

DOCUMENT RESUME

ED 035 062

08

CG 004 939

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TITLE Social Service Aide Project for the Education and Training of Paraprofessionals. Final Report.
INSTITUTION YMCA of Metropolitan Chicago, Ill.
SPONS AGENCY Office of Education (DHEW), Washington, D.C. Bureau of Research.
BUREAU NO BR-7-0329
PUB DATE 30 Sep 69
GRANT OEG-0-8-070329-3694 (085)
NOTE 149p.

EDRS PRICE EDRS Price MF-\$0.75 HC-\$7.55
DESCRIPTORS Career Planning, Community Colleges, Core Curriculum, Curriculum Development, *Education, Entry Workers, Job Analysis, *Job Development, Job Skills, Occupational Guidance, Occupational Information, *Social Services, *Subprofessionals, *Training

ABSTRACT

This is the final report of Phase I research pertaining to the Social Service Aide Project. This project has made it possible for four community colleges and the Metropolitan YMCA to jointly explore the feasibility of vocational training and exemplary education of paraprofessionals for new and perhaps unprecedented career entry in the field of social service. This project was able to conduct functional task analysis of jobs in 16 human service agencies. From 217 interviews and extended observations, the project task force has recorded over 2,000 tasks, which upon restructuring, produces new job descriptions for career ladders in 7 related functions: community organization, health service, group work, social service administration, case work, child care, and mental health. The findings to date indicate the feasibility of utilizing the existing resources of the community colleges for a correspondingly restructured core curriculum to facilitate the widest possible choice of career entry. This report therefore presents the beginning works of both the career ladders (lattices) and the core curriculum on the two-year college level. Additional research is anticipated in Phase II, to refine the methodology and design, validate the findings, and to exemplify more promising alternatives to career entry and advancement in human services. (Author)

BR 7-0329
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Phase I Final Report

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SOCIAL SERVICE AIDE PROJECT
for the Training and Education
of Paraprofessionals

September 30, 1969

U. S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE

Office of Education
Bureau of Research

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SOCIAL SERVICE AIDE PROJECT
for the Education and Training
of Paraprofessionals

September 30, 1969

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The research reported herein was performed pursuant to a grant with the Office of Education, U.S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinion stated do not, therefore, necessarily represent official Office of Education position or policy.

U. S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE

Office of Education
Bureau of Research

SOCIAL SERVICE AIDE PROJECT
For the Training and Education of Paraprofessionals

SUMMARY

This is the final report of Phase I research pertaining to the Social Service Aide Project which began on August 1, 1968, and concluded on September 30, 1969.

The funding of this project, by the Bureau of Research, U. S. Office of Education, has made it possible for four community colleges and the Metropolitan YMCA to jointly explore the feasibility of vocational training and exemplary education of paraprofessionals for new and perhaps unprecedented career entry in the field of social service. With the community outreach of the sponsoring institutions, this project was able to conduct functional task analysis of jobs in 16 human services agencies.

Resulting from 217 interviews and extended observations, the project task force has recorded over 2000 tasks, which upon restructuring, produces new job descriptions for career ladders in 7 related functions, namely, community organization, health service, group work, social service administration, case work, child care, and mental health.

The findings to date indicate positively the feasibility of utilizing the existing resources of the community colleges for a correspondingly restructured core curriculum to facilitate the widest possible choice of career entry.

This report, therefore, presents the beginning works of both the career ladders (lattices) and the core curriculum on the two-year college level. Additional research is anticipated in Phase II, to refine the methodology and design, validate the findings, and to exemplify more promising alternatives to career entry and advancement in human services.

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ACKNOWLEDGMENT

Grateful acknowledgment is made to the following persons who have contributed their various expertise in supporting Phase I of this research project:

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PREFACE

According to the U. S. Office of Education, Department of Health, Education, and Welfare: "The Vocational Education Act of 1963 emphasized the need to develop vocational-technical education programs geared realistically and flexibly to current and anticipated employment opportunities. With this in mind, the Division of Comprehensive and Vocational Education Research has sought to increase the opportunities for training for careers in expanding human services activities and for growing occupations in developing technologies. Persistent unemployment and underemployment of the disadvantaged is incongruous in the face of our urgent need for trained personnel to provide more and better education, health, welfare, and other services to cope with our increasingly sophisticated technology".

The Division of Comprehensive and Vocational Education Research (Bureau of Research, Office of Education, Department of Health, Education, and Welfare) through its Career Opportunities Branch, has been actively supporting research projects designed to develop educational programs for "New Careers" in a wide variety of human services. Under Section 4(c) of the Vocational Education Act of 1963, the Division has contracted to the YMCA of Metropolitan Chicago, among other selected institutions that provide human services, to research and experiment with the following objectives:

1. To use job analysis techniques to identify the nature and scope of job tasks and physical, mental, and interpersonal job skills.
2. To organize tasks and skills into a career sequence or hierarchy of jobs with increasing responsibility and pay.
3. To develop articulated secondary, post-secondary, and higher education programs which will qualify students and workers for subprofessional level jobs and for advancement commensurate with their ability, education, and experience.

In order to explore, research, demonstrate, and evaluate the performance of this New Careers approach, the Social Service Aide Project of the Metropolitan Chicago YMCA proposed to carry out a program of activities in three phases, for a duration of approximately three years.

This report accounts for the exploratory research (Phase I) of the Social Service Aide Project. It is an attempt to deal with the background, methodology, current findings, and recommendations for future activities.

TABLE OF CONTENTS

SECTION	CONTENT	PAGE
I	Summary	
II	Background	1-4
III	Methodology	5-8
IV	Findings: Career Ladders	9-44
	Findings: Core Curriculum	45-79
	Recommendations and Conclusions	80-83
APPENDIX A	Review of Data Gathering Instrument	84-93
APPENDIX B	Technical Paper	94-133
C	Employee Code of Study Population	134-140
D	Agency Code of Study Population	141

I. BACKGROUND

Preliminary discussions leading to the proposal for the Social Service Aide Project began in 1964, among four Chicago area community colleges: Chicago City College, Kennedy-King (formerly Wilson) Campus; Thornton Community College; Prairie State College, (formerly Bloom Township Community College); and Central YMCA Community College. The common goal was to jointly develop a career-oriented curriculum leading to the Associate of Arts Degree, with appropriate training and education for career entry or higher education in the social service field.

Analogous to the idea of training the para-medic to work in auxiliary positions in the health field, the colleges began to explore the feasibility of a new curriculum that would train individuals to work as "associates" in the field of social service. The program would provide college-based training and education for high school graduates and persons with equivalent preparation. It was, above all, intended to be a career development program which would secure entry positions with realistic career ladders (or lattices) in the field of social service.

In 1966 the sponsoring colleges and the Chicago Metropolitan YMCA drafted a joint proposal requesting various sources of private and governmental funding of the Social Service Aide Project which would serve the following purposes:

In August of 1968, the U. S. Office of Education, Department of Health, Education and Welfare, agreed to support the research component of the Social Service Aide Project--one concerned with enabling innovative vocational-technical programs for new careers in the human services field. More specifically, upon the recommendation of the Bureau of Research, the activities of the Social Service Aide Project were focused on the following objectives:

1. To apply functional job analysis in identifying behavioral objectives for entry positions and subsequently career ladders (lattices) in social service.
2. To organize discrete tasks and skills into a career sequence or hierarchy of jobs which will be amenable to wage and salary adjustment.
3. To delineate step-by-step job description including task identification in support of the above objectives.
4. To develop a syllabus of the Social Service Aide curriculum by delineating skills and course content for each step in the lattice for career entry. (Note: Phase I of this study is focused on the entry step of the career ladder for the development of core curriculum on the two-year AA level.)

- 1) To identify realistic paraprofessional roles by examining the professional work in the social service field. To determine tasks associated with a given professional area and develop semi-independent positions that can be functionally called paraprofessional.
- 2) To offer an opportunity for social service agencies to: (a) investigate possible areas of service that have been neglected or not provided for under the present divisions of labor; (b) enable them to assign greater responsibility to paraprofessionals as a result of task analysis; and (c) provide agencies with paraprofessionals trained to perform such tasks.
- 3) To develop a curriculum that will provide a sound academic base for social service aides. Such a training program will not only produce more qualified paraprofessionals, but also an adequate academic base for professionalization.
- 4) To provide employment for people who, because of poor academic preparation, insufficient income, or adverse circumstances have been unable to realize their career potential.

In order to build up the technical capability of this project, the function of occupational analysis had to be explored. Governmental support of this project, therefore, began with a staff orientation conducted by the Division of Occupational Analysis and Career Information, United States Training and Employment Service, Washington, D.C. Subsequent consultations were made through the field center in Madison, Wisconsin, as well as the National Office.

Among the project personnel, the technical approach constituted a major concern. Occupational analysis, which grew out of the post-war boom of industrial reorganization, was now to be quickly turned to the urgent need of human services. Therefore, in the absence of a proven methodology, the project staff undertook many trials and errors to even arrive at a tentative scheme, modified from the analysis of industrial occupations to that of human services. (See chapter on Methodology and Appendix B pertaining to rating scales)

II METHODOLOGY

In the research and construction of the Career Ladder and Core Curriculum, the SSAP task force followed their own carefully evolved methodology. As indicated in the section entitled Recommendations, further work on the refinement of the methodology of social service task analysis is anticipated.

The methodology will be presented in this section by a numerical listing of each procedural step, with brief, associated descriptions. However, before doing so, certain explanatory remarks must be made.

The first major step was the collection of data, which consisted of over 2,000 descriptions gathered from local agency personnel at all levels. At the same time, a set of analytical scales (see Appendix B), based on Labor Department methods, was reorganized and amended for social service functional task analysis.

With the modified scale, the task force took the incoming task descriptions and rated them accordingly with special emphasis on the Worker Functions and the General Educational Development scales. Similarly numbered tasks were clustered, hence depicting a career ladder. The project staff found that although this idea is feasible in social service fields, the scales would require still further modification for future reasearch.

While in a factory or laboratory situation, the tasks can be precisely delineated (e.g., attaches screws to chassis). In social service, this delineation is not easily accomplished because the tasks, as well as the language for describing them are less precise and more subject to variations (e.g., calls client to check on thereapeutic progress).

One of the possibilities for improving the analytical scheme is the use of two dimensional scaling, with the presently established items on horizontal axis and a new scale on the vertical axis to indicate increasing complexity of worker function. Another possibility was to use a strictly numerical scale, rating tasks according to complexity rather than similarity.

In the interest of time, the SSAP divided the tasks into areas of work (i.e., child care, group work, etc.) and then into tasks by complexity. The task force felt, however, that the first two approaches bear some further investigation, since the real concern of analysis in social service for either career ladder or efficiency is complexity and sophistication of tasks, more than similarity of descriptions.

The specific steps in the development process were as follows:

1. Data (task descriptions) was collected from the agencies on all levels of agency employment.
2. Data cards were coded by Worker Functions for purposes of sorting out the tasks from what was to be the AA level down to entry level.
3. Parallel development began on career ladders and care curriculum.
4. Task inventory sheets with task classifications were prepared. These ultimately listed all task descriptions on the AA level and below. Tasks on or below the AA level were selected and sorted on the basis of the descriptions and the opinion and experience of the interviewer.
5. For purposes of career ladder and care curriculum developments, the task force selected and distributed the tasks into major areas of work:
 - A. Supportive Administrative
 - B. Mental Health - Therapeutic Counselling
 - C. Child Care
 - D. Group Work
 - E. Community Organization - Outreach
 - F. Informal Counselling (interviewing included)
 - G. Teaching arts and crafts
 - H. Resolution of Intergroup Conflicts
 - I. Community Relations
 - J. Tutoring
 - K. Physical Therapy
 - L. Orientation

6. **Definitions** were supplied to the above (e.g., F. Informal Counselling: Initial and supportive role to enable the individual to solve educational, vocational, health (physical or mental), economic, and legal problems.)
7. For purposes of Career Ladder development, the areas of work were reduced to seven (see Career Ladder), since some of the areas listed above represented fractioning of actual areas. The seven were: social service administration; mental health; health; child care; community organization; social case work; and group work. These areas then represented seven ladders in the social service field.
8. The developmental scheme calls for five steps in the career ladder, from entry to the top, because upper and lower limits were implied in the development of a ladder by the low educational entry level and the existing four year B.A. or B.S. degree. Paralleling two of these steps, a care curriculum was developed for aiding those who would desire to advance on the ladder to the next level by acquiring the necessary knowledge and skill. Paralleling the upper limit is the four year B.A. or B.S. curriculum in Social Service.
9. The tasks were distributed into the five sections of the ladder based on the seven areas and the levels of skill and knowledge required to perform the work ranging from zero at entry to high level specialization at the fourth year of college.
10. For core curriculum development, the tasks that were distributed into the twelve areas in step number 5 above were examined to identify the process performed (e.g., Process for F. Informal Counselling: Interviewing to:
 - (1) identify the problem;
 - (2) resolve;
 - (3) follow-up.)
11. Areas of knowledge were identified from processes (e.g., F. Informal Counselling: knowledge areas:
 - (1) How to make the client comfortable;
 - (2) How to listen for moods and attitudes;
 - (3) How to ask questions;
 - (4) How to establish empathy;
 - (5) Significance of nonverbal communication;
 - (6) How to recognize emergencies or potential crises;
 - (7) How, when, where to make referrals;
 - (8) Necessity of confidentiality;
 - (9) How to terminate the session, etc.)

12. Areas of knowledge (what one needs to know) were collected to remove duplications in order that common areas would be obtainable from one course.
13. With removal of duplications, the areas were grouped according to their relatedness.
14. With the giving of the necessary considerations to the time required to deliver the course, the grouped areas were regarded as representing courses in the core curriculum.
15. Course contents were outlined.
16. Courses and scheduling were adjusted to account for necessary sequences of courses, the requirements of the career ladders, and credit requirements of schools for transferrability.
17. The first year of the core curriculum would supply the necessary knowledge and skills to enable a trainee to progress on the career ladder to the level of social service aide. The second year of the core curriculum supplies the necessary knowledge and skills to enable social service aides to move into the various aide I departments on the next higher level.

With step seventeen, both the Career Ladders and Core Curriculum reached the limit of Phase I developments, with all necessary further refinement and delineation remaining as research and development tasks of Phase II. Neither the ladders nor the curriculum are presented in a final form and it is expected that both will be modified and adjusted.

III. SOCIAL SERVICE CAREER LADDERS

The social service career ladders were developed from the Phase I research of the Social Service Aide Project in the metropolitan Chicago area. The manner in which the ladders developed from the research was through the functional task analysis (see section on Methodology) which was based on actual on-site interviews and observations of 217 agency staff, many of whom had no training for social service. The proposed career ladders and job descriptions are related to the research data on job performance, employee level of educational attainment (GED), life work experience, and to some modified extent on Worker Traits (see appendix B). Of the population under study, many had neither gone to college nor received degrees. Others had gone to college but had not received degrees in social service or allied fields (e.g., at least one degree in physics was found). Those who did carry degrees in social service fields frequently had not received education pertinent to the bulk of the tasks, which were adequately performed. This means that if those without specific training were performing the tasks adequately, then certainly those with the specific core curriculum should be able to perform better.

In the design of these ladders, the basic career entry level for the individual seeking a career in the social services is that of Social Service Trainee. This does not mean that there are no other ways to enter the field or that all must enter at this level. It means only that those persons who, in their life experience or formal education, have not acquired skills or knowledge related to higher levels in human services, will enter at this point. They will perform the duties of a trainee while being paid and given release time to pursue a specially designed course of training and education (see section on Core Curriculum) in one of the area colleges. Advancement

to the Social Service Aide level, with salary increase and new duties, follows the successful completion of the first year's training program. The trainee level is designed to make use of whatever skills or training the new careerist may happen to have. It is expected that most trainees will be those who have no more than a high school education, and who have not acquired any skills specific to human services.

All other persons entering social service who have acquired specific social service skills either through formal education or work life experience would begin the ladder at higher levels. Their entry position would depend on their ability to carry out the bulk of the required duties for that level either at the time of entry or within six months to one year of the time of entry into a college training program. The ability to perform the duties might be determined by a community service review panel over a period of on-the-job experience in which the individual would perform the tasks required of that particular position. Should the individual be found unable to function on the level aspired to, he would be required to enter on the next step lower where he could perform successfully. If the entering careerist was able to function adequately on the level aspired to, but was deficient in some supplementary areas or duties, he would be required to spend time in the training program acquiring any skills or knowledge in which he was deficient.

Subsequent to career entry the normal course for advancement is through on-the-job experience and study within the framework of the core curriculum for social service in an area college. At no time would a candidate be required to undertake a program of training for which he was already adequately prepared, either in formal education or life experience. Both the colleges and agencies would recognize life experience for credit, and the adequacy of this experience would be determined by a qualified panel either through a trial period of

practices or by examination. Should an individual be found adequate in either skill or in knowledge, but not adequate in both he would be required to take only that part in which his deficiency would be corrected, at which point he would, upon satisfactory completion of requirements, be given full credit, instead of taking an entire program of study.

Normally one year of study, either in total or in part, with the remainder in credit for life experience, would lead to the Social Service Aide level upon satisfactory completion of all requirements. This year of study would be accomplished while in the agency's employ through release time.

Normally two years of study, either in total or in part, with the remainder in credit for life experience, would lead to the Aide I level and the acquisition of an AA degree or certificate upon satisfactory completion of all requirements. Again, the second year of study would be accomplished through agency release time. "Year of Study" refers to requirements rather than to actual time.

The level of Aide II would be reached with some additional training or on-the-job experience and/or with some further specialized courses beyond those being required for the AA degree. Normally, a year of time beyond Aide I would lead to the Aide II position.

The level of Social Service Worker would be reached when the individual obtained a 4 year degree in an educational institution, or when an evaluation panel, according to objective criteria, deemed that the aspirant had attained the requisite skills and knowledge.

On the Trainee and Aide levels, the careerist would be capable of working in any agency situation where Aide level tasks or Trainee tasks are performed. This is to say that on the first two levels of the career ladder, there would be no horizontal differentiation.

On the levels of Aide I, Aide II and the Social Service Worker, specialty training and education within social service would be experienced; hence, there would be horizontal differentiation by areas of service and training. Easy transfer among the areas of service could be accomplished by anyone experiencing the core curriculum by a slight adjustment of the coursework, or by acquiring any specialized skill necessary to the area and not given in the core curriculum. This is a slight adjustment because the core curriculum is so complete and incorporates all the areas.

Thus, the manner in which the career ladders work can be seen and understood. With that accomplished, the ladders themselves can be examined and followed through to the necessary core curriculum.

The career ladder display in the text first shows the levels of Trainee and Social Service Aide, since these are the same in all ladders and specialized areas are undifferentiated at these levels. Further displayed are the separate ladders for the differentiated areas of Social Service Aide I, Aide II and Worker.

