



Taylor & Francis
Taylor & Francis Group



COUNCIL ON SOCIAL WORK EDUCATION

CHANGE BETWEEN ENTRY AND GRADUATION IN MSW STUDENT VIEWS ON SOCIAL WORK'S TRADITIONAL MISSION, CAREER MOTIVATIONS, AND PRACTICE PREFERENCES: CAUCASIAN, STUDENT OF COLOR, AND AMERICAN INDIAN GROUP COMPARISONS

Author(s): Gordon E. Limb and Kurt C. Organista

Source: *Journal of Social Work Education*, Vol. 42, No. 2 (SPRING/SUMMER 2006), pp. 269-290

Published by: Taylor & Francis, Ltd. on behalf of Council on Social Work Education

Stable URL: <http://www.jstor.org/stable/23044120>

Accessed: 12-07-2016 19:24 UTC

REFERENCES

Linked references are available on JSTOR for this article:

http://www.jstor.org/stable/23044120?seq=1&cid=pdf-reference#references_tab_contents

You may need to log in to JSTOR to access the linked references.

Your use of the JSTOR archive indicates your acceptance of the Terms & Conditions of Use, available at

<http://about.jstor.org/terms>

JSTOR is a not-for-profit service that helps scholars, researchers, and students discover, use, and build upon a wide range of content in a trusted digital archive. We use information technology and tools to increase productivity and facilitate new forms of scholarship. For more information about JSTOR, please contact support@jstor.org.



Taylor & Francis, Ltd., Council on Social Work Education are collaborating with JSTOR to digitize, preserve and extend access to *Journal of Social Work Education*

CHANGE BETWEEN ENTRY AND GRADUATION IN MSW STUDENT VIEWS ON SOCIAL WORK'S TRADITIONAL MISSION, CAREER MOTIVATIONS, AND PRACTICE PREFERENCES: CAUCASIAN, STUDENT OF COLOR, AND AMERICAN INDIAN GROUP COMPARISONS

Gordon E. Limb

Brigham Young University

Kurt C. Organista

University of California at Berkeley

The current study builds on a previous study that examined change in student views on social work's traditional mission, career motivations, and practice preferences between entry into and graduation from master of social work programs. Results from 6,987 students at entry and 3,451 students at graduation showed that students at graduation expressed stronger adherence to social work's traditional mission than they did at entry, but appeal of major social work client groups and practice areas decreased. Students of color maintained their strong initial desire to work with poor client groups between entry and graduation, while such desires decreased for Caucasian students, and American Indians showed the most stability of any group.

WHY STUDENTS CHOOSE social work as a career has been an area of interest and debate in the literature for some time. For example, Specht and Courtney (1994) sparked considerable controversy within the profession by asserting the provocative perspective that too many social worker students and workers were abandoning social work's traditional mission of serving poor and vulnerable populations in favor of pursuing careers in private practice as psychotherapists. For example, in their book *Unfaithful Angels: How Social Work Has Abandoned Its Mission*, Specht and Courtney (1994) make compelling arguments such as the following:

Between 1975 and 1985, the number of social workers in full-time private practice increased more than fivefold, and more than one third of the [National Association of Social Workers] membership in 1985 engaged in private practice. A study done for the California chapter of NASW found that approximately 30 percent of employed NASW members were employed in private for-profit settings and that psychotherapy is the primary practice method employed by about 39 percent of all members. (p. 124)

Such assertions have not gone unchallenged, however. For example, in response to the above data, Haynes and Mickleson (1997) counter that it's 11% and not 30% of NASW members engaged in full-time private practice and that 32% of members are not involved in direct practice at all. We would add to their argument that you cannot equate psychotherapy with private practice.

While Specht and Courtney's arguments were generally confined to professional social workers, they did cite research indicating that between one fifth and one third of incoming social work *students* planned to have private practice careers and that they found disadvantaged groups to be less appealing than clients with non-chronic psychological problems. However, the studies cited by Specht and Courtney were only a few small and local studies that seemed to support their *fallen angel* perspective (e.g., Butler, 1990; Rubin & Johnson, 1984). In contrast, the largest study of master of social work student views of the profession, career motivations, and practice preference, showed that MSW students were *simultaneously* attracted to clinical and non-clinical domains of social work, and were actually least attracted to private practice as compared to other traditional areas of social work practice (Limb & Organista, 2003). That study involved a secondary data analysis of a California statewide sample of over 9,000 MSW students entering all accredited graduate programs in the state during between 1991 and 1999. The database is part of the California Social Work Education Center (CalSWEC), at the University of California Berkeley, and is composed of data from annual surveys of MSW students collected for the years noted above. While caution must be exercised in generalizing

findings beyond California, results strongly suggest that students accurately situate their interest in clinical work *within* general social work practice. The current study builds upon the above study by again using the CalSWEC database to examine changes between entry into and graduation from MSW programs. A secondary goal of both studies has been to also explore difference between students from different racial/ethnic backgrounds in the topic area under study.

Limb and Organista (2003) also compared race/ethnic groups in the above areas and found that while Caucasians and students of color were generally more alike than different, students of color and, especially American Indian students, expressed professional views, career motivations, and practice preferences that were more consistent with social work's traditional mission of serving poor and vulnerable populations. This pattern of results helps to clarify another albeit smaller debate in the literature regarding whether social work students of color are more committed than White students to serving disadvantaged client groups (e.g., Abell & McDonnell, 1990; Mullen et al., 1993; Raber, Febb, & Berg-Weger, 1998; Rubin & Johnson, 1984). The pattern of results also seems consistent with Specht and Courtney's (1994) citation of data revealing that social workers in private practice are more likely to be Caucasian than social workers in general and that they serve almost exclusively middle-class clients with non-chronic problems. While more research is needed, it seems understandable that students of color may be more interested in working with clients of similar backgrounds and cultures struggling with problems familiar to many students of color.

What Is the Impact of a Social Work Education on Students?

Another area of interest in the literature concerns the impact of a social work education on student attitudes, values, opinions, etc. A review of the little literature available on this topic reveals mixed findings and considerable variation in research methods that limit the generalizability of results. For example, Swanson and Wodarski (1982) assessed attitudinal rigidity in 87 graduate and 28 undergraduate students, at different points in their social work education, and found no significant changes in contrast to their hypothesis that student attitudes and professional values would become progressively less rigid as level of social work education increased. In fact, the overall trend of student attitudes became more rigid regarding the acquisition of social work professional values over time. Similarly, Colon and Asen (1989) examined 227 baccalaureate and master of social work students at two universities and found that commitment to social work values actually decreased as formal education increased. Here, the authors also point out that graduate students' commitment decreased across the board.

