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A PROPOSAL

FOR A

BACHELOR OF SOCIAL WORK DEGREE

AT

LAKEHEAD UNIVERSITY

Archive 15C

COMBINED BACHELOR OF ARTS, BACHELOR OF SOCIAL WORK AT LAKEHEAD UNIVERSITY

INTRODUCTION

The purpose of this brief is to present to Lakehead University a proposal for the inauguration of a programme leading to a combined Bachelor of Arts/Bachelor of Social Work degree. This proposal is being brought forward by the Office of the Dean of Arts and outlines all aspects of the programme including an analysis of the demand for B.S.W. graduates. The scheduled starting date for this programme is September, 1973.

A short history of the events leading up to this presentation is included as well as discussions of the philosophy behind, justification for and nature of the proposed programme.

As early as 1967 the possibility of some type of programme leading to a Bachelor of Arts Degree with a major in Social Work or a degree programme in Social Work being initiated at Lakehead had been discussed. In fact Minute Item 123 of Lakehead University Senate meeting number 13, May 29, 1967, reads as follows: (*it was moved by Dr. Rothney, seconded by Dr. Miller, that the Senate approve in principle the establishment of an undergraduate programme leading to a B.A. Degree with a major in Social Welfare*). This motion, brought to the floor by the then Dean of Arts, was carried, and then was apparently never followed through in any way. It was not until 1971 that the late Dean

of Arts, Tim Ryan, moved towards the inauguration of a programme similar to the one proposed here.

Dean Ryan held preliminary consultations on the matter of a Bachelor of Social Work Degree with Mr. J. J. Young, Chief Social Worker, and Mrs. M. Clarke, social worker in the children's clinic, at the Lakehead Psychiatric Hospital, both of whom realized how valuable such a programme could be if introduced at Lakehead University.

During the past summer, Mr. Young and Mrs. Clarke worked extensively with the acting Dean of Arts, Dr. W. T. Melnyk, in examining all aspects of the programme proposal which this brief contains. Also involved in investigations and planning during the summer was Mr. R. Voss, an instructor in the Social Service Programme offered in the Applied Arts Division at the Confederation College. Dr. Melnyk, Mr. Young, Mrs. Clarke and Mr. Voss initiated extensive research into the nature of BSW and MSW programmes offered at Ontario and Manitoba universities in order to determine exactly what the introduction of a BSW programme at Lakehead would require and what could be the benefits from such a programme. Such analysis was greatly aided by Mr. Donald E. Ayre, Secretary of the University, whose judgment on many matters of content was extremely valuable. Extensive research was also conducted to determine the needs of the Northwestern Ontario community for trained social work personnel. The results of these studies after careful analysis by the Office of the Dean of Arts and the individuals previously mentioned will be introduced at various stages of this presentation. The results of these studies form an integral part of the substance of this brief.

PHILOSOPHY BEHIND A BACHELOR OF ARTS/ BACHELOR OF SOCIAL WORK PROGRAMME

Although the importance of this type of study is so great that it scarcely warrants an advocate, it is the basic philosophy of the university, indeed of education in general, which is the greatest single advocate of a programme which offers what the proposed Bachelor of Arts/Bachelor of Social Work includes. It has been said that the university acts as a mirror of current trends in society. The establishment of a degree programme in Social Work at Lakehead University would make this university's reflection of societal needs, particularly those of Northwestern Ontario much clearer.

At present the needs of the native peoples of Northwestern Ontario are particularly urgent and a large portion of the responsibility for tending to these needs rests with the educational system, in particular this university. Since Lakehead University's main purpose is to serve the needs of this area, it becomes very urgent that the University moves rapidly to do all within its power to meet the needs of Northwestern Ontario society in all forms including the needs of native peoples. The proposal at hand offers a means by which Lakehead University may become broader in its sympathies, deeper in richness, more stimulating in spirit and consequently more able to reflect the needs of the society which it serves.

It will be shown in the next section of this presentation that there exists at present in our area a positive need for trained graduates at the Bachelor of Social Work level. Part of the reason for this need is

the historical out-migration of trained personnel as well as potential students of social work from this area. Although Schools of Social Work surveyed could not give exact figures on the number of students in their programmes who were from Northwestern Ontario all indicated that they annually received applications from and accepted a number of students from this area. It is no secret that we in Northwestern Ontario are faced with this problem, and it is particularly important to reduce this out-migration of trained or potential social workers since this field requires training at a specialized advanced level. It is a reasonable assumption in light of previous similar situations that if the proposed programme were initiated at Lakehead University there would be a subsequent reduction in the migration of students from this area, to enroll in similar programmes at other universities.

The combined Bachelor of Arts/Bachelor of Social Work Programme once initiated at Lakehead University will fill a gap in existing curriculum and will make our university better able to fill the needs of the Northwestern Ontario community.

JUSTIFICATION FOR A BA/BSW PROGRAMME

The justification for this programme builds itself from a number of extremely sound foundations. Perhaps the strongest of the foundations are the current conditions of supply and demand for trained personnel in the social work field. Appendix 1 shows in tabular form that in each of the last four years in Ontario, only a small percentage of students who wished to enter a school and work towards a Social Work Degree found that they were

able to do so. Also shown on this table is a ratio of students rejected to students accepted. It is interesting to note that this data shows an annual increase in the number of applications over the past several years; this is no doubt a reflection of current trends in our society. The trend towards man helping his fellow man towards the goal of a better life has become a significant force in our times. The figures show this, and the proposed programme would serve this trend admirably.

