A STUDY OF THE CONCEPTUALIZATION OF SOCIAL WORK AND HOW

THIS IS PRESENTED IN THE INTRODUCTORY

SOCIAL WORK COURSE

by

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ABSTRACT

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This thesis looks at the major attempts to conceptualize social work and how these presented in the introductory courses in the undergraduate social work curriculum. It was found that interest in conceptualizing social work seems to have faded away after 1977. This research uses historical methodology and content analysis to analyze the conceptualization of social work and their presentation in the introductory course. The historical approach helps in comprehending the major concepts which form the basis in social work education, and content analysis helps in narrowing down the differences while presenting the concepts to students. This research has studied a randomly selected sample of 34 Bachelors of Social Work (BSW) programs. This study shows the various efforts to conceptualize social work finding that basic concepts are split into eleven categories. The resulting data indicates that four different approaches to teaching conceptualizations of social work are used in BSW programs: fields of practice, diversity, social welfare issues, and history. It is concluded that this lack of uniformity in presenting a key foundation element for the curriculum is a problem for social work education,

and social work educators should give more attention to the introductory courses in the undergraduate curriculum.

TABLE OF CONTENTS

LIST OF ILLUSTRATIONS

LIST OF TABLES

CHAPTER 1

INTRODUCTION TO THE STUDY

1.1 Introduction

The social work profession is relatively modern. The interest in social work arouses the sense of community for services and assistance programs. Social work functions in many areas by serving every member of the society and also drawing attention to special groups such as students, patients, events, disabled, families, children, and seniors. To improve the social and psychological conditions of people and to help them adapt to the demand of life, qualified professionals are produced by social work. Social work has continued to expand in the field of education through establishing many colleges with departments specializing in scientific research. This clearly shows the evolving role of social institutions in serving their citizens.

The study will shed light on the conceptualization of social work focusing on basic topics that should be taught to the students entering the social work education. Understanding the concepts in social work is the first step in becoming a social worker. In order for the students to clearly understand the social work profession, their foundation should be strong in comprehending social work rules and regulations. The students who enter the undergraduate program of social work are exposed to the fundamental conceptualization of social work in their first year. The textbooks of the introductory courses play a major role in helping students get their first exposure to the social work field. Their understanding determines the success of a curriculum enabling them to choose their career based on their interest. This study researches the history of social work and uses content analysis to examine selected textbooks.

My interest in the subject grew when I read about the basic conceptualization of social work, which failed to give me a clear understanding of what the basic concepts and definition

are. To get a cogent answer, I started researching on the same topic. The result is the thesis providing the reader the issues social work faces in defining its basic concepts.

1.2 Research Problem

In my experience, as a student, I have observed that there are teachers of social work and authors of introductory textbooks, each having their own individual approach, framework and conceptualization of what social work is and is not. Does this diversity and disparity actually occur and, if so, to what extent? This thesis focuses on conceptualization of social work in history and its influence on the undergraduate curriculum and the role that social work institutions play in presenting these concepts through their introductory courses. If every undergraduate BSW student starting the curriculum has a different understanding of what is social work, then it is obvious that there is a problem.

This project will look at the views of different institutions in presenting conceptualization of social work in the introductory course and its textbooks in hopes of finding the disparity between one another in order to bridge the gap.

1.3 Research Questions

1. What have been the major efforts taken to conceptualize social work?

2. What is/are currently the major conceptualization(s) of social work?

3. How is the conceptualization of social work presented in undergraduate introductory courses?

4. Are there different conceptualizations of social work in the introductory course and its textbooks? If there are, what are they?

CHAPTER 2

REVIEW OF THE LITERATURE

This chapter addresses significant efforts to conceptualize social work. The following section analyzes the initiation, growth and improvement of social work. It is important to understand the history, for it has not been clearly explained. Furthermore, it is essential to comprehend the development of social work to explore alternatives for its prospective direction as there are many debates in the areas of definitions, methods, profession of social work about which a concrete agreement could not be reached.

Social work was started to tackle the environment-person interaction and to enhance the lives of people by facilitating growth and transformation via skillful involvements. Social work attempts to assist the underprivileged in the community, improving people's well-being in their social environment and attending to the more general societal welfare (Larkin, 2006). Therefore, social work is concerned about social change. Since change is diversified, risk prone, and complex, comprehending social work needs imagination, knowledge and creativity.

This analysis of the conceptualization of social work mentions almost all of the issues, debates, and perspectives, but it will not examine them in detail. The detailed analysis of such issues is beyond the scope of this thesis. The conceptualizations changed from volunteerism to profession, from dealing with direct to indirect practice, from individuals to groups and communities, from small size to big size, and from being one method to multi methods. Throughout the history of social work, the main focus was on individual treatment. However, there have been reoccurring period of interest in person-in-environment.

<u>2.1 Early Years of Social Work</u>

The origins of social work and services of social welfare are traced to individuals who fought against and opposed harsh attitudes, as well as industrial civilization policies in the 19th century. The Charity Organization Societies (COS) movement began in Buffalo, NY, in 1877 by the Rev. S. Humphrey Gurteen. The creation COS in America was similar to the London Charity Organization in England (Alexander & Weber, 1976). Mary Richmond started her work in the year 1889 through the COS, which attempts, humanely and efficiently, to satisfy the unmet needs of the underprivileged in the society. The poverty cannot be cured by the distribution of relief but can be tackled by providing personal rehabilitation (Franklin, 1986). They provided six weeks of full-time training in a family agency and focused on teaching volunteers on how to approach families while aiding them in identifying and solving problems (Franklin, 1986).

During the industrialization of the US, people from rural areas started migrating to cities for better opportunities and had to contend with poor conditions prevailing in the urban areas of those cities, besides coping with cultural shocks. It was a far cry to have educational and health related institutions when they lacked basic facilities like proper housing and sanitation. To address these issues, a concept called Settlement House was designed, and first of such houses was implemented in 1889 in Chicago, where Jane Addams was one of the first social workers to have participated in the program (Lesser & Pope, 2011). Addams began her career in the profession of social work through the Settlement House Movement (SHM). Addams and her partner, Ellen Gates Starr, established the Hull House in Chicago to eradicate poverty through transforming society. They trusted that people were in poverty due to their social circumstances, not due to laziness and lack of moral character (Franklin, 1986). They chose the method of emphasizing civic responsibility and social reform by means of firsthand study and resolution of

neighborhood problems and by means of political action (Hollis & Taylor, 1952, p. 5). While the settlement workers were living and working with underprivileged people, they challenged the social ranks by supporting "such programs as public housing and public health, supporting legislation designed to improve people's lives, such as child labor laws and the granting of women's suffrage, and mobilizing people in poor communities to help improve their own lives" (Lesser & Pope, 2011, p. 3).

There were similarities between the COS and SHM in the principles given the different methods of practice supporting those principles. Both believed that enough financial assistance was not provided to deal with problems faced by communities and individuals. They emphasized on establishing education and providing necessary training courses in universities (Lymbery, 2005, p. 44). In brief, the social workers in the 19 and early 20th centuries were looking for opportunities to render aids to uplift the people needing assistance. However, towards the end of 19th and the beginning of 20th century, they realized a need for a systematic training for all the social workers, thus, attempting to define the profession of social work.

<u>2.2 Flexner's Perspective</u>

In 1915, Abraham Flexner began formulating the first clear-cut, systematic definition of the concept of the social work profession (Popple, 1985). In the National Conference of Charities and Corrections (NCCC), he justifies the reason for social work not being a profession "because its members do not have a great deal of individual responsibility and it lacks a written body of knowledge and educationally communicable techniques" (Barker, 1999, p. 11). He concluded that social work did not yet have its own scientific and theoretical knowledge base.

As implied by his conference address title, "Is Social Work a Profession?" Flexner believes that professions can be clearly distinguished from non-professions (Popple, 1985).

5

According to him, there are six criteria to be fulfilled in order to make social work a profession: "professions involve essentially intellectual operations with large individual responsibility; they derive their raw material from science and learning; this material works up to a practical and definite end; they possess an educationally communicable technique; they tend to self-organization; and they are becoming increasingly altruistic in motivation" (Flexner, 2001, p. 156).

Following the footsteps of Flexner, many attempted to define the specific characteristics of social work as a profession. Some tried "to differentiate between core, or generative, traits and derived traits" (Popple, 1985, p. 561). Flexner's speech focused on improving the nature of a profession from a set of random practice. While the fundamental motivation in his proposals was the improvement of the quality of medical care in the United States, it also reflected his concept of the requirements for establishing medicine as a true profession, combining knowledge with clinical skill and with accountability for the quality of individual performance. However, developing profession according to character model is hard to achieve because the nature of social work is very diverse in its roles; therefore, one technique or method could not be appropriate for every function (Austin, 1983).

The majority of social work practitioners who are particularly involved in imparting social work education agreed with Flexner's perspective that social work is not an "established profession." However, Mary Richmond (1917) rejected his idea of social work being a 'mediating agency' and argued that social work has 'educationally communicable' inherent abilities (Austin, 1983, p. 364).

2.3 Social Casework

Flexner's perspective also influenced to shape social casework, which is considered the oldest method of social work. This method was explained in the early twentieth century after the appearance of the book, *Social Diagnosis*, by Mary Richmond, who was credited with the development of the method and for enabling them to be used for a range of scientific methods in dealing with individuals. Before the 1920s, the phrase social casework was not used often, which could be noticed when Mary K. Sinkovitch had mentioned that nobody was interested in reading about it back in 1909 (Skidmore & Thackeray, 1964). The social casework began with random and individual services which had emerged as a humanitarian and spontaneous phenomenon. This stage helped spread charity work, and there were no independent institutions that offered these individual services. There was a need for a professional worker who can administer the services. Consequently, social casework has been introduced as a course in Columbia University, and students who graduated from the school have begun practicing the social casework as a profession for the first time.

Social casework started evolving as a profession incorporating the theoretical concepts of all existing social sciences. Social casework has thus provided its new techniques for improving the social conditions of clients. This has included the development of objectives, operations, processes, and fields of the social casework method. Many schools and approaches such as the diagnostic school, psychological school, and the behavioral orientation have benefited from these new concepts in developing the practice of professionals.

Mary Richmond stated, "Social casework may be defined as the art of doing different things for and with different people by cooperating with them to achieve at one and the same time their own and society's betterment" (Richmond, 1930, p. 374). Bowers took Richmond's

idea that social casework can be defined as an art and compared it with science. He defined "social casework as an art which uses a method and process with specific techniques, but it does not use these mechanically as an applied science would, but, in the manner of an art, creatively, with the unique adaptations required by the individual differences in its material" (Bowers, 1949, p. 18). Ten years after Bowers defined case work, Boehm defined the same from a psychological perspective, which differed from Richmond and Bowers, as follows: "Social casework is a method of social work which intervenes in the psychological aspects of a person's life to improve, restore, maintain, or enhance his social functioning by improving his role performance" (Boehm, 1959, p. 44). These definitions made the individual the center of the change, not depending on his/her environment as a whole. Social casework is seen as a tool to enhance both the individual and the society; however, the pioneers in the field of social work have viewed the concept from different angles, from human relationships to psychological interactions. Now, the client is treated not in isolation but from a holistic approach.

In 1923, representations of six national organizations came together for a two-day conference in Milford, Pennsylvania, to discuss on the topic 'social case work' (AASW, 1931). The Milford Conference in 1929 published a report that commented on the need for "sufficient commonalities among the various specialties to preserve the idea that all social workers were part of one profession" (Brieland, 1977, p. 341). The report concluded the fundamental conception of "generic social case work" was same in content regardless of their application in different social case work setting (AASW, 1931). The committee believed that no sufficient definition of social casework could distinguish it from other professional fields (Brieland, 1977). The report defined that "generic social practice as casework" (Lowe & Singer, 2008, p. 85). The

casework was believed to be the future of social work profession irrespective of any particular setting (Lowe, 1987).

Social casework is a process that consists of social study, diagnosis, and treatment. It embraces organized, systematic thinking; responsive, sensitive, and disciplined feeling; and the scientific application of theory to practice. Principles of assistance predicated on human values, constructive attitudes, and the democratic process are the guidelines for the direction and control of the casework process. At the center of the casework process is the conscious and controlled use of the worker-client relationship to get to the end of treatment. Florence Hollis defines psychosocial casework in terms of social relationships and claims that the relationship between worker and client is basic to all casework treatment (Hollis, 1972, p. 228).

The client is actively involved at each step in the process of treatment including the study of one's situation using one's own resources (Hamilton, 1954; Skidmore & Thackeray, 1964). There are many classifications of casework treatment that have been proposed over the years. However, Mary Richmond made only the very simple distinction between "direct" and "indirect" treatment. Direct treatment is one which takes place directly between the client and the worker where the influence-of-mind-upon-mind technique is practiced. Indirect treatment is the changes the workers bring in the client's human and physical environment (Hollis, 1972, p. 59).

Several casework specialties emerged throughout the 1920s, and there were many clinically oriented practices in the areas of family, psychiatric, child welfare, school, and medical social work. The National Association of Social Workers (NASW) was founded on October 1 through the merger of the following seven organizations: the American Association of Social Workers (AASW), the American Association of Medical Social Workers (AAMSW), the American Association of Psychiatric Social Workers (AAPSW), the American Association of

9

School Social Workers (NASSW), the American Association of Group Workers (AAGW), the Association for the Study of Community Organization (ASCO) and the Social Work Research Group (SWRG) (Barker, 1999).

<u>2.4 Group Work, Social Reform, and Community Organization</u>

In 1935, "The National Conference on Social Work reorganized its program and placed social group work on a priority with the other three major functions of social work: social casework, community organization, and social action" (Alexander & Weber, 1976, p. 11). Recreational and educational practices of group work were explained in 1930s, and group work stressed the reciprocal connection among the personal satisfactions, social good, and the beneficial effects of group practices for both the environment and the person during the 1940s and 50s (Larkin, 2006). Social change and social justice are two important factors for doing group work in the field of social work. It is an integral service in the community organizations like settlement houses and Jewish community centers (Lesser & Pope, 2011, p. 162). When people work with others, with groups or communities, to build original responses to problems, they are supposed to be adopting a collectivist approach (Lymbery, 2005).

Lane Report submitted by Robert Lane in 1939 is recognized as one of the landmark in social work history. It is the first attempt to describe roles, activities, methods and definition to the field of Community organization. The report defines, "Community organization is a process and fields of social work which … [are] comparable with casework and group work; administration is a function of all social agencies, whether they are concerned primarily with casework, group work, or community organization." Even though both are separate, they have common methods between them (Alvarez, 2003, p. 103). The report introduced the objectives of community organization as "collecting and maintaining data, developing and evaluating

10

programs, improving inter organizational relationships, disseminating information about welfare needs and social work, fundraising and resource development" (Alvarez, 2003, p.102). In the 1960s, there was a demand for outreach programs and the need to understand "specific social forces and the nature of their influence..." Consequently, "Sociological models, particularly those related to ethnicity, social class, and social roles, were increasingly introduced into the social work literature" (Lesser & Pope, 2011, p. 7).