With regard to social work practice, O'Connor and Dalgleish (1986) examined the relationship between professional education and beginning social work practice and found that while graduate education enhanced student conceptions of their capacity to effect change, students with more social work experience were more resistant in accepting a social change orientation or the need to focus on social environment when addressing social work problems. These researchers also reported that after completing their educational experience,

students generally did not feel prepared for the "real world" and that many had difficulty moving from the academic environment to the actual practice settings.

How Do MSW Students Change Between Entry and Graduation?

Social Work's Traditional Mission

Of particular concern have been studies reporting that student desire to perform social work's traditional mission (i.e., serving the poor and disadvantaged) may actually *decrease* between entry into and graduation from MSW programs. In a cohort study designed to gauge student career interests, Rubin, Johnson, and DeWeaver (1986) examined the effects of graduate education on MSW student desire to work with specific client groups (including the poor and disadvantaged). They collected data from 257 students upon entry into eight different graduate schools and again upon graduation from three of the eight participating schools in their original sample ($N=118$). They reported that overall, the MSW experience *negatively* affected student desire to work with 9 of 16 poor and disadvantaged client groups and concluded that:

The tendency for appeal to decline across the board suggests that perhaps something occurs during the course of an MSW education that makes almost all client groupings or case situations seem less appealing than students expected them to be upon entry. Perhaps their field practicum experiences and classroom case discussions account for the dissipating appeal insofar as they sufficiently expose the complexities and "real

world" facets of case situations. This may contrast with what could have been some facile or idealized notions that students previously had of the helping process prior to their entering MSW programs... the desire to be private practice psychotherapists appears to be more attributable to aspirations direct practice students bring with them upon entering their MSW education than to the impact of the educational experience upon them. (p. 103)

Bogo, Michalsk, Raphael, and Roberts (1995) examined the influence of social work education on MSW students and found that while many students still report being attuned to social work's traditional mission, graduate education did alter their practice interests in a "somewhat mixed fashion" as a result of gaining more information about the future employment market. Butler (1990) surveyed 265 MSW students in 1987 and 1988 and found that two thirds anticipated going solely into private practice after graduation. However, Butler (1990) also found that 90% of the students rated at least one of the traditional social work client groups high in appeal and concluded that students reconciled their interests in lucrative private practice by maintaining an interest in traditional clients.

Students of Color and American Indians

The influence of race and ethnicity has been shown in social work research to be related to preferences for working with disadvantaged clients and commitment to public services (Abell & McDonnell, 1990; Raber et al., 1998; Rubin & Johnson, 1984; Stevens, 1992; Whitley

& Wolk, 1999). Thus, while it appears that MSW students in general may become less interested in traditional social client groups and practice areas, between entry and graduation, more research is needed to explore if students of color evidence less change between entry and graduation than Caucasian students regarding professional views, career motivations, and practice preferences.

The Current Study

The purpose of the current study is to examine changes, between entry into and graduation from MSW programs, in student views on social work's traditional mission, motivations for entering social work, and practice preferences; and to analyze such changes by racial/ethnic groupings of students (i.e., Caucasians, students of color, American Indians). The CalSWEC database will again be used to address these topic areas, and the related pair of debates in the literature as outlined above.

The current study is a secondary analysis of data solicited by CalSWEC from newly admitted and graduating students that participated in an annual survey of all MSW programs in California, between 1991 and 1999. The survey instrument consists primarily of closed-ended items that assess six major professional areas: opinions and values; social action activities; past work experience; career motivations; personal characteristics; and interest in the IV-E child welfare financial aid program (Limb & Organista, 2003). The questionnaire (referred to as the Time 1 survey) was distributed to newly admitted and enrolled MSW students beginning in 1991 and has since been administered annually in the fall semester. A similar questionnaire (referred to as the Time 2 survey) was given to

graduating MSW students beginning in 1993 and has since been distributed annually in the spring semester. The two questionnaires solicit most of the same information with the exception of respondents' past work experience (asked only in the Time 1 survey) and 2-year fieldwork experience (asked only in the Time 2 survey). During its development, the questionnaire was pretested three times during the summer of 1991 with 30 MSW and doctoral students at the University of California at Berkeley who did not participate in the actual survey. Additionally, faculty at San Francisco Bay Area schools of social work reviewed the survey instrument's content and design for clarity and to assess its face validity (Santangelo, 1993).

Research Questions

The following exploratory research questions were addressed in the current study:

1. How do MSW student views on social work's traditional mission (i.e., serving the poor), motivations for entering an MSW program, and practice preferences, change between entry into and graduation from MSW programs?
2. How do the following race/ethnic groups of MSW students differ between entry and graduation (i.e., Caucasians, students of color [i.e., African Americans, Asian Americans, Hispanic/Latinos, Filipinos/Pacific Islanders]; and American Indians), with regard to their views on social work's traditional mission, motivations for entering an MSW program, and practice preferences?

It should be noted that American Indian students are separated out from other students of

color given the extreme scarcity of research on this group of color and because the CalSWEC database contains one of the (if not *the*) largest sample of American Indian MSW students in the country.

Method

Participants

Students from 13 graduate schools of social work (11 public and 2 private institutions) in California received the survey from 1991 to 1999 (query corresponding author for a complete list of institutions). Response rates to the CalSWEC survey have varied year to year and the average response for Time 1 surveys was 73%. The average response rate for the Time 2 surveys was 49%. A major reason for the lower Time 2 response rate was that students, when completing the MSW degree, were often more difficult to access. Most students during this time were actively seeking employment and finishing practicum requirements; while others finished required course work early, were unwilling to complete the survey, or had other obligations that did not permit them to be in class when the surveys were distributed.

Data for 6,987 participants at entry and data from 3,451 participants at graduation were used for this study. The average respondents age at entry was 31 years old. As can be seen in Table 1, Caucasians comprised roughly two thirds of MSW students (4,305 at entry and 2,193 at graduation) while American Indians comprised only 2.6% (162 at entry and 110 at graduation). Excluded from analyses were respondents identified as belonging to "Other" racial/ethnic groups ($n=347$, 3.3%), those who failed to report their race/ethnicity ($n=98$, 0.94%), and

students who identified as multi-racial/ethnic ($n=390$, 3.7%), with the exception of American Indian multi-racial/ethnic students. Therefore, the final sample of students represents 93.2% of potential valid cases that reported racial/ethnic background.

Measures and Data Analysis

Various CalSWEC survey items and scales were selected to describe MSW student views on social work's traditional mission, motivations for entering an MSW program, and practice preferences.

Racial/Ethnic Identification

Respondents were asked in the survey, "What is your race/ethnicity?" and given the following eight choices: African American, American Indian, Asian American, Caucasian, Hispanic/Latino, Pacific Islander, Filipino, and other: "If you are bi-cultural/racial, please provide all letters which apply." For purposes of

this study, students of color included African Americans, Asian Americans, Hispanic/Latino, Pacific Islander and Filipino. American Indians were analyzed and reported separately. For American Indian respondents, there is no information involving enrolled versus non-enrolled tribal member status, or place of residence (urban/rural or reservation/non-reservation).