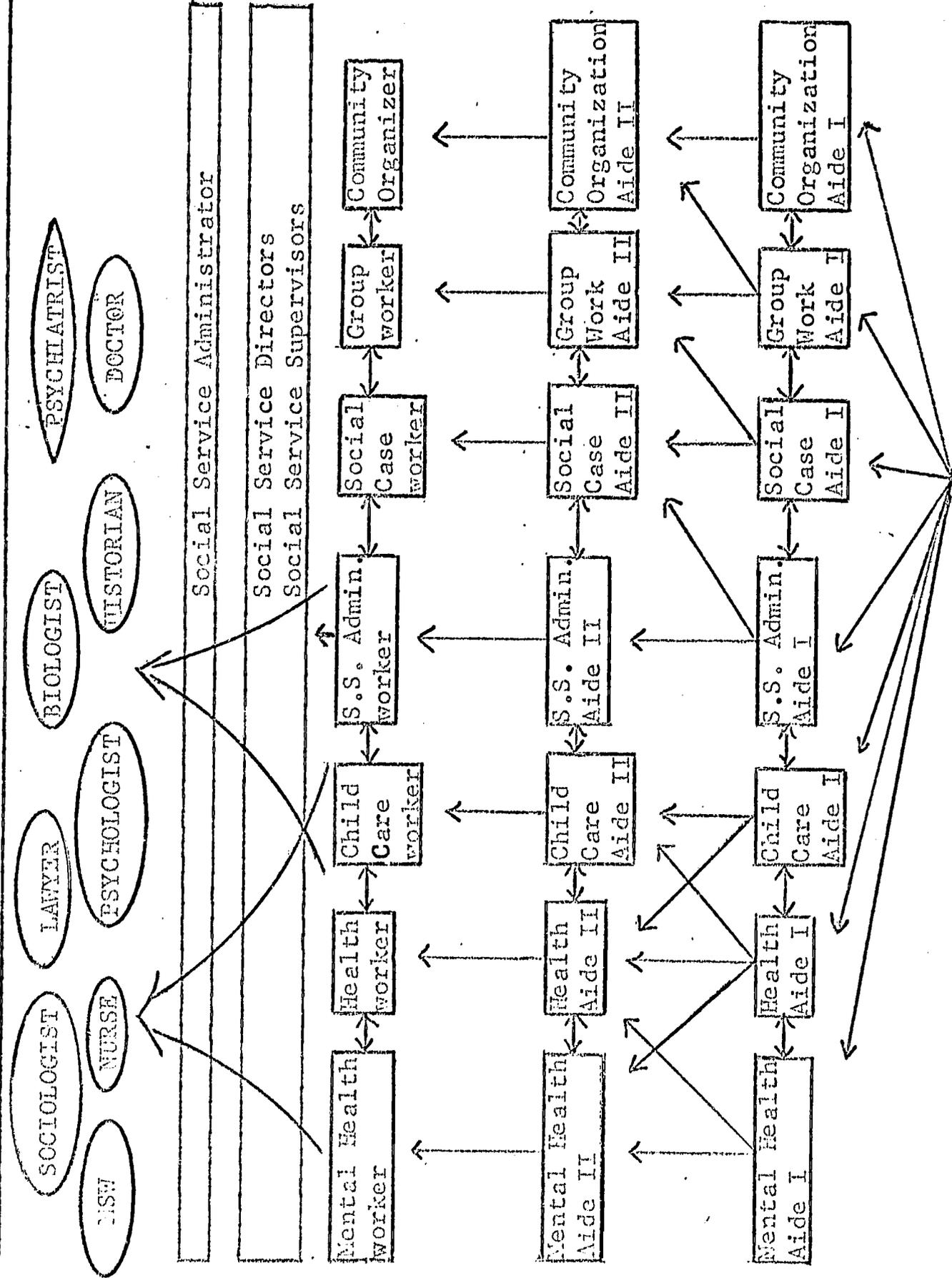
It is recognized that new careers in social service could lead to careers in other human services such as nursing, medicine, social research, education, nutrition, law, and allied health sciences, just to name a few. Therefore, an attempt to illustrate this is made in the following charts dealing with the seven career ladders resulting from this study.

Not displayed, and still among the tasks to be researched and developed in Phase II, are the objective criteria for crediting work life experience; the mode of establishing panels and the examinations for determining and crediting such experience; the formalization of credits and standards among agencies for purposes of facilitating transfer from one agency to another; and more specific duties and tasks for the Trainees and the Workers at the respective terminals of the career ladders.

It must be stressed that Phase I activities focused upon the Aide and Aide I levels, for which a core curriculum has been specifically developed. Finer definitions of all senior positions, such as Aide II and Worker, require further field study and design.

At no point would it be wise to assume that these ladders could be applied blindly and without any modification to any and every agency situation, yet with intelligent accommodation these ladders should be serviceable models for most, if not all agency circumstances.

SOCIAL SERVICE CAREER LADDER



Specialists

--other levels of the ladder that involve specialization requiring Ph.D. and M.A. or M.S.

Administration

--greater responsibility with raised salary; does not necessitate Ph.D. or M.S. degree level.

Social Service Worker

--B.S. or B.A. degree; follows as an elaboration of the Aide II level, with salary increase, and greater responsibility in a specialized area.

Aide II

--first year beyond the AA degree level; possibilities of specialization and/or change to another area of social service; open to further education/training.

Aide I

--two year AA degree level; specialization by choice; in-service equivalency beyond the aide level.

Aide

--one year level in AA degree course schedule; equivalent to in-service training beyond the trainee level.

Trainee

--entry level with high school education or less.

Social Service Aide

Social Service Trainee

Social Service Trainee

This position of social service trainee is the basic entry level for those persons that have not yet obtained specific skills or extensive experience in the human services field.

There are no specific academic requirements or special life experiences required to attain this position beyond the trainee's manifest interest in human services. This position is a temporary one and it is expected that the trainee will progress at least to the status of social service aide.

The primary emphases of this position will be to orient the trainee to various aspects of the agency and to make assignments amenable to the utilization of individual skills and interests of the trainee.

1. Provides companionship, comfort and support for the aged or disabled clients.
2. Drives an automobile or truck to deliver bulk literature for distribution or pick-up and delivers supplies and equipment.
3. Drives a car or bus to take clients to and from the hospital, to shop, or to go on outings.
4. Helps load and unload supplies; takes inventory; and distribute them as instructed.
5. Disseminates verbal or written information among community residents.
6. Inventories and stocks a supplyroom.
7. Stores and distributes recreational equipment and supplies.
8. Assists in canvassing an area or neighborhood to inform the residents about agency services.
9. Babysits with children in order to permit clients to go for necessary services in agencies, hospitals, courts, or schools.
10. Assists in watching groups of children that need no particular specialized care on outings or at play.
11. Makes specific verbal, or written reports where requested by the supervisor.
12. Attends staff meetings as an active participant.

13. Accompanies a client on trips to the hospital and other community service agencies to provide assistance to the client where and when needed.
14. Writes letters for invalid or hospitalized clients, or for clients who are unable to write.
15. Serves as a translator or interpreter for agency or client, if the trainee speaks another language.
16. Reads stories or plays games with small children.
17. Assists in performing filing duties.
18. Assist the receptionists by operating the switchboard or answering phone calls.

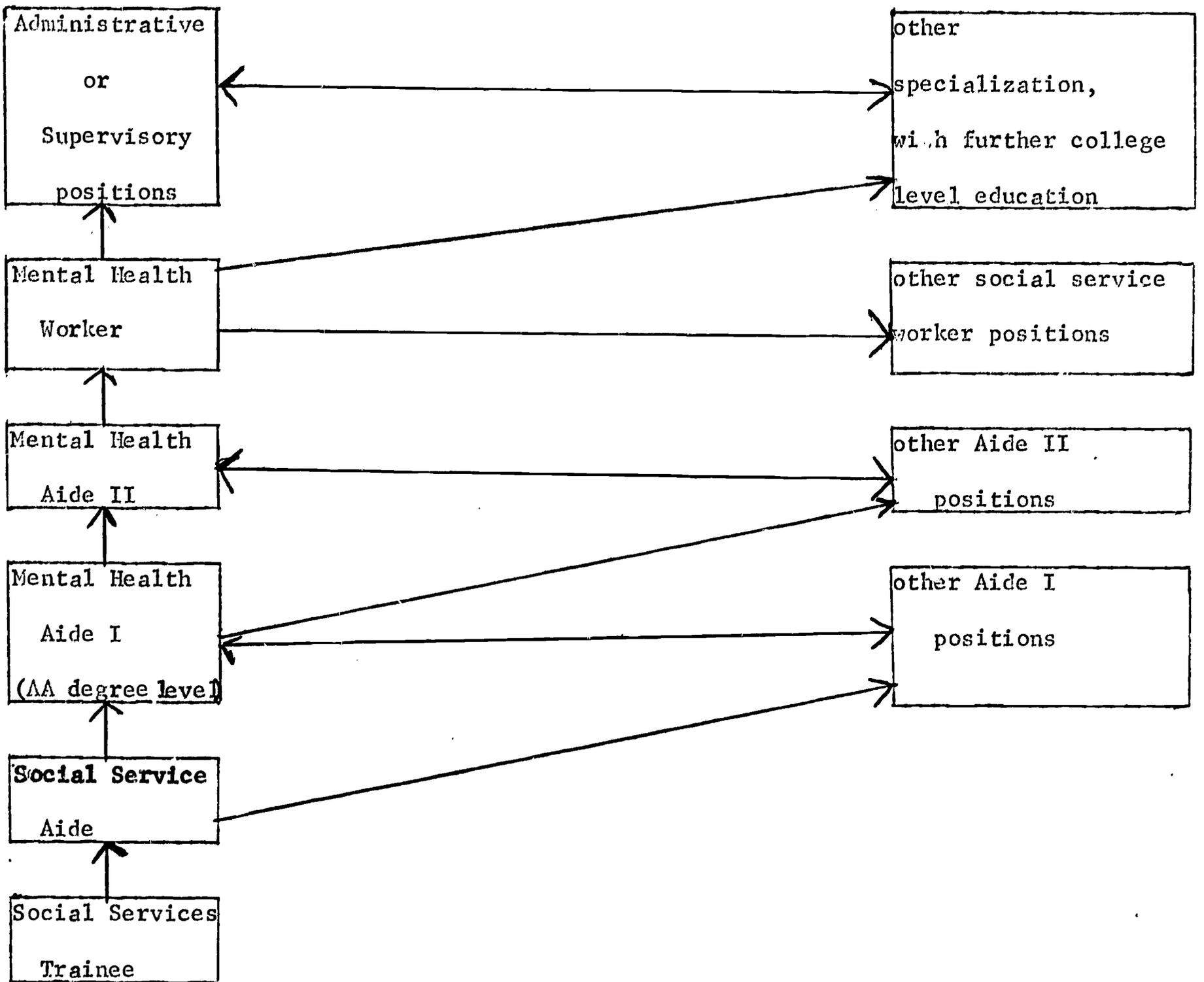
The position of Social Service Aide is created for those persons who have completed the first year's social service course work and wish to seek employment at this time, in lieu of completing the second year's course requirements. The Aide's primary contribution will be to provide supportive services and information to clients or community residents who otherwise do not need intensive or specialized services from the agency. In addition, the Aide will frequently work in close association with senior staff members in a specialized service area of their choice.

The specific duties of the Social Service Aide may include the following:

1. Introduces self to new clients so as to put them at ease and determine why they have come to the agency. Assisting clients to complete forms, and refers or escorts clients to the appropriate department within the agency.
2. Makes home visits to see Senior Citizens and /or bed-ridden individuals. Accompanies senior citizens on medical appointments to assist them with transportation difficulties or to obtain medical supplies.
3. Works with group work aide to plan and implement social events for elderly persons.
4. Works with community organization staff to distribute information, to encourage residents to participate in special meetings, workshops, or programs, and to obtain information on community concerns.
5. Assists staff to implement recreational or arts and crafts program. Tasks may include arranging materials or equipment for client's use; helping individuals to learn recreational or craft skills; or keeping records on supplies and attendance.
6. Secures parental permission for children to participate in special programs or trips.
7. Attends staff meetings to discuss program changes and reviews client's progress or difficulties. The aide may be asked to present verbal reports on progress made by the client or to discuss recent community crises.

- (f)
8. Makes home visits to establish communication with a new family and determine if they need assistance with housing, food and clothing.
 9. Accompanies residents to locate housing. May include phoning rental offices, or reviewing newspaper ads.

MENTAL HEALTH CAREER LADDER



The Mental Health Aide I should be able to perform any task performed on the lower levels of Social Service Aide I and Social Service Trainee. After obtaining the AA Degree through attending a two year college program or by learning to perform the following tasks on-the-job, the employee is able to determine for himself which more specialized area of social service to enter.

The specific duties for a Mental Health Aide I may include the following:

- 1) Makes general diagnostic determinations about the client's mental or social problems for purpose of intra-agency referral.
- 2) Assists in the administration of mental and physical therapy.
- 3) Takes temperatures and pulse rates.
- 4) Administers medication (orally or intravenously).
- 5) Assists in quieting a violent patient.
- 6) Provides companionship, empathy, support and encouragement for patients.
- 7) Participates in group therapy sessions as a valid member and is acquainted with the process and methods of the sessions.
- 8) Counsels client and/or client's family by providing support and understanding of the various social, economic, and health problems they face. Also, provides stimulus to motivate people involved to take necessary action.
- 9) Instructs clients in various occupational and therapeutic crafts and skills (knowing how to give such instruction, and what reasonable expectations to have of patient performance).
- 10) Maintains equipment and supplies used in the occupational therapy program.

- 11) Recognizes and can deal with various physiological difficulties or handicaps.
- 12) Prepares, maintains and delivers various records, reports and summaries.
- 13) Performs simple, occasional library research work.

Mental Health Aide II

3 Year

The Mental Health Aide II is seen primarily as a title denoting, for purposes of improved salary, more on-the-job experience rather than the performance of different tasks from the Aide I. It is, therefore, assumed that the Aide II will perform with greater facility all those functions performed by the Aide I. Beyond these, the only other expectations is that through taking specialized courses, the Aide II should be able to instruct in more crafts and provide deeper insights into patient difficulties.

Mental Health Worker

4 Year BS or BA Degree

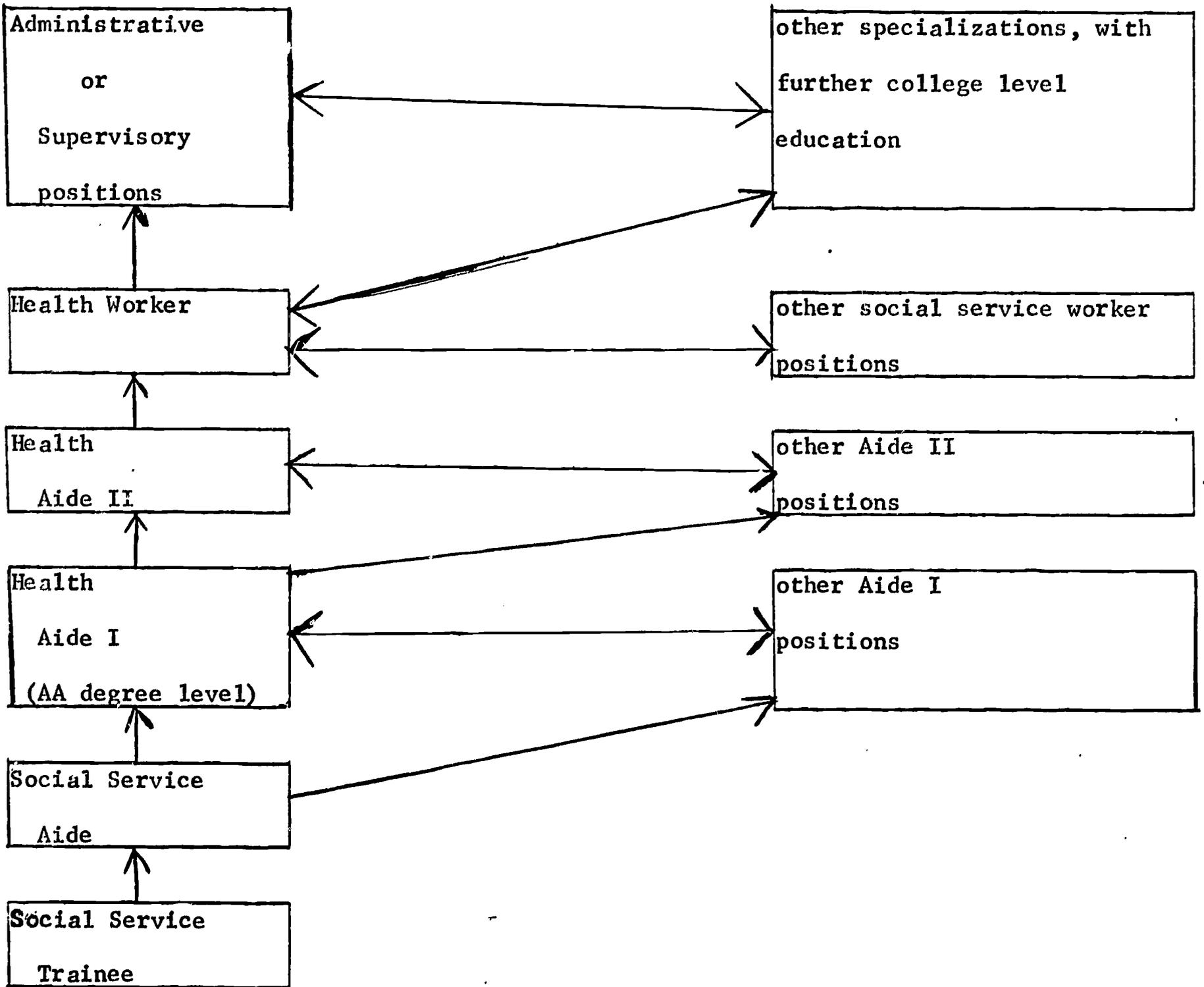
The Mental Health Worker, having completed a four year degree program in college or by having reached the same level through on-the-job experience, should be able to perform all major tasks performed by junior employees.

Other specific duties for the Mental Health Worker may include the following:

- 1) Provides more in-depth counselling to clients and their families.
- 2) Supervises and administers tests to clients for diagnostic and treatment purposes.

- 3) Carries out and participates in the evaluation of such tests.
- 4) Assumes responsibility for various research projects and activities.
- 5) Provides for the direction and administration of therapy and treatment.
- 6) Chairs staff meetings.
- 7) Organizes activities of his team or unit so as to coordinate with the activities of other agency units.
- 8) Implements higher level directives and policies.
- 9) Maintains records on weekly activities of client contact and supplies. Summarizes records for purposes of reports when required.
- 10) Recognizes signs and symptoms of mental illness and distress and deals effectively with these whenever they arise.
- 11) Provides companionship, empathy, encouragement and support whenever necessary in dealing with the problems presented by clients.

HEALTH WORK CAREER LADDER



The Health Aide I must be able to perform any major duty performed on the lower levels of social service aide and social service trainee.

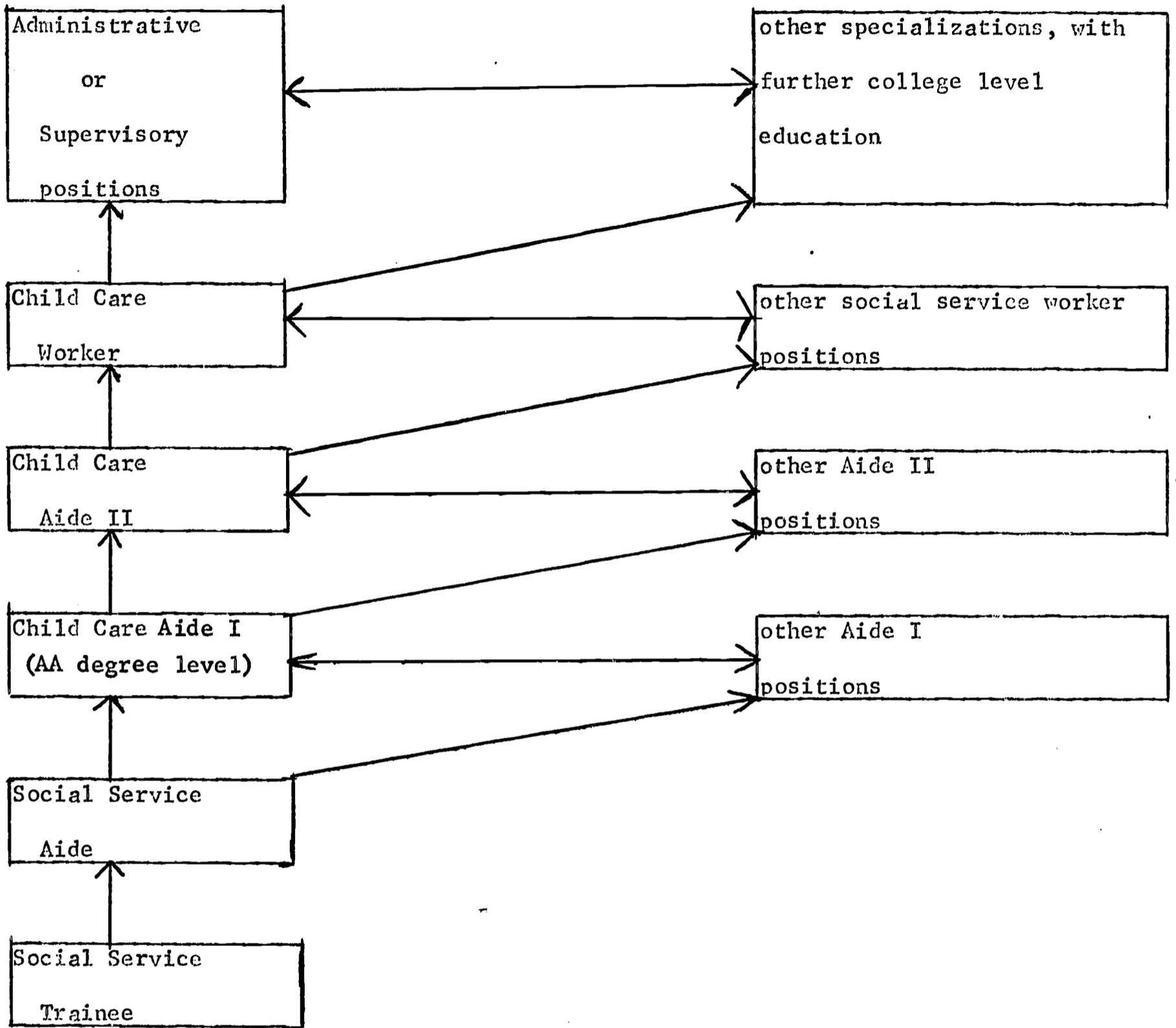
The Health Aide I will be required to provide informal counselling to individual families and larger groups concerning individual, family and community health. The aide will function in the capacity of assistant to public health nurses, doctors, or other health officials. An expected part of the aide's duties will be that of instructing both individuals and groups in the care and feeding of infants, the care of the elderly, the care of the bed-ridden, and the care of general illness. In addition, the aides will be called upon to provide actual care, from mixing formulas for infants, to giving baths and body massages.

