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GROUP FORMATION AND CURRICULUM DEVELOPMENT IN SECOND  
YEAR SOCIAL GROUP WORK FIELD WORK PRACTICE: A PILOT  
PROJECT IN PROGRAM DEVELOPMENT, INITIATION AND EVALUATION  
IN SOCIAL WORK EDUCATION

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GROUP FORMATION AND CURRICULUM DEVELOPMENT IN SECOND YEAR  
SOCIAL GROUP WORK FIELD WORK PRACTICE: A PILOT PROJECT  
IN PROGRAM DEVELOPMENT, INITIATION AND  
EVALUATION IN SOCIAL WORK EDUCATION

by

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A dissertation submitted to the Graduate Faculty in Social Welfare  
in partial fulfillment of the requirements for the degree of  
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L.K.

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## Chapter I

### INTRODUCTION AND OVERVIEW

#### Identification of the Program Curriculum Policy Guidelines

The Group Work Sequence of Adelphi School of Social Work maintains an educational policy that it considers important but has not been able to put into effect for the last nine years. The active existence of the policy specifies a curriculum need: The fact that it has not been in effect despite numerous attempts identifies an unmet need. The policy reads as follows:

The student's assignment is to be with . . . at least one . . . group which will meet weekly, probably throughout the school year. . . . The following is an important part of the assignment: The group should meet by the third week of the first semester of field work. . . .<sup>1</sup>

The policy objective is for students taking Group Work in the fall semester of a given academic year to carry at least one group in field practice by the "third week of the first semester of field work"--the sixth week of the academic semester. The curriculum policy is based on an assumption that all settings are equal in their capacity to provide social group work practice experience to the field work student within the designated time frame of reference.

#### The Student Role in Group Formation

Students have been discouraged from independently initiating group formation process. General practice is to introduce the field work student to groups in formation or formed by field instructors

and other agency staff. (Some students have been instructed to "see what you can come up with" without further supervisory assistance on the procedures, processes and agency realities that impinge on the group formation process.)

#### Baseline Statistics on Group Formation

Baseline statistics gathered during the fall semester of the 1977 academic year revealed that of the 31 students enrolled in second year group work sections, 7 or 23 percent had groups within the 6-week time frame; 16 or 52 percent started practice with groups after the policy deadline, either during the fall semester or before the end of the academic year; and 8 or 25 percent never practiced with groups in their second year field work practice settings.

#### Group Work Sequence and Field Work Department Position and Expectations

Over the years, group work faculty, field work department personnel, and agency field instructors have worked on solving this problem. Once again, at the start of the 1977 academic year, group work sequence faculty and field work department personnel restated their support for the policy while expressing their frustration in putting it into effect. All parties agreed that a purposeful, planned approach to policy implementation through curriculum program development should be employed coupled with means of studying the facts-of-the-situation as well as evaluating the effectiveness of a new program venture. This writer, a member of the group work sequence faculty, was ascribed and assumed responsibility for program development, implementation, coordination, and evaluation.

It was thought that the group work policy should be maintained, and that curriculum policy in Social Work education offered support for its maintenance both in historical tradition and contemporary forms. It was also thought that following an assessment of the existing program situation, a program design containing new program inputs ought to be devised in an attempt to solve the problem and evaluate its effectiveness. Furthermore, evaluation would yield organized data for guiding additional attempts in curriculum program development in relationship to Sequence policy and findings for furthering understanding of group formation processes and procedures in field work.

#### On the Program Inputs for Group Formation

The pre-program group work classroom curriculum did not include explicit content related to group formation behavior in field practice settings. Thus the new program inputs added new curricula dimensions to the existing format. It also was designed to immediately engage the student in carrying out action procedures and processes for group formation in the field practice setting.

The primary program input is titled the Group Formation, Group Work Accounting Tool: Cumulative Practice Recording. (For immediate reference it can be found in Appendix A.) It was used as a curricular input to focus the user on group formation knowledge and information; to introduce the student to action-oriented group formation processes and procedures; and to stimulate group formation behavior in field work. And, a modified form of secondary input, problem-solving

simulation/role play methodology in the classroom setting was used to focus on the immediate interpersonal and technical dimensions of the group formation process in the contemporary field work situations.

In the following pages, the procedures, processes and findings of this program venture are presented in the form of a program development report on a pilot project in group work classroom curriculum development for group formation in field practice settings. The report is also designed to present the sequential order of the overall program development process.

Footnote

1. Adelphi School of Social Work, Manual for Field Instruction, 1976-77 (Garden City, N.Y.: Adelphi School of Social Work, 1976), p. 32. (Mimeographed.)

## Chapter II

### THE NATURE OF THE PROBLEM

#### The Program Perspectives

The nature of the problem confronting the Group Work Sequence was viewed from a number of perspectives. These were identified and agreed upon by Sequence members, Field Work Department personnel, and the School's Associate Dean for Academic Affairs at joint meetings held during the spring semester 1977.

These perspectives were placed in two frames of reference, pragmatic issues and value issues. The pragmatic ones were three: (a) the group work sequence policy governing group practice in field work was not successfully carried out; (b) prior attempts at program solution had been unsystematically developed and initiated; and (c) previously established time and personnel allotted to work on the problem were no longer available.

The value perspectives were two: (a) the School supported the Sequence policy through other educational policies; (b) the School adhered to the educational policies of the Council on Social Work Education which offer both historical and contemporary support for the concurrent relationship of academic course work and field work practice.

For the purposes of this report, these five perspectives are identified as descriptive dimensions of the problem. Each will be presented separately with material to further characterize them.

### The First Pragmatic Perspective

Sequence policy was not being carried out was the first perspective to be identified. Group Work Sequence members, all of whom regularly taught group method classes, conducted impressionistic hand-raising and check-off type surveys in their classes in the fall semesters 1975 and 1976. The evidence was disturbing: Approximately 75 percent of the students were not meeting with groups by the end of the sixth week of the semester, the third week of field work. And, approximately 25 percent did not get to practice during the course of the academic year. This information, discussed at Sequence meetings (and grumbled about in hallways), served as the impetus to institute joint meetings of Group Work Sequence members, field work department administrative personnel, and the Dean of Academic Affairs. The remaining perspectives grew out of these joint problem-solving meetings.

### The Second Pragmatic Perspective

The next perspective, identified in these meetings, was: Previous attempts at problem solution had not been systematically carried out. Records had not been kept on the specifics of the procedures used, nor had numerical results been obtained.

Further statistical assessment led to the identification of three distinguishable earlier attempts at problem solution.

The first occurred in the 1950's. The School population was small then. Students were identified by a major in practice method-- casework, group work, or community organization. All group work students were assigned to group work faculty for advisement. In

addition, the field work department gave full responsibility for field work assignment and group finding to the Group Work Sequence and the group work advisors. Advisors placed the students and provided major assistance in forming and structuring groups for final practice assignment. Thus, when the student began field work, they usually began face-to-face meetings with a group.

The second phase took place during the first two-thirds of the 1960's. The School changed its ideology to a generic curriculum model. Students who identified themselves as group work majors were still assigned to group work faculty for advisement. But now non-group work majors were taking group work courses, too. They were advised by non-group work faculty, many of whom did not have group work knowledge or skills nor the time or motivation to carry out Sequence policy. In this phase some students taking group work had practice experience along with practice theory curriculum while others did not generate simultaneous practice groups in field work.

The third phase spanned the last third of the 1960's through the present. The size of the student body increased significantly while the size of the faculty did not. Each faculty carried a greater number of student advisees. Advisees and advisors were assigned on a random basis in contradistinction to a matching-methods basis. Students concentrating in Group Work were no longer necessarily connected to group work faculty. This situation grew out of certain assumptions that were spinoffs from the School's commitment to generic curriculum and practice frames of reference. In relationship to faculty, it was assumed that all were equally capable in advisement

in relationship to each method. Regarding field work agencies, it was assumed that all agencies were able to provide the multi-method experience curriculum policy identified. It was additionally assumed that field work supervision could be provided to meet curriculum model expectations as well as a specific sequence policy expectation. Students now were placed in greater numbers in non-traditional and non-group work settings. Students also were placed in settings that were first beginning to introduce group services that, themselves, were using a learning-by-doing approach. This led to noticeably fewer students carrying practice groups along with their group practice classroom experience. It was during this phase that group work faculty began impressionistically surveying their classes to determine the extent of the problem.

#### The Third Pragmatic Perspective

The third pragmatic perspective was: Staff time previously used to work on the problem was no longer available. The faculty advisement load had increased. In addition, all faculty were now encouraged to teach across sequence lines, causing (among other things) an increase in class preparation time and a decrease in advisement time. Class sizes had also increased, further reducing the time available for group work faculty and other interested staff to engage in group formation advisement consultations. During the joint meeting of Spring 1977, the Dean, the Director of Field Work, and the Group Work Sequence Chairman recognized this as an unalterable situation. This led to the designation of a group work faculty

member who would carry out program assessment, development, coordination and evaluation functions in relation to group formation policy expectations.

### The First Value Perspective

The last two perspectives identified on the nature of the problem were the value dimensions. The first of these was: The School's support of the Sequence policy through other curricula policies it maintains. A restatement of the Sequence policy will be useful here for immediate comparative reference. It reads as follows:

The student's assignment is to be with . . . at least one . . . group which will meet weekly, probably throughout the school year. . . . The following is an important part of the assignment: The group should begin by the third week of the first semester of field work . . . [the sixth week of the fall academic semester].<sup>1</sup>

The Field Work Department included (and continued to include) this policy in its Manual for Field Instruction.<sup>2</sup> In addition, there were two other policy statements that offered (and continue to offer) direct support. The first indicated that field instruction should be in accordance with the curriculum of the school.<sup>3</sup> The second stated that field instruction assignments should meet the requirements of the Field Work Department.<sup>4</sup>

### The Second Value Perspective

The second value perspective was identified as follows: The School's adherence to the curricula policies of the Council on Social Work Education. As part of program development function, policy trends in the Council's curriculum guidelines were identified by the program developer.

The most definitive statements on class curriculum and field work were found in the first accreditation manual of the C.S.W.E. and more flexibly designed guidelines in the Council's forthcoming curriculum policy statements.<sup>5</sup>

There are two definitive statements in the 1953 manual. The first states:

Basic preparation for social work practice requires field and courses with planned content and of sufficient duration in a given agency to offer the student actual experience . . . in helping groups.<sup>6</sup>

The second one reads:

Provision should be made for all students to receive an introduction to the common methods as well as the unique elements of . . . social group work. . . . Class and field instructors should be prepared to identify skills . . . and to assist the student to develop an awareness of how these . . . skills are used in practice.<sup>7</sup>

As is evident in the course of this report, the skills that have remained undeveloped were those pertaining to knowledge and procedures related to pre-first meeting group formation.<sup>8</sup>

The 1961 accreditation manual specifies that field and class curricula should be ordered sequentially, and, by inference, in conjunction with one another.<sup>9</sup> The 1971 manual supports a given school's curricula policies when it states: "Agencies selected shall meet the criteria established by the school as necessary to provide an educational program of integrity . . . ." <sup>10</sup> (This has allowed for experimentation with different combinations of class and field curriculum ranging from zero coordination to attempts at significant relationships between the two.)

### Assessment of the Pre-Program Situation

An assessment of the pre-program situation was the next step in program development process. Assessment was carried out to identify actors, institutional factors, and processes operating in the program situation.

A theoretical model was used to yield both the pre-program assessment and a frame of reference for the new program venture. The social systems model derived from general systems theory served this end. The following includes a definition of the systems model and presentation of its parameters.

### The Social Systems Model

The social systems model has heuristic value for program development in social work education. Whether or not it is a reliable conceptualization for understanding the complexities of social phenomena will be discovered in the course of time as it is used, and its effectiveness and parameters assessed. In its use in this project, it represented both the state of the art and practice in point-in-time in the Social Work profession.<sup>11</sup> The social systems model is defined as:

. . . an analytic tool which can be applied to any process of social organization. [It is] . . . a content free conceptual tool. It helps to select those aspects that are crucial for the questions or phenomena under investigation. . . . As such, it is a heuristic tool--a way of looking at phenomena.<sup>12</sup>

As a content free tool, the social systems model serves as a conceptual stencil for identifying and mapping out operational variables in a behavioral situation.

The social systems model has certain definitional properties. It is presented as a set of interacting subsystems of the whole, the operating system.<sup>13</sup> The whole in its functional affect is defined as being greater than the sum of its parts.

Application of the Systems Model to  
The Pre-Program Situation

Applying systems definitional properties to the pre-program situation produced the following assessment. The operating system (of the total social system) that carried forth Group Work Sequence curriculum policy was composed of the following sub-systems.

- (a) The Group Work Sequence: A curriculum subdivision of the school that develops policy, curriculum, and teaching methodology.
- (b) Group Work 320 Class: This was represented by all second year M.S.W. students taking the group method course in a give fall semester, by the faculty members teaching the course, and by the 320 practice theory curriculum contained in the course bibliography.
- (c) The Field Work Department: An administrative/curriculum of the School. It was composed of the field work director, an assistant, field work coordinators, and all educational advisors. (Coordinators and advisors had responsibility for securing group work assignments.)
- (d) Associate Dean of Academic Affairs: This position is part of the administrative subunit of the School composed of the Dean, the Director of Admissions, Director of Field Work,

and Curricula Division Heads. This person was responsible for approving all curricula and program ventures.

The operating system environment<sup>14</sup> (of the suprasystem) was composed of two functionally relevant sub-systems:

- (a) The Field Instructors: Those social work agency personnel who assume primary or secondary responsibility for the methods-in-practice training of Group Work 320 students.
- (b) The Field Work Settings: Health and welfare agencies designated as training institutions for social work students. These provided the resources, field work supervisors, and clients for practice experience.

In addition to definitional properties, an operating system (composed of sub-systems) is conceptualized as having dynamic properties.<sup>15</sup> One of these is input, subdivided into resources and consumer types. Resources inputs are those active inputs that will be used by the system to act upon the consumers. Consumer inputs are those to be processed "and then transformed by having their service needs met and their objectives achieved in some particular fashion."<sup>16</sup>

Another system property is conversion. In social and educational systems this is the property identified by person-to-person transactions and the provision of service also identified as the processes of through-put or transformation.<sup>17</sup>

A third property is output. "Outputs are those service products discharged into the environment. When a system is unable to produce acceptable outputs it becomes 'frustrated' . . . affecting the survival of the system."<sup>18</sup> (Clearly, the ineffectiveness of the group work

policy produced this type of strain in the pre-program situation.)

A fourth property is identified as feedback. It is defined as information transmission, ". . . a signal from the operating system about its functioning and relationship with its environment. Feedback information enables the system to correct its own functioning. . . ."19

The last dynamic property is equifinality.<sup>20</sup> Equifinality is meant to indicate that a final state can be reached from differing initial conditions.

The dynamic properties of the operating system of the pre-program situation were identified as follows:

- (a) Resource inputs were identified as those occurring within the School in relationship to effecting Group Work Sequence policy. These were the pre-program phase activities that had been carried out by the group work faculty and field work advisors for the purpose of group formation in the field practice situation, and the 320 content curriculum as articulated in class process.
- (b) Conversion processes were represented by the quality and quantity of interpersonal contacts between group work faculty and advisors with classroom students and field instructors.
- (c) Feedback was represented by the outcome of impressionistic surveys, the outcome of faculty meetings on the program problem, and the amount of frustration expressed by the participants.

The dynamic properties of the supra-system--the operating system environment--are characterized by:

- (a) Consumer inputs: The efforts and effectiveness of field work agencies and field instructors in forming groups and/or guiding the student in the process.