Views on Social Work's Traditional Mission

Five measures were used to determine student views on social work's traditional mission (i.e., serving the poor and disadvantaged). Three of the five measures generated percentages in that respondents were asked whether social work should focus on individual adaptation or societal/institutional change; whether social work should focus on all social class groups equally or primarily the poor; and which of six choices was the most important reason for the existence of poverty. For these

TABLE 1. Background Characteristics of Entering and Graduating MSW Students in California

Characteristics	All Students		Caucasians		Students of Color (w/o Am. Indian)		American Indians	
	Entry $n=6,987$ %	Exit $n=3,451$ %	Entry $n=4,305$ %	Exit $n=2,193$ %	Entry $n=2,520$ %	Exit $n=1,148$ %	Entry $n=162$ %	Exit $n=110$ %
Female	81.9	83.0	83.3	84.5	79.7	80.8	79.6	76.3
Marital status								
Married	28.6	31.6	30.6	33.3	25.0	28.5	32.1	31.2
Single	53.6	47.6	50.1	44.7	60.2	55.1	42.6	28.4
Other	17.8	20.8	19.3	22.0	14.8	16.4	25.3	40.4
SES while growing up								
Low	23.7	22.7	14.8	14.6	36.3	35.8	38.0	46.4
Middle	64.1	65.8	69.4	71.2	57.3	57.5	55.1	45.5
Upper	12.2	11.5	15.8	14.2	6.4	6.7	7.0	8.1

Note. SES=socioeconomic status; "Other" includes divorced, domestic partner, separated, or widowed. "Entry" refers to students upon entering MSW programs while "Exit" refers to students at graduation.

three measures, descriptive statistics were generated to examine change in proportions between entry and graduation. To compare within-group proportions (at entry and graduation) in a partial overlap situation, an innovative formula, first introduced by Kish (1965) and designed to compare proportional difference in a partial overlap situation (for binomial variables), was used to determine proportional differences within groupings of students (e.g., all students at entry and graduation, students of color at entry and graduation). When examining binomial variables, Kish's test allows for the overlap to be considered when testing differences. Therefore proportional influence on the overlap was calculated and used to generate a *Z* score and corresponding *p* value (see Kish, 1965, pp. 461–462). While statistical tests to determine differences across student groupings were not conducted, patterns of results between groups are noted throughout.

The other two measures were based on 4-point Likert-type scales (where 1=strongly agree and 4=strongly disagree) that assessed the degree of agreement/disagreement regarding two statements about the solution to poverty. To compare within-group means (at entry and graduation) in a partial overlap situation, a formula first introduced by Kish (1965) and designed to compare means in a partial overlap situation was used to determine mean differences within groupings of students.

Motivations for Entering an MSW Program

With regard to career motivations, 14 measures were used: six measures to assess student motivations for pursuing graduate school; one measure to examine the influence

of religion/spirituality on student career motivations; and seven measures to assess the appeal of future job characteristics. The first six measures involved 5-point Likert-type scales (where 1=very unimportant and 5=very important) that required respondents to rate the importance of six individual motivations. For these, Kish's test was used to compare mean scores of student motivation in pursuing graduate school, in a partial overlap situation, to determine mean differences within groupings of students on each measure. The seventh measure generated percentages regarding how significant spiritual/religious values or experiences were in students' decisions to work in human services. In order to examine change in these percentages from entry to graduation, Kish's test was used to compare within-group proportional differences. Regarding the last seven measures, respondents were asked to rate the importance of seven individual job characteristics on 4-point Likert-type scales (where 1=strongly agree and 4=strongly disagree) and Kish's means test was again utilized to compare mean scores on job characteristics, in a partial overlap situation, to determine mean differences within groupings of students on each measure.

Practice Preferences

A factor analysis of the survey's 31 practice preferences, using the aggregate sample of independent student cohorts, was conducted in previous studies (see Limb & Perry, 2000; Perry, 1999) and produced seven unique factors. Principle component extraction was used in developing the seven constructs. An orthogonal rotation using the varimax method was used for the generation of factored constructs. This

procedure was used because it was perceived as a more valid attempt at generating practice preference constructs in a manner that reduces researcher bias should measures be grouped together or treated as unidimensional in any set of analyses. Of the final factors selected, groupings were based on loadings of individual measures on factors and all were required to have eigen-values that exceeded 1.0.

When individual construct measures were summed and the resulting product treated as an interval-level measurement or practice preference subscale, it was decided that each subscale must yield a Cronbach's alpha coefficient that exceeds .70 before the subscale was considered adequate. The reliability of the seven factored constructs was also examined across each individual cohort year so as to test the stability of these practice preference constructs (see Perry, 1997 for further details relating to specific factor analysis procedures used).

The seven practice preference factors included: (1) clinical practice (preferences for clinical work with individuals, couples, groups, and families); (2) public child welfare (preferences associated with abused and neglected children or CPS); (3) poverty (preferences associated with the poor and homeless); (4) AIDS (preferences associated with adults and children with AIDS); (5) macro/administrative (preferences associated with administration and management); (6) criminal justice (preferences associated with legal issues including adult and juvenile offenders); and (7) disabled/aged (preferences associated with physical or mental disability including work with the aged). Survey questions relating to these factors were originally rated on a 7-point Likert-type scale (where 1=low appeal and 7=high appeal) (Limb

& Organista, 2003). Practice preference factors were compared using Kish's test to compare mean practice preference scores, between entry and graduation, on each of the seven factors in a partial overlap situation to determine mean differences within groupings of students.

Results

Change in Views on Social Work's Traditional Mission Between Entry and Graduation

Table 2 contains the first four of the five measures used to assess student views on social work's traditional mission. As can be seen, Kish's proportional test showed significant change occurred on all four measures, from entry to graduation, for all MSW students combined. For example, a higher proportion of students at graduation (66.4%) chose societal/institutional change over individual adaptation as the goal of social work, than they did upon entry (54.8%), and fewer students at graduation (50.6% versus 60.1%) chose "equal attention and resources on all social class groups" over focusing attention on problems of the poor, as the goal of social work.

