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UT College of Social Work

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Pick up a publication dealing with higher education and you're likely to read about the C.E.U. Some call it "a giant step backward." Others claim it is "a viable means of providing for individual, institutional and professional needs."

Indeed, there is a difference of opinion. The Continuing Education Unit still has some critics, but it has gained great popularity. At UT, the School of Social Work had generated as many C.E.U.'s by March of this year as it had during all of 1975.

What is a C.E.U.? It is defined by the National Task Force on the Continuing Education Unit as follows: "One Continuing Education Unit is defined as 10 contact hours of participation in an organized continuing education experience under responsible sponsorship, capable direction and qualified instruction."

Since the C.E.U. is recorded, critics claim it destroys the whole concept of noncredit learning experiences. Also some note that, even though they are becoming requirements in some places for licensing, the C.E.U. does not measure achievement or proficiency.

Ron Green, director of continuing social work education, was asked to discuss the C.E.U. and comment on some of the criticisms.

"Some critics think as soon as you start recording anything you've already gone too far, that you've lost the kind of flexibility that you are supposed to have in the whole non-credit field. But I don't believe that just because you begin to record participation that somehow you limit the variety and the uniqueness of the non-credit programs," he said.

"Certainly, it has not limited us in anything we have done to date. As far as I can see, it hasn't limited any agencies."

Green believes the C.E.U. can play a very vital role in the continued training of professionals.

"I don't think there's any argument that this measures increased skill levels or proficiency. We know it doesn't. It's not set up to do that. It's very different from academic credit in that way. But I would think from the standpoint of, for instance, an agency administrator that it would be very helpful. Say I was considering a number of applicants for a position. If one could demonstrate that he had at least enough commitment to the ongoing program..." (Continued on Page 2)
The Controversial C.E.U.

(Continued From Page 1)

development of the profession to take advantage of a range of continuing education opportunities on a consistent basis over a number of years, that would mean something to me as a potential employer."

The following criteria are provided for agencies interested in securing continuing education credit for agency training programs:

- The non-credit activity is planned in response to an assessment of educational need for a specific target population.
- There is a statement of objectives and rationale.
- Content is selected and is organized in a sequential manner.
- There is evidence of pre-planning which should include opportunity for input by a representative of the target group to be served, the faculty area having content expertise, and continuing education personnel.
- The activity is of an instructional nature and is sponsored or approved by an academic or administrative unit of the institution best qualified to affect the quality of the program content and to approve the resource personnel utilized.
- There is a provision for registration for individual participants and to provide data for institutional reporting.

"...MORE POSITIVES THAN NEGATIVES."

- Appropriate evaluation procedures are utilized and criteria are established for awarding C.E.U.'s to individual students prior to the beginning of the activity. This may include the evaluation of student performance, instructional procedures, and course effectiveness.

According to the National Task Force, a C.E.U. may be awarded by a variety of institutions and organizations such as colleges and universities; professional and technical societies; educational units of business, industry or labor organizations; trade and industrial organizations; proprietary educational organizations; and others, provided they meet the proper administrative and program criteria.

How will the trend toward C.E.U. requirements for licensing and accreditation affect continuing education?

"Right now from the university standpoint we have great latitude. I would think there will be some tightening of that, Green explained. "Although a person could get many C.E.U.'s, only a certain number of them might be used to meet state licensing requirements."

As this begins to take place, there will no doubt be some persons who will become more concerned with meeting requirements than with gaining educational experience. But, according to Green, the majority of participants come to these programs for the help they can receive.

"For the most part, I think an awful lot of participants simply do have problems in their practice that they're facing day in and day out and are grasping for any additional help they can get to let them deal more effectively with their practice problems," he said. "As I have surveyed the research in this area, that seems to be the major motivation. Our own program evaluation is certainly supportive of that."

"There's a great increase in C.E.U. interest, but a great deal of that is people are now simply seeking some way to record their participation in programs which, up to now, they have participated in but it wasn't recorded anywhere."

Although the disagreement may persist, Green is convinced of the value of the C.E.U.

"Everywhere I go in the U.S. they're just cranking up or are already going pretty heavily into this," he said. "At this point, I think there are definitely more positives than negatives."