Dynamic properties that are the result of transactions among operating system and supra-system subsystems were noted as follows:

- (b) Equifinality represented by the formal and informal contacts, written requests, class discussions, supervisory discussion, and the like used over the years in the pre-program situation.
- (c) Output represented by the number of first groups actually worked with during the six-week policy phase as well as over the academic year as a whole. This was best characterized by the 1977 baseline statistics--23 percent met with groups in policy phase, 52 percent met with groups after the sixth week, and 25 percent never met with groups.

The systems assessment abstracted from the pre-program situation provided the program developer with an overall conception and an organized conception of relevant factors for program development. This led to the identification of a formal gap in resource inputs that had existed for the entire time period that Sequence policy had been in operation. The Group Work 320 curriculum did not contain specified, organized and conceptualized material on pre-meeting group formation knowledge, procedure and processes in social group work practice for introduction into and use in the group work class settings and in that portion of field work practice devoted to group work

practice. (In the next section of this report, this observation will be specifically addressed.) It was also noted that for all intents and purposes faculty did not spend explicit classroom time addressing group formation knowledge problems and procedures. The group work faculty felt pressed to discuss "the significant" practice theory, material related to direct session-to-session practice with groups. Faculty expected field work administrative personnel and faculty advisors to be practically dealing with group formation issue needs. This observation led to the following consideration: Group formation practice may be an undeveloped area in group work practice theory as a whole. Conversations with group psychotherapists responsible for training students in that approach to group practice suggest a similar phenomenon. As one put it, "The problem isn't training in the method, it's getting the bodies to make a group so I can start training the student."

Footnotes

1. Adelphi School of Social Work, Manual for Field Instruction, 1976-77 (Garden City, N.Y.: Adelphi School of Social Work, 1976), p. 32. (Mimeographed.)
2. Ibid., p. 28.
3. Ibid., p. 10.
4. Ibid., p. 38.
5. In order of publication these are as follows: Council on Social Work Education, Manual of Accreditation Standards for Graduate Professional Schools of Social Work (New York: Council on Social Work Education, 1953), secs. #3545, 3546; Council on Social Work Education, Manual of Accreditation Standards for Graduate Professional Schools of Social Work (New York: Council on Social Work Education, 1961), sec. #3621; and Council on Social Work Education, Manual of Accreditation Standards for Graduate Professional Schools of Social Work (New York: Council on Social Work Education, 1971), sec. #3633.
6. Council on Social Work Education, Manual for Accreditation Standards for Graduate Professional Schools of Social Work (New York: Council on Social Work Education, 1953), sec. #3545.
7. Ibid., sec. #3546.
8. In reviewing the group work literature that is included in the bibliography of this proposal, it became clear that very little has been written on the skill-steps involved in group formation. Most of the emphasis on the initial phases of group work practice is focused on the in-process development of the already formed group.
9. Council on Social Work Education, Manual of Accreditation Standards for Graduate Professional Schools of Social Work (New York: Council on Social Work Education, 1961), sec. #3621.
10. Council on Social Work Education, Manual of Accreditation Standards for Graduate Professional Schools of Social Work (New York: Council on Social Work Education, 1971), sec. #3633.
11. Readings defining and identifying the systems model in general and/or supporting in social work program development and evaluation are: Ludwig Von Bertalanffy, "General Systems Theory: A Critical Review," in Modern Systems Research for Behavioral Scientists: A Source Book, ed. Walter Buckley (San Francisco: Aldine Publishing Co., 1968), pp. 11-30; Kenneth Boulding,

"General Systems Theory: The Skeleton of Science," in Modern Systems Research, pp. 3-10; A. D. Hall and R. E. Fagan, "A Definition of a System," in Modern Systems Research, pp. 81-92; Benson Jaffee, "Major Program Evaluation Strategies: A Comparative Analysis," in Social Work in the New Age of Accountability, ed. Vernon E. Bryant and Rinno Patti (Seattle: University of Washington, School of Social Work, 1973), pp. 108-124; Sister Mary Paul Janchill, "Systems Concepts in Casework Theory and Practice," Social Casework 4 (February 1969):74-82; Roger A. Kaufmann, Educational Systems Planning (Englewood Cliffs, N.J.: Prentice-Hall Inc., 1972); M. Rosenberg and R. Brody, Systems Serving People: A Breakthrough in Service Delivery (Cleveland: Case Western Reserve School of Applied Social Sciences, 1974); and George A. Shipman and F. S. Lynden, "The Development and Use of Program Evaluation," in Social Work in the New Age of Accountability, pp. 22-62.

12. Rosenberg and Brody, p. 9.
13. Ibid.
14. Ibid.
15. Ibid.
16. Ibid., p. 11.
17. Ibid., p. 12.
18. Ibid., p. 11.
19. Ibid., p. 13.
20. Janchill, p. 81.

## Chapter III

### PROGRAM PLANS, DIMENSIONS, AND ACTIVITIES

#### The Focus and Scope of the Program Plan

The program developer brought the systems assessment to a joint meeting of the Group Work Sequence, Field Work personnel, and the Associate Dean. The unsuccessful and unmonitored attempts to effect policy were reviewed. Because of existing financial and time constraints, attention focused on the undeveloped curriculum content in group formation. It was noted that Group Work literature revealed an absence of organized and conceptualized content on group formation that might have been used as a pre-packaged content-curriculum program input.<sup>1</sup> In addition, it was recognized and felt that action steps and knowledge base would be called for in an attempt to immediately effect sequence policy. Lastly, it was recognized that while past norms had kept students from independently engaging in group formation ventures, the last five years suggested a shift in norms. Students were trying to form groups on their own, often with the tacit and at times formal support of Group Work faculty, faculty advisors, and field instructors. This shift appeared motivated by four trends in situational systems feedback: (1) the frustration of the Group Work faculty and Sequence in effecting policy; (2) the frustration of faculty advisors in effecting policy given their burgeoning workloads coupled with their limitations in skills and knowledge about group formation; (3) the frustration that field instructors were experiencing

because of their limited knowledge and skills in group formation (and practice), coupled with their interest in and/or pressure placed upon them to insure practice assignments; and (4) overall student body interest in independent activity apparently stimulated by the "student movement" of the 60's.

It was recommended that program intervention focus on the development of a group formation curriculum component with an action dimension to immediately stimulate group formation behavior in field practice. The committee-of-the-whole gave its formal support to the new program venture. They indicated that they wished to maintain, monitor, and effect policy in that order of importance. The following constraints were posited: (a) program development, coordination and evaluation activities would be embodied in one role because of work-time and financial limitations; (b) the major portion of the new program activity would be carried out the Fall 1977 semester when most of the students enrolled in 320 and the field work year began; (c) formal workload time for the program venture would not be designated for the program developer, nor a corresponding reduction in other responsibilities; and (d) with the exception of regular secretarial time, stationery supplies, and mailing expenses, other types of indirect and direct financial assistance could not be provided.

The Group Work Sequence gave its unanimous support to the project, as well as sequence meeting agenda-time, program-participation time, and consultation-time. The following constraint was posited by this body: The amount of curriculum content and class time focused on group formation could not consume more than thirty minutes of the

two-hour class during the program phase. Their expressed concern was interest in maintaining class time for the traditional and conventional curriculum defined as group work practice theory content and corresponding teaching methodology.

### The Program Development Conceptual Model

Adhering to the constraints, and appreciating and using the supports provided, program development activity continued. A conceptual framework for program development was identified and employed to govern and guide program activity. This was drawn from literature in the fields of social work and education.<sup>2</sup>

Social work and education have developed general descriptive and beginning procedural and process definitions of program development. Social work definitions are more explicit about process and activities. Therein, program development is represented by ". . . rendering predetermined general goals and policies operational."<sup>3</sup> It is characterized as combining the rational and analytic components of planning and the interactional and interpersonal skills of organizing.<sup>4</sup> Furthermore, programs are defined as ". . . timephased plans for allocating resources and specifying the successive steps required to achieve stated objectives."<sup>5</sup> And, lastly, "Programs are changes, changes in people or in their environments. . . . Any action program aims at . . . changes in the task environment. These changes embody and express program goals. These influences are the end products of program operating activities."<sup>6</sup>

Both social work and education identify steps in program development activity indicating that the descriptive steps do not seem to occur in an orderly fashion in actual practice.<sup>7</sup> Steps in program development are characterized as a generally consistent flow between (1) the Process of Program Planning--a design phase; (2) Program Initiation I--the first action phase; and (3) Program Initiation II--the complete operationalizing of the design.<sup>8</sup> A number of the activities contained in the program development process had already been operationalized: Program Planning, including gathering of baseline statistics, relevant meetings, pre-program assessment, and literature reviews; and Program Initiative I, including pre-program systems assessment, relevant meetings to develop plans and elicit support, and the identification of program constraints. In addition, Program Initiation I activities--the identification of program goal, procedures, inputs and timephasing, and creating the new program blueprint--were in active process.

Development of the program plan focused on the relevant subsystem of the operating system that would be designated as the new program group formation resource input. The operating system for program development was defined by the following sub-systems: (a) the Group Work 320 curriculum composed of content instructor and students; (b) the Group Work Sequence composed of the Sequence Chairman, Group Work instructors, and the program developer. As had been evident in the pre-program assessment, the Group Work Sequence had not developed curriculum, theoretical content or teaching methodology for group formation. Consequently, it had not provided

a consistent resource input for group formation. The student was not exposed to an organized curriculum on group formation for transfer to their field work experience.

### Program Goals

The next step was the specification of program goals. This was composed as follows: The goal of the program is to meet the Group Work Sequence policy expectation that all students enrolled in Group Work 320 are practicing with groups by the end of the sixth week of the semester, the end of the third week of field work in the Fall 1977 semester. While policy expectations required 100 percent success, formal program was being carried out for the first time. As such, it was viewed as subject to unpredictable occurrences as well as unidentifiable effects that might be further factored out prior to a second go-around. Second, pre-program Group Work Sequence constraints were noted to limit the time allotted for new program inputs: This condition was seen as a specific limitation on the effectiveness of program inputs. These factors suggested that program-practice realities also called for a modification of the 100 percent expectation of success. Thus, pilot project program success was not to be measured by the program goal alone nor by other statistically significant findings. In addition, success would be acknowledged if 51 percent of the students were practicing with groups by the end of the sixth week. This indicator was developed following the lead of Group Work faculty opinion that student attitude and reactions seemed "more connected" to the classroom experience and theoretical content when

an apparently simple majority of students were simultaneously practicing with groups in field work practice.

### The Program Objectives

Program objectives were three in number. First, that the new curriculum on group formation would be introduced into the existing curriculum format. This would be determined by deliberations of the Direct Practice Division and the Group Work Sequence toward inclusion of all or parts of the new curriculum into the regular course content. Second, the simultaneous inclusion of evaluation methodology. This would be evidenced in program design, in the nature of the primary program input, and in the evaluation research procedures carried on following the program action phase. Third, Group Work 320 students would learn introductory knowledge and skills in group formation. This would be assumed if participants were to demonstrate success in goal achievement in group formation in the field practice setting.

The program tools were labeled and specified accordingly as:

(1) The Group Formation, Group Work Accounting Tool, the primary program input, and (2) the use of simulation/role play, the secondary input, as classroom teaching methodology to support student interactional group formation efforts. These tools were designated as the new program resource inputs in the program situation, action phases.

### The New Program Tools: Nature and Supports

A decisive step in the new program design was the development of program inputs. Particular program factors made this an interesting problem. Firstly, the sequence policy dictated that the project occur

within a seven (7) week time frame. Second, program constraints further limited amount of time available for program inputs to thirty minutes during each class session of the project phase. Third, there was little group work literature on pre-meeting group formation practice and processes. Furthermore, what content existed--in simple descriptive form--was insufficiently developed. Thus, it did not provide for a pre-packaged group formation curriculum that explicated knowledge, skills and teaching methodology content. It was also discovered that group work literature used the term "group formation" to refer to two different processes occurring in two different time frames in group work practice experience. In most instances, "group formation" was used as a concept to represent the unfolding of group practice process from the first meeting to the cohesion (or mid-phases) of the process. (This was the professionally guided group development process.) At other times, much less frequently than in its former use, "group formation" was used to refer to group composition activity, means of recruiting and organizing members for a first group meeting. Fourth, the new program both in its intrinsic design and response to program expectations was to be necessarily wedded to the idea of the simultaneity of its curriculum and evaluation components.

These situational and program factors led to a decision to design the pilot project program inputs as the means to a number of ends.

These were:

- (a) The development of a method for immediately motivating group formation behavior in the field practice setting during the project phase. This would be characterized by

the action expectations of the accounting tool and the teaching methodology.

- (b) The beginning identification and organization of a group formation knowledge curriculum. This would be characterized through the content and structure of the accounting tool.
- (c) The collection of data for evaluation that might lead to a more precise development of group formation curriculum content. This would be characterized by the design of the accounting tool as an information retrieval device.
- (d) The opportunity to observe group formation activity during the program process. This would be characterized by the program developer's/coordinator's weekly review of the accounting tools as well as by observations made during the role play situations.
- (e) The beginning development of classroom teaching methodology for group formation curriculum. This would be characterized by the role play input.

#### The Use of Competency Based Curriculum Orientation

The concept of a "competency-based curriculum" was also employed to support the development of an action based, content focused, and research oriented program venture in social work education.<sup>9</sup> This approach has a two-fold advantage: It relates directly to the training of social work students in practice-directed skills, and it focuses on the ongoing development of curriculum that identifies

knowledge, skill and action components in particular professional processes.

The basic elements of competency-based education in social work are: (1) The ultimate purpose of the profession is practice. (2) The purpose of professional education is to effectively teach practice behaviors. (3) Practice behaviors can be specified as the operational objectives of social work education.<sup>10</sup> Furthermore, competency-based education--as does literature on program development and evaluation research--stresses the merging of evaluation with curriculum design.<sup>11</sup>

In addition to the basic elements, competency-based curriculum programs make use of three basic practice guidelines. These are:

Goals or Outcome Focused. Attempting to educate effectively means that the program will concern itself with the success or accomplishment of its students in practice settings or simulations. Effectiveness does not require that the practitioner accomplish given ends against all odds despite real barriers, but that reasoned judgment of what constitutes feasible goals be made, and that efforts be measured against those goals and objectives.

Teaching and Learning Defined in Performance Terms. Learning is defined in competency-based programs as the change from non-achievement to achievement. . . . For learning to be identifiable, a statement of . . . objectives must be made before and after the learning activities take place. Teaching consists of creating the conditions in which learning occurs. This definition is purposely open and intended to invite a variety in the ways educators provide operational examples.

Outcome Stated as Behavioral Objectives. The outcome measures of the total program and its parts will be specified as behavioral objectives. Basically, a behavioral objective is an observable criterion for performance that identifies the conditions under which a person's effort or product will be considered an accomplishment of the objective.<sup>12</sup>

The new program on group formation adhered to these guidelines. Program success was defined according to curriculum policy expectations, that is students having first group meetings within a particular time period.

This stressed the program's outcome focus. Program success was further defined as a positive change in the process of group formation demonstrated by a change in rate and frequency in which students have first group meetings during the semester. The new curriculum inputs were defined in teaching and learning frames of reference--the class and field settings--that are performance based. Program inputs were identified as and used as means of accomplishing an end through the development of group formation knowledge relevant to a practice setting as well as stimuli for group formation activity in the class and field settings. Lastly, the primary program input, the Accounting Tool, was designed both as a basic indicator of contemporary knowledge on group formation, and as a means of the further development of such curriculum for more effective competency.