Regarding ways to reduce poverty on the third measure, Kish's (1965) test was used to compare means in a partial overlap situation and revealed that students at graduation expressed stronger disagreement with the statement "The only way to do away with poverty is to make basic changes in our political and economic systems" than they did upon entry (exit $M=3.36$ and entry $M=3.29$, $Z=-4.73$; $p<.001$). On the fourth measure, students at graduation expressed stronger disagreement than they did at entry regarding the statement

TABLE 2. Change in MSW Student Views, by Racial/Ethnic Groupings, on Social Work's Traditional Mission Between Entry and Graduation

	All Students			Caucasians			Students of Color (w/o Am. Indian)			American Indians		
	Entry %	Exit %	Z	Entry %	Exit %	Z	Entry %	Exit %	Z	Entry %	Exit %	Z
	n=6,913	n=3,381		n=4,257	n=2,153		n=2,510	n=1,127		n=160	n=107	
Views on Social Work's Traditional Mission												
Individual adaptation	45.2	33.6		48.4	35.7		41.0	30.1		39.0	29.0	
Societal/institutional change	54.8	66.4		51.6	64.3		59.0	69.9		61.0	71.0	
		-9.56**			-7.21**			-5.10**			-1.32	
Equal attention and resources to all social class groupings	60.1	50.6		60.9	51.0		59.1	50.1		54.4	48.1	
Focus attention and resources on the problems of the poor	39.9	49.4		39.1	49.0		40.9	49.9		45.6	51.9	
		-7.06**			-5.82**			-4.02**			-1.07	
Do away with poverty by changing political/economic institution												
	M	SD		M	SD		M	SD		M	SD	
	3.29	.73		3.28	.75		3.31	.74		3.33	.74	

Note. Due to occasional missing data, the *n* size varies slightly for individual measures across student groupings; measures 3 and 4 were measured by Likert-type scales ranging from 1 (strongly agree) to 4 (strongly disagree). "Exit" refers to students at graduation. **p*<.01, ***p*<.001

"The poor are in the best position to decide what services they need" (exit $M=2.83$ and entry $M=2.60$, $Z=-14.17$; $p<.001$).

With regard to within racial/ethnic group comparisons on the above four measures, the pattern of results for Caucasian students was essentially the same as for all students (see Table 2). Similarly, the pattern of results was almost the same for students of color except that there was no change on the third measure (i.e., they disagreed with statement "Do away with poverty by changing political/economic institutions" at both entry and graduation). There was only one entry to graduation change for American Indian students—stronger disagreement at graduation versus entry with the statement, "The poor are in the best position to decide what services they need" (exit $M=2.95$ and entry $M=2.65$, $Z=-3.02$; $p<.01$). Thus, there was a slight trend across results in that Caucasian views changed the most, American Indians the least, with students of color in between.

Table 3 contains the fifth measure of social work's traditional mission which asked students to rank six statements regarding the existence of poverty. As can be seen, significant change occurred for all students combined on four of the six choices: A significantly higher proportion of students at graduation (48.9%) chose "Powerful interests are fundamentally opposed to the solution of the problem of poverty" as the top choice for the existence of poverty, compared to 40.8% at entry; a lower proportion at graduation versus entry chose "People representing different interests do not 'often enough' sit down together to work out the problem" (exit 19.8% and entry 24.2%); "We do not as yet possess the necessary knowledge and technique for abolishing poverty" (exit

10.4% and entry 12.1%); and "Poor people are not adequately motivated to take advantage of existing opportunities" (exit 2.3% and entry 5.8%).

The pattern of results for Caucasians students was the same as for all MSW students. For students of color, significant change occurred on only two of the six choices between entry and graduation (see Table 3). On both of these measures, the directional change was the same as for those of Caucasian students. No significant changes occurred for American Indians on any of the six choices, but the directional change was the same as other students. Thus, again, Caucasian student views changed the most, American Indians the least, with students of color in between.

Changes in Motivations for Entering an MSW Program Between Entry and Graduation

Table 4 contains the first six of 14 measures used to assess change in student motivations for entering an MSW program. Measure 7 is discussed below while measures 8 through 14 are contained in Table 5. As can be seen in Table 4, significant change occurred, between entry and graduation, in student ratings on four of the six measures. There was a significant decrease in student ratings of the importance of "Through social work I will be able to make an important contribution to individuals and society" (entry $M=4.69$ and exit $M=4.54$, $Z=10.95$; $p<.001$), "A desire to enhance my potential for serving economically disadvantaged populations" (entry $M=4.29$ and exit $M=4.03$, $Z=7.12$; $p<.001$), "Social work offers the greatest opportunity for self-expression and personal growth" (entry $M=4.08$ and exit $M=3.92$, respectively, $Z=9.16$;

TABLE 3. Percentage Change in MSW Students, by Racial/Ethnic Groupings, That Ranked Each of Six Statements as the Top Choice Regarding the Existence of Poverty Between Entry and Graduation

	All Students		Caucasians		Students of Color (w/o Am. Indian)		American Indians	
	Entry % <i>n</i> =6,756	Exit % <i>n</i> =3,355	Entry % <i>n</i> =4,180	Exit % <i>n</i> =2,120	Entry % <i>n</i> =2,421	Exit % <i>n</i> =1,108	Entry % <i>n</i> =155	Exit % <i>n</i> =110
Beliefs Regarding the Existence of Poverty	<i>Z</i>		<i>Z</i>		<i>Z</i>		<i>Z</i>	
Powerful interests are fundamentally opposed to the solution of poverty	40.8	48.9	40.3	49.2	40.9	48.8	42.6	48.1
	6.20***		4.95***		3.79***		0.65	
People representing different interests do not often enough sit down together	24.2	19.8	25.5	20.3	21.7	19.3	29.0	17.6
	-4.35***		-3.76***		-1.38		-1.91	
Poor people have not been organized to demand better treatment by society	7.6	8.4	7.4	8.5	8.3	7.9	9.0	13.9
	1.47		1.68		0.24		1.20	
Those people who are better off will never give anything to the "have nots" unless forced	9.4	10.2	8.6	9.7	11.3	10.7	6.5	14.8
	0.85		0.82		-0.56		1.60	
We do not as yet possess the necessary knowledge for abolishing poverty	12.1	10.4	13.4	10.2	10.4	10.3	9.7	4.6
	-2.09*		-2.60**		-0.25		-1.19	
Poor people are not adequately motivated to take advantage of existing opportunities	5.8	2.3	4.9	2.0	7.4	3.0	3.2	0.93
	-7.05***		-5.08***		-4.27***		-1.35	

p*<.05, *p*<.01, ****p*<.001

TABLE 4. Mean Rankings of Career Motivations of MSW Students by Racial/Ethnic Groupings Between Entry and Graduation

