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A SURVEY OF THE ALUMNI OF THE
MCGILL SCHOOL OF SOCIAL WORK

ABSTRACT

A standardized, fixed-alternative questionnaire was mailed to a total of 1,039 alumni of the McGill University School of Social Work. The study dealt with the 345 alumni respondents. The objective of the research was to obtain information in five major areas: general identifying characteristics; formal education at the School; employment status; continuing education; proposals for the use of the alumni fund.

The profile of the alumni obtained reveals that typical graduates are female, married, averaging forty-one years of age and are Canadian citizens living in Greater Montreal. They are recent graduates, specialized in casework, have obtained the MSW degree, with a few pursuing other degrees since graduation.

In general, the alumni had a favorable reaction to their total educational experience which most found to be relevant outside of this province. A flexible and comprehensive outlook for social work education was prevalent, with the

generic approach being the most preferred. For social work training, the field work component was considered the most useful. The independent study (research project) as an educational component appeared to be a rather controversial issue. Diverse reactions were given concerning its contribution and its priority among other components of social work training. For courses related to social work, the Social Sciences were emphasized. The institution of a Doctoral program in social work at McGill received a fairly favorable response from the alumni.

The majority of the alumni reported having been employed in the social work field, with the major settings indicated being family care, child welfare and the medical settings. In these settings the method most frequently used was casework. The most frequently indicated responsibility was that of practitioner with a considerable number exercising administrative responsibility in their positions.

In general, there was a favorable response for pursuing courses in continuing education, with Marriage and Family Counselling and Law and Social Legislation being the most frequently indicated courses.

Activities concerning professional education received the highest priority by the alumni for the allocation of alumni funds.

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M.E.L.

M.P.-M.

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CHAPTER I

INTRODUCTION

The Alumni Committee of the McGill School of Social Work is currently attempting to identify a more useful and dynamic role for itself in relation to the alumni and student bodies. In 1967, during the planning for the Fiftieth Anniversary of the McGill School of Social Work, "... it was agreed that the particular function of the alumni was to assist in the development of standards of education."¹ The Alumni Committee, together with the McGill School of Social Work, which will be referred to as the School, have a deep interest in, and commitment to, social work education for the training of professionals to successfully meet the challenging needs of society.

Purpose and Scope of Study

The Survey of the McGill School of Social Work Alumni was undertaken for the purpose of providing information for planning in three areas: school curriculum, social work continuing education programs and Alumni Fund allocations. The information was collected by means of a questionnaire sent to all the alumni of the School who had graduated since 1920.

¹McGill School of Social Work, Resume of Minutes of the Alumni Committee from 1967-70: February 8, 1971, p. 1.

This section will discuss the historical background to the survey and its development into the present research project; the principal areas of research; and the assumptions and limitations of the study.

Historical Background and Development of the Project

The Alumni Committee

The Alumni Committee consists of approximately thirteen to fifteen members drawn from the alumni body of the School and residing in the Montreal area. It is a rather unstructured body with no formal by-laws. In 1967 the Alumni Committee initiated a Fiftieth Anniversary Fund-Raising Project to span five years. The funds collected were to be offered to the School to provide the financial aid necessary to broaden and develop its program. In addition, according to the Chairman's introductory note in the student questionnaire, it was stated that:

This money is to support a special research project, to provide scholarship help to students, to bring in special resource people for programs outside the usual curriculum and to provide for special needs.¹

An anthology of writings of the alumni was also proposed for the future. Thus, it is evident that coordination, exchange and interdependence between the Alumni Committee and the professional School is both an objective and a medium by which to serve graduates, students and the community. In order to

¹Elizabeth Taylor Rossinger, Chairman of the Alumni Committee, 1970-1972; Student Questionnaire of February 1971.

ensure effective planning, some means of consulting the total alumni body was required. However, it appears that consultation of the alumni membership through a questionnaire was not pursued until 1971.

The first survey related to the role and functions of the alumni was in the form of a questionnaire developed at the beginning of 1971 by a social work Master's student and sent to the student body to find out what activities the students would be interested in having the alumni pursue.¹ Then, in March of that year, it was suggested that a questionnaire be sent to the alumni, along with the results of the student questionnaire, but this was not carried through. The alumni, however, were invited to write in their reactions to the contents of a newsletter published periodically by the Alumni Committee but the response was poor. In October 1972, it was reported in the minutes of the Alumni Committee's meeting that:

In a continuing discussion of Association functions, it was suggested that there might be other more personal or individual ways in which the Alumni could be served. To initiate this, it was recommended that the Chairman write each member of the 1972 graduating classes ... and ask that a questionnaire on the role of the Association be completed and returned ...²

However, no questionnaire accompanied the welcoming letter as it was decided that more thought and work was required.

¹McGill School of Social Work, Minutes of the Alumni Committee, Meeting of February 8, 1971

²McGill School of Social Work, Minutes of the Alumni Committee, Meeting of October 19, 1972, p. 2.

In January 1973, the Alumni Committee proposed that its Planning and Budgeting Sub-Committee would carry "... more than a budgeting function. It would define policies concerning the appropriate areas of Alumni Fund disbursements and appropriate proportions."¹ Thus it was emphasized once more that, in order for the alumni fund to be spent according to the priorities set by the alumni, a survey would be necessary. A Committee member offered to discuss the subject and to draft a questionnaire to be presented to the Committee at the February meeting, where the minutes record that:

What was needed was a study of proposals for spending monies collected by the Fund. It was noted that the discontinuation of a major disbursement, the research grant, had given rise to this situation. Included in the study should be possible areas of committee activity and spending - a number of suggestions were given - and alternatives in terms of rates of spending the Fund.²

It was proposed at this meeting that the survey being projected could become a Master's student research project.

In retrospect, the alumni questionnaire was conceived with certain definite objectives, one of which was to obtain graduates' suggestions for priorities in the allocation of alumni funds. The Alumni Committee was also very interested in obtaining a demographic description of the graduates,

¹McGill School of Social Work, Minutes of the Alumni Committee, Meeting of January 18, 1973, p. 2.

²McGill School of Social Work, Minutes of the Alumni Committee, Meeting of February 14, 1973, p. 2.

including personal data, educational achievements and an employment profile. It sought information on the types of work experience, the variety of settings and positions in which social workers were engaged and the extent to which they actually used their professional training. This knowledge could conceivably contribute to effective planning of programs to meet the alumni's needs and also help the School in curriculum planning. Thirdly, the Alumni Committee was requested by the School to provide some information and reaction concerning the particular needs of graduates pertaining to continuing education. At the meeting in January, 1973, it was recorded that:

There were several questions implicit in this request. Did the Alumni Committee have a public relations or liaison function? Should we consider subsidizing a course of this nature through providing funds for a special lecturer? Should we employ a part-time public relations person to find answers to this type of question? Should we circulate a questionnaire among Alumni? Do we see this as a priority?¹

In fact, the alumni survey would provide the Committee with information which could be used as a basis or guideline for its own critical analysis and definition of its role, functions and funding priorities; it would also provide information which might be useful to the School in planning the regular curriculum and continuing education courses.

Some of the significant areas of concern which could not be included in this survey, due to time and space limitations, were: information on work satisfaction, publications

¹McGill School of Social Work, Minutes of the Alumni Committee, Meeting of January 18, 1973, p. 3.

and honours of graduates; the issue of professionalism, and membership in professional associations concerning their roles and responsibilities. Originally, these issues had been included in the focus and schema of the study; however, it was decided that they might be dealt with more adequately in a second or follow-up questionnaire.

The School of Social Work

In view of the desired close liaison between the Alumni Committee and the School in contributing to professional education, it was decided to include areas of investigation of particular relevance to the School in the alumni study. Graduates were asked to express general feedback on their formal social work education and its usefulness to them in terms of their professional work. Their reactions could be helpful to the School in planning the curriculum, particularly in this stage of transition where the present curricula of the various undergraduate and graduate programs are being reorganized. In order to bridge more effectively the gaps between formal training received and demands in the work field, the alumni were queried about their experiences with continuing education courses at McGill and about their actual needs, to obtain some indication of the types of courses which would be in demand and assist in planning for continuing education programs.

The education offered at the School of Social Work may be generally classified into certain periods according to its historical development. The curriculum has undergone certain

reorganization in tune with the needs of society for professionals serving in the social welfare field. An examination of the calendars of the School revealed that up until 1943, the curriculum had a general orientation. Between 1944 and 1950, the program included courses in other methods and opportunities for specializing in a few settings (namely medical and psychiatric). Since 1950, concentrations in the various social work methods were offered in the curriculum.

As for degrees, the School began by offering a one year certificate in 1919 and in 1923 it instituted a two year diploma which continued until 1947 with a brief interruption in 1932-34.¹ Commencing in 1948, the Master of Social Work degree (MSW) was awarded to students who completed the two year course and the Bachelor of Social Work degree (BSW) was awarded to students upon the completion of the requirements of the first year of study.² The BSW program was discontinued in 1952 and was resumed in 1970 as a two year program. The MSW program was reorganized into a one year program in 1971. Students were admitted to a Qualifying Year beginning in 1956; in 1970 the Qualifying Year Certificate could be earned.

According to the Prospectus of the Fiftieth Anniversary :

The School's present program anticipates a sequence of courses in the University from the undergraduate to the

¹Esther W. Kerry, Prospectus, 1918-1968, Fiftieth Anniversary, McGill University School of Social Work, p. 2.

²Calendar of the McGill School of Social Work, 1948-1949, p. 13.

Post-Master's program as a continuum from general preparation to specialization. There is a change in focus in both content and method of teaching

.....
the trend is to see social work education as a continuing process, ... which corresponds to the practical need for social workers of varying degrees of skill and competence in a vastly expanded range of functions.¹

Research Questions

The research questions formulated in this study were concerned with five specific areas: general identifying information; education received at the School; employment history; continuing education and alumni fund.

(1) General identifying information: this is concerned with providing the descriptive demographic characteristics of the respondents as well as presenting a profile of the respondents' educational attainments both at the School and at other universities.

(2) Formal education at the School: this is concerned with the social work training received at the School. The question may be asked, that once educational objectives have been defined in terms of certain needs of society and professional requirements, how can educators develop curricula to assure that these objectives are achieved. In a report on Undergraduate Social Work Education for Practice, Glick asks the question: "How can curriculum content and organizing

¹Esther W. Kerry, Prospectus, p. 9.

principles that facilitate continuity, sequence and integration across curriculum areas be identified?"¹

K. Aptekar's paper on "The Curriculum Building Process", quoted in the above mentioned report, views curriculum as more than a :

...conglomerate of theoretical content, courses and sequence areas ... it must be a composite of educational objectives, related content and instructional strategies, integrated to provide a coordinated system for achieving educational goals.²

The information collected in this area of enquiry may be considered as one criterion in determining future curriculum recommendations for the School. Such re-evaluation is necessary to meet changing and pressing needs arising from both requirements in the work field and the expressed wishes of the students in the School. Thus, the responses of the alumni concerning the training they received at the School and its relative usefulness to them in practice may prove helpful for future curriculum planning.

The relationship between the characteristic components of social work education (such as courses, field work, research project) and related background courses is a further issue in developing curriculum. This issue was included in view of the trend in curriculum development to a "mediating course" in applying knowledge from other fields, such as social sciences, political and economic sciences, planning and human development

¹Lester J. Glick, Undergraduate Social Work Education for Practice: A Report on Curriculum Content and Issues, Vol. 1. (Washington: Syracuse University School of Social Work, 1971), p.31.

²Ibid., p.31.

theories to the understanding of social problems, welfare policies, issues and programs. It is also of concern to curriculum planners to provide the appropriate balance or emphasis on the varying components of training, such as theoretical input in relation to practical work or accent on methods and skills.

Another issue related to social work education is the "generic" versus the "specialization" approach which was considered an important as well as a controversial issue in social work curriculum planning. Generic practice has been defined by Professor Shulman at the School as:

... the common method which characterizes the activity of all social workers in all settings and with a whole range of client modalities and staff system. Method is defined as a set of tasks which are elaborated into action patterns as the social worker moves to offer help.¹

It has been argued that the range of demands facing social workers can not be covered by a single methodology. The educational trend towards programs of generic social work has lead to the development of social workers with broad knowledge backgrounds, yet the need for specialists continues in many social welfare fields. It has been suggested that:

... generic training for direct practice positions would be appropriate at the undergraduate level, with graduate social work education being reserved for more specialized programs.²

Not only is the issue of joint concentration per se being raised

¹Lawrence Shulman, "Generic Practice" in The Log, McGill School of Social Work, vol. 1, No. 1, 1973, p. 10.

²Frank M. Loewenberg, Time and Quality in Graduate Social Work Education, Council on Social Work Education Inc., N.Y. 1972, p. 24.

but also concentrations in other areas, such as research, administration and social policy which are broadening the definition or boundaries of traditional social work. Thus, it has been noticed that:

...an observable pattern is the presentation of social work practice as an entity ... in curriculum content that presents professional practices and principles as a whole, ... but only a beginning has been made in the integration process.¹

Also included in the area of research on education were the contribution of the alumni's Master's research projects to their social work education, the relevance of social work training at the School to work situations outside the province of Quebec and the alumni's willingness to enroll in a doctoral program in social work if the School were to institute one.

These questions concerning social work education were chosen over other possible areas of enquiry, such as curriculum content analysis by specific courses and/or method of teaching, as these issues were of greater interest to Alumni Committee members, as well as to the professors.

(3) Employment history: this was concerned with the acquisition of a description of the respondents' employment history in the social work field according to field settings, the methods most employed and the responsibilities held by the alumni. Apart from providing a profile of the alumni's employment or occupational status, the information collected would be useful in relation to other concerns, notably in comparing work

¹Glick, Social Work Education, p. 9.

settings and the methods most employed with the method specialized in at the School; this could provide additional insight into social work curriculum and its usefulness for professionals aside from the other section on feedback on formal education¹.

(4) Continuing education: this was concerned with the growing recognition that:

Social workers need to invest more resources in an on-going program of continuing education which will encompass all practitioners. In these days of rapid changes, the knowledge learned as recently as a year ago may be outdated. Social workers, it was strongly felt, must continue to update their education on a regular basis. The profession should invoke sanctions against those who do not continue their post-degree education while agencies should reward those who do. Schools, agencies and the professional associations together must work on this problem.¹

The McGill School of Social Work wishes to respond to expressed needs felt by many social workers, including alumni, for continuing education in the profession. The answers were not meant to commit the respondents in any way but would be utilized as a means of evaluating and meeting expressed needs.

