Using Literature to Teach Critical Thinking to Social Work Students

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Loyola University Chicago

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USING LITERATURE TO TEACH CRITICAL THINKING 
TO SOCIAL WORK STUDENTS

by

Linda O'Connor Noer

A dissertation Submitted to the Faculty of the School of Social Work of Loyola 
University Chicago in Partial Fulfillment of the Requirements for the Degree of 
Doctor in Social Work

October, 1993
ABSTRACT

Critical thinking asks students to organize and reorganize reality conceptually rather than just accumulate "fixed truths" or facts. The purpose of this study was to discover if literature, in lieu of standard texts, could enhance critical thinking which involved creative, analytical, and dialectical skills.

This exploratory study used a one group design with Before and After measures to measure thinking skills after a teaching intervention based in literature and narrative theory was introduced to fifteen senior social work students in an ethics seminar in a liberal arts college. Results of content analysis procedures with self-designed questionnaires indicated that all social work students showed increased levels of critical thinking. In addition, literature enabled students to better identify multicultural issues and ethical dilemmas in field experiences and to show an increased use of professional social work skills.

Three patterns of student learning styles were identified: Integrative, Content-Oriented, and Self-Referent. Integrative thinkers valued the importance of collaborative thinking and relied upon a wide variety of resources, including an integration of social work theories, the liberal arts, and personal wisdom. Content-Oriented thinkers typically chose a less theoretical approach and referred to social work techniques or examples from field experiences. Self-Referent thinkers primarily emphasized "personal wisdom" and based their ethical analysis on internal criteria with many personal experiences as referents.

Although all students showed enhanced critical thinking, Integrative students
showed positive changes in all three areas under study: creative, analytical, and dialectical thinking. Most Content-Oriented students demonstrated greater growth in analytical and dialectical thinking, but less in creative thinking, while for the majority of Self-Referent students, creative and dialectical thinking increased, but analytical thinking decreased. When narrative thinking skills were compared, a group pattern was shown for only the Integrative thinkers.

It was concluded that the adoption of literature using dialectical journaling is one way to enhance critical thinking to help students adopt the logic of the social work discipline, recognize ethical decision-making models and become more effective social workers. Comparative studies that address case analysis or curricular materials to increase analytical thinking may further the understanding of diverse learning styles and the difficulties of some students in maintaining analytical thinking.

Critical thinking is well suited to a multicultural, pluralistic society where we cannot assume that other people’s meanings are similar to our own. It requires that educators be consistently reflective about their own assumptions and biases. In our knowledge of others and in our own relation to our own theories, critical thinking keeps us appropriately humble.
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It is to my family that I lovingly dedicate this dissertation.
CHAPTER I

INTRODUCTION

Statement of the Study Issue

I try to integrate how novelists and poets see the world with how psychiatrists and psychoanalysts view it. There are hazards on both sides. The literary celebration of the individual, of irony and paradox, can leave you stripped of general statements. On the other hand, social scientists can get lost in their generalities and end up saying nothing about the experience of the individual.

Robert Coles

Critical thinking is a powerful strategy to help students become better readers, writers and thinkers because it demands inquiry, problem-solving, decision-making, evaluation and metacognitive processing. It has, however, too often been prescribed as the answer for many educational dilemmas and has become an umbrella phrase with many definitions. John McPeck (1989) argued in Critical Thinking and Education that "being in favor of critical thinking in our schools is thus a bit like favoring freedom, justice or a clean environment."

Although everyone supports critical thinking, there are several problems in studying the concept. Critical thinking has, as McPeck says, been "overworked and underanalyzed," and has come to mean anything or nothing.
This study focused on the possibility that skills in critical thinking might be enhanced by the use of literature as an organizing principle in teaching social work undergraduates. When students relate to a work of fiction, the student and the author of the literary work create a dialogue together, similar to that of "coauthors" of a play. Thus, it was expected that if literature were used in the social work curriculum, a similar dialectical process would occur. That is, students’ critical reading and dialogue with literature would evolve into enhanced critical thinking skills. For this reason, a Narrative Literature Component was introduced in an Integrative Ethics Seminar for social work undergraduates. Measurement strategies were employed to look at students’ thinking skills before and after they participated in the seminar. The Narrative Literary Component was introduced with the expectation that the seminar would increase these skills. It was assumed that the development of strong critical thinking skills is fundamental to one’s educational experience in the liberal arts.

Critical thinking, however, does not occur in a vacuum. Content knowledge and the "logic" of the discipline is also important for students. Students need to question the logic of their discipline at the same time that they are being initiated into it. Jere Brophy (1990) defined knowledge in a discipline as subsuming "not only facts but concepts, generalizations, principles, and theories" (p. 369). Thus, students must be helped to relate social work concepts to other social systems as well as to connect and relate more effectively with clients and their stories.

