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Abstract: Students in professional social work programs in the United States traditionally receive little direct information about or contact with professional associations. What exposure they do get is haphazard and primarily through extracurricular means. This article describes and evaluates a curricular module to enhance student awareness of and connection to professional associations. The group work classes at a Midwestern U.S. university were adapted to include a course module addressing the role of professional associations. Components of the module include readings, discussions, presentations and attendance at a professional association meeting. A pre- and post-test was administered to assess the initial impact of this module. The module appears to have had an impact upon students' knowledge of and appreciation for professional associations. The authors advocate for increased curricular attention to facilitating this connection.

Key words: Professional associations, social work curricula, professional education, NASW, MSW education, professional development.

Introduction

A professional membership association is a vital component of any profession, and it is

commonly agreed that a true profession must have one or more professional membership

association (Heinemann, Frank, Scarpelli, & Jacobsen, 1986; Phillips and Leahy, 2012; Rollins,

Garcia, & Thomas, 1999; Wilensky, 1964). By definition, a professional association is a "a body

of persons engaged in the same profession, formed usually to control entry into the profession,

maintain standards, and represent the profession in discussions with other bodies" (Professional

association, n.d.). Professional associations provide mechanisms for professional definition and

for public recognition and sanction. Professional associations address a wide variety of needs and

mandates; they educate, advocate, represent, credential, monitor, connect and support the

interests of members and the populations they serve (Anderson, D'Amicantonio, & DuBois,

1992; Bauman, 2008; Greenwood, Suddaby, & Hinings, 2002; Karseth & Nerland, 2007; Leahy,

2004; Mazibuko & Gray, 2004; Messmer, 2005; VanZandt, 1990). This article focuses on

student involvement in professional associations within the United States. While the findings

may also be relevant to other countries that rely on professional associations, it is written from a

US perspective.

Recently, in the United States, membership in the broad range of professional

associations has suffered declines (Bauman, 2008; Painter & Paxton, 2014; Putnam, 2000;

Simon, Webster, & Horn, 2007). Associations of all sizes and reputations are struggling to

maintain and grow memberships. The challenges arise from multiple sources. A difficult

economy is perhaps the most obvious challenge. The cost of an association membership is

typically considered a discretionary expense when potential members face financial restrictions.

Employers' decreasing encouragement and support to join or participate in associations is

another factor (Phillips & Leahy, 2012). Moreover, individuals are less likely to join traditional groups and organizations than in previous decades. As Putnam writes in his bestselling 2000 book, *Bowling Alone*, "During the first two-thirds of the [twentieth] century Americans took a more active role in the social and political life of their communities – in churches and union halls, in bowling alleys and clubrooms, around committee tables and card tables and dinner tables" (p.183). The sheer complexity of today's economic and social environment, the increasing number of women serving as heads of households and primary breadwinners, and the countless competing personal and professional opportunities and expectations all discourage participation in professional associations.

With the growth of the internet and its easy access to information, individual face-to-face group interactions may seem less important (Hudson, 2007; Martin, 2007; Phillips & Leahy, 2012). In addition, the proliferation of specialized professional associations within most professions results in a splintering of membership commitments. Rather than joining the large umbrella association, professionals may select smaller associations that are more directly focused on their unique practice or research interests (Gonzales & Scarcella, 2001; Phillips & Leahy, 2012; Putnam, 2000). Within social work, for instance, a potential member could choose from a wide variety of associations including the Council on Social Work Education (CSWE), International Association of Social Work with Groups (IASWG), School Social Work Association of America (SSWAA), National Association of Black Social Workers (NABSW), Society for Social Work and Research (SSWR), American Society on Aging (ASA), etc., rather than the more broad based National Association of Social Work (NASW).

The impact of this decline in association membership threatens the very existence of the associations and the professions they represent (Oliverio, 1980). If we believe that our

professional associations are important for our continued professional identity, impact, and advocacy on behalf of those who might not be able to effectively advocate for themselves, what are we doing to encourage and maintain these associations? Are we motivating future generations of students in professional programs to affiliate with our professional associations? Association membership must be sustained – and ideally increased – in order to support the survival and continued relevance of the underlying profession, and an influx of new members is necessary to offset member losses via retirement, death, or career change.