"...MORE POSITIVES THAN NEGATIVES."
Non-Credit Opportunities

NATIONAL

• NATIONAL CONFERENCE ON SOCIAL WELFARE, June 13-17, Washington D.C., For information: NCSW, 22 West Gay St. Columbus, Ohio 43215
• INSTITUTE ON SOCIAL WORK IN RURAL AREAS: PREPARATION AND PRACTICE, July 13-16, Knoxville, Tn. For information: UT School of Social Work, OCSWE, 974-3175.

REGIONAL

• PARENTAL EFFECTIVENESS TRAINING, July 17, 24, 31, Louisville, Ky. For information: Dr. Stanley Froger, Kent School of Social Work, Louisville, Louisville, Ky. 40208
• TRANSACTIONAL ANALYSIS WORKSHOP, July 10-16, Schuss Mountain Resort, Mancelona, Mi. For Information: Evelyn Nowak, School of Social Work, Michigan State University, East Lansing, Mi. 48824

The Knoxville Branch now offers a wide range of videotape services to area human service organizations. For the complete catalog of tapes or information, contact Jack McFadden (974-3175). See story on page 4 for more details.

LOCAL

MEMPHIS

• WORKSHOP ON INTERVENTION AT TIME OF CRISIS DUE TO ONSET OF CHRONIC OR LIFE THREATENING ILLNESS, June 7-8. For information: UT School of Social Work, OCSWE, 974-3175.

KNOXVILLE

• CREATIVE DREAMSHOP (GESTALT), July 26-August 6
• GESTALT WEEKEND RETREAT, Aug. 14-15
• GESTALT AWARENESS WORKSHOP, Sept. 27-Nov. 29. For info on all three: Gestalt Center South, Medical Arts Building, Tuckaleechee Pike, Maryville, Tn. 37801

GREENVILLE

• WORKSHOP ON LAW AND MENTAL HEALTH, May 28. For information: UT School of Social Work, OCSWE, 974-3175

CHATTANOOGA

• INTRODUCTION TO CRISIS INTERVENTION AND BRIEF TREATMENT, June 17, 24, July 1. For information: UT School of Social Work, OCSWE, 974-3175

Summer Quarter Courses

CHATTANOOGA

• SHORT TERM TREATMENT, Course #5442, Nooe, 3 credit hours, June 14-July 16, evenings, time to be announced
• PSYCHOPATHOLOGY AND SOCIAL DEVIANCE (Tentative), Course #5312, Sing, 3 credit hours, August, evenings, time to be announced
• MANAGEMENT OF HUMAN RESOURCES IN SOCIAL WELFARE, Course 5743, Green, 3 credit hours, Aug. 24-Sept. 21, Tues., Thurs. 6 p.m.-8:30 p.m.

For more information on available courses, course descriptions and registration information, call 755-4121. Fees are $66 per course; if you have never been admitted to the University of Tennessee, there is a $10 one-time admission charge and two transcripts of all college work will be required. The general prerequisite for advanced course work is MSW or permission of the instructor. Registration for all classes will be June 22, 4:30-7:00 p.m. 222 Grote Hall, UT Chattanooga.
Videotape Library Expands

The videotape project at the School of Social Work Knoxville Branch has undergone considerable growth in the past year.

"The use of tapes has picked up," said Jack McFadden, project director. "Frankly, the first year a lot of tapes were made that weren't used. It's a lot harder to develop tapes that are going to be useful."

But that is what McFadden is trying to do. He is making more tapes that have wider uses. An important aspect of this is involvement of the group that will be using the tape.

"People don't tend to just use tapes out of a catalogue," he said. "They tend to use tapes that they're familiar with. And the more a group is involved with the tape making process, the more it's going to be used.

This is the second year of the videotape program, an experimental project funded by HEW. One of the major purposes originally was to develop uses for students involved in the social welfare administration and planning curriculum.

"An example of this would be studying how an organization handles budget hearings," McFadden said. "There are a lot of uses like that which are very promising for the videotape--to be shown in the classroom where you can sit and sort of experience it together."

The project has expanded to include a wide variety of uses for the videotape. The major ones include use by students for demonstrations and special projects, use by human service agencies and use as a teaching aid.