2.5 The Emergence of a Profession and its Criteria

Social work has evolved over time through attempts to transform the practice of volunteerism to professionalism. The orientation effort between social reform and individual rehabilitation continued into the twentieth century as settlement and charity work changed from voluntary philanthropy, mainly associated with religious institution, to scientific benevolence, which was associated with the COS movement. Employees from the two types of philanthropy dealt with how to define and conceptualize the growing vocation. In the beginning, social work could not be defined as meeting all criteria of a profession. As a result, many practitioners in the field looked for a definition of a profession, in general. Later, they tried to apply the criteria from these definitions to social work to see how it can be fit into the framework of a profession, so it can be respected and recognized as a valuable profession. The demand for a general conceptualization of social work to support the practice was evident but not completely recognized for a number of years. The dependence on sociological theories prevented social work employees from recognizing the importance of establishing a conceptualization of social work. Many of the problems of social work can be traced to the fact that the sociological category of profession has never been adequately defined (Popple, 1985, p. 567).

Social workers turned their attention to the development of social work into a profession in 1915 when Flexner led his famous speech to ask the big question: Is social work a profession? He answered the question by identifying six criteria to reach the professional level. With this, he established a conceptual framework that social workers used as a blueprint for professional development. He recognized social work for providing a new perspective and brought a new light into the existing professions, placing social work on a greater level than other professions in which practitioners find it rewarding to simply put effort into bringing positive growth (Larkin, 2006). Richmond's 1917 book was viewed as an answer to Flexner's criteria of social work as lacking an educationally communicable technique; she responded to his conclusion that communal work or career was not a vocation because adopting the scientific technique and specifying the methods should be applied by social caseworkers for professional training. Richmond stated that it is necessary to consider social relations of clients in order to find solutions to their problems (p. 370). With this, she established the second building block of the social work profession. As a result of the influence of Flexner's speech on this area, 'Social Diagnosis' elevated the attempts to distinguish social casework technique within social work.

Since there is much diversity in the types of services offered to clients, it is not viable to have a universal definition of a profession, which largely depends on the set of accepted behavior based on mutual agreement among the practitioners of a single trade. As a result, those who attempted to define the profession did it based on certain criteria or elements (Jackson, 1970; Hughes, 1988). After Flexner's criteria in 1915, no other commendable work had been done on the criteria of a profession until Greenwood tried to identify the most important elements of a profession in 1957. Greenwood gave a new perspective on the outlook of social work as a profession. Even though he agreed that social work should have systematic (scientific) theories,

he deviated from Flexner by focusing on social work profession having "authority, community sanction, and ethical code." Most importantly, he emphasized that each profession has a "culture" of its own, which gives a special flavor and recognizes social work as a profession (Greenwood, 1957).

After Greenwood's broad definition of a profession, Boehm, in 1959, narrowed down five criteria in defining a profession. They are as follows:

1. A profession is expected to be responsive to the public interest and contribute…, 2. …, the professional practitioner must have *know why* as well as *know how*, 3. The professional practitioner must adhere to an identifiable body of values and display [professional] attitudes …, 4. [The professional practitioner] must have a body of skills ..., and 5. The members of the profession must be organized … (p. 56).

Boehm places a great deal of responsibilities on a professional practitioner to understand the different aspects of the profession and to possess the knowledge and skills of the profession. He urges the practitioner to have a positive outlook and follow the organizational values. In this way, a social worker can be seen as a systematic expert in the field.

To be effective in today's world, the social worker must apply an integrated thinking by collecting ideas from its past, present, and also from recommendations for future. For that, Bartlett suggested that social work should identify an area of central concern that is "(1) common to the profession as a whole, (2) meaningful in terms of the profession's values and goals, (3) practical in terms of available and attainable knowledge and [methods], and (4) sufficiently distinctive so that it does not duplicate what other professions are doing" (Bartlett, 1970, p. 86).

In 1988, Bayles defined the basis for a profession centered on training. According to him, "extensive training is required to practice a profession…; the training involves a significant

intellectual component…; and the trained ability provides an important service in society…" (Bayles, 1988, p. 28).

In sum, we have many ways to define a profession which led us to the advancement of social work profession. Unfortunately, we have not established a single set of criteria to define our profession. Hence, I urge the academic researchers and two organizations, NASW and CSWE, to join hands in establishing certain criteria for social work profession and put an end to the efforts in defining the social work as a profession. Ever since social work started as volunteerism and slowly transformed into a profession, all the efforts which had gone into creating the social work profession today must be carefully studied and utilized for the process. It is important to assimilate every effort that went into creating the social work profession. Thus, social work will be recognized among various other professions and society.

2.6 Definitions of Social Work

The evolution of different criteria that went into defining social work as a profession greatly influenced what social work is. The history behind these definitions helps one to understand how the field of social work has evolved and what the different characteristics that have molded social work. The various definitions of stalwarts in social work are, in fact, the foundation on which the framework of social work is built.

The Milford report in 1929 mentioned that some welfare activities in psychology, law, and religion can overlap with social work, adding confusion to the basic notion that was generally agreed upon. Thus, the Council on Social Work Education indicated a need to decide what social work is and what is not, resulting in Hollis & Taylor Report of 1951.

In 1958, "The Working Definition of social work practice [as] devised by [the] NASW sub-committee of the Commission on Practice… included value, purpose, sanction, knowledge

and method" (Bartlett, 1970, p. 221; Brieland, 1977, p. 343; Bartlett, 2003, p. 267). However, NASW sub-committee of the Commission does not show how these five values can be interrelated to represent the practice of social work. Furthermore, the definition has used two different ontological perspectives of "what reality is" in order to come up with a working definition of social work (Ramsay, 2003). The curriculum study in 1959 offered the following definition of social work: "Social work seeks to enhance the social functioning of individuals, single and in groups, by activities focused upon their social relationships which constitute the interaction between man and his environment" (Boehm, 1959, p. 54). These activities can be grouped into three functions: restoration of impaired capacity, provision of individual and social resources, and prevention of social dysfunction (Brieland, 1977). Boehm thus emphasized that good social work is more than the application of technical skill in the problems of social work practice due to its connection with the social surrounding (Boehm, 1959).

In 1960's, William Gordon proposed a definition of social work practice as the practice of intervention directed to purposes and guided by values, knowledge, and techniques which are collectively unique, acknowledged by and identified with the social work profession. He portrayed a social worker as a "social worker-in-action," and the worker is supposed to realize his maximum potential and, in turn, helps others to reach their capacities. Fundamentally, a social worker, according to him, should have the potential to realize himself while practicing social work (Brieland, 1977).

Being influenced by Boehm, the NASW defined social work in 1973 as "the professional activity of helping individuals, groups, or communities enhance or restore their capacity for social functioning and creating societal conditions favorable to this goal. Social work practice consists of the professional application of social work values, principles, and techniques to one

or more of the following ends: helping people obtain tangible services; providing counseling and psychotherapy with individuals, families, and groups; helping communities or groups provide or improve social and health services; and participating in relevant legislative processes" (Barker, 2003, p. 408).

The International Federation of Social Workers approved another definition of social work at their General Meeting in Montreal in 2000: "The social work profession promotes social change, problem solving in human relationships, and the empowerment and liberation of people to enhance well-being. Using theories of human behavior and social systems, social work intervenes at the points where people interact with their environments. Principles of human rights and social justice are fundamental to social work" (Barker, 2003, p. 408; Ramsay, 2003, p. 336). It was endorsed by the International Association of Schools of Social Work in 2001. In the same year, in Lexington, the School of Social Work at the University of Kentucky hosted the conference titled "Reworking the Working Definition," which brought the big question back in the new millennium. The Kentucky Conference participants attempted to re-examine the definition of social work in line with the reality today. The issue of the definition of social work "was rekindled yet again as one of the major significance to our professional identity, and our practice activities" (Holosko, 2003, p. 282). In 2003, Barker took the definition to a different level by adding the psychosocial element to the definition by remarking that social work is "the applied science of helping people achieve an effective level of psychosocial functioning and effecting social changes to enhance the well-being of all people" (p. 408).

Every professional person in social work has taken social work to different heights by adding various dimensions to the definition. Even though all the definitions mentioned the methods as an important component, it is not possible to offer a single and decisive answer for

the definition of social work because social work is an "institutionalized expression" of how the needs of the society are taken care of (Cooper, 1977).

2.7 Methods of Social Work

After reviewing the literature of definition of social work, reviewing the literature of one of the elements of social work definition, methods, takes an important place. It is important to comprehend the reasons that methods have been so central to conceptualization of social work as it differentiates social work from other professions. Barker (2003) conceptualized methods of social work as the specific types of interventions and other activities used by social workers in their professional practices. Also, Siporin refers method to "the 'how' of helping, to purposeful, planned, instrumental activity through which tasks are accomplished and goals are achieved" (Siporin, 1975, p. 43).

Since 1915, a great amount of attention has been given to the methods of social work. Austin observed that social work tried to find out a unique technique or method in its practice (Austin, 1983). Mary Richmond, predicting the conclusion of the Milford conference (1917) pointed out that "the methods and aims of social casework should be the same in every type of service" (P.5). During the 1940s and 1950s, the textbooks focused more on specific methods rather than on relationships between them (Leighninger, 1980, p.6). Friedlander (1958) further argued that social work methods must be flexible to accommodate the upcoming philosophies of social work and professional knowledge because the skills and the methods of social work are not stationary and will constantly evolve. The 1959 curriculum study recommended, "All students should be expected to acquire knowledge of all the methods of social work, and skill in one of them" (Boehm, 1959, p. 210).

The method of practicing social work is perceived in a variety of ways throughout history. However in 1966, after exploring the review of literature, the NASW Commission on Practice revealed that the concept of method was used with varied meaning. Nevertheless, methods of social work were no longer the interest of practitioners, so the discussion became negligible except in the literature (Bartlett, 1970).

In 1973, Pincus & Minahan gave few examples of method goals such as the formation of an action system, the negotiation of a contract with a client, the collection of data about a problem, the conversion of a target system into a client system, and the development of adequate decision-making procedures in a committee. It is essential to differentiate between such method goals and outcome goals, which are achieved only if method goals are successfully dealt with. Since the desired outcome is achievable only if the methods are valid, social workers need to focus on "broadening" methods of social work (Meyer, 1976).

The idea of conceptualization of methods in social work seems to have become inextricably tied with the whole mode of approach (Bartlett, 1970). In other words, methods of social work are "the responsible, conscious, and disciplined use of self in a relationship with an individual or group" which is done in an orderly way to achieve something (Alexander, 1977, p. 412).

In the 1950s, the social work academic community added one more method, which is "social planning" to the three traditional methods (social casework, group work, and community organization), and they tried to define "generic" theory of practice by including all the methods of social work (Austin, 1983).

According to the Working Definition of Social Work in 1958, method is defined as "an orderly systematic mode of procedure." This is an essential term, which "encompasses social

casework, social group work, and community organization" (Bartlett, 1970, p. 223; Brieland, 1977, p. 345; Bartlett, 2003, p. 269) though "the second subcommittee on the Working Definition found that the notion of method presented greater difficulties than value and knowledge" (Bartlett, 1970, p.76). However, Ramsay (2003) could not accept that the working definition evolved the methods component "from a dual purpose or focus perspective," prevalent during the earlier part of the 20th century (p. 331).

During the same time, Walter Friedlander published a more inclusive perspective in his book *Concepts and Methods of Social Work*. As the title indicates, he updates the three basic methods of social work casework, group work, and community organization and adds administration and research as indirect methods of social work (Friedlander, 1958). Here, Friedlander believes that traditional methods of social work are given more extensive treatment than the editor's so-called "indirect techniques" (Schoenbaum, 1958, p. 359).

While Friedlander suggested administration and research as indirect methods, the comprehensive report of Social Work Curriculum Study added these two as the essential parts of the definition of methods: "casework; group work; community organization; administration; and research" (Boehm, 1959, p. 130). In other words, Boehm has approved adding these two more, administration and research, to methods of social work.

By 1970s many social workers moved toward integrating the conceptualization of methods in practice of social work. According to Leighninger, "Methods texts of the 1970s uniformly reject the traditional divisions between casework, group work, and community organization. Instead, the goal has been to discover those procedures and skills common across methods in such a way as to create a basic core of "methods skill" applicable in work with individuals, families, groups, communities, and planning bodies" (1980, p. 7). Now, there are

two different divisions with methods to follow in direct practice and indirect practice (Gilbert, 1977).

In 1990, Maria McMahon acknowledged the general methods of social work and also added "families" to the existing traditional methods of individuals, groups, and communities. These domains are called methods of intervention (Thompson, 2000), fields of practice, or practice methods. Since there is no consensus in using terminology, it is confusing and difficult to express their knowledge, which reminds us of the lack of importance given to defining significant concepts in social work (Trevithick, 2008, p. 1221).

Recently, NASW published the social work dictionary by Robert Barker (2003). He tried viewing methods from a holistic approach based on the works in the literature. "The social work activities that have been identified as methods include social casework, social group work, community organization, administration in social work, research, policy, planning, direct clinical practice, [and] family and marital treatment" (Barker, 2003, p. 272). Needless to say, the National Association of Social Workers welcomed the development of a comprehensive definition of these methods. Although "social workers may know [the] methods of … social work practice, [unfortunately], they do not know how these methods are combined and applied in dealing with common social problems" (Reid, 1977, p. 376).

<u>2.8 General Systems Theory</u>

Practicing the systems theory provided a new conceptual framework integrating every dimension of social work as a whole. Social work did not have one particular theory to guide the services to individuals and communities in a professional manner (Larkin, 2006). General systems theory (GST) was used in the social work during the 1960s (Lesser & Pope, 2011; Hutchison & Charlesworth, 2011). It was the first theory that enabled us to comprehend "the

interactions between individuals, groups, organizations, communities, larger social systems, and their environments" (Robbins, Chatterjee, & Canda, 2012, p. 25) and also to bring the individual and the environment together. It was the social workers who "first adopted" and organized GST (Hutchison & Charlesworth, 2011). This major effort in the 1960s helped social workers with a conceptual framework to integrate the methods of practice and to support expansion in the fields of social work. Although GST uses a mechanistic language, it aids in viewing an individual in a systematic way. It also provides "possibilities as a scheme for organizing knowledge and as a framework for action" (Meyer, 1976, p. 137).

