in the School community? ___ Yes ___ No
- 18.1 If yes, in what ways? _____

- 18.2 If no, why? _____

19. To what extent do you see yourself as each of the following? (check approp. column)
- | | | <u>Not at all</u> | <u>Somewhat</u> | <u>Very much</u> |
|---|------|-------------------|-----------------|------------------|
| 19.1 Isolated from the School as a whole | 19.1 | _____ | _____ | _____ |
| 19.2 Active in the School community | 19.2 | _____ | _____ | _____ |
| 19.3 Isolated from other OYR students | 19.3 | _____ | _____ | _____ |
| 19.4 A "second class citizen" in the School | 19.4 | _____ | _____ | _____ |
| 19.5 An especially privileged group in the School | 19.5 | _____ | _____ | _____ |

20. In order to function smoothly as a student in the School, how adequate was the information you received on each of the following?

	<u>Very ade- quate</u>	<u>Moderately Adequate</u>	<u>Minimally Adequate</u>	<u>Not ade- quate</u>
20.1 Course Schedules	_____	_____	_____	_____
20.2 Course enrollment/registration	_____	_____	_____	_____
20.3 Financial aid	_____	_____	_____	_____
20.4 School Committees (ex. Educational Review, Change of Status, etc.)	_____	_____	_____	_____
20.5 Grading system	_____	_____	_____	_____
20.6 Incompletes (procedures, implications)	_____	_____	_____	_____
20.7 Major methods	_____	_____	_____	_____
20.8 Concentrations	_____	_____	_____	_____
20.9 Field Work requirements	_____	_____	_____	_____
20.10 Field Work placement arrangements	_____	_____	_____	_____

21. Are there any other aspects of the School's procedures or systems (including the above) that you feel you needed to know more about, in order to function adequately as a student?

21.1 Yes No If yes, please specify: _____

22. What were your three (3) major sources of information about the School this term? Rank order the 3 most important; with #1, the most important, #2, the next most important, and so on.

- | | |
|--|--|
| <input type="checkbox"/> other OYR students | <input type="checkbox"/> OYR Handbook |
| <input type="checkbox"/> Two-year program students | <input type="checkbox"/> School Handbook |
| <input type="checkbox"/> Course Instructors | <input type="checkbox"/> Bulletin Boards |
| <input type="checkbox"/> Faculty other than course Instructors | <input type="checkbox"/> mailings from School or OYR Program |
| <input type="checkbox"/> Faculty advisor | <input type="checkbox"/> Other: please specify: _____ |

23 How adequate in general do you think the School's communication with you as an OYR student has been this term?
___ very adequate ___ moderately adequate ___ minimally adequate ___ not adequate

24 What communication problems or issues do you think the School should be aware of?
Please explain: _____

25 Are there communication mechanisms that you found particularly useful that the School should know about, and expand or continue? ___ yes ___ no

25.1 If yes, please explain _____

26 To what extent do you feel positively identified with the Hunter School of Social Work? ___ Not at all ___ Somewhat ___ Very much

26.1 To what do you attribute your feelings? _____

27 To what extent do you feel positively identified with your current agency? ___ Not at all ___ Somewhat ___ Very much

27.1 Please explain: _____

28 To what extent do you feel positively identified with the social work profession? ___ Not at all ___ Somewhat ___ Very much

28.1 Please explain: _____

29. In your opinion, how aware of and responsive to OYR students' needs is the School? (Please check appropriate rating.)

Very much Moderately Minimally Not at all

29.1 School's awareness of OYR needs 29.1 _____
29.2 School's responsiveness to OYR needs 29.2 _____

- 30 What, if anything, do you think the School should be more aware of, or responsive to, in relation to OYR students' needs, than it is now? (Please describe)

- 31 The Faculty Advising Project was established to enable the School to review and improve faculty advising to One-Year Residence Program students, and enhance the One-Year Residence Program as a whole.

Your responses to the previous questions will enable us to accurately reflect your views and experiences. Space is now provided for any final comments or reactions you may have to issues sparked by the questionnaire, that focus on faculty advising and your experiences as a One-Year Residence student this term.

THANK YOU FOR TAKING YOUR TIME TO ANSWER THESE QUESTIONS. YOUR EFFORT IS GREATLY APPRECIATED. KINDLY COMPLETE THE GENERAL DATA SHEET, AND RETURN QUESTIONNAIRE IN ENVELOPE PROVIDED.

(TIME FRAME | STUDENTS: PLEASE COMPLETE THE SPECIAL ADDENDUM.)

GENERAL INFORMATION

1. Age: _____ 2. Sex: _____ Male _____ Female
3. Race/ethnicity: _____
4. Marital Status: _____ Married _____ Never Married
 _____ Separated _____ Widowed
 _____ Divorced
5. Children: Number: _____ Ages: _____
6. Major method: _____ Casework _____ Groupwork _____ Community Organization
 _____ Administration
7. Hunter Concentration: _____ Health _____ Family/Youth/Adult _____ World of Work
 _____ Education and Community Development _____ Protection and Social Justice
8. Number of years of paid work experience in social agencies prior to entering the One-Year Residence Program: _____
9. Number of years employed at current agency: _____
10. Agency auspice: _____ public _____ private/voluntary
11. Current title/position: _____
12. Field of Practice: (check one)
- | | |
|------------------------------------|------------------------------|
| _____ Health | _____ School Social Work |
| _____ Mental Health | _____ Services to Aged |
| _____ Child Welfare | _____ Community Planning |
| _____ Family Services | _____ Courts and Corrections |
| _____ Mental Retardation | _____ Public Assistance |
| _____ Alcohol/drug/substance abuse | |
| _____ Community Centers/Settlement | |
13. Have you changed your position within the agency while in the One-Year Residence Program? _____ yes _____ no
14. Have you/are you chang(ing) jobs, i.e., place of employment, while in the One-Year Residence Program? _____ yes _____ no

(ADDENDUM FOR TIME FRAME I STUDENTS ONLY)

32 How do you perceive your agency's support of your educational goals, as demonstrated in their willingness to meet school requirements for field work in Time Frame II, your residence year?