The reason for this high rate of rejection is not due solely to the large number of applicants. Social work is a practice oriented field and social workers often act in semi-professional roles. This makes it imperative that the social worker be trained properly to fill his position and accept the responsibilities which it encompasses. Schools of Social Work have found that one of the best ways to ensure high quality is by demanding high standards and by keeping enrollments at a level where all students may be observed and may receive instruction on a more personal basis. Such matters will be discussed under the heading, NATURE OF THE PROPOSED PROGRAMME.

It would be a totally realistic move on the part of Lakehead University to assume that the introduction of a combined Bachelor of Arts/Bachelor of Social Work would bring to our campus a significant number of talented students who were unable to register in Social Work Programmes elsewhere. This, coupled with the situation of local students who can't get such training without migrating elsewhere, would ensure sufficient student enrollment for the BA/BSW programme if it were introduced.

In "Design for Development, Northwestern Ontario Region", presented by the Ontario Department of Treasury and Economics, Northwestern Ontario

was forecast to be an area of growth and development during the coming decade. The growth in demand for trained social workers will increase at a rate equal to or greater than the overall growth rate for this area. As urban areas develop in Northwestern Ontario, an increasing number of urban social problems will have to be dealt with and as increasing numbers of native peoples are exposed to growth and development their orientation to a new way of life must be guided by responsible, trained social workers. The Bachelor of Arts/ Bachelor of Social Work Programme as proposed herein would help to meet the need, current and projected, for such trained Social Workers.

A survey of area agencies involved in social work in their respective communities reveals a need for trained social workers due to annual employee turnover as well as projected increases in staff complements over the next five years. Appendix 2 gives a part of the results of the survey showing agency questioned, their annual staff turnover and their estimate of change in staff needs over the next five years. It was noted in some of the responses which were received from twenty-four separate agencies, that some of the agencies indicated that more staff was needed at present or that more staff would be required although because of budget considerations they were not even able to estimate their requirements. These survey results indicate conclusively that area agencies will be able to employ a significant number of BA/BSW graduates if such a programme were available at Lakehead University. Placements could also be found elsewhere by Lakehead University graduates since this growing need is not merely local but global.

The reasoning behind designing the programme to lead to combined Bachelor of Arts/Bachelor of Social Work Degrees warrants some discussion.

The combined degrees give a much broader scope to the education of the prospective Social Worker. In short, it improves the quality of education.

Appendix 3 is an article taken from the periodical CANADIAN MENTAL HEALTH, Sept.-Oct., 1972. The article is the essence of a thirty-one page report by a special Commission appointed by Carleton University "to enquire and report on the affairs of the Carleton School of Social Work". The article outlines in no uncertain terms the value of interrelation between Social Work and other related academic disciplines. This is the essence of the Social Work Programme as it is being proposed, in fact this programme is not being proposed as a School or a Faculty Department but rather as an interdisciplinary programme with a director responsible to the Dean of Arts. Although the degree of interrelation between disciplines which will result in the programme proposed here is not yet clear, it will be seen in the following discussion on the nature of the programme that this proposed programme allows for significant interaction in many areas. The content of this article reinforces to a gratifying extent the reasoning which went into the design of the programme at hand.

In addition to this, the combined BA/BSW programme is superior, practically speaking, for the student. Any student who found himself not suited to a career in social work or unable to continue in the Social Work Programme for any reason could elect to finish only the BA Degree. This could be the difference between the University's keeping or losing a student and this is an important consideration in light of current enrolment shortages.

Introduction of this programme would involve the setting up of a minimum number of new courses; to be more precise, six would be required

in the initial year. All six new courses would be labled as Social Work courses. Rather than initiate new courses, en masse, the programme aims to utilize existing courses which offer instruction in many subjects normally required as part of a Social Work Education. Courses already offered which are suitable and new courses which will be required will be discussed under the nature of the programme.

There exists in the Northwestern Ontario community at present a sufficient number of qualified, dedicated social workers to instruct the new Social Work Courses which will be required. Instruction would be on a part-time basis which would minimize the programme's expenses for faculty. Such a system would be advantageous in that it would allow proper instruction in the diverse areas of Social Work by individuals trained and experienced in each of these particular areas. It is also anticipated that in the early stages of the programme, the director could assume such teaching duties as his administrative responsibilities would permit. The value to the programme of this type of instruction is obvious in that it would be difficult to find full time instructors qualified to teach in all of the diverse areas of Social Work. At its outset, the programme will require two or three part-time instructors depending upon enrolment and at that time such instructors, with education to the Master of Social Work level, will be available in Thunder Bay.

At present within the University, there are faculty who are interested in and qualified to assist with the development of this programme. Studies conducted on Social and Economic problems of Northwestern Ontario by various University faculty members would make their assistance of particular value to the programme. Previous research could be of great value to BA/BSW candidates

who could employ the results of or follow up on such research. Lakehead University's support of such research in the past indicates a social awareness within the university community which would serve well all of the ideals behind the BA/BSW Programme.