The term *system* emerged in Emile Durkheim's early study of social systems and the works of Talcott Parsons, Robert Merton, August Comte, and Herbert Spencer (Friedman & Allen, 2011; Hutchison & Charlesworth, 2011; Hanson, 1995). The term "systems" means that "any two or more parts … are related, such that change in any one part changes all parts" (Hanson, 1995, p. 27). In 1937, the general systems theory thinking was displayed in a Charles Morris Philosophy Lecture at the University of Chicago. The systems idea, which is recognized as general systems theory, has been more heavily influenced by the work of the biologist Ludwig von Bertalanffy (Friedman & Allen, 2011, p. 3) Bertalanffy established the concept of general systems theory when he published his paper in 1945 (Hearn, 1979), and he applied his theory to human systems, which are characterized by development, creativity, and transformation. He further supported "an organismic conception in biology which emphasizes consideration of the organism as a whole or a system" (Bertalanffy, 1968, p. 12). GST gained recognition in social work. In 1966, when CSWE conducted the Annual Program Meeting in New York, Irma Stein presented her paper "The Application of Systems Theory to Social Work Practice and Education" (Hearn, 1979, p. 339). However, only in 1976, after Gordon Hearn applied GST to

social work by building a theory within a general systems framework, it gained prominence. General systems theory is "a conceptual orientation that attempts to explain holistically the behavior of people and societies by identifying the interacting components of the systems and the controls that keep these components (subsystems) stable and in a state of equilibrium. It is concerned with the boundaries, roles, relationships, and flow of information between people" (Barker, 2003, p. 176).

According to Hearn, the general systems perspective is used in "practice/methods; human behavior; the social environment; the 'core' (micro/mezzo/macro); social welfare policy and services/ social work as a social institution; marital and family therapy; administration/ organizational theory; and filed work" (Hearn, 1979, p. 339). He, perhaps, defined the methods of social work based on GST. A well-known familiar differentiation of systems in social work involves how the three levels of social work practice, micro, mezzo, and macro, are assigned depending on system size and complexity (Friedman & Allen, 2011). Social workers have not yet agreed on the macro/mezzo/micro definition, which creates a gap between professionals and practitioners; as a result, it affects the attempts in developing a clear conceptual framework for social work. The existence of this gap may be due to social work being influenced by functionalist sociology. In 1989, in San Francisco, this issue received more attention in the annual meeting of the American Sociological Association. The micro/macro debate divided the people into two groups: one supporting the micro, which is interpersonal, and the other supporting macro, which is societal; their importance is determined based on which has more "causal influence" (Hanson, 1995). Unfortunately, the meeting, instead of looking for a link between the micro and the macro, "[only] served to widen rather than narrow the gap" (p. 5).

No doubt, defining the micro/mezzo/macro was one of the most central issues for conceptualization of social work practice. Since the task of defining these crucial terms has not been undertaken until recently and the definitions are left open, it has lent itself to a variety of definitions. Also, the lack of definite answers has led the practice of social work to be unfocused. However, GST had a significant impact on the social work practice as it sparked the development of clear conceptual frameworks and models.

<u>2.9 Frameworks and Models within Social Work</u>

With the above-mentioned efforts, there were several frameworks and models of practice that were established after the emergence of the systems theory. Although there were some similarities amongst the various frameworks and models, it is important to identify how they differed from each other. Obviously, these attempts had different structural content but were constant in their goal of improving the practice; every attempt focused on a single dimension and a special area in our profession without considering social work as a whole, which became a key issue in conceptualizing social work as a profession. I will briefly mention a range of efforts (frameworks and models) without going into an in-depth analysis.

The social work profession required theory to guide or manage its practice. In the 1920s, Freud was famous, and psychological theories were widely available. The theories were significant to the caseworker for comprehending and handling human behavior. "The dynamic psychological theories of Freud, however, did fit both the institutional and the intellectual needs of social work. They were introduced to social workers through Freud's lectures at Clark University in 1912 and provided an integrated and coherent theoretical framework for understanding human development and human behavior" (Austin, 1983, p. 369). This prompted the beginning of attempts to develop a framework within social work.

Social workers focused on Freud's theories as a guide to their practice until the 1970s. In 1970, the turning point occurred when Harriet Bartlett attempted to look at the social work profession as a whole in her book *The Common Base of Social Work Practice*. This helped social work to identify the issues and the commonalities. The book gives an indication of further steps that must be taken by social work to make the knowledge base stronger and develop its interventional approach (Burns, 1971). She provided the clearest declaration of social work's domain of practice in which three key concepts (person, interaction, and environment) were configured into the widely known phrase person-in-environment (Ramsay, 2003).

In 1971, Joel Fischer proposed a liberal framework that focused on the clinical theories of induced change. He believed that the strength of this framework was the flexibility it offered rather attaching to a specific theory. It allowed professionals to seek out and utilize from other disciplines to provide effective services to clients.

In 1973, Allen Pincus and Anne Minahan created a model of social work practice as they felt the limitations of describing social work according to its traditional three divisions, casework, group work and community organization, are not sufficient. They defined social work as having a common base of knowledge, values and skills for professional social workers in any organization that delivers services to people in any field of practice (Pincus & Minahan, 1977, p.74).

In 1976, Carol Meyer clarified the concept of social work practice and made a list of contributions to social work literature. She provided us with a "transactional lens" to view the ever-changing reality of an individual from a different perspective to help us look at the known phenomena to find new "aspects and dimensions" to social work practice. Meyer's work has given us a framework to focus on three aspects of social work practice: "the context (how people

live), the contours (how services are defined), and the context (identification of social work problem)" (Segal, 1977, p. 69).

In 1977, Nancy Carroll developed a three dimensional model for social work practice. It is split into social technologies, social problems and social units of concern. Her model may seem complex, but it mirrors reality. Also, in 1977, Neil Gilbert presented a model of social work specialization within two levels, which are direct services and indirect services. Both direct and indirect services depend on generic components that are tailored to the different requirements within the individual areas of practice within these two levels.

In 1978, Dolores Norton provided social workers with a framework for making them operational, especially with minority clients. The dual system of all individuals consists of the nurturing system and the sustaining system, which is built upon the familiar social work principles.

In 1997, Julie Hudson wrote a model of the professional knowledge of social work into five types of knowledge forms: theoretical knowledge, empirical knowledge, procedural knowledge, practice wisdom, and personal knowledge. She discussed each form of knowledge separately, and the strengths and limitations of each were also discussed. As a result, there is an important overlap between the knowledge forms, and some knowledge forms are put to use more than others. Therefore, this model "perhaps provides a more accurate model of professional knowledge" (p. 43). Hudson places a great emphasis on the value of possessing knowledge and theories which can be applied to a particular area of practice, besides relying on the profession's values and intuitions. This will enable the practitioner to make informed choices about devising a course of action. In other words, educational institutions, social work organizations, and professional journals need to reconsider and accentuate the importance of knowledge in social

work practice and aid social workers to form a "critical professional culture" enabling them to engage in doing research in their specialized area of interest.

Many great important attempts have been made to create models and frameworks to conceptualize social work in such a way to take it to a higher level of professionalism. This has helped social workers to view social work within a framework or a model.

<u>2.10 Current Issues within Social Work</u>

The social work educators should assume responsibility to define social work because they have the responsibility to provide a clear conceptualization of social work upon which students can build their social work education. "The public is confused about what social workers are and what social workers do, but so are social workers." The profession needs to be sure about the mission, objectives, functions, sanctions, knowledge, methods, and skills in order to avoid confusion (Souflee, 1977, p. 419). The issue of not having a proper model for social workers to study and practice social work existed even before 1977 (Brieland, 1977).

In 1974, some vital issues and necessities of the social work profession to be addressed by the association's publication program were identified by the Publications Committee of the National Association of Social Workers (Minahan & Briar, 1977). Due to the history of social work and its pressing concerns, members of the Publications Committee, who worked along with the Editorial Board of Social Work, believed that it would be difficult to reach a consensus about conceptual framework for social work (Minahan & Briar, 1977).

With the viewpoint of stimulating debate and study among social workers, the committee planned to publish a special issue on conceptual frameworks to identify and examine major issues, dilemmas and choices that face the profession (Brieland, 1977). William E. Gordon, Margaret L. Schutz, Nancy K. Carroll, and Federico Souflee submitted their paper on a

conceptual framework for social work practice to the Editorial Board of Social Work in a meeting held in Madison, Wisconsin, on May 6 and 7, 1976. The members of the Publications Committee, the Editorial Board, consulting editors of social work, and members of the Board of Editors of the Encyclopedia of Social Work attended the meeting (Minahan & Briar, 1977).

In 1977, the National Association of Social Workers and the Council on Social Work Education tried to make a model for specialization in social work. Believing that it is imperative to make the common social work objectives clear before clarifying the social work intervention, some schools of social work and individual theorists are forming "generalist conceptual frameworks" for comprehending and analyzing the purposes of social work. The following six basic questions were asked at the conference, and authors have been asked to come up with articles addressing these questions:

1) What is the mission of social work?

2) What are the objectives of social work?

3) What do social workers currently do? What should they do, or not do, to achieve their objectives?

4) What sanctions should social workers have?

5) What knowledge and skills are available to social workers that would enable them to achieve their objectives?

6) What are the practical and educational implications of the mission in terms of the profession's objectives, intervention, sanctions, and knowledge and skills? (Minahan and Briar, 1977, p, 339).

The answers to these questions will provide a common ground to anyone involved with social work, directly or indirectly.

Regarding practice, Gordon critiqued the working definition of social work practice by saying that the major necessity of a profession was not met, and the definition of "what segment of reality or what kind of phenomena" was missing (Simon, 1977, p. 395). The meeting was also exploring the possibilities of how to be responsible to "the citizen-service-user and the citizen taxpayer" (Brieland, 1977, p. 346).

The crucial problem was that social work did not know how to take care of the issues of cultural minorities (Souflee, 1977). Most social workers, whether generalists or specialists, will come in contact with clients who are culturally different. As a result, if social workers do not have the knowledge of "a client's culturally shaped behavior, frame of reference, worldview, values, and life-styles, the therapeutic process will be greatly, if not completely, impaired" (Souflee, 1977, p. 421). Souflee asserts that conceptual framework of social work will only be "incomplete work in progress" if the "minority content" is not addressed adequately. Moreover, the growth of private practice becomes a challenge to social work due to its concern for the underprivileged (Gilbert, 1977).

Since there is no consensus, the issue of "professional identity" will be of high priority and discussed in the future social work conferences (Gilbert, 1977). Minahan and Briar pointed out in their article (1977) various basic questions that are to be addressed in building up a conceptual framework. At this time, the profession of social work needs to revisit the above mentioned basic questions because we need to create a clear picture of social work through which we can understand our profession and teach it to social work students.

2.11 Comment

Many theorists and professionals in social work have attempted to define various aspects of social work in order to give social work a real face so that it can be easily recognized and

practiced. From the beginning of 20th century until 1977, the efforts to frame the working definition of social work are observed in various conferences, books, and articles. It was found that there was no common agreement on a single definition of conceptualization of social work. There is no unified definition of how social work is conceptualized. In 2001, although the Kentucky conference tried to bring back "Reworking the Working Definition," it did not come to a common agreement.

Some of the definitions convey altogether a different meaning and perspective. One of the ways to find answers to basic questions asked in 1977 in social work conceptualization is to research and get involved in active discussion, but I have not found a thread of discussion after 1977. To the best of my knowledge, only a handful of authors have written articles discussing this topic in depth and tried to answer some of the questions about conceptualization(s) of social work: Levis (1978), Crouch (1979), Rosenfeld (1983), Popple (1985), Souflee-Jr (1993), Bidgood, Holosko, and Taylor (2003), and O'leary, Tsui, and Ruch (2013). As one can see, in the past thirty five years, not much work has been done.

CHAPTER 3

REVIEW OF THE LITERATURE OF INTRODUCTORY COURSE IN

THE UNDERGRADUATE SOCIAL WORK CURRICULUM

The literature review provided a broad perspective on various attempts at conceptualizing social work. BSW students come from different educational background, and their profile varies in age, gender and life experience (Mondros, Kelly, & Glazer, 2004). The introductory course provides the groundwork for the entire curriculum. It explains briefly the topics that are going to be covered in the social work program. It is surprising to find that very little attention has been devoted to the basic introduction of social work and the undergraduate curriculum (Popple, 1991). Therefore, social work administrators should know the undergraduate curriculum and what aspects of social work are added to undergraduate curriculums of social work, especially to the introductory courses, in order to educate and prepare future social work professionals. Hence, understanding how these conceptualizations are presented in the undergraduate curriculum of social work is crucial.

Since 1915, social work has been intensely concerned about developing a standardized social work curriculum (Austin, 1983). In 1950s, the three separate organizations, the American Association of Schools of Social Work (AASSW), the National Association of Social Administration (NASSA), and the National Council of Social Work Education (NCSWE), worked in tandem to resolve the undergraduate training issue (Lowe, 1985, p. 59). Even though each worked on framing the curriculum for social work, there was no consensus because they worked separately.

To put an end to the conflicts among these institutions, in 1951 "The Hollis/Taylor's effort explicitly articulated a continuum concept between undergraduate and graduate education"

(Lowe, 1985, p. 59). The Hollis and Taylor report gave general ideas to the social work education for undergraduate college by recommending three different functions. First, social work educators should identify and teach the social welfare concepts that belong to students' common cultural heritage. Second, the social work students should be trained to understand the profession, semiprofessional preparation and general social work education, and they also should find out their ability to conduct such programs and training. Finally, the social work teachers should be able to organize and teach the students individual basic concepts to help them understand the broad major concept of social work (Hollis & Taylor, 1952, p. 156). In short, Hollis and Taylor defined social work in three categories of general, semiprofessional, and professional practice. However, the semiprofessional concept never emerged in social work education because of the difficulty in differentiating professional and semiprofessional practice. The semiprofessional workers were allowed to contend for the positions for which they were not genuinely qualified.

After students understand the fundamentals of social work practice, they will be able to understand their connection with the field in the third and fourth year of their study and integrate them together (Hollis & Taylor, 1952, p. 180). According to them, the social work major should be wide enough to include concepts of natural and social sciences and art, including biological, economic, cultural, and political factors and also social welfare programs. The suggested courses should include the field of Social Welfare, history and status of social welfare in the United States, and the introduction to social work. Hollis and Taylor emphasized the significance of undergraduate courses including "the informational, philosophical, and attitudinal components of the concepts" to further students' professional advancement in social work to prepare them adequately, so each student will be equipped well to "express his ideas, feelings, predilections,

31

and prejudices about social welfare and social work" (p. 219). Certainly, the program developers have thought about the distinction between undergraduate and graduate level programs in social work. The broader difference is in how the curriculum was defined at each level. The undergraduate curriculum is broad enough to equip BSW students with various skills and provide a wide base of knowledge in the field. In Generalist approach, the undergraduate curriculum facilitates students to learn the fundamentals of social work, whereas in Specialist approach, the graduate curriculum helps students to concentrate profoundly on a particular aspect of social work. Lowe (1985) appropriately stated that "The report strongly implied that there was a place for professional social work degree programs at the undergraduate level and that these programs were not to be viewed as threats to graduate degrees" (p. 59).

One might naturally anticipate a great advancement in the direction of social work academic education after the Council on Social Work Education (CSWE) was created in 1952 by bringing the three organizations (AASSW, NASSA, and NCSWE) together. Contrary to common expectation, little attention was paid to the undergraduate curriculum of social work (Mesbur & Institute, 1991; Barker, 1999).