In the past few years, evening courses, workshops and summer activities were offered at the School. Some of these were successful and oversubscribed while others failed to attract sufficient students and resulted in cancellation. However, it has been quite difficult to estimate correctly the interests and needs of social workers in this area. In 1971 the faculty members of the School responsible for continuing education sent a questionnaire to all the members of the English

¹Loewenberg, Time and Quality, p. 30.

Branch of the Corporation of Professional Social Workers of the Province of Quebec, which yielded only a ten per cent return. Furthermore, programs scheduled in response to the topics suggested were no more or less successful than those arranged without this feedback.

Therefore, to assist in effective planning for social work continuing education courses, the alumni were requested to provide feedback on their impressions of recent educational experiences at McGill and indicate topics of interest to them which they would like to develop further through lectures, workshops, seminars and other arrangements. The importance of continuing education is recognized in this research as it is essential for the profession that its members have ample opportunity to develop and further their knowledge, talents and skills in order to respond to changing and challenging social needs. It should be noted that "professional education is not a one time activity but instead should represent a life time commitment to an ongoing activity for every social worker"¹

Assumptions and Limitations

As the following chapters will discuss diverse topics according to the five areas of research, it may be appropriate at this point to note some of the assumptions and limitations of the study.

¹Ibid., p. 39.

Only the respondents who attended the McGill School of Social Work made up the sample. This excluded those social workers who had training only in other schools. At the same time, the emphasis upon this School and its graduate population restricted the opportunity to generalize from the sample to social work alumni of other schools.

It was also assumed that the graduates did have opinions, reactions and preferences to offer to the questions asked. It was expected that they could appraise their educational experience and its relative value in terms of their employment, while at the same time perceive certain needs for continuing education to bridge gaps between their learning at the School and the demands of their employment or position.

The information collected was not intended to be a definitive assessment nor a critical or comprehensive evaluation of the formal education received at the School; neither was it designed to judge or define comprehensive employment characteristics of the graduates; rather it sought to provide general knowledge of expressed needs and suggestions as a guideline or criterion for planners concerned with the issues delineated in the research study.

CHAPTER II

THE RESEARCH PROCEDURE

Research Design

The objective of the research was to provide: a profile of the graduates, feedback on the education they received at the School, their employment history, information with regard to the continuing education needs of the alumni and priorities with regard to Alumni Fund spending. In order to accomplish these objectives, the researchers compiled a survey questionnaire which was mailed to all the alumni of the School. Essentially, the study may be classified as quantitative-descriptive and, more specifically, as belonging to the subtype of "population description studies". The design provided for the possibility of cross-tabulations of the variables, as it was believed that this search for variable relationships may lead to additional insight with regard to the present study and generate hypotheses for further research in this area. Thus, the present study may also be classified as belonging to the subtype of "studies searching for variable relationships".¹

Research Instrument

The questionnaire method was chosen as the most appropriate for the requirements of this research. The large number

¹P. Fellin, T. Tripodi, H. Meyer, eds., Exemplars of Social Research (Itasca, Illinois: F.E. Peacock Publishers, Inc., 1968), p. 141

of respondents and their wide geographical dispersion were the governing factors in choosing this instrument; it seemed the only logical and economical means in terms of limitations of time and cost.

Despite the fact that the alumni of the School are composed of different groups of graduates with regard to the degree obtained, (MSW, BSW, etc.) a single questionnaire was designed for all groups rather than a separate one for each group. It was decided that the use of a single questionnaire would greatly facilitate the administrative control of the mailing and the return of completed questionnaires. Moreover, as the information sought was of a more general scope, excluding specific questions regarding the curriculum of a particular program, a more generalized questionnaire for all the alumni was considered adequate.

The questionnaire, which formed the basis of the study, was designed by the researchers after referring to:

- i) Professors of the School in their capacities as teachers and planners of curriculum and School activities. Their contribution to the areas under investigation was of considerable importance.
- ii) Alumni Committee members. An outline of pertinent questions submitted by one of the members was particularly useful and helpful.
- iii) Other social workers and fellow students on an informal basis.
- iv) Other questionnaires administered in studies involving the alumni of other schools of social work.

The Curriculum Study of the New York School of Social Work¹ has been especially useful in providing a format for the questionnaire used in the present study. However, as the focus of this earlier study centered on curriculum content and method, which the present study has not dealt with as intensively, detailed comparison between the two studies was not possible. The questionnaire of the present study is to be found in Appendix A, page 60.

Content and Format

Five major areas of information related to the study's purpose were requested in the questionnaire: the demographic information, feedback on formal education at the School, employment history of the respondents, continuing education and the Alumni Committee Fund's activities.

Due to the expense of mailing, it was important to keep the number of pages in the questionnaire to a minimum; this affected the layout of the questionnaire and the order of the sections. Furthermore, financial and space limitations also influenced the final format of each question.

In general, the questionnaire was standardized for the most part with fixed-alternative or closed questions.

The reason for standardization, of course is to ensure that all respondents are replying to the same question ...Differences in question order can also influence the meaning and implications of a given question.²

¹Herman Stein, Curriculum Study (New York: New York School of Social Work, Columbia University, 1960), p. 96 - 99

²C. Selltitz, M. Jahoda, M. Deutsch, S. Cook, Research Methods in Social Relations (Henry Holt & Company, Revised Edition, 1960), p. 255

The fixed-alternative questions were considered for the following main reasons: they are standardizable and thus relatively inexpensive to analyze; they help to clarify the meaning of the questions, and they require a judgement on the part of the respondent rather than of the coder in attempting to classify replies to open-ended questions. However, the format of fixed-alternative questions leads to certain major drawbacks, such as: introducing a bias through the omission of possible alternatives; soliciting a statement of any issue about which the respondent may not have any opinion or preference; excluding information about the respondent's own formulation of the issue.¹

The fixed-alternative questions were differently designed in the five sections of the questionnaire. Rank order scales were used in the questions under the sections of Alumni Fund, Formal Education and Employment Status. As the establishment of priorities in these sections were of great importance, the rank-order scales were chosen as the most appropriate in eliciting discriminating choices. For example, in the Formal Education section, respondents were asked to rank, in the order of from most valuable to least valuable, the components of their social work education, as well as related social work courses. Furthermore, Kerlinger states that:

Rank-order scales have three convenient analytic advantages. One, the scales of individuals can easily be intercorrelated and analyzed. Composite

¹Ibid., p. 49.

rank orders of groups of individuals can also easily be correlated. Two, scale values of a set of stimuli can be calculated using one of the rank-order methods of scaling. Three, they partially escape response set and tendency to agree with socially desirable items.¹

However, one of the major defects of rank-order scales is the lack of independence of the items.

Independence here means that a person's response to an item has no influence on his response to another item ... Non-independent items, on the other hand, force the respondent to choose one item or alternative that precludes the choice of other items or alternatives.²

Although this disadvantage is important, the rank-order scales were chosen for their suitability to the types of information desired in the present study.

In the Employment Status section, three questions were designed to acquire a description of the respondent's employment history in the social work field. Social work settings and major social work responsibilities were enumerated and the respondents were asked to insert the corresponding number of years of employment in each setting and the number of years of social work responsibility(ies) they had held in these settings.

In the Continuing Education section the respondents were given a list of social work courses and courses in fields related to social work and were asked to check (tick) their satisfaction/dissatisfaction if the course had already been taken or to check

¹F.N. Kerlinger, Foundations of Behavioral Research (New York: Holt Rinehart & Winston, Inc. 1965), p. 495-496. He further states that: "A whole scale can be rank-ordered, that is, subjects can be asked to rank all of the items according to some specified criterion."

²Ibid., p. 49

the course(s) they would like to study. In addition, alternatives in the time schedule and the manner of presentation of the courses were given and the respondents were asked to indicate their preferences by checking the appropriate box.

This technique of checking their response among various stated alternatives was thought to be more appropriate in eliciting factual information of this kind.

Limitations of the Questionnaire

The questionnaire used in the study is a revised edition of five drafts which were scrutinized at different stages by the professors consulted. Its major limitation lies in the fact that it was not pretested for understandability. This was due mainly to time limitations. However, the scrutiny of the drafts, to some extent, clarified the formulation and the content of the questions.

Sample

It was decided to mail the questionnaire to the total alumni population of the McGill University School of Social Work. This decision was made for two reasons: first, because a complete mailing was feasible and second, because the maximum number of responses was desired. The resultant sample of the respondents is an essentially self-selected one.

Limitations of the Sample

Many questions arise concerning the representativeness of this type of sample. Some of the issues involved are identified in the relevant literature, especially in relation to

the mailed questionnaire method since "A major problem in using the questionnaire is the structure of the resulting sample."¹ Elsewhere it is stated that "One extreme form of non-random assignment ... does seriously impair the grounds of inference. This is assignment on the basis of self-selection."² Goode and Hatt state that "... the questionnaire is not an effective research tool for any but a highly select group of respondents. It is not effective because a biased sample is obtained."³ However, in discussing the collection of original data, Maas and Polansky state that: "Professional groups ... constitute ideal populations for questionnaire administration."⁴

A very high percentage of responses to mailed questionnaires, such as 80 to 95 per cent, is considered to be representative. It is suggested that "A low response is almost always indicative of a biased sample. However, a high proportion of questionnaires is not proof that no bias exists in the sample."⁵

¹W.J. Goode and P.K. Hatt, Methods in Social Research (New York: McGraw Hill Book Company, 1952), p. 180.

²Selltiz et al, Research Methods in Social Relations, p. 101.

³Goode and Hatt, Methods in Social Research, p. 174.

⁴H.S. Maas and N.A. Polansky, "Collecting Original Data" in Social Work Research, N. Polansky, ed. (Chicago and London: The University of Chicago Press, 1960), p. 150

⁵Goode and Hatt, Methods in Social Research, p. 180.

Several devices to ensure that the resulting sample is representative have been identified in the literature, such as the "double post card" with a few basic questions to be marked with a 'yes' or 'no'; with separate tabulation of those who answer promptly from those who delayed, as:

For most studies, those who answer promptly are different from those who delay their answers ... those who answer immediately have a much closer relationship to the subject matter ... The student, then, may separate the answers received promptly from those received later. When there is little difference between these two groups, and the percentage of response is high, he will have a fair assurance that the sampling bias is not great.¹

It is pointed out that to the extent to which any such comparisons can be made, then, the extent of the bias can be known.

Knowing the direction of the bias or something about it, may lead to a decision to weigh the tabulations, under the assumption that those who do not answer have the same characteristics as those who answer very late.²

In the present study, however, neither of these devices was used for the following reasons: first, time limitations; second, the double post card technique was not possible as the returns were anonymous and non-respondents could not be identified; third, the separation of those who responded promptly from those who delayed did not seem to be effective in this case, since the great majority of the returns arrived in the three-week period following the mailing and only a small number arrived during the following two weeks just prior to the computation of the data.

¹Ibid., p. 180

²Ibid., p. 181.

Mailing of the Questionnaire

After obtaining the addresses of the alumni of the School from the Graduate Society of McGill University mailing list, 1,049 questionnaires were mailed to the total alumni on the same mailing date. This list included all graduates of the School from 1920 to 1972 inclusive.

A covering letter, enclosed with the questionnaire, was prepared by the Chairman of the Alumni Committee. This letter stated the auspices under which the research was being undertaken, the purpose of the survey and the persons involved. An appeal for a prompt response was made. The letter itself is to be found in Appendix B, page 65.

The usual procedure of the stamped return envelope was not followed due to financial considerations. It is worth noting at this point that only one respondent commented on this omission.

To assure confidentiality, respondents were not asked to sign their questionnaires. No coding numbers were assigned to the questionnaires prior to the mailing but rather upon their return. However, many respondents identified themselves by either stating their name and address on the envelope or at the top of the questionnaire or by addressing a letter to the chairman, acknowledging its receipt, along with the return of the questionnaire.

Analysis of Data

The responses were computer analyzed using the SPSS program.¹ To this end, the answers were coded and scored.² A special coding system was developed (to be found in Appendix C, page 67), which included additional categories to cover unforeseen responses. These will be discussed in the following chapter dealing with the findings. The development of the coding system, as well as the coding itself, presented little or no difficulty; some editing was involved in the process of coding.³ An effort was made to ensure accuracy in the coding process by double checking all the coded questionnaires.

Validity and Reliability

In a general sense, it was assumed that the instrument was measuring what the researchers were trying to find out:

Such measures, which focus directly on behavior of the kind in which the tester is interested, are often said to have "face validity"; that is the relevance of the measuring instrument to what one is trying to measure is apparent 'on the face of it'. Whether such an assumption is justified in any given case is ultimately a matter of judgment.⁴

¹Norman. Nie, Dale H. Bent and C. Hadlai Hull, SPSS: Statistical Package for the Social Sciences (New York: McGraw Hill, 1970).

²Selltiz, et al, Research Methods in Social Relations state that "Coding is the technical procedure by which data are categorized. Through coding, the raw data are transformed into symbols - usually numericals - that may be tabulated and counted. The transformation is not, however, automatic; it involves judgment on the part of a coder," p. 401.

³Ibid., "The process of scrutinizing the data to improve their quality for coding is commonly called editing". p. 403.

⁴Ibid., p. 164-165.

Indeed, the question of the validity of the instrument used in this study is posed. Further, on the data collection instrument, Selltiz notes that:

The data-collection techniques and the rules for using the data, to be useful, must produce information that is not only relevant but free of systematic errors; that is, they must produce valid information.¹

Thus "... to the extent that a measure is unreliable, it lacks validity."²

With regard to the reliability, since a large part of the data collected for this study was retrospective and subjective, it depended upon the extent and nature of the respondents' abilities to remember accurately their educational experiences and employment positions. As Selltiz states:

The fallibility of memory for nonrecurring events, for events in the distant past ... the ephemeral quality of memory and its dependence on situational factors; the corruptibility of memory in relation to events of significance to the self--all of these factors requires caution in accepting as true the remembrance of things past.³

Also, the extent of the respondents' willingness to share their recall of the past and list priorities and suggestions can not be accurately learned since the instrument of data gathering was by mailed questionnaire.

¹Ibid., p. 147.

²Ibid., p. 178.

³Ibid., p. 244-245.

CHAPTER III

PRESENTATION AND INTERPRETATION OF FINDINGS

Comparison of the Respondent Group and the Total Alumni Population

Of the 1,049 questionnaires which were mailed to the alumni, 26 were returned because of incorrect addresses; 369 questionnaires were answered, of which 22 arrived too late to be included in the data analysis, and 2 were disqualified due to insufficient information. Thus, the final number of questionnaires analyzed consisted of 345 alumni who, from this point on, will be referred to as the respondent group and who represent 32.8 per cent of the total alumni population of 1,049. Although the questionnaires from the respondent group did not all have every question completely filled in, they did provide sufficient information for analysis.