Observers of social work students in field placements recognize that students "hear stories" from clients and report what they observe. In conceptualizing this
research, it was felt that social work students do more than simply outline and present a series of "facts" or incidents when they "hear stories" in their field placements: students actually compose a narrative. The narrative they create is the story of the client based on actions and events of interest to the student woven within a context. These events occur in some kind of temporal sequence. That is,

narrative might well be considered a solution to a problem of general human concern, namely, the problem of how to translate knowing into telling, the problem of fashioning human experience into a form assimilable to structures of meaning that are generally human. (White, 1981, p. 1)

In addition to a temporal sequence, students also place incidents in a narrative context giving the story a particular meaning.

Narrative thinking is thus a fundamental human activity. It is "international, trans-historical, trans-cultural: it is simply there, like life itself" (Barthes, 1977, p. 79). Given the central role of narratives, educators and students could benefit from new knowledge about the relationship between narrative and the critical thinking process.

Historically, early social workers invited and encouraged students to use temporal sequencing of events and narrative context along with creative, empathic understanding and reasoned judgement in their work with clients (Reynolds, 1942; Towle, 1954; Rapoport, 1968). Rarely, however, did they focus on the study of the actual thinking process students use. This need for further information to identify and understand the link between narrative theory and critical thinking continues.
Recently, theories of "meaning-making" have challenged the prevailing "logic-scientific-reductionistic" model for social science education. Although constructivist theorists have developed curricular models for critical thinking, rarely have they used a literary narrative emphasis. Linking literature with narrative theory appears to provide a useful theoretical framework to guide social work educators.

The idea of exploring the educational value of the use of literature with components of narrative theory was further supported by an essay by Patricia Donahue and Ellen Quandahl (1989) who discovered that critical thinking, reading and writing could be merged into a powerful educational strategy. In their essay "Freud and Interpretation," Donahue and Quandahl argued that researchers, academics, and students all engage in the same work:

The same questions asked by critical theory--what is reading, what is the status of a text, how do we clarify approaches to interpretation--are questions to be asked...to teach students how to compose readings of texts, literary and nonliterary" (p. 50).

Donahue and Quandahl inferred that Freud "read" his clients' stories by rewriting them. In a series of three assignments, they asked students to analyze the story of "Dora" from different perspectives: Dora's; Freud's; and then finally the students'. They believed writing skills and the development of meaning would improve when students were helped by both the "text's insights and its blindness." Donahue and Quandahl's approach included several important aspects of critical thinking: questioning the text, holding off on decision-making by considering various
possibilities, and testing the assumptions underlying both writing and psychological investigation. These authors made a significant contribution to developing critical thinking skills, since they demonstrated that "interpretative reading requires first a writing and then a rewriting of a text" (Donahue and Quandahl, p. 56). The authors found that students who participated in their study performed better on the exit exam than previous classes of students and reported better success in reading difficult texts in later semesters.

Donahue and Quandahl’s work had a significant influence on the conception of this study to understand the relationship of writing and reading literature and how this process affects undergraduate social work students’ critical thinking skills. Through reading Freud’s study of Dora creatively, analytically, and dialectically, Donahue and Quandahl’s students discovered that there were a variety of valid ways to read and understand a story. Their technique avoided the "one correct answer approach" that many social work students assume. Donahue and Quandahl’s ideas suggested that it may be crucial for social work educators to create assignments that allow students to negotiate between the writer, the text, and their own experience. Further, their approach avoids one problem with current educational models which is the failure to utilize and identify the most powerful aspects of critical thinking: inquiry, informed skepticism and hypothesizing.

While it is a serious error to consider the development of critical thinking skills as a panacea for higher education, it is equally problematic to perceive it too
narrowly. In *Critical Thinking: A Semiotic Perspective*, Marie Siegel and Robert Carey (1989) insisted that the whole term (critical thinking) is greater than the sum of the parts (summarizing, generalizing, judging), often taught as discrete skills. Robert Ennis, an important figure in critical thinking theory, stated that it is not enough to have skills: "One must also know when and how much to use them in appropriate circumstances" (quoted in McPeck, 1989). Carel Germain (1992) recognized that social work students have difficulty with this unfamiliar theory:

Throughout their social work education and in later practice, social workers are urged to engage in reasoned thought when making clinical judgments to reduce errors in data collection, assessment, goal setting, method selection, evaluation of outcomes, and relationship features. Most social workers value the profession’s theoretical foundation in a scientific base of practice and many also view practice as an art. However, critical thinking as an essential additional element in quality practice is rarely considered, and few of us have been taught its principles. (p. 381)

It is possible that social work educators were not exposed to the language of critical thinking until recently as philosophers dominated the actual study and analysis of thinking in higher education. The process of critical thinking was typically taught only in philosophy departments where students were expected to recognize and construct sound arguments, apply the principles of logic, and avoid fallacies in reasoning. Although an analytical, evaluative emphasis is important, it is equally necessary to analyze ways to increase the production and flexibility of ideas and an awareness of one’s thinking into all of the liberal arts. Michael Rose (1988) specifically cites necessary tasks for liberal arts students:
...framing an argument or taking someone else’s argument apart, systematically inspecting a document, an issue, or an event, synthesizing different points of view, applying a theory to disparate phenomena...(p.188)

Rose’s tasks, along with selected skills from theorists Robert Ennis (1987) and Richard Paul (1990) helped define the characteristics of the critical thinking process used in the study. A trio of skills were selected for further study: Creative thinking skills (use of imagination, fluency and flexibility); Analytical thinking skills (use of reasoned, logical, evaluative skills); and Dialectical thinking skills (awareness of bias and values; thinking with more than one perspective). As conceived here, Creative, Analytical, and Dialectical thinking are distinct processes, but are also mutually dependent and necessary for social workers.