The first volume of the Council on Social Work Education Curriculum Studies is titled *Objectives on the Social Work Curriculum of the Future*. This study was undertaken to resolve many issues that were identified in the Hollis & Taylor report. It was split into thirteen volumes published between 1959 and 1962, and the first two volumes were devoted to the Social Work Curriculum. In the first study, Boehm provided a comprehensive view suggesting six knowledge areas of content. He proposed the first three factors, individual, groups, and sociocultural, as the scientific base of the curriculum, and the interrelationships among these three areas should be examined (p. 119). The concepts of these three should be drawn from the basic biological and

social sciences and from related professions. The concepts of these three core areas are placed in context by integrating the ingredients of the profession of social work, leading to the fourth area. The fifth and sixth areas focus on the professional activities of social work, aiding students to see their "applicability and usefulness." The aspect of social welfare, however, was removed from social work curriculum in 1959. According to Boehm (1959) the "history of social welfare was not an area of the social work curriculum" (p. 26), for identifying "historical factors out of context from the area of the curriculum to which they belonged would be an artificial behavior" (p. 26).

The second volume was published by Herbert Bisno in the same year. This study titled *The Place of the Undergraduate Curriculum in Social Work Education* focused on a wide range of topics related to the undergraduate curriculum. Some of the recommendations from the study are that the liberal arts and professional education should be interwoven around each other, and the social work content for undergraduate courses should be split into knowledge-based courses and practice-focused courses. In the first volume, the Curriculum Policy Statement identified three areas for the undergraduate curriculum: "human growth and behavior, the social services, and the methods of social work practice" (Boehm, 1959, p. 25). In the second volume, the study constructed a structural-functional model to achieve educational objectives for the bachelor's degree. To identify the relationship between basic knowledge and social work knowledge, the content of undergraduate education was organized into four areas. The first three areas, the sociocultural basis of social work, the group basis of social work, and social work functioning of individuals, are all grouped under basic knowledge. The fourth area of the components of professional social work was under social work practice (Bisno, 1959). This formed the basis of the modern social work education. Lowe emphasized the significance of Bisno's work by saying

that "Bisno's effort was the most comprehensively supportive and encouraging document in its time on undergraduate education to emanate from official social work education circles in the United States" (Lowe, 1985, p. 53).

In 1961, the CSWE published a report on building the social work curriculum. They focused on the organizational plan and their problems, knowledge, skills, attitudes, and evaluation. This report suggested that students should be educated through the "use of dramatic materials [like] motion pictures and literature; role play; exposure to facts and experiences; and 'arts and science' factors" (CSWE, 1961, p. 21).

In 1969, the National Association of Social Workers (NASW) gave recognition to undergraduates in social work as qualified and able to be members in the professional organization (Lowe, 1985; Mesbur & Institute, 1991). The CSWE would finally begin to accredit BSW programs in 1984.

The CSWE was highly influenced by the NASW work. The CSWE published the guide for curriculum for the undergraduate field instruction programs in 1972, which was edited by the project director Kristen Wenzel. The project's purpose was to prepare baccalaureate students for social work practice. The effort of this project was divided among four universities along with the Veterans Administration, which is the financial sponsor of the project. The five main common objectives were the following: "1. Understanding the field agency, 2. Understanding social work principles and concepts, 3. Developing social work skills, 4. Performing in the role of a social worker, 5. Developing self-understanding and personal attitudes" (p. 9). The collaborators held workshops in order to share ideas for the sake of developing the guidelines of the curriculum. This affected the accreditation standards for baccalaureate social work education.

In 1974, the CSWE adopted accreditation standards for undergraduate social work programs (Lowe, 1985; Popple, 1991).

The Baer and Federico report was published in 1978 to improve and strengthen the undergraduate social work curriculum. This was called the Undergraduate Social Work Curriculum Development Project. This report did not completely agree with the CSWE accreditation standards. In the curriculum objective of CSWE, there was an absence of clarity that caused confusion between social work and human services. Moreover, the definition of professional socialization and its relationship to the curriculum objective was unclear (p. 23).

In the curriculum content, the report identified the lack of homogeneity between the introductory course content for the first year BSW students and the curriculum content for the whole undergraduate program. The curriculum content had more emphasis on individual and family content found in human behavior and the social environment content, practice content, social policy content, and field placement. Other problem areas were human diversity content and research content because many of these course contents are taught in other departments, such as sociology, psychology, biology, and political science. In other words, diversity and research content are not part of the introductory course content. In conclusion, the undergraduate courses were often "conceptualized" but not "operationalized" (p. 26).

Thus, the Baer and Federico report suggested six components to help improve undergraduate curriculum-milieu. They are "The Educational Space; The Physical Place; The Human Social Network; The Administrative Policy and Procedural Arrangements; The Modeling Behaviors of the School and Its Representatives; and The Educational Gestalt" (p. 134).

After a year, to complete the Undergraduate Social Work Curriculum Development Project, Baer & Federico raised the need for tighter linkages with academic disciplines for the

baccalaureate social work curriculum. The outcome of their project indicated that the foundation content was not given attention as compared to the liberal arts general education content suggesting the need to reexamine the current curriculum. They stated that there should be curriculum coherence, and "the current heavy focus on the individual must be balanced with content that will help students develop the knowledge and skills needed to intervene at the institutional level" (Baer & Federico, 1979, p. 8). In the human behavior and social environment area, it is insufficient to focus just on the life span development, so an intertwined understanding of psychology, biology, cultural anthropology, sociology, and other liberal and social science areas is needed. The policy area should include basic knowledge of economics, political process, and legal systems. Baer & Federico also suggested a conceptual framework for practice area and human behavior to help BSW students understand, analyze, and conceptualize social work as a profession.

The debates about the undergraduate social work curriculum persisted almost two decades before the creation of the CWSE guidelines and instructions in 1984 (Mesbur & Institute, 1991). Most of these reports studied the undergraduate social work curriculum in general rather than in depth. The introductory courses were scarcely mentioned in those debates, which is obvious in their "lack of attention to the content and structure of the introduction to social [work] course [which] constitutes a social gap in the knowledge base of social work educators" (Popple, 1991, p. 122).

In 1982, Ephross and Reisch focused on "the manifested and latent ideological content of introductory social work textbooks" during 1970s (P. 274). They stated that the introductory courses are an important aspect of social work. The textbooks play a crucial role in imparting the basic concepts. Even long after the book disappears, the concepts learned from them will

influence the students for a long time. Thus, the professional schools should weigh both the quality of textbooks and the qualifications of teachers equally. The reasons for this uncertainty can be better understood in light of the concerns coming from the publishing and/or editors and the academic researchers, for the focus is only on the overt content of the textbooks and not relating the content to social work practice. In other words, Ephross and Reisch concentrated on the theoretical aspect and not the practical aspect of social work itself. The ideological content of introductory social work textbooks is about "sex and sexism, race and racism, the role of government in social welfare, and theories of human and social behavior characterized past generations of social work texts. Some of this content was invisible … and has been made apparent by hindsight" (Ephross & Reisch, 1982, p. 275). However, some part of the content could have been used for systematic study if that part of the content was made visible. There is an implicit understanding that the textbooks convey views about "society, social class, politics, economics and cultural values" (p. 277), which are taken for granted as true in the absence of potential objections.

Ephross and Reisch's study (1982) was useful in elaborating the status of introductory textbooks of social work and how social work was conceptualized in the introductory textbooks during a specific period. It further pointed out the problems behind the concerns of the publishers and/or editors and academic researchers because these did not address the substance of introductory course as a whole and missed connecting the gap between theory and practice. However, the article did not emphasize the importance of introductory courses and provide any suggestions for fixing the existing problem in textbooks for introductory courses.

The first study that profoundly discussed the introductory course in 1991 was done by Philip Popple, who brought out the importance of introductory courses in the social work

curriculum. He rested his argument on three factors: "First, the introductory course is the one upon which the rest of the social work curriculum is built… Second, the introductory course serves as the gateway to the social work profession for many students… Finally, the introductory course is taken by large numbers of persons who go on to other careers…" (p. 122).

According to Popple (1991), the introductory course had two blocks of content: one in "the social work profession," which dealt with social work methods and social workers' roles; and the other one about "social welfare institution," which dealt with topics such as social problems, the social welfare system, and social welfare history. His study found that the courses were sometimes combined without a systematic manner into one course and that the academic institutions varied their introductory course content based on their preference for "social work profession" courses or "social welfare institution" courses. The three factors that affect the uniformness of the course content are historical, state of profession and negligence of introductory course content (Popple, 1991). The lack of uniformness brings out the need to structure the introductory course content giving equal importance to both the areas. The CSWE standards contain specific information on the content in "the five professional foundation areas: human behavior and the social environment, social welfare policy and service, social work practice, research, and field practicum" (p. 121). Out of the 360 BSW accredited programs, 61% of the administrators thought that faculty do not consider the theoretical content important for systematic intellectual frameworks guiding "knowledge building and practice" (Popple, 1991, P. 129).

Based on Popple's study, Mondros, Kelly, and Glazer (2004) studied the core content and learning techniques of the introductory course. They stated that the introductory course should serve as the foundation for the whole curriculum by including both the methods for learning and

the social work content because it serves a range of functions, goals, and audiences very early in students' social work program (p. 76). As a result, the introductory course must begin with "history, political philosophy, social thought, sociology, psychology, anthropology, government, economics, and ethics [to] provide the ideas and assumptions on which social work theory and intervention are based" (Mondros, Kelly, & Glazer, 2004, p. 77).

The authors proposed both the social work platform and academic skills as an agenda for the introductory course. The social work platform introduces students to the ideas and practices of the profession. Reading, writing and thinking are the learning methods to acquiring academic skills, which prepares the student for the years to come (Mondros, Kelly, & Glazer, 2004). The social work platform "underlie[s] the profession's grasp of social policy, social history, human behavior and practice" (Reid & Peebles-Wilkins, 1991, p. 218).

Their conceptualization of course content was designed to include three major units. The first unit, "Perspectives: Ways of Seeing the World," was about a person's point of view and social context including "gender, social class, poverty, race, ethnicity, sexual orientation, age, and culture" (Mondros, Kelly, & Glazer, 2004, p. 88). The second unit, "Power: Understanding How Perspectives Are Framed and Influenced" was to "introduce students to the ways in which society influences perspectives about people and their environments," which defines and explains human behavior and social problems such as issues of power, institutional racism, education, advertising, and religion (p. 88). The third unit, "Person-in-Environment Perspective and Seamless Practice," was related to social work practice and practice modalities like "concrete services, client support, program planning, organizational change, and community organizing" (p. 88). They also suggested three major outcomes of the introductory course: "enhancement of academic skills; familiarity with the major precepts of social work thinking and

the development of pre-social work skills; and the initiation of a process of self-directed learning" (Mondros, Kelly, & Glazer, 2004, p. 91).

Popple (1991) and Mondros, Kelly, and Glazer (2004) agree that the introductory course is the foundation for the undergraduate social work curriculum. Mondros and colleagues propose the three units mentioned above. On the other hand, Popple says that the introductory course has two units (the social work profession, social welfare institution) and defines them differently. On the content of introductory course, while Popple's perspective is specific and direct, Mondros et al's perspective is broad and covers various details regarding the course. Both of them, however, contributed in their own way to the overall competencies compiled by CSWE.

The current professional curriculum for social work in CSWE was created based on ten competencies:

> Identify as a professional social worker and conduct oneself accordingly; Apply social work ethical principles to guide professional practice; Apply critical thinking to inform and communicate professional judgments; Engage diversity and difference in practice; Advance human rights and social and economic justice; Engage in research-informed practice and practice-informed research; Apply knowledge of human behavior and the social environment; Engage in policy practice to advance social and economic well-being and to deliver effective social work services; Respond to contexts that shape practice; [and] Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities (CSWE, 2012, p. 3-7).

The Council on Social Work Education emphasizes the importance of the undergraduate curriculum by requiring that core competencies be included somewhere and discussed in detail. Even though it is a good policy, it does not help in formatting the introductory course. In spite of

the requirements, how should the undergraduate programs plan on applying the competencies coherently to their curriculum? In order for the introductory course to function as the basis of social work profession, it should not just include the competencies, but it also needs to show a uniform procedure of what the content should be and how the content should be organized (Popple, 1991).

Although scholars have given a lot of thought to social work, they could not come up with a consensus about how social work should be conceptualized in undergraduate introductory courses for BSW students. In contrast, CSWE's strict definitions never gave room for further intelligent discussion. The CSWE's definition of the undergraduate social work curriculum also included many other subdivisions within these competencies, which made their core competencies much more challenging to follow. In other words, it does not give freedom to the textbook authors to express their opinions or add further comments to improve upon the core competencies for the introductory course for the BSW students.

Since 1900, there has been no unified conceptualization regarding the undergraduate social work curriculum. It is possible to understand that there is an overall consensus about the conceptual framework for the undergraduate social work curriculum, but there is a difference in what is included in the curriculum. At this point, it is not easy to include everyone's ideas and perspectives in the literature of the introductory course in the undergraduate social work curriculum. However, it may be possible to come up with one framework so that it is viable for every program to follow a uniform process. Even though discussions bring out various perspectives, it is high time to work towards some consensus for the future of social work as a profession. In order to do this, CSWE should convene the leading pioneers in the field to review the literature and develop the basic concepts that shape social work curriculum. Formulating the

common criteria and accepting them is the basic necessity to help the introductory course curriculum to function. This is the most important step that CSWE should take in order to frame the conceptualization of introductory course in social work, which, in turn, will help social work to be respected both in the academia and professional world.

CHAPTER 4

RESEARCH METHODOLOGY

Revisiting and mainly reviewing primary sources of the overall history of social work enabled the current research to find out the efforts taken to conceptualize the discipline in Chapter 2. This helped in comprehending the major concepts on which social work was developed. The various reports given in Chapter 3 further facilitated narrowing down the major concepts presented in the introductory courses in the undergraduate social work curriculum. After analyzing the conceptualization of social work, this research uses historical methodology and content analysis as research methods. The definitions of content analysis, categories, unit, and sample and how the sample was collected are discussed later in this chapter. Thirty-four syllabi and eleven textbooks for the introductory courses in the undergraduate curriculum of social work are chosen for the study. In Chapter 5, the results of the analysis of the data collected will bring out the differences existing in each category on the main aspects of social work concepts today. Based on the results of the analysis, further discussions will be given in Chapter 6 and the conclusion in Chapter 7.

4.1 Content Analysis

The research uses content analysis to describe in a systematic manner how the conceptualization of social work is presented in a sample of introductory courses. Content analysis is a scientific tool defined in multiple ways. Content analysis might include the cultural and political history, literary criticisms, and texts with summary and interpretations. However, such an analysis is not the purpose of this present study. Kaplan & Goldsen (1965) defined content analysis as a technique focusing on "a classification of content in more precise, numerical terms …" (p. 83). According to Berelson (1971), it is "a research technique for the

objective, systematic, and quantitative description of the manifest content of communication" (p. 18). However, Holsti (1969) perceives content analysis as a type of information processing "in which communication content is transformed, through objective and systematic application of categorization rules, into data that can be summarized and compared" (p. 3). Overall, Berelson (1971) has identified "seventeen types" of uses (or application or function) of content analysis "for detailed description and discussion" (p. 26). This study uses one of the seventeen types, "the focus of attention," in order to figure out how they are presenting the conceptualization of social work. Also, the present study emphasizes the effects of content in the introductory courses in conceptualization of social work and their extension to attention areas of BSW students.