___ Very Cooperative ___ Moderately Cooperative ___ Minimally Cooperative
 ___ Uncooperative

33 Please note the extent to which you have or anticipate problems in developing Time Frame II field work plans in the following areas. If problematic, please indicate whether the problem has been or is being resolved.

	<u>NO</u> <u>PROBLEM</u>	<u>SOEHWAT</u> <u>PROBLEMATIC</u>	<u>VERY</u> <u>PROBLEMATIC</u>	<u>PROBLEM RESOLVED?</u> <u>YES, NO</u> <u>PARTIALLY</u>
33.1 Assigning an MSW Supervisor.	_____	_____	_____	_____
33.2 Assigning an MSW Supervisor <u>New</u> to you.	_____	_____	_____	_____
33.3 Changing my work assignments.	_____	_____	_____	_____
33.4 Developing meaningful learning assignments	_____	_____	_____	_____
33.5 Reducing my overall workload.	_____	_____	_____	_____
33.6 Maintaining current salary level.	_____	_____	_____	_____
33.7 Maintaining current position in agency.	_____	_____	_____	_____
33.8 Granting a full day a week to come to school	_____	_____	_____	_____
33.9 Other: Please specify: _____	_____	_____	_____	_____

(Continued on next page)

34 What kind of supervision are you receiving in your agency this term? Please check the appropriate phrases on the following:

34.1 Frequency of supervision: once a week for at least an hour
 once a week, less than an hour
 less than once a week
 other: please indicate _____

34.2 Focus of supervision: case management
 administrative approval, clarification, etc.
 skill development, professional growth
 other: please indicate _____

34.3 Nature of supervision: group
 individual
 other: please indicate _____

34.4 Background of supervisor: MSW
 psychologist, psychiatrist
 other: please indicate _____

35 As Time Frame I students whose faculty advising was provided by your course instructor in the context of your social policy class, please answer the following:

35.1 To what extent did it inconvenience you to attend class at 5:30 p.m. instead of 6:00 p.m. each week?
 very much moderately minimally not at all

35.2 How satisfied were you with this form of faculty advising?
 very much moderately minimally not at all

35.3 Please comment on the advantages of this form of advising: _____

35.4 Please comment on the disadvantages: _____

35.5 Any suggestions for improving the form or substance of faculty advising to Time Frame I students?

THE END. THANK YOU!

APPENDIX 6

QUESTIONS FOR GROUP FEEDBACK SESSIONS

1. Needs school should be aware of/responsive to as OYRP students.
2. Communications - mechanisms, content
3. Supports, obstructions
4. Connection to School -- what fosters it?
5. Student/employee role
 - Inter-relationships
 - Conflicts
 - Complementarity
6. Faculty Advising roles - what's important to you?

APPENDIX 7

HUNTER COLLEGE

of The City University of New York

School of Social Work • 129 East 79th Street, New York, N.Y. 10021 • (212) 570-5037

March 10, 1982

Dear One-Year Residence Program Student:

The School is conducting a review of faculty advising for One-Year Residence students, in order to assess and improve the educational program and services students receive. As a One-Year Residence Program student enrolled in the Fall 1981 semester, your views and experiences are of critical importance to us in this effort.

I ask your cooperation in completing and returning the enclosed questionnaire as soon as possible in the stamped, addressed envelope provided. The questionnaire is composed primarily of closed-ended questions and ratings, but there is room at the end for more comments. As you do the questionnaire, please note the following:

1. The period you are asked to reflect on, unless otherwise specified, is last semester, i.e., the Fall 1981, when you were entering either Time Frame I or Time Frame II.
2. There are short but separate Addenda at the end of the questionnaire for "Time Frame I students only" or "Time Frame II students only." The rest of the questionnaire is to be completed by all students.

Overall, the questionnaire should take thirty to forty minutes to complete. Responses will be analyzed only in the aggregate. Your name is not requested or desired to maintain appropriate confidentiality.

The time you take to participate in this study will make an invaluable contribution to the One-Year Residence Program and its students. I hope I can count on your help. It is very much appreciated--in advance.

Sincerely,



Rose Starr, M.S.W.

RS:ea
Encl.

HUNTER COLLEGE SCHOOL OF SOCIAL WORK

FACULTY ADVISING PROJECTQUESTIONNAIRE FOR THE TIME FRAME I AND TIME FRAME II STUDENTS

1. The One-Year Residence Program requires that you function as an agency employee and a student at the same time. To what extent do the following statements reflect your feelings and views about these roles? Please read each statement and indicate the level of your agreement or disagreement by circling SA for Strongly Agree, MA for Mildly Agree, MD for Mildly Disagree and SD for Strongly Disagree.

1.1 I am confident about my performance as an agency employee.

SA MA MD SD

1.2 I am unsure that I can write papers and study for tests at this point in my life.

SA MA MD SD

1.3 Being a student has helped me perform better on the job.

SA MA MD SD

1.4 Being a student has helped me rethink what I am doing and why in my work roles.

SA MA MD SD

1.5 Some of my work colleagues resent my being a student.

SA MA MD SD

1.6 Because of my position at the agency, I cannot take the risks (making mistakes, exposing lack of knowledge) expected of a student/learner.

