

Stimulus

THE UNIVERSITY OF TENNESSEE

OFFICE OF CONTINUING SOCIAL WORK EDUCATION AND ALUMNI AFFAIRS

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SCHOOL OF SOCIAL WORK

APRIL 1977

Advances State of the Art

Faculty Carry Responsibility for School's Research Activity

In the past, research at the UTSSW has been de-emphasized in favor of building a strong academic program relevant to the needs of master's degree candidates. Dean Ben Granger explained in an interview last August that the School's recent achievement of a ten-year reaccreditation from the Council on Social Work Education confirms that this objective has been met and now permits the School to "place greater effort into expanding our research and development projects."

Research in social work, as in other fields, is of two kinds: pure and applied. Pure social work research tests an idea against the reality of the world while applied research tests what is actually being done in social work practice. Applied research advances the practice of social work while pure research advances the theoretical knowledge upon which that practice is based. Both kinds of research serve to advance the state of the art and to prevent professional stagnation.

Because social work is a practical social science, most social work research is of a practical nature, with the results applied to the operation or evaluation of social service programs. "In our field it is very difficult to get away from applied and evaluative research

into pure research since the raw data and application are tied into the practice world," Granger noted.

Research of a more esoteric nature is being conducted, particularly in academic circles. The methods used in this type of research are more experimentally rigorous than in applied research. Whether the researcher's intent is practical or theoretical, a practical application is almost always distilled out of theoretical research in social work.

Dr. Carl Thomas, Dean for Research at UTK, sees "the right kind of commitment to research" as the primary factor governing research productivity. The School of Social Work does not yet have a coordinated schoolwide program for research. Dr. Roger Nooe, Knoxville Branch Director, observed that the School currently lacks the administrative and

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Story Inside on Page 3

Culture Shock Affects Resettled Vietnamese

More than a year after 130,000 refugees fled to the United States from the crumbling Republic of South Vietnam, two assistant professors at the Memphis Branch of the UT School of Social Work are studying the effects of resettlement on Vietnamese families in Tennessee and Arkansas.

One of the first in-depth studies of Vietnamese resettlement in this country, the research project concentrates on 125 out of the nearly 300 families that have settled in the two-state area. Dr. Hisashi Hirayama directs the project, and it is co-directed by Dr. Dong Soo Kim.

Citing the massive culture shock experienced by the refugees, Dr. Hirayama sees the Vietnamese resettlement problem as unparalleled in U.S. history. "The rapidity with which the Vietnamese refugees were uprooted and the phenomenon of Asian refugees with a markedly different race and culture entering American society for the first time in such large numbers compounded the problems usually associated with refugee settlement," Hirayama said.

Despite the large number of refugees, all had been resettled by December 1975 through the efforts of public and voluntary welfare organizations. The refugees were sponsored by American families and community groups in all sections of the country.

The Memphis study is primarily concerned with determining the degree of assimilation (adoption of new cultural values, customs, and habits) and social functioning (ability to cope with economically oriented life tasks, mental and physical states, social activities and role performance) of the Vietnamese.

According to Dr. Hirayama, major objectives of the study include measuring the degree of cultural assimilation of the families, identifying socio-economic and personal variables that may affect assimilation, determining the level of social functioning, understanding whether the degree of assimilation may affect this level, and identifying the needs and problems of assimilation into American

society.

Vietnamese interviewers are collecting the bulk of the data, using an interview schedule and a research instrument that have both been translated into Vietnamese. Both the instrument, which measures the relative degree of American cultural assimilation, and the interview schedule, designed to obtain information on social functioning, are being pre-tested on other Vietnamese outside the region. Once the information has been collected, it will be analyzed by the Statistical Package for the Social Science program at the Memphis State University Computer Center. Results of the study will probably be published in the form of a monograph. At present, the project is more than one-third complete.

Besides providing practical guidance for social workers and others providing services to the Vietnamese refugees, Dr. Hirayama feels the results of the study will bring long-range benefits. "The nature and timeliness of this project promise an important and useful contribution to the field of family welfare, particularly the welfare of Asian refugee or immigrant families. Its findings may present some significant empirical insights into a process of assimilation and the crucial socialization processes of the Vietnamese families."