The videotapes are available for loan to any educational or human service organization.

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UT Alumni

Jeanne Bowman

As deputy commissioner of human services for the state, Jeanne Bowman has learned first-hand about the complexities of government.

"I think what you come face to face with are some hard decisions," she said. "You have to learn to work within certain limitations. You find that it's not as easy as it looks from the outside."

Bowman, a 1965 graduate of the School of Social Work, has major administrative responsibilities for the state's social services, which are many and varied.

"You do not know until you are sitting here all the different kinds of things the department can do," she said.

Title XX and foster care are examples of programs that Bowman has especially been concerned with since she assumed office in January of 1975.

"We've spent a great deal of time on the Title XX planning process," she said. "We've been involved with regional planning especially. Of course, we've also been very concerned with foster care growing out of the joint Senate-House study."

We are also working hard on our protective services," she continued. "We are trying to help communities develop comprehensive emergency services for neglected and abused children."

Bowman said so far "it's been an interesting and challenging position. I can tell you that."
C. Murray Henderson

Before becoming the state commissioner of corrections, C. Murray Henderson spent 10 years as a warden first in Tennessee and then at the Louisiana State Penitentiary. During that time, he says his philosophy has always been one toward treatment rather than punishment.

"I think it's extremely important," the 1956 UTSSW graduate said. "We've got to go in that direction in order to solve the problems."

Henderson hopes to work toward more treatment in Tennessee's correctional institutions and has set that as one of his goals since he assumed office in December of last year.

"One of the things we would like to develop is alternatives to incarceration as much as possible," he said. "There are often these alternatives available now for certain classes, but it's not broad enough."

Henderson said he would like to see smaller institutions and a greater use of group homes in treating the offender.

"I'd like to use the traditional institution only as a last resort," he said.

Social work is an important part of this philosophy of dealing with offenders, Henderson said.

"This is especially true of probation and parole," he explained. "This is where social work is especially well equipped."

Henderson is optimistic: "I really think we're going to get a lot done."

Pat Whitmore

Pat Whitmore is not only an alumna of the UT School of Social Work, but she taught for five years at the Nashville Branch before being appointed deputy commissioner of mental health.

Whitmore said there are basically three parts to her job, which she assumed in December of last year.

"First, there is the management of a staff of 37 people who make up the planning and development division of the department," she explained. "The second part is to represent the department at both the regional and national levels, to stay abreast and preferably ahead of new legislation and new regulations."

The third aspect of her job, she said, is to provide some continuity for the department in dealing with other state agencies.

Whitmore said there are a lot of things "on the drawing board" that the present administration is interested in doing, but no details are available now.

"It's hard to speak in specifics," she said, "but we're very much interested in the future of mental health and the continuing developments."

Only in office for a few months, Whitmore admitted she is still partly in the learning process.

"It's awfully new," she said. "I can probably tell a lot more in six months."

But the 1957 graduate already knows one thing:

"I like it very much," she said. "I really have enjoyed it."
A site team from the CSWE Commission on Accreditation visited the School of Social Work last month to make recommendations about reaccreditation. Pictured here after landing in Nashville are, left to right: Dr. Cliff Brennen, University of Montana; Dr. Richard Lawrence, Indiana University; Dr. Dee Kilpatrick, University of Michigan; Dr. Jeanne Giovannoni, University of California. From the School of Social Work were, continuing left to right, Dr. David Fauri, Dr. Ben Granger, Dr. Betty Cleckley and Dr. Robert Bonovich.

Alumni Elect New Officers

New officers have been elected for the UTSSW Alumni Association and will take office July 1.

Charles Gentry, executive director of Child and Family Services in Knoxville, is the new president. Elected as vice-president was Kevin Justis, planning associate for the Council of Community Services in Nashville. The new secretary-treasurer is Barbara Hooe, director of social services for the Tennessee Department of Human Services.

The new directors are: Jeanne Bowman, Nashville; Bill Hackett, Memphis; Lois Humphrey, Memphis; Tommy Perkins Chattanooga; Marie N. Rogers, Nashville; and Ed Wilson, Knoxville.