SA MA MD SD

1.7 Being a student has negatively affected my job performance.

SA MA MD SD

1.8 Involvement in professional education has changed my relationships with my non-professional peers.

SA MA MD SD

1.9 I see little or no relationship between what I am learning at School and what I need to know to perform more effectively on the job.

SA MA MD SD

1.10 Now that I am in professional school, my agency expects me to take on more demanding responsibilities requiring more expertise.

SA MA MD SD

1.11 I identify more with my role as an agency employee than as a student.

SA MA MD SD

1.12 Being a professional MSW student has enhanced my position and/or status at my agency.

SA MA MD SD

1.13 Being a professional MSW student has enhanced my position and/or status in my personal relationships outside the agency.

SA MA MD SD

1.14 Being a professional MSW student has enhanced my position and/or status in my professional relationships outside the agency.

SA MA MD SD

1.15 Time constraints limit my ability to meet both the School's and the agency's expectations.

SA MA MD SD

1.16 Work is more bearable since I am in School.

SA MA MD SD

1.17 I feel guilty about the extra burdens my going to School is placing on my colleagues and agency.

SA MA MD SD

1.18 Being a student in a professional MSW program is more difficult than I had anticipated.

SA MA MD SD

1.19 You don't learn as much about practice when you do your supervised field placement in your own agency.

SA MA MD SD

1.20 One year of supervised field placement is sufficient to enable me to perform adequately as a professional.

SA MA MD SD

1.21 The difference between professional tasks and performance, and what I have done as a nonprofessional, are clear to me.

SA MA MD SD

1.22 The expectations of my job and the School are in conflict.

SA MA MD SD

1.23 My agency is not allowing me adequate time to be a student.

SA MA MD SD

1.24 I am carrying an excessive workload at the agency.

SA MA MD SD

1.25 I do not allow the demands of schoolwork to come before agency demands or responsibilities.

SA MA MD SD

1.26 I feel infantilized as a student.

SA MA MD SD

1.27 I have always enjoyed being a student.

SA MA MD SD

1.28 My social agency work experience has enhanced my ability to perform as a student.

SA MA MD SD

1.29 I do not have enough control over my educational program (course content, instructors, etc.)

SA MA MD SD

1.30 I wish I could be a full-time student in the Two-Year Program.

SA MA MD SD

1.31 Courses are appropriate to my level of knowledge and experience.

SA MA MD SD

2. To what extent did each of the following limit your ability to perform adequately in class and/or field work in the 1980-81 academic year (for current T.F.II's only) and this past semester, Fall 1981 (for both T.F. I's and II's.). CHECK APPROPRIATE RATING

	LAST YEAR (Only TF II's)			Fall 1981 (TF I's & TF II's)		
	NOT AT ALL	SOME-WHAT	A GREAT DEAL	NOT AT ALL	SOME-WHAT	A GREAT DEAL
2.1 Childcare responsibilities	_____	_____	_____	_____	_____	_____
2.2 Other family responsibilities (care of parents, others)	_____	_____	_____	_____	_____	_____
2.3 Home management (shopping, cooking, laundry, etc.)	_____	_____	_____	_____	_____	_____
2.4 Number of hours spent on the job (workload)	_____	_____	_____	_____	_____	_____

(Continued on Next Page)

4

	LAST YEAR (Only TF 11's)			Fall 1981 (TF 1's & TF 11's)		
	NOT AT ALL	SOME-WHAT	A GREAT DEAL	NOT AT ALL	SOME-WHAT	A GREAT DEAL
2.5 Level of responsibility on the job (type of position)	_____	_____	_____	_____	_____	_____
2.6 Your own health problems	_____	_____	_____	_____	_____	_____
2.7 The health problems of others	_____	_____	_____	_____	_____	_____
2.8 Financial problems	_____	_____	_____	_____	_____	_____
2.9 Access to School resources (library, etc.)	_____	_____	_____	_____	_____	_____
2.10 Adequate free time for reading, writing papers, etc.	_____	_____	_____	_____	_____	_____
2.11 Other: _____ (Please specify)	_____	_____	_____	_____	_____	_____

3. To what extent did each of the following provide specific supports (emotional, material, etc.) that helped you meet the demands of the MSW program this past term (Fall 1981).

	NOT AT ALL	SOME-WHAT	VERY MUCH	NOT APPLICABLE
3.1 Spouse/mate	_____	_____	_____	_____
3.2 Parent(s)	_____	_____	_____	_____
3.3 Child(ren)	_____	_____	_____	_____
3.4 Colleagues at work	_____	_____	_____	_____
3.5 Friend(s)	_____	_____	_____	_____
3.6 Agency Directors/administrators	_____	_____	_____	_____
3.7 Supervisors	_____	_____	_____	_____
3.8 Course Instructor(s)	_____	_____	_____	_____
3.9 Faculty advisor	_____	_____	_____	_____
3.10 Extracurricular activities (music, sports, etc.)	_____	_____	_____	_____
3.11 Field instructor (for TF 11 only)	_____	_____	_____	_____
3.12 Other OYR students	_____	_____	_____	_____
3.13 Two-year students	_____	_____	_____	_____

(Continued on Next Page)

5

	<u>NOT AT ALL</u>	<u>SOME-WHAT</u>	<u>VERY MUCH</u>	<u>NOT APPLICABLE</u>
3.14 Student Government	_____	_____	_____	_____
3.15 Student Advisement Committee	_____	_____	_____	_____
3.16 Alumni	_____	_____	_____	_____
3.17 Other: _____ (Please Specify)	_____	_____	_____	_____

4. Please identify the three (3) most important supports to you (if any) last term, and describe briefly the nature of the support or help obtained: (if none, check here ____.)