I have used Berelson's (1971) structure to establish the contextual framework of the content analysis because he presented a useful categorization of the types of content analysis, and his approach works with the problem and questions of the present study. The study applies content analysis to determine the attention areas in materials of the introductory courses (Berelson, 1971). It looks at the amount of content presented in the materials of introductory courses to reveal the differences in how the conceptualization of social work is presented to the BSW students. That is, inferences about what comes to BSW students' attention through the materials of communication are based directly upon what and how much appears in the materials. As Berelson (1971) pointed out, while analyzing the content, one can add "the qualitative dimension to a quantitative analysis" (p. 115). On the other hand, this research is a qualitative analysis layered on top of quantitative dimension. The relative importance of different contents in various syllabi and textbooks are brought to attention in content analysis.

In the scholarly literature regarding content analysis "five major units of analysis have appeared: words, themes, characters, items, and space- and- time measures" (Berelson, 1971, p.

136). Berelson applied these five units in a narrative context, but one can see their use in a non-narrative context also. Words, in general, mean selected words or selected categories of words. Themes mean one's assertion of the subject matter in a complete sentence. Characters denote the people around whom the story is woven. Items refer to the story in different forms that the editor wants to employ. The *space- and- time measures* refer to how the content is classified in terms of physical measurements.

The *space- and- time measures* unit is used for this study. Even though Berelson did not see any specific reason for someone using only one of the possible units of content analysis, the choice, however, depends on the research problem and the content in the sample. Some studies have used space- and- time measures in dividing the materials into physical divisions such as "the column inch or line or page or paragraph" (Berelson, 1971, p, 142). As I mentioned earlier, I use this unit for analyzing the syllabi and textbooks in terms of 11 categories. This study classifies the content by time, in terms of how many hours are spent in the syllabi, and the space, in terms of how many pages are covered in the primary textbooks to perform subject matter analysis.

Particular content analysis studies have been useful if "the categories were clearly formulated and well adapted to the problem and to the content" (Berelson, 1971, p. 147). The subject matter deals clearly with what is said in the introductory courses, which helps us to know how the conceptualization of social work is presented in these courses by programs. The subject matter of the study is the conceptualization of social work. According to Berelson (1971), content analysis "has to do with the subject matter distribution of what appeared in the selected [materials] of communication" (p. 100). In other words, content analysis used in the conceptualization of social work identifies the major differences in what each course talks about.

The focus is on syllabus and textbook content about the conceptualizations of social work categories. The conceptualizations of social work reflected in the coverage of the categories are classified as follows:

1. History of social work

2. Definition of social work

3. Goals of social work

4. Values and ethics of social work

5. Processes of social work

6. Construction of social worker's identity

7. Methods of social work

8. Fields of social work

9. Social policies/welfares

10. Social welfare issues

11. Diversity in social work

The rationale for using this framework for the analysis of content is to identify the conceptualizations of social work in syllabi and textbooks of the introductory course in the undergraduate curriculum. I reviewed the literature, syllabi and textbooks, and I found the common topics among these. Based on these subjects, 11 categories are identified, and these exhaust the range of areas which are addressed in the introductory course syllabi and textbooks providing the sample. This is the first study to compile all these 11 categories to show the importance of their role in the definition of the conceptualization of social work.

History of social work, the first category under subject matter, refers to "the systematic collection and evaluation of data about past events" (Barker, 2003, p. 196). It includes the

information on how social work began, developments that have taken place, social welfare in the United States, and all the key efforts (organizations, conferences, reports, books, and articles) taken to contribute to the construction of social work and in analyzing them in a systematic way. The importance of including the history of social work in the undergraduate social work curriculum was emphasized by Hollis and Taylor (1952), Popple (1991), and Mondros, Kelly, and Glazer (2004).

Definition of social work refers to a brief description of how social work is perceived and the elements that make up the profession. In chapter 2, attempts have been taken systematically to list various definitions of social work. The first working definition of social work was given by the NASW committee in 1958. Later, many scholars, such as Boehm (1959), Gordon (1960's), the International Federation (2000), and Barker (2003), improved upon the original definition of social work to add significance to the identity of social work.

Goals of social work refers to part of the strategy used by social workers to help a client, seeking professional services, clarifying and defining the objectives they hope to achieve and to then establish the next steps that must be taken and the time needed to reach those objectives (Barker, 2003).

Values and ethics of social work refers to the values guiding the ethical practice of social workers and reflected in the NASW code of ethics. It is an explicit statement of the values, rules and principles of social work profession, its ethical standards, and relevant laws. The code of Ethics regulates the conduct of social workers and protects the clients (Barker, 2003). The CSWE (2012) included this category as one of the competencies in the curriculum for the undergraduate degree.

Processes of social work refers to specific steps to treat clients seeking professional services. It is a systematic approach in social work within which the social workers must operate. The CSWE (2012) included *Processes of social work* as one of the competencies in the curriculum for the undergraduate degree.

Construction of social worker's identity refers to the definition of professional social workers, their roles, qualifications, and what they do. Along with Wenzel (1972), Popple (1991), and CSWE (2012) mentioned the need for defining who the social workers are.

Methods of social work is "the specific types of interventions and other activities used by social workers in their professional practices" (Barker, 2003, p. 272). These include one or more of "social casework, social group work, community organization, administration in social work, research [in social work], social policy, [social] planning, …, and family and marital treatment" (Barker, 2003, p. 272). Chapter 2 discussed the methods of social work in detail. Boehm (1959), Bisno (1959), Baer and Federico (1978), Popple (1991), Mondros, Kelly, and Glazer (2004), and CSWE (2012) included *Methods of social work* as one of the important elements in the curriculum.

Fields of social work refers to *where* social workers practice and deal with their clients' problems in professional environment and *where* social workers integrate theory and practice. It also deals with the challenges and opportunities facing social workers. Social work encompasses a broad range of branches for practices. The following are a few examples of the fields of social work: aging and gerontological social work practice, social work in the schools, social work with children and families, social work in health care and mental health setting, and social work with disabilities. This category was given attention by Boehm (1959), Bisno (1959), Wenzel (1972), Baer and Federico (1978), and Popple (1991).

Social policies/welfares refers to the major social welfare policies and services; policy affects service delivery and policy practice. It is "the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development" (CSWE, 2012, p. 6). Hollis and Taylor (1952), Baer and Federico (1978), Ephross and Reisch (1982), and Popple (1991) included this category as one of the essential aspects of the undergraduate curriculum.

Social welfare issues refers to social problems. It deals with "conditions among people leading to behaviors that violate some people's values and norms and cause emotional or economic suffering" (Barker, 2003, p. 405), such as crime, social inequality, poverty, homelessness, racism, drug abuse, etc. Ephross and Reisch (1982), Popple (1991), and Mondros, Kelly, and Glazer (2004) mentioned the necessity to include social welfare issues in the introductory course content.

Diversity in social work refers to variety. It is "the intersectionality of multiple factors including age, class, color, culture, ethnicity, gender, gender identity and expression, immigration status, political ideology, religion, sex, and sexual orientation" (CSWE, 2012, p. 4). Hollis and Taylor (1952), Boehm (1959), Bisno (1959), Ephross and Reisch (1982), and Mondros, Kelly, and Glazer (2004) mentioned the necessity to include diversity in the introductory course content.

4.2 Sample

Since this study concentrates on finding how social work is conceptualized in the introductory course for the BSW students, I considered the syllabi and textbooks to be the best sources for getting the appropriate information regarding the research question. Data were collected from the "Introduction to Social Work" courses for fall 2013. According to the CSWE

directory of associated programs website, there are 509 accredited undergraduate social work programs. A simple random sampling method was used to create the sample, and 50 random schools were contacted twice through email; of the 50 schools contacted, only 34 replied. Out of 34 schools, there are 18 public universities and 16 private universities. From these 34 schools, the syllabi of the introductory course for undergraduate program in social work were acquired.

The introductory courses depend on the textbooks that are given to the students to understand the basic concepts. In the syllabi of 34 universities, 55 textbooks were required for these courses. Out of 55 textbooks, there were 21 supplementary and 34 primary textbooks. I eliminated the repeated textbooks and, as a result, found that a total of 11 different primary textbooks were used because these were directly relevant to my research questions and problem.

CHAPTER 5

FINDINGS

The study attempts to answer four questions and the first two questions are "*What have been the major efforts taken to conceptualize social work?*" and "*What is/are currently the major conceptualization(s) of social work?*" The answers have been found using historiography as the main method of research. In the previous chapter, the second method of the study, content analysis, following Berelson's (1971) interpretive methodology, was outlined. The sample of the study, 34 programs and their syllabi and textbooks, is analyzed within the third research question, "*How is the conceptualization of social work presented in undergraduate introductory courses?*" which is developed in the third chapter. Also, the sample is analyzed within the fourth research question, "*Are there different conceptualizations of social work in the introductory course and its textbooks? If there are, what are they?*" Upon the analysis of literature, I derived 11 categories (as discussed in Chapter 4) to answers these questions.

This chapter presents the findings that emerged from the analysis, and how the 11 categories that were used deductively as a framework for the content analysis are addressed in the 34 syllabi and 11 textbooks. The textbooks of the sample for which findings are reported here are listed in Table 1. The two most popular textbooks were those written by Dubois and Miley and by Suppes and Wells.

Table 5.1 List of Textbooks in Alphabetical Order

Code	Author(s)	Year	Title	Edition/Publisher/ (Total pages)
1	Ambrosino, R., Ambrosino, R. Heffernan, J., & Shuttlesworth, G.	2008	*Social work and social welfare: an introduction.*	6th ed. Thomson Brook/Cole. (585).
2	Berg-Weger, M.	2013	*Social work and social welfare:*	3rd ed. New York:

Table 5.1—*Continued*

			an invitation.	Routledge., Taylor & Francis. (399).
3	Dubois, B. & Miley, C.	2011	*Social work: an empowering profession.*	7th ed. Pearson Education, Inc., Allyn & Bacon. (462).
4	Farley, O., Smith, L., Boyle, S.	2012	*Introduction to social work.*	12th ed. Pearson Education, Inc. (450).
5	Glicken, M.	2011	*Social work in the 21st century; an introduction to social welfare, social issues, and the profession.*	2nd ed. SAGE Publications, Inc. (668).
6	Kirst-Ashman, K.	2010	*Introduction to social work & social welfare: critical thinking perspectives.*	3rd ed. Brooks/Cole, Cengage Learning. (492).
7	Morales, A., Sheafor, B., & Scott, M.	2012	*Social work: a profession of many faces.*	12th ed. Pearson Education, Inc., Allyn & Bacon. (528).
8	Popple, P. & Leighninger, L.	2011	*Social work, social welfare, and American society.*	8th ed. Boston: Pearson Education, Inc., Allyn & Bacon. (633).
9	Segal, E., Gerdes, K. & Steiner, S.	2010	*An introduction to the profession of social work: becoming a change agent.*	3rd ed. Brooks/Cole learning. (505).

Table 5.1—*Continued*

| 10 | Suppes, M. & Wells, C. | 2009 | The social work experience: an introduction to social work and social welfare. | 5th ed. Pearson Education, Inc. (614). |
| 11 | Zastrow, C. | 2004 | *Introduction to social work and social welfare: empowering people.* | 8th ed. Brooks/Cole, Thomson learning, Inc. (646). |

5.1 Category 1: History of Social Work

The history helped in shaping social work to its current form. To improve social work practices, this knowledge is important in understanding the efforts of our pioneers. In the syllabi, the average number of hours allocated to the history of social work is 2.3 with a range between 0 and 6. The median is 2.75 hours, the minimum allocated hours are zero, and the maximum allocated hours are 6. The mode is 3 hours, which is more than the average 2.3, and the low average results from 16 programs having 2 or less hours allocated out of all 34 programs.

Table 5.2 Clock hours devoted to the history of social work

Program	History of SW Hours
1	02:00
2	03:00
3	03:00
4	03:00
5	03:00
6	03:00
7	03:00
8	04:00
9	03:00
10	01:30
11	01:30
12	03:00
13	03:00
14	01:00
15	01:00
16	01:00
17	0
18	03:00
19	01:00
20	01:30
21	02:30
22	03:00
23	01:30
24	02:00
25	03:00
26	03:00
27	03:00
28	02:00
29	02:00
30	06:00
31	02:00
32	01:00
33	01:00
34	03:00

In the introductory textbooks sampled, the average number of pages allocated for the history of social work is 21.6, ranging from 12 to 34. Three textbooks have 17 pages allocated, and three textbooks have around 30 pages allocated to the history of social work.

The average for pages per clock hour for all programs is 11.14 with 13 universities above this average and 18 universities below. This means that more programs rely on the lectures instead of textbooks to teach history of social work. The highest number of pages per clock hour is 30.5 by Program 1 and the lowest one being just 2.83 by Program 30. This means that these two programs are far from average, which implies the first case relies more on textbook and, the second, very less on textbook. Three universities numbered 7, 12, and 23 are almost equal to the average with 11.3 pages per clock hour; both 7 and 12 use the textbook by Kirst-Ashman, and 23 uses the textbook by Suppes and Wells.

Table 5.3 Clock hours and Percentage of pages devoted to the history of social work

Textbooks	Programs	Pages	% Pages	Avg Class Hours
Ambrosino, R., Heffernan, J., Shuttlesworth, G., Ambrosino, R.	1	17.25	2.95	3
Berg-Weger, M.	4	32	8.02	2.75
Dubois, B. & Miley, C.	5	27	5.84	2.3
Farley, O., Smith, L., Boyle, S.	1	17.5	3.89	4
Glicken, M.	2	19	2.84	1.25
Kirst-Ashman, K.	2	34	6.91	3
Morales, A., Sheafor, B., & Scott, M.	3	17	3.22	2.58
Popple, P. & Leighninger, L.	1	30.5	4.82	1
Segal, E., Gerdes, K. & Steiner, S.	3	15	2.97	2.67
Suppes, M. & Wells, C.	5	17	2.77	2.1
Zastrow, Charles	4	12	1.86	2.5

From the Table above, it can be observed that Zastrow textbook's percentage of pages is just 1.86 with 2.5 clock hours for 4 programs, whereas for almost the same number of clock hours, i.e., 2.58, Morales, Sheafor, and Scott's textbook's percentage of pages is 3.22 for 3 programs. This means that the former 4 programs spend less clock hours on the textbook than the latter one which might be focusing most of the time on the textbook. From another view point, it

can be observed that Suppes and Wells textbook's percentage of pages is 2.77 with 2.1 clock hours used by 5 programs, whereas Glicken textbook's percentage of pages is 2.84, which is almost same as Suppes and Wells' with 1.25 clock hours used by 2 programs. This means that the latter textbook might be used for all 1.25 clock hours, while, in the former case, the programs might be using some other resources to teach the history of social work.