Faculty Carry

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clerical supports necessary to develop research projects and to actively pursue funding on an organizational, rather than individual, level. "For example," Nooe explained, "if you get notice that research money is available in a certain area, you've got to be able to pull a proposal together in a relatively short period of time. You've got to be able to indicate your resources, perhaps your computer facilities, where you'll get your data—that sort of thing. We're still so loose in our research organization efforts that some other school,

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Faculty Carry

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perhaps with a research center, can immediately plug in and take advantage of [the opportunity] while we're still pulling the basics together."

In spite of the embryonic nature of a schoolwide research program, projects are being developed, funded, and conducted by individual faculty members at all three branches. Granger expects this involvement to continue and expand as the School recruits additional faculty holding doctorates.

The School's three-branch system presents both advantages and drawbacks. On the positive side, Dean Granger sees the branch system as offering a ready-made administrative organizational structure for any statewide research efforts, possibly involving faculty with similar interests at each Branch. Nooe sees the Branches as potentially emphasizing different research areas. "Memphis has the health complex," he said, "and that would offer data sources that Knoxville might not have. On the other hand, we might have resources in social work with some of the rural agencies that could give us an entirely different focus in our research." Similarly, Nashville might offer special opportunities connected with the legislature.

On the negative side, the Dean and faculty recognize the difficulties to inter-branch collaboration posed by simple geographic distance. Drs. Nancy and Roger Lohmann at Knoxville share research interests with Dr. Tom Cruthirds at Nashville but have had to conduct most of their discussions by telephone.

The School's curriculum provides an introduction to research theory and methods as part of its required core courses. MSSW candidates also have the option of preparing a thesis or engaging in a major individual project with a research component. But the mechanical requirements and the limited time involved diminish the experiential value of research at the master's level. Students sometimes work with faculty research projects

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Alumni Participation Sought in Fund Drive

During the month of April the 1977 Alumni Scholarship Fund Drive officially begins. Alumni can be on the lookout for a letter requesting their participation—in any amount, however small. Alumni should note on their checks that the contribution is designated to the UTSSW Alumni Scholarship Fund.

The chart below shows the distribution of Alumni Scholarship Funds for each year since 1971-72.

Year	Award	Sex	Race	Branch	
71-72	<u>\$2,414</u>	Female	Black	Nashville	
Annual Total	\$2,414				
72-73	<u>\$2,363</u>	Female	Black	Nashville	
Annual Total	\$2,363				
73-74	\$1,000	Female	Black	Nashville	
	333	Female	Black	Nashville	
	667	Male	White	Nashville	
	1,000	Male	Black	Memphis	
	1,000	Female	White	Knoxville	
Annual Total	<u>\$4,000</u>				
74-75	\$ 100	Male	White	Knoxville	
	230	Female	White	Knoxville	
	200	Female	Black	Nashville	
	50	Male	White	Nashville	
	330	Female	White	Memphis	
Annual Total	<u>\$ 910</u>				
75-76	\$ 350	Female	Black	Knoxville	
	300	Female	Black	Nashville	
	150	Male	Black	Knoxville	
	400	Female	White	Memphis	
Annual Total	<u>\$1,200</u>				
76-77	\$ 200	Male	Black	Knoxville	
	200	Male	Black	Knoxville	
	400	Female	White	Nashville	
	400	to be awarded			Memphis
Annual Total	<u>\$1,200</u>				
	<u><u>\$12,087</u></u>	TOTAL			

Spring Quarter Courses

KNOXVILLE 974-3351

GRANTSMANSHIP, 5161. Zarbock, 3 credit hours, Monday 6:30-9:20 pm, 2000 Lake
PSYCHOPATHOLOGY & SOCIAL DEVIANCE, 5312. Fine, 3 credit hours, Wednesday 6:30-9:20 pm, HSS 62
COMMUNITY ORGANIZATION, 5661. Fryer, 3 credit hours, Monday & Wednesday 3:25-5:20 pm, 2005 Lake
MANAGEMENT OF HUMAN RESOURCES IN SOCIAL WELFARE, 5743. Green, 3 credit hours, Thursday 6:30-9:20 pm, 2000 Lake