<u>Source(s) of Support</u>	<u>Nature of Support</u>
(List three, in order of importance from #1 to #3, with #1 indicating the most important; #2, the second most; #3 the third most.)	

- | | |
|-----|-----|
| 4.1 | 4.1 |
| 4.2 | 4.2 |
| 4.3 | 4.3 |

5. Please identify the three (3) major obstacles (if any) to your performing adequately or meeting the demands of the MSW program last term, and describe briefly their nature. (if none, check here ____.)

<u>Obstacles</u>	<u>Nature of Obstacles</u>
(List three, in order of importance from #1 to #3, with #1 indicating the most important; #2, the second most; #3 the third most.)	

- | | |
|-----|-----|
| 5.1 | 5.1 |
| 5.2 | 5.2 |
| 5.3 | 5.3 |

6. Faculty advisors can be involved in the following kinds of activities. To what extent was your faculty advisor involved in each of these activities with you last term? Please check appropriate rating category. Give examples where relevant for each activity.

<u>Activities</u>	<u>Amount of Involvement</u> (Check one)			
	<u>Very Much</u>	<u>Moderate Amount</u>	<u>Minimal Amount</u>	<u>Not at All</u>
6.1 Help students make connections between theory/concepts and field experience	_____	_____	_____	_____
6.2 Help students gain knowledge about/ understanding of the profession (its theory, practice, values, organizational context, etc.)	_____	_____	_____	_____
6.3 Help students clarify, expand, deepen ideas and concepts.	_____	_____	_____	_____
6.4 Set professional standards; model professional behavior.	_____	_____	_____	_____
6.5 Set standards for behavior as graduate level MSW students	_____	_____	_____	_____
6.6 Provide information (e.g. on School rules, procedures, courses, field work etc.	_____	_____	_____	_____
6.7 Provide advice, support: _____ _____	_____	_____	_____	_____
6.8 Assist in solving problems: _____ _____	_____	_____	_____	_____
6.9 Assist in negotiating School or agency systems: _____ _____	_____	_____	_____	_____
6.10 Clarify School policies and expectations (for you, your agency)	_____	_____	_____	_____
6.11 Monitor student's learning progress (in courses, field work)	_____	_____	_____	_____
6.12 Help students focus on/understand learning goals and learning style	_____	_____	_____	_____
6.13 Monitor the quality of field work arrangements (assignments, supervision, workload)	_____	_____	_____	_____
6.14 Refer students to educational or other resources	_____	_____	_____	_____

7. How many times did you meet with your faculty advisor last term?
 _____ times in a large group (T.F. I only) _____ times individually _____ Other: specify _____
8. How useful to you were large group meetings with your advisor? (T.F.I only)
 _____ very _____ moderately _____ minimally _____ not at all
- 8.1 How useful to you were individual contacts with your advisor?
 _____ very _____ moderately _____ minimally _____ not at all
9. How available to you did you perceive your faculty advisor to be?
 _____ very available _____ moderately available _____ minimally available _____ not available
- 9.1 To what extent did you initiate contact(s) with your faculty advisor?
 _____ very much _____ moderate amount _____ minimal amount _____ not at all
10. How knowledgeable of the School's procedures, policies, systems do you feel your faculty advisor is?
 _____ very knowledgeable _____ minimally knowledgeable
 _____ moderately knowledgeable _____ not at all knowledgeable
11. To what extent do you feel your advisor alerted you to what you needed to know about the School (schedules, procedures, policies) when you needed to know it?
 _____ very much _____ moderate amount _____ minimal amount _____ not at all
12. What problems or issues did you and your faculty advisor work on/discuss? Please list, indicate if the issues(s) was resolved or improved, and the extent to which you feel your advisor was helpful on each.

	<u>Problem Issue</u>	<u>Was it improved/resolved</u>			<u>Helpfulness of Advisor</u>		
		<u>Yes</u>	<u>No</u>	<u>Partially</u>	<u>Very much</u>	<u>Somewhat</u>	<u>Not at all</u>
12.1	12.1	_____	_____	_____	12.1	_____	_____
12.2	12.2	_____	_____	_____	12.2	_____	_____
12.3	12.3	_____	_____	_____	12.3	_____	_____

13. At what point in the Fall 1981 term did you become aware of your advisor's role (i.e., his or her functions in relation to your education)? (Please check appropriate phrase.)

At the beginning of the term _____ In the middle of the term _____

At the end of the term _____ Still not sure _____

14. To what extent were you aware that the faculty advising you received differed from that of other One-Year Residence Program students last term?

_____ very much _____ somewhat _____ not at all

- 14.1 What, if any, were the differences you perceived? Please describe the differences, and their advantages or disadvantages in your opinion.

15. How well do you feel you got to know the students in your classes in the Fall 1981 term?

15.1 OYR students? very well _____ moderately _____ minimally _____ not well _____

15.2 Two-year students? very well _____ moderately _____ minimally _____ not well _____

16. Do you feel you had sufficient time to interact informally with other students in School this past term?

_____ Yes _____ No

- 16.1 If no, do you see this as a problem that requires the School's attention?