At present in the agencies involved in Social Work in Northwestern Ontario there are a large number of untrained personnel, that is to say, personnel who have had no formal social work education even though they may hold some University degree. Such a situation may hardly be considered ideal considering the nature and importance of Social Work. The previously mentioned survey of agencies asked whether or not staff members would find social work training on a part-time basis valuable. A substantial number of agencies indicated that they saw great value in such upgrading on a part-time basis with many agencies saying that staff members would be interested in upgrading to the degree level if possible. Appendix 4 lists those agencies registering interest in this aspect of the programme and offers an estimation of the number of part-time registrations which the survey has shown the programme may anticipate.

An attempt was made, in the survey, to determine if staff in any of the agencies would be interested in enrolling in the programme on a term basis. Many agencies indicated that staff members were interested in such a programme but would be unable to support themselves while back at school. A subsequent investigation into the Canada Manpower Centre's "Occupational Training of Adults Programme", which is outlined in Appendix 5 reveals a distinct possibility that such staff might be able to return to classes. Further investigations into this matter will be initiated once the approach

of the programme becomes a reality. It should be noted that Confederation College's "MENTAL RETARDATION COUNCELLORS PROGRAMME" has ten students who are upgrading their qualifications while supported by this programme. In light of current shortages of trained Bachelors of Social Work in this area, support by Canada Manpower of the BA/BSW Programme remains a distinct possibility.

The programme proposed here will be flexible enough to allow the University to accept undergraduate students who have completed some work in BSW programmes elsewhere. Such flexibility should prove particularly valuable in the initial years of the programme when upper year levels could be partially filled by such transfer students.

At present the physical facilities of the University are adequate to accommodate new demands which the addition of this programme will make. The University's Department of Physical Planning and Construction could envision no difficulty in providing the office space required by the administration and staff of the programme. The recent addition of the Ryan Building has added enough classroom facilities to accommodate the new courses which would start in September, 1973.

At present the introduction of the programme would require a small number of additions to the University Library's holdings. Appendix 6A gives a listing of the number of volumes of sociology subjects which are related to Social Work Studies. Although a similar breakdown was not available for Psychology subjects, Appendix 6B lists areas of psychology pertinent to Social Work where volumes are available. It would of course be the responsibility of the director to determine what volumes would be necessary additions. The

effect on the Faculty of Arts Library Allocation will not be available until such time as the director has done a detailed investigation on the matter. The Library's holdings of periodicals would have to be supplemented to meet the programme's needs, and Appendix 6C outlines a number of relevant periodicals which the Library would have to acquire. The number of additions would be small overall, and yet these additions would make research facilities adequate for all students enrolled in the programme.

The University's Computer Centre would serve the programme as it does other academic fields by providing a valuable storage facility for research and information required by students on any aspect of Social Work.

Students in the BA/BSW programme who intended to go into work with the native peoples of Northwestern Ontario would find it necessary to acquire a working knowledge of the Cree and/or Ojibway languages. The language labs here at the university would be ideal for this purpose. Tapes are available or they could be made and used by students requiring such training. Confederation College currently offers a course in Elementary Ojibway and they are having an encouraging student response to the programme. This University might find widespread support in all disciplines for such a language programme if it were made available.

Discussions up to this point indicate that the institution of the BA/BSW Programme in September, 1973, would be a financially sound venture. A discussion of the financial aspects of the programme is now required. Because of the previous inaccuracy of budgetary estimates with respect to the introduction of new programmes, this brief does not attempt to estimate what the detailed budget for the BA/BSW programme would be. However, Appendix 7A lists all

of the goods, services and human resources which the programme would utilize. Appendix 7B offers an estimate of student enrolment for the first year and a statement of the value of each student with respect to governmental funding. The expenses involved are minimal at all levels and this has been the most singularly important consideration, next to high quality, throughout the entire process of programme design.

NATURE OF THE PROGRAMME

The proposed programme leading to the BA/BSW degree will differ in a number of ways from programmes already in existence on campus. Basic to the programme will be the existence of an admissions screening committee which will serve a multifold purpose. This committee would be composed of the Programme Director, Dean of Arts, Registrar of the University and two senior social workers from the community who may or may not be involved in teaching or advising in the programme. The value of such committees has been widely shown and virtually all Schools of Social Work employ them to ensure the maintenance of high quality output. General admission policy will be the same as existing requirements for admission into the Faculty of Arts. Adult admissions will be handled through the channels already existing in the Admissions Office. Any considerations of advanced standing for applicants with field experience will be the responsibility of the screening committee previously mentioned. The committee will review the grades of each student at the end of the first and second years of the programme, and this committee may interview any student whose performance is not adequate. The committee

may request that such students withdraw from the BSW section of the programme and become a candidate only for the BA Degree.

Admission to the proposed programme will be from either of four categories:

1. The first category will be students enrolling in the first year of the four year degree programme and completing all of the degree requirements for the BA/BSW.

2. The second category will be students who have attained the Bachelor of Arts degree at Lakehead University or another University and wish to complete the additional courses necessary to reach the Bachelor of Social Work level. The screening committee will determine which courses other than the required Social Work courses B.A. graduates entering this one year programme will require, Not all applicants holding Bachelor of Arts degrees will have all of the required courses for the BA/BSW and some may find that a make-up year of some type will be necessary.