**Significance for Social Work**

The Council on Social Work Education requires social work educators to integrate values from the liberal arts knowledge base throughout the social work curriculum. The integration of literature into the social work curriculum to teach critical thinking is in compliance with Council on Social Work Education standards. Further, since the teaching model studied here included components of the dialectical thinking process (thinking within more than one perspective, knowledge of one’s use of self, an awareness of one’s bias and limitations), it would meet guidelines for
social work education’s emphasis on "knowledge of self."

Social work educators are interested in ways to incorporate critical thinking into the curriculum. In particular, the Study Group for Philosophical Issues in Social Work (Imre, 1991) has encouraged the introduction of specific "pedagogical approaches" to develop critical thinking into mandated curriculum policy:

The biggest dilemma for social work educators is the seemingly neutral, value-free, non-ideological and methodological stance of many social work documents and actions of leaders that lead to confusion about the social work role, to non-action, or the pursuit of incompatible ends. The ethical guidelines of the profession as well as its social ideologies need to be clarified as the foundations for intervention and social action. This suggests that the curriculum policy be specific about the inclusion of pedagogical approaches that emphasize the importance of the enhancement of the critical and analytical thinking necessary for learners to attend to the value and ideological substrata of practice and planning. (p.4)

Even though there is limited dialogue in the social work community regarding the use of literature as a teaching framework, some social work educators have adopted this approach (Link and Sullivan, 1989; Cnaan, 1989). Results of these studies and other teaching experiences suggested the possibility that components of critical thinking could be identified when social work students critically read, wrote, and discussed literature than when other materials are employed. It appeared that a focus on literature created "dissonance" and enabled students to move from unconnected thinking to increased analytical, creative and dialectical thinking. If literature provided a link for students and offered utility as a subjective learning experience, educators could enhance their teaching strategies by using this component.
Literature, rather than textbooks, may enable students to learn more about themselves, and identify thinking patterns that contributed to decision and meaning-making regarding clients.

Several assumptions led to the use of literature to teach critical thinking. First, the complexities of how students think and learn about social work requires more effective social work pedagogy. Teaching students to use higher-order thinking processes (manipulating, not just reproducing information) requires them to think about something in multiple forms within multiple contexts. Certainly, the effectiveness of teaching strategies depends upon many factors, including individual learning and motivational patterns, the subject matter, interest to student, and motivational factors. Learning is also affected by the educator's ability to engage and sustain student attention. These organizational and instructional processes are common issues for each educator and student to work out.

In addition to reading literature, part of the Narrative Literary Component asked students to think and write by using the dialectical journaling technique where the construction of meaning occurs (Haas and Flower, 1988). Dialectical journaling offered students an opportunity to see more than one possible answer to their own questions or issues about the literary story. It also provided an opportunity to "test out" ideas and revise their thinking. It attempted to help students anticipate and interact with the resources found in the environment of the characters in the stories. Dialectical journaling allowed students to undertake a process of looking, questioning
and reassessing their thinking to recognize factors that bias judgments. It was assumed that composing journal entries using a dialectical thinking method would enhance critical thinking by allowing students to self-reflect about their own cognitive and affective processes, to recognize factors and values that bias their judgment. Paul (1984), a philosopher and advocate of infusing critical thinking into curricula, states: "Without the ability to reason dialectically, students are intellectually, emotionally and morally incomplete" (p.53).

In addition to an integration of the liberal arts, The Council on Social Work Education encourages educators to integrate theory with practice. The National Association of Social Work Code of Ethics asks students to "critically examine" their own behaviors in relation to current knowledge necessary for social work ethical decision-making:

The social worker should take responsibility for identifying, developing, and fully utilizing knowledge for professional practice. The social worker should base practice upon recognized knowledge relevant to social work. The social worker should critically examine, and keep current with, emerging knowledge relevant to social work. The social worker should contribute to the knowledge base of social work and share research knowledge and practice wisdom with colleagues.

The seminar was designed to help students seek connections between their personal and professional values, client's stories and ethical dilemmas portrayed by literary characters.
Summary

In this study, two theories, narrative theory along with critical thinking theory, were adopted as the organizing principle to study thinking processes within a social work context. The social work course was part of a liberal arts curriculum. It was assumed that a liberal arts education should include the development of thinking skills through reading, analyzing, and writing about literature. The study examined journals and collected data from self-designed measurement strategies to understand the conceptual link between critical thinking and literature. It focused on the curricular area where writing was a crucial activity.
CHAPTER II

REVIEW OF LITERATURE

Overview

Knowledge is not something people possess in their heads but rather, something people do together.