Thereafter, the pilot project venture was viewed as an initial step in the development of a competency-based curriculum in group formation. This was the case because the program in its present form would not provide a complete competency curriculum that had been previously developed and tested in the learning arena, the essential state of the particular practice area providing specific means for measuring the performance of each student. In its present form the program focuses on: (a) the beginning identification of knowledge and skills in group formation; (b) the contemporaneous use of group

formation activity in the field practice setting; (c) the direct involvement of the student in the group formation process; and (d) the further identification and development of group formation curriculum components.

The Group Formation, Group Work Accounting Tool, Cumulative Practice Recording

The Group Formation, Group Work Accounting Tool, Cumulative Practice Recording developed for use as the primary program input, and the project's independent variable was developed as a learning device, an information retrieval system, and the key program component. As a learning device, it contains basic nominative-level, descriptive content on group formation apparently characterizing the state of the art and science of group finding in group work. Learning is assumed to occur by means of the instructor's identification and definition of the knowledge parameters on group formation, the student's repeated use of the pre-structured tool to generate group formation activity and relevant data, and supporting teaching methodology using instructor and peer advice and support. As such, the accounting tool is viewed as a behavioral reinforcer:

[In a] . . . more cognitive interpretation of behavioral change processes, reinforcers are assumed to affect performance primarily through their informative and incentive functions. Reinforcing . . . [means] . . . convey information about the type of behavior required in a given situation. Anticipation of desired rewards for performing requisite behaviors can increase and maintain appropriate responsiveness even though presentation of earned reinforcers may be delayed for a considerable time. Indeed, in most instances, persons are motivated by, and work for, anticipated rewards rather than immediate reinforcing outcomes.<sup>13</sup>

Program incentive is provided through instructor and peer support, by coordinator commentary, and by the anticipation of successes as well as actual in-process success in having a first group meeting. In addition, the repetitive use of the accounting tool itself, coupled with teaching methodology, is viewed as a situational reinforcer.

As an information retrieval system, the accounting tool draws upon basic nominative level, descriptive content on group formation. These frames of reference were drawn from social group work literature, consultations with group work colleagues, and the program coordinator's extensive practice experience in group formation in a variety of fields of practice.

As the essential program component, the accounting tool taken in entirety of structure and content is to be viewed as the primary independent variable. It is used in the new program to affect the explicit expectation of Group Work Sequence policy, i.e., that all Group Work 320 students start face-to-face practice with a group by the third week of field work (corresponding to the sixth week of the academic semester), and to support the Group Work Sequence requirements that the new program attempts to maintain, monitor, and effect policy.

#### The Structure and Content of the Accounting Tool

The structure of the tool relegates group formation information into two general content areas: (I) Information on Social Group Work Practice for Group Formation in the Field Work Setting and (II) Pragmatic Group Formation Information on the Student's Potential Group Work Practice Assignment. An outline of the information in each of these content areas appears as follows:

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I. Information on Social Group Work Practice for Group Formation  
in the Field Work Setting

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- (A) Are groups practiced within the agency? If not, were they, and when?
- (B) Field instruction practice experience:
- Group Work
  - Casework
  - Community Organization
  - Other
- (C) Identify agency population served by:
- Field of practice
  - Types of psycho-social problems
  - Agency function
- (D) Types of groups being served:
- By age
  - By type
  - By duration
  - By membership policy
  - By transactional problem solving<sup>14</sup>
  - By capacity<sup>15</sup>
- (E) What are policies and attitudes toward group practice?

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II. Pragmatic Information on the Student's Potential  
Group Work Practice Assignment

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- (F) Detection of need for group service among those served by the agency in terms of age stage, role, and psycho-social life tasks: e.g., developmental, marital, socialization, parenting, etc.
- (G) Pragmatic realities in group formation:
- Time available for group practice
  - Work supports
  - Access to potential members
  - Staff issues
  - Administrative permission
  - Places for meeting in and out of agency
- (H) Does agency have a group for you to practice with? When will you start?



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### Additional Sources

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- Self-Centered Information
  - Readings on Group Practice
- 

Sources of information (along with code numbers) are listed in the beginning of the tool. Thereafter, they are "requested" in the body of the tool along with the types of group formation information. In this way, one is required to identify both the type and source of information. This is meant to focus the user toward those personnel who are or might be relevant for group formation activity. For the purpose of evaluation this might allow for identification of those personnel who are most relevant to group formation practice in field work practice.

### Conceptual Supports for the Accounting Tool

Support and direction for the development of the Accounting Tool as a newly created program input, as an inprocess means of program intervention and feedback, and as an information retrieval device for evaluation, were drawn from a number of sources. Firstly, La Pierre identifies the social change agent--by extension the program developer--as having historically embraced the function of innovation and the role of innovator.<sup>16</sup> In the absence of a pre-packaged program input on group formation, program requirements called for the creation of an innovative device. Thus program development activity was characterized by invention and selection (drawing upon analogous methods) to yield a "new" tool for program intervention.

Second, the accounting tool is designed to motivate and assist the user in carrying out a task in a logical and systematic fashion for the purposes of situational change and the provision of evaluation data. To this end, Anatol Rapoport conceptualizes and defines an organizational change methodological tool that he labels the communications network and storage facility.<sup>17</sup> In this vein the program tool is introduced because of situational need, and is used to change behavior, provide ongoing and potentially unlimited information on a task, and structure a program communications network. Rapoport characterizes the flow of this type of device as moving from one program actor to another: The "executive" (in this program instance the Group Work Sequence) informs and directs the "experimenter" (the program developer), who uses an "apparatus" (the program tool) to provide feedback to the "observer" (the program coordinator), who in turn gives information to the "analyst" (the program evaluator), who restimulates the network and program process through communication to the program coordinator.

Third, further support for the use of the accounting tool as program input for practice and research objectives was derived from Janchill's challenge to the profession for scientific observation,<sup>18</sup> the purpose of a recording device as expressed by Garfield and Irizarry<sup>19</sup> and Seaberg's<sup>20</sup> suggestions on the immediate effects of research questionnaires on direct practice. Janchill writes:

Since much of social work expertness is still in the nature of an art rather than a science, social workers can perform in actual situations better than they can explain what they are doing. Their observable activities give only limited clues to what lies behind them. Thus

it becomes the responsibility of social workers themselves to . . . [identify] . . . what they are doing so that the essentials of the profession may be . . . increasingly identifiable in scientific terms.<sup>21</sup>

Garfield and Irizarry entitled their recording device "The Record of Service." They explain it as follows:

The Record of Service is designed to report the actual help given by a worker on a particular . . . problem over a specified period of time. Although it is primarily an accountability device, it can be used for other purposes as well. Any conscientiously produced document provides data that can be valuable in analyzing the service of an agency.<sup>22</sup>

Seaberg utilized an information retrieval recording device for research purposes alone. He learned during the research and evaluation phases of his study that the workers employing the research tool were reporting it "to be" useful in guiding their practice focus and interventions while delivering service. Seaberg identifies pitfalls that should be guarded against when developing similar devices. Firstly, "Data analysis [and by extension the existential dimension of data retrieval] would probably best be facilitated by starting with an a priori hypothesis that could govern the design of the instrument . . . ." <sup>23</sup> Taking this advice the accounting tool was developed in relationship to the following a priori hypothesis: A device focused on knowledge content and activity for group formation in a practice setting will lead to formation of a group characterized by a first group meeting. Seaberg also stresses that variables should be limited to the task at hand related to the a priori hypothesis.<sup>24</sup> This is evident in the outline of the tool presented earlier on in this section where it is assumed that all factors are relevant to group formation. He further

indicates that a structured procedure should be used to insure regular scrutiny of the data.<sup>25</sup> The ongoing review and commentary by the program coordinator carried out on a weekly basis was instituted to meet this requirement.

### Simulation/Role Play Teaching Methodology

Simulation/role play teaching methodology was used as the secondary program input and secondary independent variable. Practice with this methodology has revealed the following: "There is a strong tendency to use students as tutors for one another. Given specific objectives and instructional modules of relatively small size, it becomes possible for students to assist one another in working toward behavioral objectives."<sup>26</sup> (The procedure governing the use of this methodology is presented on p. 40 of this report.) The nature of the stimulation/role play approach is presented as follows:

The simulation/role play provides the vehicle for production of much of the content to be used in laboratory [teaching modules]. . . . Its advantage . . . is that it provides a means for creating a facsimile of real social process that is relatively controllable and reducible. Used well, the simulation provides the means to model the content that is part of the student's vicarious experience but may not be part of his direct experience. An important secondary benefit is the understanding and the empathy the student develops . . . from playing [in various roles].<sup>27</sup>

In the context of the group formation project, simulation/role play is used to provide support for the continuation and maintenance of in-process group formation activity. It is also designed to focus attention on the qualities of interpersonal activity that might foster or inhibit the group formation process. Whereas the accounting tool

focuses on knowledge, information retrieval, and organization, the role play methodology focuses on interpersonal process and relationship.

Program Products and Specification  
Of Procedures

The program products were to take the form of a detailed report on the nature, planning, procedures and effectiveness of the demonstration project in group formation.

Program procedures were developed in the form of written guide guidelines for the coordinator and other instructors to monitor and support the activities of the program participants. The following is a presentation of the procedural materials.

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GROUP FORMATION PROGRAM PROCEDURES

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(A) Program Coordination Tasks

- (a) The development of program design, tools, and procedures.
- (b) The development of evaluation design, tools, and procedures.
- (c) Carrying out of program phase work.
- (d) Carrying out of program evaluation work.
- (e) The instructing of one of the two experimental 320 classes.
- (f) The introduction of the new program inputs into the experimental sections.
- (g) The monitoring of the collection of the accounting tools, provision of comments, and their return to a central location within 48 hours.
- (h) The securing of a central location for the return of the accounting tools.
- (i) Specification of secretarial and equipment supports.
- (j) The establishment of a filing system.

(B) Guidelines for Comments on Accounting Tools

During the experimental phase, comments should be provided that have as little effect as possible so that evaluation can focus on the effectiveness of the accounting tool. When providing comments:

- (a) If an accounting tool is blank, during the first half of the project phase encourage completion of the first part, and during the last half of the project phase, the last part.

- (b) If there is information in all sections, encourage continuing on in same fashion.
- (c) If there is information in one section, encourage securing information for the other part.
- (d) During the last half of the project phase, encourage securing information on the student's actual potential group practice assignment.
- (e) Answer questions on the last page of the tool.
- (f) Use short, directive sentences, e.g., "Go on as you are"; "Fill in section 3"; "You left out code number"; etc.

(C) Specific Guidelines for Non-Program Co-Coordinator Experimental Class Instructor

- (a) This class will only use the accounting tool.
- (b) In first class, review tool, identify its purpose, and present instructions for filling it out and picking it up.
- (c) Return remaining accounting tools in forthcoming class and collect next set.
- (d) Try not to have more than 10 minutes of unstructured discussion on group formation for the duration of the project phase. If discussion can be avoided, the better. Go into regular curriculum.
- (e) When necessary re-explain accounting tool to class but try not to elaborate on group formation experiences.

(D) Guidelines for Control Group Class Instructor

- (a) The control class will not receive the new program inputs.
- (b) Maintain curriculum approaches as they have been practiced in past years.
- (c) Do not introduce formal or informal content on group formation.
- (d) Should questions arise about problems in securing groups, try to limit discussion to 5 minutes; focus on directing students to advisors, field work personnel, or field instructors for problem solution.
- (e) Do not inform students that a project in group formation is going on in other 320 sections.

(E) General Procedures for All Experimental Classes

- (a) Explain program purpose--to begin to learn knowledge about and skills in group formation, and to engage in relevant activity in field work setting to secure a group.
- (b) Identify the project as an experimental one. Stress that no student is required to participate in using the accounting tool or in simulation role play, or in completing evaluation materials.
- (c) Review the accounting tool identifying knowledge parameters, means of filling it out, and its action component.

- (d) Review procedures for submitting tool and securing it after commentary has been provided.
- (e) Indicate that the tool is to be submitted until a student has his/her first group meeting or through the sixth class, whichever comes first.
- (f) Indicate that the tool is a cumulative recording device, that once information is secured or developed it should not be repeated.
- (g) Indicate that at the end of the project phase, students will receive research material designed to evaluate the effect on the project, not individual performance.

(F) Guidelines for Simulation/Role Play for Coordinator Instructor

- (a) Simulation/role play methodology on group formation will take place in one of the experimental classes.
- (b) It will take up no more than 30 minutes of class time.
- (c) It will be used in five consecutive classes during the project phase, the second through sixth, because it is dependent on the students' involvement in the group formation process which starts after the first class.
- (d) To carry out the simulation/role play:
  - (1) Divide the class into subgroups of no more than six students and no less than four students each.
  - (2) Have each subgroup identify one of its members as presenter, one as corresponding actor, and one as note taker.
  - (3) Presenter identifies theme of group formation task situation that presented a dilemma the preceding week. The presenter and corresponding actor role play the situation for no more than 7 minutes. The observers give 5 minutes of feedback advice. The note taker identifies the major trends in feedback.
- (e) After 15 minutes in subgroup, the instructor stops the process and asks each recorder to present the major trends in discussion to the other class members.
- (f) Following this, the instructor guides a brief discussion including all class members.

Program Timephasing and Related Procedures

The fourth step in program development was timephasing. The project was specified as spanning a time frame starting with the first meeting of a 320 class, Fall semester, and terminating at the end of the seventh class meeting. This corresponded to the time frame

identified by the Group Work Sequence policy. Accounting tools were distributed to classroom instructors before the start of each class. The instructor, in turn, distributed them to the students. From the second class onward, the students returned the preceding accounting tool to the instructor, who gave them to the program coordinator. Within 48 hours, the coordinator provided written comments and returned the accounting tools to a central location. The students were instructed to pick up their accounting tools any time thereafter, or from their instructor the following class session.

Footnotes

1. A review of all standard social group work sources in the 320 syllabus revealed a paucity of information on group formation processes and procedures. The few specific references dealt briefly with some beginning ideas on group composition. There were no relevant references to other procedures and processes. See Harvey Bertcher and Frank Maple, "Elements and Issues in Group Composition," in Individual Change Through Small Groups, ed. Paul Glasser, Rosemary Salli, and Robert Vintner (New York: The Free Press, 1974), pp. 186-208.
2. The sources used for general information on the state of the art and science of program development in social work practice and education were: Paul Dressel, College and University Curriculum (Berkeley, Cal.: McCutchan Publishing Co., 1968); Alfred J. Kahn, Theory and Practice of Social Planning (New York: Russell Sage Foundation, 1969); Sheila Kammerman, "A Paradigm for Programming: First Thoughts," Social Service Review 3 (September 1975):412-20; Roger Kaufman, Educational Systems Planning (Englewood Cliffs, N.J.: Prentice-Hall Inc., 1972); and George A. Shipman and F. S. Lynden, "The Development and Use of Program Evaluation," in Social Work in the New Age of Accountability, ed. Vernon E. Bryant and Rinno Patti (Seattle: University of Washington, School of Social Work, 1973), pp. 22-62.
3. Kammerman, p. 414.
4. Ibid., p. 412.
5. Kahn, p. 214.
6. Shipman and Lynden, p. 22.
7. Dressel, p. 30.
8. Kammerman, pp. 415-16.
9. Morton L. Arkaua and E. Clifford Brennan, eds., Competency-Based Education for Social Work: Evaluation and Curriculum Issues (New York: Council on Social Work Education, 1976).
10. Ibid., p. 16.
11. Ibid., p. 17.
12. Francis W. Clark, "Characteristics of the Competency-Based Curriculum," in Competency-Based Education for Social Work: Evaluation and Curriculum Issues, ed. Morton L. Arkaua and E. Clifford Brennan (New York: Council on Social Work Education, 1976, p. 29.

