

PROFESSIONAL AUTONOMY AS A CRITERION FOR
CLASSIFICATION OF SOCIAL WORK
TASKS IN A CHILD WELFARE SETTING

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Thesis submitted in Partial Fulfillment of the Requirements
for the Degree of MASTER OF SOCIAL WORK in
the School of Social Work

We accept this thesis as conforming to the required standard

The University of British Columbia

December, 1967

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ABSTRACT

This study developed from results obtained in a recent MSW thesis entitled, "Utilization of Manpower at Children's Aid Society of Vancouver, B.C." by Adams, et. al. (U.B.C. School of Social Work, 1967).

In the main, our assignment was to select and rank a wide range of tasks performed by agency staff in the field of child welfare. Using the Adams et. al. recommendation regarding "worker autonomy," we selected a panel of fifteen judges representing the three levels of employment - administrative, supervisory, and line worker, developed an adequate method of judging, and analysed the data. The Adams, et. al. study proved useful in our inquiry in providing clues to the various personal assignments we had set for our project group.

The entire project covered a period of less than three months and because of this comparatively short research period, we resorted to simplified techniques of judging.

We found a high percentage of agreement among the judges. This not only indicates that the tasks can be differentiated by social workers in the field of child welfare but also that the "forced choice" phase of the judging probably does not adversely affect reliability. Further, we suggested in the Adam's study, it would appear that "worker autonomy" can usefully be used as a criterion in ranking tasks in a child welfare agency.

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ACKNOWLEDGEMENTS

We would like to acknowledge the co-operation we received from the fifteen judges.

We also appreciate the work of the Adams et. al. thesis. This thesis set the background for our project. We hope that our efforts have in some way supported their fine work.

Special thanks must go to Mr. Louis Reimer and to Miss Sheilah Skelton of the Children's Aid Society of Vancouver who certainly helped us meet our deadline.

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CHAPTER 1

THEORETICAL FRAMEWORK

The Children's Aid Society of Vancouver was recently awarded a federal grant to be used in the initial planning stages of a manpower utilization study within that agency. Although this study is primarily concerned with the optimum utilization of welfare aides, the study is expected to yield more generalized information about utilization of social workers in social agencies.

In a pilot study (phase 1) completed in the spring of 1967 by Adams, et. al., it was shown that social work tasks in the 'Child in Care' Unit could be usefully ranked using 2 criteria, "task complexity" and "worker autonomy"; utilizing a panel of social work judges.

Our project (phase 2) plans to rank all remaining social work tasks within a child welfare setting according to the degree of professional worker autonomy required in the performance of the tasks. One of the important steps in this instrumentation phase is to test the reliability of ranking social work tasks.

Adams, et. al. found a high relationship between the criteria "worker autonomy" and "task complexity". We chose to use "worker autonomy" and adopted the Adams, et. al. recommendation (1, p.ii).

Reworking of the social work tasks and decisions concerning the panel of judges were dealt with simultaneously by 2 members of our group.

REASONS FOR CHOICE OF CRITERION USED

From reviewing the literature, the worker autonomy dimension has many possibilities.

Worker autonomy as defined by Richan is "the degree to which the

worker is called upon to function autonomously depending on built-in professional controls" (6, p.ii). As described by Briggs, worker autonomy has 3 sub-variables operating which could include use of the professional and non-professional. If the service to be rendered is set out with specific guides in the form of manuals and concrete procedures, the non-MSW could be used. If the service to be performed is done in a not very visible situation, then the MSW would be used. "Too, if any agency has goals and values which adhere to professional social work goals and values, then it is safer to use the non-professional person". (2, p.39).

Task complexity as a basis for differential deployment falls short of being the answer needed. A serious deficiency of this criteria is that tasks do not remain static, never varying in complexity. In the actual performance of tasks, they do not appear isolated, but often in clusters. If some of these clusters contain tasks rated as complex and others not so, the question arises as to who performs them. Briggs states that the weakest point in this approach is that it would tend to be repressive and more rigid.

One important consideration for us in choosing 'worker autonomy' was that it could be defined more clearly and ^{with} less ambiguity than 'task complexity' and that there would be a greater possibility of the judges having a unified concept of this definition. As a result of personal experience, the judge's ability to conceptualize can be hampered. If the judges clearly understand our criterion, their ability to conceptualize may be helped by guiding them away from thinking in terms of "who will do a particular task".