Obviously, students and emerging professionals constitute a rich pool of potential new memberships, while typically also offering youthful enthusiasm, optimism, and energy. Involvement of students in the activities of professional associations offers tangible benefits to both the students and the associations (Simon, Webster & Horn, 2007). Professional associations provide students with networking and mentoring opportunities, awareness of potential employment possibilities, advocacy information, professional context, and a forum to share skills and knowledge and to pursue leadership roles (Desmond & Symens, 1997; Gonzales & Scarcella, 2001; Knight, 2002; Messmer, 2005). Furthermore, professional associations can supplement academic programs by providing practical knowledge that falls outside the curriculum, and can support recent graduates as they adjust to a professional work environment for the first time (Koch & Sancier, 1988).

Background[1]

Recognizing the potential value of enhancing the connection between students and professional associations, the first author, who is a professor at a large urban Midwestern U.S. school of social work had attempted to achieve this connection by serving as a role model for association leadership, discussing her prior experiences with students, and encouraging students to take part

in and present at professional meetings (Simon et al., 2007). However, these efforts seemed too limited and random. The need to reach and educate *all* MSW students about professional associations in social work demanded a new, more systematic strategy. It became evident that a *curricular* rather than an *extra*-curricular effort was needed. Toward that end, with the support of the full- and part-time faculty, a course module was developed and added to the syllabus of the required group work course. The module aimed to enhance the MSW student's knowledge, experience, and appreciation for the role of professional associations as an important component of one's chosen profession, and a supportive community for ongoing professional development. The module included the following components: 1) readings on the role, history, and challenges of current social work/welfare associations; 2) an out-of-class connection with a professional association and a written assessment of that experience; 3) class discussions focusing on the readings, experience with professional associations, and expectations about becoming involved with an association; and 4) a class presentation by a former student or recent alumnus who had presented at a professional association conference.

Method

To assess the impact of the module, a non-experimental pre-test/post-test design was used to determine if and how students' understanding of the purpose and benefits of professional associations, as well as their knowledge of and membership in such organizations, changed.

Sample. The sample was comprised of students who were taking the required first year course in group work (N=129). Data were collected from students who took the course between 2007 and 2010. All instructors who taught the course between 2007 and 2010 were invited to take part in the present study, but apart from the first author, who teaches many sections of this course each

year, only one other instructor did so. Thus, altogether we obtained data from students in six different sections of the course over the four-year period.

There is no reason to think that students in the sample are substantially different from students in classes that did not take part. There is often an element of randomness to the way in which students select classes. Further, not all students in participating classes were included in the final sample. In some instances, it was not possible to match the pre- and post-test for the same individual because the student forgot to include an identification number (as described below). In other cases, students only completed one questionnaire. In the end, there were 129 matched questionnaires and these were the responses included in the final sample.

Measures, data collection and coding. Data were derived from a short questionnaire that was administered to students during the first class and again at the end of the semester, 15 weeks later, with some additional Likert scale questions added to the post-test. Students were instructed not to list their names but to use an identification number that they could then use again in the post-test. Responses were therefore anonymous, but it was possible to match the pre- and post-test questionnaires.

Each questionnaire was comprised of four questions. The first question asked students to list the names of any social work/social welfare associations in which they were a member. The second question asked them to list the names of any social work/social welfare associations that they knew about. The third question was designed to address students' understanding of the function or purpose of professional social work/social welfare organizations and simply asked, "What do professional organizations do?" The fourth question was intended to identify knowledge of benefits of membership and asked, "What are some of the benefits of belonging to a professional association?" All responses were open-ended.

The post-module questionnaire repeated these questions and also included a series of four items asking students to rate the extent to which they felt their knowledge about professional associations, their appreciation for the role of professional associations, their likelihood of participating in a professional association's activities, and their likelihood of becoming a member of a professional association had changed during the semester. Ratings utilized a five-point scale, with 1 reflecting the lowest and 5 reflecting the greatest degree of change. To simplify presentation of the data, the responses were grouped such that all individuals who responded with a score of 4 or 5, reflecting a greater extent of change, were grouped together and compared to all those who gave a rating of 3 or lower.

In order to code the open-ended responses, a graduate assistant entered all responses into an Excel spreadsheet. Every answer listed under each question was entered separately so that there were multiple responses to each question. An SPSS data file was derived from the Excel spreadsheet and responses were coded. The two authors were the only coders. Depending upon the question, different coding schemas were developed. When looking at responses related to membership in and knowledge of professional associations, the authors assessed: 1) whether any association was named; 2) whether it was an actual known professional association; and 3) whether it was NASW, since this is one of the primary professional social work organizations.