13. Albert Bandura, Principles of Behavior Modification (New York: Holt, Rinehart and Winston Inc., 1969), p. 224.
14. Norma Lang, "A Broad Range Model of Practice in Social Group Work," Social Service Review 1 (March 1972):76-89.
15. Ibid.
16. Richard T. La Pierre, Social Change (New York: McGraw-Hill Book Company, 1965), pp. 103-139.
17. Anatole Rapoport, "A Logical Task as a Research Tool in Organizational Theory," in Modern Organization Theory, ed. Mason Haire (New York: John Wiley & Sons, Inc., 1959), pp. 104-5.
18. Sister Mary Paul Janchill, "Systems Concepts in Casework Theory and Practice," Social Casework 4 (February 1969):74-82.
19. Goodwin P. Garfield and Carol R. Irizarry, "The Record of Service: Describing Social Work Practice," in The Practice of Group Work, ed. William Schwartz and Serapio R. Zalba (New York: Columbia University Press, 1971), pp. 241-66.
20. James R. Seaberg, "Systematized Recording: A Follow-Up," Social Work 4 (October 1970):32-41.
21. Janchill, p. 92.
22. Garfield and Irizarry, p. 263.
23. Seaberg, p. 41.
24. Ibid., p. 39.
25. Ibid., p. 37.
26. Beulah Rothman, "Perspectives on Learning and Teaching," Journal of Education for Social Work 2 (Spring 1973):44.
27. William A. Burian, "The Laboratory as an Element in Social Work Curriculum Design," Journal of Education for Social Work 2 (Winter 1976):40.

## Chapter IV

### EVALUATION RESEARCH AND FINDINGS

#### Perspectives on Program Evaluation Research Methodology

An essential feature of the demonstration project in group formation was the simultaneity of program design and evaluation research design. As was indicated in Chapter III, the primary program input, The Group Formation, Group Work Accounting Tool, was developed both as an educational and behavioral motivator and as an information retrieval system to provide essential data for the research component of the project. This came about from two conditions. The first was the committee expectation--in fact their primary interest--that hard data be presented on the group formation problem. Second was the significant relationship between program and evaluation design and procedures identified in the program development, and evaluation, and competency-based literature.

Literature on evaluation methodology provides basic points of view in support of the simultaneity of program and rigorous evaluation design.<sup>1</sup> Hawkrige and Chapulsky write:

Connotations attached to the terms "research" and "evaluation" are widely held. "Research" is seen as esoteric, yielding results of little practical use. . . . "Evaluation" as part of action programs would have at least claimed for it the virtue of being of some practical use. In fact, we suggest, research and evaluation are an essential part of any sound . . . process . . . and both should be serving the same function of supplying information to planners and policy makers about what does and does not work. The information is used to modify the system, presumably to

improve it. Improvement will occur faster and most efficiently when information is accurate; but accurate information can stem only from rigorous experimental design and data collection techniques, whether in research or evaluation, but it is our opinion that a much greater rigor could be introduced into large areas of evaluation than exists at present.<sup>2</sup>

Mann adds the following on the connection of evaluation research to policy formation and program design. He writes:

From a technical point of view evaluation is a fundamental research activity. It can be conducted with as much precision as any other form of research, though it presents certain specialized problems such as controlling for the amount of attention given to the experimental group or that of executing a scientific design under naturalistic conditions.<sup>3</sup>

Lastly, Rossi sums up the situation with the following commentary:

The main problem, as I see it, is that evaluation has not yet been accorded its proper place as playing a major role in policy formation and change. Policy is formed without considering what kinds of evaluation research would be needed to sustain the worth of a program and, even more important, what are reasonable alternatives when evaluation indicates that a program has failed. Without such two pronged commitment to evaluation, research tends to be wittingly or otherwise designed to produce irrelevant results shoddily conceived, poorly carried out, and easy to disregard.<sup>4</sup>

Keeping these points of view in mind, an evaluation design that suggested the rigor of research design was developed. At the same time, program design allowed for immediate feedback to all interested parties. The Accounting Tool permitted this since easily retrievable data on success in group formation in particular field settings with particular field instructors could be provided at the end of the seventh week of the program action phase.

### Evaluation Research Design

For evaluation purposes a research design was selected that closely approximated the Static Group Comparison Design.<sup>5</sup> This type of design identifies an experimental and control group during the project action phase.

During the Fall 1977 semester, there were three Group Work 320 class sections. (Two met on the same day, one on another.) Given the three classes and the two program inputs, one class was designated as control, and the two remaining as experimental. The class that met on "a different day" was the control group so that there would be less of a chance of "getting wind" of the project. It was fortunate that two classes were meeting on the same day. These became the experimental classes, and this helped ease the burden of program coordination and evaluation activities. The two program inputs were lodged in the section taught by the program developer/coordinator because of his greater familiarity with the inputs, procedures and timing. Thus, one experimental class received the Accounting Tool, the primary input--the primary independent variable--and the other received the primary and the secondary independent variables, the Tool and the Simulation/Role Play methodology. Teacher skill was not considered of major significance since each faculty member had been teaching 320 for about the same number of years, and had (impressionistically speaking) equally positive reputations; and all were apprised of, interested in, and in agreement with the project and its evaluation.

While the evaluation research design closely approximated a static group comparison design, there appeared to be some possible and

probable distinguishing features in the program situation that shifted the design closer to a true experimental design.<sup>6</sup> Firstly, there was the question of the degree of random selection evident in the three classes. It appeared that all students in all sections were assigned by the school's traditional system. They submitted class preference forms indicating first, second and third choices for every class (including 320) that they wished to take. Thereafter, the school pooled all requests, assigned random numbers to them, and placed students accordingly. It was assumed that a greater degree of randomness in selection occurred via this system than in one where the student had free choice, or where the groups under study were part of a general population selected because of geographical location or similarity of characteristics. In addition, analysis would include control for particular characteristics, such as age, sex, and previous group practice experience. Secondly, the students' exposure to the new inputs occurred across the board in each experimental class. While all students were given the right to refuse participation, no student used the option. While differences exist on why they chose to participate, the assumption is held that the differences are less than the similarities, given the high degree of similarity in their being members of the same group, second-year Social Work students, and students taking Group Work 320.

Lastly, all participants remained part of the program from beginning to end so that the results could be construed to characterize the probable relationship between the entire control group and the entire experimental group.

The basic evaluation research design is presented as follows:

[Control III] compared with [Exp. Class I] and [Exp. Class II]	→	Evaluation Research Findings
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In addition to the basic design, another variation on the static group comparison design was embedded in the first. This was the comparison of Experimental Class I with Experimental Class II to uncover the possible effects of the simulation/role play, the secondary input. This design is represented as follows:

[Exp. I as control with Acct. Tool] compared with [Exp. II with Acct. Tool plus Role Play]	→	Evaluation Research Findings
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A third evaluation opportunity was also present. This was use of the baseline group as an historical control group to be compared with the action-phase experimental classes; and, in addition, if the characteristics of the baseline group proved similar enough to those of the contemporaneous control group, the pooling of both to increase the size of the control to more significantly evaluate the effects of program input on group formation activity. These designs are presented as follows:

[Baseline A/B controls] compared with [Exp. I] and [Exp. II]	→	Evaluation Research Findings
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-and-

[Baseline A/B controls] and [Control III] compared with [Exp. I] and [Exp. II]	→	Evaluation Research Findings
--	---	------------------------------------

The use of the static group comparison type of design format, coupled with the technical advantages of the S.P.S.S. computer analysis over hand tabulation and testing, allowed thereafter for comparison of additional combinations of subgroups. These were as follows:

- (A) Each subgroup [Exp. I], [Exp. II], [Control III], [Base A], [Base B] with each of the other groups.
- (B) [Combined Exps.] with [All Combined Contents and Baseline Controls].
- (C) Each control [Control III], [Base A], [Base B] with each other.
- (D) [Control III] with [Combined Baseline Controls].

Throughout the forthcoming material many of the aforementioned combinations were tested. They will be specifically reidentified in the format of the presentation of the findings.

#### Hypothesis and Evaluation Questions

As stated in Chapter III in the section entitled "Program Inputs" (and once again in this chapter), the new pilot project program inputs served as independent variables. The primary independent variable was the Group Formation, Group Work Accounting Tool; the secondary independent variable was the Simulation/Role Play Teaching Methodology. The dependent variables were two: the amount of time it took to form the first practice groups and the number of groups formed. A group was considered "formed" when a worker held the first group meeting.

The following overriding hypothesis governed the evaluation analysis:

Program interventions in the Group Work 320 classroom setting focused on group formation knowledge, procedures, and process would speed up the time it would take to have first group meetings in field work, and increase the number of groups in support of Group Work Sequence policy requirements.

Analysis proceeded in relationship to a series of control and experimental questions. These, presented in the following order in the forthcoming material, are as follows:

#### Control Questions

- Do the subgroups differ in relationship to age?
- Do the subgroups differ in relationship to sex?
- Do the subgroups differ in relationship to previous experience?

#### Experimental Questions

- Was there a difference in the number of weeks it took each subgroup to form groups?
- Was there a difference in the number of weeks it took the experimental groups to have first group meetings?
- Was there a difference in performance of the experimental groups' first six weeks to the remaining time period?
- Was there a difference of the experimental groups' weeks 7-12 to the remaining time period?

#### Questions on the Nature of Field Work Setting

- Did one type of field work setting produce more groups in the first six weeks to the remaining time period?
- Did one type of field work setting produce more groups in weeks 7-12 to the remaining time period?

#### Questions on Field Instructor Behavior

- Is there a relationship between field instructor contemporary group practice and group formation?
- Is there a relationship between field instructor previous group practice training and group formation?
- Is there a relationship between field instructor as source of information on group formation and other sources of information?

### Questions on Project Participant Activity

- Is there a relationship between the modes of getting names of potential group members and group formation?
- Is there a relationship between modes of informing potential group members of the first group meeting and group formation?

### Question on Achievement of Project Program Goal

- Did 50 percent of the students in each of the experimental groups have groups at end of sixth week?

### Question on Participant Opinion

- What is participant opinion on the project in group formation?

### Sources of Data and Variables

Of the two program interventions, accounting tool and simulation role play, the accounting tool had three uses:

- (a) To stimulate the student participants in carrying out group formation activity in field work settings in a more effective and faster way.
- (b) To identify group formation phenomena for the student practitioner, such as essential information, key personnel, group formation procedures, and logistics, considered practically related to the group formation process.
- (c) To serve as an information retrieval system on group formation activity in field work practice.

Some of the information gathered by means of this tool was used to provide data for analysis. These were the variables:

- Dates of first meetings of practice groups.
- Present group practice of supervisors.
- Previous group practice training of supervisors.
- Participant methods of group member finding.
- Participant method of informing potential member of first meeting.
- Type of field practice setting of each participant.

Analysis of these variables is presented further on in this section.

In addition to the accounting tool as a source of evaluation data, questionnaires were developed and used both in the baseline and program years. These were both entitled Group Work Accounting Questionnaire and can be found in Appendices B and C. Questionnaires were distributed to all program participants, experimental control groups and baseline participants, during the seventh week of each semester, to be returned one week later. All questionnaires were returned on time. Questionnaires retrieved the following types of information for analysis:

- confirmatory information on the data of first meeting;
- participants' names;
- participants' sexes;
- participants' ages;
- participants' previous group practice experience either five years prior to the start of the project phase or five years prior to the period for collecting baseline data;
- participants' opinions on the group formation project.

Analysis of these data will also be presented further on in this section.

Data on the pre-program and program groups were systematized for analysis during the six-month period following the project phase. The data were subjected both to hand and computer tabulation and analysis, the latter using the S.P.S.S. (Statistical Package for the Social Sciences) program.

### The Population

In its entirety, the group formation pilot project included a population of 91 participants, second-year M.S.W. students taking Social Group Work 320 in the fall semester of an academic year.

The pre-program year had two baseline groups, Baseline A and Baseline B, used as historical controls, composed of 31 participants in total.

The pilot project program year had three groups, Exp. I, Exp. II and Contemporary Control III, composed of 60 participants in total.

All participants voluntarily participated in both the project program activity and evaluation phases.

#### Findings, Pre-Program Intervention Group Comparability

The first step in the evaluation procedure was to determine whether or not there was evidence that the five subgroups were different prior to the project action phase. This was done to discover if there might have been significant characteristics in relationship to selected variables that differentiated subgroups as well as to find indication if it were to become necessary for pooling historical and contemporary control groups for testing purposes.

Early on in the pre-project planning phases, it was known that students had been placed in group work sections procedurally on a random selection basis. A student would designate first, second and third section choices for all courses, and then receive a random number which would be used to determine the place of his/her course application.

In addition to the effects of the school-wide sectioning procedure on Group Work 320 sectioning, it was also decided to determine subgroup comparability on the basis of the variables of age, sex, and previous group practice experience. Age and sex were

selected because they represented conventional variables in such types of analyses. Previous group practice experience was selected because many group work faculty and practitioner colleagues in agency settings maintained the practice wisdom assumption--the more face-to-face social group work practice experience a person has, the more successful he/she will be in group formation in general and in forming a group in a short amount of time. In effect, they maintained that there was a positive relationship between group work practice skills and processes and group formation/group finding ones.

The following material presents the results of analysis in relationship to the variables of age, sex, and practice experience.

#### Findings: Control Questions

Question: Do the subgroups differ in relationship to age?

Test Method: Each subgroup compared with each of the other subgroups.

Findings: Findings indicate that there is no evidence that the groups were different, indicating that the ages were similar among subgroups. Table 1 presents these results.

Table 1  
Age by Basic Subgroups

Selected Characteristics	Entire Population	Exp. I	Exp. II	Control III	Base A	Base B
N	91	19	21	20	18	13
Mean Age	32.5	29.7	35.4	29.0	33.3	36.1
Std. Deviation	10.4	10.5	10.8	7.4	9.6	13.5

Analysis of Variance:

$F = 1.8$ ; d.f. = 4,86;  $p = .14$  (non-significant)

Question: Do the subgroups differ in relationship to sex?

Test Methods: (a) Exp. I compared with Exp. II; (b) Exp. I and Exp. II compared with Control III; (c) Control III compared with Base A and Base B.

Findings: Findings reveal that there is no evidence that the subgroups were different, indicating that males and females were distributed in a similar fashion among the groups. This is represented in Table 2.

Table 2  
Sex Distribution by Basic Groups

Selected Characteristics	Entire Population	Exp. I	Exp. II	Control III	Base A	Base B
N	91	19	21	20	18	13
Male	28	6	6	7	4	5
Female	63	13	15	13	14	8

Chi Square Test:

(a)  $\chi^2 = .02$ ; d.f. = 1;  $p > .70$  (non-significant)

(b)  $\chi^2 = .008$ ; d.f. = 1;  $p > .95$  (non-significant)

(c)  $\chi^2 = .019$ ; d.f. = 1;  $p > .90$  (non-significant)

Question: Do the subgroups differ in relationship to previous group practice experience?

Test Method: Each subgroup compared with each of the other subgroups.

Findings: Statistical analysis yielded a result indicating that there was evidence that the subgroups were different, that the number of groups run per participant five years prior was not similar among subgroups. This findings turns out to be serendipitous in nature.