Specific duties for the Health Aide I may include the following:

1. Recognizes major symptoms of a variety of common diseases so as to make appropriate referrals for medical attention when needed.
2. Takes temperature and pulse-rate of client, making appropriate records of each.
3. Identifies and brings critical symptoms to the attention of a physician or medical worker.
4. Assists in administration of medication under doctor's or nurses' direction.
5. Provides emergency first-aid care during home visits.
6. Provides instruction for client care of a broad spectrum of injuries or illnesses during home visit.
7. Assists doctors and nurses to administer physical therapy.
8. Recognizes potential health hazards existent in the community or homes and reports them to the appropriate source for control (hazards such as lead and food poisoning, building code violations, inadequate living space, etc.)

6. Determines and prescribes health care for the needy. This requires that the worker be completely conversant with all principles of health and health care.
7. Is conversant with the administration of health care to the needy and consults with and fulfills policy decisions handed down from supervisors.

CHILD CARE CAREER LADDER



The Child Care Aide I must be familiar with all functions carried out by the Social Service Aide and Social Service Trainee. The Child Care Aide I will work in close association with Child Care Worker or nurse providing infants and children with care and attention. They will also be required to perform some office duties and assist the Child Care Worker to plan various agency programs.

Specific duties for the Child Care Aide I may include the following:

1. Explains child's activity schedule to parents and answers their questions regarding programs.
2. Escorts parent's around the agency, introducing them to staff members to put the parents at their ease, and increase their familiarity with the agency programs and facilities.
3. Obtains preliminary information from parents on child's history and helps them to complete various forms.
4. Play's with child so to put him at ease and build a trusting relationship.
5. Feeds and bathes child as necessary.
6. Carries or escorts child to various facilities within the agency.
7. Observes and cares for children as they play together or with various games and toys.
8. Participates in unit meetings so to discuss individual child's problems, agency programs, or operational procedures. May include planning informal educational experiences for child.
9. Makes home visits to become familiar with child's home environment or to assist the parents during times of crises. May include babysitting for the mother as she takes one child for a medical appointment, or teaching the mother new methods of child care.
10. Plans for children needing special arrangements because of illness or handicap (e.g. calling an ambulance if child is injured). This requires that worker be familiar with first-aid, childhood diseases, and be able to recognize mental and physical handicaps in children.

Child Care Aide II

3 Year

The Child Care Aide II is seen as primarily a title denoting, for purposes of improved salary, more on-the-job experience rather than the performance of different tasks from those of the Aide I.

The Child Care Aide II will be expected to assume care for children that need more intensive care than the average and to assist junior staff with difficult problems when needed.

Child Care Worker

4 Year BS or BA Degree

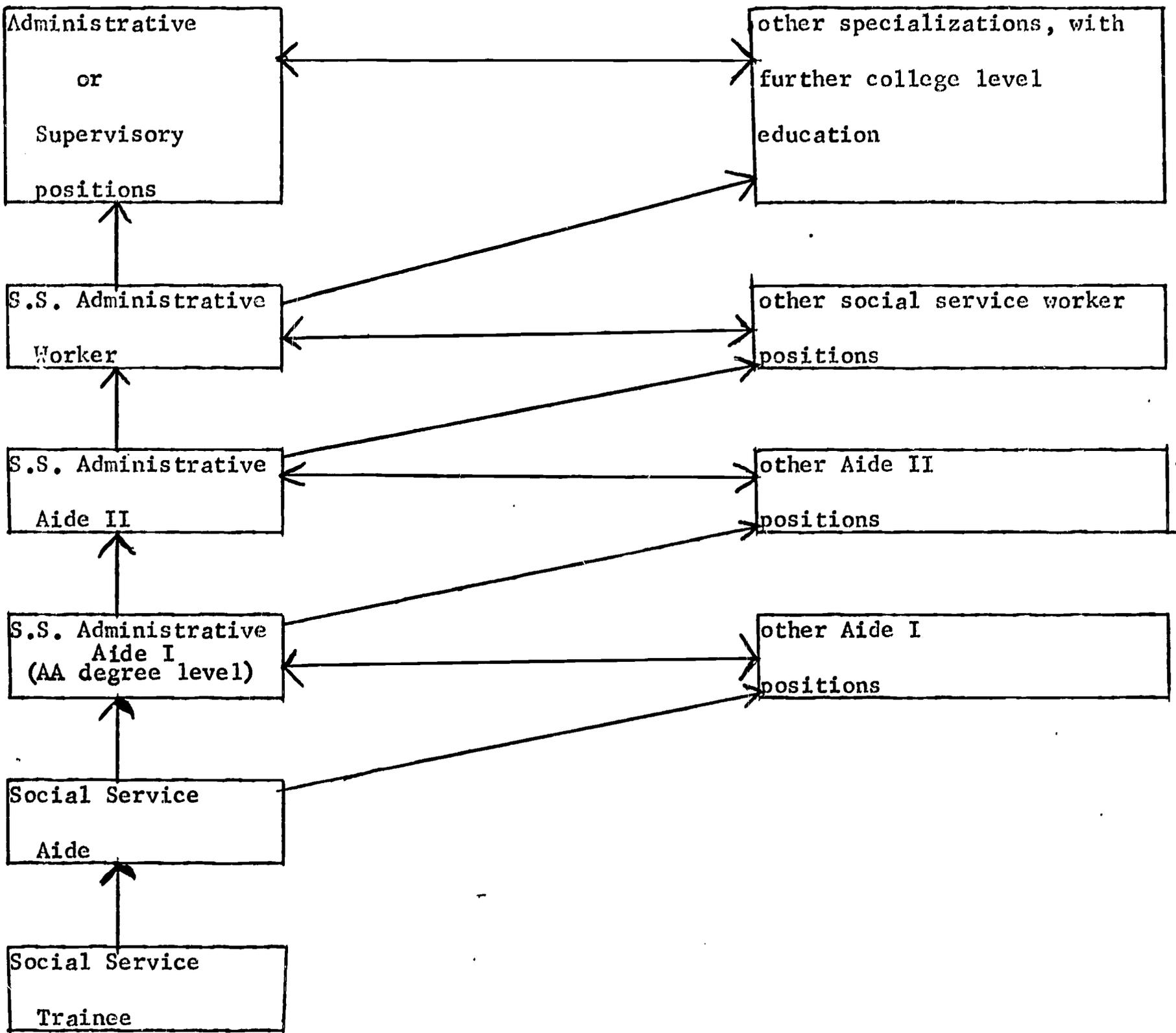
This person having completed a four year degree program in college, or having reached the same level through on-the-job experience should be able to perform all major tasks performed by junior employees.

The Child Care Worker will work closely with parents whose children are receiving agency services, and assume supervisory responsibilities for junior employees. He will also obtain consultation from higher level staff persons on developing special care programs and ascertaining individual difficulties of a child.

Specific duties of the Child Care Worker may include the following:

1. Completes intake interviews with parents, providing further explanation of agency services and noting parent's concerns regarding child.
2. Participates in organizing community workshops to teach new methods of child care to residents.
3. Participates in agency training programs for aides and trainees.
4. Makes referrals for children that may require medical services or other types of specialized attention. Explain child's need and available service resources to parents.

SOCIAL SERVICE ADMINISTRATION CAREER LADDER



Social Service Administrative Aide I 2 Year AA Degree Level

The Social Service Administrative Aide I will be familiar with all functions carried out on junior levels. In addition, the Aide will have to be completely familiar with office procedures both with respect to organization and management.

The Aide I will be responsible for maintenance of daily attendance records, monthly statistical computation, and action-decision records. Additionally, the Aide will keep supplies and equipment in order and where designated, keep orderly files and financial records.

Specific duties for the Social Service Administrative Aide I may include the following:

- 1) Assumes responsibility for maintenance of daily attendance records, monthly statistical computation, and action-decision records.
- 2) Keeps supplies and equipment in order and where designated, keeps orderly files and financial records.
- 3) Assists junior employees in ordering, planning and designating their work activities.
- 4) Participates in staff meetings and gives reports on agency functioning that falls within aide's purview. May chair meetings in absence of chairman.
- 5) Distributes and directs the distribution of mail, messages, materials and checks.
- 6) Makes arrangements and appointments for special meetings of administrative personnel or community agency meetings.
- 7) Serves as liaison with community groups or with other agencies, and will in this capacity often be called upon to go and speak about agency goals and purposes with varied groups.
- 8) Performs public-relations functions, such as designing posters, delivering lectures and/or participating in panel discussions.

- 9) Maintains good collaborative contacts with referral services.
- 10) Assumes responsibility for canvassing neighborhoods to obtain information about agency service or obtain participation in agency programs.
- 11) Co-ordinates transportation services and keeps track of residents borrowing from community loan fund.

Social Service Administrative Aide II 3 Year

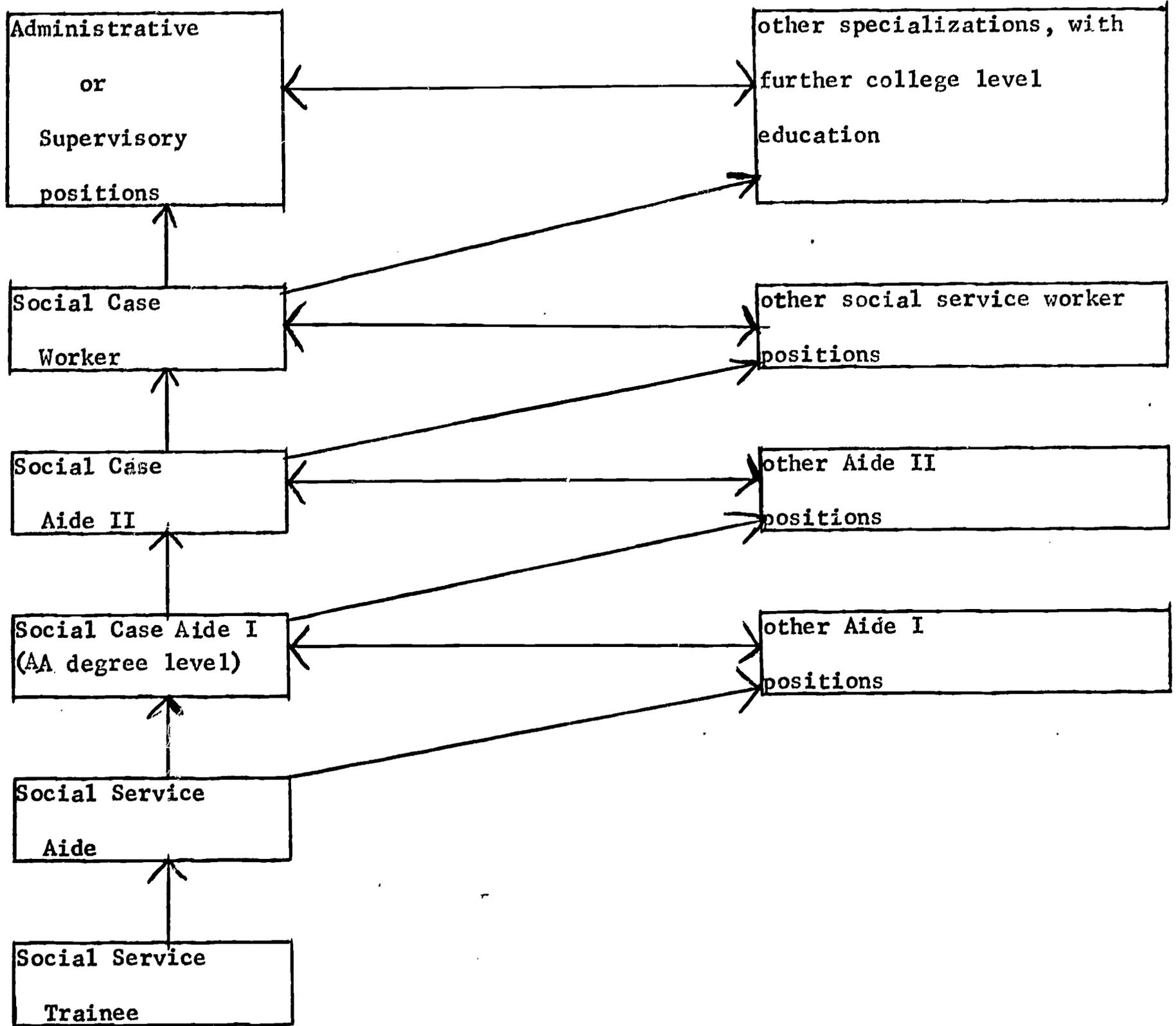
The status of SSA Aide II is obtained primarily through completion of one year of on-the-job experience beyond the level of Aide I. The duties are chiefly the same except that the Aide II is felt to have developed a greater facility and practical knowledge of the job in recognition of which, there is a changed job title and a salary increase. Additional study and training is advised during this period and beyond for further advancement.

The administrator, depending on agency size, will be called upon either to run a particular department or whole agency. His primary responsibilities involve supervision, establishment of appropriate records systems and coordination of agency programs.

Specific duties may include the following:

- 1) Manage all junior employees under him with respect to planning work activities, organizing and supervising.
- 2) Assume responsibilities of activities, both in organizing and supervising where finances, directives and permission requirements necessitate an administrator.
- 3) Assume charge of payment of wages, disciplinary functions, hiring and firing and allocation of duties.
- 4) Will initiate and chair staff meetings as needed.
- 5) Will represent agency to committees, and work out supportive arrangements with other agencies, services, individuals or businesses.

SOCIAL CASE WORK CAREER LADDER



The Social Case Aide I must be able to perform any task performed on the lower levels of the social service aide and social service trainee.

The Social Case Aide I's primary responsibilities are to provide the client with individual support, to introduce the client to agency services and community resources and to obtain initial information from the client regarding his concerns.

The Social Case Aide I should be thoroughly familiar with the economic and ethnic background of clients and be able to identify the symptoms of mental and physical illness.

Specific duties may include the following:

- 1) Explains to the client the services and programs provided by the agency including such things as eligibility requirements and hours of service.
- 2) Writes reports on client contact, indicating client's concerns and outlining preliminary case history and intake information.
- 3) Obtains additional background information by phoning other agencies, service centers, employment centers or school personnel.
- 4) Makes home visits with clients that have not responded to letters from the agency.
- 5) Performs various follow-up tasks. These may include making appointments for the client, preparing case service sheets for referral purposes, or accompanying client to another agency, to a doctor's office or job training center.
- 6) Assumes responsibility for obtaining transportation for clients as needed.
- 7) Assists client to complete various forms such as application for Medicare or employment.

- 8) Relays information verbally to case worker or others working with client, in order to more adequately explain client's concerns and feelings.
- 9) Attends staff meetings to participate in the evaluation of client needs.
- 10) Introduces client to other staff members and program workers, upon admission to agency.

Social Case Aide II

3 Year

The Social Case Aide II is seen as primarily a title denoting, for purposes of improved salary, more on the job experience rather than the performance of tasks that are different from those of the Aide I. It is therefore assumed that the Aide II will perform with greater facility all those functions performed by the Aide I. Beyond these, the only other expectation is that the Aide II should provide some supervision for Aides I, Social Service Aides and Social Service Trainees.

Social Case Worker

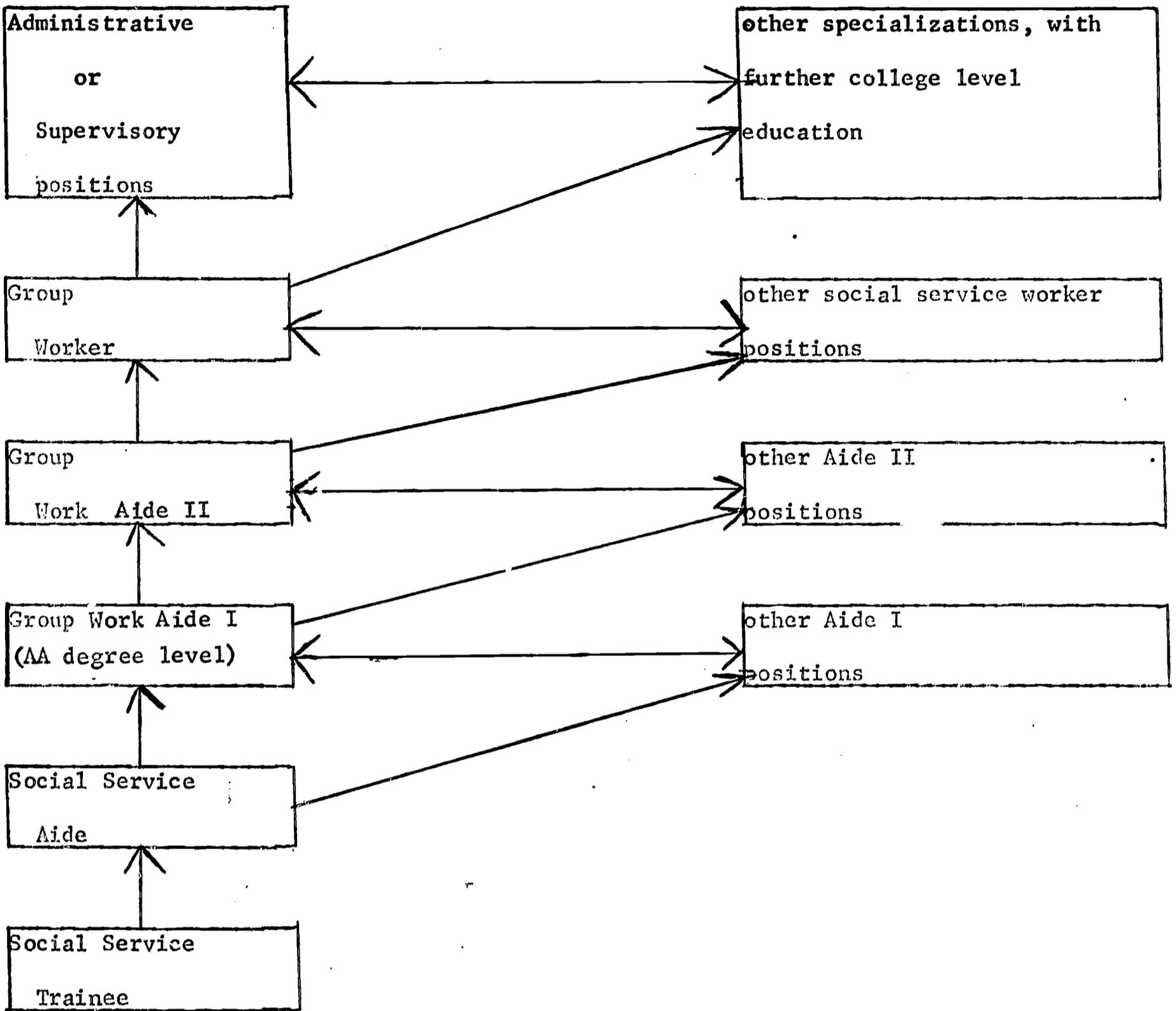
4 Year BS or BA Degree

This person having completed a four year degree program in college or by having reached the same level through on-the-job experience, should be able to perform all major tasks performed by junior employees. In addition, the Social Case Worker is expected to provide supervision for junior employees, carry a regular case load, work closely with senior personnel to determine agency programs and goals.

Specific duties may include the following:

- 1) Completes case histories of a client, identifying major problems.
- 2) Refers clients to appropriate agencies for service when required. May include explaining to client reason for referral, services available in other agencies and phoning another agency to explain client's case to a staff person.
- 3) Consults with supervisor when making decisions on case intake and dismissals in order to develop or terminate treatment plans, or obtain in-depth diagnosis of client needs.
- 4) Maintains collaborative relationship with referral services and other community agencies so as to utilize all resources for treatment of individual clients.
- 5) Interprets to the client the nature of the treatment he is receiving so as to alleviate client fears and to identify objectives of treatment.
- 6) Prepares progress reports and submits written evaluations and recommendations of unit programs.
- 7) Works closely with junior employees so as to provide them with supervision and additional resources as needed.