Motivations	All Students				Caucasians				Students of Color (w/o Am. Indian)				American Indians			
	Entry		Exit		Entry		Exit		Entry		Exit		Entry		Exit	
	n=6,956		n=3,459		n=4,285		n=2,182		n=2,510		n=1,145		n=161		n=110	
	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD
Z																
Through social work I will be able to make an important contribution	4.69	.66	4.54	.71	4.70	.59	4.54	.68	4.66	.72	4.54	.70	4.69	.69	4.48	.77
	10.95**				8.18**				4.90**				2.90*			
The occupational versatility of a social work degree	4.57	.79	4.55	.76	4.62	.70	4.57	.97	4.51	.79	4.53	.76	4.57	.73	4.57	.80
	1.35				2.42*				0.39				0			
A desire to increase my potential for promotion/job advancement	4.30	.94	4.31	1.0	4.27	.95	4.27	1.0	4.36	.94	4.40	.95	4.27	1.0	4.15	1.1
	0.52				0				-0.65				1.02			
A desire to enhance my potential for serving disadvantaged populations	4.29	.80	4.03	.94	4.16	.83	3.87	.97	4.47	.80	4.30	.83	4.52	.72	4.30	.84
	7.12**				12.22**				6.92**				2.33*			
Social work offers the greatest opportunity for self expression and personal growth	4.08	.85	3.92	.92	4.06	.84	3.87	.92	4.12	.88	4.00	.92	4.10	.83	3.93	.90
	9.16**				8.07**				4.11**				1.65			
A desire to prepare myself for private practice	3.52	1.24	3.20	1.20	3.55	1.26	3.21	1.30	3.47	1.24	3.16	1.30	3.62	1.23	3.30	1.30
	12.93**				11.40**				7.58**				2.55*			

Note. Due to occasional missing data, the *n* size varies slightly for individual measures across student groupings; these measures were derived from responses to Likert-type scales ranging from 1 (not important) to 5 (very important). **p*<.01, ***p*<.001

$p < .001$), and "A desire to prepare myself for private practice" (entry $M = 3.52$ and exit $M = 3.20$, $Z = 12.93$; $p < .001$).

Table 4 shows that the pattern of results for Caucasian students was essentially the same as for all students in their ratings of the first six career motivations, with the exception of measure 2 on which the importance of "The occupational versatility of a social work degree," decreased between entry and graduation (entry $M = 4.62$ and exit $M = 4.57$, $Z = 2.42$; $p < .05$). The pattern of results for students of color was almost the same as for Caucasian students with the exception of measure 2 on which the importance of "Occupational versatility of a social work degree" did not decrease between entry and graduation. It should be noted that while the importance of measure 4 ("A desire to enhance my potential for serving economically disadvantaged populations") decreased for both students of color (from 4.47 to 4.30) and Caucasian students (from 4.16 to 3.87), the overall magnitudes of these ratings continued to indicate greater importance for students of color (i.e., between important and very important) than for Caucasian students (i.e., between important and neither important nor unimportant). The pattern of results for American Indians was almost the same as for students of color with the exception of measure 5 on which the importance of "Social work offers the greatest opportunity for self-expression and personal growth" did not change between entry and graduation. Thus, continuing the observed pattern of American Indians changing the least, Caucasians the most, and students of color in between.

Measure 7 assessed the importance of religion/spirituality as a motivation for students choosing social work. Results on this item

reveal that when asked about the influence of religious/spiritual values and experiences in their decision to work in the human services, 67.3% of all MSW students at graduation stated that this was a "significant" or a "somewhat significant" factor with no appreciable change from 69.8% at entry. With regard to within race/ethnic groups, all had similar proportions (no significant differences), between entry and graduation, with students of color (75.2% and 72.9%, respectively) and American Indians (72.5% and 76.1%, respectively) evidencing somewhat greater importance on this item as compared to Caucasian students (66.5% and 64.1%, respectively).

Table 5 details change, between entry and graduation, in MSW student ratings of the importance of seven future job characteristics. Significant change occurred for all students on five of the seven job characteristics. With the exception of the first ("work with others as a team") and fourth job characteristic ("earn above average income"), Kish's tests revealed that students at graduation rated each of the following job characteristics significantly less important than they did at entry: "help the most economically disadvantaged people in the community" ($M = 3.24$ at entry and 3.14 at graduation, $Z = 7.17$; $p < .001$), "flexible work hours," ($M = 3.19$ at entry and 3.11 at graduation, $Z = 5.27$; $p < .001$), "work with highly motivated clients" ($M = 2.77$ at entry and 2.59 at graduation, $Z = 11.40$; $p < .001$), "choose your own clients" ($M = 2.35$ at entry and 2.08 at graduation, $Z = 16.30$; $p < .001$) and "psychotherapy" ($M = 2.26$ at entry and 2.12 at graduation $Z = 7.20$; $p < .001$).

As can be seen in Table 5, the pattern of results for Caucasian students was essentially the same as for all students, with the exception

TABLE 5. Mean Rankings of Future Job Characteristics of MSW Students by Racial/Ethnic Groupings Between Entry and Graduation

Job Characteristics	All Students			Caucasians			Students of Color (w/o Am. Indian)			American Indians		
	Entry	Exit	Z	Entry	Exit	Z	Entry	Exit	Z	Entry	Exit	Z
	<i>n</i> =6,935 <i>M</i> <i>SD</i>	<i>n</i> =3,446 <i>M</i> <i>SD</i>		<i>n</i> =4,267 <i>M</i> <i>SD</i>	<i>n</i> =2,147 <i>M</i> <i>SD</i>		<i>n</i> =2,510 <i>M</i> <i>SD</i>	<i>n</i> =1,143 <i>M</i> <i>SD</i>		<i>n</i> =158 <i>M</i> <i>SD</i>	<i>n</i> =108 <i>M</i> <i>SD</i>	
Work with others as a team	3.44 .69	3.45 .70	0.73	3.40 .69	3.44 .70	2.28*	3.51 .66	3.51 .66	0	3.39 .74	3.39 .76	0
Help the most economically disadvantaged people	3.24 .76	3.14 .76	7.17**	3.06 .77	2.99 .75	3.86**	3.51 .65	3.41 .71	5.03**	3.45 .67	3.30 .67	2.02*
Flexible work hours	3.19 .72	3.11 .78	5.27**	3.16 .72	3.05 .78	5.92**	3.25 .71	3.22 .78	1.61	3.17 .69	3.21 .72	-0.49
Earn above average income	3.02 .73	3.01 .75	0.73	2.93 .73	2.90 .76	1.68	3.16 .68	3.21 .69	-2.27*	2.99 .82	2.98 .79	0.11
Work with highly motivated clients	2.77 .72	2.59 .77	11.40**	2.76 .69	2.55 .73	11.90**	2.81 .77	2.66 .83	5.33**	2.61 .81	2.58 .76	0.33
Choose own clients	2.35 .78	2.08 .78	16.30**	2.36 .75	2.04 .73	17.72**	2.35 .81	2.11 .81	7.34**	2.30 .81	2.19 .81	1.21
Psychotherapy	2.26 .94	2.12 1.0	7.20**	2.26 .96	2.14 .99	5.16**	2.24 .92	2.03 .94	5.10**	2.24 .91	2.00 .90	2.45*

Note. Due to occasional missing data, the *n* size varies slightly for individual measures across student groupings; these measures were derived from responses to Likert-type scales ranging from 1 (not important at all) to 4 (very important). **p*<.01, ***p*<.001

of the first measure on which the importance of "work with others as a team" increased from entry to graduation. With regard to students of color, Kish's tests revealed significant decreases in importance, between entry and graduation, on the following five measures: "help the most economically disadvantaged people" ($M=3.51$ at entry and 3.41 at graduation, $Z=5.03$; $p<.001$), "work with highly motivated clients" ($M=2.81$ at entry and 2.66 at graduation, $Z=5.33$; $p<.001$), "choose own clients" ($M=2.35$ at entry and 2.14 at graduation, $Z=7.34$; $p<.001$), and "psychotherapy" ($M=2.24$ at entry and 2.03 at graduation, $Z=5.10$; $p<.001$). On the other hand, there was a significant increase in students of color rating of the importance of "earn above average income" ($M=3.16$ at entry and 3.21 at graduation, $Z=-2.27$; $p<.05$).