Practice wisdom stressed the relationship between group practice experience and group formation skill. Evaluation results for second-year social work students in field work practice settings suggests that the amount of practice experienced defined as the number of groups run is probably unrelated to success in group formation. Table 3 presents these findings.

Table 3  
Average Number of Groups Run up to Five Years Prior  
to Program Participation by All Subgroups

Selected Characteristics	Entire Population	Exp. I	Exp. II	Control III	Base A	Base B
N	91	19	21	20	18	13
Mean	2.6	4.8	1.9	3.1	0.8	2.5
Std. Deviation	3.8	4.8	2.2	4.9	2.1	2.5

Analysis of Variance:

$F = 3.9$ ; d.f. = 4,86;  $p = .02$  (significant)

Findings Project Phase: Experimental Questions  
Regarding Program Intervention

After testing for differences among groups, the next step was to test for the effectiveness of the new program interventions in speeding the process of and stimulating group formation in the experimental groups. The hypothesis governing the new program was:

Program interventions in the Group Work 210 classroom setting focused on group formation knowledge, procedures, and process would speed up the time it would take to have first group meetings in field work, and increase the number of groups in support of Group Work Sequence policy requirements.

Analysis was first focused on the overall effect of the group formation interventions from the first week through the twenty-fifth

week, when the last participant to organize a group had his/her first face-to-face group meeting. Thereafter, the analysis focuses on distinguishing performance between the first six weeks and the remaining time period. In addition, the analysis focused on the potential difference in performance between the experimental groups, each having a different set of inputs, as evaluated over the entire time period, six weeks to the remainder; and the second six weeks (weeks 7-12) to the remainder.

All analyses yielded the same results. All subgroups--experimental, contemporary control, historical control--were not evidently different in their group formation/group finding behavior. Thus, the program intervention was ineffective in differentially stimulating group formation behavior in comparison to previous and contemporary non-descript influences.

Each of the findings mentioned above will be presented hereon in along with commentary and tables.

Question: Was there a difference in the number of weeks it took each subgroup to form groups?

Test Method: Each subgroup compared with each of the other subgroups.

Findings: Analysis indicates that the subgroups were not significantly different, that "week of first group meeting" was similar among subgroups. This is presented in Table 4.

Table 4  
Average Week of First Group Meeting by All Subgroups

Selected Characteristics	Entire Population	Exp. I	Exp. II	Control III	Base A	Base B
N	91	19	21	20	18	13
Mean	11.3	10.7	10.9	9.6	12.8	13.5
Std. Deviation	8.5	8.1	8.5	6.8	9.8	9.7

Analysis of Variance:

$F = .6$ ; d.f. = 4,86;  $p = .67$  (non-significant)

Question: Was there a difference in the number of weeks it took the experimental groups to have first group meetings?

Test Method: Experimental I compared with Experimental II.

Findings: The analysis reveals that these subgroups were not significantly different. This indicates that despite the fact that Experimental I had both interventions, Accounting Tool and Role Play, and Experimental II had one intervention, Accounting Tool, their performances are similar over the full time frame, one through twenty-five weeks. This is presented in Table 5.

Table 5  
Average Week of First Group Meeting by Experimental Groups

Selected Characteristics	Exp. I	Exp. II
N	19	21
Mean	11.0	10.7
Standard Deviation	8.4	8.4

Analysis of Variance:

$t = .13$ ; d.f. = 38;  $p > .20$  (non-significant)

Question: Was there a difference in performance of the experimental groups first six weeks to the remaining time period?

Test Method: Experimental I compared with Experimental II.

Findings: Analysis indicates that there was no evidence of difference in relationship to first group meeting. Hence it is clear that the difference in the number and type of program interventions did not yield a differential effect. Performance was found to be similar the first six weeks compared to the remaining weeks. This is presented in Table 6.

Table 6  
Week of First Group Meeting First Six Weeks  
Compared with the Remaining Weeks

Selected Characteristics	Exp. I No. of 1st Meetings	Exp. II No. of 1st Meetings
First Six Weeks	8	7
Remaining Weeks	16	8

Chi Square Test:

$\chi^2 = .24$ ; d.f. = 1;  $p > .50$  (non-significant)

Question: Was there a difference in performance of the experimental groups weeks 7-12 to the remaining time period?

Test Method: Experimental I compared with Experimental II.

Findings: Analysis indicated that here, too, performance remained similar. This is presented in Table 7.

Table 7  
 Week of First Group Meetings Weeks 7-12  
 Compared with the Remaining Weeks

Selected Characteristics	Exp. I No. of 1st Meetings	Exp. II No. of 1st Meetings
Weeks 7-12	9	6
Remaining Weeks	4	5

Chi Square Test:

$\chi^2 = .10$ ; d.f. = 1;  $p > .70$  (non-significant)

The weekly performance in group formation between the five basic sub-groups was also analyzed. As is obvious at this point, the analysis substantiated that the sub-group performance was similar. The descriptive portion of these data provided material for a graphic representation of group formation/group finding activity. Table 8 presents the relevant data of all sub-group activity. (Thought was given to presenting the activity of each sub-group separately; this was decided against because the findings were decidedly non-significant and because trial attempts at such representations revealed little illustratable difference between sub-groups.)

The graph demonstrates that 70 percent of the students developed their first group meetings between weeks 4 and 12. This is notable because of the steep incline of the graph line between these points in time. Since the graph represents the activity of the combined groups, all experimental and all controls, where findings were non-significant, it might be considered as a representation of group formation activity for second year M.S.W. students. As such, it might have these possible uses: (a) as a baseline graph for comparison

Table 8

First Group Meetings by Week: Percent and Cumulative  
Percent for Combined Subgroups

Week	No. of Groups Met With In Given Week	% of Groups Met With In Given Week	Cum. % of Groups Met With In Given Week
1	0	0.0	0.0
2	2	2.2	2.2
3	3	3.3	5.5
4	3	3.3	8.8
5	7	7.7	16.5
6	14	15.4	31.9
7	10	11.0	42.9
8	10	11.0	53.9
9	6	6.6	60.5
10	6	6.6	67.1
11	6	6.6	73.7
12	2	2.2	75.9
13	3	3.3	79.2
14	4	4.4	83.6
15	0	0.0	83.6
21	0	0.0	83.6
22	1	1.1	84.7
24	0	0.0	84.7
25	1	1.1	85.6
No Groups at All	13	14.3	100.0

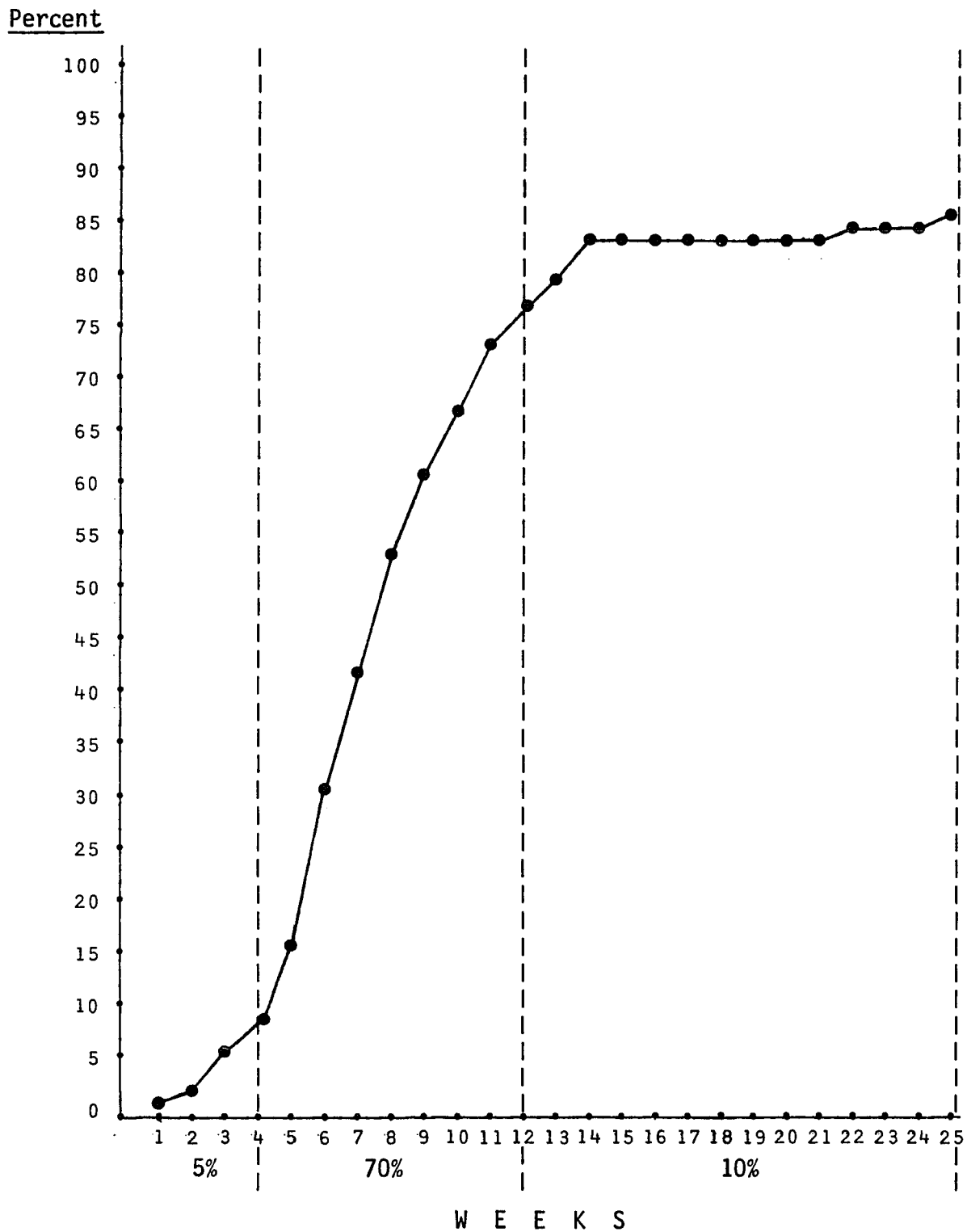


Fig. 1. Cumulative Distribution of Weekly Activity to Establish First Group Meeting, Combined Basic Five Sub-Groups.

with future guided and unguided group formation activity; (b) an illustrative perspective providing information that suggests more precise and energetic program attempts at motivating and educating in group formation to meet policy requirements should start probably prior to the first class and definitely during the first three weeks; (c) and that might still better be placed on trying to achieve greater success by the end of the ninth week (this points to a possible modification of sequence policy reflecting group formation realities as well as curriculum interest).

Findings Project Phase: On the Nature of the Field Work Setting

Consideration was given the types of field work settings experimental and control group participants were placed in to determine if these produced differences in generating the group formation process to a first group meeting. Analysis indicated that there was no statistical difference. Field work settings were subdivided into three types: (a) problem solving--schools, corrections, drug abuse; (b) clinical--mental health clinics, psychiatric divisions of hospitals; and (c) centers--community centers and settlement houses.

Question: Did one type of setting produce more groups in the first six weeks compared to the remaining time period?

Test Method: Each subgroup combined.

Findings: Analysis indicates that there is no evidence that the settings were different in yielding first group meetings. This is represented in Table 9.

Table 9  
First Group Meeting Held Weeks 1-6 to the Remainder,  
Three Types of Field Work Settings

Type of Setting	Weeks 1-6	-to-	Remaining Weeks
Problem Solving	13		29
Clinic	14		28
Community Center	2		5

Chi Square Test:

$$\chi^2 = .80; \text{d.f.} = 3; p > .80 \text{ (non-significant)}$$

Question: Did one type of setting produce more groups in weeks 7-12 compared to the remaining time period?

Test Method: Each subgroup combined.

Findings: Analysis indicates that there is no evidence that the subgroups were different in yielding first group meetings. This is presented in Table 10.

Table 10  
First Group Meeting Held Weeks 7-12 to the Remainder,  
Three Types of Field Work Settings

Type of Setting	Weeks 7-12	-to-	Remaining Weeks
Problem Solving	15		14
Clinic	20		9
Community Center	4		1

Chi Square Test:

$$\chi^2 = 2.6; \text{d.f.} = 3; p > .30 \text{ (non-significant)}$$

While the analyses are not statistically significant, there is a change in the p values between the tests in Tables 9 and 10. This might suggest a theme--Table 9,  $p > .80$  to Table 10,  $p > .30$ . This

shift suggests that clinical settings (and possibly centers) might have more success in providing groups than problem solving settings. This suggests that a particular factor in the settings is affecting change. Since all other findings on other questions have proven non-significant, it may be that the administrative stance on group formation (rather than student group formation efforts or field instruction supports) have determined when a student will start a group.

#### Findings Project Phase: On Field Instructor Behavior

Although by virtue of design, field instructors were not directly involved in the project, they were actively involved in the group work supervision of participants. Interest in evaluation research also focused on the characteristics of this constituency and its effects on group formation. The primary program intervention, the Accounting Tool, allowed for the retrieval of data on certain supervisor characteristics. These were: (a) supervisor contemporary group practice; (b) supervisors' previous training in group practice, as will be noted in the forthcoming material; (c) supervisor as a source of group practice information in comparison to other sources. These variables were not found to be associated with students developing groups. The number of respondents in these analyses ranged from 20 to 29 in three instances, 50-73 percent of the possible respondents. Respondents were not required to retrieve group formation information on each item in the Accounting Tool.

Question: Is there a relationship between field instructor contemporary group practice and group formation?

Test Method: Experimental I and Experimental II combined.

Findings: The information was definitive, not requiring analysis. Twenty-one participants reported that, while supervising them, their supervisors themselves were actively engaged in group work practice with their own groups, holding weekly face-to-face meetings. This was the case whether the participant had his/her own first face-to-face group meeting during the first six weeks or during the remaining time period. Since there is no point of comparison, for example field supervisor "not practicing," it is not possible to speak suggestively of the effect of supervisor simultaneous practice on group formation other than the sense that the effect of practice might have interfered with the assumed effects of the program interventions.

Regarding previous group work training, participants reported (by means of the Accounting Tool as an information retrieval system) that supervisors were either trained in group practice in a school of social work or by practice experience. ("Trained in School of Social Work" did not distinguish course work from field practice. "Trained by practice experience" did not specify the number of groups run as a professional practitioner.)

Question: Is there a relationship between field instructor previous group practice experience and group formation?

Test Method: Experimental I and Experimental II combined.

Findings: The results were that groups were not significantly different in relationship to the variable "previous training of field instructor," indicating that the two forms of training were distributed in a similar fashion. Table 11 presents these data.

Table 11  
Field Instructor Group Work Training, Groups Formed  
Weeks 1-6 Compared with the Remaining Weeks

Type of Training	Weeks 1-6	-to-	Remaining Weeks
School of Social Work	9		9
Practice Experience	1		1

Chi Square Test:

$\chi^2 = .55$ ; d.f. = 1;  $p > .30$  (non-significant)

Since subgroups all performed similarly in group formation, this result suggests that field work supervisor group work practice training, in a school of social work or through practice experience on the job, is not related to participant effectiveness in group formation.

Question: Is there a relationship between the field instructor as a source of information on group formation and other sources?

Test Method: Experimental Group I and Experimental Group II combined.

Findings: The results were non-significant. The information was presented by 100 percent of the participants in each experimental group. All indicated that their sources of information on group formation factors--such as rooms, forms, names, budget--were evenly divided among their supervisors as sources and their own selves as sources. It indicates that (1) sources were distributed in a similar fashion and that (2) supervisor as source and self as source are not related to participant effectiveness in group formation. This suggests that other sources in field work setting have to be used to evaluate their effect on group formation. More importantly, it suggests that the program inputs were unable to aid the student in communicating with

other relevant agency personnel, or that the participants themselves did not pursue other sources using the Accounting Tool in a cursory fashion. It also suggests that forces in the settings, field instructors or administration did not support access to other personnel.