<u>5.2 Category 2: Definition of Social Work</u>

The definition of social work is the crux that summarizes our profession. In the syllabi, the average number of hours allocated to the definition of social work is 0.51 with a range between 0 and 2. The median is 0.5 hours, the minimum allocated hours are zero, and the maximum allocated hours are 2. The mode is 0 hours which means that many programs do not allocate clock hours to teach the definition of social work.

In the introductory textbooks sampled, the average number of pages allocated for the definition of social work is 1.05, ranging from 0 to 3. Most of the textbooks have not mentioned about the definition of social work, which is evident from the fact that very few pages discuss the topic and two textbooks did not mention it at all. Most of the textbooks have neither stated how the definition of social work has evolved over the years, nor have they mentioned all the definitions available in order to encourage students to ponder over the definition of social work to come to an understanding.

Table 5.4 Clock hours devoted to the definition of social work

Program	Definition of SW Hours
1	0
2	0 2 :0 0
3	0
4	0
5	0
6	0 0 :3 0
7	0 0 :3 0
8	0 1:0 0
9	0
10	0 1:3 0
11	0 1:0 0
12	0 0 :15
13	0
14	0
15	0 0 :3 0
16	0
17	0
18	0 1:0 0
19	0
2 0	0 0 :3 0
2 1	0 0 :3 0
2 2	0 0 :15
2 3	0 0 :3 0
2 4	0 0 :4 5
2 5	0 0 :3 0
2 6	0
2 7	0 2 :0 0
2 8	0 0 :15
2 9	0 0 :3 0
3 0	0 0 :3 0
3 1	0 1:0 0
3 2	0
3 3	0 1:0 0
3 4	0 1:0 0

The average for pages per clock hour for all programs is 1.99 with 11 universities above this average and 11 universities below, excluding the programs that have not allocated any clock hours to the definition of social work. This shows that many universities do not emphasize on this topic of social work. The highest number of pages per clock hour is 4.5 by university 6 and the lowest one being just 0.5 by programs 18 and 34. Three universities numbered 12, 15, and 28 use the textbooks by Kirst-Ashman, by Morales, Sheafor and Scott, and by Segal, Gerdes, and Steiner respectively, and their average pages per clock hour are same, i.e., 4.

Table 5.5 Clock hours and Percentage of pages devoted to the definition of social work

Textbooks	Programs	Pages	% Pages	Avg Class Hours
Ambrosino, R., Heffernan, J., Shuttlesworth, G., Ambrosino, R.	1	0.5	0.085	0.25
Berg-Weger, M.	4	2.25	0.56	1
Dubois, B. & Miley, C.	5	0.5	0.11	1
Farley, O., Smith, L., Boyle, S.	1	3	0.67	1
Glicken, M.	2	0.75	0.11	0.5
Kirst-Ashman, K.	2	1	0.2	0.38
Morales, A., Sheafor, B., & Scott, M.	3	2	0.38	0.58
Popple, P. & Leighninger, L.	1	0	0	0
Segal, E., Gerdes, K. & Steiner, S.	3	1	0.19	0.25
Suppes, M. & Wells, C.	5	0.5	0.08	0.5
Zastrow, Charles	4	0	0	1

From the above Table, it can be seen that Zastrow's textbook average class hour is 1 although there are no pages written about the definition of social work. This means that the program depends on other sources to cover 1 clock hour of the course. This is not clearly the case where Popple and Leighninger's textbook does not cover the definition of social work, and no clock hours are associated with the course in the program.

5.3 Category 3: Goals of Social Work

The goals of social work explain what the social work wants to achieve in order to help clients and the society. In the syllabi, the average number of hours allocated to the goals of social work is 0.17 with a range between 0 and 1. The median is 0 hours, the minimum allocated hours

are zero, and the maximum allocated hour is 1. The mode is 0 hours which means that many programs do not allocate clock hours to teach the goals of social work.

In the introductory textbooks sampled, the average number of pages allocated for the goals of social work is 0.75, ranging from 0 to 3. Most of the textbooks have not mentioned about the goals of social work, as evident from the very few pages discussing the topic and seven textbooks not mentioning it at all. The goals mentioned in the remaining four textbooks differ from one another.

The average for pages per clock hour for all programs is 0.68, which is very low because of 25 programs have zero pages per clock hour. This means many programs spend less time on this topic. The highest number of pages per clock hour is 5 by university 8, and the lowest one is just 1.5 for program 21 among non-zero valued programs. Program 14 uses the textbook by Dubois and Miley, and program 33 uses the textbook by Zastrow; both have the same average pages per clock hour, i.e., 3.

Table 5.6 Clock hours devoted to the goals of social work

Program	Goals of SW Hours
1	0 1:0 0
2	0
3	0
4	0
5	0
6	0
7	0
8	0 0 :3 0
9	0
10	0
11	0
12	0
13	0
14	0 0 :3 0
15	0
16	0
17	0 1:0 0
18	0
19	0
2 0	0
2 1	0 1:0 0
2 2	0
2 3	0
2 4	0
2 5	0
2 6	0 0 :3 0
2 7	0
2 8	0
2 9	0
3 0	0 0 :3 0
3 1	0
3 2	0
3 3	0 1:0 0
3 4	0

Table 5.7 Clock hours and Percentage of pages devoted to the goals of social work

Textbooks	Programs	Pages	% Pages	Avg Class Hours
Ambrosino, R., Heffernan, J., Shuttlesworth, G., Ambrosino, R.	1	0	0	0
Berg-Weger, M.	4	0	0	0
Dubois, B. & Miley, C.	5	1.5	0.32	0.3
Farley, O., Smith, L., Boyle, S.	1	2.5	0.55	0.5
Glicken, M.	2	0	0	0
Kirst-Ashman, K.	2	0	0	0
Morales, A., Sheafor, B., & Scott, M.	3	1.25	0.24	0.167
Popple, P. & Leighninger, L.	1	0	0	0
Segal, E., Gerdes, K. & Steiner, S.	3	0	0	0
Suppes, M. & Wells, C.	5	0	0	0.2
Zastrow, Charles	4	3	0.46	0.375

From the above Table, it can be observed that Suppes and Wells' textbook average class hours are 0.2 although there are no pages written about the goals of social work. This means that the program depends on other sources to cover 0.2 clock hours of the course. This is not clearly the case where textbooks by Ambrosino, Heffernan, Shuttlesworth and Ambrosino, by Berg-Weger, by Glicken, by Kirst-Ashman, by Popple and Leighninger, and by Segal, Gerdes, and Steiner do not cover the goals of social work and no clock hours are associated with them.

5.4 Category 4: Values and Ethics of Social Work

The values and ethics form the underlying foundation for practicing social work in any setting. In the syllabi, the average number of hours allocated to the values and ethics of social work is 2.21 with a range between 0 and 4. The median is 3 hours, the minimum allocated hours are zero, and the maximum allocated hour is 4. The mode is 3 hours, which means that many programs allocate more clock hours than the average to teach the values and ethics of social work.

In the introductory textbooks sampled, the average number of pages allocated for the values and ethics of social work is 14.88, ranging from 2 to 28, which is a very high number considering the number of pages to be covered in an hour and half. Most of the textbooks have

allocated a considerable number of pages to this category, which is evident from the number of pages that discuss the topic. Only two textbooks cover fewer pages than average.

The average for pages per clock hour for all programs is 7.03, which is a high value because of 17 programs having less than the average pages per clock hour. This means that half of the programs do not spend as much time on this particular topic of social work as the other half of programs. The highest number of pages per clock hour is 18.67 by programs 6 and 24, and the lowest one is just 1 by program 22 among non-zero valued programs. Three programs numbered 1, 21, and 29 use the textbooks by Suppes and Wells and by Dubois and Miley having the same average pages per clock hour, i.e., 7.33.

Table 5.8 Clock hours devoted to the values and ethics of social work

Program	Values and Ethics of SW
1	03:00
2	01:30
3	00:00
4	03:00
5	02:00
6	01:30
7	01:30
8	01:30
9	03:00
10	00:00
11	03:00
12	01:30
13	02:00
14	02:00
15	03:00
16	00:00
17	04:00
18	02:00
19	03:00
20	00:00
21	03:00
22	02:00
23	00:00
24	00:45
25	03:00
26	03:00
27	03:00
28	04:00
29	03:00
30	03:00
31	03:00
32	03:00
33	03:00
34	04:00

Table 5.9 Clock hours and Percentage of pages devoted to the values and ethics of social work

Textbooks	Programs	Pages	% Pages	Avg Class Hours
Ambrosino, R., Heffernan, J., Shuttlesworth, G., Ambrosino, R.	1	2	0.34	2
Berg-Weger, M.	4	28	7.01	2.625
Dubois, B. & Miley, C.	5	22	4.76	2.3
Farley, O., Smith, L., Boyle, S.	1	3.5	0.77	1.5
Glicken, M.	2	12	1.79	1.5
Kirst-Ashman, K.	2	14	2.84	1.5
Morales, A., Sheafor, B., & Scott, M.	3	14	2.65	2.25
Popple, P. & Leighninger, L.	1	6.25	0.98	3
Segal, E., Gerdes, K. & Steiner, S.	3	25	4.95	2.67
Suppes, M. & Wells, C.	5	22	3.58	1.4
Zastrow, Charles	4	15	2.32	3

From the above Table, it can be observed that Farley, Smith, and Boyle's, Glicken's and Kirst-Ashman's average class hours are 1.5 although the percentage pages written about the values and ethics of social work significantly differ from each other. In case of Farley, Smith, and Boyle, the pages written are just 3.5, which mean that the program depends on other sources to cover 1.5 clock hours of the course. Otherwise, it can be observed that Kirst-Ashman textbook's percentage of pages is 2.84 with 1.5 clock hours used by 2 programs, whereas Morales, Sheafor, and Scott textbook's percentage of pages is 2.65, which is almost same as Kirst-Ashman with 2.25 clock hours used by 2 programs. This means that the latter instructor might be using some other resources to teach the values and ethics of social work.

<u>5.5 Category 5: Processes of Social Work</u>

The processes of social work give clear instruction and direction for both client and the social worker. In the syllabi, the average number of hours allocated to the processes of social work is 1.47 with a range between 0 and 6. The median is 1 hour, the minimum allocated hours are zero, and the maximum allocated hours are 6. The mode is 0 hours, which means that many programs do not allocate clock hours to teach the processes of social work.

Table 5.10 Clock hours devoted to the processes of social work

Program	Process of SW
1	03:00
2	01:30
3	00:00
4	01:00
5	03:00
6	00:00
7	00:30
8	02:00
9	06:00
10	00:30
11	05:15
12	01:30
13	00:00
14	02:00
15	00:00
16	00:00
17	05:00
18	01:00
19	00:00
20	02:30
21	01:30
22	01:00
23	00:00
24	00:00
25	01:30
26	00:00
27	00:00
28	00:00
29	03:00
30	00:00
31	00:00
32	06:00
33	01:30
34	01:00

In the introductory textbooks sampled, the average number of pages allocated for the processes of social work is 6.36, ranging from 0 to 26. Four of the textbooks have not mentioned

the processes of social work as evident from the very few pages that discuss the topic and three textbooks did not mention it at all. Most of the textbooks have not stated how the processes of social work have evolved over the years.

The average for pages per clock hour for all programs is 2.38 with 9 programs above this average and 6 programs below the average, excluding the 16 programs that have not allocated any clock hours to the processes of social work. This shows that they do not spend as much time on this category in the classroom. The highest number of pages per clock hour is 17.33 by university 18 and the lowest one is just 0.33 by program 16. Two universities numbered 1 and 4 use the textbook by Suppes and Wells, and the textbook by Zastrow respectively, and their average pages per clock hour are same, i.e., 4.

Table 5.11 Clock hours and Percentage of pages devoted to the processes of social work

Textbooks	Programs	Pages	% Pages	Avg Class Hours
Ambrosino, R., Heffernan, J., Shuttlesworth, G., Ambrosino, R.	1	3	0.51	1
Berg-Weger, M.	4	9	2.25	0.375
Dubois, B. & Miley, C.	5	26	5.62	1.8
Farley, O., Smith, L., Boyle, S.	1	2	0.44	2
Glicken, M.	2	14	2.09	4.25
Kirst-Ashman, K.	2	10	2.03	1
Morales, A., Sheafor, B., & Scott, M.	3	0	0	0
Popple, P. & Leighninger, L.	1	0	0	0
Segal, E., Gerdes, K. & Steiner, S.	3	0	0	1
Suppes, M. & Wells, C.	5	2	0.32	0.8
Zastrow, Charles	4	4	0.61	2.125

From Table 11, it can be observed that Segal, Gerdes, and Steiner textbook's average class hours is 1 although there are no pages written about the processes of social work. This means that the program depends on other sources to cover 1 clock hour of the course. This is not clearly the case where Popple and Leighninger's and Morales, Sheafor, and Scott's textbooks do not cover the processes of social work, and no clock hours are associated with the course in the program.

5.6 Category 6: Construction of Social Worker's Identity of Social Work

This category of social work is an important aspect of understanding the social work in the area of having trained professionals in the field of social work. In the syllabi, the average number of hours allocated to the construction of social worker's identity with social work is 1.125 with a range between 0 and 3. The median is 0.75 hours, the minimum allocated hours are zero, and the maximum allocated hours are 3. The mode is 0 hours, which means that many programs do not allocate clock hours to teach this category of social work.

In the introductory textbooks sampled, the average number of pages allocated for the construction of social worker's identity is 5.14 ranging from 1 to 17.5. Four of the textbooks have discussed this category of social work as evident from the very few pages that discuss the topic.

The average for pages per clock hour for all programs is 4.4 with 13 programs above this average and 10 programs below the average excluding the 8 programs that have not allocated any clock hours to the category. This means that 25% programs do not give importance to this particular topic of social work. The highest number of pages per clock hour is 32 by university 6 and the lowest one is just 1 by program 12. Program 20 uses the textbook by Glicken and program 33 uses the textbook by Zastrow, and both have the same averages pages per clock hour, i.e., 6.