GROUP WORK CAREER LADDER



The Group Work Aide I should be able to perform any task performed on the lower levels by the Social Service Aide and Social Service Trainee.

The Group Work Aide I will work in therapeutic, recreational, and social groups in close association with the group worker. In addition, he performs a variety of reporting and organizational duties including recruiting club members, and identifying individual and group needs that demand specialized programs. The Group Work Aide I should be familiar with the methods and goals of various group work techniques, such as role-playing and milieu therapy. He must also have intimate understanding of the economic, ethnic and social background of the clients so as to provide meaningful support, attention and rapport with clients.

Specific duties for the Group Work Aide I may include the following:

- 1) Writes reports on group sessions, describing group exchange and interaction.
- 2) Assists in evaluation of group work programs to determine its relevance in meeting individual needs.
- 3) Gains familiarity with local resources so as to utilize them effectively in meeting needs of a group. This may include calling persons to speak to a group or obtaining films for youth groups.
- 4) Initiates clubs or groups within the community so as to meet the needs of residents for communication and social exchange. This may include knocking on doors to recruit members, or identifying potential leaders to help organize groups.
- 5) Initiates patient groups within a hospital or clinic setting so as to meet the recreational and social needs of patients.
- 6) Plans and supervises recreation programs so as to accurately meet the interest of different age levels and interest groups.

- 7) Visits the home of a client, whose attendance is irregular, to encourage their full participation in a program and to gain understanding of the clients feelings about the program.
- 8) Assists group worker to identify clients that may require either attention or services provided by other agencies.
- 9) Works with youth gangs so as to establish close communication and trust with gang members and eventually re-direct group activities towards more positive goals. This may include serving as a liaison person between the gang and community agencies so as to organize a sports program or to assist the gang to organize fund-raising activities.

Group Work Aide II

3 Year

The Group Work Aide II is seen as primarily a title denoting, for purposes of improved salary, more on-the-job experience rather than the performance of different tasks from Aide I. It is, therefore, assumed that the Aide II will perform with greater facility all those functions performed by the Aide I.

Group Worker

4 Year BA or BS Degree

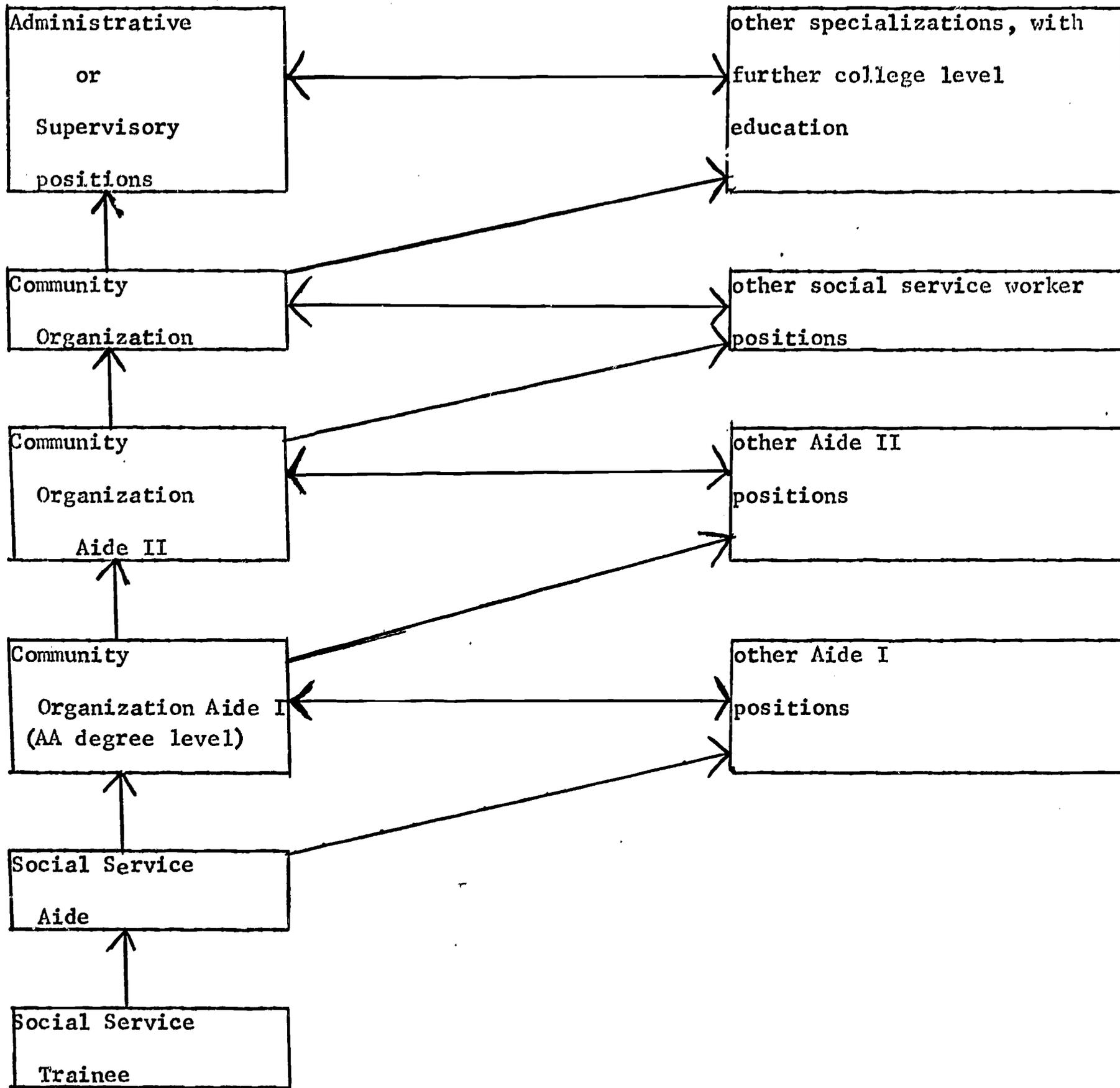
This person, having completed a four year degree program in college or by having reached the same level of proficiency through on-the-job experience, is expected to master all major tasks of the junior employees. In addition, the Group Worker will work in close association with a Group Therapist, participating in meetings as a co-therapist. He will also work closely with junior employees in evaluating current group work programs, developing new programs to meet particular needs and training volunteers. His chief responsibilities will be

in assisting junior employees with their programs, evaluating community needs, serving as a liaison person between agencies.

Specific tasks for the Group Worker may include the following:

- 1) Works with research department to identify sources of mental illness within the community.
- 2) Maintains reports on group progress indicating referrals and changes that have been made in individual treatment programs.
- 3) Screens youngsters and parents prior to child's admission to group therapy program. This may include explaining the purpose of the group, or discussing parent's concerns.
- 4) Runs group-work programs for juvenile offenders and school drop outs so as to mutually explore facts surrounding individual crises, family background and environment, and assist participants to identify workable goals and solutions through the exchange.
- 5) Performs various liaison functions between the group work unit and other agencies that may be serving the clients so as to strengthen cooperation between agencies and explain the unit's program.
- 6) Seeks and receives help from supervisor in order to analyze multi-problem cases for case disposition. May subsequently make referrals or special staff assignments to insure that clients receive appropriate services.
- 7) Acts as co-therapist in treatment groups, working in close association with therapists.
- 8) Participates in unit meetings to evaluate and discuss individual and group progress and needs.

COMMUNITY ORGANIZATION CAREER LADDER



The Community Organization Aide I is required to be familiar with all functions carried out on junior levels. In addition, he will function as liaison between community residents and community resources and assist in organizing community groups to explore common issues and concerns. His close community contact will enable him to obtain facts on the sociological make-up of the community and to identify community problems.

Specific Task for the Community Organization Aide I may include the following:

1. Identifies and subsequently maintain files on community resources, such as job-training centers and outlets for free food and clothing.
2. Makes home visits to become acquainted with residents, to identify persons with leadership potential within the community and to identify-community concerns and conflicts.
3. Canvasses neighborhood to distribute information, to elicit community participation in local meetings and special programs and to make surveys identifying various aspects of the community.
4. Participates in agency meetings so to explain the concerns of the community to the total agency staff and assist in developing agency programs in response.
5. Works with community groups so to explain various resources that are available to them and methods they can use to obtain resources.
6. Maintains close relationships with residents as well as personnel of community groups and organizations.
7. Contacts officials, administrators, and community leaders to request their co-operation or participation in community programs or workshops.
8. Recruits volunteers to work in community programs.
9. Contacts publicity department to obtain publicity or news coverage for groups or individuals that have made contributions to the community.
10. Keeps records and writes summary reports on work with the community, indicating what plan of action was followed to resolve problems and identify participating resources.

Community Organization Aide II

3 Year

The Community Organization Aide II is seen as primarily a title denoting, for purposes of improved salary, more on-the-job experience rather than the performance of different tasks from Aide I. It is therefore assumed that the Aide II will perform with greater facility all those functions performed by the Aide I.

Community Organizer

4 Year BS or BA Degree

This person having completed a four year degree program in college or by having reached the same level through on-the-job experience should be able to perform all major tasks performed by junior employees. In addition, the Community Organizer is responsible for working directly with organizations in the community as well as developing programs to be implemented by unit staff. He should be thoroughly familiar with city-wide resources and serve as a resource person for junior employees.

Specific duties of the Community Organizer may include the following:

1. Provides guidance and technical knowledge to those persons attempting to develop community groups and organizations.
2. Serves as liaison between individuals and community institutions.
3. Identifies and evaluates community needs and conflicts.
4. Mediates conflicts between rival gangs or gangs and residents.
5. Speaks at community meetings to explain agency services and community needs.
6. Assists in designing and implementing community workshops to train potential leaders and to provide educational materials and experience to residents.

CORE CURRICULUM

The core curriculum has been developed through the process of task analysis by the Social Service Aide Project. The primary concern of the project force was to develop courses that would teach students those basic skills found to be necessary in the performance of a wide spectrum of jobs in the social services field. Those skills emphasized in the curriculum were felt to be basic building blocks upon which further specialization could be placed.

Related skills or subject topics have been grouped into single courses so as to avoid unnecessary redundancy. For example, the course Communications in Human Services I and II, which deals with all aspects of transmission of information and communications in the helping field (including the influence of mass media), would be considered an essential element of social service training.

Since each course covers a particular area of knowledge and skills not covered by any other, each course is felt to be crucial and essential to the whole curriculum. However, this outline is presented as a model and is expected that it will be tailored so as to meet local requirements for course transfer or for specialized agency needs.

Some courses, like Creative Activities, would not be taken by the student unless he plans to work in an area of social service where such background is necessary. However, for ease of horizontal mobility within the social services, it would be suggested that all students take

such courses even though work in these areas would not be immediately envisioned.

It is recognized that a provision must be made to grant course credit for life experience, since many prospective students will be mature persons who have acquired skills and knowledge through their life or work experiences. Specific arrangements for this credit will be made during Phase II activities, at which time complete course content descriptions, text and supplementary materials and teaching methods will also be developed.

Table 1A Two Year Course Outline for the AA Degree

1st Semester

2nd Semester

Orientation to Social Services I
3 Hours

Human Biology I (Principles of Health)
3 Hours

Communication In Social Services I
3 Hours

Communication In Social Services II
3 Hours

American Ethnic Groups
3 Hours

Social Problems
3 Hours

Community Resources
2 Hours

Techniques of Organization and Decision-Making
2 Hours

Psychology 101 (human Growth and Development)
3 Hours

Psychology 102 (Human Growth and Development)
3 Hours

Physical Education I
1 Hour

Physical Education II
1 Hour

Table 1A represents what the research project would consider the ideal program in terms of the arrangement of courses and time freed for practicum and specialty training. It makes no accommodation to existing systems through inclusion of courses in English and Sociology which subjects are already adequately covered in the courses delineated, although, not with customary titles or traditional arrangement of subject matter.

Table 1A Two Year Course Outline for the AA Degree

<u>3rd Semester</u>	<u>4th Semester</u>
Human Biology II (Health Care) 3 Hours	Elective in Specialty 3 Hours
Abnormal Psychology 3 Hours	Elective in Specialty 3 Hours
Group Process 3 Hours	Elective in Specialty 3 Hours
Creative Activities I 3 Hours	Creative Activities II 3 Hours
Practicum I 3 Hours	Practicum II 3 Hours

Table 1A represents what the research project would consider the ideal program in terms of the arrangement of courses and time freed for practicum and specialty training. It makes no accommodation to existing systems through inclusion of courses in English and Sociology which subjects are already adequately covered in the courses delineated, although, not with customary titles or traditional arrangement of subject matter.

Table 1B Two Year Course Outline for the AA Degree

1st Semester

**Orientation to Social Services
3Hours**

**Communication in Social Services I
3Hours**

**Sociology 101
3Hours**

**Community Resources
2Hours**

**English 101
3Hours**

**Physical Education I
1Hour**

2nd Semester

**Human Biology (Principles of Health)
3Hours**

**Communication in Social Services II
3Hours**

**Sociology 102
3Hours**

**Techniques of Organization and Decision -
Making
2Hours**

**English 102
3Hours**

**Physical Education II
1Hour**

Represents an accomodation to existing conditions in college with 30 Hours Liberal Arts requirement. The curriculum represents a total of 33 Hours due to the necessity of a six hour practicum rather than a three hour practicum. Nevertheless, no program need exceed 30 Hours due to the opportunity for specialized course deletion or substitution.

Table 1B Two Year Course Outline for the AA Degree

3rd Semester

**Human Biology
(Health Care)
3Hours**

**Psychology 101
(Human Growth and Development)
3Hours**

**Creative Activities I
3Hours**

**Abnormal Psychology
3Hours**

**American Ethnic Groups
3Hours**

4th Semester

**Psychology 102 (Human Growth and
Development II)
3Hours**

**Social Problems
3Hours**

**Creative Activities II
3Hours**

**Group Process
3Hours**

**Practicum
6Hours**

Represents an accomodation to existing conditions in college with 30 Hours Liberal Arts requirement. The curriculum represents a total of 33 Hours due to the necessity of a six hour rather than a three hour practicum. Nevertheless, no program need exceed 30 hours due to the opportunity for specialized course deletion or substitution.

1 Semester

3 Hours

- I. Development of Social Work in modern Society
 - A. Historical Background
 - 1. Ancient
 - a. Religious
 - b. Secular
 - 2. European
 - a. Poor Laws
 - b. National Insurance
 - B. Social Service in America
 - 1. Poor relief
 - 2. Social Security
 - 3. Other
 - C. Contemporary programs
 - 1. United States
 - 2. International
 - D. Philosophy
- II. Social Service as a profession
 - A. Goals and principles
 - B. Schools and training
 - C. Language and structure
 - D. Working conditions
 - E. Compensation
 - F. Status role
- III. Methods of Social Service
 - A. Case Work
 - B. Group Work
 - C. Community Organization
- IV. The Social Worker: Role and Commitment
 - A. Obligations to clients
 - B. Obligations to agency
 - C. Obligation to effect social change
- V. The Helping Process
 - A. Definition
 - B. Techniques

Core Curriculum Outline

Communications In Human Services

1 Semesters

3 Hours

I. Theory

- A. Major purpose
 - 1. Convey information
 - 2. Convey feelings
 - 3. Establishment of rapport
- B. Background
 - 1. Self-awareness
- C. Process
 - 1. Verbal
 - a. Oral (tone, accent, pauses, mood, words)
 - b. Written
 - 2. Unstructured nonverbal
 - a. Facial expression
 - b. Posture
 - c. Attitude
 - d. Appearance
 - e. Touch
 - f. Pictographic
 - g. Timing
 - 3. Structured nonverbal communication
 - a. Audiovisual (eg. film, music, color)
 - b. Formal (eg. form, shape, container, package)
- D. Problems
 - 1. Ego defense mechanisms
 - 2. Conflict resolution
 - 3. Other

II. Applications

- A. Purpose and areas of use
 - 1. Use of relationships
 - 2. Extraction of information
 - 3. Identification and resolution of problems
 - a. Individual
 - b. Group
 - c. Community
- B. Methods
 - 1. Discussion
 - a. Interviewing
 - b. Formal discussion
 - 1. Instructing
 - 2. Meetings

- c. Informal discussion
- 2. Demonstration
- 3. Contact
 - a. Physical
 - b. Other
- 4. Termination of communication

- I. Introduction to Social Service Structure
 - A. Purpose
 - B. Method
 - C. Design

- II. Social Service Community
 - A. Public Agencies
 - 1. Types of Agencies
 - 2. Clientele
 - 3. How served

 - B. Private Agencies
 - 1. Types of agencies
 - 2. Clientele
 - 3. How served

- III. Structure of Local Community
 - A. Local government (city)
 - 1. Fire Department
 - 2. Police
 - 3. Courts
 - 4. Administrative Offices

 - B. Local government (county)
 - 1. County Administrative Offices
 - 2. County police
 - 3. Institutions & services

 - C. Local government (state)
 - 1. Governor
 - 2. Police
 - 3. Courts
 - 4. Administrative Offices
 - 5. Institutions & services

 - D. School districts

- IV. Legal Aspects of Social Service
 - A. Complaints
 - B. Rights of Welfare Recipients
 - C. Administrative Procedure Law
 - D. Basic Civil Rights Law

- V. Consumer Service
 - A. Rights of consumer
 - B. Complaints
 - C. Consumer bureaus, agencies, and publications
 - D. Product and service investigation
 - E. How to buy and budget

Core Curriculum Outline

Physical Education I (Self Defense)

1 Semester

1 Hour

- I. Non-violence - Philosophy**
 - A. Purpose**
 - B. Rationale**
 - C. Method**

- II. Self defense (non-violent)**
 - A. Necessity**
 - B. Modes**
 - C. Methods**

- III. Techniques of Self Defense**
 - A. Judo**
 - B. Ju Jitsu**
 - C. Karate**

I. ANATOMY

- A. Skeletal System
 - 1. Names and functions of major bone structures
 - 2. Growth and development of bones and related systems
 - 3. Conditions affecting its functioning
- B. Muscular System
 - 1. Names and functions of parts and segments
 - 2. Growth and development of the muscular system
 - 3. Conditions affecting its functioning
- C. Circulatory System
 - 1. Names and functions of parts and segments
 - 2. Growth and development of circulatory and related systems
 - 3. Conditions affecting its functioning
- D. Respiratory System
 - 1. Names and functions of parts and segments
 - 2. Growth and development of respiratory system
 - 3. Conditions affecting its functioning
- E. Digestive and Assimilative Systems
 - 1. Names and functions of parts and segments
 - 2. Growth and development of assimilative and digestive systems
 - 3. Conditions affecting its functioning
- F. Eliminative System
 - 1. Names and functions of parts and segments
 - 2. Growth and development of eliminative system
 - 3. Conditions affecting its functioning
- G. Glandular System
 - 1. Names and functions of parts and segments
 - 2. Growth and development of glandular system
 - 3. Conditions affecting its functioning
- H. Nervous System
 - 1. Names and functions of parts and segments
 - 2. Growth and development of nervous and related systems
 - 3. Conditions affecting its functioning

- I. Sensory System
 - 1. Names and functions of parts and segments
 - 2. Growth and development of sensory and related systems
 - 3. Conditions affecting its functioning

II. HUMAN PHYSIOLOGY

- A. Mode of Development
 - 1. How the systems interlock and operate together
 - a. To facilitate growth, good health and action
 - 2. How the systems may fail in functioning
- B. Human body as a biophysical organism:
Physics, Chemistry and Biology of the Body
- C. Major processes occurring in the body
 - 1. Conception
 - 2. Regeneration
 - 3. Digestion
 - 4. Elimination
 - 5. Assimilation
 - 6. Sensation and thought
 - 7. Circulation and energy transmission
 - 8. Respiration
 - 9. Coordination
- D. Disease and Health: Multiple Systems View
 - 1. Health defined and explained
 - 2. Disease defined and explained
 - 3. Death Defined
 - 4. Stress and its effect on health

III DISEASES IN MAN: SYSTEMIC AND SYMPTOMATIC VIEW

- A. Degenerative Diseases
 - 1. Males
 - a. infancy
 - b. childhood
 - c. adolescence
 - d. adulthood
 - e. middle age
 - f. old age
 - 2. Females (where different)
 - a. infancy
 - b. childhood
 - c. adolescence
 - d. adulthood
 - e. middle age
 - f. old age
- B. Infectious diseases
 - 1. Male (at various stages of growth and development)
 - 2. Female (at various stages of growth and development)

- C. Congenital diseases
 - 1. Male - cause, course, outlook
 - 2. Female - cause, course, outlook