For American Indians, importance ratings decreased from entry to graduation on only two of the seven job characteristics listed on Table 5: "help the most economically disadvantaged people" ($M=3.45$ at entry and 3.30 at graduation, $Z=2.02$; $p<.05$) and "psychotherapy" ($M=2.24$ at entry and 2.00 at graduation, $Z=2.45$; $p<.05$). Thus, American Indian ratings of future job characteristics remained the most stable of all race/ethnic groups from entry to graduation.

Changes in Practice Preferences Between Entry Into and Graduation from MSW Programs

Table 6 contains mean appeal scores, between entry and graduation, on seven practice preference factors. With the exception of "disabled/aged" factor ($M=3.81$ at entry and 3.76 at graduation, respectively), students at graduation rated each of the six other factors significantly lower in appeal than they did at

entry: "clinical practice" ($M=5.09$ at graduation and 5.17 at entry, $Z=2.47$; $p<.01$), "public child welfare" ($M=4.35$ at graduation and 4.83 at entry, $Z=13.16$; $p<.001$), "poverty" ($M=4.62$ at graduation and 4.82 at entry, $Z=6.66$; $p<.001$), "AIDS" ($M=4.51$ at graduation and 4.65 at entry, $Z=4.37$; $p<.001$), "macro/administrative" ($M=4.33$ at graduation and 4.42 at entry, $Z=2.54$; $p<.05$), and "criminal justice" ($M=3.78$ at graduation and 3.85 at entry, $Z=1.99$; $p<.05$).

As can be seen on Table 6, results for Caucasian students were similar to all students with the exception of the "clinical practice" ($M=5.18$ at entry and 5.17 at graduation) and "criminal justice" ($M=3.70$ at entry and 3.69 at graduation) factors which did not change between entry and graduation. Results for students of color showed a general decrease in appeal, from entry to graduation, on all factors except "macro/administrative" ($M=4.71$ at entry and 4.65 at graduation) on which there was no change. With regard to the overall pattern of results for race/ethnic groups of students, students of color generally reported *more* decreases in practice preference appeal ratings than Caucasian students. However, an examination of the magnitudes of their ratings indicates higher appeal expressed by students of color on factors such as "poverty," "child welfare," and "criminal justice," similar appeal ratings on "disabled/aged, and lower appeal ratings on "clinical practice."

Consistent with the overall pattern of results presented thus far, American Indian student ratings of practice factors continued to evidence the least change from entry to graduation. Only on one of the seven practice factors, "public child welfare" was there a decrease in appeal ($M=5.23$ at entry and 4.71 at graduation, $Z=2.68$; $p<.01$).

TABLE 6. Mean Rankings of Practice Preference Scores on Seven Factors for MSW Students by Racial/Ethnic Groupings Between Entry and Graduation

	All Students				Caucasians				Students of Color (w/o Am. Indian)				American Indians			
	Entry		Exit		Entry		Exit		Entry		Exit		Entry		Exit	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
Practice Preference With Individual Scale Measures	<i>Z</i>				<i>Z</i>				<i>Z</i>				<i>Z</i>			
Clinical practice	5.17	1.64	5.09	1.70	5.18	1.66	5.17	1.70	5.14	1.59	4.93	1.69	5.32	1.59	4.98	1.76
	2.47*				0.25				3.91*				1.79			
Public child welfare	4.83	1.79	4.35	1.90	4.65	1.83	4.16	1.92	5.12	1.70	4.69	1.83	5.23	1.62	4.71	1.75
	13.16***				10.65***				7.60***				2.68*			
Poverty	4.82	1.59	4.62	1.58	4.64	1.59	4.48	1.58	5.12	1.54	4.84	1.55	5.00	1.54	5.10	1.50
	6.66***				4.27***				4.89***				-0.59			
AIDS	4.65	1.81	4.51	1.80	4.65	1.81	4.55	1.80	4.63	1.80	4.45	1.82	4.79	1.69	4.59	1.83
	4.37***				2.54*				3.30**				1.12			
Macro/administrative	4.42	1.82	4.33	1.89	4.23	1.83	4.13	1.89	4.71	1.78	4.65	1.82	4.70	1.91	4.93	1.86
	2.54*				2.26*				0.69				-1.13			
Criminal justice	3.85	1.86	3.78	1.86	3.70	1.84	3.69	1.87	4.08	1.85	3.92	1.85	4.03	1.92	4.17	1.84
	1.99*				0.22				2.40*				-0.68			
Disabled/aged	3.81	1.79	3.76	1.80	3.74	1.80	3.76	1.79	3.91	1.77	3.72	1.80	3.94	1.71	4.17	1.84
	1.45				-0.47				2.62**				-1.16			

Note. Due to occasional missing data, the *n* size varies slightly for individual measures across student groupings; these measures were derived from responses to Likert-type scales ranging from 1 (low appeal) to 7 (high appeal). **p*<.05, ***p*<.01, ****p*<.001

It should be noted that although this is one of the largest samples of MSW students ever to be examined, generalizing beyond California may be problematic. Additionally, when comparing American Indians to Caucasians and other students of color, the discrepancy between sample sizes is a possible issue of concern. While conservative levels of significance were used ($p < .05$, $p < .01$, and $p < .001$), there still were findings that may have been statistically significant for Caucasians and students of color (and not for American Indians) but because of issues related to sample size discrepancies and power, were not substantively different from one group to the next. Therefore, a retrospective power analysis was conducted to elicit the probability that the current sample size was sufficient to correctly reject analysis was conducted to elicit the probability that the current sample size was sufficient to correctly reject a null hypothesis with a small chance of making a Type I or Type II error. As a result, the power level for the American Indian students ranged from .70 to .75.