Coding was more complicated for questions 3 and 4. After reviewing responses, categories were developed based upon both responses and the authors' own theoretical understanding of the purpose and benefits of professional associations. In the end, nine specific and one "other" category were identified to capture the purposes of associations. Table 2 lists the categories and types of answers included. Table 3 provides information about the 10 distinct categories, and one "other" category, which were identified related to benefits.

The authors initially derived the categories and coded responses together. After all coding was completed, each author reviewed all of the answers in every category to be sure that they were consistent. The authors then collaborated to identify and re-code responses that were incorrectly coded the first time.

Analysis. Differences in responses before and after exposure to the module were examined using chi-square to determine whether differences were statistically significant. Chi-square was used because it is a nonparametric test and therefore useful for considering differences within a non-random sample. The means for the number of organizations to which individuals reported they belonged prior to and after the intervention, and the number of organizations they could correctly name were calculated. However, the statistical significance of the difference in the means pre and post module is not reported. Although a paired t-test would show the degree of significance for these differences, the distribution of each of the variables is fairly truncated, making such tests problematic. Other variables, including the self-evaluation of change following the intervention, are reported as frequencies.

Findings

Membership and Knowledge of Professional Associations. Table 4 displays the proportion of students who listed at least one or more associations of which they were members prior to and after completing the course module, as well as the proportion who were able to correctly name one or more professional associations in the two time periods. It also displays the proportion that mentioned NASW in their list of professional associations.

The results indicate that there were statistically significant differences between the groups prior to and after the module related to membership. About one-quarter (24.8%) reported that they were members of one or more recognizable professional associations prior to the

introduction of the module, while more than one-third reported being members at the post-test (36.4%). Still, students tended to belong to few professional organizations at either time.

Statistically significant differences also existed related to the percent who were able to name one or more professional associations correctly prior to and after the module, increasing 10% over time. There was little change related to the proportion that named NASW as one of the associations they could correctly identify; 79.8% named it at the pre-test and 83.7% at the post-test. On average, at the time of the pre-test, the number of associations correctly identified by students was 1.26. It increased to 2.11 at the post-test.

Purpose of Professional Associations. Table 5 presents the results related to the proportion of students at each time period who mentioned each of the purposes served by professional associations listed in the table. As noted, categories were derived from student responses as well as from the authors' theoretical understanding of the function and purpose of professional associations. Students could give multiple responses, so the totals in the table do not add up to 100%.

In their pre-module responses, students highlighted four main functions. Listed in order of decreasing frequency, they were: education (53.5%), advocacy (32.9%), networking (31.8%), and support (27.9%). About one-fifth of the students named provision of resources and establishing and maintaining professional standards, and 12.4% mentioned organizing and sponsoring workshops, conferences, and trainings. The proportion of all students who listed responses that fell into the remaining categories was less than 5%. Overall, 9.3% of all students were unable to provide any correct answer to this question, and the average number of correct responses related to the purposes of associations was 2.53.

Results from the questionnaire completed at the end of the course indicate that students tended to more frequently provide responses that were within the same categories. Thus, the percent who mentioned education increased from 53.5% to 61.2%. While this increase was not statistically significant, the increase in the proportion who mentioned networking, from 31.8% to 47.3%, was statistically significant. Similarly, there were statistically significant increases in the percent who mentioned support (42.6%) and the provision of resources to members (31.8%). The proportion who gave a response that fell into the category of promoting professional development also increased significantly from 4.7% to 16.3%.

Also of note in Table 5 are categories where the proportion of students who mentioned a category declined post-module. This included a statistically significant drop in the proportions of students who gave responses reflecting advocacy activities (from 34.9% to 19.4%) and the percent who identified establishing and maintaining professional standards. There was no change related to the proportion who mentioned several of the remaining categories and both prior to and after course completion, the proportion of students who listed something related to mentoring was limited. Overall, the proportion who could not provide at least one correct response related to the purpose of professional organizations declined significantly from 9.3% 2.3% after the intervention. The average number of correct responses rose to 2.88.

<u>Benefits of Association Membership</u>. Table 6 provides data on the proportion of students who mentioned an association benefit falling into one of the categories listed in the table prior to and after the module was completed. Again, the proportion of students who gave responses related to activities such as networking remained high both pre- (59.7%) and post-module (77.9%). This increase was statistically significant. The proportions who mentioned access to practice information was also high pre- module (51.2%) and increased 10% at the post module

assessment. However, this change was not statistically significant. Direct mention of education-related benefits, in contrast to the results under purposes of professional organizations was relatively lower, with about one quarter of all responses focusing on this both pre- and post-module. Support was listed by 26.4% of all students prior to the module and increased to a statistically significant degree of 44.2% on the post-module questionnaire. The proportion who mentioned the promotion of professional development also increased significantly from 8.5% to 31.8%. There were small increases in the proportion of students listing the association and sponsorship of conferences, workshops, and so on as a benefit, and the percent who listed mentoring also increased but remained low at 3.9%.