From the mailing list the researchers were able to obtain information on the total alumni population with regard to three of the variables considered in the questionnaire: sex, area of residence and year of graduation. In order to determine how representative was the respondent group, a comparison between the total alumni population (1,049) and the respondent group (345) was undertaken for these three variables.

Sex

Table 1 in Appendix D (page 74) presents the comparison between the proportion of males and females in the respondent group and the total population. This table shows that only about one-fifth of the total population are males (21.2 per cent) while the percentage of males in the respondent group is slightly higher (25.3 per cent). The difference between males and females in the respondent group, compared to the total alumni population, was found to be statistically significant.¹

Area of Residence

Table 2 in Appendix D (page 74) presents the comparison according to area of residence. Almost half (45.8 per cent) of the total population lives in Greater Montreal, almost one-third (31.7 per cent) in other Canadian provinces and a smaller percentage (15.8 per cent) in the USA. Generally, the proportion in the respondent group was quite similar to that in the total population. However, there was an exceptionally high response rate (10 out of 11) from the small group of graduates living in Asia and an exceptionally low response rate (1 out of 25) from the slightly larger group living in Europe. As a result, the difference between the respondent group and the total population for area of residence was found to be statistically significant.²

¹ $\chi^2 = 5.11$; df 1; $.05 > p > .01$

² $\chi^2 = 19$; df 6; $.05 > p > .01$

Year of Graduation

Table 3 in Appendix D (page 75) presents the comparison between the respondent group and the total population according to the year of graduation. A total of 388 degrees were awarded by the School to the 345 respondents; thus, some respondents have attained more than one degree. Considering only the highest degree obtained at the School, 72.7 per cent of the respondents are recent graduates (from 1953 to 1972), whereas 62.1 per cent of the total population graduated during this same period. The difference between these two groups was found to be statistically significant.¹

In terms of the School's development, it may be further observed that in the total population, 411 degrees were awarded in the last decade (1963 - 1972) which is double the number of degrees, 210, awarded in the previous decade (1953 - 1962).

Discussion

As mentioned earlier, 26 questionnaires were returned due to incorrect addresses, indicating that the Graduate Faculty's mailing list was not completely correct and up to date. It is assumed that a somewhat larger response group might have been obtained if the mailing list had been more accurate.

Concerning the area of residence, although the Asia group was overly represented and the Europe group was under-represented, the proportion of these two groups in the total population is very little and thus does not greatly affect the

¹ $\chi^2 = 24.7$; df 4; $.01 > p > .001$

results. Generally, the respondent group is quite representative of the total population.

For sex and year of graduation, the differences were more significant. Males were slightly more represented in the respondent group than females and recent graduates of both sexes were over-represented. As the difference between the respondent group and the total population for these two variables was found to be statistically significant, it may be concluded that the respondent group is not completely representative of the total alumni population. Therefore, the answers to the remainder of the questions may not be generalizable to all alumni of the School. However, in terms of answering the research questions, it is possible that the respondent group may represent those whose opinions are most useful. It could be suggested that the greater response from recent graduates is due to their relatively closer affiliation with the School as a shorter time had elapsed since their graduation.

General Identifying Information

Age, Sex and Marital Status of the Respondent Group

Table 4 in Appendix D (page 75) presents the age distribution of respondents by five year intervals. The ages of the respondents range from 21 to 75 years with the average age being slightly over 41. The data is presented in graphic form as follows:

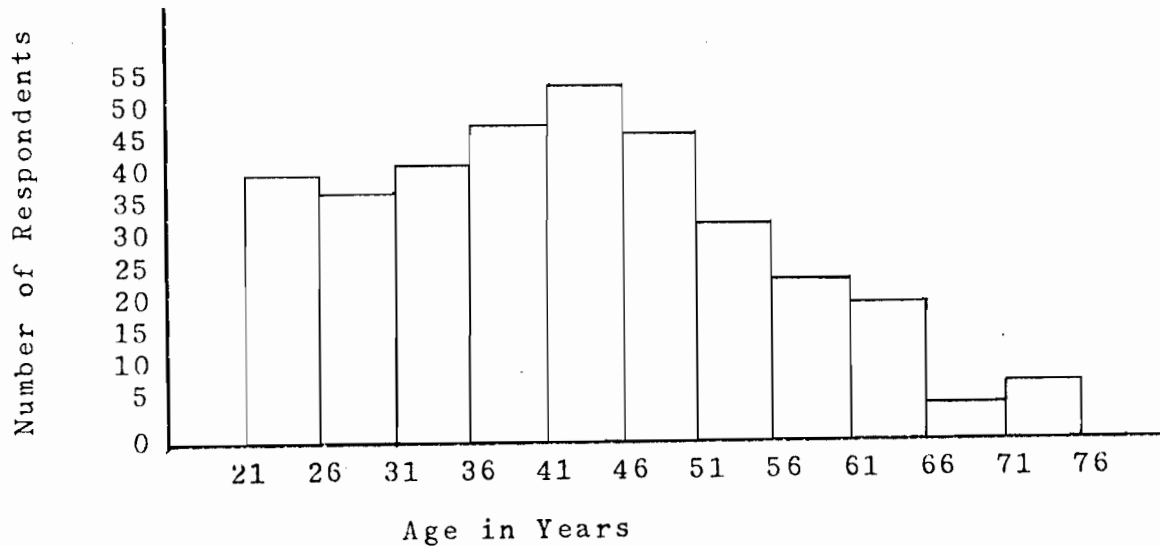
Graph 1Distribution of Age Range of the Respondents

Table 5 in Appendix D (page 76) gives a cross-tabulation of sex by marital status. As mentioned above, of the 345 respondents, 256 (74.2 per cent) were females and 87 (25.2 per cent) were males. As to marital status, 242 were married, 73 were single and 14 were either separated or divorced. Fewer males (2.6 per cent) than females (18.6 per cent) reported being single.

Citizenship and Area of Residence

Tables 6 and 7 in Appendix D (page 76) present the data for citizenship and area of residence. Briefly, the results may be highlighted as follows:

<u>Citizenship</u>	<u>Percentage of Respondents</u>
Canadian	81.7
American	11.6
British	2.3
Other	4.4

<u>Area of Residence</u>	<u>Percentage of Respondents</u>
Montreal	46.7
Other Canadian provinces	31.5
U.S.A.	15.1

As was expected, the great majority of the respondents were Canadians and most lived in Greater Montreal (46.7 per cent) or in other Canadian provinces (31.5 per cent).

Level of Education

Degrees

Table 8 in Appendix D (page 77) gives the complete data concerning the degrees attained by the respondents.

The respondents were asked to indicate the degree(s) which they attained at the School and the year(s) of graduation. A total of 256 respondents obtained the MSW degree and of these 182 graduated during the period 1958 - 1972. A total of 76 respondents obtained the BSW degree and of these 29 graduated between 1948 and 1952 and 29 between 1968 and 1972; these being the two periods when the BSW program was offered. The Diploma in Social Work was reported by 33 respondents; the Qualifying Year Certificate by 12; the incomplete MSW by 6 and the Diploma in Advanced Practice by 6.

It was of interest to the researchers to find out at what age the respondents pursued their Social Work studies. This information would indicate whether the respondents obtained their Social Work degree(s) early in their professional life or postponed this for a later period. Table 9 in Appendix D (page 78) shows the age at graduation for those respondents who have attained MSW and BSW degrees. The results reveal that 41.8 per

cent of the MSW respondents and 47.4 per cent of the BSW respondents graduated in the age range of 21 to 25; further, 17.9 per cent of the MSW respondents and 18.4 of the BSW respondents graduated in the age range of 26 to 36 years and 17.6 per cent MSW respondents and 3.9 per cent BSW respondents graduated in the age range of 31 to 35 years. Thus, the majority of respondents with either degree graduated when they were under 35 years of age.

Method of Specialization

The respondents were asked to indicate which method they had specialized in during their training at the School. Table 10 in Appendix D (page 78) gives the complete data for the method of specialization of the respondents. The principal results are the following:

<u>Single Method</u>	<u>Percentage of Respondents</u>
Casework	55.3
Groupwork	9.8
Community Organization	7.0
<u>Combination of Methods</u>	
Combination	13.1
Casework and Groupwork	5.2
Groupwork and Community Organization	3.2

Table 11 in Appendix D (page 79) gives a cross-tabulation of method of specialization by degree attained. The majority of the MSW respondents, 55.8 per cent, reported specialization in casework while 9.7 per cent reported a combination of methods. The largest number of BSW respondents, 45.4 per cent, reported specialization in casework while 19.5 per cent reported a combination of methods. Thus, a considerable number of BSW graduates

reported specialization although the BSW program is rather general.

Furthermore, to determine whether any relationship existed between year of graduation and method of specialization, these two variables were cross-tabulated for respondents with MSW and BSW degrees. Table 12 in Appendix D (page 80) gives the complete data. Relatively more of those who graduated in the last decade than of those who graduated earlier report a combination of methods, which is true for both MSW and BSW respondents. Also, there has been an appreciable decline during the last four years in the number of MSW respondents who reported specialization in casework alone, whereas there has been an increase in those specializing in groupwork and community organization.

Graduate and Post-Graduate Studies of
Respondents since Graduation from the School

Table 13 in Appendix D (page 81) presents the results of the other degrees attained. Respondents reported attaining a total of 65 other degrees after graduation from the School, with some respondents attaining more than one additional degree. The Doctoral and the Master's degrees in social work were the most frequently reported (17 and 20 respondents respectively).

Table 14 in Appendix D (page 81) shows a cross-tabulation of attainment of the Doctoral degrees in social work, as well as Doctoral degrees in other fields, by sex. Of the 17 respondents who obtained a Doctoral degree in social work, 10 were males,

while of those who obtained Doctorates in other fields, half were males and half were females.

Discussion

As was expected, the survey indicates that the typical graduate is female, married, has graduated with a Master's degree and has specialized in casework, with a few pursuing other degrees since graduation. The average age of the respondents was forty-one and they were mainly recent graduates who had obtained their MSW and BSW degrees under the age of thirty-five. However, as 19.1 per cent of the MSW graduates obtained their degree after the age of thirty-five, it could be speculated that they pursued formal social work education after working experience or engaged in social work as a second profession.

It can be seen that the social work profession is preferred mainly by females. In conjunction with the results obtained in the employment section¹, it may be further observed that the marital status of the female respondents did not seem to greatly affect their engagement in professional employment.

Although the School has offered courses in the various social work methods from the early part of the inception of its program,² the respondents' high indication of specialization in casework is explainable in terms of the traditional orientation of the profession.

¹infra, p. 44

²supra, p. 7

Formal Education at the School

One of the major areas of enquiry in this study has been the formal training offered at the School as seen retrospectively by the alumni.

Components of Social Work Education

The respondents were requested to rank a list of five components of social work education in the order of their relative usefulness to them at present. Table 15 in Appendix D (page 82) presents the complete data. The following list presents the components in order of their average ranking by the respondents.

- 1 - Field Work
- 2 - Methods Courses
- 3 - Practice Seminar
- 4 - Theory Courses
- 5 - Independent Study (Research Project)

Field Work received highest priority, with 204 respondents ranking it first. As a comparison, only 56 respondents ranked Methods Courses as most useful and only 47 ranked Theory Courses as most useful. With regard to the Practice Seminar, 80 respondents indicated that it was not offered during their training. Although there were 302 respondents who gave a rank to Independent Study, only 256 indicated they had actually received the MSW degree. Since the Independent Study project has been a requirement only for the MSW, this appears to be a significant discrepancy.

It was of interest to the researchers to find out whether respondents with different methods of specialization would differ in their preferences in ranking the various social work education components. Table 16 in Appendix D (page 83) shows a cross-tabulation of these two variables. It is to be noted that Field Work was ranked first for all methods of specialization. The Methods Courses were ranked relatively slightly higher by respondents with a single method specialization, while Theory Courses were ranked slightly higher by those respondents who reported a combination of methods.

A number of respondents offered comments in addition to ranking the components; some said that it was rather difficult to recall or assess their training; others stated the relative usefulness of these components depended on the quality of the teaching offered; typical comments being "... often, the usefulness is related to how the respective courses were given" and "... depending on the quality of the teachers." Some respondents even named the professors whose teaching they valued the most. Others noted difficulty in ranking these components as they considered them all valuable; one respondent stated "... can not rank, as to me, it was the total effect of the whole program including the 'milieu' that was useful."

Respondents were requested to rank a list of courses related to social work in terms of their value to the formal education of social workers. Tables 17 A and B (pages 84 and 85) in Appendix D present the complete data. The resultant order of preference is as follows:

- 1 - Social Sciences
- 2 - Law and Social Legislation
- 3 - Urban Planning
- 4 - Economic Sciences
- 5 - Political Sciences

Social Sciences received the highest priority with 238 respondents ranking it first; this number is substantially greater than the number of first rankings assigned to the other courses.

Urban Planning, Economic and Political Sciences were ranked very close together. Sixty-two respondents offered other course suggestions of which Philosophy and Ethics were the most frequently given.

Generic versus Specialization Approach

Respondents were asked whether, in retrospect, they believed that their education should have been more oriented towards the generic or specialization approach. Table 18 in Appendix D (page 86) presents the preferences of the respondents.

Of the total respondent group, 76.8 per cent stated their preference for the generic approach; a substantially greater percentage than the 19.6 per cent who preferred the specialization approach. A number of respondents commented that the generic approach should be offered at the undergraduate level while method specialization should be undertaken at the graduate level; one comment to this effect was "a combination first, with specialization in the second year". One respondent made the distinction between a generic program given at the School in theory and methods courses, while specialization may be acquired during field placement and subsequent work experience. Nine respondents

indicated a satisfactory balance of both.

Table 19 in Appendix D (page 87) shows a cross-tabulation of actual method of specialization and subsequent preference for the generic or specialization approach. It is observed that relatively more (54.4 per cent) of those who specialized in casework preferred the generic approach, as well as 11.2 per cent of those who specialized in groupwork and 14.8 per cent of those reporting a combination of methods.

Master's Research Project

Table 20 in Appendix D (page 88) presents the distribution of the respondents according to their estimates of the contribution of their Independent Study (Research Project) to their education. In the overall, about one-quarter of the respondents rated the contribution as considerable, one-quarter as moderate and one-quarter as slight.

In order to reveal any discrepancies or consistencies related to this issue, this variable was also cross-tabulated with the relative rank order of the Independent Study as an educational component.¹ Table 21 in Appendix D (page 89) shows that, to a certain extent, responses were consistent: of the 91 respondents who rated its contribution as "considerable", 16 ranked the project first and 25 ranked it second; of the 81 who rated its contribution as "slight", 33 ranked it fourth and 24 ranked it fifth; of the 85 respondents who ranked its contribution as "moderate", 32 ranked it fourth and 16 ranked it fifth.