The officers were elected by popular vote from a list of candidates nominated by the Alumni Association's Board of Directors. The mail ballot was returned by 221 members.

In addition to voting, several alumni raised questions about the procedure for the election. Two persons were concerned about the lack of out-of-state candidates. A few others said they would like to have had more information about the candidates.

"I only know one of the individuals listed below," an alumnus wrote. "Perhaps on future ballots you might enclose a profile of each nominee and a statement of their goals."

Another Alumni Association member was vocal about another concern:

"I choose not to vote. I am curious as to how the committee managed to come forth with four males for the presidential and vice-presidential offices and two females for the old standby position of secretary-treasurer. Take another look folks—the proposed ballot strongly smacks of chauvinism."
Nashville Director Named

Dr. David Fauri has been named the new director of the Nashville Branch, effective this summer. He will replace Dr. Robert Bonovich who came to the School in 1973. Bonovich will remain with the Nashville Branch full-time in teaching and research.

Fauri, 35, came to Nashville in 1973 after a great deal of experience in federal, state and local government. Before coming to UT, he worked in Syracuse, New York, establishing a city-county commission on aging. Fauri received a master’s degree in public administration from the University of Michigan and his Ph.D. from Syracuse University.

Ingle, Sellards Plan Retirement

DANA INGLE

Before coming to UTSSW Nashville Branch, Dana Ingle gained experience in a variety of social work positions.

A native of New York, she received her master's degree in social administration at Case Western Reserve. She then received her third year certificate in psychiatric social work after being a caseworker for the Family Service Association in Cleveland. From there she held positions including psychiatric social worker, casework supervisor and consultant.

In 1944-1945, Ingle was the assistant director of psychiatric social work for the New York State Department of Mental Hygiene. From 1953-1958, she was a psychiatric social work consultant for the Kentucky Department of Mental Health.

She completed the doctoral requirements except for a dissertation at Case Western Reserve in 1960. In 1962, she became an assistant professor at UT Nashville. Made an associate professor in 1966, she has taught mainly in the area of mental health, with courses open to both sequences. In addition, she has taught a number of courses in supervision and consultation.

Following her retirement this year, she plans to remain in Nashville.

RUTH SELLARDS

Ruth Sellards was one of the original faculty of the Knoxville Branch when it began a full-time first year resident program in the Fall of 1958.

Sellards is a native of Michigan and a graduate of the University of Michigan School of Social Work. She also completed an advanced certificate at Smith College School of Social Work.

She came to Knoxville in 1955 to begin a family service program in the agency now known as Child and Family Services. An associate professor, Sellards has taught in the human behavior-social environment and treatment sequences. She has long used literature as a means of understanding human behavior. She developed the unique literature course, "Imagative Perspectives on the Human Condition," which she will continue to offer at the School after leaving full-time teaching.

Friends, students and colleagues are honoring her with a reception at the UT Knoxville Faculty Club on Monday, June 7, from 4 to 6 p.m. Anyone wishing to send written expressions to her for this occasion or to contribute toward a retirement gift should send these to Peggy Strong or Gid Fryer at the Knoxville Branch.
A Crack In The Ivory Tower

The gauntlet has been thrown down. After years of social work practitioners complaining that schools of social work were not sufficiently related to the real work of practice, the door has been opened.

The 1976 House of Delegates of the Council on Social Work Education has adopted a policy statement that "Educational programs should demonstrate that they provide opportunities for meaningful and continuing participation by practitioners...that would make significant influence on policy decisions that affect the education program." This was accepted for development of an accreditation standard to enforce it.

The issue has now shifted to whether practitioners will take advantage of this chance to actively participate in influencing the shape of social work education. There will be a provision for a practitioner on each accreditation team reviewing a school's program. The question is: who will assert themselves to accept such responsibility?

Professional education by its very nature is always susceptible to becoming so enamored with the development and acquisition of knowledge that it can overlook that it's the application of knowledge through professional practice that is the true test of quality professional education.

For the time being, the burden has shifted from social work education to practitioners. Opportunity can be no greater than at a time of initial change in national policy. Now is the time to exercise the professional responsibility for affecting the shape of tomorrow's practitioners.