SELECTION OF TASKS

A sequence of activities was recorded from each department at Children's Aid Society. In reviewing the tasks, special consideration was given to avoid duplications, ambiguity of wording and most important to avoid "leading words",

e.g. "intensive", "help social Worker". We recognize that tasks vary in agencies, special effort was made to word these tasks as generically as possible. From over 400 tasks, we combined some, checked redundancies and concluded with 226 task items. Each task was typed on a card, the reasons for which will be discussed under instrumentation.

At the same time, we were concerned about selection of judges. We decided to use a panel of judges currently involved in or having had considerable experience in the field of child welfare. One of the main reasons for choosing these people is that they would all be familiar with the tasks that they would be asked to evaluate. It is hoped, therefore, that the concepts used will be compatible with the understanding and experience of the judges. It has been found that the higher degree of inference and the higher level of abstraction required by the item to be judged, the greater the intrusion of the judge into the situation. It was most important that this be kept to a minimum in order to decrease subjectivity and increase reliability. (8, pp. 46-47).

It is hoped that a professional person will have sufficient objectivity and professional skill to keep distortion to a minimum when the material is screened through his personal value system.

Bias will inevitably be apparent, and it is precisely that entity which we wish to know for it will be encountered during the implementation stage.

The question arises "to what degree is our sample representative?". "To what degree does the sample resemble the population out of which it has been drawn?".

Since we do have a balance among administrators, supervisors and line workers, we may be able to obtain correlation within the 3 divisions. Cer-

tainly, if we have contacted the wrong people, the study will be distorted.

COLLECTING ORIGINAL DATA

Considerable thought was given to the management of data collection. Polansky states that, if judging is overly long, there is a normal amount of digression. One hour seems to be an acceptable time span for adults. It is also mentioned that a place conducive to concentration be utilized, (5, pp. 145-146).

Concerning the matter of pre-testing, it is often a great temptation to have over confidence in the device one has constructed. Unfortunately, we pre-tested only within our research group and so did not realize the value of objective criticism.

One of the key issues throughout this project is that a unified concept concerning the criterion be held. To ensure reasonable similarity, the presiding researchers were schooled in the manner in which questions should be answered and how possible problem areas could be handled without conveying too much information.

In order to help clarify the judges' duties, the "instruction to the judges" was given considerable attention. There was opinion in our group that the instructions used in the Adams study was confusing. In order to avoid this, we tried to make the instructions as succinct and clear as possible.

INSTRUMENTATION

After having compiled a list of various tasks in a child welfare setting, we proposed to have each task typed on a sturdy card. Perhaps there may be psychological factors at play in that this is a novel idea. The individual card assures that the task is isolated physically from the others, and perhaps may be beneficial in helping the judge to concentrate solely on the task in hand.

Shuffling of these cards assures us of obtaining a random order.

One of the foremost reasons for utilizing these cards is to facilitate the management of forced choice.

HYPOTHESES TO BE TESTED

The following hypotheses were chosen by the project team in speculating about possible variations in task rankings:

HYPOTHESIS #1

There is no significant difference in the degree of autonomy * ascribed to child welfare tasks by line workers, and the degree of autonomy by the other judges (Administrators and Supervisors).

HYPOTHESIS #2

There is no significant difference in the degree of autonomy ascribed to the adoption tasks by judges with 2 or more years experience in adoption work, and the degree of autonomy by judges who have not had such experience.

* Degree of autonomy refers to the proportion of tasks placed in the low or high autonomy category.

CHAPTER 2

SELECTION OF JUDGES AND TASK RANKINGS - TEST OF HYPOTHESES

SELECTION OF JUDGES

The following criteria were agreed upon:

1. Eligibility of membership in B.C. Association of Social workers.
2. A minimum of two years experience in child welfare.
3. An equal number of judges (5) in each of the three levels of Social work practice (administration, supervision, line work).
4. At each level of practice, there should be included workers with extensive child welfare experience and those with a varied experience including two years in child welfare.

The focus in choosing these criteria was to enhance the reliability of the task ratings. It was deemed essential for all judges to be professional Social workers and to this end the frame of reference decided upon was eligibility for membership in the professional association. It was felt that only those persons with child welfare experience would be familiar with the task descriptions and that it was essential to include this requirement. To obtain as wide an opinion as possible, it seemed desirable to include all levels of practice, and further include Social workers who have practiced in other fields of Social Work.