MEMPHIS 725-4463

SPECIAL PROBLEMS IN SOCIAL WORK: BLACK FAMILIES, 5090. Tate, 2 credit hours, Wednesday 1-3 pm, 1246 Union Avenue
DEVIANT BEHAVIOR OF CHILDREN AND YOUTH, 5313. Collier, 2 credit hours, Wednesday 10 am-12 noon, 1246 Union Avenue
COMPARATIVE METHODS OF GROUP TREATMENT, 5570. Ellis, 3 credit hours, Wednesday 3-6 pm, 1246 Union Avenue (*open to MSW's only*)
FINANCIAL MANAGEMENT FOR SOCIAL WELFARE ADMINISTRATION, 5772. Feit, 3 credit

hours, Wednesday 9 am-12 noon, 1246 Union Avenue

ORGANIZATIONAL PERSPECTIVES IN JUVENILE JUSTICE, 5812. Mullins, 2 credit hours, TBA, 1246 Union Avenue
ROLES OF WOMEN: IMPLICATIONS FOR SOCIAL WORK, 5865. Lowry, 2 credit hours, Monday 3-5 pm, 1246 Union Avenue

NASHVILLE 329-1212

For information on courses open to the social work community, please call Ms. Jean Stoll at the above number.

For more information on courses offered, course descriptions, and registration information, call the phone number listed after the location. Fees are \$66 per course. If you have never been admitted to The University of Tennessee there is a \$10 one-time charge and two (2) transcripts of all college work will be required. The general prerequisite for advanced course work is an MSW or permission of the instructor. Classes start the week of March 28.

Non-Credit Opportunities

NATIONAL

AMERICAN ORTHOPSYCHIATRIC ASSOCIATION
April 12-16 - New York City

NATIONAL CONFERENCE ON SOCIAL WELFARE
May 15-19 - Chicago

NATIONAL INSTITUTE ON CRIME AND DELINQUENCY
June 26-29 - Honolulu

NATIONAL COUNCIL ON FAMILY RELATIONS
August 23-27 - San Diego

REGIONAL

SOUTHERN REGIONAL INSTITUTE - NASW
"Aging: Celebration of Life"

June 26-July 1 - Louisville, KY
contact Liz Elliott (615) 637-5848

CHILD WELFARE LEAGUE REGIONAL MEETING
June 28-July 1 - Nashville
contact Charles Gentry (615) 524-7483

LOCAL

LAW AND SOCIAL WORK - Workshop
with Grayfred Gray & Ronald K. Green
April 28 - Nashville
contact Tom Morton (615) 329-1212

SUPERVISORY SKILLS & TECHNIQUES - Workshop
with Norma Taylor
May 24 & 25 - Kingsport
contact OCSWE (615) 974-3175

Data Enriches Classroom Experience

Social work research doesn't have to end with a few conclusions and a published article. Dr. Edward Pawlak of the Knoxville Branch of the UT School of Social Work has found enough uses to keep re-working one set of data for nearly seven years.

The large mass of data, three years' of Juvenile court records from one large northern state, was obtained by Pawlak for work on his doctoral dissertation. Since then, the data have been used for papers, material for his Juvenile Justice class, and as testimony before official juvenile justice investigative bodies of the state of Tennessee.

Pawlak has found the study especially helpful in the teaching of the Juvenile Justice class. "The main value of doing this research is that it provides an empirical base for the class on organizational perspectives of juvenile justice," Pawlak said. "Instead of just talking about theory, you can do an awful lot of reporting about the way juveniles are handled because I have just about 100,000 cases." Subjects investigated during the study include the court use of community agencies, treatment of non-white and white female sex offenders, and a comparison of rural and urban justice.