Findings Project Phase: Participant Activity  
Regarding Group Member Finding

In addition to data on supervisor characteristics, the Accounting Tool provided data on participant modes of retrieving potential group member names and their modes of contacting group members to inform them about time, place and purpose of the first meeting. Results indicate that the modes used by the groups were similar.

Modes of getting names of potential members fell into three categories. These were: (a) names from rosters of previously formed groups; (b) names from agency individual case records; (c) names from other workers.

Question: Is there a relationship between modes of getting names of potential group members and group formation?

Test Method: Experimental I and Experimental II combined.

Findings: Analysis indicates that the methods were not significantly different for those starting groups in the first six weeks and those starting groups thereafter. These are presented in Table 12.

Table 12  
Method of Getting Potential Group Member Names,  
Groups Formed Weeks 1-6 to the Remaining Weeks

Method of Getting Names	Weeks 1-6	-to-	Remaining Weeks
Pre-formed Groups	6		4
Agency Individual Case Records	2		6
Other Workers	3		8

Chi Square Test:

$\chi^2 = 3.42$ ; d.f. = 3;  $p > .30$  (non-significant)

This suggests that the method used does not affect the group formation process.

Data were also retrieved from the Accounting Tool on modes of informing potential group members. This fell into four categories: (a) pre-group interviews, 1 to 3; (b) a definitive letter; (c) a definitive phone call; (d) an interview, letter, and phone call.

Question: Is there a relation between methods of informing potential members of the first group meeting and group formation?

Test Method: Experimental I and Experimental II combined.

Findings: Analysis indicates that there is no evidence that the groups were different in the distribution of methods. This suggests that there is no relationship between the methods and the group formation process. Table 13 presents these data.

Table 13  
Method of Contacting Group Members to Advise of First Group Meeting  
by Groups Formed Weeks 1-6 to the Remaining Weeks

Method of Contacting	Weeks 1-6	-to-	Remaining Weeks
1-3 pre-group interviews	2		2
A letter	2		4
A phone call	2		2
Interview, letter, and phone call	1		6

Chi Square Test:

$\chi^2 = 2.23$ ; d.f. = 4;  $p > .50$  (non-significant)

Findings Program Phase: On Achievement  
of Project Program Goal

Recognizing that empirical outcomes would be affected by the basic characteristics of a pilot project (a first go-around on group formation serving as a guideline for future attempts), the program coordinator and planning committee specified another indicator; this was the project program goal. It was as follows:

The pilot project program goal would be achieved if 51 percent of each program class section was practicing with groups by the end of the sixth week of the semester.

This indicator grew out of group work faculty opinion: If there were more students in a class practicing with groups, the class was more receptive to content, and the classroom experience was more satisfying for the student and instructor.

Analysis of program data indicates that this goal was not achieved. Neither program class had 51 percent of its members practicing directly with groups at the end of the six week action phase. Table 14 presents this information along with the performance of each non-program class.

Table 14  
Program Goal Achievement for All Groups

First Group Meeting by End of 6th Week	Prog. I (Exp.I)	Prog. II (Exp.II)	Non-Prog.III (Control III)	Non-Prog.A (Base A)	Non-Prog.B (Base B)
N	19	21	20	18	13
Number	6	9	7	5	2
Percent	32%	43%	35%	28%	15%

Non-Goal Achievement

Findings Project Phase: Participant Behavior in Classroom Setting

Participant behavior in the experimental group classroom was unquestionably positive as judged by classroom instructors and project coordinator. All reported similar observations. Participants in the experimental groups agreed to participate in the project. They submitted their accounting tools on a weekly basis in a timely way. In addition, all participants in all five subgroups agreed to participate in the evaluation research phase. They submitted completed questionnaires in a timely fashion. Overall, classroom behavior of the experimental group participants was observed by the faculty to be apparently purposively and comfortably connected to the tasks of the pilot project.

In addition to these general observations and previously presented project evaluation results, participants in the experimental groups were asked to provide opinions on the effectiveness of the program action phase. These were presented in written paragraph form and subjected to content analysis.

Of 40 possible paragraphs, 30, or 75 percent, were submitted. Content analysis of these led to differentiating between positive and negative types of comments. Since each participant could provide negative and/or positive comments, it was possible to find more actual comments than questionnaires. As it turned out, 35 comments were presented, 23 positive and 12 negative; in percentages 65.71 percent positive and 34.28 negative. Table 15 presents these data by partializing the comments into individual types.

Table 15  
Itemized Opinions on Project Action Phase Combined Participants

Type	Sub-Type	%
Positive	Supported group formation process	17.14
	Helped understand group formation process	31.43
	Brought student and supervisor closer	5.72
	Neutral, non-definitive positive	11.42
Negative	Accounting Tool was too long	17.14
	Accounting Tool was too repetitive	11.43
	Interventions not available to field work supervisor	2.86
	Accounting Tool anxiety provoking	2.86

### Evaluation Research Summary

Evaluation results indicate that the program action phase, characterized by the presumption of a pre-determined behaviorally oriented classroom curriculum inputs in group formation, did not, as intended, improve the group formation process in line with Group Work Sequence policy expectations. Results also indicate that in this type of population previous group practice experience is unrelated to the

effectiveness of the group formation process. Furthermore, results indicate that the types of supervisor group work training, the sources of information, the methods of group member name-getting and the methods of contacting members, were not related to the group formation process.

Evaluation results raise question about: (a) which forms of procedures and knowledge are related to group formation; (b) if program interventions in the group work class can serve as behavioral motivators of group formation activity; (c) which resources in the field practice setting are significant for group formation activity; and (d) what characterizes the group formation process, since existing group work theory, practice and skill are not related to it.

Footnotes

1. Joseph Lederer, ed., "Evaluating Educational Programs: A Symposium," The Urban Review 4 (February 1969), entire issue.
2. David G. Hawkrige and Albert B. Chapulsky, contributors, "Evaluating Educational Programs: A Symposium," The Urban Review 4 (February 1969):8.
3. John Mann, contributor, "Evaluating Educational Programs: A Symposium," The Urban Review 4 (February 1969):12.
4. Peter H. Rossi, contributor, "Evaluating Educational Programs: A Symposium," The Urban Review 4 (February 1969):18.
5. Donald T. Campbell, "Factors Relevant to the Validity of Experiments in Social Settings," in Stages of Social Research: Contemporary Perspectives, ed. Dennis P. Force and Stephen Richer (Englewood Cliffs, N.J.: Prentice-Hall Inc., 1970), pp. 119-20.
6. Ibid.

## Chapter V

### PROGRAM CONCLUSIONS

With the completion of the pilot project program phases--planning, action, and evaluation--program conclusions are presented to provide feedback and critique on selected features of the program as a whole. This will include review, reappraisal, and recommendations in relation to program objectives, goal achievement, design, and program tools, as well as general observations and concluding remarks.

#### Program Objectives

Program design identified three program objectives. The first was that the Group Work Sequence integrate components of an action-based curriculum into the existing group work practice theory material. This objective has not been fully realized. Presently, the Sequence is permitting each instructor to devote specific class time to group formation problems. More time is required to explore the nature of group formation processes and procedures, educate colleagues in the use of group formation curriculum, and develop curriculum material acceptable to the Sequence as a whole. At the same time, program activity did bring about the probable introduction of an elective course on group formation into the School's overall practice curriculum. (This is presently being deliberated upon in the School's Curriculum Committee.) This came about as Sequence members and field work departmental personnel recognized that the group formation problem was

a curriculum-wide one suggesting educational efforts early on in a student's experience. It also resulted from faculty's increased awareness of the group formation problem as they became more aware of the pilot project during its action and evaluation phases.

The second objective was that program development design and activity result in combined program action and program evaluation processes. All significant parties have recognized that this objective has been definitively demonstrated and accomplished. Of particular interest to the program sponsors has been the program evaluation dimensions of the project, in contradistinction to other attempts at policy implementation which were unsystematically introduced, unsystematically monitored, and impressionistically evaluated.

The third objective was for participants to learn knowledge about and develop skills in group formation. School norms opposed to the use of in-class examinations did not permit a formal test of knowledge gained. Evaluation results, in and of themselves, indicate that project efforts were not effective. This suggests that students did not learn knowledge and skills in group formation in time to effect Sequence policy. Participant opinion (see p. 72), gathered as part of the formal evaluative process, suggests that learning through exposure did occur. Discussion with program participants in both program class sections indicated that the students believed that they had begun to recognize "what to focus on" in the group formation task. Herein, student overall exposure to the learning set has probably stimulated their learning in non-tested ways. Students reported that while they thought they were beginning to know what to focus on to

form their group, agency administrative norms and practices on group formation erected barriers to carrying out the procedures. It was also noted that in previous learning experiences, and in the present field work situations, they had not been introduced in a systematic fashion to the concept of group formation as a definitive part of group work practice. (For the most part, field instructor emphasis was usually placed on a date for starting a group that was related to administrative expectations rather than service and learning ones.)

#### Program Goal Achievement

Program goal achievement was determined in three different ways. The first was empirical, focusing on program intervention effectiveness in changing the group formation process in second year M.S.W. field work settings. Evaluation results (see p. 56) indicate that group formation curriculum interventions introduced in the academic class setting did not effect change in the situation, that program users and non-users performed in a similar fashion.

The second form of a goal achievement was a practical one growing out of the interests of the group work faculty in educating in group work method and effecting Sequence policy. Evaluation of program data also indicated that this goal was not achieved. Neither program class had 51 percent of its members practicing directly with groups at the end of the six week action phase.

The third form of goal achievement measure was characterized by formal opinion feedback by the program participants. Through this more subjective means of assessment, participant reports, using

feedback paragraphs and in-class discussion, that they saw themselves as more involved and felt more involved in group formation practice in their field work settings and classroom since they had been formally and purposefully engaged in focusing on the problem.

Despite the negative findings on goal achievement, interest in the group formation process and programmatic means of effecting it have increased. During the program action and evaluation phases, Sequence meeting agenda time was devoted to the process. The Group Work Sequence plans to set aside formal Sequence meeting time to continue to work on group formation curriculum development geared toward effecting Sequence policy. It is an aim to include specific content in the 320 curriculum during the 1979-80 academic year.

The Direct Practice Division (the administrative subdivision that manages each practice course) has introduced an elective course into the School's curriculum entitled "Group Formation," open to senior B.S.W., first year M.S.W. and second year M.S.W. students. This course will be developed and monitored by the program developer of the pilot project on group formation.

Continued interest in group formation appears to have been motivated by a number of factors. Program activity itself increased overall faculty consciousness, sparking interest in the group formation problem and process. During the program action phase the program developer, Group Work Sequence members, and field work and administrative personnel met formally and informally, generating discussion of the problem in these meetings and in other curriculum committees they attended. Curiosity about the group formation project and faculty

beliefs on what ought to be done were also brought into these situations. Eventually, "group formation" topics became points of conversation in hallways as well as in formal meetings.

Second, program activity was not experienced as a hindrance to other curriculum and program ventures. There had been concern that program activity would disrupt classroom activities, and more so disrupt the field instruction process as well as the interests of field work agency administrations. From the start of the project, the Field Work Department was concerned that field instructors and faculty advisors would raise objections. As it turned out, field work personnel reported (in the subjective sense of their impressions) that they received less feedback on group formation problems than they had in years past. Informal feedback from advisors and Group Work Sequence members indicated that they, too, spent less time than in past years relating to problems on group formation.

Third, faculty was struck by the question raised on their long-held assumption that group work practice skill ipso facto meant group formation skill. Both program intervention analyses and data also strongly suggested that field instructor training and practice, student practice in previous years, and agency setting were unrelated to the group formation process.

### Program Design

Program design was governed by the result of systems assessment (see pp. 12-17) and by the nature of competency-based education practice theory (see pp. 27-30). Systems assessment, derived from

systems theory, was used to examine the characteristics of the pre-program situation and to specify the design of the program situation. As a mode of assessment and tool for design, systems assessment has demonstrated its heuristic value. Program actors, subgroups, and institutional settings were easily and clearly specified. The channels and subsystems for group formation problem-solving communication were identifiable and observable. And, the resultant program design was clearly focused on relevant situational subsystems to permit monitoring and evaluation of program process and outcomes.

At this point in time, systems assessment has become part of the program package and conceptualizations of future program activities. This has come about through formal discussions in Group Work Sequence where systems language and concepts were used by the program developer and becoming part of the regular vocabulary on the group formation program. The group formation subsystems that have already been specified, defined, and worked upon have resulted in a program blueprint that is serviceable as a frame of reference for comparison for future designs for the development of group formation curriculum and the evaluation of their interrelationships. Considerations given to additional programs in group formation will make use of systems assessment parameters; this will probably lead to specification of other portions of other subsystems as operating systems--field instructor/field work student and field work instructor/agency administration--for group formation. At the same time, it is important to keep in mind that systems theory leads to the identification of descriptive parameters. Thus, understanding the dynamic

and structural dimensions of relevant subsystems requires using theory and observations from fields of knowledge and practice that specifically focus on the particular type of phenomena.

Competency-based education practice theory provided a conceptual and practical frame of reference for program development in a social work educational setting. It supported a behavioral task focus in professional curricula development. This led to the program directed toward an action-based rather than in-classroom knowledge-based curriculum. It supported the specification of learning objectives in relationship to a particular practice skill as an end, in and of itself, of a competency-based curriculum project. While student learning objectives were general (learn group formation) and few (use program tools), the project experience has yielded clearer indications as to what might be the relevant components of group formation process for use in future curriculum development. An auxiliary result has been increased interest by Group Work faculty in curriculum focused on skill and task emphases rather than on practice theory concepts that are not grounded in behavioral objectives.

Group Work faculty at the School, faculty at other schools, group work field instructors, and trainers in the group therapy mode still believe and confirm that the parameters of group formation identified by the program tools are "real." They believe that other effects, for example agency administrative needs, biases and processes, student resistance, and the blurring of group work and casework service roles, seriously interfere in the group formation task.

At this time, it is clearer that group formation is not firmly connected to group work practice theory and technique. It is thought that at present, given intervening organizational forces, it probably has a knowledge base related to skills in negotiation of agency bureaucratic procedures, personnel, and subdivisions connected to and controlling the necessary supports (freedom of worker/client directed practice and process, potential members, rooms, publicity), leading to the first social group work session. Taking this into consideration, a group formation curriculum might be further developed with focus on the following:

- (a) The resources for group formation and the skills in resource management growing out of intervention and negotiation with agency administration.
- (b) The personnel related to group formation resources and the purpose and focus of interaction with them: How to approach these personnel and keep contact focused on group formation needs within a specific time frame.
- (c) The potential client needing social group work services and the purpose and focus of interaction with them: How to orient the client to the group experience as the primary mode of service without shifting the contact to a casework problem solving experience.
- (d) The time factor of group formation, that is, the question of how long the procedure should take once initiated by the practitioner relative to the position that the procedure is part of the group service process.

Competency-based curriculum stresses the importance of evaluation research as a component of its procedures. Program design integrated and utilized evaluation throughout. Evaluation results have been used to continue curriculum development on group formation, as stressed in the theory and practice of competency-based education.