- D. Poisoning
 - 1. Types
 - 2. Symptoms
 - 3. Emergency measures

- E. Accidents
 - 1. Types
 - 2. Symptoms
 - 3. Emergency measures

IV. Treatment of Disease

- A. Drug and Surgery
 - 1. Aims of drug therapy and when used
 - 2. Aims of surgery and when used
 - 3. Problems encountered with drugs and surgery
 - 4. Kinds of drugs
 - 5. Necessity of patient self-knowledge for protection and defense
- B. Other Types of Therapy: Aims and when used
 - 1. Hormone Therapy
 - 2. Rest Therapy
 - 3. Fast
 - 4. Exercise
 - 5. Food

V. GOOD NUTRITION AND GOOD FOOD

- A. Defined
- B. Usefulness
 - 1. Maintenance of health
 - 2. Treatment of disease
- C. Quantities of necessary nutrients
 - 1. Minerals
 - a. what minerals effect
 - b. what foods contain them
 - c. what destroys the mineral content of food
 - d. where to find the food
 - e. references
 - 2. Vitamins
 - a. what are vitamins and effects
 - b. what foods contain them
 - c. what destroys vitamins
 - d. where to find the food and vitamins for less
 - e. references

3. **Fats, Protein, Carbohydrates, Roughage**
 - a. what is the proper balance
 - b. how to obtain the proper balance
 - c. where can these things be found
 - d. what does each do
 - e. which foods and where
 - f. which foods to avoid and why
 - g. references

4. **Food preservatives and artificial sweeteners**
 - a. why they are used
 - (1) to prevent spoilage to increase profit
 - (2) to alter flavor to increase profit
 - b. what are they and their effects on the body

VI. EXERCISE

- A. Defined
- B. Types
- C. Purposes
- D. Usefulness

1 Semester

3 Hours

- I. Programmed Listening (Xerox)
 - A. Effective listening
 - 1. Editing mentally as the speaker progresses
 - 2. Organizing by main points and supporting reasons
 - 3. Remembering the use of key words
 - 4. Summarizing and Paraphrasing effectively
 - 5. Breaking through distractions
 - 6. Note taking
 - B. Advanced effective listening
 - 1. Review
 - 2. Expanding listening skills
 - 3. Listening to groups
 - 4. Note taking and group discussions

- II. Forms and Procedures
 - A. Interview
 - B. Employment
 - C. Tax
 - D. Welfare
 - 1. Medicare
 - 2. Social Security
 - 3. Public Aid
 - 4. Other
 - E. Medical
 - F. Credit
 - G. Educational
 - H. Referral

- III. Report Writing
 - A. Purpose
 - B. Descriptive reports
 - 1. Case Histories
 - 2. Progress reports
 - C. How to condense material
 - 1. Summaries
 - 2. Memos
 - D. Evaluations

- IV. Media
 - A. Purposes
 - B. Stencil Making
 - C. Machines (Copy)
 - 1. Mimeo
 - 2. Photo copy
 - D. Machines (educational and entertainment)
 - 1. Tape recorder
 - 2. Film projectors
 - a. Slide
 - b. Movie
 - 3. Phonographs

- E. Narrative Writing**
 - 1. Letters**
 - 2. Flyers**
 - 3. News releases**
 - 4. Argumentative material**

- V. Simple Mathematics**
 - A. Purposes**
 - B. Decimal fractions**
 - C. Percentage**
 - D. Simple records (Bk.pg.)**
 - E. Interest and Bank statements**
 - F. Verbal problems**
 - G. Simple Statistics**

Core Curriculum Outline

1 Semesters

Techniques of Organization and Decision Making

2 Hours

- I. Organization in Modern Society
 - A. Historical organization patterns
 - B. Today's complexities
 - C. Tasks specialization
 - D. Organization as a social entity

- II. Concept of Over-lays
 - A. Over-layer on formal structure
 1. The job task pyramid
 2. The sociometric over-layer
 3. The functional over-layer
 4. Decision over-layer
 5. Power over-layer
 6. Communication over-layer
 - B. Organizational Design
 1. Outline assumptions
 2. Definitions
 3. Universality of organization

- III. Man, Groups, Institutions
 - A. Conflict Areas
 1. Individual
 - a. personality characteristics
 - b. individual maturation
 - c. concept of role
 2. Social Groups
 - a. concept of social groups
 - b. characteristics of social groups
 - c. classification of groups
 - d. group processes
 3. Organization as social institute
 - a. concept of social institute
 - b. from structure to institution
 - B. Summary

- IV. Formal Organization Theory

- V. Authority Policy and Administration
 - A. Concept of authority
 1. Distinction between power and authority
 2. Top down versus bottom up authority
 3. Administrative politics
 - B. Policy in Administrative Concept

- VI. Organizational Techniques Specialized and Work Division
 - A. Group of Activities as a Basic Structuring Process
 1. Work division in grouping
 2. Basic concept of grouping

- a. Program
- b. Purpose
- c. Function
- d. Processing
- e. Geographical or spatial

VII. Organizational Pattern

- A. Nature of Organization pattern
- B. Characteristics

VIII. Communication

- A. Communication as structure
- B. Information channel and hierarchy
- C. Information and decision making

IX. Leadership

- A. Function of leadership
- B. Dimension of leadership role
- C. Situational factors in leadership
- D. Leadership styles and organization

X. Decision Making Process

- A. Decision model
- B. Innovative decision making

Core Curriculum Outline

1 Semester

I. Low Level Games

- A. Purpose
- B. Use
- C. Techniques

II. High Level Games

- A. Purpose
- B. Use
- C. Techniques
 - 1. Baseball
 - 2. Basketball
 - 3. Football
 - 4. Volleyball
 - 5. Soccer

Physical Education II Recreational Games

1 Hour

1 Semesters

3 Hours

- I. What is health care?
 - A. Purpose
 - B. Necessity

- II. Care of Infants
 - A. Diaper Changing
 - B. Bathing
 - C. Feeding
 - 1. Making Formulas
 - 2. Sterilizing Utensils
 - 3. Types of Feeding
 - a. Bottle
 - b. Breast
 - c. Spoon
 - 4. Burping
 - D. Holding
 - E. Recognizing infant difficulties
 - H. Dangers, Diagnostic Checks

- III. Care of Children
 - A. Feeding a Diet
 - B. Cleaning
 - C. Affection, warmth, comfort, and play
 - D. Taking Temperatures
 - E. Taking Pulse
 - F. Observing Tongues
 - G. Urine and Stool
 - H. Sleep and Exercise
 - I. Listening to Heart and Lungs
 - J. Administration of Medicine

- IV. Care of Adults
 - A. Diet
 - B. Cleaning
 - C. Warmth and comfort
 - D. Exercising
 - E. Diagnostic checks (pulse, temperature, etc.,)
 - F. Administration of Medicine

- V. Emergency Care
 - A. Broken bones
 - B. Fainting or collapse
 - C. Hemorrhaging
 - D. Burns
 - E. Cuts and scrapes

- F. Bullet wounds
- G. Abdominal cramps
- H. Shock
- I. Loss of limb
- J. Loss of blood
- K. Heart Attacks and Strokes
- L. Epileptic Seizures
- M. Hysteria
- N. Poisoning
- O. Fever and Chills
- P. Frost bite
- Q. Allergic reactions
- R. Eye and Head injuries
- S. Diarrhea

2 Semesters6 Hours

- I. Introduction and General overview of course**
- A. Purpose - Goals
 - B. Basic Concepts
 - 1. Basic Human Needs
 - 2. Physical
 - 3. Intellectual
 - 4. Emotional
 - 5. Social
 - C. Concept of Growth/Development Differentiation
As a function of biological + environmental interaction
(Nature-Nurture controversy) Teachable moment
 - D. Individual Differences
 - E. Developmental Tasks
 - F. Major Stages-Overview
 - 1. Prenatal
 - 2. Infancy
 - 3. Preschool
 - 4. Middle (School) Years
 - 5. Adolescence
 - 6. Early adulthood (20-40)
 - 7. Middle age (40-65)
 - 8. Late adulthood and Old Age (65 --)
- II. Prenatal Period**
- A. Conception
 - 1. Process of Conception
 - 2. Biologically determined characteristics of the individual
Genetics of sex determination, dominant and recessive genes
Mutations - Types of inherited disorders
 - B. Prenatal development
 - 1. Stages
 - 2. Problems of prenatal development
Vulnerability to disease of mother, nutritional defects
 - C. Birth
 - 1. Process
 - 2. Complications and effects
- III. Infancy**
- A. Neonatal period
 - 1. Characteristics
 - 2. Needs
 - B. First 6 months
 - 1. Sequences of behavioral development
 - a. Motor
 - b. Perceptual
 - c. Verbal
 - 2. Conditions necessary for Optimal Development
 - C. 6 months to 1 year
Sequences of behavioral development
Conditions necessary for Optimal Development
 - D. Toddler - 1-2 years
Continuation of Behavior sequences

Conditions necessary for Optimal Development Environmental
(social and physical) Child Care methods (training)

- E. Summary of Development During first two years and conditions for Optimal Development
1. Foundations of Basic Trust
 2. Cultural influences in Child Rearing
 3. Basic attitudes for Child Rearing

IV. Preschool Years (2-5)

A. General Norms and Stages of:

1. Physical Growth
2. Motor Development
3. Cognitive Development
4. Social Development
5. Emotional Development

B. Developmental Tasks of Preschool Years

1. Review of tasks accomplished in infancy
2. Acquisition of Physical control
3. Communication
4. Understanding

C. Special theoretical approaches to Development in Preschool years: Freud, Piaget, Montessori, Watkins, Erikson

V. Middle Years (school age)

A. Development

1. General characteristics
2. Physical Changes

B. Developmental Tasks of Middle Years

C. Typical Problems of Development in the middle years; Learning Problems

VI. Adolescence

A. Developmental Tasks of Adolescence

B. Characteristics of Adolescents

C. Physical Changes

D. Changing Role

E. Adolescent and the Family; Changes in family communication; Clash in Values; Separation

VII. Early Adulthood

A. Developmental Tasks - overview

B. Vocational Choice; Work and its meaning; Varieties

C. Establishment of Family; Search for/choice of mate
Role in marriage; Parenthood; Cultural variations

D. Community Participation/Social Roles

E. Special conditions and/or situations

1. Minority Group membership
2. Military Service
3. Unmarried Parenthood
4. Physical disability

F. Summary of Stresses of this Period

1. Methods of Coping (Defenses)

VIII. Middle Age

A. Characteristics of this Period

B. Changing Poles

1. Vocational
2. Parental
3. Filial

C. Special situations

1. Marital

- a. Bachelorhood
- b. Divorce
- c. Widowhood

2. Vocational

- a. Unemployment
- b. Disability
- c. Obsolescence

3. Personal

- a. Physical Illness
- b. Mental Illness

D. Summary of Stresses associated with Middle Age

IX. Old Age (65 and over)

A. Characteristics of the Period

- 1. Physical changes
- 2. Mental changes
- 3. Social/Emotional changes

B. Developmental Tasks of Old Age

- 1. Adapting to increasing Restriction of Action
 - a. Physical
 - b. Vocational - Retirement
 - c. Loss of Relationships
 - d. Mate
 - e. Friends

C. Death - reactions to concept of death

1 Semester

3 Hours

I. Arts and Crafts

A. Color

1. Experiments with color
2. Color Wheel
3. Color mixing guides
4. Color in pigment
5. Color schemes

B. Painting

1. Tempera
2. Crayon
3. Pastels
4. Introduction to oils
5. Introduction to water colors

C. Bulliten Boards

1. Design
2. Printing

D. Drawing

1. Perspective
2. Animals
3. People
4. Things

E. Crafts

1. Elementary Projects

- a. Paper machine
- b. Prints
- c. Ceramics
- d. Clay
- e. Scrap Art
- f. Sculpting

2. Secondary Projects

- a. Paper
- b. Sculpting
- c. Clay
- d. Ceramics
- e. Scrap Art
- f. Wood carving

1 Semester3 Hours

I. Mental Health

- A. Definition
 - 1. Philosophical
 - 2. Functional
 - 3. Social
- B. Purpose and goal
 - 1. Purpose
 - 2. Goal
- C. Components of Mental Health
 - 1. Individual
 - a. Physical
 - b. Sexual
 - c. Mental
 - d. Emotional
 - 2. Social
 - a. Physical Interaction (Group Large/Small)
 - b. Emotional Interaction (Group Large/Small)
 - c. Mental Interaction (Group Large/Small)
- D. Psychological Testing

II. Mental Diseases & Defects

- A. Neuroses
 - 1. Generic Definition
 - 2. Neurotic Reactions
 - a. Hysteria
 - b. Obsession
 - c. Compulsion
 - d. Sado-Masochism
 - e. Sexual (hetero & homo)
 - f. Phobias
 - g. Amnesia
 - h. Anxiety
 - i. Suicide
 - j. Hypochondria
 - k. War Neurosis
 - l. Inferiority - Superiority
 - m. Monomaniac
 - n. Traumatic
- B. Functional Psychoses
 - 1. Generic Definition
 - 2. Functional psychotic reactions
 - a. Autism
 - b. Paranoia
 - c. Schizophrenia
 - d. Manic-Depressive
 - e. Involutional melancholia
- C. Organic psychoses and epilepsy
 - 1. Generic Definition
 - 2. Organic psychotic and epilepsy types

- a. Epilepsy
- b. Syphilitic psychosis
- c. Psychoses due to other infectious diseases
- d. Senile psychosis
- e. Toxic psychosis
- f. Psychoses due to metabolic disease
- g. Psychoses due to new growth (tumor)
- h. Hereditary psychosis
- i. Traumatic psychosis
- j. Cerebral arteriosclerotic psychosis
- D. Mental Deficiency birth defects and psychopathic personality
 - 1. Generic definitions (defects and deficiency)
 - 2. Types
 - a. Mental deficiency
 - b. Cretinism
 - c. Hydrocephalia
 - d. Mongolian idiocy
 - e. Other
 - 3. Psychopathic States

III. Physiologic Modes of Treatment

- A. Electro therapy
 - 1. Defined
 - 2. When used
 - 3. How used
- B. Chemotherapy
 - 1. Defined
 - 2. When used
 - 3. How used
- C. Surgery
 - 1. Defined
 - 2. When used
 - 3. How used
- D. Hydrotherapy
 - 1. Defined
 - 2. When used
 - 3. How used
- E. Deprivation & Restraint
 - 1. Defined
 - 2. When used
 - 3. How used

IV. Psychological Modes of Treatment

- A. Theoreticians and Theories
 - 1. Freud
 - 2. Adler
 - 3. Jung
 - 4. Reich
 - 5. Sullivan
 - 6. Horney
 - 7. Rogers
 - 8. Kléin
 - 9. Berne
 - 10. Existential

11. Rank
 12. Contemporary
 - a. Black Theorists
 - b. Far Eastern (Zen) Theorists
- B. Therapeutic Systems
1. Individual
 - a. Psychoanalysis
 - b. Client-centered therapy
 - c. Gestalt therapy
 - d. Psychobiologic therapy
 - e. Character analysis
 - f. Psychosomatic therapy
 - g. Hydrotherapy
 - h. Experiential therapy
 - i. Conditioned reflex therapy and reciprocal inhibition
 - j. Directive psychotherapy
 - k. General semantics
 2. Group
 - a. Analytic Group therapy
 - b. Group centered therapy
 - c. Psychodrama
 - d. Sensitivity
 - e. Family therapy
 - f. Didactic therapy

1 Semester

3 Hours

- I. Introduction to Comparative Cultures
 - A. Defined
 - B. Purpose
 - C. Method

- II. Black Americans
 - A. History
 - B. Present Status
 - C. Specific cultural elements

- III. Appalachian Whites
 - A. History
 - B. Present Status
 - C. Specific cultural elements

- IV. Spanish Americans
 - A. History
 - B. Present Status
 - C. Specific cultural elements

- V. American Indians
 - A. History
 - B. Present Status
 - C. Specific cultural elements

- VI. Northern, Eastern, and Southern European
 - A. Northern
 - 1. History
 - 2. Present Status
 - 3. Specific cultural elements

 - B. Southern
 - 1. History
 - 2. Present Status
 - 3. Specific cultural elements

 - C. Eastern European
 - 1. History
 - 2. Present Status
 - 3. Specific cultural elements

- VII. Oriental (Varies with area of country)
 - A. History
 - B. Present Status
 - C. Specific cultural elements

1 Semester3 Hours**I. Introductions****A. Purposes**

1. to gain insight and knowledge into the problems and conflicts arising from deviant behavior, social disorganization, interactions between the individual and his society, and groups with conflicting interests.
2. to gain practical bases for problem-solving

B. Definition - What is society?**C. Perspectives-**

1. history and backgrounds
2. comparative viewpoints and philosophies
3. social work in relation to social problems

II. Social Problems**A. Individual**

1. bases of problems
 - a. normal and deviant behavior problem manifestations
 - b. physical and emotional needs
 - 1) safety/ security
 - 2) acceptance and love/companionship
 - 3) status and power
 - 4) aesthetic
 - 5) health
 - 6) idiosyncratic
2. problem breakdown
 - a. self-conflict
 - b. conflicts with other: groups, government, individual, institutions

B. Holistic

1. bases of problems
 - a. social disorganization
 - b. societal values and institutions as reflected in recurring social problems
 - c. groups with conflicting interests
2. problem breakdown
 - a. conflicts of groups: the wealth/the poor; black/white
 - b. conflicts between governments and groups
 - c. conflicts between institutions and groups

III. Methods of Solution**A. Problem Solving Institutions**

1. specific institutions
2. problems they do not solve

B. Problem-solving technique

1. knowledge of problem: ability to identify and define the problem
2. counselling and amelioration
3. reference to other agencies, i.e., lawyer, hospital, government aide agencies, etc.

C. Structures and material utilized

IV. Specific difficulties in problem-solving

- A. Concept of "negative-spin-off", where a new problem is created from the solution of an old one**
- B. Lack of Education**
 - 1. fear of accepting the problems as problems**
 - 2. incapability of solving problems without time, money, effort, aide, etc.**
- C. Possibilities of Psychological dependency, necessitating care in dispensing help**

Core Curriculum Outline

Creative Activities II

1 Semester

3 Hours

- I. Dramatic Narrative
 - A. Introduction to children's stories
 - B. Art of story telling
 - C. Dramatization of narrative stories
 - D. Choral work
 - E. Group productions
 - 1. Plays
 - 2. Mime

- II. Music
 - A. General introduction to types of music
 - B. Singing
 - C. Rhythmic activities
 - D. Using the media
 - 1. Phonographs
 - 2. Tapes Audio-visual
 - E. Dance
 - F. Instruments

1 Semester

3 Hours

I. The Purpose of the Course

- A. To gain insight into transactions and interactions of people under various emotional circumstances.
- B. To sharpen the skills necessary to deal with the realities of action - oriented feelings and attitudes, both with groups and with the self.
- C. To demonstrate and generate new learning in the two-way proposition of the helping profession, i.e., the giving and the receiving of help.

II. Definitions

- A. What is a group? What makes up a group?
- B. What kind of subject matter or problem-oriented tasks are carried out in groups?
- C. What are the interactions and the dynamics of those people brought together in groups?

III. Approches to the study of Group Process

- A. Orientation - to help the group of students to present themselves for behavioral experimentation and analysis.
- B. Analysis of Group Process
 - 1. Use of first-hand experiences of a basic group process in a micro-lab setting, describing and using such methods as verbal and non-verbal exchange of first impressions and feedback, T-group, role-playing, etc., so that students will become proficient in their use.
 - 2. Discussion and analysis within the framework of the group experimentation to deal with such themes as:
 - a) participation
 - b) cooperation
 - c) aggression
 - d) conflict - resolution
 - e) competition
 - f) cohesion
 - g) likes and dislikes
 - h) power and influence
 - i) pleasures and discomforts
 - 3. Encouragement of descriptive feedback both as a basic skill in the helping process and within the group experimentation.

4. Encouragement of laboratory training to heighten the creative risk-taking and learning within the context of the group.

C. Research and Field Work

1. Students should be encouraged to do library research, to conduct their own group experimentation, and to generate theories for both intra-groups and inter-group behavior.
2. Use of practical opportunities in work-study setting or field practicum.

IV. Areas of Application

In each respective capacity, the worker plays the role of a facilitator, enabler, negotiator, mediator, catalyst, etc. Hence, by general description he works with groups; attends group meetings; participates and/or observes group activities; develops process or task-oriented groups; counsels and guides, plans and evaluates, induces, initiates and educates groups.