Kenneth Gergen

Social work’s historical roots owe much to the use of literature to understand human behavior. Jane Addams (1917) gained insight from classical literature to enrich her understanding of poverty and literature often served as a reference for her interventions. Addams, for example, used Euripides’ description of an old man to understand withdrawn elderly residents at the Hull House Settlement: "He has obtained, if not renunciation, at least the quiet endurance which allows the words of the spirit to heal" (p. 11). Later, Bertha Reynolds (1942) developed an educational theory that emphasized the philosophical and literary components of social work and summarized a need for a generic knowledge base for social work:

Education for social work is basically an integrated whole...Work with people is an art in whatever form it appears...Learning has important emotional and social as well as intellectual motivations. (p. 27)
She based her statement on proceedings from the Milford Conference Report published in 1929. As part of building the social work knowledge base, she saw literature as an important adjunct to the learning process: "Reading fiction exercised a student's mind toward a more flexible and richer associative activity" (Reynolds, 1942).

These early social work theorists saw literature as a "vital connection" to illustrate social work issues. Literature provided the "canvas" to describe human behavior. It also served as the "medium" through which students could discover their identity by interacting with a literary text. More contemporary theorists Rosemary Link and Maureen Sullivan (1989) asserted that literature offered a frame of reference, an organizing principle for the educational process of social work students. They encouraged students to use fiction or narratives to develop insight into social work issues.

The work of these scholars helped define the parameters of this study which involved an evaluation of the effects of integrating a Narrative Literature Component into an undergraduate social work curriculum. Two general sets of theories provided the conceptual framework for the study: narrative theory and critical thinking. Both of these frameworks offer important insights for incorporating literature as pedagogy for social work education.
Narrative Theory

Narratives have preserved the knowledge and wisdom of cultures throughout the ages. The Greeks used the Iliad and Odyssey to transmit their heritage; other cultures used Beowulf, Don Quixote, and Wagner’s Rings. African, South Pacific, and Eastern societies teach their cultures through stories and most major religions hold certain narratives as sacred.

Narrative is both communal and individualistic: It offers cultural and religious unity for groups and an individual way to acquire knowledge. Just as narratives have helped communities of people create meaning throughout the ages, they also continue to help understand actions of individuals. To give meaning to our own actions human beings often tell stories about those actions and, hence, place the event or episode in the context of the ongoing narratives of their lives (White, 1981; Schafer, 1981, 1992; Spence, 1982).

The most widely known examples of clients’ stories are the classical approaches suggested by early theorists. Both Sigmund Freud and Carl Jung noted the similarity of the "story of the human condition" represented in literature and in client’s stories or narratives. They understood and utilized the components of literary narratives when dealing with clients and expressed their "debts" to literature.
According to Alasdair MacIntyre (1981): "Man [sic] is essentially a story-telling animal" and narrative is "the basic and essential genre for the characterization of human actions" (p. 194). MacIntyre (1981) argued:

It is because we all live out narratives in our lives and because we understand our own lives in terms of the narratives that we live out that the form of narrative is appropriate for understanding the actions of others. (p. 19)

It is narrative that allows both individuals and groups to put knowledge in a form that can be readily understood and shared. Social workers, too, place the actions of others in a context created by the narrative or story that is told. The helping professions use narrative when they listen to client's stories and write them for case presentation, court appearances and medical reviews.

Despite the importance of narrative in our culture and personal lives, with the exception of the humanities, narrative theory has rarely been used as an instructional vehicle in higher education (See Barthes, 1977, Frye, 1978, Kermode, 1967 in literature; MacIntryre, 1981; Ricoeur, 1981 in philosophy; and White, 1973, 1980, 1981, Tynchall, 1987 in history). Social science theorists have now begun to analyze narratives to understand how people construct meaning (See Bruner, 1986; Gergen and Gergen, 1986; Gilligan, 1988; Mandler, 1984; Nelson, 1985; Mishler, 1986; Polkinghorne, 1988; Schafer, 1981; Spence, 1982; and Tappan and Brown, 1989 in psychology and Laird, 1989; Saari, 1991 and Borden, 1992 in social work). These theorists have examined and described the thinking patterns students use to construct a
meaning system and suggested a prospective developmental approach to learning. This approach views the mind as a "pattern-making, pattern-recognizing process" (deBono, 1984).

One of these narrativists, Jerome Bruner (1986), struggled with understanding the processes used in the acquisition of knowledge and argued there were two primary ways of knowing: the paradigmatic and the narrative. Paradigmatic forms were associated with scientific ways of knowing, based on an analytic, general, abstract, impersonal, and decontextualized knowledge base. The paradigmatic form of knowledge deals with that which can be both generalized and context free. The paradigmatic mode is often seen in the fields of logic, mathematics and science. Narrative modes, in contrast, deal with a specific, local, personal, and contextualized knowledge base. The narrative model uses a non-paradigmatic way to communicate. For example, the validity of a narrative is measured by whether it is a compelling and persuasive story that rings true for it is the process of endowing "experience with meaning" that follows the narrative mode and includes areas dependent upon stories, poems, music, and dance.