In addition to its conceptual underpinnings, program design was drawn in relationship to program procedures and constraints. Program procedures included instructions for the participants, guidelines for faculty, and guidelines for program coordination (see pp. 38-41). Participants, faculty and students reported that their respective procedures and guidelines were easily comprehended and utilized. From the program management point of view, procedures for program coordination were easily followed in their intent but could not be consistently carried out in practice. The major difficulty was in the process and time allotted for project design modification and feedback on project effectiveness during the action phase. Participants received written commentary that they found useful (as they indicated in follow-up questions on the accounting tools, written evaluation and verbal feedback on the project). But a systematic program monitoring was not done for the purpose of immediate feedback to class instructors and field faculty in relationship to predicted dates of first group meetings. Had this been done, it might have motivated group formation, led to changes in program coordinator comments to students, and to changes in the use and types of program interventions. Continued development of a program in group formation will require clearer specification of procedures and personnel for carrying out program

changes during the project action phase. Phase monitoring feedback should also include the instructor, who can reintroduce the material into the buzz-group, role play components of the group formation curriculum. This might be done by the program coordinator using written memo at the time of Accounting Tool commentary utilizing a pre-developed form.

Program constraints affected the program process in two negative ways. The time constraint imposed on program coordination (because the activity was viewed as an additional responsibility rather than a portion of faculty load) interfered with the program monitoring function. It is essential that program coordination be made part of the formal work load with a reduction of other responsibilities. Second, the time constraint of "no more than thirty minutes for group formation curriculum" proved unrealistic given the amount of coordination and monitoring tasks, and proportion evaluation results on the realities of the nature of the problem--that group formation is not yet understood nor developed in field work education, and probably in group work practice as a whole. Since results (see graphic representation of group formation behavior, p. 62) suggest focus on the weight of program efforts in the first three weeks, time phasing might be adjusted in the following way:

Class Session	Time for Group Formation Content	Time for Direct Group Work Practice Theory
One	70 minutes	35 minutes
Two	60 minutes	45 minutes
Three	50 minutes	55 minutes
Four	40 minutes	65 minutes
Five	30 minutes	75 minutes
Six	20 minutes	85 minutes

Lastly, program design excluded the field instructor/student matrix as a formal operating system for learning, and the field instructor/agency matrix as a formal operating system for intervention. This was a definitive decision resulting from assessment of historical attempts at stimulating group formation and contemporary concerns. From the historical point of view, it was believed that considerable efforts had been carried out in the administrative arena by the Field Work Department and that faculty advisors had intervened in the field instructor/student matrix, all to no avail. It was further thought that program intervention with agency administration might raise political difficulties for the School. Counterbalancing these viewpoints was the interest in having program efforts yield a definitive in-class curriculum on group formation, one that might serve as a prototype for the group formation process of group work practice (rather than management functions). Discussions with interested parties, program participants, other group work colleagues, and group therapy trainers from other professions suggest that "administrative fiat" in relationship to practice methods, their status and place in agency service, plays a great part in determining when student workers and regular practice staff receive group assignments. Thus, a next go-around ought to include focus on the administrative subsystem as a step in working toward a definitive approach to group function as a part of professional social group work practice processes.

While a next go-around might include the other operating systems just mentioned, continued careful maintenance of a systematically developed program venture growing out of this pilot project is

recommended. This would permit consistent and related program evaluation. Three possible approaches are:

- (a) Field instructor subgroup could be informed and oriented to the project in a meeting with the program coordinator, given written and verbal information on the program interventions, and instructed not to use the program tools in supervision unless the student participant initiates the request. This might shade group formation activity in the direction of identifying group work practitioner skill rather than supervisory activity.
- (b) A subgroup of a student and field instructors could be jointly oriented to project purpose and procedures and instructed to work together on problem solution. This would shade group formation activity in the more traditional directions of middle management (supervisor) responsibility and skill for group formation and might give more immediate support to educational policy.
- (c) Agency administrators could be sent a written protocol on group formation activities soliciting their support in the group formation venture as well as encouraging their communication with the program coordinator. This might de-emphasize bureaucratic concerns that group formation is a haphazard business or an exclusive administrative responsibility.

### Program Tools

The program tools were the Group Formation, Group Work Accounting Tool and Simulation/Role Play Teaching Methodology. The Accounting Tool was a relatively innovative device. The ideas of La Pierre, Rapoport, Seaberg, Garfield and Irizarry, and Bandura provided the conceptual support for its development (see pp. 30-37). The tool as an innovative development was introduced because there did not appear to be organized, codified content and procedures characterizing group formation factors, procedures and processes. In retrospect, "innovation" is a viable part of program development process, clearly a necessity in the absence of pre-formed tools. While the pilot project was unsuccessful in effecting policy, all interested parties still strongly believe that the group formation factors in the tools and the suggested procedures reflect the realities of their own positive experience in group formation practice.

Defining a program tool as a research aid and as a "communication network and storage facility" also seems a reasonable purpose. This would probably be a useful emphasis in pilot project ventures where information on the problem involved is limited.

Evaluation results and discussion with participants raised question about the effectiveness of the Accounting Tool in its present form. For use in a second run, the tool might be revised as follows:

- (a) In order to further substantiate the group formation parameters, it should be subjected to review by a committee of group work practitioners and field instructors.

- (b) Since group formation procedures suggest emphasis on decisions and procedures in relationship to the students' potential group, this part of the tool, now second in order, should be placed first.
- (c) Potential date of the first meeting should be placed on the face-sheet of the tool, along with an instruction that this must be retrieved within the first two weeks of the semester prior to the actual first week of field work. This would allow for intervention on the agency management level by coordinator and/or students with field instructors and administrators.
- (d) While the list of sources of group formation information should remain, the requirement for identifying an information source should be eliminated, as should the requirement for historical information on agency group practice. (This can be picked up as a research function.)
- (e) With evaluation interests in mind, some tools might be only developed around content related to the prospective group--room arrangements, dates, forms, client contracts, etc.--omitting data on assessment of ongoing group practice in the agency.

The simulation/role play component underwent modification early on in the project action phase. After the first attempt at its use, it was realized that it required more time than the in-class time frame permitted. Thereafter, it was modified to a form of buzz-group feedback sessions, that might make use of role play simulations (rather

than it being a requirement of the technique). The classroom instructor divided the class into subgroups on an arbitrary numerical basis, and moved from subgroup to subgroup giving advice. This took about twenty minutes to set up and carry out in the class. Discussion and support were focused on participant difficulties in being purposive, assertive, and confident in moving out to other agency personnel. In verbal feedback, project participants recommend that more time be devoted to this process since they experienced the most reluctance when negotiating the agency-at-large system.

The overall design and evaluation suggests that insufficient emphasis was placed on interpersonal styles and attitudes employed in group formation activity with agency personnel. The overall impressionistic sense, shared by participants, faculty colleagues, and fellow group work practitioners, is that success in the group formation process might be related to focused, purposive, assertive and confident behavior within the context of the role group work practitioner. Thus, in future program ventures, more attention should be given to specifying the interpersonal dimensions in group formation prior to the action phase.

#### General Situational Observations

The program in group formation was sparked by the Group Work Sequence awareness that its policy was not being effected. In retrospect, questions arise about the viability of this policy: Should it be maintained? Should it be modified? Project results indicate that program action in relationship to the problem is not

disruptive in the school context, and results derived from evaluation research provide a first time definitive view of the group formation process and situation as it exists. In addition, the school policy is an outgrowth of commitment to the value of simultaneity of student practice. These factors support the maintenance of sequence policy.

As to the question of whether or not policy ought to be modified at this point in time, results suggest that altering the time frame might be useful. Given the evidence that most group formation activity takes place from the fourth through the fourteenth week of the semester, the policy time requirement might be shifted to include the first nine weeks of the semester. This should not be done if sequence program activity focuses on introducing new efforts two weeks prior to the first class, or if program activity increases the program time allotted for program activity within the class setting. If the latter is the case, the six week time frame should be maintained until completion of a second go-around. It should also be kept in mind that there is not much known about group formation in field instruction as well as professional group practice. As this knowledge is developed and skills specified, the time necessary to complete the process might be shortened. Participants and other interested parties who provided feedback thought group formation activity should not take more than three to five weeks to the point of first meeting.

Group Work Sequence policy is an outgrowth of an overall and explicit School position that all field practice settings ought to be able--with School assistance--to provide multi-method assignments in support of generic emphases in education and practice. This position

has been operational for about eight years. Program activity points to the difficulties involved in carrying out this expectation. It would seem realistic, while efforts at carrying out these expectations are maintained, to:

- (a) Reconsider definitions of viable group work assignment expectations; for example, for the time being group work practice assignments might include formally identified, defined, and acknowledged group formation tasks that might not necessarily result in group work sessions. These would include identification of purpose, population, goals, logistics, agenda for first meeting, a group prospectus for distribution to staff, and the development of publicity statements.
- (b) Introduce alternate modes of learning in group work practice technique, i.e., behavioral simulations using actors and/or video tapes characterizing the realities of group work practice sessions requiring that the student carry out practice interventions in this arena in the absence of a satisfactory direct practice assignment in field work.

These options should be carried out along with specific efforts toward group formation.

#### Concluding Remarks

General reactions to the project from participants, group work colleagues, field instructors, and trainers in group therapy focus on the question of the relationship between group work practice skills

and purposes, and group formation skills, process and knowledge base. At this time in the development of group work practice theory, these two modes are unrelated, not existing in a frame of reference defined as social group work practice. The need for articulation is evident.

Group work practice session skills are focused on problem identification, working through procedures and processes, and techniques of intervention from the first to the last session. Group formation skills at the present time focus on assessment of agency client need, negotiations with agency personnel, the relationship of method of service to field of practice and group purpose, the securing of logistical arrangements and agency supported timely and purposeful direction of client to group services. It seems indicated that future efforts in program development in group formation focus on the existing and potential role of the agency administration in the process. Educated opinion suggests that, at this point in time, group formation is affected by bureaucratic considerations in addition to and despite the technical approaches the group work employs. New programs in group formation should include definitive approaches to negotiation with agency administration as well as emphasis on the importance of written communication by the practitioner--administrative memos and reports--with agency managers about the ongoing group formation venture. Simultaneously, group formation should be developed and presented as a function of social group work practice much as intake process is viewed as a portion of casework practice. Process recording should be kept on group formation in field instruction (this is rarely done), and progress notes in formal group practice records when group formation

is being carried out by the professional worker. The group formation process should be purposively characterized as primarily a practice related problem rather than one secondary to administrative program management functions. In effect, it should be taken out of the hands of agency managers. Continued efforts in group formation in social work educational curricula will provide support for this objective as well as the development of specific conceptualizations and skills in the process. In this way student field practice needs will be consistently worked on, if not eventually met, and curricula experimentation will provide input for the profession at large in the development of group work practice theory and methodology.

Appendix A

GROUP FORMATION, GROUP WORK ACCOUNTING TOOL:  
CUMULATIVE PRACTICE RECORDING

GROUP FORMATION, GROUP WORK ACCOUNTING TOOL:

CUMULATIVE PRACTICE RECORDING

This recording device is geared toward assisting the Group Work student in taking steps toward forming a group--that is, developing the membership--prior to the first group meeting. The Group Work student submits the recording to the Group Work instructor each class until he has his first group meeting or until the seventh meeting of the course. The Group Work instructor will review the record within forty-eight (48) hours, and the record will be available for the student in a central location. If the record is not picked up prior to the forthcoming class, it will be returned at that class. Once the Group Work student picks up the recording, he is to indicate the month, day and year of pickup in the designated spot on page 1.

\*PLEASE WRITE, PRINT OR TYPE INFORMATION LEGIBLY\*

Group Formation, Group Work Accounting Tool:  
Cumulative Practice Recording

(A) INSTRUCTIONS: Fill in all of this information each time you record.

Name of student worker \_\_\_\_\_

Name of field work agency \_\_\_\_\_

Name of agency group work practice setting \_\_\_\_\_

Name of primary field work supervisor \_\_\_\_\_

If necessary, name of secondary group work supervisor \_\_\_\_\_

Date of recording \_\_\_\_\_  
(month) (day) (year)

Date submitted recording \_\_\_\_\_  
(month) (day) (year)

Date picked up recording \_\_\_\_\_  
(month) (day) (year)

Days in field work agency (circle) Mon Tues Wed Thurs Fri Sat Sun

(B) INSTRUCTIONS: The remainder of this recording device does not require filling in all the information in each of the sections each time you do a recording. This is because it is a cumulative recording. This means that you do not have to repeat information you have already recorded. (In each section, only record information that you have not previously recorded. Thus, if you have a change in information or previously unrecorded information, this is to be recorded.)

Each section of information is followed by a request that you identify the source of information by a code number and the name of the source: code number \_\_\_\_\_ and name of source \_\_\_\_\_. The following is a list of sources and their code numbers. When recording please use the code numbers.

(I) <u>Sources of Information in Field Practice Setting</u>	<u>Code Number</u>
Field Work Primary Supervisor	a I
Group Work Secondary Supervisor	b I
Agency Administrator	c I
Group Work Practitioners	d I
Casework Practitioners	e I
Community Organization Practitioners	f I
Generic Multi-Methods Practitioners	g I
Social Work Aids	h I
Secretarial Staff	i I
Custodial Staff	j I
Fellow Students in Specific Agency	k I
Fellow Students in Training Center	l I
Agency Clients	m I
Other Persons	n I
(II) <u>Sources of Information Outside of Field Practice Setting</u>	
Faculty Advisor	a II
Coordinator of Training Center	b II
Group Work Professor	c II
Casework Professor	d II
Community Organization Professor	e II
Policy Professor	f II
Research Professor	g II
Middle-Management Professor	h II
Human Behavior Professor	i II
Direct Practice Elective Professor	j II
General Elective Professor	k II
School of Social Work Secretarial Staff	l II
School of Social Work Custodial Staff	m II
School of Social Work Administrative Staff	n II
Staff in Other Health and Welfare Agencies	o II
Fellow Students Previously Placed in Agency	p II
Fellow Group Work Class Students	q II
Fellow Students in Other Classes	r II
Fellow Students in Training Center	s II
Other Persons	t II
A Reading: Article, Chapter or Book	a III
Self Developed Ideas	b III

Information on Social Group Work Practice in Field Work Setting

SECTION A

(1) Are groups practiced with in your field work agency?

(check off) yes \_\_\_\_\_ no \_\_\_\_\_

Source code number \_\_\_\_\_ and name \_\_\_\_\_

(2) If your answer to (1) is "no" provide the following information:

(a) Were they practiced with?

(check off) yes \_\_\_\_\_ no \_\_\_\_\_

Source code number \_\_\_\_\_ and name \_\_\_\_\_

(b) If your answer to (2)(a) is "no" go on to SECTION C.

(c) If your answer to (2)(a) is "yes" . . .

Year last practiced with (fill in year) \_\_\_\_\_

Source code number \_\_\_\_\_ and name \_\_\_\_\_

Reason(s) given for terminating group practice:

\_\_\_\_\_

\_\_\_\_\_

Source code number \_\_\_\_\_ and name \_\_\_\_\_

(3) If your answer to (1)(a) is "yes," or to (2)(a) is "yes" fill in the next section, SECTION B.

SECTION B

Instructions: The following information chart is to be used to gather information on general group practice characteristics in your field work agency. Since the information is gathered impressionistically (usually through verbal feedback), fill in the information that best characterizes present group practice in your setting, or group practice when it was last practiced.