Further, Limb and Organista (2003) note that, as with most studies involving secondary data analysis, there can often be limitations related to validity and reliability. The research questions examined in the current study were not part of the original study, nor was race a major variable of interest. Here, the assumption is made regarding face validity in that the results reflect respondents' actual views and opinions. While analyses were also run regarding the stability of student responses over time (see Perry, 1997, for a more detailed discussion), limitations often occur when combining student responses over almost a decade into one group, given the real-life political and economical

circumstances that could potentially influence respondents' views and motivations. Similarly, drawing conclusions regarding associations of outcomes dealing with race/ethnicity can be limited because there may be other factors, such as socio-economic status, which may be behind the differences found. Finally, because of the large number of bivariate tests completed in a study of this magnitude, each with a small chance of Type I error, a few spurious associations can be expected.

Discussion

The current study builds on a prior study that examined entering MSW student views of social work's traditional mission to serve the poor, motivations for entering an MSW program, and practice preferences (Limb & Organista, 2003). The current study continues to advance the literature by examining change in the above areas between entry into and graduation from MSW programs, including an assessment of such changes for different race/ethnic groupings of students. As with the previous study, the current study continues to inform a pair of related debates in the social work literature.

With regard to the first debate, past research (e.g., Bogo et al., 1995; Rubin et al., 1986; Swanson & Wodarski, 1982) suggests that MSW programs may *negatively* affect student desire to work with poor and disadvantaged populations. Although not definitive, many researchers suggest that something happens during graduate school that makes working in areas long associated with social work's traditional mission (e.g., poverty, child welfare) less appealing. However, results of the current study generally do not support this negative position in that MSW students

generally reported either an increase in traditional views of social work's role, or decreases only slightly, and perhaps realistically, in their otherwise strong desire to work in core social work practice areas.

For example, regarding social work's traditional mission to serve the poor, results showed that a greater percentage of students at graduation versus entry believed that social work should focus more attention and resources on the problems of the poor versus all social class groups, and that social work should emphasize societal/institutional change over individual change. There was also increased disagreement, between entry and graduation, with the idea that poverty could be eliminated by changing political and economic institutions, as well as with the idea that the poor are in the best position to decide what is best for them. The latter two responses may speak to growing awareness among MSW students that poverty is best addressed by blending micro and macro practice and that professional as well as client efforts are necessary.

Regarding views about the existence of poverty, MSW students were generally more disinclined at graduation than entry to attribute poverty to a lack of motivation on the part of poor people or to too few meetings between different interest groups. They were also more inclined at graduation to believe that poverty is perpetuated by powerful interests unconcerned about solutions to poverty. Thus, taken together, this first set of results suggests that an MSW education *positively* affects student beliefs about progressive and diverse ways of viewing the role of social work in addressing poverty, at least in California.

Seemingly consistent with concerns expressed in the literature, student motivations for entering an MSW program did show a general slight decline from entry to graduation, but in ways consistent with Rubin et al.'s (1986) idea that an MSW education may help students develop a more realistic view of the profession versus a more idealized view upon entering graduate school. For example, while decreases in the following motivations were evident, an examination of the magnitudes of motivation ratings reveals that they remained important to graduating students: "A desire to enhance my potential for serving economically disadvantaged populations" decreased from 4.29 (slightly above Important) to 4.03 (Important); and "Through social work I will be able to make an important contribution to society" decreased from 4.69 (closest to Very Important) to 4.54 (between Important and Very important). Further, the decline in "A desire to prepare myself for private practice," from 3.52 (between Important and Neither important nor unimportant) to 3.2 (closest to Neither); should help to alleviate concerns in the literature about the supposed over importance of this particular motivation which incidentally was actually the *lowest* rated motivation for entering graduate school, of the seven motivations assessed.

As with motivations for entering MSW programs, the importance of future social work job characteristics also generally decreased slightly from entry to graduation. However, the direction of most of these changes contradicts concerns in the literature that graduate school diminishes student interest in core social work areas. For example, by the end of graduate school, students were generally less interested in the following job characteristics:

"psychotherapy," "working with highly motivated clients," "choose your own clients," and "flexible hours." It should be noted again that similar to rankings of career motivations, "psychotherapy" received the lowest appealing rating of the seven job characteristics assessed. Further, while decreased importance was expressed regarding the job characteristic "help the most economically disadvantaged people," the magnitude of decline was only from 3.51 to 3.4 (where 3=Important and 4=Very important). Finally, no entry to graduation change occurred in the job characteristic ranked as most important to students: "work with others as a team." Thus, results for this second set of ratings continues to support a *positive* impact of MSW programs on what students come to consider important and appealing about their future careers as social workers.

The appeal of 6 of the 7 core social work practice/client groups assessed followed the same general pattern of slight decline, from entry to graduation, while remaining appealing to students. Here, only the "criminal justice" practice area fell below the midpoint (neither low nor high appeal). This should not be surprising given that this practice area is the least central to social work as compared to the other six practice areas assessed.

The second related debate in the literature has to do with whether Caucasian students are less committed than students of color to traditional social work as intimated by Specht and Courtney (1994). Results of the current study do reveal a consistent trend across all sets of analyses of generally more stable (i.e., less change) in entry to graduation social work-related views, motivations, and practice preferences, on the part of students of color,

and especially American Indian students, as compared to Caucasian students. An examination of specific items further suggests a pattern of what appears to be a stronger commitment on the part of ethnic minority students to central aspects of social work emphasized in MSW programs. For example, with regard to views about social work's traditional mission regarding the poor, entry to graduation changes were most evident for Caucasian students (i.e., views changed on 7 of the 10 measures), least evident for American Indians (views changed on 2 of the 10 measures), with students of color in between (views changed on 5 measures). An examination of the magnitudes of specific ratings also suggested slightly stronger commitment to social work's traditional mission. For instance, regarding whether social work should focus on societal/institutional change (versus individual adaptation), entry to graduation increases were as follows: 61% to 71% for American Indians, 59% to 69% for students of color, and 52% to 64% for Caucasian students. Thus, this *progressive* social work view appears strongest for ethnic minority students, at *both* entry and graduation, as compared to Caucasians. It should however also be noted that Caucasians do evidence the most change or growth in this point of view.

The above pattern of results for race/ethnic groups was also apparent in their motivations for entering graduate school, and in the perceived importance of future social work job characteristics. That is, the pattern of results suggests more stable motivations for pursuing a social work career in ethnic minority versus Caucasian students: American Indians changed on only 5 of the 14 motivations assessed, students of color change on 9 of 14 motivations

assessed, and Caucasian students changed on 11 of the 14 motivations assessed. Further, an examination of specific motivations again suggests slightly stronger commitment to what is emphasized in social work education. For example, on the motivation "a desire to increase my potential for serving economically disadvantaged populations," entry to graduation declines went from 4.52 to 4.30 (where 4=Important and 5=Very important) for American Indians; and similarly from 4.47 to 4.30 for students of color; while for Caucasian students the decline went from 4.16 (where 4=Important) to 3.87 (3=Neither important nor unimportant). This same pattern of results was also found for entry to graduation declines on the perceived importance of the job characteristic, "help the most economically disadvantaged people": American Indians from 3.45 to 3.30 (where 3=Important and 4=Very important); students of color from 3.51 to 3.41; and Caucasians from 3.06 to 2.99 (where 3=Important and 2=Not important). Thus motivation for working with the poor appears stronger for ethnic minority students, at both entry and graduation, as compared to Caucasians.