3. A third category will include students who transfer from other departments and/or disciplines or students who transfer from similar programmes at other universities. Also into this area a substantial number of community college students can be expected to transfer. It is anticipated that programmes such as the Social Services diploma offered at the Confederation College will provide students for the proposed degree programme. Although the circumstances surrounding such applications would have to be reviewed individually it would appear that Confederation College graduates could expect to receive at least five credits towards the Bachelor of Arts/Bachelor of Social Work degree.

4. A fourth and final category from which the programme should

anticipate applications is the personnel of area social work agencies who wish to upgrade their qualifications. A recent survey, the results of which are outline in Appendix 8A predicts a considerable number of applications to the programme from this area. The questionnaire sent to various agencies, including those agencies listed in Appendix 4, and the results received are outlined in Appendix 8A. These results show that there is a great interest in upgrading on a part-time basis. Courses for students in this category could be offered in the evenings, during summer school or as extension courses.

It will prove to be quite valuable to students entering the one year programme if they could take the first year Social Work course described later in this presentation during the summer preceding their registration in the programme. Ideally this course, later described as S.W. 100, would be offered in the evening during Summer Session each year. Social Work courses, apart from strictly field work courses will be accepted as general credits by the Faculty of Arts. This will serve well to increase interest in the programme at its outset.

It should be made clear at this point that the programme will not be offered in its entirity for a number of years. Appendix 8B lists all of the Social Work courses which the interdisciplinary programme leading to the BA/BSW degree would require to allow the student to receive adequate training in any accepted field of social work specialization. It would be impractical to introduce such a thorough programme all at one time, this would require a staff complement which is at present unavailable as well as prohibitive expense for administration. Appendix 9 contains an outline of which courses the programme would be required to offer in September, 1973,

in order to graduate BSW's with the necessary high level of training perhaps as soon as May, 1974. The courses so introduced would serve adequately the needs of BA graduates entering the programme to complete the BSW Degree over the first one or two years of the programme. It is hoped that by the time students entering the programme in the first year reach the third year level, that is by September, 1975, the programme will have been expanded so that it would closely approximate the ideal outline shown in Appendix 7.

When fully developed, the programme will allow for specialization in Northern Problems, Administration, Community Work, Research and Clinical or Treatment Practice. All of these areas of specialization except Northern Problems are accepted divisions within the field of Social Work. The Northern specialization will be peculair to the Lakehead University programme and has been introduced to meet the unique needs of the Northwestern Ontario area.

Specialization in any one of these fields will involve different compulsory courses at each year level and a restricted choice of elective subjects. Appendix 10 gives the outline of the programme year by year as it will be when it is completely developed. Appendix 11 shows a list of electives which could be chosen according to the chosen field of specialization.

With respect to the programme, for autumn, 1973, Appendix 12 describes the offerings of each year of the programme at the outset. The maintenance of a B average in all of the social work courses will be required and at least a C average will be required for other compulsory courses. When offering a programme such as this, it must be appreciated that the BSW graduate assumes an important role of a semi-professional nature in many employment situations.

Consequently standards must be high and the quality of the graduate excellent.

An integral part of the BA/BSW programme as the course descriptions indicate is the field work programme. Courses at both third and fourth year levels are based on practicum training alone. Field work, when the programme has developed fully, will become a major means of training in any one of the specialized fields of Social Work which the student has chosen to pursue. At present, no trouble is expected in finding field work placements, many area social work agencies have indicated willingness and enthusiasm at the prospect of having BA/BSW candidates placed with them either on an hourly basis (as S.W. 321 requires) or on a week-block basis (as S.W. 400 requires).

Students with field work experience in the form of a current or previous employment situation will be able to receive credit for field work courses at the discretion of the screening committee. Grading and supervision of the field work courses would be accomplished in the following manner: Supervisors would be hired to work on a part time basis; it would be their responsibility to make rounds of all organizations and institutions at which field work placements had been made. During these visits, observation of the student would provide a basis for grading; a second basis for grading would consist of a report from and consultations with the student's supervisor in the field situation.

In each year of the BA/BSW programme, weekly tutorials of two hours would be a course requirement. These tutorials, which would be conducted by part time faculty, would hopefully bring to light any problems being encountered with what one might call "professional practices". In the first and second years tutorials could be spent in field observation or discussion thereof.

At year levels three and four, tutorials could be spent in analysis of any problems encountered in field work or course work, or in discussion of a particular area of specialization with a qualified adviser in the community. It is hoped that summer courses may be offered at the earliest possible time in a number of Social Work courses besides the first year course. This, along with scheduling some of the social work courses throughout the year in the evenings, would better enable individuals in the field to upgrade on a part time basis, since it was indicated that a number of agencies employed personnel who would be interested in upgrading if at all possible.

The programme has been designed to involve a minimum expense to the University. The plan to introduce the programme slowly is one which will lead to the foundation of the programme being a solid one. Expansion will be carried out at a controlled rate as the programme can accommodate such expansion; this is why no dates have been given for the completion of programme growth.

The support for this programme has been most enthusiastic in this area as has already been stated. Many area social workers feel that this is precisely what is needed in our area to provide high calibre social workers capable of dealing with area social problems both current and anticipated.