Statistically significant declines were apparent in the proportions of pre- and post-module responders who noted the provision and support of professional identity, and the proportion listing the provision of "other" resources such as insurance, discounts, and so on. There was also a decline in the proportion who noted advocacy-related benefits but this difference did not quite reach statistical significance.

Overall, only a very small proportion of students could not provide any answers related to benefits during the pre- and post-module assessments (0.8% and 1.6% respectively). On average, students listed 3.12 benefits correctly prior to and 3.35 after the module was completed.

Self-evaluation. Table 7 presents information on the students' self-evaluation related to the change they experienced between the beginning and end of the semester, pertaining to the areas the module was intended to address. Students were asked to rate themselves in each area such that 1 reflected the least and 5 reflected the greatest amount of change. As the data show, more than three-quarters of all students indicated that they had changed at the level of 4 or higher related to their appreciation of professional associations, their likelihood of getting involved in a

professional association's activity, and of becoming a member. Almost 70% rated themselves 4

or higher related to knowledge about professional associations.

Discussion

In reviewing the results, it is important to consider some of the limitations of this study. First,

this study was conducted in the United States and as such, reflects a U.S. perspective regarding

the role and importance of professional organizations. Second, the sample itself was relatively

small and not random. Third, some students did not complete two assessments or in some cases

the pre- and post-module assessment could not be linked, which meant that student could not be

included in the study. However, as noted, there is no reason to suspect a bias in who did or did

not have matched assessments; more likely it was merely a random event. Fourth, the results

reported here came primarily from only one instructor, the first author and individual who

developed the module. It is possible that her classes were unique in some way and that students

in those classes had a different experience than was the case for students with another instructor.

Given that our goal was to assess the impact of the module, this might have been a positive

factor since she was strongly committed to the intervention and to carrying it out fully. Ideally,

this fidelity to the module should have enhanced its impact. On the other hand, even though

responses were anonymous, students may have also been reacting to this instructor's

expectations. All these factors may limit the extent to which we can generalize the findings to

other students participating in a similar module or students in settings other than the U.S. where

professional associations may play a different role.

Despite these limitations in the sample and setting in which the intervention was

introduced, the findings presented here suggest that the module did have an impact on students'

understanding of professional associations. Significant increases in the proportion who could

name a professional association were apparent post-module compared to pre-module. Further, only a very small proportion of students post-module were unable to provide any correct purposes of a professional association. By their own self-assessment, students post-module felt that they had greater knowledge of, appreciation for, and increased likelihood of participating and becoming members of a professional association than prior to the intervention.

There were also statistically significant increases pre- and post-module in the percent reporting that they had become members of a professional association, although the percentage (36.4%) was relatively low. It is possible that the self-report data of intention to join, as noted previously, reflected a desire to meet the expectations of the instructor. Conversely, it is also possible that the intention was sincere; students, despite reduced membership fees, may simply not yet have the time and funds to join while still in school.

With regard to the benefits of professional associations, there was little change related to the percentage of students unable to name any benefits pre- and post-module or the number of benefits mentioned overall at either time period. Perhaps students better understood what professional associations had to offer their members in general but were less clear on their overall purposes. The module may have affected the latter more than the former.

It is interesting to reflect on the categories related to the purposes of professional associations where the proportion of student responses increased or decreased over time. Increases were evident in several categories including networking, supporting, and promoting professional development. On the other hand, there were declines in some categories related to the purpose and benefits of involvement in professional associations (for example, advocacy). Students could provide as many answers as they wished on the questionnaire at both time periods. However, they did not necessarily repeat all items mentioned in the pre-test at the post-

test. Perhaps they emphasized those aspects they learned about after completing the module more often in their post-test responses at the expense of aspects mentioned previously. It is also possible that they did not think they had to always mention the same things again. If nothing else, these changes suggest that the module made them think. It also indicates that future interventions might be structured to reinforce the importance of certain areas more strongly (such as advocacy, which was named less often in the post-test compared to the pre-test).