The suggested number of fifteen judges was divided equally into three groups of five to maintain a balance between the levels of practice.

Names were suggested by members of the group and checked with B.C. Association of Social workers membership lists. During this process, as interesting fact came to light in that an insufficient number of line workers were active members and the list had to be completed from the personal

knowledge of the project group members about the eligibility for membership in the B.C. Association of Social workers.

TASK RANKINGS

290 cards representing social work tasks performed at the Children's Aid Society (originally used in the Adams' study) were revised and duplications eliminated. Of the remaining 226 tasks, approximately 50% of these were reworded to avoid ambiguity and all the tasks were pre-tested by two members of the Research group, two social workers, and a social work student. It was felt that clarity in the wording of these tasks was essential and possibly this was achieved to some degree since there was a fairly high degree of reliability in the final results of the study. One observation made concerned the compilation of these tasks in that the original wording tended to vary according to the position of the staff member preparing the task i.e., supervisors tended to use "interpret" while line workers would use the term "explain".

INSTRUCTIONS TO JUDGES

This form, based on a similar one contained in the Adams' study, was simplified and the definition of worker autonomy changed to prevent confusion on the part of the judges. Examples of the various ratings were drawn from a social welfare agency setting.

Instructions were given in written form to the judges but no mention was made of the forced choice as it was felt this would prejudice the judges in their initial choice.

No mention was made of case aids or social workers since it was felt that these terms would tend to make the judges think in terms of tasks which could be done by case aids rather than use the definition of worker autonomy.

A three point rating scale was used as it was felt that the five point one used in the Adams' study could be simplified since judges tend to ignore both the high and medium categories in a five point rating scale.

We felt that if the instructions for the judges were sufficiently clear there would be less call on those administering the tests. In this way we hope to avoid having the attitude or possible prejudices of the test administrator affect the judging of the tasks.

INSTRUCTIONS TO THOSE ADMINISTERING THE RATING SCALE

Since the judges were to be tested by all members of the group, it was agreed that a uniform method of handling possible problems would be outlined in writing. These directions were made quite explicit and each member of the Research project had participated in a trial run-through so that there was very little possibility of significant variations in the method of administering the rating scale.

RANKING

All members of the project team were involved in the administering of the project; each member being responsible for three judges. When the judges finished their first "run-through" by sorting the cards into three separate piles, according to written instructions (appendix A), they were then asked to help tabulate their responses by noting the number of each card they had just ranked. (see appendix C). Then the second phase of the judging began with the "forced choice". Here, the judges were asked to distribute their previous responses by having the same number of cards in each pile (appendix B). Once again, their decisions were noted on the work sheet. The total time spent in ranking all 226 tasks averaged one hour and thirty minutes. Each task was ranked individually on separate work sheets by clerical help provided by the Children's Aid Society.

In order to test the hypotheses postulated in this study, the Mann-Whitney U test (7) was used to determine the significance of variations in the degrees of autonomy ascribed by different groups of judges to the different tasks. Because of time limitations, a random sample of the tasks were chosen.

Thus, in testing hypothesis #1, dealing with the relative autonomy ascribed to all tasks by administrative and supervisory personnel, and by line workers, a random sample of 50 tasks were chosen from the total of 226 by means of a table of random numbers.

Similarly, in testing hypothesis #2, involving the 35 tasks dealing with adoption procedures, a random sample of 20 was chosen.

Composite scores for each judge on all tasks in the sample were calculated, using the initial choice in instances where forced choice had produced a change in the autonomy rating. Then, for each hypothesis, the scores of both groups being compared were ranked, the lowest numerically, (i.e. the highest in autonomy) being assigned a rank of 1.

The Mann-Whitney test involves the use of the following formula to calculate the statistic U:

$$U = n_1 n_2 + \frac{n_1(n_1 + 1)}{2} - R_1$$

where n_1 the number of judges in the smaller group

n_2 the number of judges in the larger group

R_1 the sum of the ranks of the smaller group

The value of U calculated in each case was compared with the critical value of U as indicated in table K (7, p. 277), and the hypotheses were accepted or rejected on this basis.

CHAPTER 3

DATA ANALYSIS

RELIABILITY

We arbitrarily classified those tasks which had above 75% level of agreement as having a high level of agreement, those between 60 - 70% as having a medium level of agreement and those below 60% as having a low level of agreement. When the tabulation was completed we discovered that there was a high level agreement between the judges - only 18% of the tasks rankings obtained less than 60% agreement (See appendix F & G).