_____ Yes _____ No

- 16.2 If yes, why? and what do you think the School should do? _____

17. Did you participate in general School activities this past term (ex., Common Day, School Senate, School Committees)? _____ Yes _____ No

17.1 If yes, why? _____

17.2 If no, why not? _____

18. Would you like to be more active in the School community? _____ Yes _____ No

18.1 If yes, in what ways? _____

18.2 If no, why? _____

19. To what extent do you see yourself as each of the following? (check approp. column)

	<u>Not at all</u>	<u>Somewhat</u>	<u>Very much</u>
19.1 Isolated from the School as a whole	19.1 _____	_____	_____
19.2 Active in the School community	19.2 _____	_____	_____
19.3 Isolated from other OYR students	19.3 _____	_____	_____
19.4 A "second class citizen" in the School	19.4 _____	_____	_____
19.5 An especially privileged group in the School	19.5 _____	_____	_____

20. In order to function smoothly as a student in the School, how adequate was the information you received on each of the following?

	<u>Very adequate</u>	<u>Moderately Adequate</u>	<u>Minimally Adequate</u>	<u>Not adequate</u>
20.1 Course Schedules	_____	_____	_____	_____
20.2 Course enrollment/registration	_____	_____	_____	_____
20.3 Financial aid	_____	_____	_____	_____
20.4 School Committees (ex. Educational Review, Change of Status, etc.)	_____	_____	_____	_____
20.5 Grading system	_____	_____	_____	_____
20.6 Incompletes (procedures, implications)	_____	_____	_____	_____
20.7 Major methods	_____	_____	_____	_____
20.8 Concentrations	_____	_____	_____	_____
20.9 Field Work requirements	_____	_____	_____	_____
20.10 Field Work placement arrangements	_____	_____	_____	_____

21. Are there any other aspects of the School's procedures or systems (including the above) that you feel you needed to know more about, in order to function adequately as a student?

21.1 Yes No If yes, please specify: _____

22. What were your three (3) major sources of information about the School this past term? Rank in order the three most important; with #1, the most important, #2, the next most important, and so on.

- other OYR students
- Two-year program students
- Course instructors
- Faculty other than course instructors
- Faculty advisor
- OYR Handbook
- School Handbook
- Bulletin Boards
- Mailings from School or OYR Program
- Other: Please specify: _____

23. How adequate in general do you think the School's communication with you as an OYR student has been this past term?

very adequate moderately adequate minimally adequate not adequate

24. What communication problems or issues do you think the School should be aware of?

Please explain: _____

25. Are there communication mechanisms that you found particularly useful that the School should know about, and expand or continue? yes no

25.1 If yes, please explain _____

26. To what extent do you feel positively identified with the Hunter School of Social Work? Not at all Somewhat Very much

26.1 To what do you attribute your feelings? _____

27. To what extent do you feel positively identified with your current agency? Not at all Somewhat very much

27.1 Please explain: _____

28. To what extent do you feel positively identified with the social work profession?
___ Not at all ___ Somewhat ___ Very much

28.1 Please explain: _____

29. In your opinion, how aware of and responsive to OYR students' needs is the School?
(Please check appropriate rating.)

		<u>Very much</u>	<u>Moderately</u>	<u>Minimally</u>	<u>Not at all</u>
29.1 School's awareness of OYR needs	29.1	_____	_____	_____	_____
29.2 School's responsiveness to OYR needs	29.2	_____	_____	_____	_____

30. What, if anything, do you think the School should be more aware of, or responsive to, in relation to OYR students' needs, than it is now? (Please describe)

- 31 Space is now provided for any comments or reactions you may have to issues sparked by the questionnaire, that focus on faculty advising and your experiences as a One-Year Residence student last term. Your responses to this questionnaire will help the School assess and improve faculty advising to One-Year Residence Program students, and enhance the Program as a whole.

KINDLY COMPLETE THE GENERAL DATA SHEET FOR ALL STUDENTS, THE SPECIAL ADDENDUM FOR YOUR TIME FRAME, AND RETURN QUESTIONNAIRE IN ENVELOPE PROVIDED.

THANK YOU FOR TAKING YOUR TIME TO ANSWER THESE QUESTIONS. YOUR EFFORT IS GREATLY APPRECIATED.

ADDENDUM FOR TIME FRAME I STUDENTS ONLY

32. How do you perceive your agency's support of your educational goals, as demonstrated in their willingness to meet school requirements for field work in Time Frame II, your residence year?

Very Cooperative
 Moderately Cooperative
 Minimally Cooperative
 Uncooperative

33. Please note the extent to which you have or anticipate problems in developing Time Frame II field work plans in the following areas. If problematic, please indicate whether the problem has been or is being resolved.

	<u>NO PROBLEM</u>	<u>SOMEWHAT PROBLEMATIC</u>	<u>VERY PROBLEMATIC</u>	<u>PROBLEM RESOLVED? YES, NO PARTIALLY</u>
33.1 Assigning an MSW Supervisor.	_____	_____	_____	_____
33.2 Assigning an MSW Supervisor <u>New</u> to you.	_____	_____	_____	_____
33.3 Changing my work assignments.	_____	_____	_____	_____
33.4 Developing meaningful learning assignments	_____	_____	_____	_____
33.5 Reducing my overall workload.	_____	_____	_____	_____
33.6 Maintaining current salary level.	_____	_____	_____	_____
33.7 Maintaining current position in agency.	_____	_____	_____	_____
33.8 Granting a full day a week to come to school	_____	_____	_____	_____
33.9 Other: Please specify: _____	_____	_____	_____	_____
_____	_____	_____	_____	_____

(Continued on next page)

34. What kind of supervision are you receiving in your agency? Please check the appropriate phrases on the following:

34.1 Frequency of supervision: once a week for at least an hour
 once a week, less than an hour
 less than once a week
 other: please indicate _____

34.2 Focus of supervision: case management
 administrative approval, clarification, etc.
 skill development, professional growth
 other: please indicate _____