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APPENDIX 1

Name of University	Year	Applications Received	No. of Students Accepted	Approximate Ratio Applications/Acceptance
CARLETON	1972-73	335	49	7 to 1
McMASTER	1969-1973	NOT AVAILABLE FOR BA/BSW		Although figures were not available the ratio suggested was 4 or 5 to 1
UNIVERSITY OF TORONTO	1970-71	532	100	5 to 1
	1971-72	662	100	6.5 to 1
	1972-73	864	106	8.5 to 1
UNIVERSITY OF MANITOBA	1969-70	UNKNOWN	200	Accepted rate of rejection to acceptance 4 to 1
	1970-71	UNKNOWN	200	
	1971-72	UNKNOWN	140	
	1972-73	NOT AVAILABLE FOR BA/BSW		
WINDSOR	1969-70	229	76	3 to 1
	1970-71	241	76	3 to 1
	1971-72	414	102	4 to 1
	1972-73	440	98	4.5 to 1
UNIVERSITY OF WESTERN ONTARIO	NA	NOT AVAILABLE	MAXIMUM ADMISSIONS 50	NOT AVAILABLE
WATERLOO LUTHERAN	1969-70	187	40	4.5 to 1
	1970-71	246	80	3 to 1
	1971-72	293	66	4.5 to 1
	1972-73	316	74	4.5 to 1

APPENDIX 2

RESULTS OF STAFF NEEDS SURVEY

AGENCY QUESTIONED	STAFF COMPLEMENT	ANNUAL TURNOVER	5 YEAR PROJECTION
Fort Frances Separate Schools	8	1	up 3
Addiction Research Foundation	3	1	up
John Howard Society	1 1/2	1/2	up 3
Ministry of Community and Social Services	30	3	up 10
Thunder Bay - Children's Aid Society	35	4 - 5	up
Kenora - Children's Aid Society	17	4	up
McKellar General Hospital	2	NOT AVAILABLE	
Lakehead Social Planning Council	1	N/A	up
Department of National Health and Welfare	80	8	up
Lakehead Psychiatric Hospital	17	4	up 25
Ontario Metis and Non-Status Indian Association	3	INSIGNIFICANT	up 10
Lakehead Board of Education	NONE	NONE	up 2
Canadian Department of Citizenship and Immigration	3	INSIGNIFICANT	up
Red Lake Indian Friendship Centre	3	INSIGNIFICANT	up 1
National Parole Board	3	INSIGNIFICANT	

APPENDIX 3

Taken From: Canada's Mental Health, Page 40, Volume XX, No. 5, Sept.-Oct. 1972.

Difficulties at Carleton School of Social Work

A serious internal crisis at the Carleton School of Social Work has culminated in the issuance of a 31 page report by a special Commission, appointed by the University, "to enquire and report on the affairs of the School".

Many of the Commission's recommendations in all areas stress the necessity for the School to integrate with both the rest of the University and with the whole community. The report states: "In the future we see the School much more a part of the University. The extent of its isolation in the past has been startling to discover. The main benefit of closer integration will lie in the intellectual enrichment thereby facilitated, but there are practical aspects as well."

Although the Commission feels that the focus should continue to be mainly on the graduate level of social work education through the Master of Social Work degree, with possibly an ultimate development towards a doctoral degree, the report states that "In addition, we feel it essential that social work education must move in the direction of closer interaction with other related academic disciplines such as sociology, psychology and public administration and must also ultimately become more aligned with the standard university year."

Further, in dealing with curriculum, the report outlines that one-fifth to one-third of the student's academic program should consist of elective subjects, many of which could be taken in cognate graduate disciplines elsewhere in the University. Some courses, the Commission feels, could come from areas which "at first glance would appear of only marginal relevance to social work" and this overall "cross-fertilization" and the "enhanced flow of ideas" would "enliven the School's central curriculum."

Also stressed in terms of integration is the need for interchange-ability with other degree programs, extending ultimately to social services training at the community college level and emphasis on mid-career admissions as well. The report notes that " ... continued efforts must also be made to ensure the openness of admission as the whole field of professional training continues to develop."

Other sections of the report deal with the School's relationship to the community, the need for the School to "accommodate the use of Canada's two official languages, and the need for research to become an integral part of the School's teaching program.

The Commission notes that Prof. Shaun Govenlock, director of the School, has asked that his resignation be accepted, and "therefore a new Director must be appointed and an Interim Director appointed."

APPENDIX 4

N.W.O. Social Work Agencies indicating that staff would upgrade on part time basis

Fort Frances Separate Schools
Fort Frances Board of Education
Salvation Army - Thunder Bay
Alcohol and Drug Addiction Research Foundation - Thunder Bay
John Howard Society - Thunder Bay
Ministry of Community and Social Services
Children's Aid Society - Thunder Bay
Children's Aid Society - Kenora
McKellar General Hospital
Department of National Health and Welfare
Lakehead Psychiatric Hospital
Ontario Metis and Non-Status Indian Association
Lakehead Board of Education
National Parole Board
Canadian Department - Citizenship and Immigration
Lakehead Separate School Board
City of Thunder Bay Social Services

The most accurate estimate possible of part time attendance by agency personnel for upgrading purposes is about 60. The majority of those interested are employees of the large agencies such as National Health and Welfare, Lakehead Psychiatric Hospital, City of Thunder Bay Social Services and The Children's Aid Society.