HYPOTHESES TESTS

HYPOTHESIS #1:

For hypothesis #1, involving line workers and the other judges, the U value was calculated as 16.5. For a level of significance of 0.05, (two tailed test), this U value was considerably higher than the critical value of 6 indicated in Table K; therefore the null hypothesis was accepted. Because the U value was much higher than the critical value given, it was decided not to apply the test at a higher level of significance.

HYPOTHESIS #2

For this hypothesis, involving workers with adoption experience, a U value of 38.5 was calculated. Thus, as with hypothesis #1, the null hypothesis was accepted, and again, we did not test for a higher level of significance.

COMMENTS ON HYPOTHESES TESTED

In discussing the judges' reactions to the testing, the research group was of the opinion that the administrators in particular viewed the tasks as

a line worker would. Comments concerning the well-being of the client were more frequent than thoughts of decision and policy making.

In choosing a panel of judges, perhaps it is not essential to have a balance among the various roles individuals have in an agency, as they may tend in their judgements to align themselves with the client, these judgements being independent of agency function or role.

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APPENDIX A
INSTRUCTIONS FOR JUDGES

Cards will be given to you representing tasks performed in a child welfare setting.

These tasks are to be judged by one criterion; that of worker autonomy.

Definition of Worker Autonomy - Refers to the degree, to which a worker, in a given situation, must use his inner professional knowledge, ethics and controls.

For each task we want your opinion as to the degree of worker autonomy required by the worker in performing the task. The following rating scale will be used:

- 1) High
- 2) Medium
- 3) Low

Please sort the cards given you into three piles designated High, Medium and Low.

Further instructions will be given verbally.

Hypothetical examples of the various degrees of autonomy are:

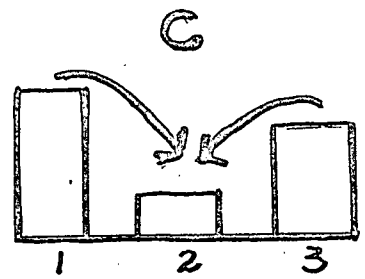
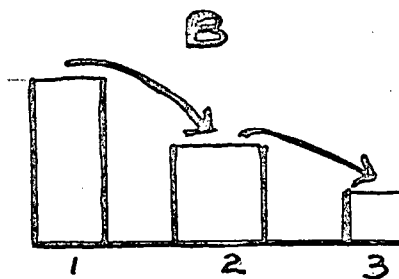
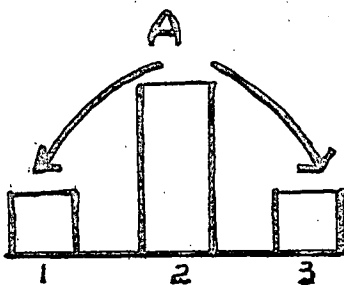
- 1) High Autonomy - recommend committal of child to correctional institution
- 2) Medium Autonomy - assist client in determining need for suitable recreational resources
- 3) Low Autonomy - notify client of change in appointment time for interview

INSTRUCTIONS TO THOSE ADMINISTERING RATING SCALE

- 1) Judges should not be told that we are interested in evaluating tasks for purpose of utilizing case aids. If explanation required study can be described as A "Manpower Research Project".
- 2) Cards should be thoroughly shuffled each time before being given to judges.
- 3) Each judge should be given three boxes marked 1. High 2. Medium 3. Low. Then give written instructions to judges.
- 4) Explanation of task ambiguities should be avoided as much as possible.
- 5) At conclusion of initial sorting, the cards should be tallied on forms provided, giving numbers of card assigned to each pile. Total number of cards in each pile should be added.
- 6) Verbal instructions to judges are then given on the basis of the format of their original selection.

There are three possibilities although in practice a variety of these examples will probably occur:

- A) Centre pile is highest
- B) End pile is higher than centre
- C) One end highest, opposite end next, centre pile lowest



To proceed with forced choice in case: (shuffle cards)

- A) Have judge go through pile 2 again, picking out enough cards to complete required numbers in piles 1 and 3.
- B) Have judge go through pile 1, selecting enough cards to place in pile 2 so that only required number of cards are left in 1. Have judge go through pile 2 and place sufficient number of cards in pile 3.
- C) Have judge pick out excess numbers of cards in piles 1 and 3 and add to pile 2.