34.3 Nature of supervision: group
 individual
 other: please indicate _____

34.4 Background of supervisor: MSW
 psychologist, psychiatrist
 other: please indicate _____

35. As Time Frame 1 students whose faculty advising was provided in large group meetings from 5:00 to 6:00 p.m. (before your 6:00 class) three times this past semester, please answer the following:

35.1 To what extent did it inconvenience you to attend group advisement at 5:00 p.m., three times during the semester?
 very much moderately minimally not at all

35.2 How satisfied were you with this form of faculty advising (content, frequency, timing, etc.)?
 very much moderately minimally not at all

35.3 Please comment on the advantage of this form of advising: _____

35.4 Please comment on the disadvantages: _____

35.5 Any suggestions for improving the form or substance of faculty advising to Time Frame 1 students?

ADDENDUM FOR TIME FRAME II STUDENTS ONLY

36.1 At what point in the Fall 1981 semester did you and your faculty advisor meet for the first time? (please exclude "chance" contacts)

before field work officially began (before September 28)

shortly after field work began (between September 28 and October 30)

before Thanksgiving (November 1 - November 26)

before Christmas (November 27 - December 24)

after Christmas (December 26 - January 29) Other: _____

36.2 Who initiated the first contact?

student faculty advisor other: Specify: _____

36.3 What was the major purpose of the first contact?

Orientation to Faculty Advising

General information on courses, field work

Academic advising, course planning

Field work assignment planning, clarification

Problem in the field

Problem in course work

Other problem: please specify: _____

Other: please specify: _____

36.4 Would it have been useful to you to meet with your faculty advisor earlier in the semester than you did?

yes no Please explain: _____

36.5 How useful to you was Time Frame I advising in helping to orient you to the expectations, demands of your first semester as a Time Frame II full-time student?

very useful moderately useful minimally useful not at all useful

36.6 To what extent do you feel it would have been helpful to you to have continued on with your Time Frame I faculty advisor in Time Frame II?

very useful moderately useful minimally useful not at all useful

Please explain: _____

36.7 How satisfied were you with the faculty advising you received in the Fall 1981 semester as a Time Frame II student?

very moderately minimally not at all

Please explain: _____

36.8 What suggestions do you have for the School to improve faculty advising for Time Frame II students? _____

15
GENERAL INFORMATION

Please Check Current Time Frame: T.F. I T.F. II

1. Age: _____
2. Sex: Male Female
3. Race/ethnicity: _____
4. Marital Status: Married Never Married
 Separated Widowed
 Divorced
5. Children: Number: _____ Ages: _____
6. Major method: Casework Group Work Community Organization
 Administration
7. Hunter Concentration: Health Family/Youth/Adult World of Work
 Education and Community Development Protection and Social Justice
8. Number of years of paid work experience in social agencies prior to entering the One-Year Residence Program: _____
9. Number of years employed at current agency: _____
10. Agency auspice: public private/voluntary
11. Current title/position: _____
12. Field of Practice: (check one)

<input type="checkbox"/> Health	<input type="checkbox"/> School Social Work
<input type="checkbox"/> Mental Health	<input type="checkbox"/> Services to Aged
<input type="checkbox"/> Child Welfare	<input type="checkbox"/> Community Planning
<input type="checkbox"/> Family Services	<input type="checkbox"/> Courts and Corrections
<input type="checkbox"/> Mental Retardation	<input type="checkbox"/> Public Assistance
<input type="checkbox"/> Alcohol/drug/substance abuse	<input type="checkbox"/> Employee social services
<input type="checkbox"/> Community Centers/Settlements	<input type="checkbox"/> Manpower/training
	<input type="checkbox"/> Rehabilitation
13. Have you changed your position within the agency while in the One-Year Residence Program?
 yes no
14. Have you/are you chang(ing) jobs, i.e., place of employment, while in the One-Year Residence Program? yes no
15. Did you complete all Fall 1981 academic courses and/or field work with credit (Cr., Honors, or a grade of "B" or better)? yes no

APPENDIX 8

Interview Guide for Metropolitan Schools of
Social Work on Faculty Advising for Part-Time Students

1. What kinds of part-time M.S.W. degree programs does your school offer?

What are their major characteristics?

How many students are enrolled? (in the part-time phase? full-time phase?)

2. What are the patterns of faculty advising provided to part-time students?

What faculty are assigned? How many?

Do advising patterns differ for part-time and full-time students? for work-study students? If so, how?

3. What are the particular problems of part-time students that you have observed? How has the advising process addressed these problems?