Bruner (1986) found that the narrative mode was most pervasive in daily life and his studies centered around its most refined forms in drama, fiction, and poetry. Bruner integrated Edmund Burke’s criteria, found in the Grammar of Motives (1945), and claimed that, at a minimum, narrative in literature or in life requires a "pentad" or a "core" experience that includes:
...an Actor, an Action, a Goal or intention, a Scene and an Instrumentality. The 'drama' of narrative emerges from an imbalance between elements in the 'pentad.' This is always implicit or explicit in narrative. Actions do not reach goals, scenes and agents do not match, instruments and goals are out of kilter, and so on. The narrative is a vehicle for characterizing, exploring, preventing, brooding about, redressing, or recounting the consequences of 'trouble.' (p. 34)

'Trouble' drives the drama. Action occurs due to mismatches between two or more of these components. The importance of context as one of the "components" of narrative theory was crucial for Burke and led Bruner to describe how narrative organizes cultural experience:

We can abstract each of these (dimensions) from the unified whole, but if we do so too rigidly we lose sight of the fact that it is one of the functions of a culture to keep them related and together in those images, stories, and the like by which our experience is given cultural relevance. (p. 69)

In further refinement of his narrative theory, Bruner (1986) discovered that an individual constructs an integrated coherent narrative about the self and becomes the self he or she has created:

...the culturally shaped cognitive and linguistic processes that guide the self-telling of life narratives achieve the power to structure perceptual experience, to organize memory, and to build the very events' of a life. In the end, we become the autobiographical narratives by which we tell about our lives. (p. 15)

For Donald Polkinghorne (1988), like Bruner, narrative enables one to give
and understand the meaning of human action:

Narrative is a scheme by means of which human beings give meaning to their experience of temporality and personal actions. Narrative meaning functions to give form to the understanding of a purpose to life and to join everyday actions and events into episodic units. It provides a framework for understanding the past events in one’s life and for planning future actions. It is the primary scheme by means of which human existence is rendered meaningful. Thus, the study of human beings by the human sciences needs to focus on the realm of meaning in general, and on narrative meaning in particular. (p. 11)

Historian Hayden White (1980) offered additional understanding of narrative as a source to understand a person’s life. He suggested that we create a "metacode within which humans universally organize and transmit information" that helps us organize and transmit information." (p. 7) Although Roy Schafer (1980) did not use a historical emphasis in his discussion of narrative, he recognized that human beings not only create themselves, but they also create those with whom they interact. For Schafer, the content of the stories provided valuable information about how the client experiences others in relation to the self.

Like Bruner, Kenneth Gergen and Mary Gergen (1983) were intrigued with the similarity of the structure of case narratives with literary narratives. Their studies provided further understanding of the socially constructed origin, development, and validation of meaning when they found a parallel between a protagonist’s psychological state and a client’s psychological state. They concluded that narratives fall into three states: 1) progressive, in which the protagonist/situation continues to develop or achieve; 2) regressive, in which the protagonist/situation deteriorates; or
3) **stable**, in which the protagonist/situation remains the same. Other theorists support the idea that similar characteristics of narratives are found in case narrative and literary narratives. Henry Herring (1989) argued:

```plaintext
...literary works provided an imaginative working out of the genuine complexity of belief sets about the world that corresponded to the human act of constructing experiences. It provided a means of gaining information about how we construct our versions of our world, what these differing versions are, and how they interact and conflict with one another, since we continually adjust and revise these constructions. (p. 51)
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One of the most recent contributors to the use of narrative theory for the field of clinical social work is theorist, Carolyn Saari. In her most recent work, *The Creation of Meaning in Clinical Social Work*, Saari (1991) outlined the form and structural components of narratives for clinical social workers:

```plaintext
The sense of continuity is provided by the stories people create about their lives which constitute the meaning systems of identity. Narrative is the form in which human beings organize their experience. (p. 36)
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The importance of social environment is a crucial factor in Saari’s narrative theory, for it is culture that allows for a shared meaning system. Saari suggested that the evolving story of people’s lives can be redirected within the constructed narrative and a shared meaning system. The stories social workers hear from clients about themselves in their environments gives a clue to their ability to use or adapt resources creatively to shape their developing narrative or future. Saari maintained that social workers need to hold multiple perspectives, recognizing that it is the context that always integrates the material:
Meaning must always be related to the context of the moment and since experience and the environment are constantly changing, meaning systems must be continually updated and actively maintained. Identity, as the individuals' meaning system, is therefore constantly changing. (p.36)