Note numbers of cards selected on forced choice and enter on tally sheets in red pen.

| JUDGE _____ | | TABULATION OF RESPONSES | | TIME _____ | |
|-------------|--|-------------------------|--|------------|--|
| HIGH | | MEDIUM | | LOW | |
| 1 | | 1 | | 1 | |
| 2 | | 2 | | 2 | |
| 3 | | 3 | | 3 | |
| 4 | | 4 | | 4 | |
| ↓ | | ↓ | | ↓ | |
| 75 | | 75 | | 75 | |

The above is an example of the WORKSHEET used by the project group - force choice was noted in red ink.

TASK NO.

APPENDIX D

RANKING

JUDGE

| | 1 | 2 | 3 |
|----|---|---|---|
| 1 | | | |
| 2 | | 1 | |
| 3 | | | |
| 4 | | | |
| 5 | | | |
| 6 | | | |
| 7 | | | |
| 8 | | | |
| 9 | | | |
| 10 | | | |
| 11 | | | |
| 12 | | | |
| 13 | | | |
| 14 | | | |
| 15 | | | |

1. Interview transient under 18 and assist with plans.
2. Deal with emergency calls regarding active CAS cases when workers involved are not available.
3. Make decision to place under-age unmarried mother in non-ward care.
4. Assess home situation of child for Supreme Court Custody reports.
5. Interpret decisions of court to child and/or families and siblings.
6. Prepare social history (report) for special counsellors at child's school.
7. Discuss foster home placement with foster parents.
8. Participate in unit meetings to discuss children needing placement and placement policy.
9. Arrange to take under-age unmarried mother into non-ward care, obtaining maternal grandparent's consent, superintendant of Child Welfare's non-ward consent.
10. Help unmarried mother prepare for the emotional impact of childbirth.
11. Prepare evidence for court in apprehension cases.
12. Clarify Agency's role in assisting unmarried mother.
13. Obtain maternal grandparent's cooperation, notifying police for possible action against putative father.
14. Begin action to obtain putative father's financial contribution.
15. Determine placement needs of unmarried mother.
16. Assist with post-release planning of children in institutions, determine needs and evaluate quality of child's own planning.
17. Interview foster parent or adoption home references.
18. Interview former wards of CAS answering questions (re status, birth information and providing background information as appropriate).
19. Discuss plans for special care for child with medical doctor, agency or non-agency psychiatrist.
20. Discussion with maternal grandparents, putative father, or any other primary people who have investment in mother's plan.
21. Discussions with unmarried mother around her own future plans.
22. Obtain religious releases from unmarried mother re adoption of her child.
23. Determine need for special treatment centre for child.
24. Complete written report on progress of child in institution.
25. Discuss cases with probation officer.
26. Record comments on intake slips following foster parent meeting.
27. Correlate replies to foster parent advertisements and publicity.
28. File foster parent inquiries in alphabetical index.
29. Discussion of medical problems of adopting and foster home applicants with applicants doctor and staff consultants.
30. Participate in adoption or foster Home conferences with other agencies and social workers.
31. Obtain admission of paternity.
32. Obtain agreement from putative father to support mother during confinement and/or child after birth by Three Party agreement.