 Additional Qualitative Findings. Students not only attended a variety of association meetings, including the National Association of Social Workers, National Association of Black Social Workers, Latino Social Work Association, Association for Infant Mental Health, Association for School Social Workers, Society for Clinical Social Work and the International Association of Social Work with Groups, but, they also reported feeling connected to a supportive group of professionals. Further, some became more involved in the respective association, taking on a leadership role on a committee,

Written course assignments also served as another source of data. Five common themes were evident regarding the ways in which the module may have impacted students. These included: 1) facilitating enthusiasm for the profession; 2) providing opportunities to contribute to the profession; 3) enhancing learning opportunities; 4) increasing appreciation for professional associations; and 5) inspiring self-confidence and motivating students to assume leadership positions. These frequent and broad-based comments can be viewed as another positive indicator of the value of the module.

Informal anecdotal comments from local professional associations were also positive. Students' presence reportedly added energy to the meetings and their questions led to further

exploration of association goals and activities. Association members connected with students and supported their career development. A few mentorship relationships also evolved.

Conclusion

Despite the limitations noted earlier, it is encouraging to see that a curricular module facilitating connections between students and professional associations appears to have had a positive impact. The quantitative and qualitative data suggest that students experienced increased knowledge of and appreciation for the role of professional associations. It is not clear if this impact will be sustained over time, but the results reported here suggest that academia and curricular modules such as this one can serve as venues for connecting students and the associations that represent their professional interests. The module described in this article was incorporated within a group work course because professional associations can be viewed as groups. However, the module could easily be included within other courses such as beginning introductory courses or field work integrative seminars.

If we as educators in professional programs believe in the value of professional associations, it behooves us to embed curricular incentives for linkages with professional associations within course content rather than relying on extra-curricular incentives alone. While extra-curricular efforts are valuable initiatives, curricular efforts offer the added incentive of a course grade as well as an opportunity to reach most/all students. Of course, it is hoped that once students take part in a professional association activity, they discover the intrinsic value of their participation beyond the grade and course requirement. The data from this study suggest that this is the case.

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Table 2:

Categories and Codes for Answers Related to the Purpose of Professional Associations.

Category	Examples of Statements Representing Each Category
Networking	Collaboration; Come together; Network,; Link professional agencies together; Connect professionals; Give opportunity to connect with others; Great way of networking and meeting other members; Help in the networking area; Link professional agencies together
Advocacy	Advocacy; Advocate; Advocate for causes; Advocate for clients in the field; Advocate for their members; Promote social change Provide a group for those in same profession to come together and discuss and combat issues; Push for interests/causes; Seasoned workers and experts in the field coming together to advocate; They promote social welfare.
Mentoring	Mentorship; Supervision; Mentor
Education	Help share knowledge; Keep members informed about the field; Education; Provide best practices; Provide current information ; Share ideas; Up-to-date on information; Up-to-date on research; Work across networks to increase member skills; Continuous education
Provide Resources to Members	Provide resources and link professionals; Resources; Bring information about certain groups and organizations; Provide access to research; Opportunities; Publications; Job information; Up to date info about community resources; Have speakers; Produce information; Publish newsletters; Share resources
Promote Professional Development	Professional development opportunities to participants; Publishing opportunities; Career development; Further professional development; Professional development; encourage continuous professional growth; Opportunities to publish; Present on social work topics
Establish and Maintain Standards	Organize and legitimize the profession; Set limits on the profession; Improve profession; Professional identity; Set standards/guidelines; l Advocate for change within profession; Help professionalize the social work profession
Organize and Sponsor Conferences, Workshops, etc.	Conferences; Hold meetings; Training; Hold conferences; Organize conferences; Arrange conferences; Host conferences; Train
Provide Support	Professional support; Professionals connecting to support each other; provide supportive environment; Provide access to other professionals; Bring together professionals who share a common goal; support; Incorporate a sense of belonging into a group
Other Purposes	Community outreach; Address needs within the field; Social justice; Fun; Increase awareness

Table 3:
Categories and Codes for Answers Related to the Benefits of Membership in Professional Associations