In addition to the importance of a person holding multiple perspectives and recognizing the effects of culture, Saari (1991) contended that any story is only one version of many possible ways of recounting the same events: "it is possible through narrative construction to create a tapestry of meaning with richly woven interconnections of various sorts" (p. 48). Initially, Saari explained, social workers must recognize the power of the point of view of the client to create a story and at the same time help the client to form a personal sense of identity. As Saari (1991) argued:

The "I" of identity is a narrative construction. So also is the "you" of the object. At the same time, it is the sense of identity that provides the basic organizing point from which a narrative can be organized. A story requires a narrator and a point of view. (p. 118)

Saari further explained that there were six elements that identify the narrative process: story, people, plot, place, fantasy, pattern and rhythm. To Saari, each component has a unique role in understanding a client's meaning of their story. In story, the implications of how a client thinks and the level of their self-esteem prevail. The people component offers a description of client motivation and intent with regard to human interaction. Plot indicates the way clients give meaning to events and the manner in which they connect cause and effect. Fantasy describes the
ability of the client to imagine and adapt (how one constructs meaning). **Place** reflects the effect of the social structures upon a client or how one locates oneself with the cultural and environmental context. The final component, **Pattern and Rhythm**, relates to the importance of time to the client, in conjunction with the flow of the interactive process with the client. It was these six components that provided direction for this study to look at literature as pedagogy for social work education.

Along with other narrativists, Saari argued that narrative is a powerful tool to organize a life. If narrative is the organizer of identity, events and relationships in clients' lives are best understood according to the way in which their meaning shapes each individual’s narrative. Clients construct their own identity and clinicians observe the gaps, contradictions, evasions and limitations. For this reason it is essential that social workers understand sources for analyzing narratives of clients. One especially important source of narrative is literature.

Like other forms of narrative, the value of literary narrative is addressed less frequently in the social science literature than in the humanities, but does appear that the above characteristics of case narratives are also found in literary narratives. Bruner (1987) used literature to study how students "think about," "interpret" or "understand" stories. Carol Feldman, et al. (1990) further investigated the thinking or "interpreting" process and studied the process of acquisition of "meaning" gathered from literary stories. Both studies reported that students use the same cognitive processes to interpret literary stories that they use to interpret client's case stories.
Feldman, et al. supported the use of stories for teaching about multicultural issues from a variety of frames of reference: "Any story is better understood by understanding alternative ways in which it can be told" (p. 55). Feldman, et al. believed that the act of interpretation was highly patterned and fell into two categories, the *metacognitive*, based on an analysis of psychological states of protagonists, and *action*, organized by writing style (p. 32). If people use the same cognitive processes to make sense of a situation when reading literary or case stories, then literature could provide a helpful link to the liberal arts.

Other narrative theorists moved beyond examining literary texts and listened to the oral exchange told in stories by clients. William Labov (1971) described a fully-formed narrative as presenting: a) an abstract or brief summary of the whole story; b) an orientation which sets time, place and characters; c) an action which complicates something described in the orientation; d) an evaluation; e) a result or resolution; and f) a coda or signal that the narrative is finished and that brings the speaker back to the present time. Similarly, Lydia Polanyi (1979) saw narratives as providing a) an event structure which serves to keep time; b) descriptive structure which contains all of the environmental and character centered information; and c) the valuative structure which says what the narrator considers to be the crucial information in the story. Robert Manusco and Thomas Sarbin (1983), like Labov, described the importance of understanding one’s life by listening to how one tells stories. They noted that not only do human beings "speak" in a narrative mode, but
also perceive, imagine and dream in a narrative structure.

Howard Brody (1987) viewed story structure as an important component of stories of patients. He based his theory on analyzing works from literature and philosophy to understand narratives his medical patients. In his book, *Stories of Sickness*, he argued:

> We are, in an important sense, the stories of our lives. How sickness affects us depends on how sickness alters those stories. Both sick persons and physicians make the experience of sickness more meaningful by placing it within the context of a meaningful story ... Every medical history should include a description of what the illness means to the patient—what the patient thinks has caused it, what he thinks will happen to him in the future as a result, and what he thinks the best treatment ought to be. (p. 185)

Brody called for physicians to "attend carefully to the stories their patients tell them and engage them in meaningful conversation, within the broader context of the range of life stories made available to all of us by our society and our culture" (p. 182). He argued that each person assumes a "narrative form" that is inseparable from that person's social community:

> At birth, our narratives begin, and we are already placed within a familial, communal, and cultural context without our choosing any of it or even being aware of it. Later in life we gradually assume increasing powers to write our own narratives as we choose, although still within the constraints imposed by our beginnings.... In short, there is a network of social reciprocity implicit in the idea of construing human lives as narratives. (quoted in Poirier, 1991)

Brody’s notion of the importance of listening to how stories are told in a
narrative format might be quite helpful to social workers as to professionals in the medical field. It is important for social workers to listen to how stories are told, to hear how they are constructed and observe the process by which clients order their stories into words. Suzanne Poirier and Daniel Brauner (1988) addressed the issue of the process used to address and listen to patients. They explored the power of language in the patient-professional relationship and observed that there are many "cuing" functions patients use to communicate their story. Listening and observing language cues helped identify issues for further exploration with patients in their experience. They suggest that to affect the way professionals are taught to think about patients should include information about the process patients use to construct their narrative. The impact of language and its role in human thinking continues to interest other narrative theorists in social work as well as medical education (Laird, 1989; Goldstein, 1990; Saari, 1991; Borden, 1992).