SELECTED BIBLIOGRAPHY

- Anderson, Ralph; Gero, A.; Kelley, P.; and Craft, J. "Part-Time Social Work Education in Iowa: Border to Border But Never Marginal." In Moving Ahead in the '80's: Issues for Part-Time Social Work Education. Proceedings of the First Annual Part-Time Social Work Education Colloquium. Edited by Gerald W. Boynton. Institute, W. Virginia: West Virginia College of Graduate Studies Foundation, 1981.
- Andrew, Gwen. "Doing Concepts: Thoughts Toward Resolution of the Continuum Dilemma." Journal of Education for Social Work 12 (Winter 1976): 3-10.
- Anduze, Jeannette; Chechanover, S.; Clewner, S.; Francos, L.; Roper, J.; Saldana, A.; Thomas, A.; and Zanko, S. "A Study of Students' Perceptions of the Educational Experience at Hunter College School of Social Work: A Comparison Between Regular Two-Year Program Students and One-Year Program Students and a Comparison With the 1973 Study." Master's Thesis, Hunter College School of Social Work, New York, June 1975.
- Aptekar, Herbert. "The Curriculum-Building Process." Journal of Education for Social Work 4 (Fall 1968): 5-13.
of Personality -- An Interdisciplinary Appraisal. Edited by Edward Norbeck, Douglass Price-Williams, and William M. McCord. New York: Holt, Rinehart and Winston, Inc., 1968.
- _____; Geer, B.; Hughes, E.C.; and Strauss, A.L. Boys in White -- Student Culture in Medical School. New Brunswick, N.J.: Transaction Books, 1961.
- Binder, David; Doerrbecker, G.; Federici, L.; Landau, M.; Santiago, A.; Weinberg, S. "An Investigation of the Characteristic Differences in the Two-Year and One-Year Residency Programs of the Hunter College School of Social Work." Hunter College School of Social Work, New York, January 1981.
- Bloksberg, Leonard; and Lowy, Louis. "Toward Integrative Learning and Teaching in Social Work: An Analytic Framework." Journal of Education for Social Work 13 (Spring 1977): 3-10.
- Bloom, Martin, and Farrar, Marcella. "Becoming a Professional Social Worker: Two Conceptual Models." Social Work Education Reporter 20 (April-May 1972): 23-26.

- Boynton, Gerald W. "Summary of Issues and Recommendations for Action Plans." In Moving Ahead in the '80's: Issues for Part-Time Social Work Education. Proceedings of the First Annual Part-Time Social Work Education Colloguim. Edited by Gerald W. Boynton. Institute, W. Virginia: West Virginia College of Graduate Studies Foundation, 1981.
- Brennan, E. Clifford. "Defining the Basic Curriculum." Journal of Education for Social Work 14 (Spring 1978): 24-30.
- Bucher, Rue; Stelling, Joan; and Dommermuth, Paul. "Differential Prior Socialization: A Comparison of Four Professional Training Programs." Social Forces 48 (December 1969): 213-223.
- Campbell, Donald T., and Stanley, Julian C. "Experimental and Quasi-Experimental Designs for Research on Teaching." In Handbook of Research on Teaching. Edited by N.L. Gage. Chicago, Ill.: Rand McNally and Co., 1963.
- Cohen, Neil A. "Part-Time M.S.W. Programs: Issues and Strategies." N.P., N.D. (Mimeographed.)
- Cross, Patricia K. "The External Degree: Introduction." Journal of Higher Education 44 (April 1973): 415-425.
- Eades, Joe C. "Starting Where the Student Is: An Experiment in Accelerated Graduate Social Work Education." Journal of Education for Social Work 12 (Fall 1976): 22-28.
- Epstein, Irwin. "Professionalization, Professionalism, and Social Worker Radicalism." Journal of Health and Social Behavior 11 (March 1970): 67-77.
- _____, and Conrad, Kayla. "The Empirical Limits of Social Work Professionalization." In The Management of Human Services. Edited by Rosemary C. Sarrí and Yeheskel Hasenfeld. New York: Columbia University Press, 1978.
- _____, and Tripodi, Tony. Research Techniques for Program Planning, Monitoring and Evaluation. New York: Columbia University Press, 1977.
- Feld, Sheila, and Radin, Norma. Social Psychology for Social Work and the Mental Health Professions. New York: Columbia University Press, 1982.

- Finestone, Samuel. "Some Issues in Faculty Advising." Proceedings, Eleventh Anniversary Annual Program Meeting. New York: Council on Social Work Education, 1963, pp. 214-219.
- Frumkin, Michael; Grigsby, Kevin; and Granger, Ben P. "Alternative Social Work Education: Status, Issues and Directions." Journal of Continuing Social Work Education 1 (Fall 1981): 11-15, 27-28.
- Gerhart, Ursula. "Evaluation of the Part-Time Program of the Graduate School of Social Work." Rutgers University, 1979. (Mimeographed.)
- Gero, Ann; Anderson, R.; Kelley, P.; and Craft, John. "Part-Time Social Work Education in Iowa." Paper presented at the 1979 Part-Time Social Work Education Colloquium, West Virginia University.
- Getzel, George, and Rosenbloom, Maria. "Faculty Advisement: Towards a Delineation of Tasks and Evaluation of Advisors." Paper presented at the 1979 Annual Program Meeting of the Council on Social Work Education, Boston, Massachusetts.
- Granger, Ben P. "Meeting the Challenge of Off-Campus Social Work Study Programs." In Social Work in Rural Areas: Issues and Opportunities. Edited by Joseph Davenport, Judith A. Davenport and James R. Wiebler. Laramie, Wyoming: University of Wyoming Press, 1980.
- Guzzetta, Charles. "The Student as Learner." Journal of Education for Social Work 3 (Fall 1967): 27-34.
- _____. "The Curriculum Continuum." In Curriculum Building for the Continuum in Social Welfare Education, pp. 15-27. Edited by Michael Austin, Travis Northcutt, Harold Kastner, Jr., and Robert Turner. Tallahassee, Florida: State University System of Florida, 1972.
- _____. "Curriculum Alternatives." Journal of Education for Social Work 8 (Winter 1972): 24-30.
- _____. "Continuing Education and Social Work Education." Journal of Sociology and Social Welfare 5 (March 1978): 263-272.
- Hargrove, Erwin C. The Missing Link -- The Study of Implementation Policy. Washington, D.C.: The Urban Institute, 1975.