Table 5.12 Clock hours devoted to this category of social work

Program	Construction of social worker's identity
1	01:00
2	02:00
3	03:00
4	00:00
5	02:00
6	00:30
7	00:00
8	01:00
9	00:00
10	00:00
11	01:00
12	01:00
13	00:00
14	00:30
15	00:00
16	00:30
17	02:00
18	01:00
19	00:30
20	00:30
21	02:00
22	01:00
23	00:30
24	03:00
25	03:00
26	00:30
27	03:00
28	00:00
29	02:00
30	03:00
31	03:00
32	00:00
33	00:15
34	00:30

Table 5.13 Clock hours and Percentage of pages devoted to the category of social work

Textbooks	Programs	Pages	% Pages	Avg Class Hours
Ambrosino, R., Heffernan, J., Shuttlesworth, G., Ambrosino, R.	1	3	0.51	1
Berg-Weger, M.	4	16	4.01	2.375
Dubois, B. & Miley, C.	5	5	1.08	1.5
Farley, O., Smith, L., Boyle, S.	1	1.5	0.33	1
Glicken, M.	2	3	0.44	0.25
Kirst-Ashman, K.	2	1	0.2	0.5
Morales, A., Sheafor, B., & Scott, M.	3	17.5	3.31	2
Popple, P. & Leighninger, L.	1	1.5	0.23	0.5
Segal, E., Gerdes, K. & Steiner, S.	3	2.5	0.49	0.67
Suppes, M. & Wells, C.	5	4	0.65	1.1
Zastrow, Charles	4	1.5	0.23	0.1875

From the above Table, it can be observed that the class hour spent on Ambrosino, Heffernan, Shuttlesworth, and Ambrosino's textbook is 1, and the average class hour spent on Farley, Smith, and Boyle's textbook is the same although the number of pages written about the construction of social worker's identity differ by 50%. This means that the latter program depends on other sources to cover 1 clock hour of the course. From another view point, Popple and Leighninger's textbook and Zastrow's textbook have the same percentage of pages to cover the category of social work, although the average clock hours that are associated with the course differ from each other. This means that the program 19 must have been using other sources to teach this category of social work.

5.7 Category 7: Methods of Social Work

The methods of social work teach the social worker the types of interventions to solve a client's problem. In the syllabi, the average number of hours allocated to the methods of social work is 2.5 with a range between 0 and 10. The median is 2 hours, the minimum allocated hours are zero, and the maximum allocated hours are 10. The mode is 3 hours, which means that many programs allocate more clock hours than the average to teach the methods of social work.

In the introductory textbooks sampled, the average number of pages allocated for the methods of social work is 26.5 ranging from 1 to 92. Six textbooks have allocated considerable number of pages to this category of social work as evident from the more pages that discuss the topic and five textbooks mentioned it in lesser pages than average number of pages.

The average pages per clock hour for all programs is 7.22, and 19 programs are below average. This means that about 61% of the programs do not give as much importance as the rest of the programs to this particular topic of social work. The highest number of pages per clock hour is 37.5 by program 31 and the lowest one being just 1.5 by program 21 among all non-zero valued programs. Three programs numbered 13, 25, and 27 use the textbooks by Segal, Gerdes, and Steiner and by Berg-Weger respectively, having the same average pages per clock hour, i.e., 7.5.

Table 5.14 Clock hours devoted to the methods of social work

Program	Methods of SW
1	01:00
2	01:00
3	00:00
4	03:00
5	03:00
6	02:30
7	01:30
8	06:00
9	02:00
10	00:00
11	04:45
12	06:00
13	04:00
14	02:00
15	00:00
16	01:00
17	06:00
18	00:30
19	03:00
20	01:30
21	02:00
22	03:00
23	00:00
24	00:00
25	10:00
26	01:00
27	10:00
28	03:00
29	00:30
30	00:15
31	02:00
32	03:00
33	00:30
34	01:00

Table 5.15 Clock hours and Percentage of pages devoted to the methods of social work

Textbooks	Programs	Pages	% Pages	Avg Class Hours
Ambrosino, R., Heffernan, J., Shuttlesworth, G., Ambrosino, R.	1	38.5	6.58	3
Berg-Weger, M.	4	75	18.79	6.125
Dubois, B. & Miley, C.	5	3	0.65	1.2
Farley, O., Smith, L, Boyle, S.	1	92	20.44	6
Glicken, M.	2	28	4.19	2.25
Kirst-Ashman, K.	2	13	2.64	3.75
Morales, A., Sheafor, B., & Scott, M.	3	1	0.19	0.083
Popple, P. & Leighninger, L.	1	5	0.79	3
Segal, E., Gerdes, K. & Steiner, S.	3	30	5.94	3.33
Suppes, M. & Wells, C.	5	2	0.32	0.6
Zastrow, Charles	4	4.5	0.69	1.625

From the above Table, it can be observed that Ambrosino, Heffernan, Shuttlesworth, and Ambrosino textbook's average class hours are 3, and Popple and Leighninger textbook's average class hours are the same although percentage of pages written about the category differ by huge margin. This means that the latter program depends on other sources to cover 3 clock hours of the course. Form another view point, Farley, Smith, and Boyle's textbook has 6 average class hours to complete a high number of 92 pages, which is almost one fifth of the textbook. This means that the program 8 has a very intensive class room session to teach this particular topic, and it clearly conveys the strong emphasis given to this category.

<p style="text-align:center">5.8 Category 8: Fields of Social Work</p>

The category of fields of social work is an important aspect of the social work where the social workers interact with the clients. In the syllabi, the average number of hours allocated to the fields of social work is 8.8 with a range between 0 and 22.5. The median is 8.25 hours, the minimum allocated hours are zero, and the maximum allocated hours are 22.5. The mode is 6 hours, which means that many programs allocate less clock hours than the average to teach this category.

In the introductory textbooks sampled, the average number of pages allocated for the fields of social work is 158.16 ranging from 64 to 272. Four textbooks have allocated considerable number of pages to this category of social work as evident from the more pages that discuss the topic and seven textbooks mentioned it in lesser pages than average number of pages.

The average for pages per clock hour for all programs is 18.78, which is a high value because of half of the programs having less than the average pages per clock hour. This means that about 50% of the programs do not give as much importance as the rest of programs to this particular topic of social work. The highest number of pages per clock hour is 45.3 by program 1, and the lowest one is just 9.2 by program 14 among non-zero valued programs. Three programs numbered 2, 27, and 31 use the textbooks by Berg-Weger and by Dubois and Miley respectively, having almost the same averages pages per clock hour, i.e., 21.3.

Table 5.16 Clock hours devoted to the fields of social work

Program	Fields of SW
1	06:00
2	05:30
3	15:00
4	06:00
5	06:00
6	04:30
7	15:00
8	15:30
9	04:00
10	22:30
11	00:00
12	13:00
13	09:00
14	13:00
15	04:30
16	10:00
17	06:00
18	12:00
19	06:00
20	12:00
21	00:00
22	12:00
23	18:00
24	12:45
25	01:30
26	06:00
27	03:00
28	12:00
29	09:00
30	07:00
31	03:00
32	12:00
33	07:30
34	12:00

Table 5.17 Clock hours and Percentage of pages devoted to the fields of social work

Textbooks	Programs	Pages	% Pages	Avg Class Hours
Ambrosino, R., Heffernan, J., Shuttlesworth, G., Ambrosino, R.	1	240	41.02	12
Berg-Weger, M.	4	64	16.04	3
Dubois, B. & Miley, C.	5	120	25.97	7.9
Farley, O., Smith, L, Boyle, S.	1	153	34	15.5
Glicken, M.	2	212	31.74	12
Kirst-Ashman, K.	2	140	28.45	14
Morales, A., Sheafor, B., & Scott, M.	3	111	21.02	8.08
Popple, P. & Leighninger, L.	1	158.75	25.07	6
Segal, E., Gerdes, K. & Steiner, S.	3	152	30.09	9
Suppes, M. & Wells, C.	5	272	44.29	12.2
Zastrow, Charles	4	117	18.1	5.875

From the above Table, it can be observed that Ambrosino, Heffernan, Shuttlesworth, and Ambrosino textbook's average class hours are 12, and Glicken textbook's average class hours are the same although number of pages written about the category differ by 25%. This means that programs that use the latter textbook depend on other sources to cover 12 clock hours of the course. It is also worthy to note that the program that uses Ambrosino, Heffernan, Shuttlesworth, and Ambrosino's textbook covers two fifths of the book although the class hours are just 12. This means that the program has an intensive period to cover this category. From another view point, Glicken's textbook has 12 average class hours to complete a high number of pages 212, which is almost one third of the textbook, and the same can be observed in the case of Segal, Gerdes, and Steiner's. Overall, this category has the highest number of pages allocated in the entire textbook compared to other categories, which underlines a very important fact that this is the most important category of all the categories.

5.9 Category 9: Social Policies/Welfares

The social policies are created to set standards for any organization that practices social work. In the syllabi, the average number of hours allocated to the social policies/welfares is 1.51 with a range between 0 and 4. The median is 1.25 hours, the minimum allocated hours are zero,

and the maximum allocated hour is 4. The mode is 0 hours, which means that many programs do not allocate clock hours to teach the social policies/welfares.

In the introductory textbooks sampled, the average number of pages allocated for the social policies/welfares are 9.84, ranging from 0 to 26. Some of the textbooks have not mentioned about the social policies/welfares as evident from the very few pages that discuss the topic and four textbooks did not mention it.

The average for pages per clock hour for all programs is 3.37, which are very low because of 17 programs having zero pages per clock hour. This means that 50% programs do not give importance to this particular topic of social work. The highest number of pages per clock hour is 17.33 by university 21 and the lowest one being just 0.5 by program 5 among all non-zero valued programs. The program numbered 19 using the textbook by Popple and Leighninger, and the program numbered 29 using the textbook by Dubois and Miley have the same average pages per clock hour, i.e., 8.

Table 5.18 Clock hours devoted to the social policies/welfares

Program	Social Policy/welfare
1	04:00
2	04:00
3	03:00
4	00:00
5	03:00
6	00:00
7	00:00
8	01:00
9	00:00
10	01:30
11	02:00
12	03:00
13	00:30
14	04:00
15	03:00
16	04:00
17	00:00
18	02:00
19	03:00
20	03:00
21	01:30
22	00:00
23	03:00
24	00:00
25	00:00
26	00:00
27	00:00
28	00:00
29	03:00
30	00:00
31	00:00
32	03:00
33	00:00
34	00:00

Table 5.19 Clock hours and Percentage of pages devoted to the social policies/welfares

Textbooks	Programs	Pages	% Pages	Avg Class Hours
Ambrosino, R., Heffernan, J., Shuttlesworth, G., Ambrosino, R.	1	0	0	0
Berg-Weger, M.	4	0	0	0
Dubois, B. & Miley, C.	5	26	5.62	2.9
Farley, O., Smith, L, Boyle, S.	1	5	1.11	1
Glicken, M.	2	15	2.24	3
Kirst-Ashman, K.	2	20	4.06	1.5
Morales, A., Sheafor, B., & Scott, M.	3	0	0	1
Popple, P. & Leighninger, L.	1	24.25	3.83	3
Segal, E., Gerdes, K. & Steiner, S.	3	1.5	0.29	1.167
Suppes, M. & Wells, C.	5	16.5	2.68	2.8
Zastrow, Charles	4	0	0	0

From the above Table, it can be observed that the average class hours spent on Morales, Sheafor, and Scott's textbook is 1 although there are no pages written about the social policies/welfares. This means that the program depends on other sources to cover 1 clock hour of the course. This is not clearly the case where textbooks by Ambrosino, Heffernan, Shuttlesworth and Ambrosino, by Berg-Weger, and by Zastrow do not cover the social policies/welfares, and no clock hours are associated with them.

5.10 Category 10: Social Welfare Issues

Social welfare issues represent the social problems influencing an individual or the society. In the syllabi, the average number of hours allocated to the social welfare issues is 4.76 with a range between 0 and 18. The median is 4.25 hours, the minimum allocated hours are zero, and the maximum allocated hours are 18. The mode is 3 hours, which means that many programs allocate less clock hours than the average to teach this category.

In the introductory textbooks sampled, the average number of pages allocated for the social welfare issues is 75.25 ranging from 0 to 186.5. Four textbooks have allocated considerable number of pages to this category as evident from the more pages that discuss the

topic, and six textbooks mentioned it in lesser pages than average number of pages. Morales, Sheafor, and Scott's textbook does not mention this category at all.

The average for pages per clock hour for all programs is 14.6, which is a high value because almost half of the programs have less than the average pages per clock hour. This means that almost 50% of the programs do not give as much importance as the rest of programs to this topic. The highest number of pages per clock hour is 60.67 by program 4, and the lowest one is just 4.8 by program 25 among non-zero valued programs. Two programs numbered 13 and 33 use the textbooks by Segal, Gerdes, and Steiner and by Zastrow respectively, having almost the same averages pages per clock hour, i.e., 20.

Table 5.20 Clock hours devoted to social welfare issues

Program	Social Welfare Issues
1	01:30
2	02:00
3	03:00
4	03:00
5	00:00
6	01:30
7	03:00
8	02:30
9	10:00
10	07:30
11	01:30
12	03:00
13	06:00
14	05:00
15	07:30
16	03:00
17	06:00
18	06:00
19	07:30
20	03:00
21	04:30
22	06:00
23	04:30
24	03:00
25	06:00
26	10:30
27	04:00
28	18:00
29	05:00
30	00:00
31	00:00
32	03:00
33	09:00
34	06:00

Table 5.21 Clock hours and Percentage of pages devoted to social welfare issues

Textbooks	Programs	Pages	% Pages	Avg Class Hours
Ambrosino, R., Heffernan, J., Shuttlesworth, G., Ambrosino, R.	1	54	9.23	6
Berg-Weger, M.	4	29	7.26	2.875
Dubois, B. & Miley, C.	5	49	10.61	4.5
Farley, O., Smith, L, Boyle, S.	1	16	3.55	2.5
Glicken, M.	2	77.75	11.64	3
Kirst-Ashman, K.	2	63	12.8	3
Morales, A., Sheafor, B., & Scott, M.	3	0	0	3.5
Popple, P. & Leighninger, L.	1	186.5	29.46	7.5
Segal, E., Gerdes, K. & Steiner, S.	3	124	24.55	8
Suppes, M. & Wells, C.	5	46.5	7.57	3.6
Zastrow, Charles	4	182	28.17	8.125

From the above Table, it can be observed that Glicken textbook's average class hours are 3, and Berg-Weger textbook's average class hours are almost the same. However, the percentage of pages differs by 60%. This means that programs that use the latter textbook depend on other sources to cover 3 clock hours of the course. Morales, Sheafor, and Scott's textbook does not mention this category; however, the average class hours are still 3.5. This means that all the three programs, 15, 24, and 30, that use this textbook must have dependency on other sources. It can also be observed that percentages of pages are high compared to the average class hours allocated with the exception of Farley, Smith, and Boyle's textbook. This implies that social welfare issues category falls under intensive class room teaching.

5.11 Category 11: Diversity in Social Work

The topic of diversity is heavily addressed in recent years due to its importance in social work. Diverse population brings different values, norms, and practices into the society, pressing the need to accommodate and understand the differences. In the syllabi, the average number of hours allocated to the diversity in social work is 3.94 with a range between 0 and 16.5. The median is 3 hours, the minimum allocated hours are zero, and the maximum allocated hours are

16.5. The mode is 3 hours, which means that many programs allocate less clock hours than the average to teach this category.

In the introductory textbooks sampled, the average number of pages allocated for the diversity in social work is 67.15, ranging from 6 to 176. Four textbooks have allocated considerable number of pages to this category of social work as evident from the more pages that discuss the topic, and seven textbooks mentioned it in lesser pages than average number of pages.