Social work educators Link and Sullivan introduced fiction to undergraduate social work majors and contended that students learned to recognize the importance of learning as a cognitive process and could see "literary interpretation" as one way to recognize the effects of the larger social systems in their client’s lives. Four phases of student development were noted when students read and discussed literature to understand social work concepts. In the First Phase, students were asked to unlock rigid boundaries between subjects, individuals and formal policies in social work. Link and Sullivan used brainstorming techniques to unlock the student’s literary
consciousness, to begin reading together and to build a class reference list. In the
Second Phase, techniques were used to connect knowledge and understanding among
students by allowing students to find alternative meanings, seek connections, and see
situations in a new light. In the Third Phase, students’ experiences were integrated
with current learning objectives. In this phase the class focused on the role of
personal life experiences and their relationship in social work while also reflecting on
the student’s learning and students reflected on their own learning. The educators
found that in this phase fiction allowed students to "speak" about hard, painful
unresolved episodes for characters which they also found in their own lives. In the
Fourth Phase, class members discussed professional understanding and behavior.
Students considered issues of social responsibility and discussed their actions and
contributions as professionals.

Another educator, Ram Cnaan (1989), provided a model to help graduate
students use literature to analyze social policy issues. Cnaan’s "Literary Approaches
to Social Realities: A Topology," suggested a topology of five basic approaches
gathered from an interpretative literature curriculum, not social work, to help social
work students understand social policy issues. These approaches included: a) 
Realistic; b) Idealistic; c) Social reform; d) Impressionistic; and e) Subjective
reflection. Cnaan concluded that using literature with five approaches was a useful
"way to rebuild the bridge between social work and the liberal arts" (p. 143). He
concluded:
Because literature intentionally or subjectively continues to address social policies and social realities, and because it is an inherent part of our culture, it can be an important resource for graduate social work education. (p. 191)

Educator and literary critic, Wayne Booth (1988) supported a similar conclusion to Cnaan's findings that literature reflects both societal and individual values:

Every appraisal of a narrative is a comparison between the complex experience we have had in its presence and what we have known before. It is a private, a public and a social experience. (p. 26)

Literature was used to help students look at values and ethical dilemmas in Carol Gilligan's work. Students discussed moral voice, moral development in Gilligan's (1988) collected narratives of ethical conflict and choice. She also emphasized the study of literature, along with history and foreign languages as a key to a strong, moral education program. Her curriculum focused on discussion and understanding of the concept of care and responsiveness in relationships as much as on the traditional emphasis on a morality of justice and ethical rights (Gilligan, Langdale, Lyons, & Murphy, 1990). Gilligan stressed the moral or relational voices of care based on what Mark Tappan and Lynn Brown (1989) called a "literary hermeneutic" approach:

...insights revealed in the interpretation of literature are directly relevant to understanding the psychology of interpersonal relationships. Narrative, as the vehicle through which conflicts in relationship are both represented and resolved. (p. 199)
Tappan and Brown contended that client stories can illustrate the ways in which narrative serves to give meaning to experiences of moral conflict and choice. Combined with other models, their narrative approach to moral education centered on studying the actions of self and the actions of others necessary for ethical decision making. White (1981) also discussed the connection between values, narrative and ethical choices. He concluded:

The plot of a narrative imposes a meaning on the events that comprise its story...by revealing at the end a structure that was immanent in the events all along...We cannot narrativize without moralizing. (p. 19)

By imposing a narrative form and plot on a sequence of "real events," White argued the author gives to these events the meaning, value, and formal coherence that only stories possess.

These pioneers in constructionist thinking have linked narrative theory to understanding how people think and organize stories of their lives. Their work presents further challenge and refinement of narrative theory and suggests the possibility that if narratives provide "blueprints" of a society or a person's life (Polkinghorne, 1988), educators might utilize narrative components to help social work students understand ethical dilemmas with clients. These theorists provided a framework for the study of literature and components of narrative theory as a means to develop critical thinking skills in students.
Critical Thinking Theory

Narrative theories stress the significance of stories in each person's life. Social work students hear narratives when they listen to the stories their clients tell. To understand fully these stories and to relate more effectively to a client's narrative, students use a variety of critical thinking skills. Many educators consider students to have poorly developed critical thinking skills with weak strategies for critical reading and writing. Researchers from various disciplines in the last decade supported critical thinking as an essential requirement for students. A report by the National Commission on Excellence in Education called on educators to equip graduates to comprehend, interpret, and evaluate what they read, to write well-organized and effective papers, to listen effectively, and to discuss ideas intelligently (Report by The National Commission on Excellence in Education, 1983).