CONCLUSIONS AND RECOMMENDATIONS

This study has begun the groundwork for the career development of the Social Service Aide Project, in the following areas:

1. In order to identify behavioral objectives for entry positions and subsequent career ladders, 7 social service agencies were originally proposed to be studied. (See Appendix A). Resulting from changing commitments, together with new opportunities through the community outreach of the sponsoring institutions, this project was able to analyze job structures in 16 agencies. (See Appendix D). Consequently, over 2,000 discrete tasks have been recorded from on-the-job and on-site interviews and observations. All told, 200 subjects have been studied, plus 17 partially completed in Phase I. The restructuring of all recorded tasks results in 7 related functions, namely, case work, group work, community organization, health service, social service administration, child care, and mental health.

Despite these encouraging signs, it is premature to claim that the study to date has exhausted all social service functions. From the viewpoint of occupational analysis, social workers are identified with the widest range of helping functions aimed at social, economic, cultural, psychological, and environmental problems. Social service engages in well over 150 occupational functions, (such as interviewing, consulting, exchanging information, supervising, coordinating people, data, and things), with no exclusive jurisdiction over any. Therefore, an attempt to delimit and operationally define social service is yet beyond the scope of this report.

2. Basic to this study is the analytical scheme called functional job analysis. In it, the standard nomenclature for data classification was largely adapted from the current knowledge and know-how of the U. S. Training and Employment Service, Division of Occupational Analysis and Career Information. Throughout the duration of Phase I, there was the persistent issue of whether the analytical scheme was valid and reliable. Instead of devoting the project

to methodological research (which nevertheless deserves attention), Phase I of SSAP has offered a tentative analytical scheme for developing the career ladders and corresponding core curriculum. (See section on Methodology). Further work is anticipated to improve such a methodological approach.

3. The section on Career Ladders delineates step-by-step job descriptions, with special emphasis on career entry at the AA level. Making use of the tasks recorded from the preceding analysis, 7 ladders are constructed to represent 7 related functions in social service, each with levels ranging from high school to four-year college, or their equivalency.

It is to be stressed that the restructured tasks in each function are those which currently exist in the field of social service. Resulting from first-hand interviews and observations, they are seen as tasks amenable to different levels of training for career entry. The primary emphasis in Phase I has been placed on the two-year college level. Future work is to examine those positions above and below the AA level for career entry, and to expand the ladders to incorporate other human services.

4. Accompanying the section on Career Ladders is a syllabus of the Social Service Aide Curriculum on the two-year level of community college education. Since there is a wide selection of entry level jobs comprised of tasks requiring some college training, it has been a major work of the Social Service Aide Task Force to produce this curriculum. Needless to say, future work to expand the career ladders will not only enhance the broad range core curriculum, but also adjust downward the career entry for high school students. It is envisioned that graduates of this kind of education and training will have the widest possible choice for human services career entry and subsequent mobility. It is also assumed that progressive education goes hand-in-hand with progressive employment. Already, in many instances of community action for equal opportunity, the urgent demand is aimed at jobs (career entry) first, and

then training. This in effect, is to open the gate for the disadvantaged to learn and grow on the job while becoming economically self-sufficient. Current sentiments of the community indicate that colleges should no longer serve as the ageing vat to legitimize those who most need careers to keep body, soul, and dignity together.

5. The Social Service Aide Project has been, and will continue to maintain the capacity for research, experimentation, demonstration, and evaluation of career ladders as they relate to exemplary education and training of paraprofessionals. Plans are now underway to seek ways and means of pilot-testing the curriculum as it relates to on-site career development. Every care will be taken to build in control and experimental groups for comparative analysis. In addition, the field data will be expanded to facilitate programmed analysis of cost benefits and quality of service in piloting new career ladders. Attending hypotheses may be tested, to determine the measure of life work experience for merit employment and college credit; to assess the relative socio-psychological advantages of promoting socio-economic minorities in human services; to utilize new methods and techniques of training, counseling, accreditation, wage and salary administration, supportive services.

6. It is not enough for this project to prove the cost benefits and social progress already demonstrated by paraprofessionals in the field of human services. Members of this task force, as well as other researchers, will witness the fact that paraprofessionals today form the most vital linkage between the providers of human services and their clients. All too many are indispensable but poorly compensated with status and salary because of "the lack of education". On the other hand, it may be fair to suggest that education itself, in most cases, is lack of the proper incentive and motivation to excel and exceed the status quo. Consequently, students are taught to cooperate and adapt themselves to an unjust system, instead of making the system more adaptable to human needs.

Exemplary education for new careers is intended to meet this challenge by

new ways of involving career aspirants regardless of their academic qualifications, and new partnerships with the providers of human services as they become motivated toward the acceptance of paraprofessionals.

Above all, the educational institutions must be open to the hopes and fears, anxieties and aspirations of those who have the most investment in career development, i.e., the students or trainees themselves. If and since it is proven among many countries that the quality of human services is improved with the enlightened utilization of paraprofessionals, then surely the decision making and designing of their careers ought to increasingly be an integral part of the training experience.

In all, this research project began with a few simple assumptions. Over a period of 14 months complex hypotheses have evolved not only amidst the issues of career ladders and core curriculum, but also the reality of people as socio-economic and political animals. It is within this context that the Social Service Aide Project has completed Phase I.

REVIEW OF DATA-GATHERING INSTRUMENT

Project No. 7-0329

Grant No. OEG-0-8-070329-3694 (085)

SOCIAL SERVICE AIDE PROJECT

For the Training and Education

of Sub-professionals

Contractor:

Young Men's Christian Association

of Metropolitan Chicago

Division of Program and Staff Development

19 South LaSalle

Chicago, Illinois 60603

Principal Investigator:

Robert K. Soong

Telephone (312) 222-8130

REVIEW OF DATA-GATHERING INSTRUMENT

1. The full, official title of this project is: Social Service Aide Project - for the training and education of sub-professionals.
(Note: The term "para-professional" is currently preferred to "sub-professional".)
2. The principal objectives of this study are:
 - a) To apply functional job analysis in identifying behavioral objectives for entry position and subsequently career ladders (lattices) in social service.
 - b) To organize discrete tasks and skills into a career sequence or hierarchy of jobs which will be amenable to wage and salary adjustment.
 - c) To delineate step-by-step job description including task identification in support of the above objectives.
 - d) To develop a syllabus of the Social Service Aide curriculum by delineating skills and course content for each step in the lattice for career entry. (Note: Phase I of this study is focused on one step of the career ladder for the development of core curriculum)
3. The full, official title of the data-gathering instrument is: Social Service Aide Project - Job Analysis. This instrument is used for post-interview data-recording, coding, clustering, and preliminary curriculum development.
4. Report on Respondents:
 - a) Number of respondents: 200 (estimated)
 - b) Nature of respondents: Social service personnel whose status range from --
 1. Public to private agencies,
 2. State to local community services,
 3. Casework, group work, and community organization, to other kindred and related functions.

4. No formal education to Master's Degree in Social Work, and possibly higher education.
5. Para-professionals to professionals (subject to interpretation by each respective agency).
6. Male to female.
7. Work-study students to veteran employees.
8. Employees who earn minimal wage to those who are top executives.
9. Teenage workers to retirees.
10. Part-time to full time workers.

Since this study focuses on discrete tasks within each organizational function, the demographic characteristics of respondents are insignificant, except for the purpose of identification.

c) The basis of sample selection assumes that social service is one of the more fruitful fields for career development. Within this field, the traditional areas of concentration are case work, group work, and community organization, but they are not definitive and exclusive in their organizational functions and respective tasks. Therefore, given the new, and perhaps, unique demands in the community, new jobs are required to provide adequate services, accompanied by a new and flexible plan to enhance training, education, improvement of services, and career advancement. The city-wide agencies are selected on the basis of:

1. Size of agency, classified as "Large" and "Small," with the number of 100 employees as the criterion.
2. Jurisdiction or control: "government" or "Private."
3. Scope of service: "State" or "Local."
4. Major types of services: "Case Work," "Group Work," or "Community Organization." (Note: This classification does not preclude the possibility of new types of services to be identified by job analysis.)

AGENCY	SIZE		CONTROL		SCOPE		TYPE		
	L	S	G	P	S	L	C	G	CO
Chicago Committee on Urban Opportunity	x		x			x			x
Cook County Department Of Public Aid	x		x			x	x		
Chicago Youth Centers		x		x		x			x
Chicago Commons Association		x		x		x			x
Illinois Children & Family Services	x		x			x			x
Youth Action		x		x		x			x
YMCA of Metropolitan Chicago	x			x		x			x

* Currently under the administrative supervision of Illinois Department of Public Aid

In approaching each target agency, the analyst requests all possible data regarding the departmentalization, the titles of jobs in each department, and the number of workers employed in each job. This kind of data is then organized into a staffing pattern with whatever appropriate information for the analyst to determine the relationships, work-flow, and jobs within the scope of the study. It is to be stressed that the existing staffing pattern does not preclude the outcome of the analysis since the organization of functional tasks is not likely to reflect the hierarchical order in the common practice of personnel, wage and salary administration.

In order to minimize the wastage of time and effort, the formulation of each agency sampling plan, and the administration of interview and observations, depends largely on the cooperation of the staff liaison appointed by the chief administrator.

Based upon the division-of-labor as identified by the agency liaison, tentative as it is to the analyst, a proportional stratified sample is drawn from each homogeneous stratum. As a rule-of-thumb, a sampling ratio of 15 to 40 per cent, depending on the size of each stratum, is allowed, to ensure that all discrete functional tasks are exhaustively identified. The same rule applies to the relative size of each agency under study.

5. Estimated average time required by each respondent is:

Interview	2:00 hours
<u>Observation</u>	<u>3:00 hours</u>
TOTAL	<u>5:00 hours</u>

6. The locale of this study is on-site -- "where the action is."
The above target agencies provide social service in the Chicago Metropolitan area. Except for those with central administrative responsibilities, the bulk of the respondents work in specific communities or administrative "districts."
7. This project is intended to be a descriptive analysis of discrete tasks within functional organizations, and the desired goal is the delineation of behavioral objectives for career entry and subsequent ladders. The outcome or findings of the study is expectedly more descriptive than statistical. In order to attain the above, the procedure requires job (or functional task) analysis, clustering, restructuring for curriculum development. In all likelihood, it will call for such statistical treatment as frequency distribution, cross-tabulation to consider variables, and in some cases, the use of multivariate analysis to facilitate the interpretation of task relationships.
8. The confidentiality of the responses is assured by the analyst, Where the interviewee wishes to be anonymous, the analyst substitutes his name with a code number. The key to such code numbers is kept only by the analyst, and will be destroyed when the project terminates.
9. Copy of data-gathering instrument for the Social Service Aide Project, attached to this report.

IDENTIFICATION OF AGENCY

Agency Name _____

Date _____

Agency Code _____

Analyst _____

No. of Employees _____

Scope of Service: State _____ Local _____

Remarks: _____

Jurisdiction/Control: Government _____ Private _____

Remarks: _____

CHARACTERISTIC	DIVISION	DEPARTMENT	SECTION/BRANCH
Title			
No. of Employees			
Nature of Functions			
Incorporated Organizations			

IDENTIFICATION OF RESPONDENT

I. Last school grade completed: 1 2 3 4 5 6 7 8 9 10 11 12

II. Last year of college completed: 1 2 3 4 5 6

III. Diplomas or certificates or licenses received: _____

IV. Pre-service training: _____

V. In-service training/orientation: _____

VI. Work experience: _____

VII. Age: 20 and under _____ 21 to 30 _____ 31 to 40 _____ 41 to 50 _____ 51 to 60 _____
_____ 61 and over _____

VIII. Sex: Male _____ Female _____

IX. Hours/wk.: Full-time _____ Part-time _____ Work-Study _____ Volunteer _____

X. Job Classification: Para-professional _____ Professional _____

XI. Transfer Options: _____

XII. Promotion Options: _____

Appendix B

INTRODUCTION

Included in this appendix is the technical Paper on Functional Task Analysis with the display of the sample data storage card from the specially designed card sort system for easy data storage, quick access, and rapid sorting according to whatever data factor is of current interest.

The Technical Paper is self explanatory insofar as its specific contents are concerned. However, as far as its utilization is concerned, a few points are worth noting. In the final methodology for Phase I the paper with its scales played a diminished role (See Methodology). It is included in this appendix because the Worker Function scales were used in an early sort on the over 2,000 tasks analyzed in the Phase I research. A demonstration of the method of restructuring by Worker Functions is displayed in part II of the Technical Paper. This demonstration should indicate the feasibility of using this technique for task analysis. However, these scales still require further modification and investigation to bring them to a state of maximum usefulness.

Technical Paper
on
Functional Task Analysis
for the
Design of A New Career Ladder in Social Service

Prepared by:
Barry Warren

SOCIAL SERVICE AIDE PROJECT

September, 1969

NOTE TO THE READER

This technical paper is prepared in consultation with the research staff of the Social Service Aide Project. It records criteria for functional task analysis, with a consideration of the technical implications of New Careers in Social Service. Further, as the end product of Phase I - Social Service Aide Project, this paper describes the process and design of career ladder development, with accompanying job descriptions and core curriculum on the AA level for career entry.

Flowchart

Part A of the flowchart shows the SSAP Task Force as it prepares its strategy and begins contact and data collection with the agencies. The data with some preliminary organization is fed back to the SSAP staff, while a decision to restructure, either on the part of the agency (ies), or for purposes of experiment by the SSAP staff, is also returned.

Part B shows the process from the typical restructure decision through analysis (tasks) to clustering (in two stages). First clustering utilizes Worker Functions and Time primarily with GED ratings as illuminatory data. Second clustering represents any fine adjustments made on the basis of Worker Trait considerations.

Part C shows the assessment of education and training requirements in the final arrangement of a newly structured Career with a Job Ladder. The whole process is applicable not only to agencies under study, but also to social service agencies to be studied elsewhere.

The Career Ladder is followed by curriculum development, and the decision to implement Phase II initiates a system of new tasks to be performed.

PART I

SCALES

Explanatory note on scales:

The following scales are adapted from the publication "Job Restructuring" prepared by the Wisconsin Occupational Analysis Field Center (12-1968). The publication was developed by Mr. Harry Nussberger, Job Analysis Supervisor, and Mr. Frank Potts, Research Analyst under the general direction of Mr. William F. Miller.

In many instances the scales have undergone radical changes, through using the form of the W.O.A.F.C. as a general guide and point of departure. These scales have been freely modified to suite our project purposes, and to lend them greater flexibility and usefulness.

Throughout this document, asterisks (*) indicate where we have made additions or radical alterations of the W.O.A.F.C. scales. Crosses (+) are used for minor alterations. All unmarked items will be those that were extracted substantially unchanged from the W.O.A.F.C. report.

Barry Warren
Social Service Aide Project

G E D

General Education Development

1. Reasoning Ability
2. Mathematics, Arithmetic, Numbers
3. Language

G.E.D. consists of the above listed items. In the design of the G.E.D. levels we have taken our most marked departure from the guide we have been using (the W.O.A.F.C. Job Restructuring Report (12-68)). We have given more space to the mathematics scales because of basic disagreement with W.O.A.F.C. mathematical achievement levels. Our language scale is modified to show as nearly as possible logical transition from level to level. We have found the reasoning scale of the G.E.D. as listed in the W.O.A.F.C. to be inadequate for our purposes, and not leading to a logical scaling of reasoning ability, and therefore, inconsistent.

What is proposed, briefly, is to place the reasoning scale of the G.E.D. on a more coherent basis. Reasoning in man takes place in terms of various symbols, unless it is the form of reasoning called intuitive in which all the intermediates (symbols) are eliminated.

The symbols are the carriers of information (Data) about Reality to the mind, as well as the means by which mental processes are expressed, and information extracted from the mind and communicated to others. Furthermore, symbols are the means whereby reality is manipulated more conveniently in order to provide new information or new relationships for study. The manipulations are governed by various rules organized into systems. Those functions requiring the greatest knowledge and use of such manipulative systems, and great facility with symbology (and consequently the data so represented) comprise the highest categories of reasoning ability (non-intuitive). There are a set of middle operations conducted upon the symbols or data. These operations are of a setting up and predigesting variety, and those functions requiring knowledge and facility with these comprise the middle ranges of reasoning ability. After data has been treated, understood and expressed as new information, action proceeds from the data. In addition, prior to the treatment process, certain supportive maintenance functions are required, but which do not entail any real treatment of data in any significant manner. Those functions requiring action proceeding from treated data or action of a supportive nature comprise the lower levels of reasoning ability.

Thus we arrive at three sets of levels: A- The assimilative, interpretive, and judgmental levels. B- The predigesting levels. C- The levels of instructed functions.

We are going to call A, B, and C Categories, and we are going to further subdivide them, each into three subcategories or levels of reasoning ability:

A₁ A₂ A₃, B₁ B₂ B₃, C₁ C₂ C₃ or A-1, 2, 3; B-1, 2, 3; C-1, 2, 3.

Each higher level or subcategory assumes the skill of all those placed lower than it within the category. Each higher category assumes the skills of the categories placed lower than it. The categories and levels shall be listed from lower to higher.

C-1 Simple one or two step operations performed upon instructions where circumstances of work are non variable. (E.g., Delivers articles, messages; receives, dispenses, loads, unloads, moves people, things; runs machines).

C-2 Follows complex instructions, with variable circumstances of work. (E.g. Stocks supplies, checks stores, guards, cleans, works as aide (nurses), relays, sorts records, accompanies, brings food, installs simple equipment, runs machines).

C-3 Supervises or instructs lower C level as well as coordinates their function with one another and with higher levels of operation. Supervises for above mentioned functions by directing goods, equipment, and people. Controls and organizes work teams. (E.g., Runs play groups, social activities, life-guards; polices; carries out tactical instructions; repairs simple equipment; runs machines).

B-1 Collects, copies, arranges data or materials entering into the structure or exiting from it. (E.g., Clerks, survey clerks; runs machines; arranges outings, social functions; receptionist, interviewer, cashier).

B-2 Codes, installs sophisticated equipment; compiles, classifies incoming and outgoing information, material, and people. Computation begun. Does computer coding; makes graphs; charts; processes information, tests. (E.g., Nurses; gives therapy; repairs sophisticated equipment; machanic, electrician, carpenter, technician, musician, secretary).

B-3 Supervises all lower B levels and C-3 supervisors. On this level information or data is verified, conclusions drawn decisions made and directions issued. Here also, any computations are completed.

Supervises all above. (E.g., Runs work teams, guides work and study groups; figures costs, taxes, accounting; programs computers; runs social workshops; director, groupworker, investigators).

A-1 Data is translated from language to language, or system to system. Reports or extracts prepared and issued. Mode of presentation decided upon and designed. Representations of data prepared and issued. Plans from above carried out. (E.g., Interpreters, writers, composers, commercial artists, readers, psychiatric social worker, social worker, teacher).

A-2 Data is subjected to some analysis, calculations, and computations. Manipulations of a sophisticated variety are carried out upon it. Information is extracted from data, and new relationships drawn. Exploratory operations are carried out on problems and data. Plans are completed. (E.g., Engineers, chemists, mathematicians, statisticians, doctors, psychologists, physicists).

A-3 Final manipulations are performed. Data analyzed, synthesized, and interpreted in a finalized manner. New ideas and symbols are formulated and created. Definitions are fixed and all lower levels are supervised. Plans are formulated. (E.g., psychiatrist, theoretical scientist, architect, research scientist, City Planner....)

G E D

Mathematics - Arithmetic Scale

- C-1** **Counting:** Must be able to count four significant figures
- C-2** **Addition/Subtraction:** Conversant with processes of addition/subtraction of whole numbers of all varieties
- C-3** **Multiplication/Division/Fractions:** Know how to multiply/divide whole numbers
Work processes of addition and subtraction on common fractions and decimals
- B-1** **Fractions/Multiplication/Division:** Know how to multiply and divide common fractions and decimals
- B-2** **Percentages/Interests/Compounding Tax Tables/Charts/Graphs/Algebra;**
Exponents, logarithms, linear equations, quadratics.
Permutations, Combinations
- B-3** **Algebra:** Factoring Equations 2 and 3 unknowns. Determinants, matrix algebra, circular functions
Plan Geometry/Trigonometry/Probability: Product of probabilities, Independent probability
- A-1** **Plan Geometry/Analytic Geometry/Trigonometry/Statistics**
- A-2** **Statistics/Calculus/Differential equations/Modern Algebra/**
Vector analysis
- A-3** **Open.**
Mathematical skills beyond those listed above.

G E D

Language Development.