33. Request approval from social Welfare branch to interview putative father, when non-resident.
34. Joint interviews with unmarried mother and putative father
35. Casework with putative father
36. Note disposition of foster parent inquiries in inquiry cards and intake slip
37. Obtaining information from other workers regarding children committed to correctional institutions, i.e. reason for committal, family history, school record.
38. Arrange to pay rent when child moves out of group home.
39. Arrange to issue food vouchers when child moves out of group home.
40. Allocate money to youth in group home for bus transportation.
41. Arrange for payment of spending allowance to child outside of group home
42. Transfer child and personal effects.
43. Drive child to visit with natural parents.
44. Discuss recreational activities with child.
45. Advise unmarried mother of her child's placement, giving information to mother about adoptive family.
46. Assess need for supervision of under-age unmarried mother after hospital confinement
47. Decide on whether the child of an unmarried mother is to be a ward or non-ward based on a conference on mother.
48. Apprehension of child of unmarried mother.
49. Enrol child in organizations (Cubs etc.)
50. Contact camp resource personnel on behalf of foster child.
51. Assist client in course training enrolment.
52. Assess need for homemaking services or preventive funds.
53. Provide Homemaker services.
54. Discuss health and housekeeping problems with family service client.
55. Offer help to family towards alleviating problems giving rise to neglect or abuse complaints.
56. Make decisions regarding type and amount of spending of Agency preventive funds for emergency funds, i.e. basic essentials, homemaking service.
57. Interpret child's and family's reaction to visit with natural parents, to agency personnel.
58. Supervise foster child visit with natural parents.
59. Recreation orientated group sessions with members of group home.
60. Discuss foster child with police.
61. Obtain and/or process court documents (affidavits, advertising, vital statistics)
62. Send or serve notice of hearing to natural parents.
63. Provide substitute parents (group home, foster) with information re background of child to be placed.
64. Observation of child's relationship to substitute parents (Group, foster) and siblings.
65. Pre-placement visit to evaluate home (adoption, foster or group) and potential relationships for specific child.
66. Arrange and supervise visits between prospective parents and adoptive child
67. Follow-up consultations with a view to helping adopting parents who have given up child.
68. Evaluate need for psychiatric treatment of client.
69. Write summary of file.
70. Referral of unmarried mother to family Planning Clinic.

71. Advise putative father of legal implications of interview re admission of paternity.
72. Help child obtain employment.
73. Arrange for funerals.
74. Submit notice to Homefinder, outlining special needs of child in need of home.
75. CAS liason with institution (e.g. policy, individual problems)
76. Prepare court notices for apprehension
77. Refer case to Provincial Government for U.P.A. Court action.
78. Refer unmarried mother to Agency group of unmarried mothers keeping children.
79. Assist unmarried mother in completing birth registration for her child.
80. Acquaint unmarried mother with residential facilities.
81. Assess unmarried mother's medical and hospital coverage.
82. Make arrangements for a work home placement for unmarried mother, using Agency index.
83. Arrange accomodation for unmarried mother at maternity home.
84. Assess mother' plan for medical coverage and medical care following hospitalization.
85. Assist in arranging housing or day care for unmarried mother and baby.
86. Assist in plans for care of previous children of unmarried mother during confinement
87. Notify hospital social worker of plan for baby of unmarried mother.
88. Make arrangements (time, mailing invitations) to regular group meetings of prospective adoption or foster home applicants.
89. Read and assess report from Inspector of Environmental Sanitation re foster home applicants.
90. Send form letter to Inspector of Environmental Sanitation re foster home applicants.
91. Arranging natural family to visit foster child.
92. Referral of child in group home to other agencies (e.g. Burnaby Mental Health, Youth Counselling)
93. Handle requests for information from agencies re movement of adopting parents in and out of area.
94. Refer adoption applicants to other social agencies when applicants move before adoption is completed.
95. Arrange admission visits to public or private schools with child.
96. Interpret apprehension and guardianship to unmarried mother.
97. Determine special needs of child of unmarried mother.
98. Assist foster or houseparents with child's school enrollment.
99. Discussion with prospective adoption parents regarding decision to adopt a specific child.
100. Arrange for child to attend or continue in school
101. Report progress of child in institution to other agency personnel.
102. Read and assess new foster home application before making initial decision to proceed.
103. Confer with treatment, staff, i.e. doctors, workers, nurses, regarding client in mental hospitals or prisons.
104. Participate in conferences with other social agencies regarding client problems.
105. Interviewing with children in correctional institutions regarding psycho-social needs.
106. Plan for placement of child in temporary home.
107. Meeting physical and psycho-social needs of child in group home or institution.