As with social work-related views and motivations, the appeal of core social work practice areas and client groups showed the same trend for race/ethnic groups as above. That is, while all race/ethnic groups ranked the seven practice areas the same way, American Indians evidenced the most entry to graduation stability (changing on only 2 of the 7 areas assessed), followed by students of color (changing on 5 of 7), while Caucasian students evidenced the most change (changing on 6 of 7). An examination of specific items continued to reveal slightly stronger commitment on the

part of ethnic minority students to core practice areas. For example, the appeal of poverty related practice and clients groups (e.g., working with homeless) changed as follows from entry to graduation: No significant change for American Indians (from 5 to 5.10 where 5=somewhat high appeal); significant decrease for both students of color (from 5.12 to 4.84 where 5 is somewhat high appeal and 4=neither low nor high appeal) and Caucasian students (from 4.64 to 4.48 where 4=neither low nor high appeal). The appeal of public child welfare-related practice (e.g., child protective services) showed essentially the same pattern of results: From 5.23 to 4.71 for American Indians, 5.12 to 4.69 for students of color; and from 4.65 from 4.16 for Caucasian students. That is, while the appeal of this core practice area decreased some for all race/ethnic groups, its appeal was higher for ethnic minority students than for Caucasian students at both entry and graduation.

The above pattern of results for race/ethnic groups extends what Limb and Organista (2003) found when examining the same data for entering students only. That is, while Limb and Organista found the same trend of greater commitment to traditional social work on the part of ethnic minority versus Caucasian students, the current study shows that this trend remains on finishing graduate school despite a slight general decline across all students. Thus, the pair of studies provide support for the position in the literature that ethnic minority students may have stronger motivation and interest in working in core areas of social work practice given the generally greater similarity between their economic and cultural backgrounds and problems areas. That such commitment appears pronounced for American Indian students only

makes Farris' (1975) criticism that much more salient: that while there are many commonalities between the values of American Indians and the profession of social work, the latter has to a large extent failed to reach out to this unique group of color.

References

- Abell, N., & McDonell, J. (1990). Preparing for practice: Motivations, expectations and aspirations of the MSW class of 1990. *Journal of Social Work Education*, 26, 57-64.
- Bogo, M., Michalsk, J. H., Raphael, D., & Roberts, R. (1995). Practice interests and self-identification among social work students: Changes over the course of graduate social work education. *Journal of Social Work Education*, 31, 228-246.
- Butler, A. (1990). A reevaluation of students' career interests: Grounds for optimism. *Journal of Social Work Education*, 26, 45-56.
- Colon, I., & Asen, J. (1989). Social work values and EAPs: A survey of social work students. *Employee Assistance Quarterly*, 4(3), 47-64.
- Farris, C. (1975). The American Indian: Social work education's neglected minority. *Journal of Education for Social Work*, 11, 37-43.
- Green, C. (1988). What social workers do: Implications for the reclassification debate. *Journal of Sociology and Social Welfare*, 25(2), 97-111.
- Haynes, K. S., & Mickelson, J. S. (1997). The debate. In K. S. Haynes and J. S. Mickelson, *Affecting changes: Social work in the political arena* (p. 21-38). New York: Longman.
- Kish, L. (1965). *Survey sampling*. New York: Wiley.
- Limb, G., & Organista, K. (2003). Comparisons between Caucasian students, students of color, and American Indian students on their views on social work's traditional mission, career motivations, and practice preferences. *Journal of Social Work Education*, 39, 91-109.
- Limb, G., & Perry, R. (2000, January). *American Indian MSW students: An examination of career choices and practice preferences*. Paper presented at the 4th Annual Conference of the Society for Social Work and Research, Charleston, SC.
- Mullen, E. J., Combrey, J. W., Mattaini, M. A., Corwin, M., Gatenio, S., Castaneula, M., & Salas, S. (1993). *Enhancing minority recruitment and retention in graduate social work education*. Minority Leadership Project. New York: Columbia University, School of Social Work.
- O'Connor, I., & Dalgleish, L. (1986). Cautionary tales from beginning practitioners: The fate of personal models of social work in beginning practice. *British Journal of Social Work*, 16(4), 431-447.
- Perry, R. (1999). *An examination of the practice preferences and career choices of MSW students over the course of their education*. University of California at Berkeley, School of Social Welfare. Dissertation Abstracts International.
- Perry, R. (1997). *The classification and inter-correlation of MSW students' practice preferences throughout the state of California*. Berkeley, CA: University of California at Berkeley, School of Social Welfare, California Social Work Education Center.
- Raber, M., Febb, S., & Berg-Weger, M. (1998). Recruitment and retention of minority students in bachelor of social work programs. *Journal of Baccalaureate Social Work*, 3(2), 31-49.

- Reamer, F. G. (1991). From the editor. *Journal of Social Work Education*, 27, 99–101.
- Rubin, A., Johnson, P. J., & DeWeaver, K. L. (1986). Direct practice interests of MSW students: Changes from entry to graduation. *Journal of Social Work Education*, 22, 98–108.
- Rubin, A., & Johnson, P. J. (1984). Direct practice interests of entering MSW students. *Journal of Education for Social Work*, 20, 5–16.
- Santangelo, A. (1993). *The 1991 class of entering graduate students in California's ten schools and departments of social work*. University of California at Berkeley, School of Social Welfare. Dissertation Abstracts International.
- Specht, H. (1991). Should training for private practice be a central component of social work education? No! *Journal of Social Work Education*, 27, 102–107.
- Specht, H., & Courtney, M. (1994). *Unfaithful angels: How social work has abandoned its mission*. New York: Free Press.
- Stevens, G. A. (1992). *MSW practice interests: A study of three cohorts*. University of Washington. Dissertation Abstracts International.
- Swanson, S., & Wodarski, J. S. (1982). An analysis of attitudinal rigidity in social work students. *Journal of Applied Social Sciences*, 6(2), 99–110.
- Whitley, D., & Wolk, J. (1999). Preferred academic and career paths of potential MSW students: What are they thinking? *Arete*, 23(1), 53–65.

Accepted: 09/05

Gordon E. Limb is associate professor, School of Social Work, Brigham Young University. **Kurt C. Organista** is associate professor, School of Social Welfare, University of California, Berkeley.

Address correspondence to Gordon E. Limb, School of Social Work, Brigham Young University, 2173 JFSB, Provo, UT 84602; e-mail: Gordon_limb@byu.edu.