The average for pages per clock hour for all programs is 16.96, which is a high value because 65% of the programs have less than the average pages per clock hour. This means that only 35% programs show interest in teaching this category in social work. The highest number of pages per clock hour is 47.25 by program 32, and the lowest one is just 1.5 by program 8 among non-zero valued programs. Two programs numbered 2 and 30 using the textbooks by Dubois and Miley and by Morales, Sheafor, and Scott respectively have almost the same averages pages per clock hour, i.e., 18.5.

Table 5.22 Clock hours devoted to diversity in social work

Program	Diversity in SW
1	03:00
2	01:30
3	00:00
4	03:00
5	03:00
6	04:30
7	01:30
8	04:00
9	07:00
10	00:00
11	01:00
12	05:00
13	03:00
14	02:00
15	07:30
16	03:00
17	03:00
18	01:00
19	03:00
20	03:00
21	03:00
22	06:00
23	03:00
24	16:30
25	04:30
26	07:30
27	05:00
28	03:00
29	03:00
30	09:30
31	03:00
32	02:00
33	06:00
34	03:00

Table 5.23 Clock hours and Percentage of pages devoted to diversity in social work

Textbooks	Programs	Pages	% Pages	Avg Class Hours
Ambrosino, R., Heffernan, J., Shuttlesworth, G., Ambrosino, R.	1	55	9.4	6
Berg-Weger, M.	4	59	14.78	4.25
Dubois, B. & Miley, C.	5	28	6.06	2.1
Farley, O., Smith, L, Boyle, S.	1	6	1.33	4
Glicken, M.	2	94.5	14.15	2.5
Kirst-Ashman, K.	2	66	13.41	3.25
Morales, A., Sheafor, B., & Scott, M.	3	176	33.33	11.167
Popple, P. & Leighninger, L.	1	74.75	11.81	3
Segal, E., Gerdes, K. & Steiner, S.	3	22	4.35	3
Suppes, M. & Wells, C.	5	36.5	5.94	2.4
Zastrow, Charles	4	121	18.73	5.875

From the above Table, it can be observed that Popple and Leighninger textbook's average class hours are 3, and Segal, Gerdes, and Steiner textbook's average class hours are the same. However, the percentage of pages differs by staggering 270%. This means that programs that use the latter textbook must depend on other sources to cover 3 clock hours of the course. It can also be observed that the average class hours for Farley, Smith, and Boyle's textbook is 4; however, only 1.33% of pages are covered. This means that the program 8 that uses this textbook must depend on other sources as well. The programs that use Glicken's textbook must cover 14.15% in just 2 class hours on an average, and this means that the programs 20 and 32 must have intensive class room sessions with no time for discussions. This type of trend can also be observed for programs that use Dubois and Miley's textbook, Kirst-Ashman's textbook and Berg-Weger's textbook.

5.12 Summary of the Findings

Eleven categories of conceptualization of social work, which serve as framework for the content analysis, are derived from the literature of social work and from a preview of syllabi and textbooks of the introductory courses to reveal evidence of the disparity in presenting the conceptualizations of social work in the introductory courses. In this chapter, each category is

studied in detail using the textbooks of the 34 social work undergraduate programs. Tables of each category use quantitative methodology to analyze how programs present the topic of conceptualization of social work in the "introduction to social work" course. Also, they create an opportunity to compare programs and the textbooks of various institutions. Below is a chart that represents the summary of each category by average pages per clock hour for 34 programs and their 11 textbooks.
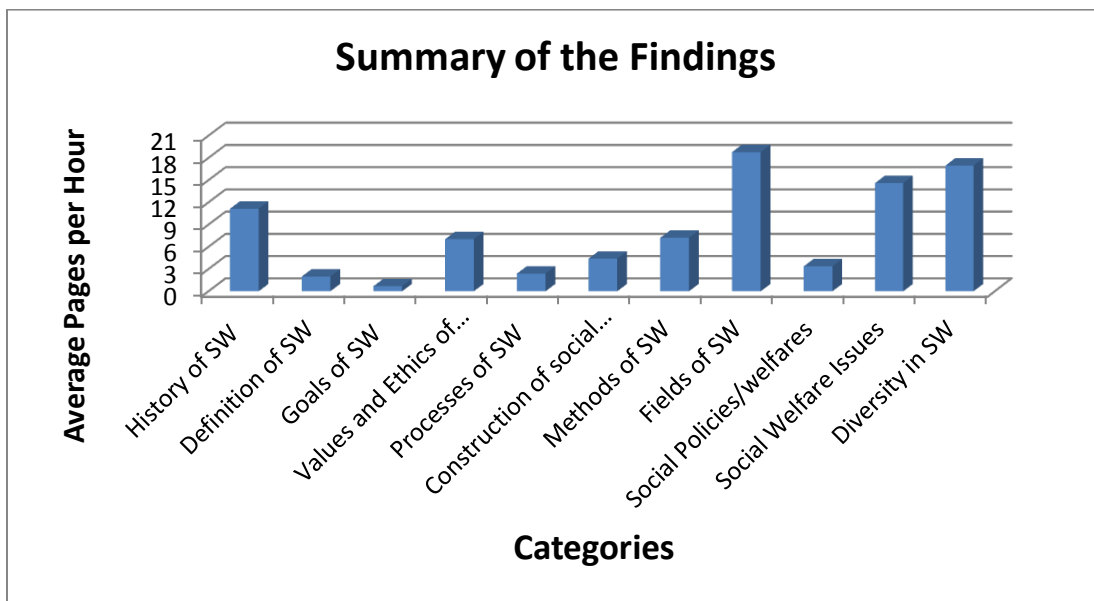

Figure 5.1 Summary of the Findings

From the chart, it can be observed that importance is given to the content material of field, diversity, social welfare issues, and history. Other topics are not emphasized as the difference in the average hours varies significantly. The 11 textbooks used in the analysis are used by 34 programs, and 8 textbooks are used by more than one program. Dubois and Miley's textbook and Suppes and Wells's textbook are used by 5 programs each. Berg-Weger's textbook and Zastrow's textbook are used by 4 programs each. It can be assumed based on the data that the above mentioned textbooks are most popular textbooks to teach social work. The results of findings of the quantitative analysis of all 11 categories are supportive of the research question 4,

which examines the difference among programs that teach social work. It can be observed from all the conclusions of each category that the programs tend to allocate different clock hours to cover the same material from the textbooks. The results indicate a clear difference in how the classes are conducted and how the hours are used in covering the material from the textbooks. This leads to the conclusion that programs which differ quantitatively must have been depending on the other sources to utilize the complete quota of time. It can also be observed that they have different sizes of material to cover in the same amount of clock hours. This means that either the programs are covering all the material within the stipulated time or not covering the material comprehensively. It also means that programs must have been depending on other sources to exhaust clock hours allocated. This finding strongly indicates that the programs do differ not only in how they teach these 11 categories of social work but also in how they depend on other sources. This answers the research question 4 positively and bolsters the argument that programs are different from each other irrespective of whether they follow the same textbook or not.

The findings show that every program organizes its teachings around the categories of fields, diversity, social issues, and history. While some programs emphasize only on certain categories like fields, diversity, social issues, and history, others ignore certain categories like goals, processes, definition, methods, and social policies/welfares. This proves the difference in presenting the conceptualization of social work that evidenced in the details under each category.

CHAPTER 6

DISCUSSION

The study focuses on conceptualization of social work in the past and the present using historical approach and content analysis. Based on my experience as a student of social work, the conceptualization that was taught in the class was inadequate. Hence, historically I studied the conceptualizations from 1915 (Flexner) to 1977 (the special conceptual framework issues) and found that the proponents of social work spent a lot of time on this topic as highlighted in Chapter two. They tried to create an identity that distinguishes and allows social work to be in equal status with other professions. However, in 1977, the efforts seem to have stopped; as a result, the conceptualization of social work was neglected. I have not found a thread of discussion after 1977 until now. My historical survey indicates that social work has not reached any agreement and conclusion. The problem of conceptualizing social work still lingers around the macro questions: what are the criteria of a profession, what social welfare is, and what social work is.

The literature does not establish guidelines and agreement for defining the conceptualization of social work. Consequently, I decided to find out how we are teaching the students in the introductory course about what social work is and what social workers do. Based on the beliefs of Baer and Federico (1979), Popple (1991), and Mondros, Kelly, and Glazer (2004), the introductory course in the undergraduate social work curriculum is very important, and they urged researchers to revisit and examine. I have surveyed 34 courses and found that the data presented to students about the conceptualization of social work are different. They are teaching related things but not the same. In other words, there is a lack of uniformity in the content we are teaching students.

My data indicate that there are many diversions in the amount of time (number of class hours) and space (percentage of pages in the textbooks) while presenting the conceptualization in the introductory courses. The introduction to social work courses present different conceptualizations of the social work profession. It appears that four approaches are being followed in presenting the conceptualization of social work. The first approach focuses on social work as fields of practice (i.e. social work with disabilities, child welfare, and mental health etc.,), the second as diversity (i.e. class, culture, ethnicity, gender, religion, and sex etc.,), the third as social welfare issues (i.e. crime, poverty, homelessness, and racism etc.,), and the fourth as history. These approaches are not complete with the major efforts done to conceptualize social work. The programs and textbooks do not give much time for the category of definition of social work and other categories. In other words, they do not present cogent and easy to grasp definition of social work. Without giving more attention to the definition of social work, we cannot understand what social work is. A quick review of the syllabi and textbooks shows that there are no readings or assignments that encourage students to answer the dilemmas that revolve around conceptualizing social work: what is social work, what is the nature and criteria of a profession, and why the issue of conceptual framework still exists. Additionally, there is no historical paper for students to research and reflect in order to find out the importance of conceptualization. However, more assignments are given on code of ethics, social welfare issues, and fields of social work practice.

The findings of this study are quite troubling. There is no unified conceptualization integrating social work as a whole. This has caused a contradiction between the past and the present. Historically social work has tried narrowing down the concepts to find a common solution, such as the Working Definition of social work (1958), the Council on Social Work

Education Curriculum Studies (1959), and the conceptual framework issues (1977), but current scenario still focuses on teaching different concepts to students. In the past, Boehm (1959) emphasized that the "history of social welfare was not an area of the social work curriculum" (p. 26). In the present, the survey of introductory courses substantially presents the history of social welfare as one area of social work curriculum. Most of the textbook samples separated the category, history, into two topics not paying attention to this category. One was the history of social work; the other was the history of social welfare. Most of the textbook samples present the history of social work and social welfare separately, giving an impression that these are different and not related to each other. In the past, the conceptualization was presented as an introduction to the social work profession, but, in the present, the conceptualization is presented as an introduction to the social welfare institution. In the category of definition of social work, the findings show that the textbooks follow different definitions for social work, giving the least attention to presenting this category. Even though most of the textbooks refer to one definition, previous attempts in defining social work are ignored.

The findings seemed to present that the programs, on an average, emphasized the diversity in social work category more than others like definition, goals, processes, and methods. There is a contrasting difference between how the category, diversity, was treated in the past and the present. In the past, this category was not given attention, but, now, it occupies one of the highest percentages in terms of average pages per clock hour as mentioned in Chapter 5. Baer and Federico (1978) identified this as a problem in social work education, which seems to have been ignored. Another example would be that in the past the scholars since 1915 spent more time trying to find out the methods of social work. They expanded the three traditional casework, group work, and community organization to nine methods: social casework, social group work,

community organization, administration in social work, research in social work, social policy, social planning, direct clinical practice, and family and marital treatment (Barker, 2003, p. 272). Today, most programs and textbooks are presenting an outdated conceptualization of social work methods. They present just the three traditional methods for BSW students and spend considerably less time on them. Since there is not one set of concepts that delimit each category of social work clearly, it creates confusion among students studying different textbooks that introduce social work concepts. Definitions of basic concepts still differ in terms of their interpretations and structure of categories.

The courses are not paying complete attention to the major historical efforts that have been directed towards conceptualizing social work, so the time and effort spent on analyzing the concepts have become fruitless. Students should be taught the literature and major attempts in each category; therefore, the courses should spend considerable amount of time and give equal emphasis to all the categories. Students need facts to gauge every element of their specialization evenly to comprehend where it came from and its relationship to social work. Baer and Federico (1979) believe that the curriculum "must be balanced with content [which] will help students develop the knowledge and skills needed to intervene at the institutional level" (p. 8).

The study indicates that different universities use different contents to teach students. This difference influences the students in practicing social work. It also influences curriculum when students from different universities work together; for example, the idea of social work practice and social policy will be perceived in different ways. A similar situation occurred in the 1950s when the three organizations, the American Association of Schools of Social Work (AASSW), the National Association of Social Administration (NASSA), and the National Council of Social Work Education (NCSWE) worked separately to resolve the undergraduate

90

training issue, so their works were conflicting because each organization had its own approach and different perspective (Lowe, 1985). If social workers in different parts of the country approach a problem with different knowledge base, then it is not possible to make policy decisions in unison. If a profession is to grow, then it must have at least some agreement about basic concepts.

This study and its findings have raised many questions about the differences surrounding the conceptualization of social work: Why are these conceptualizations diverse and not coherent? Why cannot we all agree on the same basic concepts? Why has the discussion of finding answers to big questions ended? Is it because the topic does not hold people's interest? Have we come to a conclusion that these questions cannot be answered? Or is there no funding for researching this topic? Answers to all these critical questions relating to conceptualization have to be found because this process is rooted in the understanding of social work.

CHAPTER 7

CONCLUSION AND IMPLICATIONS

Social work began in response to the call of the society and its needs. Society needs social workers to do the development, prevention, and therapy to its dysfunctional/problematic members and dysfunctional social structures/institutions. In order to achieve this, social workers need to recognize the existence of a problem, which is the beginning of the solution. Therefore, we must recognize that the conceptualization of social work is in a chaotic situation. Different conceptualizations are taught because there is not one conceptual framework in BSW program we agree on. The conceptualization of social work lacks clarity about who we are and what social work does. Providing clarity will help students to comprehend the basic terms of social work and practice effectively. In fact, the knowledge base of social work today is too broad to be covered and understood entirely. As a result, many topics can fall under the umbrella of social work legally as long as this expansion continues. This large expansion without the presence of a strong common ground makes the conceptualization of social work arduous.

The findings have shown that the conceptualization of social work has been ignored since 1977 by the social welfare profession (fields of practice, diversity, social welfare issues, and history social welfare). What will happen if social work dies? To avoid the extinction, we need to create our own identity to stand apart from other professions; we should find out the conceptualization of social work, organize it, include it, and present it. The question is not just what we look like? Rather, why is it we do it? The 11 categories of social work, history, definition, goals, values and ethics, processes, construction of social worker's identity, methods, fields, social policies/welfares, social welfare issues, and diversity, which I came up with, are the nearest common ground for BSW program. There is no doubt that some of these categories, such

as definition, goals, processes, and methods of social work, are solid basis of social work, and we must reach some, if not full, agreement to put them to use. The NASW and CSWE should be responsible to encourage researchers in finding solutions to bridge the gap between the past and the present through revisiting the literature and reaching a common ground on which to build social work. Based on my research, I would suggest that it is our obligation to continue to work and refine the conceptualization of social work so that all people involved in any way can satisfactorily serve and be served.

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