- C-1 Writing: Able to print simple sentences, names, addresses, and numbers.
- Reading: Can read simple sentences. Vocabulary approximately 2,500 words. Reads Comicbooks, compares word similarities.
- Speaking: Speaks simple sentences with reasonable word arrangement and delineation of past and present tenses.
- C-2 Writing: Writes simple and compound sentences with interior and exterior punctuation.
- Reading: Can read with understanding compound sentences. Reads instructions for carrying out designated operations. Knows how to use a dictionary.
- Speaking: Speaks clearly and distinctly with appropriate pauses and emphases.
- C-3 Writing: Writes complex as well as compound sentences, punctuates well and utilizes perfect and future tenses.
- Reading: Can read with understanding complex sentence structure. Vocabulary size of 5 to 6,000 words, can use the dictionary to look up words.
- Speaking: Able to speak as above, but incorporating good conventional usages with all tenses.
- B-1 Writing: Writes reports. Prepares schedules. Fills out questionnaires, applications, and other forms.
- Reading: Reads magazines, novels, atlases, encyclopedias.
- Speaking: Able to give verbal descriptions of a complete nature. Uses good English, with well modulated voice before small audiences.
- B-2 Writing: Writes business letters and prepares summaries. Makes use of all parts of speech and punctuation, uses the proper format for preparing work.
- Reading: Reads manuals, periodicalsetc. Uses a thesaurus and an encyclopedia.
- Speaking: Able to give detailed descriptions, instructions, and explanations. Can speak fairly well extemporaneously.

- B-3** Writing: Writes descriptive essays and expositions.
- Reading: Novels, poems, journal, are read with general understanding.
- Speaking: Able to speak on a variety of subjects extemporaneously and to engage in dramatics.
- A-1** Writing: Writes translation and technical reports. Writes songs and/or poetry,
- Reading: Can read material in foreign texts, Reads Abstracts, Reports.....
- Speaking: Speaks one or more foreign languages and/or specialized languages for handicapped people or animals.
- A-2** Writing: Writes argumentative essays, critiques manuals, journal articles, and speeches.
- Reading: Reads scientific journals, financial reports and legal documents.
- Speaking: Able to discuss or debate, deliver lectures or highly developed explanations.
- A-3** Writing: Writes novels, non-fictional and technical material, symphonic music, composes journal articles and theoretical works.
- Reading: Theoretical works (political), social, (scientific), non-fiction.
- Speaking: Able to speak well before large audiences on a variety of subjects.

WORKER FUNCTIONS:

The worker functions are described as they relate to Data, People, and Things. The scales have been modified chiefly by addition over those indicated in the W.O.A.F.C. report. The pattern, definitions, and use remains the same as that used in the report. The People and Data scales have been lengthened, whereas the Things scale has been shortened. Asterisks indicate our additions. All crossed entries (+) are modifications of W.O.A.F.C. material. All unmarked entries are the same as those appearing in the W.O.A.F.C. report.

Use of scales: Three-digit expression.

- (1) Compare each task or element with each hierarchy and record the highest relationship for each using the entry number.
- (2) Each studied task would have a 3 digit number one from each hierarchy.
- (3) Entries are listed with higher functions having lower numbers. All higher numbers assume lower entries.
- (4) Three digits describe work requirements to be filled.

DATA:

Information, knowledge, and conception relates to people, data, or things. Obtained by observation, investigation, interpretation, visualization, interrelation, and mental creation. It may be written, oral, numerical, verbal conceptual, ideational, visual

0. Synthesizing: Integrating analysis of data to discover facts and/or develop knowledge.

- * 1. Planning: Looking into the future; foreseeing needs, services, situations before they arrive and making the necessary arrangements to provide the structures, activities and things to meet the needs.

Providing the direction in which activities, functions, structures are to move.

2. Coordinating: Determining time, place, and sequence of operation or action to be taken on the basis of analysis of data; executing determination and/or reporting an event.
3. Analyzing: Examining and evaluating data. Presenting alternative action in relation to analysis may be involved.
- * 4. Organizing: Bringing together various data, things and/or structures in order to produce some activity or concerted action and attain some definite results.
- * 5. Coding: Transferring data and other information into some numerical or pictographic symbolism in order to facilitate swift computation and analysis.
- * 6. Translating: Placing information into a different language or a more desirable form to facilitate improved communication.
7. Compiling: Gathering, collating, or classifying information about data, people or things.
8. Computing: Performing arithmetic operations and reporting on and/or carrying out a prescribed action in relation to them. Does not include counting.
9. Copying: Transcribing, entering, or posting data.
10. Composing: Judging the readily observable functional, structural, or compositional characteristics (whether similar to or divergent from obvious standards) of data, people, or things.
- * 11. Other: List separately.

PEOPLE:

Human beings: Also animals dealt with on an individual basis as if they were human.

- * 0 Therapy: Administration of various forms of physical or mental assistance through well developed principles, procedures, and techniques.
- 1. Mentoring: Dealing with individuals in terms of their total personality in order to advise, counsel, and/or guide them with regard to problems that may be resolved by legal, scientific, clinical, spiritual, and/or other professional principles.
- 2. Negotiating: Exchanging ideas, information, and opinions with others to formulate concerted policies programs, or models of action.
- 3. Instructing: Teaching subject matter to others (also animals) through explanation, demonstration, and supervised practice.
- 4. Supervising: Determining and interpreting work procedures for a group of workers, assigning specific duties to them, maintaining relations among them, and promoting efficiency.
- * 5. Interviewing: Talking or otherwise communicating with others for the purpose of extracting information or evaluating a particular or generalized circumstance.
- * 6. Arranging: Bringing together the necessary ingredients in terms of people, situations, and things to facilitate activities, developments, and interaction.

- * 7. Observing-Listening: Sitting or being with another person to watch events for purposes of administration of assistance, acquisition of data, or to provide company and understanding.
- * 8. Checking: Following up operation, frequently routine, for purposes of ascertaining information about the delivery of goods or services, the functioning of people, or the performance of operations.
- 9. Diverting: Amusing others.
- 10. Persuading: Influencing others in favor of an object, service or point of view.
- 11. Serving: Attending to the needs or requests of people or animals! Also, to the expressed or implicit wishes of people. Immediate response.
- 12. Helping: Attending to/ the work assignment, instruction, or orders of supervisor. Helping applies to "non-learning" helpers. No immediate response required.
- * 13. Other: List Separately.

THINGS:

Inanimate objects having shape, forms, and other physical characteristics:

- * 0 Servicing: Keeping various forms of equipment in working order. Repairing when broken down. Replacing when worn out.
- * 1 Preparing: Getting equipment ready for use; making connection adjustments, cleaning, acquiring necessary equipment. (Cars, radios, and buses...).
- + 2 Operating - Controlling - Working: Controlling, starting/stopping, supervising the operations of various equipment. (Xerox, multilith, typewriting, therapeutic equipment.)
- + 3. Operating - Driving - Guiding or steering various machines or pieces of equipment. (Cars, buses...).
- 4 Tending - Making adjustment (minor) and checking the operation, condition, and functioning of equipment and situations.
- 5 Handling: Using body, members, handtools to work, move, and carry objects or materials.
- * 6 Other List Separately.

APTITUDES:

The aptitude scale and definition have been left the same as they appeared in the W.O.A.F.C. report. We have made only one slight modification. In the report, a number code from 1-5 was provided to indicate the degree or level of aptitude required for a given task. We have modified and trimmed this rating scheme as is indicated below.

0. Not significant
1. Low: Specific aptitude requirement below average.
2. Medium: Specific aptitude requirement average.
3. High: Specific aptitude requirement higher than found or expected in general population.

Numerical ratings are intended for observational use, and quick assessment by the interviewer.

Specific capacities and abilities required of an individual in order to learn or perform adequately a task or job duty are as follows:

- G INTELLIGENCE: General learning ability. The ability to "catch on" or understand instructions and underlying principles. Ability to reason and make judgments. Closely related to doing well in school.
- V VERBAL: Ability to understand meanings of words and ideas associated with them, and to use them effectively. To comprehend language, to understand relationships between words, and to understand meanings of whole sentences and paragraphs. To present information or ideas clearly.
- N NUMERICAL: Ability to perform arithmetic operations quickly and accurately.
- S SPATIAL: Ability to comprehend forms in space and understand relationships of plan and solid objects. May be used in such tasks as blueprint reading and in solving geometry problems. Frequently

described as the ability to "visualize" objects of two or three dimensions, or to think visually of geometric forms.

- P FORM PERCEPTION: Ability to perceive pertinent detail in objects or in pictorial or graphic material: to make visual comparisons and discriminations and see slight differences in shapes and shadings of figures and widths and lengths of lines.
- Q CLERICAL PERCEPTION: Ability to perceive pertinent detail in verbal or tabular materials. To observe differences in copy, to to proofread words and numbers, and to avoid perceptual errors in arithmetic computation.
- K MOTOR COORDINATION: Ability to coordinate eyes and hands or fingers rapidly and accurately in making precise movements with speed. Ability to make a movement response accurately and quickly.
- F FINGER DEXTERITY: Ability to move the fingers and manipulate small objects rapidly or accurately.
- M MANUAL DEXTERITY: Ability to move the hands easily and skillfully; to work with the hands in placing and turning motions.
- E EYE HAND-FOOT COORDINATION: Ability to move the hand and foot coordinately with each other in accordance with visual stimuli.
- C COLOR DISCRIMINATION: Ability to perceive or recognize similarities or differences in colors, or in shades or other values of the same color, to identify a particular color, or to recognize harmonious or contrasting color combinations, or to match colors accurately.

JOB ENVIRONMENT

The job environment scale describes specific situations relative to a job within which a worker would have to adjust himself and exist.

This scale represents a major modification of the W.O.A.F.C. "Temperaments" scale. We have expanded the scale to about twice the W.O.A.F.C. size. The scale is intended to be as exhaustive as possible with each entry representing a specific environment factor. All asterisked entries are those of our own introduction. All crosses indicate our modification of W.O.A.F.C. scales. Unmarked entries were taken directly from the W.O.A.F.C. report.

Scale use: The letter J is listed with dashed numbers for each entry which applies to the task under study.

- + 1. Situations entailing a variety of duties. Many tasks to perform.
- * 2. Situations of little change. Task fixed little or no change.
- + 3. Situations of frequent change. Tasks not fixed, great variance.
- + 4. Situations of repetitive nature.
- + 5. Situations of short operations in predetermined patterns.
- + 6. Situations under specific instructions; little room for independent action or judgment.
- * 7. Situations with few guidelines; great latitude for individual judgment.
- + 8. Situations that involve directing, controlling, or planning the activities of others.
- + 9. Situations involved with working alone.
- *10. Situations involved in working with groups.
- *11. Situations involved with extracting information from people or other sources.
- 12. Situations involved with influencing people in opinions, attitudes or judgments about ideas or things.
- +13. Situations requiring adequate performance under stress and high risk.

14. Situations involving evaluation (arriving at generalization, judgment, or decisions) of information against sensory or judgmental criteria.
15. Situations involving the evaluation of information against measurable or verifiable criteria.
16. Situations involving the interpretation of feelings, ideas, or facts in terms of a personal viewpoint.
- *17. Situations involving work indoors.
- *18. Situations involving work outdoors.
- *19. Situations involving work assisting others with external difficulties.
- *20. Situations involved with assisting others with internal and adjustment problems.
- *21. Situations involving transmitting information to others.
- *22. Situations involved with giving instructions to others.
- *23. Situations involved with providing supporting functions and services for others.
- *24. Other (list separately)

INTERESTS:

(- This scale has been much modified over that appearing in the W.O.A.F.C. report, the latter involving ten listed items arranged in parts which were supposed to be opposites. In our view the necessity of such an arrangement was most uncertain, and we were not at all convinced of the opposing nature of the items listed in most pairs.

Our own scale involves 23 items. Our attempt has been to make each entry count for one specific interest in an approximately exhaustive list, leaning somewhat in the direction of the social service fields. According to the pattern followed consistently in this document, all entries bearing asterisks are our own additions. All entries bearing crosses are modifications of W.O.A.F.C. entries.

(O Interests or preferences for certain types of work activities, situations, or experiences pertain to the following scale:

The letter l is recorded with a dashed listing of the particular interest factors: As 1-4-21-22 would be interest scale entries 4, 21, and 22.

- +1. Interest in activities with things and objects.
Machinist, carpenter, tabulator, stock boy
- *2. Interest in responsibility.
Supervising, Doctor, Officer (military), Policeman, Driver . . .
- *3. Interest in limited responsibility.
File clerk, loader, packager, inductee
- +4. Interest in business contact.
Executive, manager, financial clerk
- +5. Interest in technical activities.
Accounting, analyzing, statistician, actuary electrician,
photographer
- *6. Interest in manipulation of people.
Policeman, group worker, marriage counselor, psychiatric
social worker, psychiatrists, commissioned officer (military),
advertising

- *7. Interest in working with information and/or data.
Statistician, actuary, accountant, scientist, engineer, clerk,
census taker, social investigator, social surveyor, dietician . .
- *8. Interest in involvement with people - low level involvement.
Receptionist, guide, guard, usher, cashier, games instructor,
coordinator, socializing, sales clerk, ticket agent,
informant . . .
- *9. Interest in involvement with people - medium involvement.
Interviewing, observing, accompanying, testing, occupational
therapy, controlling, parole officer
- *10. Interest in involvement with people - high involvement.
Teaching, counseling, casework, nursing, commissioned
officer (military), clergyman.
- *11. Interest in involvement with people - intensive involvement.
Actor, actress, clown, acrobat, stuntman, director, musician,
singer, cinematographer, photographer, magician, games
instructor, game therapist, writer, composer
- *13. Interest in work with animals.
Animal caretaker, farmer, trapper, veterinarian, zookeeper,
naturalist, forest ranger, zoologist
- *14. Interest in abstract or creative activities.
Theoretical scientist, Artist, Composer, Author, photographer,
cinematographer, philosopher, architect, psychiatrist,
psychologist.
- *15. Interest in mechanical activities or practical activities.
Applied scientist, engineer, pilot, mechanic, electrician,
carpenter, occupational therapist, pharmacist, doctor,
lawyer, nurse
- *16. Interest in activities of high risk.
Demolitions, acrobat, paratrooper, frogman, astronaut, policeman,
youth worker (gangs), prison guard, surgeon, pilot, psychiatrist,
spy, soldier, steelmill worker
- +17. Interest in communications and dissemination of information.
Radio announcer, newsman, reporter, entertainer, social worker,
commercial artist, writer, propagandist, politician, therapist,
teacher
- *18. Interest in problem solving.
Architect, scientist (applied), engineer, city planner, organizer,
counselor, doctor, consultant, social worker, diplomat.

- *19. Interest in research or discovery.
Scientist-researcher or theoretician, explorer, prospector,
social scientist, spy, criminologist, counselor, doctor . . .
- *20. Interest in controlling activities.
Executive, manager, supervisor, military officer, policeman,
governor, propagandist, advertising, mayor, psychiatrist, social
worker
- *21. Interest with a preference for interpreting information.
Interpreter (language), research analyst, scientist, critic,
artist, composer, author, cinematographer, advertising
consultant, psychologist
- *22. Interest in planning.
City planning, architect, group worker, counselor, family
planning, organizer
- *23. Other (list separately).

PART II

Part II of this technical paper serves two purposes:

- (1) To consider the usefulness and utilization of the field data collected to-date, and
- (2) To consider how such data may fit into the current scheme of analysis, restructuring, and the building of a career ladder (lattice).

EXPLANATION OF JOB RESTRUCTURING

The following pages present a demonstration of the initial job restructuring process in rough form. Since this is a technical paper, no more is attempted than to show how the process works. The restructuring is being done on only one job (Human Services Worker). In actual restructuring, many jobs would be done at one time, and the new structure would emerge from the composite analysis. In this example, we are not timing the performance of each task; whereas, in other studies, time would be figured on a number of hours per week and utilized to compose jobs on a per week basis. We have also not incorporated worker traits in this example, since these are utilized primarily to provide information for testing job structure. The GED scales were used in order to provide some idea of the level of training and education a particular task requires as a further aid in restructuring. This gives some quantitative as well as qualitative idea of the level of performance required in the described task.

Prime emphasis is placed on the Worker Functions for crude restructuring. In particular, the People function becomes the most important for purposes of Social Services restructuring. Tasks are clustered first around the same scale level of the People function. The Data function becomes the next significant figure defining job structure. Where possible, we tried to arrange the tasks so that the Data function falls within ± 1 (plus or minus one) of the Data function for the initial task in the list.

The Things function is not too significant for our purposes since for most tasks in this list it will be 1 or 4. To look at an example, task No. 6 is rated 221 for Worker Functions. It would naturally be clustered with No. 3, which is 121 (People 2 is the prime consideration, Data 1 which is -1 of the Data Function value for No. 6, and Things function1.), and with task No. 27 which is 324 (People 2, Data 3 which is +1 of the value of No. 6 and Things 4). Proceeding in this manner we arrive at a break down of tasks into 12 numbered levels.

Our next step is to put together enough tasks to constitute a job, yet grouping the levels so as not to include too broad a range of skills. Our rationale is that tasks with people functions in the lower three levels might be put together (because of their greater simplicity) with no loss, making large cluster E (10,11,12), which comprises approximately 18% of all tasks. Level No. 9 was discarded since it comprised 0% of all tasks. Tasks on levels 4 and 5 were put together comprising approximately 33% of all tasks making large cluster C. Large cluster B consists of approximately 18% of all tasks, and large cluster A approximately 6.1%, representing tasks that should go to people on a much higher work level. Tasks numbered 4 and 10 were placed in A because their data function seemed to justify clustering in A rather than B. The missing 1% is taken up by the fractional amounts not shown.

The finished product is a five-job restructure of the old job Human Services Worker, which by reason of percentages is represented by large cluster C or by sophistication, large cluster B. In any case, the result is an improved distribution of labor with tasks of less skill and educational background going to levels where they can be more economically apportioned; thus, freeing entry point for new but less well educated workers in the social service field.

HUMAN SERVICES WORKER

1. Supervises: activities of One Human Services Worker.
(Including scheduling, assignment of duties and training.)

<u>Data</u>	<u>People</u>	<u>Things</u>	
4	4	1	
R B-1	M C-2	L C-2	GED

2. Works closely with Community representatives, Supervisors and other staff assigned to area of family in planning for coverage, follow-up and motivation of residents within the zone.

341 B-2 C-3 B-2

3. Functions as professional advisor and resource person for zonal team and should be familiar with resources in zone and city.

121 B-2 C-2 B-2

4. Reviews and analyzes completed documents and narrative reports completed by team members to insure that recommendations and actions taken are consistent with individual and family needs.

021 B-3 C-2 B-2

5. Counsels with individuals and families, personally or through team members, on setting achievement goals to improve personal and family situation.

311 B-3 C-2 B-1

6. Assumes responsibility for all family plans, including those made by team members, and coordinates these plans and actions where necessary.

221 B-2 C-3 B-1

7. Performs follow-ups and checks with other organizations and agencies personally or through other staff members, to see that family plans are being followed through.

221 C-3 B-2 C-1

8. Becomes involved in Community affairs in order to plan future programs more effectively and recommends programs and activities to meet zone needs as a result of this involvement.

121 C-3 C-1 C-3

9. Conducts initial interviews with residents as job requirements dictate.

351 B-2 C-2 B-1

10. Periodically discusses program progress with individual and family to determine the extent of goal achievement in reaching full participation in urban life.

021 B-1 C-1 B-1

11. Works with individuals to help them understand the special combination of social and environmental skills needed to improve their capabilities.