¹Table 15 in Appendix D presents the rank order of the Independent Study among the education components.

To see if there is any relationship between the year of graduation of MSW's and their estimate of the contribution made by their Independent Study, these two variables were cross-tabulated. Through the School Calendars, the researchers were able to identify certain time periods when the Independent Study was a requirement for the MSW degree and the periods when it was an option. Table 22 in Appendix D (page 90) presents the complete distribution. The proportion of graduates who rated the contribution of the Independent Study as "considerable" was higher between 1958 and 1970 than either before or after; this difference was found to be statistically significant.¹ It should be noted that during this period the Independent Study was both an elective and a requirement for the MSW degree.

Relevance of Training Outside Quebec

Graduates were asked to indicate the extent of the relevance of their education in work situations outside the province. Table 23 in Appendix D (page 91) presents the data. Of those respondents who had worked outside Quebec, most, 70 per cent, indicated that their training at the School was applicable to professional situations outside the province. A considerable number of respondents, 37.7 per cent, indicated that the question was not applicable to them. This conforms to the data presented in the section on Area of Residence.²

¹ $\chi^2 = 15.6$; df 3; $.01 > p > .001$

² supra, p. 27

Interest in Doctoral Program

The respondents were requested to indicate whether they would register in a Doctoral program in social work if McGill were to institute one. Table 24 in Appendix D (page 91) gives the complete data. Of the 225 respondents who said "no", there were many who stated that distance, age or previous attainment of this degree were the principal reasons for their negative response. If the question had been more explicit regarding factors pertaining to a decision, a more precise picture would have been obtained. There were 77 respondents who indicated they would register for a possible Doctoral program at McGill.

To determine whether a positive experience with the Independent Study was related to the respondents' willingness to register for a Doctoral program, these two variables were cross-tabulated (see Table 25 in Appendix D, page 92 for the results). Of those respondents who considered the project's contribution as "considerable", 32.9 per cent stated that they would register for the Doctoral program. Of the respondents who indicated a "moderate" contribution, 31.7 per cent said that they would register and of those who indicated a "slight" contribution, 17.2 per cent would register. As the rating of the project's contribution increases, the number of negative answers decreases, demonstrating that there may be a relationship between these two variables.

Discussion

The results obtained with regard to the components of social work curriculum strongly indicate that graduates believe in the greater importance of field practice experience over classroom experience. However, since no clear indication was given as to the allotment of time for field work in relation to the other components, conclusive indications for curriculum planning are rather limited.

Concerning the Practice Seminar, it can be speculated that the respondents rank it low or not at all, as it is a rather recent component of the social work curriculum and thus unknown to many. The results obtained for this item are, therefore, rather inaccurate.

A rather inaccurate result may also have been obtained concerning the Independent Study component, as there were far more respondents (46) who ranked it in comparison to those who reported having actually attained the MSW degree. It is therefore surmised that they either ranked it according to its potential value, and not according to their actual experience, or the question was not understood. Further, on this issue, the results obtained from the comparison of the Independent Study's rank order with the extent of its contribution to the education of the respondents were consistent; however, respondents who indicated "moderate" contribution of their research project actually ranked it fourth or fifth in comparison to other components of social work education. It is thus speculated that

either the respondents ranked the Independent Study relatively low only in comparison to the other components of the social work curriculum and/or they may have not clearly perceived the distinction between the "considerable" and "moderate" extent of the contribution. If the question had been more explicit, a different result may have been obtained for both the Practice Seminar and the Independent Study components. However, in view of the relatively low estimate of the value of the Independent Study (Research Project), it could be proposed that the Independent Study component be considered among other Research options, such as courses, or it be only included in a Research specialty.

With regard to planning for comprehensive social work education, the results obtained concerning courses related to social work support the incorporation of primarily Social Sciences and Law and Social Legislation courses in the curriculum. Thus, it may be recommended that the social work curriculum be more flexible to permit additional electives in these subjects at both the undergraduate and graduate levels.

This emphasis on flexibility in the curriculum may be further reflected in the preference of respondents in all methods and for all degrees for the generic approach. This preference of orientation is related to both comprehensive subject matter as well as skill in various methods. It may be suggested that specialization in one method or practice area may be restricting in view of the wide range of demands placed on the professional and the great diversity of work settings; see Tables 27 A and B (pages 94 and 95).

The rather favorable response to registration for the Doctoral program in social work at the School would support at least the preliminary planning for its institution. However, further investigation on the issue is required to plan the program according to the academic and practice needs of the potential candidates.

In general, alumni respondents had a favorable reaction to their total educational experience. Criticisms and suggestions were fairly constructive, and willingness to share views and opinions on social work education was quite evident. It is the impression of the researchers that the alumni group is a useful resource for feedback on curriculum. A more systematic and scientific deployment of this resource would undoubtedly yield important information for curriculum planning. Therefore, it is recommended that the School support a follow-up questionnaire carefully designed to elicit more ample and detailed information with regard to curriculum evaluation.

Employment Status

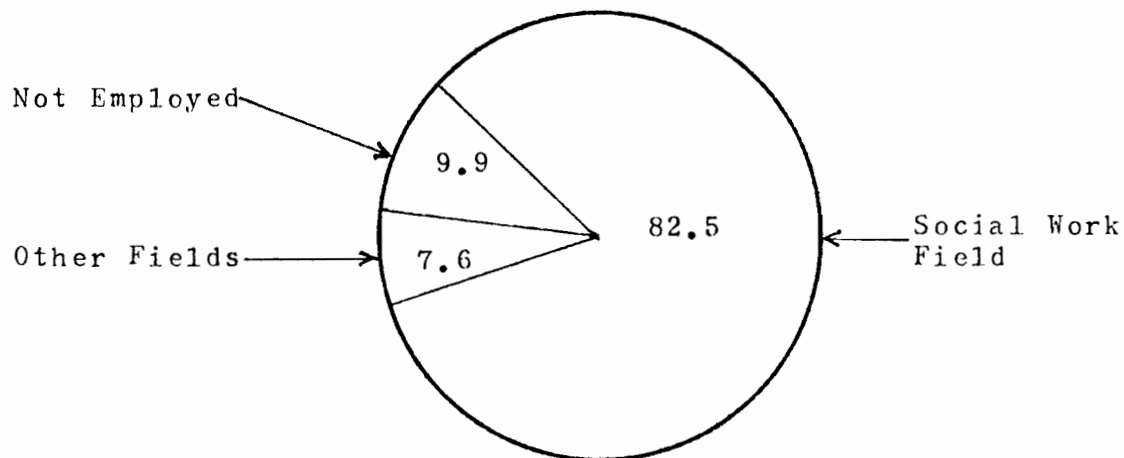
One of the questions frequently posed by the School has been the extent to which graduates have actually made use of their professional education in their subsequent employment.

Employment in Social Work and Other Fields

Table 26 in Appendix D (page 93) presents the number of years during which respondents have been employed in the social work field, other fields and the length of time unemployed.

Of the total of 345 respondents, 309 indicated that they have been employed in the social work field at one time or another, while 41 indicated that they have been employed in fields other than social work and 48 indicated that they have not been working.¹ Graph 2 below illustrates the percentage distribution of social worker years between these three categories.

Graph 2
Percentage of Total Social
Worker Years by Field of Employment



This trend in employment is reflected in Crane's study of Employment of Social Service Graduates in Canada, where it was found that the majority of the graduates (65.83 per cent) were in full-time employment in the social welfare field; a smaller percentage of graduates (17.34 per cent) had no full-time employment and a relatively small percentage (5.15 per

¹The numbers do not add up to 345 responses as more than one category of employment was checked by respondents. It should be noted that of the respondents who reported that they have not been employed, a few indicated that they had returned to School. Also, some indicated that they had been engaged in volunteer work.

cent) were employed in fields other than social work¹.

Social Work Settings

Tables 27A and B in Appendix D (pages 94 and 95) present a profile of the respondents according to the length of time in various social work settings.

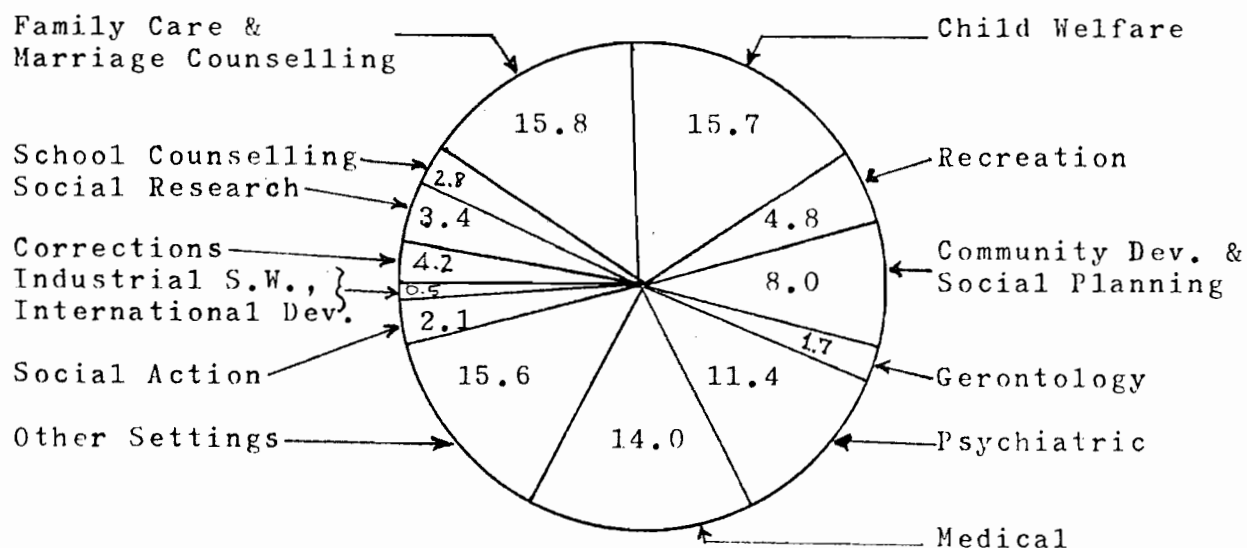
Briefly, the most frequently indicated settings were:

<u>Social Work Settings</u>	<u>Percentage of Respondents</u>
Family Care & Marriage Counselling	36.3
Child Care	34.3
Medical Care	29.3
Psychiatric Counselling	27.1

The least frequently mentioned setting was International Social Work with 3 responses. Graph 3 below illustrates the percentage of the total number of social worker years by setting.

Graph 3

Percentage of Total Social Worker Years by Setting



1

John A. Crane, "Employment of Social Service Graduates in Canada, 1972", An Interim Report for the Canadian Association of Schools of Social Work, May 1973, p.22. (Unpublished report from the School of Social Work, University of British Columbia; a report only recently made available to the researchers).

In addition to the settings listed in the questionnaire, a number of others were mentioned by the respondents, of which the most frequently stated was Social Work Education. The complete list is to be found in Appendix E, number 1 (page 105).

Social Work Method in the Field

Respondents were asked to indicate which method they employed most often in the field. The social work methods most often used, according to the rank order given by the respondents, and as shown in Table 28 in Appendix D (page 96), were:

- 1 Casework
- 2 Groupwork
- 3 Combination of Methods
- 4 Community Organization
- 5 Research

Thus, casework was the most frequently employed method with 205 respondents ranking it first; this method received a substantially greater number of high rankings than any other method.

Responsibility Held in Social Work Settings

Respondents were asked to indicate the major responsibilities they have held in the work settings. Table 29 in Appendix D (page 97) presents the length of time respondents have held various responsibilities. The most frequently reported responsibilities were:

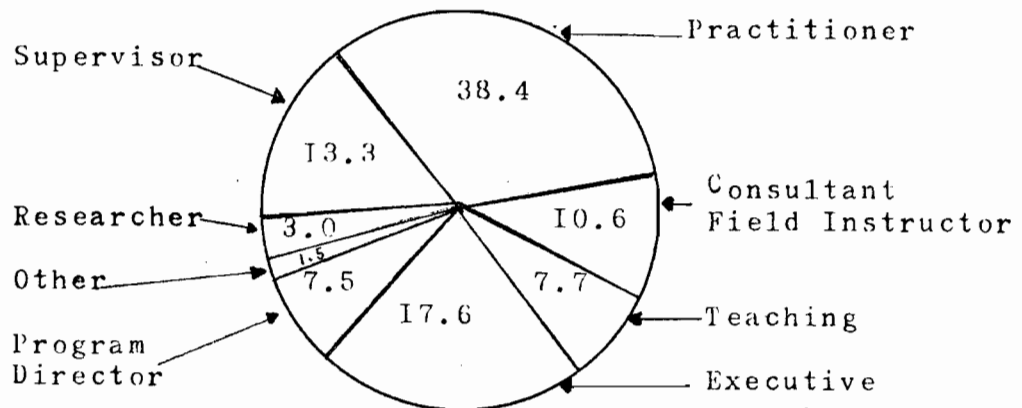
<u>Social Work Responsibilities</u>	<u>Number of Respondents</u>
Practitioner	268
Supervisor	137
Executive, Sub-executive	97

The least frequently reported responsibility was that of Researcher, with 3.6 responses.

Graph 4 below presents the percentage distribution of social worker years according to the various social work positions (responsibilities).

Graph 4

Percentage of Total Social Worker
Years by Positions (Responsibilities Held)



It is to be noted that a substantial number of respondents (100) stated that they held several of these responsibilities concurrently. If the question had been more explicit, those responsibilities (and the number of years) held independently and/or concurrently would have been more accurately reported.

To determine whether men held executive positions more frequently than women, the number of years in Executive and Sub-executive positions were cross-tabulated with sex; see Tables 30 and 31 in Appendix D (page 98) which give complete results. Of those who held executive responsibility, 50.5 per cent were males and 49.5 per cent were females; the males in executive positions also reported a few more years than the females. The difference between the proportion of males and

females holding executive positions was found to be statistically significant.¹

Discussion

The question is posed: "Is the School educating students to be housewives or social workers?";² evidently, the latter is the case.

The considerably lower responses reported for "employment in fields other than social work" leads to the assumption that, in general, social workers are satisfied to work in the profession. A further assumption may be that the School's program has been quite successful in preparing social workers to become engaged in the profession.

The fact that the Family and Child Welfare, as well as the Medical settings were the most frequently indicated is explainable as these have been the traditional areas of practice. Furthermore, in these settings, casework has been reported as the most common method of intervention which is consistent with the results obtained concerning the social work method where casework was most frequently reported.³ This finding is reflected in Crane's study where "... regardless of interest or preparation, 92 per cent of the respondents were classified as practicing in the area of casework or groupwork".⁴

¹ $\chi^2 = 87.9$; df 1; $p < .001$

² Quotation from Alumni Chairman, Mrs. S. Duder, in private conversation.