## (1) \*Group Practice Characteristics Chart\*

Group Leader Role (check off)	25%	Approximately		100%
		50%	75%	
only worker				
co-worker				
primary worker				

Source code number \_\_\_\_\_ and name \_\_\_\_\_

Group by Age (check off)	25%	Approximately		100%
		50%	75%	
children				
adolescents				
adults				
intergenerational				

Source code number \_\_\_\_\_ and name \_\_\_\_\_

Group by Sex (check off)	25%	Approximately		100%
		50%	75%	
male				
female				
co-ed				

Source code number \_\_\_\_\_ and name \_\_\_\_\_

Group by Practice Type (check off)	25%	Approximately		
		50%	75%	100%
discussion				
activity				
activity/discussion				
counseling				
group psychotherapy				
multi-couple counseling				
multi-family counseling				
play therapy				
activity therapy				
community organization group				

Source code number \_\_\_\_\_ and name \_\_\_\_\_

Group by Meeting Time (check off)	25%	Approximately		
		50%	75%	100%
one hour				
one and one-half hours				
two hours				
other				

Source code number \_\_\_\_\_ and name \_\_\_\_\_

Group by Number of Meetings Per Week (check off)	25%	Approximately		
		50%	75%	100%
one meeting				
two meetings				
every other week				
other				

Source code number \_\_\_\_\_ and name \_\_\_\_\_

Group by Duration (check off)	25%	Approximately		
		50%	75%	100%
long-term 20 sessions or more				
mid-term 10-19 sessions				
short-term 3-9 sessions				

Source code number \_\_\_\_\_ and name \_\_\_\_\_

Group by Capacity Model (check off)	25%	Approximately		
		50%	75%	100%
allonomous				
allon-autonomous				
autonomous				

Source code number \_\_\_\_\_ and name \_\_\_\_\_

Group by Transactional Model (check off)	25%	Approximately		
		50%	75%	100%
remedial				
reciprocal				
social goals				

Source code number \_\_\_\_\_ and name \_\_\_\_\_

Group by Membership Policy (check off)	25%	Approximately		
		50%	75%	100%
closed-ended (no new members)				
open-ended (free exit & entrance)				
controlled membership (planned exit & entrance)				

Source code number \_\_\_\_\_ and name \_\_\_\_\_

SECTION B(2)

The field(s) of practice of my field work agency are: \_\_\_\_\_

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Source code number \_\_\_\_\_ and name \_\_\_\_\_

The types of psycho-social problems dealt with in my agency are:

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---

Source code number \_\_\_\_\_ and name \_\_\_\_\_

General opinions about group work practice held by personnel in my field work agency are as follows: \_\_\_\_\_

---



---

Source code number \_\_\_\_\_ and name \_\_\_\_\_

SECTION C

(1) Information on Primary Supervisor:

(a) The supervisor was group work trained (check appropriate boxes):

- in a social work school
- in an institute
- in in-staff training
- by practice experience
- other \_\_\_\_\_

Source code number \_\_\_\_\_ and name \_\_\_\_\_

(b) The supervisor is practicing with groups now  yes  no

Source code number \_\_\_\_\_ and name \_\_\_\_\_

(c) The supervisor last practiced with a group (when) \_\_\_\_\_

Source code number \_\_\_\_\_ and name \_\_\_\_\_

## (2) Information on Secondary Group Work Supervisor:

(a) The 2nd supervisor was group work trained (check appropriate boxes):

- in a school of social work
- in an institute
- in in-staff training
- by practice experience
- other \_\_\_\_\_

Source code number \_\_\_\_\_ and name \_\_\_\_\_

(b) The 2nd supervisor is practicing with groups now  yes  no

Source code number \_\_\_\_\_ and name \_\_\_\_\_

(c) The 2nd supervisor last practiced with a group (when) \_\_\_\_\_

Source code number \_\_\_\_\_ and name \_\_\_\_\_

SECTION D

Instructions: If you will get two groups at same time, designate one of them, arbitrarily, as your "first group."

(1) I will get a first group to practice with by the:

(week of month) \_\_\_\_\_ (month) \_\_\_\_\_ (year) \_\_\_\_\_

Source code number \_\_\_\_\_ and name \_\_\_\_\_

(2) My first group will have the following characteristics designated on the following chart by a check mark (✓):

FIRST GROUP CHARACTERISTICS CHART

Group Leader Role

- only worker   
 co-worker   
 primary worker

Source code # \_\_\_\_\_ name \_\_\_\_\_

Group by Age

- children   
 adolescents   
 adults   
 intergenerational

Source code # \_\_\_\_\_ name \_\_\_\_\_

Group by Sex

- male   
 female   
 co-ed

Source code # \_\_\_\_\_ name \_\_\_\_\_

Group by Practice Type

- discussion   
 activity   
 activity/discussion   
 counseling   
 group psychotherapy   
 multi-couple counseling   
 multi-family counseling   
 play therapy   
 communication org. group

Source code # \_\_\_\_\_ name \_\_\_\_\_

Group by Meeting Time

- one hour   
 one and one-half hours   
 two hours   
 other

Source code # \_\_\_\_\_ name \_\_\_\_\_

Group by Number of Meetings per Wk

- one   
 two   
 every other week

Source code # \_\_\_\_\_ name \_\_\_\_\_

Group by Duration

- long-term 20 sessions or more   
 mid-term 10-19 sessions   
 short-term 3-9 sessions

Source code # \_\_\_\_\_ name \_\_\_\_\_

Group by Capacity Model

- allonomous   
 allon-autonomous   
 autonomous

Source code # \_\_\_\_\_ name \_\_\_\_\_

Group by Transactional Model

- remedial   
 reciprocal   
 social goals

Source code # \_\_\_\_\_ name \_\_\_\_\_

Group by Membership Policy

- closed-ended (no new members)   
 open-ended (free exit & entry)   
 controlled membership  
 (planned exit & entry)

Source code # \_\_\_\_\_ name \_\_\_\_\_

Numbers of Members in Group

- 3-5   
 5-10   
 11-15   
 15-20

Source code # \_\_\_\_\_ name \_\_\_\_\_

SECTION E

Instructions: The following categories identify items that group work practitioners get information about and/or make plans about when they are in the process of forming a group prior to the first group meeting. Each item is followed by space in which you are to indicate information and/or plans for your first practice group.

(1) Time of meeting \_\_\_\_\_

Source code number \_\_\_\_\_ and name \_\_\_\_\_

(2) Budget for group \_\_\_\_\_

Source code number \_\_\_\_\_ and name \_\_\_\_\_

(3) Meeting room location, size and seating facilities \_\_\_\_\_

Source code number \_\_\_\_\_ and name \_\_\_\_\_

(4) Equipment for group practice \_\_\_\_\_

Source code number \_\_\_\_\_ and name \_\_\_\_\_

(5) Travel arrangements \_\_\_\_\_

Source code number \_\_\_\_\_ and name \_\_\_\_\_

(6) Permission slips for group activities \_\_\_\_\_

Source code number \_\_\_\_\_ and name \_\_\_\_\_

(7) Group workers' procedures for communicating with other agency workers and personnel about group functioning and individual member functioning \_\_\_\_\_

Source code number \_\_\_\_\_ and name \_\_\_\_\_

SECTION F

(1) In getting names of potential members for my first group, I am using the following sources (check appropriate ones)

- a. previously formed group
- b. agency records
- c. other group work practitioners
- d. casework practitioners
- e. community organization practitioners
- f. social work aids
- g. other \_\_\_\_\_

(specify)

Source code number \_\_\_\_\_ and name \_\_\_\_\_

(2) Once having gathered the names of potential group members, I plan to use the following approaches to orienting the person to the purpose, time and place of the first group meeting (check one):

- a. one pre-group meeting interview
- b. two pre-group meeting interviews
- c. three pre-groups meeting interviews
- d. a definitive letter
- e. a definitive phone call
- f. an interview, letter, and call
- g. an interview and a letter
- h. an interview and a call
- i. a call and a letter
- j. other \_\_\_\_\_

(specify)

Source code number \_\_\_\_\_ and name \_\_\_\_\_

SECTION G: Plans for First Meeting

(1) The psycho-social issue that best characterizes the common experience of the group members is: \_\_\_\_\_

Source code number \_\_\_\_\_ and name \_\_\_\_\_

(2) The purpose that the group will be for is: \_\_\_\_\_

Source code number \_\_\_\_\_ and name \_\_\_\_\_

- (3) The data of the first meeting is \_\_\_\_\_;  
The time of the meeting will be \_\_\_\_\_;  
The place of the meeting will be \_\_\_\_\_.

Source code number \_\_\_\_\_ and name \_\_\_\_\_

- (4) My probable points of focus (or agenda) for that meeting will be:

---

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#### SECTION H

Instructions: Use this section to present specific questions about group formation that you want specific responses to from your group work instruction.

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Source code number \_\_\_\_\_ and name \_\_\_\_\_

Appendix B

GROUP WORK ACCOUNTING QUESTIONNAIRE

GROUP WORK ACCOUNTING QUESTIONNAIRE

Name \_\_\_\_\_ Group Work Section \_\_\_\_\_  
 (print)

Instructions: You have received two copies of the questionnaire. Taking one of them, please provide the necessary information that pertains to your group work practice.

If you cannot complete the information because you need time to get it, mark that question on your second questionnaire. Then, during the week, submit the second questionnaire, with your name on it, to Len Kates, % Peg Connolly, "B" Building, Room B211.

Return the first copy of this questionnaire to your group work instructor at the end of class.

Please take a few moments time to read the questions through before filling this form out.

Thank you for your cooperation.

(1) (a) I am placed at \_\_\_\_\_  
 (name and division of agency)  
 and I do my group work there.

(b) I do my group work at a secondary placement. It is:

\_\_\_\_\_  
 (name and division of agency)

(c) I am presently working directly with (check one):

- no groups
- one group
- two groups
- three groups
- four groups

(d) The date of the first group meeting was:

Group I \_\_\_\_\_  
 Group II \_\_\_\_\_  
 Group III \_\_\_\_\_  
 Group IV \_\_\_\_\_

(2) (a) When I came to my field work agency in Fall 1976, the agency (check one):

- had my first group ready for me so that I could meet with it immediately
- did not have a group ready for me

(b) I had to take steps to organize my first group by (check all applicable):

- group member finding
- pre-group interviewing
- contacting other workers
- contacting caseworkers
- contacting group workers
- contacting co-workers
- finding a room to meet in
- speaking with my advisor
- speaking with the field work department
- other

\_\_\_\_\_  
(write in)

(c) I have met with my first group during the time span of September 1976 through January 1977 (check one):

- 1 time per week
- 2 times per week
- 3 times per week
- 4 times per week
- 5 times per week
- every other week
- every third week
- once a month
- other

\_\_\_\_\_  
(write in)

(3) Previous group Practice Prior to 2nd Year of M.S.W. Studies

\*If you are a one-year advanced standing student, not from a B.S.W. Program, go to (4) below.\*

(a) In my first semester, first year of MSW study I ran (check one):

- no group
- one group
- two groups
- three groups
- four groups

(b) In my first year, second semester of MSW study I ran (check one):

- no group
- one group
- two groups
- three groups
- four groups

(c) In my senior BSW year, first semester, I ran (check one):

- no group
- one group
- two groups
- three groups
- four groups

(d) In my senior BSW year, second semester, I ran (check one):

- no group
- one group
- two groups
- three groups
- four groups

(e) In my junior BSW year, first semester, I ran (check one):

- no group
- one group
- two groups
- three groups
- four groups

(f) In my junior BSW year, second semester, I ran (check one):

- no group
- one group
- two groups
- three groups
- four groups

(4) For one year advanced standing students who did not come from a B.S.W. Program--and all other respondents who have had group practice experience prior to their B.S.W. or M.S.W. educational experience.

(a) In the year prior to my social work education experience at the BSW or MSW levels, I practiced with (check one):

- no group
- one group
- two groups
- three groups
- four groups
- other   
     \_\_\_\_\_ (how many)

(b) In the year preceding the year prior to my social work education experience (2 years before the BSW or MSW levels of education but not including the year before because you gave that information just above in (4)(a)), I practiced with (check one):

- no group
- one group
- two groups
- three groups
- four groups
- other \_\_\_\_\_   
(how many)

Appendix C

GROUP WORK ACCOUNTING QUESTIONNAIRE



(c) I am presently working directly with (check one):

- no group
- one group
- two groups
- three groups
- four groups

(d) If you checked "no group," move on to (2) Historical Information.

(e) When I came to my field work agency in Fall 1977, the agency (check one):

- had my first group ready for me so that I could meet with it immediately
- did not have a group ready for me

(f) I had to take steps to organize my first group by (check all applicable):

- group member finding
- pre-group interviewing
- contacting other workers
- contacting caseworkers
- contacting group workers
- contacting co-workers
- finding a room to meet in
- speaking with my advisor
- speaking with the field work department
- other

\_\_\_\_\_ (write in)

(g) I have met with my first group during the span of September 1977 through December 1977 (check one):

- 1 time per week
- 2 times per week
- 3 times per week
- 4 times per week
- 5 times per week
- every other week
- every third week
- once a month
- other

\_\_\_\_\_ (write in)

(h) My group(s) did not work out and terminated. This termination occurred after a certain number of sessions:

- Group I ended after \_\_\_\_\_ sessions.
- Group II ended after \_\_\_\_\_ sessions.
- Group III ended after \_\_\_\_\_ sessions.
- Group IV ended after \_\_\_\_\_ sessions.

(2) Historical Information: Previous Group Practice

Experiences prior to the 2nd year of M.S.W. studies.

If you are a one-year advanced standing student, not from a B.S.W. Program, skip this part and go directly to Part B.

(a) This section provides information on the number of groups you ran in:

- A1 = 1st year of MSW study, first semester;
- A2 = 1st year of MSW study, second semester;
- A3 = senior year of BSW study, first semester;
- A4 = senior year of BSW study, second semester;
- A5 = junior year of BSW study, first semester; and junior year of BSW study, second semester.

A1. In my first semester, first year MSW study I ran (check one):

- no group
- one group
- two groups
- three groups
- four groups

A2. In my first year, second semester of MSW study I ran (check one):

- no group
- one group
- two groups
- three groups
- four groups

A3. In my senior BSW year, first semester, I ran (check one):

- no group
- one group
- two groups
- three groups
- four groups

A4. In my senior BSW year, second semester, I ran (check one):

- no group
- one group
- two groups
- three groups
- four groups

A5. In my junior BSW year, first semester, I ran (check one):

- no group
- one group
- two groups
- three groups
- four groups

A6. In my junior year, second semester, I ran (check one):

- no group
- one group
- two groups
- three groups
- four groups

A7. In the year prior to my social work education experience, at the BSW or MSW levels, or both (check one):

- no group
- one group
- two groups
- three groups
- four groups
- other \_\_\_\_\_   
(how many)

A8. In the year preceding the year prior to my social work educational experience (2 years before the BSW or MSW levels of education, but not including the year prior because you gave that information just above), I practiced with (check one):

- no group
- one group
- two groups
- three groups
- four groups
- other \_\_\_\_\_   
(how many)

(3) For Ms. Aron's, Mr. Kates' and Mr. Seitz' Students

I met with my first group in field work on \_\_\_\_\_  
month, day, year

I met with my second group in field work on \_\_\_\_\_  
month, day, year

I met with my third group in field work on \_\_\_\_\_  
month, day, year

(4) For Ms. Aron's and Mr. Kates' Students Only

During the Fall 1977 semester you used the "Group Formation, Group Work Accounting Tool: Cumulative Practice Recording." You submitted six (6) accounting tools to me. They were designed to focus you in on important steps to take for any information to get in forming the membership for a group work group.

In the space provided below and, if you wish, on the reverse side of this form, please provide your positive and negative opinions about this tool as a device and as a means for helping you to go about group formation steps. Thank you.

CRITICAL COMMENTARY

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