Category	Examples of Statements Representing Each Category
Networking	Allow you to network with other professionals; Building a social network; Connect people; Connect you with individuals that can help you further your goals; Connection to other professionals; Connections; Collaboration; Finding people who share same interests; Good for networking; Make connections; Make contacts; Meeting others with similar interests; Network; Networking
Mentoring	Mentoring, Supervision, Mentorship;
Education	Continued learning; Educational support; Opportunities for continuing education; Provide info about CEUs; education; Educational components; Opportunities for continued education; Provide education; Continuing education; Increase skills and knowledge
Provide Practice Related Information	Get current info in the field; Get information; Information; Information highway; Literature; Newsletters; Obtain information; Provide best practices; Provide information; Provide members with the most up to date info about their field; Provision of current research; Access to ideas; Expand knowledge; Increase awareness about issues in the field; Keeping up to date in social work profession
Provide Other Resources to Members	Access to resources; Benefits; Discount on speakers; Discounts; Increase access to resources; Information on jobs; Information about careers; Job opportunities; Resource building; Up to date info about community resources; Car rental; Health insurance; Insurance
Promote Professional Development	Professional development; Publishing; World is your stage; Encourage professional growth; Platform to share your work; Stage to present; Career Advancement; Experience; Give members opportunity to present their work; Leadership opportunities; Present research; Gain new experiences
Advocacy	Advocate for positive change; Advocacy; Advocate for one another; Allows you to create change on a bigger level; Social change; Allows individuals to be a part of the change process; Lobby; Promote change; Gaining public power; Raise awareness
Provide and Support Professional Identity	Licensure; Professional identity; Social capital; Learn about yourself; Professional growth; Looks good on resume; Advocating for your professional competence; Professional colleagues; Resume builders; Validation of professional values
Organize and Sponsor Conferences, Workshops, etc.	Conferences; Meet and have conferences; Presentations; Seminars; Workshops/Conferences; Training opportunities; Attending conferences; Seminars; Conference; Workshop
Provide Support	Support; Professional support; Peer support; Place to bounce off ideas; Provide support; Universality; Belonging; Friendship; Mutual aid; Have support around professional work; Feeling connected
Other Purposes	Challenge yourself; Raise money; Being involved; Fun

Table 4:
Memberships and Organizational Knowledge (N=129).

Variable	Pre Intervention	Post Intervention
% Who Are Members of Any Professional Association	24.8	36.4 *
% Who Named Any Professional Associations Correctly	86.0	96.1**
% Who Named NASW	79.8	83.7

For differences between time periods: * p ≤ .05; ** p ≤ .01; *** p ≤ .001

Table 5:
Purposes of Professional Associations (N=129)

% Who Mentioned Once or More	Pre – Intervention	Post - Intervention
Networking	31.8	47.3*
Advocacy	34.9	19.4**
Mentoring	0.8	2.3
Education	53.5	61.2
Provide Resources to Members	20.2	31.8*
Promote Professional Development	4.7	16.3**
Establish and Maintain Standards	20.2	12.4
Organize and Sponsor Conferences, Workshops, etc.	12.4	12.4
Provide Support	27.9	42.6*
Other Purposes	4.1	3.1
% Who were unable to provide any correct answers	9.3	2.3*

For differences between time periods: * p ≤ .05; ** p ≤ .01

Table 6:
Benefits of Professional Association (N=129)

% Who Mentioned at Least One Time	Pre-Intervention	Post -Intervention
Networking	59.7	77.9*
Mentoring	0.8	3.9
Education	29.5	23.3
Provide Practice Related Information	51.2	61.7
Provide Other Resources to Members	38.0	25.6*
Promote Professional Development	8.5	31.8***
Advocacy	15.5	7.8#
Provide and Support Professional Identity	17.8	7.8*
Organize and Sponsor Conferences, Workshops, etc.	13.2	16.3
Provide Support	26.4	44.2**
Other Purposes	3.1	2.3
% Who were unable to provide any Answers at all	0.8	1.6

For differences between time periods: * $p \le .05$; ** $p \le .01$; *** $p \le .001$
p=.052.

Table 7:
Self-Assessment of Change Over Time Related to Knowledge and Involvement with Professional Association [a] (N=129)

Item	% Rating Change 1 to 3	% Rating Change 4 or Greater
Knowledge About Professional Associations	30.2	69.8
Appreciation for the Role of Professional Associations	20.9	79.1
Likelihood of Participating In A Professional Association's Activities	24.0	76.0
Likelihood of Becoming a Member of a Professional Association.	22.5	77.5

[a] Based on the following question and scale: On a scale of 1-5, with 5 being the most and 1 the least, please circle the number that best identifies the degree of change you have experienced this semester in each of the following areas.

Endnotes

1. The module described in this article was presented at the 2007 IASWG Symposium and

published in its Proceedings, Groups: Gateways to growth, as "Connecting students and

professional associations: A curricular approach," pages 139-151.