³ See Table 10 in Appendix D, page 78.

⁴ Crane, "Employment of Social Service Graduates in Canada, 1972", p. 31.

The engagement in other non-traditional social work settings such as social work research, or social action, further supports the expressed preference of respondents for a more comprehensive and flexible training at the School.

With regard to major responsibilities held, it is to be noted that most respondents exercised administrative responsibilities in their positions. Thus, the implication for curriculum planning is the integration of administrative training through professional education.

Continuing Education

The respondents were requested to state if they have taken and/or would like to take courses in Continuing Education. Table 32 in Appendix D (page 99) presents the data. Of the respondents, 76.2 per cent indicated that they have not taken courses while 20.3 per cent indicated they had.

It was of interest to the researchers to find out whether respondents who had not taken any courses previously indicated willingness to do so in the future. A cross-tabulation showed that relatively fewer, 56.6 per cent, of those who had not taken any courses in the past responded negatively to taking courses in the future while relatively more, 74.2 per cent, of those who had taken courses in the past were interested in taking further courses in the future. Many of those who were not interested in taking courses gave the distance factor as the principal reason. One of the limitations of the question was the omission of an appropriate set of alternatives explaining the reasons why respondents were not interested in taking courses.

Further, to determine whether there was any link between the time lapse since the year of MSW and BSW graduation and willingness to take courses, these two variables were cross-tabulated; see Table 33 in Appendix D (page 99). A higher proportion of both MSW and BSW graduates of the last decade, in comparison to graduates of previous decades, expressed willingness to pursue courses in continuing education.

With regard to courses already taken and willingness to pursue other courses, Table 34 in Appendix D (page 100) provides a complete list of the courses, number of respondents as well as the resultant satisfaction and/or dissatisfaction. The complete list of other suggested courses is to be found in Appendix E, number 2 (page 105). Of the courses taken, the most frequently reported were:

<u>Courses</u>	<u>Number of Respondents Satisfied</u>	<u>Number of Respondents Dissatisfied</u>
Groupwork	30	2
Family & Marriage Counselling	18	1
Supervision	13	7

The courses most frequently reported as preferences for future enrollment were:

<u>Courses</u>	<u>Number of Respondents</u>
Family and Marriage Counselling	59
Law and Social Legislation	53
Supervision	45
Administration	40
Social Policy and Planning	39
Groupwork	36

To determine whether there was any link between the social work method specialized in while at the School and the respondent's preference for the two most frequently mentioned courses, namely Family and Marriage Counselling and Law and Social Legislation, a cross-tabulation was made; see Table 35 in Appendix D (page 101). It was found that 68.4 per cent of the respondents who have taken, and 52.4 per cent of those who would like to take the Marriage and Family Counselling course, specialized in casework. For the course in Law and Social Legislation, the response was more evenly distributed with 33.4 per cent of the respondents having specialized in casework, 13.7 per cent each for both groupwork and community organization and 25.5 per cent for combination of methods.

For the time schedule and method of teaching, Table 36 in Appendix D (page 102) gives the data. The majority of respondents suggested intensive workshops and evening courses for time scheduling; seminars received the highest response for method of teaching.

Discussion

It could be recommended to the Continuing Education Department of McGill University that the following social work courses be offered: Family and Marriage Counselling, Law and Social Legislation, Administration, Supervision and Groupwork. This recommendation is based on the assumption that respondents who indicated their preference for these courses would actually enroll in them.

Furthermore, these course preferences are consistent with the observations made in previous sections; the fact that the greater number of respondents worked in Family Care setting was reflected in their expressed preference for the Family and Marriage Counselling course to update their knowledge in this field. Also the fact that a considerable number of respondents reported administrative responsibilities was reflected in their preference for Administration and Supervision courses. The Law and Social Legislation courses received a high priority as courses to be incorporated in the social work curriculum and this was consistent with the high preference indicated for it in Continuing Education.

Also, it could be speculated that since the majority reported specialization in casework and preference for the generic approach, it is understandable that groupwork was frequently reported in continuing education.

The fact that recent MSW and BSW graduates expressed willingness to pursue courses in continuing education may be interpreted in the light of their recent graduation and less experience in facing work demands. It should be noted, however, that recent graduates and particularly those with MSW and BSW formed the greater part of the respondent group. There were some comments qualifying the respondents' statement of willingness to take continuing education courses, such as "yes, if the person giving it had a high level of skill and knowledge". Similar comments were mentioned by alumni in private conversation

with the researchers. Generally, the alumni indicated their interest in having expert professionals and professors to give the courses.

Alumni Fund

The respondents were requested to rank a number of alumni activities according to the priorities they believe should be set for the allocation of funds; Table 37 in Appendix D (page 103) presents the complete data. The following list presents the activities in the order of their average ranking by the respondents.

- 1 - Professional education - lectures, workshops
- 2 - Finance social work research
- 3 - Comprehensive newsletter about current social work issues
- 4 - Bursaries or prizes to social work students
- 5 - Purchase of teaching aids
- 6 - Finance publication of student and/or faculty papers
- 7 - Employment registry
- 8 - Grants to Social Work Student Council
- 9 - Hospitality

The first activity listed received a considerably greater preference with 144 first rank choices; this number of first rankings is substantially greater than for any other item. The next three activities were ranked very close to each other. In addition, respondents stated other suggestions for alumni spending.¹ These are to be found in Appendix E, No. 3. (page 106).

¹There were six respondents who did not rank the activities listed, indicating that they were not contributors to the fund.

Discussion

From the results obtained it seems that professional education is the common factor in the three highest ranked activities while the common factor for the lower ranked activities is the auxiliary function of the alumni fund for the main use of the School and of the students.

The recommendations to the Alumni Committee with regard to the allocation of funds, drawn from the priorities suggested by the respondents, are: professional education, financing social work research and a newsletter about current social work issues. This establishment of priorities could be interpreted in terms of the following factors: as was seen in the Continuing Education section,¹ recent MSW and BSW graduates stated their willingness to pursue continuing education courses, thus indicating their wish for additional professional activities. The list of priorities for activities to be sponsored by the alumni fund is therefore consistent with the generally favorable response for continuing education.

The activities which were given less priority by the alumni were mainly concerned with the School and the students, (publications from the School, bursaries, grants to the Student Council, teaching aids, hospitality and employment registry) to which the alumni may have felt less related. Furthermore, the ranking of these activities may have been affected simply by the estimate that less funds would be required rather than by lesser

¹ supra, p. 50

inherent importance being attributed to these activities. Respondents may not have ranked them as important since they may have presumed that funds from other sources could be obtained for these purposes. In fact, one of the respondents favored "... the use of Alumni Funds for things for which we can not manage to find alternative funding from government and other funding sources".

Comments from the Respondents

Generally, the alumni were more responsive than had been anticipated. The majority of the questionnaires contained additional suggestions, observations and criticisms over and above the information requested. Thus, it seemed that this questionnaire was a useful medium for the expression of certain concerns and needs of the alumni.

The usefulness of this survey was pointed out in the following comments:

I wish to let you know that I found your alumni questionnaire quite pertinent.

I was delighted to find the alumni questionnaire on the 'Graduate Survey' being conducted at the School. In fact, such surveys and studies would be very useful both for the alumni and the School. It would also help us who are in the profession serving in far off places, particularly its value to the foreign students from the subcontinent is eminent. Such studies, in my opinion, would be a good source of relationship among the McGill Graduates and be helpful in our future academic planning.

Apart from the usefulness of the questionnaire, comments were offered regarding other topics, such as the profession,

social work education and the function of the Alumni Committee.

Some of the most pertinent comments to this effect were:

I believe social workers should get out and move in the community along with other citizens and stop taking courses in theory and enclosing themselves in comfortable offices to 'work on' the public. We are part of the public and have to work with citizens' groups to change the things in society we feel need changing and stop holding ourselves above the non-professional who sometimes has a wider experience in working with and helping people.

What's needed is more work on a 'philosophy of person' that allows practitioners to move knowledgeably with a wide variety of people in a wide variety of settings, like community organization. If there is one thing I've learned, it is if you want to change society, start by changing yourself, by knowing who you are and what you need, i.e., become diagnostic about self; then you can go out and meet people through casework, groupwork, CO, etc. and have a chance of building an honest, trusting relationship.

Concerning the training for social workers, one respondent commented that:

My concern in the past few years is that the generic approach has swung so far in many schools that many of the graduates are grossly unprepared for the responsibilities which they should be able to carry more competently. These are particularly in the health field.

Another respondent stated that:

I also feel that it is about time that McGill should institute Ph.D. courses. I think this would be the long awaited desire of most of the McGill Graduates and if it materializes, a large number of graduates, particularly the foreign students, would register themselves for the courses.

General reactions on their training at the School were also given:

I can say with some pride that I am grateful for the quality of training that I received at McGill.

In two years of professional employment, I have been increasingly satisfied with the MSW training at McGill.

I found my social work training almost completely useless in terms of developing a diagnostic framework and any real understanding of treatment. Any knowledge I have now was gained in a private institute specializing in ego psychology and child development. ... I think it is a real shame that a supposedly good school should not gear its program to developing more diagnostic skills.

Some respondents indicated that they found their education useful in volunteer work; one commented that:

I am not working professionally ... my year at the School was not wasted however, as it has provided useful 'background' for my work.

One respondent proposed a particular function for the Alumni Committee when he states that:

I feel very strongly that there should be some arrangement to provide opportunities for co-professionals the world over to meet with each other for the exchange of ideas and experiences. For the purpose the Alumni may work out some sort of teacher-student exchange programmes in collaboration with the Schools concerned.

Many respondents offered thoughtful, personal comments such as:

Good luck Maria and Maureen. My empathy and sympathy.

Indeed I do remember how I felt when I did my research ... Good luck to you ... I hope you will find the experience as valuable as I have.

CHAPTER IV

SUMMARY

A standardized, fixed-alternative questionnaire was mailed to a total of 1,049 alumni of the McGill University School of Social Work. The study dealt with 345 alumni respondents. The objective of the research was to obtain information in five major areas: general identifying characteristics; formal education at the School; employment status; continuing education; proposals for the use of the alumni fund.

The profile of the alumni obtained reveals that typical graduates are female, married, averaging forty-one years of age and Canadian citizens living in Greater Montreal. They are recent graduates, specialized in casework, obtained the MSW degree, with a few pursuing other degrees since graduation.

In general, the alumni had a favorable reaction to their total educational experience which most found to be relevant outside of this province. A flexible and comprehensive outlook for social work education was prevalent, with the generic approach being the most preferred. For social work training, the field work component was considered the most useful. The independent study (research project) as an educational component appeared to be a rather controversial issue. Diverse reactions were given concerning its contribution and its priority among

other components of social work training. For courses related to social work, the Social Sciences were emphasized. The institution of a Doctoral program in social work at McGill received a fairly favorable response from the alumni.

The majority of the alumni reported having been employed in the social work field, with the major settings indicated being family care, child welfare and the medical settings. In these settings the method most frequently used was casework. The most frequently indicated responsibility was that of practitioner with a considerable number exercising administrative responsibility in their positions.

In general, there was a favorable response for pursuing courses in continuing education, with Marriage and Family Counselling and Law and Social Legislation being the most frequently indicated courses.

Activities concerning professional education received the highest priority by the alumni for the allocation of alumni funds.

APPENDIX A

QUESTIONNAIRE

A. General Information

1. _____ Age 2. Sex: ☐ Male ☐ Female
3. Marital Status: ☐ Single ☐ Married ☐ Widowed
☐ Separated ☐ Divorced
4. Citizenship: ☐ Canadian ☐ American Other _____
5. Home Residence _____
 (city) (province, state) (country)
6. What degree(s) (or standing) have you obtained from the McGill School of Social Work and in what year?
- | | YEAR | | YEAR |
|------------------------------|-------|--------|-------|
| Diploma in Advanced Practice | _____ | M.S.W. | _____ |
| Qualifying Year | _____ | B.S.W. | _____ |
7. When at the School of Social Work, check which method you specialized in.
- ☐ Casework; ☐ Groupwork; ☐ Community Organization;
- ☐ Research; ☐ Combination of methods;
8. Since graduation from the School of Social Work, have you obtained or are you working towards any other university degree (s)? If yes, please specify the title of degree and year of completion. _____
- ☐ Not applicable.

B. Alumni Fund

9. The funds administered by your Alumni Committee are your contributions and we need your guidance as to how these funds should be spent. Please rank the following items by numbering them (1 for highest priority, 2 for next highest, and so on)

-2-

C. Feedback on formal education in McGill School of Social Work.

10. We are interested in obtaining your impressions with regard to Social Work curriculum. As you recall your training in the School of Social Work, please rank the following components of your training in the order of their relative usefulness to you now. (Rank 1 for most valuable to 5 for least valuable).

Social Work theory courses _____
 Social Work methods courses _____
 Field Work _____
 Independent study, research project _____
 Practice Seminar _____

11. Based on your working experience, which of the following courses related to Social Work do you think should be part of the formal education of Social Workers. (Rank 1 for most valuable, 2 for next most valuable, and so on).

Political Science _____
 Economic Science _____
 Business & Administration _____
 Social Sciences (Sociology, Anthropology, Psychology) _____
 Urban Planning _____
 Language and literature _____
 Law, social legislation _____
 Other _____.

12. In retrospect, should your education in Social Work methods have been more oriented towards:

☐ Generic (combination) ☐ Specialization in one method

13. As you review your Master's research project experience in the light of your professional responsibilities after graduation, would you say that its contribution to your own education was:

☐ considerable ☐ moderate ☐ slight ☐ absent ☐ no thesis taken

14. If you have worked outside the province of Quebec after graduation, to what degree was your training at the School relevant to your work situation.

☐ considerable ☐ moderate ☐ slight ☐ absent ☐ not applicable

15. If the McGill School of Social Work were to institute a Ph.D. (doctoral) program, would you want to register?

☐ yes ☐ no

-3-

D. Employment Status:

16. Since your graduation from the School, approximately how many years have you been employed in:

	<u>No. of Years</u>
the Social Work field	_____
fields other than Social Work	_____
not employed	_____

17. Of your professional life, approximately how many years have you worked in each of the following Social Work settings:

	<u>No. of Years</u>		<u>No. of Years</u>
child welfare	_____	social research	_____
family care, marriage counselling	_____	social action	_____
school counselling	_____	industrial social work	_____
recreation	_____	corrections	_____
community development & social planning	_____	gerontology	_____
psychiatric counselling	_____	international development	_____
medical	_____	Other _____	_____

18. In your professional life which of the following social work methods have you used most frequently? Please rank them in order of frequency of use (1 for most frequent, 2 for next most frequent, and so on).