In addition to using the results of the study in teaching his class, Pawlak has encouraged students to assist in the interpretation of the data. Members of his class analyze subsets of the data and submit papers on the results, with the work representing a major project in lieu of library work. "I had one student take a look at juveniles who committed murder - her paper was called 'Children Who Kill'," Pawlak said. Other students studied truancy and compared runaways with females who are considered incorrigible or out of control.

Results of the study have appeared under other formal circumstances. One paper was delivered at the southwest regional meeting of the American Association of Psychiatric Services for Children in 1975 and another has been accepted for

publication in The Journal of Research on Crime and Delinquency. Since the data set is now seven to ten years old, Pawlak feels that published articles may not be the best outlet for the research. "Not all of these things are worthy of publication," Pawlak said. "They're more like research memoranda and probably more useful in providing an empirical base to the [Juvenile Justice] class. They are very useful in informing officials in government and people who run programs about the way their organizations work."

Information from the study has been used as testimony before the Tennessee Commission for Children and Youth and a subcommittee of the Tennessee General Assembly concerning juvenile justice legislation. "Some attorneys who are interested in juvenile justice, some people from the commission, and some state legislators have expressed interest in this," Pawlak said, "and as a consequence of hearing it would like the state of Tennessee to be capable of telling the same story about its courts."

In analyzing the data, Pawlak has found that the fate of a juvenile offender may depend on much more than the facts in a specific case, as the more court contacts a juvenile has had the greater his chances of being institutionalized. "We're trying to examine this notion of social marginality which in essence says that the more negative traits you have, the more likely you are to receive a severe punishment," Pawlak said. Social marginality of a juvenile offender is defined in terms of employment status, school attendance and behavior, the quality of home life, whether the juvenile was on public assistance, if he was from a high or low income bracket, and the number of prior court contacts.

Pawlak also investigated the effects of organizational variables such as the manner in which a juvenile is handled in court. "The more forcefully the court intervenes in the life of the kid, the more likely he is to be institutional-

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Faculty Carry

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but again, Roger Lohmann pointed out, the limited time that students are engaged in the master's program makes it difficult for them to "plug in" to ongoing research, or to receive the maximum benefit they would from seeing a project through from inception to analysis and application. Nooe noted that, when they are in school, students find it difficult to "recognize the value of research as much as they will when they graduate and are perhaps doing program evaluation on some problem in a community." Both Granger and Nancy Lohmann, who teaches research courses at the Knoxville Branch, agreed that a primary goal is to educate students to be intelligent consumers of research.

All faculty who talked with *STIMULUS* agreed that the 1960's were, in Dean Thomas's words, "the golden age of research" as far as federal funding was concerned. Historically there has been less funding available for the social sciences than for the hard sciences, but Thomas sees the gap as narrowing. "During the presidential campaign, Carter showed a sympathy for social issues," Thomas continued, but he said that it was still uncertain what the position of the new administration will be toward research funding. Research funds have been tighter in the last ten years, but Nancy Lohmann pointed out that it has been possible to do significant parts of many research projects without any outside support, only competing for the limited funds where truly necessary. Thomas feels that it is important for research funding to be competitive, and said that in the UT context the School's faculty has evidenced "a creative competitive nature and does show up well in comparison. They deserve a compliment."

Most federal research grant requirements now include interdisciplinary collaboration, and Granger sees in this the trend of the future: the development of research consortiums, not just related to the School, but pulling together faculty members from overlapping disciplines

Available May 15, 1977

SOCIAL WORK IN RURAL AREAS PREPARATION AND PRACTICE

This volume of 30 papers collects the best offerings from a young field. Washington rural figures and established rural social work specialists are represented, as well as many new faces. Authors include Clay Cochran, N.J. Demerath, Leon Ginsberg, Joanne Mermelstein, Paul Sundet, and Frank Tsutras. *Paper cover, plastic spine, approx. 450 pp., \$8.95. Order from OCSWE, 2012 Lake Ave., Knoxville, TN 37916*

Data (Continued from Page 5)

ized," he said. "If he gets a formal hearing and a diagnostic workup, he is more likely to be institutionalized than if he doesn't get any of those things."