- Huntington, Mary Jean. "The Development of a Professional Self-Image." In The Student-Physician. Edited by Robert K. Merton, George G. Reader, and Patricia K. Kendall. Cambridge, Mass.: Harvard University Press, 1957.
- Knowles, Malcolm S. Higher Education in the United States: The Current Picture, Trends and Issues. Washington, D.C.: American Council on Education, 1969.
- Latimer, Elspeth. "Comments on Dr. Yelaja's Paper on Student Advising." Journal of Education for Social Work 8 (Winter 1972): 71-72.
- Levy, Charles. "On the Art of Faculty Advising in Social Work Education." Paper presented at the 1963 Annual Program Meeting of the Council on Social Work Education, Boston, Massachusetts.
- Loewenberg, Frank M. Time and Quality in Graduate Social Work Education. New York: Council on Social Work Education, 1972.
- Loring, Rosalind. "Adapting Institutions to Adults." Paper presented at the National Conference on Higher Education, American Association of Higher Education, n.p., March 1978.
- Lowy, Louis; Bloksberg, Leonard; and Walberg, Herbert. Integrative Learning and Teaching in Schools of Social Work: A Study of Organizational Development in Professional Education. New York: Association Press, 1971.
- Main, Marjorie White. "Orientation to the Student Role: The Role of Students in a Professional School." Social Work Education Reporter 16 (December 1968): 51-67.
- Martorana, S.V., and Kuhns, Eileen. "Academic Programming." American Association of Higher Education, Eric/Higher Education Research Currents, September 1978.
- Merle, Sherman. "Student Advising in Social Work Education." Social Work Education Reporter 17 (June 1969): 51-53, 61.
- Merton, Robert K.; Reader, George G.; and Kendall, Patricia K. eds. The Student-Physician. Cambridge, Mass.: Harvard University Press, 1957.
- Nooe, Roger M., and Fauri, David P. Part-Time Study for the Master of Social Work Degree: A Program Checklist. CSWE Occasional Paper Series. New York: Council on Social Work Education, 1979.

- Nooe, Roger M., and Green, Ronald K. "Total Part-Time Graduate Education: Evaluation of an Experimental Program." Paper presented at the 1977 Annual Program Meeting of the Council on Social Work Education, Phoenix, Arizona.
- Patton, Carl Vernon. "Extended Education in an Elite Institution Are There Sufficient Incentives to Encourage Faculty Participation?" Journal of Higher Education 44 (June 1973): 465-475.
- Perlman, Helen Harris. "...And Gladly Teach." Journal of Education for Social Work 3 (Spring 1967): 41-50.
- Pfouts, Jane H., and Henley, Carl H., Jr. "Admissions Roulette: Predictive Factors for Success in Practice." Journal of Education for Social Work 13 (Fall 1977): 56-62.
- Pressman, Jeffrey L., and Wildavsky, Aaron. Implementation. 3d. ed. Berkeley, Cal.: University of California, 1979.
- Reynolds, Bertha Capen. Learning and Teaching in the Practice of Social Work. New York: Farrar and Rinehart, Inc., 1942.
- Robertson, Mary Ella. "The Role of Students." Journal of Education for Social Work 4 (Spring 1968): 55-64.
- Rosenbloom, Maria; Stanton, Greta W., and Caroff, Phyllis. "Faculty Advisement -- A Proposal for the 1970's." Social Work Education Reporter 21 (December-January 1973): 64-67.
- Salmon, Robert, and Walker, Joel. "The One-Year Residency Program: An Alternate Path to the Master's Degree in Social Work." Journal of Education for Social Work 17 (Winter 1981): 21-28.
- Schneider, Robert and McIntyre, William. "Part-Time Admission Requirements: Indications of Student Success." Paper presented at the 1979 Annual Program Meeting of the Council on Social Work Education, Boston, Massachusetts.
- Sieber, Sam D. "Toward a Theory of Role Accumulation." American Sociological Review 39 (August 1974): 567-578.
- Sites, Edward W. "Evaluating Faculty Advising." Paper presented at the 1977 Annual Program Meeting of the Council on Social Work Education, Phoenix, Arizona.
- Starr, Rose, and Walker, Joel. "A Comparison of Part-Time and Full-Time Degree Students: The One-Year Residence Program Advisors' Study." Journal of Education for Social Work 18 (Spring 1982): 59-67.

Summary Information on Master of Social Work Programs: 1979.
New York: Council on Social Work Education, 1979.

Thomas, Edwin J., and Feldman, Ronald A. "Concepts of Role Theory."
In Behavioral Science for Social Workers. Edited by
Edwin J. Thomas. New York: The Free Press, 1967.

Torre, Elizabeth. "Student Performance in Solving Social Work
Problems and Work Experience Prior to Entering the M.S.W.
Program." Journal of Education for Social Work 10 (Spring
1974): 114-118.

Towle, Charlotte. The Learner in Education for the Professions.
Chicago, Ill.: University of Chicago Press, 1954.

Tripodi, Tony; Fellin, Phillip; and Epstein, Irwin. Differential
Social Program Evaluation. Itasca, Ill.: F.E. Peacock
Publishers, Inc., 1978.

Tyler, Ralph. Basic Principles of Curriculum and Instruction.
Chicago, Ill.: University of Chicago Press, 1950.

Varley, Barbara. "Socialization in Social Work Education."
Social Work 8 (July 1963): 102-109.

Weiss, Carol H. Evaluation Research. Englewood Cliffs, N.J.:
Prentice-Hall, Inc., 1972.

Yelaja, Shankar. "Student Advising in Social Work Education."
Journal of Education for Social Work 8 (Winter 1972): 64-70.

York, Betty. "The Off-Campus Alternative for Graduate Social Work
Education." Paper presented at the 1977 Annual Program
Meeting of the Council on Social Work Education, Phoenix,
Arizona.