Casework _____ Groupwork _____ Community Organization _____
 Research _____ Combination of methods _____

19. When employed in the setting(s) referred to in Question 17, please indicate which major Social Work responsibility (ies) you have held, for how many years.

	<u>No. of Years</u>
executive, sub-executive	_____
program director, division head	_____
consultant, field instructor	_____
supervisor	_____
practitioner	_____
researcher	_____
teaching	_____
Other: _____	_____

20. During the past 5 years, have you taken any non-credit courses in Continuing Education at McGill?

☐ Yes- Check (✓) in columns (a) & (b) below to show your satisfaction or dissatisfaction. ☐ No

21. Would you like to take any continuing education courses at McGill?

☐ Yes- Check (✓) in column (c) below ☐ No

	<u>Courses Taken</u>		
	(a) <u>satisfactory</u>	(b) <u>unsatisfactory</u>	(c) <u>would like take</u>
Child Care	—	—	—
Family & marriage	—	—	—
Schools, youth	—	—	—
Health 1) physical	—	—	—
2) mental	—	—	—
Administration	—	—	—
Supervision	—	—	—
Corrections	—	—	—
Groupwork	—	—	—
Social Research	—	—	—
Social Action	—	—	—
Social Policy & Social Planning	—	—	—
Other _____	—	—	—
<u>Related Courses</u>			
Political Science	—	—	—
Economic Science	—	—	—
Business & Administration	—	—	—
Social Sciences (Sociology, Anthropology, Psychology)	—	—	—
Urban Planning	—	—	—
Language and Literature	—	—	—
Law, social legislation	—	—	—
Other _____	—	—	—

22. If you are interested in taking courses in Continuing Education, check (✓) the time schedule (left column) and the manner (right column) in which you wish the course to be offered,

<input type="checkbox"/> evening course (1 term)	<input type="checkbox"/> seminar
<input type="checkbox"/> day courses	<input type="checkbox"/> conference
<input type="checkbox"/> summer institute (2 weeks)	<input type="checkbox"/> discussion group
<input type="checkbox"/> intensive workshop (3 days)	<input type="checkbox"/> other _____
<input type="checkbox"/> other _____	

APPENDIX B

COVERING LETTER TO THE ALUMNI



SCHOOL OF SOCIAL WORK
WILSON HALL
3506 UNIVERSITY STREET, MONTREAL 112, QUE., CANADA

McGILL UNIVERSITY

March 16, 1973.

Dear Graduate:

Instead of a Spring Newsletter, we are asking you to read and complete the enclosed questionnaire, and mail it back to: "Graduate Survey", at the above address.

In addition to the usual demographic-type questions, this questionnaire is designed to provide information on:

- 1) The nature of your formal social work education, and how, from your present vantage point, you would rate its usefulness to you. We hope that your answers will help the School to plan a more useful and effective curriculum.
- 2) The kind of work you have been doing since you left the school, and the extent to which you have actually used your professional training.
- 3) Your experience with the Continuing Education courses offered by the School, and some indication of the kinds of courses you might like to take in the future.
- 4) The activities you would like your contributions to the McGill Graduate Fund to be used to support.

This information is being collected and analyzed for the Alumni Committee by two graduate students at the School, Maria Moschopoulos and Maureen Landry, as the research requirement for their M.S.W. degree. If they are to complete this project in time to graduate this year, it is vitally important that they get back your completed questionnaire as soon as possible. Please think back to how you felt when you were doing your own research project, empathize with them, and fill it in without delay.

We plan to summarize the results of this survey for you in the Fall Newsletter. Also, if this questionnaire is successful, we may follow up next year with a second questionnaire to collect your views on a number of other areas of interest to alumni. In the meantime, thank you very much for your help.

Sincerely,

Sydney Duder

(Mrs.) Sydney Duder,
Chairman, Alumni Committee

APPENDIX C

CODING SHEET

GENERAL CODING

For all questions: X (or XX) throughout for missing answer (blank).

Y (or YY) throughout for unusual or unique comments.

T (or TT) tick instead of ranking, or number of years.

Serial Number	<u>Columns</u>
card - 1	1, 2, 3
card - 2	4

1. Age:

Years	5-6
-------	-----

2. Sex:

Male - 1	7
Female - 2	

3. Marital Status:

Single - 1	8
Married - 2	
Widowed - 3	
Separated - 4	
Divorced - 5	

4. Citizenship:

Canadian - 1	9
American - 2	
British - 3	
Other - 4	

5. Home Residence:

Montreal - 1	10
Rest of Quebec - 2	
Other Canadian Provinces - 3	
U.S.A. - 4	
Asia - 5	
Europe - 6	
Africa - 7	
Other - 8	

6. Degrees:

Diploma in Advanced Practice (last 2 digits of year)	11-12
Qualifying Year " " "	13-14
MSW " " "	15-16
BSW " " "	17-18
(old) Diploma in Social Work " " "	19-20
Incomplete MSW " " "	21-22

7. Main Method:

None given - 0	
Casework - 1	
Groupwork - 2	
Community Organization - 3	23
Research - 4	
Administration - 5	

Second Method:

None given - 0	
Casework - 1	
Groupwork - 2	
Community Organization - 3	24
Research - 4	
Administration - 5	
Combination - 6	

8.	Not applicable - 1	
	Attained - 2	25
	Working Towards - 3	

Various Degrees:

	Year of Graduation	
Doctoral Degree in Social Work		26-27
" " other than Social Work		28-29
Master's " in Social Work		30-31
" " other than Social Work		32-33
Other degrees or certificates		34-35

9. Alumni Fund:

Comprehensive newsletter about current social work issues	36
Professional education, special lectures, workshops	37
Finance social work research	38
Finance publication or student and/or faculty papers	39
Bursaries or prizes to social work students	40

9. Alumni Fund (cont'd)

Grants to Social Work Student Council (for student activities)	41
Purchase of teaching aids (books, visual aids, etc. for school)	42
Hospitality (receptions for students after graduation, etc.)	43
Employment registry	44
Other suggestions	45
Comments	46

Given - Y

Non-given - X

Rank - 0

Not a contributor = 1

See changes in wording = 2

10. Social Work Theory Courses	47
Social Work Methods Courses	48
Field Work	49
Independent Study, Research Project	50
Practice Seminar (rank T, Y, X)	51
Practice Seminar not offered - 0	

Not offered = 0

11. Political Science	52
Economic Science	53
Business and Administration	54
Social Sciences	55
Urban Planning	56
Language and Literature	57
Law, Social Legislation	58

History - 1

Philosophy, Ethics, Religion - 2

Public - Human Relations - 3

French - 4

Research Methodology, Statistics, Computer Science - 5

Business Administration, Budgeting, Fund-Raising,
Accounting (Mathematics) - 6

Psychiatry, Mental Health - 7

Medical Information - 8

Other - 9

Not given - X

59

12.	Generic - 1	
	Specialization - 2	
	Balance of both - 3	60
	Neither - 4	
13.	Considerable - 1	
	Moderate - 2	
	Slight - 3	61
	Absent - 4	
	Not applicable - 5	
14.	Considerable - 1	
	Moderate - 2	
	Slight - 3	62
	Absent - 4	
	Not Applicable - 5	
15.	No - 1	
	Yes - 2	
	Maybe, not at this time - 3	63
	Personal conditions - 4	
	Conditions of content, faculty - 5	
16.	Social work field - years (or tick)	64-65
	Fields other than Social Work - years (or tick)	66-67
	Not working - years (or tick)	68-69
17.	Child Welfare - years	70-71
	Family Care - "	72-73
	School - "	74-75
	Recreation - "	76-77
	Community Development, etc. - "	78-79
	Psychiatric Counselling - "	5-6
	Medical - "	7-8
	Research - "	9-10
	Social Action - "	11-12
	Industrial - "	13-14
	Corrections - "	15-16
	Gerontology - "	17-18
	International - "	19-20
	Other - "	21-22

21. (continued)

Social Research	57
Social Action	58
Social Policy and Social Planning	59
Psychodrama	60
Refresher (Theory and Methods)	61
Other	62

Related Courses

Political Science	63
Economic Science	64
Business and Administration	65
Social Sciences	66
Urban Planning	67
Language and Literature	68
Law, Social Legislation	69
French	70
Other	71

22.	Evening course	72
	Day course	73
	Summer Institute	74
	Intensive Workshop	75
	Other	76
	Seminar	77
	Conference	78
	Discussion Group	79
	Other	80

APPENDIX D

TABLES

Table 1

Number and Percentage of the Respondent Group
and of the Total Alumni Population by Sex

Sex	Respondent Group		Total Alumni Population	
	No.	%	No.	%
Male	87	25.3	224	21.2
Female	256	74.2	825	78.8
No Answer	2	0.5	-	-
Total	345	100.0	1,049	100.0

Table 2

Number and Percentage of the Respondent Group and
the Total Alumni Population by Area of Residence

Area of Residence	Respondent Group		Total Alumni Population	
	No.	%	No.	%
Greater Montreal	161	46.7	481	45.8
Rest of Quebec	8	2.3	19	1.8
Other Canadian Provinces	108	31.3	333	31.7
U.S.A.	52	15.1	166	15.8
Europe	1	0.3	25	2.4
Asia	10	2.9	11	1.1
Africa	1	0.3	6	0.6
Other	3	0.6	8	0.8
No Answer	2	0.5	-	-
Total	345	100.0	1,049	100.0

Table 3Number and Percentage of the Respondent Group and of
the Total Alumni Population by Year of Graduation

Graduation Year Range	Respondent Group by Highest Degree Attained		Respondent Group by Total Degrees Attained		Total Alumni Population	
	No.	%	No.	%	No.	%
1920 - 1932	15	4.4	15	3.8	63	6.0
1933 - 1942	16	4.7	18	4.7	81	7.7
1943 - 1952	56	16.2	77	19.8	254	24.2
1953 - 1962	76	22.0	81	20.4	210	20.0
1963 - 1972	175	50.7	181	46.7	441	42.1
No year specified	7	2.0	17	4.6	-	-
Total	345	100.0	389	100.0	1,049	100.0

Table 4Number and Percentage of Respondents by Age

Age Range Years	Respondents	
	No.	%
21 - 25	39	11.3
26 - 30	36	10.4
31 - 35	40	11.6
36 - 40	46	13.4
41 - 45	53	15.3
46 - 50	45	13.1
51 - 55	31	9.0
56 - 60	23	6.6
61 - 65	19	5.5
66 - 70	3	0.9
71 - 75	5	1.5
Missing observations	5	1.4
Total	345	100.0
Mean	41.62	

Table 5

Number and Percentage of Respondents
by Sex and Marital Status

	Single		Married		Widowed		Separated		Divorced		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Male	9	2.6	76	22.0	-	-	1	0.3	1	0.3	87	25.2
Female	64	18.6	165	47.8	15	4.8	3	0.9	9	2.7	256	74.2
Missing observ- tion	-	-	1	0.3	1	0.3	-	-	-	-	2	0.6
Total	73	21.2	242	70.1	16	4.6	4	1.2	10	2.9	345	100.0

Table 6

Number and Percentage of Respondents by Citizenship

Citizenship	Respondents	
	No.	%
Canadian	282	81.7
American	40	11.6
British	8	2.3
Other	15	4.4
Total	345	100.0

Table 7

Number and Percentage of Respondents by Area of Residence

Area of Residence	Respondents	
	No.	%
Montreal	161	46.7
Rest of Quebec	8	2.3
Other Canadian provinces	109	31.5
U.S.A.	52	15.1
Asia	10	2.9
Europe	1	0.3
Africa	1	0.3
Other	2	0.6
Missing observations	1	0.3
Total	345	100.0

Table 8

Number and Percentage of Respondents by Degrees Attained at the McGill School of Social Work

Year of Graduation	Diploma in Advanced Practice No. %		Qualifying Year No. %		Degrees				Diploma in Social Work No. %		Incomplete M.S.E. No. %	
					M. S. W.		B. S. W.					
					No.	%	No.	%				
Up to 22	-	-	-	-	-	-	-	-	1	0.3	-	-
23 - 27	-	-	-	-	-	-	-	-	4	1.1	-	-
28 - 32	-	-	-	-	-	-	-	-	10	2.9	-	-
33 - 37	-	-	-	-	-	-	-	-	7	2.1	-	-
38 - 42	-	-	2	0.6	-	-	1	0.3	8	2.3	-	-
43 - 47	-	-	4	1.2	5	1.4	7	2.0	3	0.9	-	-
48 - 52	-	-	1	0.3	24	7.0	29	8.4	-	-	4	1.2
53 - 57	-	-	1	0.3	39	11.3	1	0.3	-	-	-	-
58 - 62	1	0.3	2	0.6	35	10.2	1	0.3	-	-	1	0.3
63 - 67	1	0.3	-	-	70	20.2	-	-	-	-	-	-
68 - 72	3	0.9	2	0.6	77	22.4	29	8.4	-	-	-	-
No year specified	1	0.3	-	-	6	1.7	8	2.3	-	-	1	0.3
Sub-total	6	1.8	12	3.6	256	74.2	76	22.0	33	9.6	6	1.7
Not attained	339	98.2	333	96.4	89	25.8	269	78.0	312	90.4	339	98.3
Total	345	100.0	345	100.0	345	100.0	345	100.0	345	100.0	345	100.0

Table 9

Number and Percentage of Respondents According to
Age at Their MSW and/or BSW Graduation

Age at Graduation	M. S. W.		B. S. W.	
	No.	%	No.	%
Up to 20	2	0.8	12	15.8
21 - 25	107	41.8	36	47.4
26 - 30	46	17.9	14	18.4
31 - 35	45	17.6	3	3.9
36 - 40	25	9.8	2	2.6
41 - 45	12	4.7	1	1.3
46 - 50	7	2.8	-	-
51 - 55	4	1.5	-	-
56 - 60	-	-	-	-
61 - 65	1	0.3	-	-
Missing data	7	2.8	8	10.6
Total	256	100.0	76	100.0

Table 10

Number and Percentage of Respondents
by Social Work Method

Social Work Method Single Method of Specialization	Respondents	
	No.	%
Casework	191	55.3
Groupwork	34	9.8
Community Organization	24	7.0
Research	1	0.3
Administration	1	0.3
<u>Combination of Methods</u>		
Combination	45	13.1
Casework and Groupwork	18	5.2
Casework and Community Organization	3	0.9
Groupwork and Community Organization	11	3.2
Casework and Research	1	0.3
Combination and Casework	6	1.7
Combination and Groupwork	4	1.1
Combination and Community Organization	3	0.9
No method specified	3	0.9
Total	345	100.0