391 B-2 C-2 B-1

12. Acts as liaison between UPC and individuals, groups, blockclubs, and agencies within his zone.

221 B-3 C-2 B-1

13. Welcomes client to open interview (Into with Interviewer)
(Portfolio presented by ULI with profile and case history)
NS 11, 4 C-2 C-1 C-2
14. Acknowledges type of service request as indicated by the
interviewer or client to identify problem.
454 C-1 C-2 C-3
15. Interviews (probes) to define problem (e.g., food, money,
housing, job, etc.)
351 B-2 C-2 B-1
16. Reviews portfolio to familiarize himself with demographic
background (circumstances of need).
351 B-2 C-2 B-1
17. Phones responsible party to verify action taken to date.
281 B-1 C-3 B-1
18. Counsels (listens to) client to extend empathy and support.
37NS C-3 C-1 C-3
19. Probes client and other service personnel to determine true/
false statements of need.
351 C-3 C-1 C-3
20. Correlates interview and research data with portfolio to
determine plan of action.
221 C-3 C-2 C-3

21. Consults appropriate party (writing, phoning, visiting) to consider alternate solutions.
321 B-2 C-2 B-1
22. Writes officially honored order for goods and service to fulfill clients needs.
651 B-1 C-2 B-1
23. Writes voucher (inter-departmental) for petty cash to help client in emergency (e.g., car fine).
651 C-2 C-2 C-2
24. Provides out-of-pocket money for client to facilitate plan of action (when person in charge of petty cash is not available).
11,12,5 C-1 C-1 C-1
25. Edits data from interviewers to complete necessary information.
364 B-2 C-2 B-1
26. Attends classes, seminars, and workshops on special interest or problem studies.
774 C-3 C-2 C-3
27. Visits educators to arrange for individual adjustment (e.g., dropout).
324 C-3 C-1 C-2
28. Arranges for temporary lodging to accomodate client resulting from evictions, fire, or other disaster.
711 C-2 C-1 C-2

29. Chairs sector staff meetings to coordinate all outreach activities in sector.
241 B-2 C-2 B-1
30. Conducts sector team staff meetings to review status of UL program.
441 B-2 C-2 B-1
31. Coordinates sector resources in support of other agency activities (e.g., Home economics of CCBPA).
261 B-2 C-2 B-1
32. Writes reports on sector staff meetings (weekly) to inform the assistant Director and Center Director.
451 B-2 C-2 B-2
33. Calls or writes for resources in sector to provide group service in sectors.
464 B-2 C-2 B-2
34. Attends community or special meetings to provide groups service in sectors.
464 C-3 C-2 C-3
35. Visits, homes, schools, churches, agencies, blocks to support community.
774 C-3 C-2 C-3
36. Tours sector to familiarize self with problems and conditions.
10,11,3 C-3 C-2 C-2

37. Organizes block clubs, clean up campaign, trips, movies,
lead poison testing
464 C-3 C-2 C-3
38. Acts as duty officer on weekends and holidays. Has to be
available to call.
244 B-1 C-2 C-3
39. (Sometimes) provides own car to transport client to fulfill
plan of action.
113 C-2 C-1 C-1
40. Records interview data to up-date client's portfolio
764 C-3 C-2 C-3
41. Writes reports to compile case history (for client portfolio).
754 C-3 C-2 C-3
42. Writes log of his own activities to maintain a reminder and
records system.
7112 C-3 C-2 C-3
43. Writes letters/fills forms to help clients' applications for
goods and services including income tax.
6,12,1 B-1 C-3 B-1
44. Phones client (vists or corresponds) to support client action.
454 B-1 C-2 B-1
45. Phones client (writes, vists, or confers) to follow up on
status of client action.
384 C-2 C-2 C-2

46. Advises, Supervises CR's to follow up service (some cases) otherwise CR's receive automatic follow up reminders.

141

B-1 C-3 C-2

47. Supports CR II's and CRI's tenant education to improve housekeeper, and landlord-tenant-relations.

161

C-3 C-2 C-3

48. Advocates tenant action to avoid eviction.

224

C-3 C-2 C-3

49. Arranges for transportation to help client move (persons, supplies, possessions).

7,12,2

C-2 C-1 C-2

TABLE I RESTRUCTURING TASK CLUSTERS

<u>People Code Level No.</u>	<u>Task Numbers</u>	<u>Total No. of Tasks</u>	<u>% of Total</u>
1	5, 4, 10	3	6.1
2	3, 6, 7, 8, 12, 20, 21 27, 48	9	18.3
3	0	0	0
4	1, 2, 29, 38, 46, 30	6	12.3
5	9, 14, 15, 16, 19, 22, 23, 32, 41, 44	10	20.4
6	25, 31, 33, 34, 37, 40, 47	7	14.3
7	18, 26, 35	3	6.1
8	45, 17	2	4.1
9	0	0	0
10	11	1	2.0
11	28, 36	2	4.1
12	13, 24, 39, 42, 43, 49	6	12.3
	TOTAL NO. OF TASKS	<hr/> 49	<hr/> 100%

RESTRUCTURED JOB CLUSTERS

TABLE II

Task Numbers

A 1.

B 2, 3

C 4, 5

D 6, 7, 8

E 10, 11, 12

1			4 4 1 B1 C2 C3	
2			3 4 1 B2 C3 B2	
3		1 2 1 B2 C2 B2		
4	0 2 1 B3 C2 B2			
5	3 1 1 B3 C2 B1			
6		2 2 1 B2 C3 B1		
7		2 2 1 C3 C2 B1		
8		1 2 1 C3 C1 C3		
9			3 5 1 B2 C2 B1	
10	0 2 1 B1 C1 B1			
11				3 10 1 B2 C2 B1
12		2 2 1 B3 C2 B1		
13				11 12 4 C1 C2 C1
14			4 5 4 C3 C2 C1	
15			3 5 1 B2 C2 B1	
16			3 5 1 B2 C2 B2	
17				2 8 1 B1 C3 B1
18				3 7 6 C3 C1 C3
19			3 5 1 C3 C1 C3	
20		2 2 1 C3 C2 C3		
21		3 2 1 B2 C2 B1		
22			6 5 1 B1 C2 B1	
23			6 5 1 C2 C2 C2	
24				11 12 5 C1 C1 C1
25				
26				3 6 4 B2 C2 B1
27		3 2 4 C3 C2 C3		
28				7 11 4 C2 C1 C2
29			2 4 1 B2 C2 B1	
30			4 4 1 B2 C2 B1	
31				2 6 1 B2 C2 B1
32			4 5 1 B2 C2 B2	
33				4 6 4 B2 C2 B2
34				4 6 4 C3 C2 B
35				7 7 4 C3 C2 C3
36				10 11 3 C3 C2 C2
37				4 6 4 C3 C2 C3
38			2 4 4 B1 C2 C3	
39				11 12 3 C2 C1 C1
40				7 6 4 C3 C2 C3
41			7 5 4 C3 C2 C3	
42				7 12 4 C3 C2 C3
43				7 12 1 B1 C3 B1
44			4 5 4 B1 C2 B1	
45				3 8 4 C2 C2 C2
46			1 4 1 B1 C3 C2	
47				1 6 1 C3 C2 C3
48		2 2 4 C3 C2 C3		
49				7 12 2 C2 C1 C2

Agency Code

Agencies have been precoded by alphabetical letter, but for purposes of analytical sorting a new code has been established. The agency code field on the analytical cards has eight holes or elements numbered from 1 to 8 and lettered from A through H. Coding by one letter per agency of the eight provided yield space for 8 agencies in the field. Coding by 2 letters per agency yields space for 28 agencies ($C(2) = \frac{8!}{(8-2)!}$). By combining two, space for a total of 36 agencies has been created; thereby, providing room for seven additional agencies in the event of future expansion. Moreover, additional space may be added by coding all agencies beyond the thirty-sixth by three letters (and therefore three punches) and so extending the capacity of the field to an additional 56 agencies ($C(3) = 56$) if this should be so desired. Proceeding in this manner the field code can be used to code and identify a maximum of 254 agencies.

For purposes of the present study, coding is done as follows:

The first eight agencies are assigned one letter each, which is punched in the agency code field on all cards with tasks from the agency. The next twenty-eight agencies are assigned two letters and therefore require two punches for coding. The combined total is 36 coded agencies.

Code 1 refers to the old agency code assigned for early identification purposes. The "Card Code" is designated as such and is that which is used for punching.

<u>No.</u>	<u>Code 1</u>	<u>Agency</u>	<u>Analyst</u>	<u>Card Code</u>
1.	A	Englewood Mental Health Center	Wilson	A
2.	B	Chicago Youth Center	Abbott	B
3.	C	Chicago Commons Assoc.	Abbott	C
4.	D	Chicago Committee on Urban Opportunity	Soong	D
5.	E	Division Street YMCA	Abbott	E
6.	F	Isham YMCA	Soong	F
7.	G	Auburn	Soong	G
8.	H	Youth Action	Soong	H
9.	M	Senior Citizens of Mobile Service	Abbott	AB
10.	K	South Suburban Mental Health and Family Service	Prairie	AC
11.	L	Blue Island School	Prairie	AD
12.	P	Chicago Heights Head Start	Prairie	AE
13.	Q	East Chicago Heights Day Care Center		AF

<u>No.</u>	<u>Code 1</u>	<u>Agency</u>	<u>Analyst</u>	<u>Card Code</u>
14.	R	Jones Memorial Community Center	Prairie	AG
15.	S	Glenwood Boys School	Prairie	AH
16.	T	Manteno State Hospital	Prairie	BC
17.	U	East Chicago Heights Community Service Center	Prairie	BD
18.	AA	Oak Forest Hospital	Thornton	BE
19.	BB	Tinley Park Mental Health Center	Thornton	BF
20.	CC	South Suburban Mental Health Center	Thornton	BG
21.	V	Woodlawn Child Care Center	Wilson	BH
22.	W	Family Service Bureau	Wilson	CD
23.	X	Children's Memorial Hospital	Wilson	CE
24.	Y	Martin L. King Family Service Center	Wilson	CF
25.	Z	Chicago Housing Authority	Wilson	CG
26.	DD	Chicago State Hospital	Central YMCA	CH
27.	EE	Illinois State Employment Service	Central YMCA	DE
28.	FF	Travelers Aid	Central YMCA	OF
29.	GG	Catholic Charities		DG
30.	HH	Youth Services Division	Abbott	DH
31.				EF
32.				EG
33.				EH
34.				FG
35.				FH
36.				GH

Appendix C:
Employee Code of Study Population

Englewood Mental Health

Degree or Years of Education		Code
2yrs.	Mental Health Aide	A-003
B.S.M.	Case Aide	A-010
H.S.	Mental Health Aide	A-004
13yrs.	Mental Health Aide	A-007
H.S.	Mental Health Aide	A-005
B.S.	Director	A-0011
M.A.	Student Volunteer	A-008
14yrs.	Community Mental Health Worker	A-009
M.S.W.	Psychiatric Social Worker II	A-001
H.S.	Community Mental Health Worker	A-006
B.A.	O.T. II (Occ. Therapist)	A-002

Chicago Youth Centers

15yrs.	Group Worker	B-005
B.A.	Group Worker	B-007
15yrs.	Group Worker	B-003
14yrs.	Group Worker	B-008
13yrs.	Group Worker (Work-Study)	B-006
M.S.	Unit Director	B-001
16yrs.	Group Worker	B-004
15yrs.	Group Worker	B-002
B.A.	Program Director	B-010
H.S.	Gym Instructor	B-011
H.S.	Games Room Supervisor	B-012
H.S.	Receptionist	B-013
	NYC	B-014
11yrs.	NYC	B-016

Chicago Commons

H.S.	Group Worker	
	Program Worker	C-014
B.A.	Program Worker	C-011
B.A.	Director of Family Service	C-004
B.S.	Group Worker	C-012
B.A.	Family Service Worker	C-001
11yrs.	Family Service Worker	C-002
H.S.	Family Service	C-003
M.A.	Program Director	C-005
11yrs.	NYC	C-006
H.S.	Work Study	C-007
B.A.	Group Worker	C-010

Chicago Commons (Continued)

Degree or Years of Education		Code
B.A.	Worked with gangs	C-013
A.A.	Work-Study	C-015
H.S.	Group Worker	C-017
H.S.	Family Service Worker	C-018
13yrs.	Program Department	C-021

Chicago Committee on Urban Opportunity

16yrs.	Urban Life Advisor I	D-001
17yrs.	Urban Life Advisor I	D-002
16yrs.	Urban Life Advisor I	D-003
16yrs.	Urban Life Advisor I	D-004
16yrs.	Urban Life Advisor I	D-005
H.S.	Urban Life Advisor I	D-006
13yrs.	Urban Life Advisor I	D-007
14yrs.	Records Supervisor	D-008
13yrs.	Records Control Clerk	D-009
	Records Control Clerk	D-010
18yrs.	Records Control Clerk	D-011
	Information Attendant	D-012
H.S.	Community Representative II	D-013
H.S.	Community Representative II	D-014
H.S.	Community Representative II	D-015
	Community Representative II	D-016
11yrs.	Community Representative I (T.E.)	D-017
10yrs.	Community Representative I	D-018
	Community Representative I	D-019
11yrs.	Community Representative I	D-020
11yrs.	Community Representative I	D-021
	Community Representative I	D-022
H.S.	Urban Life Interviewer	D-023
10yrs.	Community Representative I	D-024
H.S.	Community Representative I	D-025
	Community Representative I	D-026
H.S.	Community Representative I	D-027
(Grammar Sch.)	Community Representative I	D-028
H.S.	Community Representative II	D-029
15yrs.	Director, Urban Life Program	D-030

YMCA of Metropolitan Chicago

Degree or Years of Education		Code
13yrs.	Program Aide (Work-Study)	E-002
14yrs.	Director	E-001
11yrs.	Cage Guary NYC	E-004
13yrs.	Program Aide (Work-Study)	E-003
15yrs.	Program Director	F-001
14yrs.	Instructor	F-002
10yrs.	Program Assistant	F-003
11yrs.	Program Assistant	F-004
11yrs.	Program Assistant	F-005
13yrs.	Instructor	F-006
12yrs.	Program Assistant	F-007
14yrs.	Senior Counselor	G-113
13yrs.	Senior Counselor	G-112
14yrs.	Senior Counselor	G-011
13yrs.	Senior Counselor	G-010
13yrs.	Senior Counselor	G-009
14yrs.	Senior Counselor	G-008
15yrs.	Senior Counselor	G-007
15yrs.	Asst. Director	G-006
B.A.	Arts & Crafts Director	G-005
13yrs.	Unit Director	G-004
13yrs.	Unit Director	G-003
14yrs.	Unit Director	G-002
M.A.	Director	G-001

Youth Action

15yrs.	Street Worker	HO1-004
14yrs.	Street Worker	HO1-003
14yrs.	Street Worker	HO1-002
16yrs.	Unit Director	HO1-005
16yrs.	Area Director	H-006
16yrs.	Unit Director	HO3-007
12yrs.	Street Worker	HO3-008
14yrs.	Street Worker	HO3-009
13yrs.	Street Worker	HO3-010
12yrs.	Street Worker	HO3-011
14yrs.	Street Worker	HO3-012

South Suburban Mental Health and Family Service

M.S.W.	Asst. Executive Dir. Psych.	K-002
H.S.	Supervisor II	K-001
	Clerk Receptionist III	K-005

South Suburban Mental Health and Family Service (Continued)

13yrs.		K-006
1yr.	Statistical Financial Aide	K-007
M.S.W.	Case Worker	K-010
13yrs.	Social Worker Aide	K-013
13yrs.	Social Worker Aide	K-014

Prairie State Child Development Lab School

R.N.	Teacher Aide	P-007
13yrs.	Teacher Aide	P-006
13yrs.	Teacher Aide	P-005
13yrs.	Teacher Aide	P-004
B.A.	Teacher	P-003
M.A.	Instructor	P-002
M.A.	Director	P-001
13yrs.	Teacher Aide	P-008

Jones Memorial Community Center

13yrs.	Boy's Worker Rec.	R-002
13yrs.	Migrant Health Nurse	R-003
7yrs.	Health Aide	R-004
M.A.	Program Co-ordinator	R-007
Th.B.	Director	R-008
B.A.	Girl's Group Worker	R-009

Woodlawn Child Care Center

Degree or Years of Education		Code
	Community Health Worker	V-006
H.S.	Community Health Aide	V-005
M.S.W.	Director of Social Work or Supervisor Social Service Department	V-001
M.S.W.	Assistant Director of Social Work or Aides	V-002
M.A.	Social Worker	V-003
H.S.	Community Health Worker	V-004

Children's Memorial Hospital

M.S.W.	Case Worker I	X-012
B.A.	Camp Worker-Case Aide	X-010
H.S.	Receptionist	X-011
M.A.	Social Case Worker I	X-013
18yrs.	Social Case Worker II	X-004
M.A.	Part Time Caseworker	X-005
	Case Aide Supervisor	X-002
B.A.	Case Aide	X-008
B.A.	Case Aide	X-007
M.A.	Case (Social) Worker	X-006
	Administrator	X-001
	Case Worker Supervisor II	X-002
16yrs.	Social Service Caseworker Aide	X-009
18yrs.	Caseworker Supervisor	X-003

Martin L. King Family Center

Degree of Years
of Education

Code

M.S.S.	Social Work Supervisor	Y-001
M.S.W.	Social Work Supervisor	Y-002
H.S.	Social Service Aide	Y-003

Oak Forest Hospital

H.S.	Cert. Occupational Therapist Ass't.	AA-001
H.S.	Occupational Therapist Aide	AA-002
8yrs.	O.T. Ass't.	AA-003
B.S.	O.T. II	AA-004
B.S.	Director O.T. Sup. O.T.	AA-005
H.S.	Supervisor Phy. T.	AA-006
16yrs.	Phy. T. Ass't.	AA-007
H.S.	Phy. T. Ass't.	AA-008
H.S.	Phy. T. Ass't.	AA-009
M.S.W.	Supervisor Med. Soc. Worker	AA-010
M.S.S.W.	Director Med. Soc. Department	AA-011
B.A.	Med. Social Worker II	AA-012
M.A.	Case Worker III Sup.	AA-013
B.S.	Case Worker I	AA-014
B.A.	Case Worker II	AA-015
B.A.	Case Worker II	AA-016
B.A.	Case Worker I	AA-017
B.S.	Med. Social Worker	AA-018
B.S.	Med. Social Worker II	AA-019
B.A.	Case Worker II	AA-020
14yrs.	Med. Social Worker II	AA-021
B.A.	Med. Social	AA-022
H.S.	Phy. T. Lev. Aide	AA-023
H.S.	Phy. T. Lev. Aide	AA-024

Tinley Park Mental Health Center

17yrs.	Supervisor-Social Worker I	BB-001
M.S.W.	Social Worker III	BB-002
M.A.	Social Worker II	BB-003
B.A.	Social Worker I	BB-004
B.A.	Social Worker II	BB-005
B.A.	Social Worker III	BB-006

Tinley Park Mental Health Center (Continued)

B.A.	Activity Therapist IV	BB-007
B.S.	Activity Therapist Associate	BB-008
14yrs.	Aide I	BB-009
14yrs.	Program Aide II	BB-010
H.S.	Case Worker II	BB-011
M.S.W.	Supervisor Caseworker	BB-012
M.S.W.	Social Worker II	BB-013
B.Ed.	Activity Therapist II	BB-014
	Activity Therapist	BB-015

Senior Citizens Mobile Service

B.A.	Group Worker	00-001
H.S.	Group Worker	00-002
11yrs.	Secretary	00-003
14yrs.	Project Secretary and Receptionist	00-004
H.S.	Driver	00-005
H.S.	Driver	00-006

Youth Services Division of the Chicago Department of Human Resources

B.S.	Community Unit Director	HH-001
B.S.	Neighborhood Worker	HH-002
H.S.	Neighborhood Worker	HH-003
15yrs.	Neighborhood Assistant	HH-004
H.S.	Neighborhood Assistant	HH-005
11yrs.	Neighborhood Assistant	HH-006
10yrs.	Neighborhood Worker	HH-007
H.S.	Neighborhood Worker	HH-008
B.A.	Community Unit Director	HH-009
H.S.	Neighborhood Worker	HH-010
H.S.	Neighborhood Worker	HH-011
B.A.	Neighborhood Worker	HH-012
B.A.	Neighborhood Worker	HH-013
14yrs.	Neighborhood Worker	HH-014
H.S.	Secretary	HH-015
11yrs.	Neighborhood Ass't.	HH-016
H.S.	Neighborhood Ass't.	HH-017
B.A.	Community Unit Director	HH-018
B.A.	Neighborhood Worker	HH-019
15yrs.	Neighborhood Worker	HH-020

1. Appendix C gives recognition to study population participation in the exploratory phase of Social Service Aide Project. Pending further negotiations, there is no commitment for subsequent involvement by the agencies.
2. A blank in "Degree of Years of Education" column does not denote lack of any education, but rather lack of verification information as to the number of years.

Agency	Code
1. Englewood Mental Health	A
2. Chicago Youth Centers	B
3. Chicago Commons Association	C
4. Chicago Committee on Urban Opportunity	D
5. YMCA of Metropolitan Chicago	E,F,G
6. Youth Action	H,HO
7. South Suburban Mental Health and Family Service	K
8. Prairie State Child Development Lab School	P
9. Jones Memorial Community Center	R
10. Woodlawn Child Care Center	V
11. Children's Memorial Hospital	X
12. Martin L. King Family Service Center	Y
13. Oak Forest Hospital	AA
14. Tinley Park Mental Health Center	BB
15. Senior Citizens Mobile Service	OO
16. Youth Services Division of the Chicago Department of Human Resources	HH

Appendix D gives recognition to study population participation in the exploratory phase of SSAP. Pending further negotiations, there is no commitment for subsequent involvement by the Agencies.