108. Assist unmarried mother in making application to court for return of guardianship.
109. Participate in community conferences pertaining to unmarried mothers.
110. Consult with hospital social worker regarding unmarried mother's, child's progress in hospital.
111. Assess financial situation of unmarried mother keeping child.
112. Give initial information and direction to adoption and foster home applicants inquiring at the office.
113. Job counselling
114. Give information and direction in reply to telephone inquiries from prospective adoption and foster home applicants.
115. Arrange for foster mother to aid unmarried mother in child care during infant's temporary stay in care.
116. Confer with adoption workers, advising of child's development, presenting pictures and/or baby at conference.
117. Ongoing contact with temporary foster home by telephone or visit.
118. Give information about agency policy and procedures relating to foster children to public.
119. Decision to discharge child from care.
- 120k. Read and Assess medical reports of prospective adoption or foster home parents.
121. Assist client in obtaining special funds for emergent needs, e.g. home repairs, school fees.
122. Assist client in home budgeting.
123. Explain Youth and Family Allowance to foster parents.
124. Discuss foster home rates and payment with foster parents.
125. Arrange for special lessons and courses for child in care.
126. Complete school forms for child in care.
127. Compose letters to other professionals or agencies asking for confidential information.
128. Telephone calls to other professionals or agencies asking for confidential information.
129. Consultations with school nurse and/or teacher, regarding the adjustment of other children in prospective adopting family.
120. Compose letters to other agencies and prepare special reports to Child Welfare Division where waiving of parent's consent to adoption is necessary.
131. Compose letters of reference of adoptive ;children to special treatment centres.
132. Prepare form report for Executive of CAS, requesting special consent to adoption for wards of the society.
133. Recording closing and/or transfer of file.
134. Complete monthly statistics.
135. Explain clothing policy to child in care.
136. Visit child in hospital to maintain contact.
137. Compile social history.
138. Obtain medical history from natural or houseparents, public health Department, family doctor
139. Place adoptive child in temporary foster home with ongoing interpretation of placement plan to foster parents.
140. Arrange details of adoption placement with other workers involved.
141. Receive incoming routine calls for professional staff, when caller does not know whom to ask for and refer to appropriate agency personnel.
142. Obtain adoption or foster home references.

143. Assist foster parents with child's school enrollment.
144. Take child shopping.
145. Prepare consents for unmarried mother and putative father.
146. Assist mother who is keeping baby to obtain birth certificate and Family Allowance.
147. Assist unmarried mother in care to obtain necessary clothing and personal items.
148. Arrange for admission of child to vocational school.
149. Prepare advertisements for natural parents (or children to be placed for adoption) with whom contact has been lost.
150. Contact community resources to obtain additional help for client.
151. Refer client to legal aid.
152. Discuss camp with foster, house or natural parents.
153. Discuss camp with child.
154. Participate with other staff in increasing foster home rate or recommending household help allowance.
155. Assist client in laying charges at court.
156. Read and assess foster home or adoption home references.
157. Receive and assess mail (incoming) constituting requests for service.
158. Teletype or phone B.C. Social Welfare office re presence in town of transient under 18 years and ask that parent or guardian to be interviewed re plans and repatriation.
159. Interpret unmarried mother's planning with mother's physician.
160. Offer temporary non-ward care for mother (unmarried) and child, while mother prepares home.
161. Explain child's symptoms to doctor.
162. Interpret medical information to other agency personnel.
163. Prepare and forward placement slips and documents of adoption placement to Victoria.
164. Obtain permission to marry (prepare statement and participate in Youth Conference).
165. Delivery, by hand, of letters concerning Federal Government rulings on children with Indian status.
166. Assess future situation in home where child to be adopted has been relinquished, regarding other children that could be in the home.
167. Assist client in obtaining housing.
168. Send Adoption consents and supporting papers to Child Welfare Division.
169. Obtain child's care schedule (feedings, sleeping) and description of special needs from foster mother.
170. Obtain information from institutional staff about child's program and post-release planning.
171. Send background summary of child to adoption unit, when child available for adoption.
172. Assist in obtaining clothing and baby furniture for unmarried mother keeping child.
173. Notify adoption workers of child birth and birth history.
174. Consultation with medical department or private doctor/hospital concerning medical report on selected child for adoption, foster or group home.
175. Arrange with unmarried mother's worker for medical discharge examination for adoptive child.