Table 11.
Number and Percentage of Respondents According to Degree Attained and Social Work Method
Degrees

Social Work Method	Diploma in Advanced		Qualifying Year		M. S. W.		B. S. W.		Diploma in Social Work		Incomplete M. S. W.		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
<u>Single Method of Specialization</u>														
Casework	3	50.0	11	91.7	143	55.8	34	45.4	22	66.7	5	83.3	218	56.0
Groupwork	-	-	-	-	24	9.4	14	18.2	1	3.0	-	-	39	10.0
Community Organization	-	-	-	-	20	7.8	6	7.8	-	-	-	-	26	6.5
Research	-	-	-	-	1	0.4	-	-	-	-	-	-	1	0.3
Administration	-	-	-	-	1	0.4	-	-	-	-	-	-	1	0.3
<u>Combination of Methods</u>														
Combination	1	16.6	1	8.3	25	9.7	15	19.5	6	18.2	-	-	48	12.0
Casework and Groupwork	1	16.7	-	-	17	6.6	2	2.6	-	-	1	16.7	21	5.3
Casework and Community Organization	-	-	-	-	3	1.2	-	-	-	-	-	-	3	0.9
Casework and Research	1	16.7	-	-	1	0.4	-	-	-	-	-	-	2	0.6
Groupwork and Community Organization	-	-	-	-	11	4.3	-	-	-	-	-	-	11	2.8
Combination and Casework	-	-	-	-	4	1.6	2	2.6	1	3.0	-	-	7	1.9
Combination and Groupwork	-	-	-	-	4	1.6	1	1.3	-	-	-	-	5	1.4
Combination and Community Organization	-	-	-	-	2	0.8	1	1.3	-	-	-	-	3	0.9
Missing Information	-	-	-	-	-	-	1	1.3	3	9.1	-	-	4	1.1
Total	6	100.0	12	100.0	256	100.0	76	100.0	33	100.0	6	100.0	389	100.0

Table 12

Number of Respondents by Method of Specialization
and by Year of Graduation for the MSW and BSW Degrees*

Social Work Method <u>Single Method of Specialization</u>	Year of Graduation										No Year Specified					
	1938-42 MSW BSW		1943-47 MSW BSW		1948-52 MSW BSW		1953-57 MSW BSW		1958-62 MSW BSW				1963-67 MSW BSW		1968-72 MSW BSW	
Casework	-	1	4	7	20	17	29	-	24	-	41	-	24	1	1	8
Groupwork	-	-	-	-	2	9	6	1	4	-	3	-	9	4	-	-
Community Organization	-	-	-	-	1	2	2	-	-	-	4	-	12	4	1	-
<u>Combination of Methods</u>																
Combination	-	-	-	-	-	-	2	-	3	1	7	-	11	14	-	-
Casework and Groupwork	-	-	1	-	-	-	-	-	3	-	4	-	7	1	2	-
Groupwork and Community Organization	-	-	-	-	-	-	-	-	-	-	5	-	6	-	-	-
Combination and Casework	-	-	-	-	-	-	-	-	-	-	2	-	2	2	-	-
Combination and Groupwork	-	-	-	-	-	-	-	-	1	-	-	-	3	1	-	-

* Only those social work methods for which values were obtained from the cross-tabulation are presented.

Table 13

Number and Percentage of Respondents According to Status in
Other Degrees Pursued after Graduation

Other Degrees after Graduation	Attained		Working Towards		Total	
	No.	%	No.	%	No.	%
Doctoral Degree in Social Work (Phd, DSW)	6	35.3	11	64.7	17	100.0
PhD in other fields	6	100.0	-	-	6	100.0
MSW	9	40.9	13	59.1	22	100.0
Master's in other fields	7	63.6	4	36.4	11	100.0
Other degrees	8	88.9	1	11.1	9	100.0
Total	36		29		65	

Table 14

Number and Percentage of Respondents According to Doctoral
Degree in Social Work and in Other Fields by Sex

Other Degrees after Graduation	Attained		Working Toward		Total No.
	Male No.	Female No.	Male No.	Female No.	
Doctoral Degree in Social Work (Phd, DSW)	4	2	6	5	19
PhD in other fields	3	3	-	-	6
Total	7	5	6	5	23

Table 15

Education Components of Social Work Curriculum by
Number of Respondents, Rank Order and Average Rank

Education Components	Number of Respondents	Rank Order					Not Applicable	Average Rank	Incomplete No.	No Answer No.
		1	2	3	4	5				
		Frequency of Number of Times Rank Order Was Given								
Field Work	330	204	73	40	9	4	-	1.59	3	12
Methods Courses	320	56	115	82	52	15	-	2.54	3	22
Practice Seminar	296	2	34	45	72	63	80	2.73	3	46
Theory Courses	325	47	81	103	57	35	-	2.86	6	14
Independent Study	302	25	36	56	94	88	3	3.57	5	38

Table 16

Average Rank of Social Work Education
Components According to Social Work Method

Social Work Method	Average Rank				
	Field Work	Social Work Method	Practice Seminar	Social Work Theory	Independent Study
Single Method of Specialization					
Casework	2.04	3.34	4.29	3.33	4.96
Groupwork	2.32	3.20	4.64	3.38	4.14
Community Organization	2.20	3.00	4.66	3.95	4.79
<u>Combination of Methods</u>					
Combination	1.95	3.31	4.28	3.66	5.11
Casework and Groupwork	1.61	3.22	2.27	2.66	3.77
Casework and Community Organization	1.66	3.66	1.00	3.33	2.00
Groupwork and Community Organization	1.54	2.18	2.54	4.09	3.72
Combination and Casework	1.66	2.66	4.66	2.50	3.83
Combination and Groupwork	1.75	2.00	2.25	3.00	3.25
Combination and Community Organization	2.00	2.66	4.66	2.33	3.33

Table 17-A

Courses Related to Social Work by Number of
Respondents, Rank Order and Average Rank

Related Social Work Courses	Number of Respondents	Rank Order								Average Rank	Incomplete Answer No.	No Answer No.
		1	2	3	4	5	6	7	8			
		Frequency of Number of Times Each Rank Was Given										
Social Sciences	322	238	36	18	11	8	6	5	-	1.61	2	21
Law, Social Legislation	319	50	132	56	31	19	23	8	-	2.80	3	23
Urban Planning	296	7	47	68	46	56	54	15	3	4.12	3	46
Economic Science	295	8	29	58	72	72	34	19	3	4.23	2	48
Political Science	293	12	34	48	61	53	60	21	4	4.34	3	49
Business and Administration	295	13	34	52	47	54	57	37	1	4.42	2	48
Language and Literature	265	8	17	18	20	23	30	135	14	5.77	4	76
Other	62	-	-	-	-	-	-	-	-	-	-	-

Table 17-B

Other Courses Suggested by Number
and Percentage of Respondents

Other Suggestions	No.	%
History	1	1.6
Philosophy, Ethics, Religion	10	16.1
Public - Human Relations	4	6.5
French	4	6.5
Research Methodology, Statistics, Computer Science	4	6.5
Business Administration, Budgeting, Accounting	3	4.7
Psychiatry, Mental Health	4	6.5
Medical Information	9	14.5
Other	23	37.1
Incomplete Answers	7	
Non-given	276	
Total	345	100.0

Table 18Number and Percentage of Respondents by Preference
as to Generic versus Specialization Approach

Method Approach	Respondents	
	No.	%
Generic	249	76.8
Specialization	63	19.6
Balance of Both	9	2.8
Neither	2	0.6
Incomplete Answers	12	3.6
Missing Observations	10	2.6
Total	345	100.0

Table 19

Number and Percentage of Respondents by Preference
of Approach According to Social Work Method

Social Work Method		Preference of Approach								Total Number of Respondents		
		Generic Approach		Specialization		Balance of Both		Neither Approach			Missing Information	
<u>Single Method of Specialization</u>		No.	%	No.	%	No.	%	No.	%	No.	%	
Casework		135	54.4	33	52.5	7	77.8	2	100.0	14	73.6	191
Groupwork		28	11.2	5	7.9	-	-	-	-	1	5.3	34
Community Organization		13	5.2	8	12.7	1	11.1	-	-	2	10.5	24
Research		-	-	1	1.6	-	-	-	-	-	-	1
Administration		1	0.4	-	-	-	-	-	-	-	-	1
87												
<u>Combination of Methods</u>												
Combination		37	14.8	6	9.5	1	11.1	-	-	1	5.3	45
Casework and Groupwork		15	6.0	3	4.7	-	-	-	-	-	-	18
Casework and Community Organization		3	1.2	-	-	-	-	-	-	-	-	3
Casework and Research		1	0.4	-	-	-	-	-	-	-	-	1
Groupwork and Community Organization		7	2.8	4	6.3	-	-	-	-	-	-	11
Combination and Casework		5	2.0	1	1.6	-	-	-	-	-	-	6
Combination and Groupwork		3	1.2	1	1.6	-	-	-	-	-	-	4
Combination and Community Organization		1	0.4	1	1.6	-	-	-	-	1	5.3	3
Missing Information		-	-	-	-	-	-	-	-	-	-	3
Total		249	100.0	63	100.0	9	100.0	2	100.0	19	100.0	345

Table 20Number and Percentage of Respondents by Rating of
Contribution of Independent Study (Research Project)

Contribution of Research	Respondents	
	No.	%
Considerable	91	26.4
Moderate	85	24.6
Slight	81	23.5
Absent	27	7.8
Not Applicable	43	12.5
Incomplete Answers	2	0.6
Missing Observations	16	4.6
Total	345	100.0

Table 21

Number and Percentage of the Respondents by Rating of Contribution
of Research Project According to the Rank Order of Their Independent Study

Contribution of Research Project (Independent Study)

Rank Order of Independent Study Component	Considerable		Moderate		Slight		Absent		Not Applicable		Incomplete Answers	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
1	16	17.6	4	4.6	1	1.2	2	7.4	1	2.3	1	5.5
2	25	27.4	4	4.6	4	4.9	-	-	2	4.7	1	5.5
3	19	20.9	23	27.1	9	10.9	3	11.1	2	4.7	-	-
4	13	14.2	32	37.7	33	40.8	6	22.2	6	14.0	4	22.1
5	12	13.2	16	18.9	24	29.8	11	40.8	19	44.1	6	33.3
Not Applicable	5	5.6	6	7.1	8	9.8	4	14.8	10	23.3	6	33.3
Incomplete Answers	1	1.1	-	-	2	2.6	1	3.7	3	6.9	-	-
Total	91	100.0	85	100.0	81	100.0	27	100.0	43	100.0	18	100.0

Table 22

Number of Respondents by Rating of Contribution of
Project by Year of MSW Graduation

Degree of Contribution of Master's Project	MSW's Graduation Year Range 19--										No Year Specified		Total	
	43 - 47		48 - 57		58 - 64		65 - 70		71 - 72					
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Considerable	3	3.9	14	18.2	22	28.6	28	36.3	7	9.1	3	3.9	77	100.0
Moderate	1	1.3	16	20.8	18	23.4	28	36.3	14	18.2	-	-	77	100.0
Slight	1	1.4	24	33.8	12	16.9	17	24.0	16	22.5	1	1.4	71	100.0
Absent	-	-	8	33.3	7	29.2	4	16.7	3	12.5	2	8.3	24	100.0
Not applicable	-	-	1	14.3	5	71.4	1	14.3	-	-	-	-	7	100.0
Total	5	-	63	-	64	-	78	-	40	-	6	-	256	-

Table 23

Number and Percentage of Respondents by Ratings of Relevance
of Social Work Education to Work Situations Outside Quebec

Relevance of Education	Respondents	
	No.	%
Considerable	133	38.6
Moderate	49	14.2
Slight	5	1.4
Absent	3	0.9
Not applicable	130	37.7
Incomplete answers	1	0.3
Missing observations	24	7.0
Total	345	100.0

Table 24

Number and Percentage of Respondents by Willingness to Register
for Doctoral Program at McGill

Registration for PhD Program	Respondents	
	No.	%
No	225	65.2
Yes	77	22.3
Perhaps	21	6.1
Dependent on personal reasons	6	1.7
Dependent on faculty program	6	1.7
Incomplete answers	5	1.5
Missing observations	5	1.5
Total	345	100.0

Table 25

Number and Percentage of Respondents by Willingness
to Register for Doctorate in Social Work According
to Rating of Contribution of Research Project

Willingness to Register for PhD

Contribution of Research Project (Independent Study)	No		Yes		Maybe		Personal Conditions		Faculty		Incomplete Answers		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Considerable	52	57.1	30	33.0	4	4.4	2	2.2	1	1.1	2	2.2	91	100.0
Moderate	42	49.5	27	31.8	9	10.5	2	2.3	2	2.3	3	3.5	85	100.0
Slight	61	75.4	14	17.3	5	6.1	-	-	1	1.2	-	-	81	100.0
Absent	19	70.4	4	14.8	1	3.7	2	7.4	1	3.7	-	-	27	100.0
Not applicable	38	88.4	1	2.3	2	4.7	-	-	1	2.3	1	2.3	43	100.0
Incomplete answers	13	72.2	1	5.6	-	-	-	-	-	-	4	22.2	18	100.0
Total	225	-	77	-	21	-	6	-	6	-	10	-	345	-

Table 26

Number and Percentage of Respondents by
Years of Social Work or Other Employment

Range of Years	Social Work No.	Field %	Fields other than Social Work No.		Not No.	Working %
1 - 5	126	36.4	28	8.1	24	7.0
6 - 10	81	23.6	5	1.5	14	4.1
11 - 15	41	11.8	5	1.5	4	1.2
16 - 20	30	8.7	1	0.3	5	1.5
21 - 25	22	6.4	-	-	1	0.3
26 - 30	6	1.8	2	0.6	-	-
31 - 35	1	0.3	-	-	-	-
36 - 40	-	-	-	-	-	-
41 - 45	2	0.6	-	-	-	-
Sub-total	309	89.6	41	12.0	48	14.1
No years specified	19	0.5	3	0.9	12	3.5
Missing observations	17	4.9	301	87.1	285	82.4
Total	345	100.0	345	100.0	345	100.0
Total number of Social Work years	2,842.80	82.5	262.81	7.6	340.72	9.9
Mean		9.20		6.41		7.14

Table 27-A

Number and Percentage of Respondents by Years
of Employment in Various Social Work Settings