Out of town agency personnel showed interest in upgrading by extension courses or correspondance in many cases.

APPENDIX 5

OCCUPATIONAL RETRAINING OF ADULTS

The following outline of the programme was obtained from Mr. Al Fairbridge of the Canada Manpower Centre. It was through Mr. Fairbridge that Canada Manpower Centre arranged with Confederation College to buy training for the ten students enrolled in the Mental Retardation Councellor's programme.

Mr. Fairbridge outlined the procedure as follows:

1. *industry must be exerting a demand for a particular service requiring training*
2. *this demand must be great enough that manpower officials at local, regional and provincial levels recognize that it cannot possibly be met in the existing labour field*
3. *if this demand is sufficient C.M.C. will pay for retraining for a period of up to fifty-two weeks*
4. *the level at which retraining or upgrading is taken does not matter.*

It seems at present that the required demand could be brought to bear upon the Canada Manpower Centre. C.M.C. officials on campus could act for the University in this regard.

APPENDIX 6A

LIBRARY HOLDINGS - SOCIOLOGY

AREA	NO. OF VOLUMES
SOCIOLOGY (GENERAL TOPICS)	945
SOCIAL HISTORY	585
THE FAMILY, MARIAGE, WOMAN	630
SOCIAL GROUPS	450
SOCIAL PATHOLOGY	630

There are approximately 1000 volumes related to Anthropology in the Library some of which would be relative to Social Work areas such as Northern Studies.

TELEPHONE 345 2121
AREA CODE 807

Lakehead University
POSTAL STATION P, THUNDER BAY, ONTARIO, CANADA.

Needed

1. Social worker (Britain)
2. Journal of orthopsychiatry
3. Journal: Addiction / Res. Found. of Ont
4. British Mental Health Assn. Journal

Gentlemen:

With respect to the enclosed order(s) we have not yet received:

☐ Material

☐ Invoice

Please report as soon as possible on the status of the order(s).

Sincerely,

(for) SERIALS LIBRARIAN.

We subscribe to:

1. Addictions
2. British journal of addiction
3. Canada's mental health
4. Social casework
5. Social worker
6. British journal of social ✓
7. Clinical psychology
8. Canada's health ✓ welfare

Confederation College (titles we don't have)

Canadian welfare

Lakehead Psychiatric Hospital (titles we don't have)

1. Abstracts for social workers
2. Canadian welfare
3. Intl. journal of social psychiatry
4. Psychiatric news
5. Smith College studies in social work
6. Hospital ✓ community psychiatry
7. Can. Assn. of Social Workers. Newsletter

over →

APPENDIX 6B

PSYCHOLOGY HOLDINGS - LAKEHEAD UNIVERSITY LIBRARY

General Psychology holdings total 2340 volumes. Some areas where volumes exist which are related to the Social Work programme are Psychoanalysis, Physiological, Experimental, Habit and Accommodation, Heredity, Attention and Association, Creative Processes, Mental Deficiency and Deviation, Will, Volition and Choice, Applied Psychology, Personality, Child Psychology and Race and Ethnic Psychology.

The Library holdings also included 830 volumes on Abnormal Psychology and Psychiatry.

APPENDIX 6C

PERIODICALS

In addition to the current holdings of periodicals:

140 in Psychology

112 in Sociology,

it would be necessary to acquire the following periodicals and perhaps others.

ABSTRACTS FOR SOCIAL WORKERS
ADDICTIONS
BRITISH JOURNAL OF ADDICTIONS. JULY 1972
CANADA'S MENTAL HEALTH. 1968
CANADIAN WELFARE
INTERNATIONAL JOURNAL OF SOCIAL PSYCHIATRY
PSYCHIATRIC NEWS. JULY 1972
SMITH COLLEGE STUDIES IN SOCIAL WORK
SOCIAL CASEWORK (U.S.A.)
SOCIAL WORKER
JOURNAL OF ORTHOPSYCHIATRY
THE JOURNAL: ADDICTION RESEARCH FOUNDATION OF ONTARIO
SOCIAL WORKER (BRITISH)
JOURNAL OF THE BRITISH MENTAL HEALTH ASSOCIATION
(TITLE HAS RECENTLY BEEN CHANGED)
HOSPITAL AND COMMUNITY PSYCHIATRY (U.S.A.)
BRITISH JOURNAL OF SOCIAL AND CLINICAL PSYCHOLOGY
CANADA'S HEALTH AND WELFARE
JOURNAL OF CANADIAN ASSOCIATION OF SOCIAL WORKERS

APPENDIX 7A

GOODS, SERVICES AND HUMAN RESOURCES REQUIRED

1. Offices - including furnishing and maintenance

2. A director

3. Two or three part time faculty

4. Administrative readjustments to handle registration, etc.

5. Some addition to Library allocation

6. Tutors

7. Field work supervisors

8. Design and introduction expense

APPENDIX 7B

STUDENT ENROLMENT

The programme would enroll at the outset a maximum of 25 students in both the first year of the four year BA/BSW and the one year programme for Bachelor of Arts graduates.