Analysis of the data confirmed a wide variation in the degree of institutionalization by region, as one metropolitan area had a rate of 18 percent and the next largest only 12 percent. Pawlak also cited the case of two counties in which the rates were 22 and 2 percent. However, rural and urban figures plot no such easily identifiable split. "Some people think that the urban courts operate differently from rural," Pawlak said. "After comparing them, I can't make a firm generalization."

Having "just about exhausted all the analysis that can be done" with the data, Pawlak now intends to move on to other organizational analysis.

within the University for cooperative knowledge-building in specific substantive areas. If this does become the pattern for academic research, it is not yet possible to determine what effect it will have on the School's developing research interests and capabilities.

Stories on individual faculty research efforts appear on pages 2 and 5 of this issue. STIMULUS will continue to feature faculty research in subsequent issues.

Child Protective Experts Contribute to DHS Training

Introductory segments by project members Tom Cruthirds, Phil Popple, Shirley Puckett, and Emily Cate, and sections featuring critiques of client/worker interviews and worker/supervisor conferences have been added to the Vantage Point training videotapes. Nationally known experts in the field of child protective services viewed the interview tapes and were then themselves taped commenting on

Part-Time Program Recruiting in Chattanooga

The Chattanooga Part-Time Program is now recruiting students for a new class to begin coursework this summer. The Part-Time Program permits college graduates with a B.A. to earn the Master of Science in Social Work (MSSW) degree in three years of planned, continuous part-time study. The program is designed to accommodate the work schedules of employed persons, but requires that students arrange release time with their employers in order to participate in the field practice component of the degree program. Inquiries and applications should be made to: Director of Admissions, UT School of Social Work, 2014 Lake Avenue, Knoxville TN 37916, phone (615) 974-3175. Application should be made as soon as possible.

the skills and techniques exhibited in the interchanges. These taped sections are now part of the final Vantage Point training packages.

The consulting experts included Harry Aponte, Director of the Philadelphia Child Guidance Center; Dr. Alfred Kadushin, Professor of Social Work at the University of Wisconsin School of Social Work; Dr. Leontine Young, formerly on the faculty of the Schools of Social Work at Columbia and Ohio State Universities; and Dr. Alexander Zaphiris, Professor of Social Work at the University of Denver. While at the School's Nashville Branch during December and January these authorities also presented colloquia on topics related to children and their welfare.

The Vantage Point training tapes are scheduled to be previewed at nine national professional meetings across the country and in Canada during the spring and summer months.

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Editorial

Don't Confuse Me with the Facts

Do you find yourself tuning out as a workshop leader shares the latest research findings with your group? Have you let yourself drift away into a personal reverie as an author reports on her research reports written up in the latest social work journal? Too often, it is so easy to ignore research in the field of social work, labelling it as boring, or too abstract, or too removed from the realities of field work. Research, the bane of every graduate student's existence, is something the professional social worker should not lightly disregard.

The current NASW Code of Ethics states: "I practice social work within the recognized knowledge and competence of the profession." This suggests that competent practice must be grounded on an empirical knowledge base and that every social work practitioner has the obligation to the client system to keep his/her practice skills in line with current knowledge. It is often difficult to wade through volumes of dry research findings, but to perfect their ongoing practice skills social workers must take the time and effort to seek out relevant research results. What one reads in a journal could very well affect the next assignment in the field.

The Code of Ethics does not stop here, but goes beyond updating knowledge to

mandate "[recognizing] my professional responsibility to add my ideas and findings to the body of social work knowledge and practice." All social work practitioners, not just the academics, are obliged to contribute to the knowledge base of the profession. There is a rich source of data available in the day-to-day practice of all social work professionals. We need to recognize this research potential and capitalize on it—taking the time to collect, categorize, and analyze the data and developing ways of sharing the information with others.

Let's not be just another group which says, "Don't confuse me with the facts."

Stimulus

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