	Year Range										Sub-total No. %	No Years Specified No. %	Missing Observations No. %	Total No. %		Total Number Of Social Work Years No. %		Mean
	1 - 5 No. %	6 - 10 No. %	11 - 15 No. %	16 - 20 No. %	21 - 25 No. %	26 & up No. %												
Family Care and Marriage Counselling	92 26.6	24 7.0	8 1.8	4 0.9	- -	- -	126 36.3	5 1.4	214 62.3	345 100.0	554.40 15.8	4.40						
Child Welfare	85 24.7	23 6.7	7 2.0	3 0.9	- -	- -	118 34.3	4 1.2	223 64.5	345 100.0	551.06 15.7	4.67						
Medical	67 19.6	22 6.4	8 2.4	3 0.9	- -	- -	100 29.3	1 0.3	224 70.4	345 100.0	495.00 14.0	4.95						
Psychiatric Counselling	72 20.9	13 3.8	7 2.1	1 0.3	- -	- -	93 27.1	4 1.2	248 71.1	345 100.0	399.90 11.4	4.30						
Community Development, etc.	42 13.2	12 3.5	6 1.8	1 0.3	- -	- -	61 18.8	5 1.5	279 79.7	345 100.0	278.77 8.0	4.57						
Recreation	21 6.0	6 1.8	4 1.2	- -	1 0.3	- -	32 9.3	4 1.2	309 89.5	345 100.0	166.72 4.8	5.21						
Corrections	17 5.0	9 2.7	1 0.3	1 0.3	- -	- -	28 8.3	2 0.6	315 91.1	345 100.0	147.84 4.2	6.28						
Research	27 7.8	5 1.5	1 0.3	- -	- -	- -	33 9.6	1 0.3	311 90.1	345 100.0	117.81 3.4	3.57						
School	26 7.5	3 0.9	1 0.3	- -	- -	- -	30 9.9	2 0.9	313 91.6	345 100.0	96.90 2.8	3.23						
Social Action	15 5.3	3 0.9	- -	1 0.3	- -	- -	19 6.5	5 1.4	321 92.1	345 100.0	73.91 2.1	3.89						
Gerontology	16 4.6	3 0.9	- -	- -	- -	- -	19 5.5	1 0.3	325 94.2	345 100.0	59.85 1.7	3.15						
Industrial	3 0.9	1 0.3	- -	- -	- -	- -	4 1.2	1 0.3	340 98.5	345 100.0	15.00 0.4	3.75						
International	3 0.9	- -	- -	- -	- -	- -	3 0.9	1 0.3	341 98.8	345 100.0	6.00 0.1	2.00						
Other	44 12.8	17 4.9	14 4.1	4 1.2	1 0.3	1 0.3	81 23.6	4 1.2	250 75.2	345 100.0	548.37 15.6	6.77						

Table 27-B

Number of Respondents by Years in Other Social Work Settings

	Social Work Education		Mental Retardation		Rehabilitation		Public Welfare Social Assistance		Immigration		Administration		Staff Development		Alcoholism		Settlement Community Centre	
Year Range	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
1 - 3	16	48.4	3	75.0	-	-	2	28.6	2	100.0	5	62.5	1	50.0	1	50.0	-	-
4 - 6	8	24.2	-	-	2	50.0	3	42.8	-	-	2	25.5	-	-	-	-	-	-
7 - 9	3	9.1	-	-	1	25.0	-	-	-	-	-	-	-	-	-	-	-	-
10 - 12	4	12.1	1	25.0	-	-	-	-	-	-	1	12.5	1	50.0	1	50.0	-	-
13 - 15	1	3.1	-	-	-	-	1	14.3	-	-	-	-	-	-	-	-	1	50.0
16 - 18	-	-	-	-	1	25.0	1	14.3	-	-	-	-	-	-	-	-	-	-
19 and up	1	3.1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	50.0
Total Number of Responses	33	100.0	4	100.0	4	100.0	7	100.0	2	100.0	8	100.0	2	100.0	2	100.0	2	100.0

Table 28

Social Work Method Most Frequently Used by Number
of Respondents, Rank Order and Average Rank

Social Work Method	Number of Respondents	Rank Order					Average Rank	Incomplete No.	No Answer No.
		1	2	3	4	5			
		Frequency of Number of Times Rank Order Was Given							
Casework	299	205	39	26	15	14	1.64	7	39
Groupwork	250	29	123	59	25	14	2.48	4	91
Combination	202	52	51	49	38	12	2.54	11	132
Community Organization	225	30	48	73	49	25	2.96	3	117
Research	190	10	22	33	51	74	3.83	2	153

Table 29

Number and Percentage of Respondents by Number of Years in Various Social Work Positions (Responsibilities)

Year Range	Executive No. %	Program Director No. %	Consultant No. %	Supervisor No. %	Practitioner No. %	Researcher No. %	Teaching No. %	Other No. %
1 - 5	45 13.0	66 19.1	62 18.4	102 29.5	162 47.0	30 8.7	50 14.5	6 1.8
6 - 10	29 8.3	14 4.1	15 4.4	31 9.0	61 17.7	5 1.5	11 3.3	2 0.6
11 - 15	13 3.9	3 0.9	8 2.4	1 0.3	29 8.3	1 0.3	7 2.1	1 0.3
16 - 20	7 2.1	1 0.3	2 0.6	3 0.9	12 3.6	- -	1 0.3	1 0.3
21 - 25	2 0.6	- -	- -	- -	3 0.9	- -	1 0.3	- -
26 - 30	1 0.3	- -	- -	- -	1 0.3	- -	- -	- -
Sub-total	97 28.2	84 24.4	87 25.4	137 39.7	268 77.8	36 10.5	70 20.5	10 3.0
No years specified	3 0.9	4 1.2	3 0.9	6 1.7	6 1.7	2 0.6	3 0.9	1 0.3
Missing Obs.	245 71.9	257 74.4	255 73.7	202 58.6	71 21.5	307 88.9	272 78.2	334 96.7
Total	345 100.0	345 100.0	345 100.0	345 100.0	345 100.0	345 100.0	345 100.0	345 100.0
Total No. of Social Worker years by Position	727.5 17.6	327.6 7.5	439.4 10.6	549.4 13.3	1,589.2 38.4	126.7 3.0	329.0 7.7	640 1.5
Mean	7.50	3.90	5.05	4.01	5.93	3.52	4.7	6.40

Table 30

Number and Percentage of Male and Female Respondents
According to Number of Years in Executive Positions

Executive Year Range	Respondents				
	Male		Female		
	No.	%	No.	%	
1 - 5	21	42.9	24	50.0	
6 - 10	13	26.5	16	33.4	
11 - 15	9	18.4	4	8.3	
16 - 20	3	6.2	4	8.3	
21 - 25	2	4.0	-	-	
26 - 30	1	2.0	-	-	
Total Number of Executives	49	100.0	48	100.0	97
Non Executives	87		256		343

Table 31

Number and Percentage of Male and Female Respondents
In Executive and Non-executive Positions

Sex	Executive		Non-Executive	
	No.	%	No.	%
Male	49	50.5	87	25.3
Female	48	49.5	256	74.7
Total	97	100.0	343	100.0

Table 32

Number and Percentage of Respondents by Willingness to
Take Courses in Continuing Education According to
Whether or Not They Have Previously Taken Courses

Would Like To Take Courses

Have taken courses	No		Yes		Incomplete Answer		Total	
	No.	%	No.	%	No.	%	No.	%
No	149	91.8	81	56.6	35	72.0	263	76.2
Yes	11	6.9	52	38.2	7	14.0	70	20.3
Incomplete answer	2	1.3	3	2.2	7	14.0	12	3.5
Total	159	100.0	136	100.0	50	100.0	345	100.0

Table 33

Number and Percentage of Respondents with MSW and
BSW Degrees by Year of Graduation and Willingness
to Take Courses in Continuing Education

Year Range of Graduation	Respondents with MSW Would Like To Take Courses				Respondents with BSW Would Like To Take Courses			
	No		Yes		No		Yes	
	No.	%	No.	%	No.	%	No.	%
38 - 42	-	-	-	-	1	2.8	-	-
43 - 47	3	2.8	1	0.8	3	8.3	2	7.4
48 - 52	17	15.9	4	3.3	21	58.3	6	22.2
53 - 57	20	18.7	13	10.8	1	2.8	-	-
58 - 62	18	16.8	11	9.2	1	2.8	-	-
63 - 67	25	23.4	35	29.2	-	-	-	-
68 - 72	21	19.6	53	44.2	4	11.1	18	66.7
Missing	3	2.8	3	2.5	5	13.9	1	3.7
Total	107	100.0	120	100.0	36	100.0	27	100.0

Table 34

Number of Respondents According to Preferences
for Courses in Continuing Education

Social Work Courses	Satisfied Would like to take more No.	Satisfied No.	Unsatisfied No.	Unsatisfied Would like to take again No.	Would like to take No.
Child Care	-	2	1	-	20
Family and Marriage	1	17	1	-	59
Schools, youth	-	2	-	-	19
Health, 1) Physical	-	1	-	-	11
2) Mental	-	3	-	-	29
Administration	-	3	-	-	40
Supervision	-	13	7	1	45
Corrections	-	-	-	-	11
Groupwork	3	27	2	-	36
Social Research	-	3	-	-	21
Social Action	-	5	-	-	27
Social Policy	3	4	-	-	39
Psychodrama	-	4	1	-	4
Refresher (Theory and Methods)	-	-	-	-	6
Other	-	5	-	-	9
Related Courses					
Political Science	-	1	-	-	15
Economic Science	-	2	-	-	12
Business and Administration	-	-	-	-	25
Social Sciences	-	5	-	-	22
Urban Planning	-	-	-	-	29
Language and Literature	1	5	-	-	15
Law, Social Legislation	-	-	-	-	53
French	-	1	-	-	3
Other	-	-	-	-	11

100

Table 35

Number and Percentage of Respondents Who Expressed Preference for Continuing Education Courses in Marriage and Family Counselling and Law, Social Legislation According to Their Social Work Method

Social Work Method	Course: Marriage and Family Counselling				Course: Law and Social Legislation	
	Has Taken		Would Like To Take		Would Like To Take	
	No.	%	No.	%	No.	%
Single Method of Specialization						
Casework	13	68.4	31	52.4	17	33.4
Groupwork	-	-	7	11.9	7	13.7
Community Organization	1	5.3	2	3.4	7	13.7
<u>Combination of Methods</u>						
Combination	3	15.7	10	17.0	13	25.5
Casework and Groupwork	1	5.3	5	8.5	3	5.9
Groupwork and Community Organization	1	5.3	1	1.7	2	3.9
Combination and Casework	-	-	2	3.4	-	-
Combination and Groupwork	-	-	1	1.7	2	3.9
Total	19	100.0	59	100.0	51	100.0

Table 36

Number and Percentage of Requirements by Time
Schedule and Manner of Teaching Preferred

Time Schedule	Responses		No Answers	
	No.	%	No.	%
Evening Course (1 term)	75	21.7	270	78.3
Day Courses	25	7.2	320	92.8
Summer Institute (2 weeks)	53	15.4	292	84.6
Intensive Workshop (3 days)	78	22.6	267	77.4
Other	5	1.5	340	98.6
<hr/>				
Method of Teaching	Responses		No Answers	
	No.	%	No.	%
Seminar	97	28.1	248	71.9
Conference	22	6.4	323	93.6
Discussion Group	50	14.5	295	85.5
Other	10	2.9	335	97.1

Table 37

Alumni Activities Preferred by Number of
Respondents, Rank Order and Average Rank

Activities	Number of Respondents	Rank Order									Average Rank	Incom- plete Answer No.	No Answer No.
		1	2	3	4	5	6	7	8	9			
Professional education, lectures, workshops	295	144	69	37	30	8	3	1	2	1	2.01	8	42
Finance social work research	268	33	60	45	46	34	23	17	8	2	3.66	4	73
Newsletter on social work issues	266	52	49	43	27	30	24	20	14	7	3.74	7	72
Scholarships to social work students	268	42	46	39	43	39	19	25	7	8	3.86	6	71
Purchase of teaching aids for the School	259	12	31	50	37	35	46	20	21	7	4.61	5	81
Finance publications	247	4	19	33	39	46	49	31	18	8	5.07	2	96
Employment registry	238	13	23	27	26	22	25	26	40	36	5.58	5	102
Grants to Social Work Student Council	235	2	9	13	17	22	24	57	54	27	6.44	2	108
Hospitality	228		3	5	10	11	11	27	53	108	7.39	3	114
Other	34												311

APPENDIX E

LISTS OF ADDITIONAL SUGGESTIONS

1. List of Additional Suggestions
Regarding Social Work Settings

Administration	Private Practice
Alcoholism and Drug Addiction	Public Health, Federal Health and Welfare
Counselling	Public Welfare, Social Assistance
Fundraising	
Groupwork	Rehabilitation
Immigration	Settlement, Community Centre
Journalism, Counselling through newspaper columns	Social Work Education (Teaching, Field Instruction)
Labor Relations	Staff Development
Mental Retardation	Therapy
Multi-Service Projects	Volunteer Work
Planning	

2. List of Additional Suggestions
Regarding Other Courses
in Continuing Education

Alternative (contemporary life styles)	Methodology
Behavior Modification (Gestalt Theory)	Specific Methods Courses
Communications (use of media)	Training of Para Professionals (leadership training)
Feminism or Women in Social Work	Transactional Analysis
	Geriatrics

3. List of Additional Suggestions
Regarding the Alumni Fund

Advisory Council to School and faculty; Planning Curriculum.

Becoming involved in, and supporting, a particular area of interest or problem (such as the elderly).

Better training programs for supervisors and the hiring of qualified people, rather than a dependency on the agency's good will.

Exchange of ideas since graduation, re the future of social work education.

Finding new and challenging field placements and teachers.

Finance a study of the effectiveness of social work as it is being taught in the Schools.

Finance poor people's movements.

Financing and structuring a PhD degree course.

Financing of student organized community projects.

Finance refresher courses for workers in the field for ten years or more.

Grants to MSW students for their research.

Help international exchange of social work education, eg. exchange of students and professors.

News about activities of graduates.

Pay for French courses for students.

Publication of theses which are deemed suitable for professional interpretation.

Reaching for the francophone social work branch.

Receptions for students at registration.

Recommend no Alumni Fund.

Scholarships to CEGEP - to social counsellor graduates who wish to continue their studies (1 - 2 annually).

Social Issues Committee to prepare briefs, press conferences and generally take an active stand on issues.

Supplement staff salaries.

Sponsor a journal in international social work.

Student loans.

Subsidize students in the field practice.

To be used as the School sees fit.

Use of communication media to publicize the social workers' viewpoints regarding large social issues.

Use of Alumni Fund for things for which we can not manage to find alternate funding from government and other funding sources.

Work toward social work certification and licensing.

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