Make-ups and transfers would make the number of students at each year level approximately the same as the number of first year entrants.

Under present University financing each BA/BSW student would be weighted as one B.I.U.

Tuition would ideally be set at some figure higher than regular Faculty of Arts tuition to reflect the combined and professional nature of the programme.

APPENDIX 8A

SURVEY - ADMISSIONS FOR UPGRADING PURPOSES

On November 1, 1972, a survey was initiated to determine exactly what numbers of area social work agency personnel would be interested in enrolling in a programme leading to a Bachelor of Social Work degree. The survey asked for the employee's name and position and whether they were interested in enrolling full time, part time or not at all. A total of 72 replies were received and the response was as follows:

Interested in full time attendance	5
Interested in part time attendance	64
Not interested	3

Many respondants offered enthusiastic comments and praise for the programme in a space provided for comments.

APPENDIX 8B

SOCIAL WORK COURSES TO BE OFFERED IN COMPLETE PROGRAMME

FIRST YEAR COURSES

S.W. 100 - Introduction to Social Work

SECOND YEAR COURSES

S.W. 200 - Human Behavior and Social Environment

THIRD YEAR COURSES

S.W. 300 - Research Report (major paper)

HALF COURSES (1st term)

S.W. 311 - Introduction to Social Work Methods

S.W. 313 - Social Casework

S.W. 315 - Social Institutions

S.W. 317 - Community Organization

HALF COURSES (2nd term)

S.W. 320 - Social Groupwork

S.W. 322 - Social Work Policy (Ethics)

S.W. 324 - Field Work

FOURTH YEAR COURSES

S.W. 400 - Field Work Placement (compulsory)

HALF COURSES (1st term)

S.W. 411 - Social Work Practices in Northern Communities

S.W. 413 - Child Welfare

S.W. 415 - Medical and Psychiatric Social Work

S.W. 417 - Specialized Topics in Community Practice

S.W. 419 - Advanced Casework

HALF COURSES (2nd term)

S.W. 420 - Family Counselling

S.W. 422 - Specialized Topics in Social Work Research

S.W. 424 - Specialized Topics in Administrative Practice

S.W. 426 - Advanced Groupwork

APPENDIX 9

NEW COURSES REQUIRED - SEPTEMBER 1973

1. Social Work 100 - Introduction to Social Work

An introduction to social work which includes the survey of the history and development of social work, concepts of the various methods of social work practice and their relationship to social and behavioural sciences' concepts and to the various value and other systems. There is no field work content but students will be exposed to either observation to or explanation of the services existing in the community.

2. Social Work 200 - Human Behaviour and Social Environment

An analysis of social functioning in relation to social systems and examines the interacting variables which influence the social funtioning of individuals, families, groups and communities.

3. Social Work 311 (first term only) - Introduction to Social Work Methods

This course will include an analysis of casework skills and interviewing skills and an examination of the principles and methods underlying all "helping processes", as they apply to the different social work methods discussed. The principles underlying the "personal skills" a social worker needs will also be examined.

acquisition of proficiency in "the use of self" to provide service to others in distress.

APPENDIX 10

THE PROGRAMME WHEN FULLY DEVELOPED

Year One

I a. English

b. Psychology

c. Sociology

d. S.W.

II One option from list - according to a. Major or

b. S.W. Concentration

III Tutorials (two hours per week)

Year Two

I a. Psychology 2a6 Developmental Child or

2e6 Physiological

b. Sociology 2e6 (Social Thought) or

2f6 (Social Problems)

c. Social Work

II Two options from list

III Tutorial (two hours per week)

Year Three

I a. Research Course Psychology 2c6 or
Sociology 3d6

b. Social Psychology, Psychology 3b6 or
Sociology 3b6

c. Social Work

II Social Work Tutorial (two hours per week)

III Two options from list - according to a. Major or
b. Social Work Concentration

Year Four

A. (B.A., B.S.W. Full Programme)

I Social Work

II Social Work Tutorials (two hours per week)

III Two options from list - according to a. Social Work Concentration

B. (B.A. graduates)

I One full year Social Work courses (six courses)

II Tutorials (two hours per week)

followed by

III Field Work Placement

APPENDIX 11

ELECTIVES WITH RESPECT TO SPECIALIZATION

	GENERAL	CLINICAL	NORTHERN	COMMUNITY	ADMINISTRATION	RESEARCH
Economics						
1a6 - Principals						X
3g6 - Regional			X			
2a6 - Economic	X					
History						
English						
270 - Canadian	X		X		X	
T1a or T1b, T2b					X	
Philosophy						
1a6 - Introduction					X	X
2d6 - Logic						X
4d6 - Philosophical						X
Research						
4e6 - Theory of						X
Value						
Geography						
2e6 - Economic			X	X	X	
Geography						

APPENDIX 11

ELECTIVES WITH RESPECT TO SPECIALIZATION

	GENERAL	CLINICAL	NORTHERN	COMMUNITY	ADMINISTRATION	RESEARCH
2d6 - Cultural Geography			X	X		
3a6 - Urban Geography						X
4d6 - Regional Geography			X	X	X	X
History						
2a6 - Canadian			X		X	
3c6 - Ontario			X		X	
4c6 - Problems in Canadian Social History			X		X	
2b6 - British					X	
Political Studies						
3a6 - Public Administration			X		X	X