176. Obtain maternal grandparents adoption consents, for girl under 18 years.
177. Obtain putative father's background history
178. Visit client in mental hospitals/prisons.
179. Record foster home or adoption home study.
180. Explore possibility of unmarried mother seeing child and/or feeding baby in hospital.
181. Take unmarried mother's non-ward consents and interpret implications.
182. Place child in adoption home, transferring responsibility to new worker.
183. Determine type of placement required for child being taken into care.
184. Decision to take child into care for reasons of neglect or abuse.
185. Evaluate severity of neglect/abuse in family situation.
186. Marital counselling
187. Visit unmarried mother in hospital
188. Visit child to assess suitability for a proposed home (foster, adoption, group)
189. Evaluate strengths and weaknesses of family relationships in family service case.
190. Clarify nature of neglect or abuse complaint with parents about whoever complaint has been made.
191. Clarify and substantiate nature of neglect or abuse complaint with complainant.
192. Accompany mother and infant to Court for unmarried mother's identification of child.
193. Visit child at Juvenile Detention home involving casework and policy interpretation.
194. Prepare description of proposed adoption home for unmarried parents worker.
195. Arrange and supervise visits with prospective parents to see adopting child in hospital.
196. Obtain and forward factual information to lawyer re child to be placed in private adoption.
197. Complete and submit report to Victoria concerning completion of private adoption.
198. Determine physical needs of child in foster home available for adoption.
199. Participate in (or chair) regular group meetings with adoption or foster home applicants.
200. Securing clients consent to release of confidential information to another agency.
201. Preparing natural family for child's return from other placement.
202. Interpret medical information re child to natural parents, relatives, house parents, adopting or foster parents.
203. Prepare evidence when parents are applying for return of child.
204. Obtain adoption consents.
205. Prepare Supreme Court Custody reports
206. Discussing with other workers post-release plans of children in institutions, child's psychosocial needs, and plans to facilitate placement.
207. Assist unmarried mother in formulating plan for expected baby.
208. Preparation of child upon leaving group home.
209. Assisting family to prepare for court concerning return of their child.
210. Ongoing assessment of foster family's ability to care for child.
211. Discussion of child's background with prospective adopting parents.

212. Prepare statement for court on behalf of child.
213. Clarify adoption procedure for putative father, and interpret Agency's role.
214. Accompany putative father to hospital to see unmarried mother and/or child.
215. Participate in decision to accept or reject adoption or foster home.
216. Interview prospective adoption or foster home applicants to evaluate suitability of home.
217. Decision to release confidential information concerning a client to another agency.
218. Study of backgrounds, i.e. birth information medical history, of children free for adoption.
219. Probation visits to adoption home to evaluate adjustment and development of child and relationship in the home.
220. Counselling with adopting parents during probation period re problems and needs, i.e. child development.
221. Casework Recording.
222. Read social and psychological reports on child to assess suitability of child for group, foster, adoption home.
223. Decision to place child in group home.
224. Arranging for and removal of child from adoptive home.
225. Consultations with other agency staff and medical consultants concerning possible harmful effect on children rejected by adopting parents.
226. Participate with other agency personnel, in decision to place a child in a specific home (foster, group, adoption).

APPENDIX F

CATEGORIES OF TASKS FOR AUTONOMY USING THE THREE POINT RATING
SCALE FOR EACH LEVEL OF AGREEMENT

| LEVELS OF AUTONOMY | | LEVELS OF AGREEMENT | % |
|--|---|--|-------|
| High | Medium | low | |
| 4,5,10,11,16 18,23,34,47,55 65,66,69,68,97 99,105,109,113,119 126,166,183,184,185 186,188,189,190,193 201,203,206,209,211 215,216,223 | 12,54,139 | 27,28,33,36,38 39,40,41,49,61 76,80,81,87,88 90,98,125,134,143 144,146,147,148,149 158,163,165,167,168 169,172,173,175 | 75 |
| 2,3,7,8,9 15,19,21,29,31 32,45,46,56,64 96,107,118,130,137 156,174,181,182,191 199,204,207,208,210 212,217,219,220,221 222,224,225 | 1,13,20,22,24 25,35,52,59,63 70,74,77,78,84 86,108,111,115,116 117,120,122,128,129 131,136,138,140,150 152,154,155,157,159 160,161,162,164,176 178,180,189,194,195 198,200,202,213,214 | 26,42,43,50,51 53,62,72,73,82 83,85,89,100,121 123,135,141,142,145 157,153 | 60-75 |
| 48,102,103,104,127 133,177,192,197,205 226 | 67,60,71,79,92 | 37,49,58,69,94 95,132,171 | 60 |
| tied | tied | | |
| 6,14,30,57,75 | | 9,170 | |

APPENDIX G

TABLE # (1)

Percent agreement on autonomy of Tasks using a three point rating scale.

- a) 75 tasks $> 75\%$ agreement
- b) 110 tasks $> 60\%$ agreement
- c) 41 tasks $< 60\%$ agreement

APPENDIX H

GRAPH # (1)

Histogram illustrating percent agreement on autonomy using a three point rating scale.