APPENDIX 11

ELECTIVES WITH RESPECT TO SPECIALIZATION

	GENERAL	CLINICAL	NORTHERN	COMMUNITY	ADMINISTRATION	RESEARCH
4e6 - Regional Studies			X		X	
2d6 - Government of Canada			X		X	
Psychology						
2a6 - Child	X	X	X	X	X	X
2c6 - Statistics	X	X	X	X	X	X
2e6 - Physiological	X	X	X	X	X	X
2f6 - Theory and Research in Personality		X				X
2g6 - Conditioning and Learning		X		X		
2z6 - Family Life		X				
3a6 - Abnormal		X				
3e6 - Drugs and Behavior		X				
3h6 - Contemporary Issues		X				X

APPENDIX 11

ELECTIVES WITH RESPECT TO SPECIALIZATION

	GENERAL	CLINICAL	NORTHERN	COMMUNITY	ADMINISTRATION	RESEARCH
3z6 - Family Life		X				
4e6 - Learning and		X				X
Motivation						
3b6 - Social	X	X	X	X	X	X
4f6 - Advanced	X					X
Social						
5d6 - Behavior	X					
Modification						
5e6 - Learning	X		X			
Disabilities						
Sociology						
2a6 - Family		X				
2e6 - Social	X	X	X	X	X	X
Thought						
2f6 - Social	X	X	X	X	X	X
Problems						
2g6 - Race and				X		
Ethnics						

APPENDIX 11

ELECTIVES WITH RESPECT TO SPECIALIZATION

	GENERAL	CLINICAL	NORTHERN	COMMUNITY	ADMINISTRATION	RESEARCH
2h6 - Canadian Society			X	X		X
3a6 - Urban				X		
3b6 - Social	X	X	X	X	X	X
3d6 - Research	X	X	X	X	X	X
3e6 - Criminology		X				
3g6 - Social Stratification	X			X	X	
3j6 - Collective Behavior				X	X	
2i6 - Religion				X		
4p6 - Advanced Social			X	X		
Anthropology						
1a6 - Introduction			X	X	X	X
2a6 - Cultural and Social			X	X		

APPENDIX II

ELECTIVES WITH RESPECT TO SPECIALIZATION

	GENERAL	CLINICAL	NORTHERN	COMMUNITY	ADMINISTRATION	RESEARCH
3a6 - Dynamic Aspects of Culture		X	X	X		X
3d6 - Methods and Theory in Ethnology						X
3b6 - North American Indian			X	X	X	
4a6 - Selected Problems	X				X	
4b6 - Seminar						
4e6 - Culture and Personality			X			X
4d6 - Advanced Ethnology Theory						X

APPENDIX II

ELECTIVES WITH RESPECT TO SPECIALIZATION

	GENERAL	CLINICAL	NORTHERN	COMMUNITY	ADMINISTRATION	RESEARCH
Business						
302 - Administrative Practices			X	X	X	
421 - Local Government and Administration			X		X	
Nursing						
200 - Preventative Medicine		X	X	X	X	X
207 - Psychiatric		X				
308 - Nurse, Family and Community			X	X		
309 - Behavior Dynamics		X	X	X	X	
315 - Mental Health		X				

APPENDIX 11

ELECTIVES WITH RESPECT TO SPECIALIZATION

	GENERAL	CLINICAL	NORTHERN	COMMUNITY	ADMINISTRATION	RESEARCH
Mathematics						
1c6 - Calculus						X
0a6 - Maths for					X	X
Social						
Sciences						
2q6 - Statistics						X
Physical Education						
406 - Health			X	X		
Education						
Liberal Science						
100 - Science and	X				X	X
Man						
Education						
200 - Educational	X		X	X	X	
Psychology						
Languages						
Native			X		X	
Languages						

APPENDIX 12

BA/BSW PROGRAMME - SEPTEMBER 1973

Year One

I English 100 - Introduction

Pscyhology 1a6 - Introduction

Sociology 1a6 - Introduction

Social Work 100 - Introduction

II One optional selection - according to B.A. major

III Tutorials (2 hours/week)

Year Two

I Psychology 2a6 - Child or

2e6 - Physiological

Sociology 2f6 - Social Problems or

2e6 - Social Thought

Social Work 200 - Human Behaviour and Social Environment

II Two options - according to a. B.A. major

b. area of S.W. specialization

III Tutorials (2 hours/week)

Year Three

I Research Methods (Statistics) - Psychology 2c6 or
Sociology 3d6

Social Psychology - Sociology 3b6 or
Psychology 3d6

Social Work 311 (Methods) and
321 (Field Work)

Social Work 300 (major paper)

II One optional selection - according to a. B.A. major
b. S.W. specialization

III Tutorials (2 hours/week)

Year Four

A. (B.A./B.S.W. Full Programme)

I Social Work 400 - Field Placement

Social Work 402 - Advanced Methods

II Four options - according to a. B.A. major
b. area of S. W. specialization

III Tutorials (2 hours/week)

B. (B.A. graduates)

I All of the S.W. courses offered must be completed

II All required courses at all year levels must be completed