Responses to this mandate produced many scholarly articles and numerous studies on the subject, especially in the disciplines of philosophy, the social sciences and literature. Christina Haas and Linda Flower (1988), both constructionist theorists, in "Rhetorical Reading Strategies and the Construction of Meaning," defined the weak strategies students have upon entering college and compared them to stronger strategies of more experienced students who they called 'expert' thinkers. 'Novice' students showed little attempt to integrate theoretical materials and were more comfortable with content. 'Novice' thinkers believed "that if they understand all
the words and can paraphrase the propositional content of a text, they have successfully 'read' it" (Haas and Flower, p. 170). 'Experts,' in contrast, employed critical thinking. They were able to challenge authority, use metacognitive strategies and problem-solving techniques (Perkins and Salomon, 1989, p. 18).

A review of the literature indicated that social workers have not yet added significantly to the expanding interdisciplinary body of knowledge and theory on critical thinking and the liberal arts. Eileen Gambrill, (1990); Gayla Rogers and Lynn McDonald, (1992); and John Seelig, (1991) represent a small cohort of theorists who write about critical thinking for social work education.

Rogers and McDonald (1992) reported excellent results in a study of a ten-week critical thinking course designed for social work field instructors. The course trained participants to think critically about their role in preparing professional social workers. They adopted Donald Schon's "reflection-in-action" model for their training. The model helps participants recognize their own dialectical thinking (aware of what they are doing while they are doing it). They discovered tasks that encouraged critical thinking using Stephen Brookfield's definition: "to explore and examine alternative ways of thinking and acting" (Brookfield, 1987, p. 15). The results of the training indicated that the participants significantly increased their overall ability to think critically when compared to the control group. In addition, Rodgers and McDonald believed that the ability to think critically is an essential ingredient for competent field instructors:
Field instructors can use this ability [to use critical thinking] to help them make decisions regarding their students such as: when to ignore or confront certain behaviors, assessing a student's readiness for specific assignments, choosing appropriate strategies for student learning, and other decisions requiring a balance between individualizing the student and meeting the requirements of the setting and the school. Thinking critically is also seen as an important ability of a competent practitioner. Therefore, a field instructor who can demonstrate what it looks like to be a critically reflective practitioner serves as a powerful role model for a student. (p. 175)

Rogers and McDonald's study was one of the first to identify critical thinking as a separate skill.

Seelig (1991) recognized that social work educators have rarely separated thinking as a skill to be developed. Seelig analyzed examples of ethical case situations to illustrate how to teach critical thinking strategies to social work students. In fact, thinking is usually assumed to be "an action that a student undergoes as part of the integration process" (p. 21). Seelig challenged educators to explain the process students use to learn to "think the way a social worker thinks" and based his argument on Vincent Ruggiero's (1987) definition of a critical thinker:

1) a skilled observer; (2) ability to define problems and issues effectively; (3) ability to tap one's own experience, and the experiences of others, better than the average person; (4) ability to both start and sustain the flow of ideas; (5) ability to create more than one scenario to assist in the thinking process; (6) ability to not lose fringe thoughts; and, (7) being unpredictable. (p. 31)

He depicted a creative thinker with the following characteristics:

1) having a sense of proportion in knowing when to be bold, skeptical, etc.;
2) always attacking the most prevalent beliefs of his/her time; (3) being able
to judge equally, and by the same standards, both those who agree and disagree with a given proposition; and, (4) the ability to avoid all-or-nothingness. (p. 31)

In his study, Seelig (1991) demonstrated the need for social work educators to ensure that students are prepared to cope at a basic level with problems prior to entering the practice field.

It is therefore necessary that social work educators maintain an emphasis on developing critical thinking as a separate skill component not only to ensure that students will be able to apply the method, but to also ensure that they will be able to survive within a field that constantly requires integration, introspection and adaptation. (p. 61)

Although Seelig did not apply these ideas with students, his strategies offer significant support for application within the social work community. Ennis (1987), too, stressed critical thinking as one of the major emphases of an educational experience. He acknowledge that students need to avoid looking for a single "answer" to every problem. He considered critical thinking to be: "...rational, reflective thinking concerned with what to do or believe." (1985, p.44). He further explained that an educational experience can provide opportunities to refine the "the tools to reason across, between and beyond the neat categories of any technical domain" (1985, p. 44).

To critical thinking theorists such as Ennis, each person has a unique "logic"--a mixture of assumptions, values, and experiences that organize their thoughts. To engage in effective interaction with another individual, the student must
enter the other's logic to understand how they think. Although this may sound elementary, it is a difficult task. To critical thinking theorists, appreciation of the "logic" of others is a skill that develops through a combination of active listening, questioning, and discussion (Brookfield, 1987). The repeated analysis of assumptions and the ability to understand the "logic" of others are traits that can only be developed through systematic study and application. Critical thinking is not mere acquisition of knowledge and skills, but a continual, interactive, process expected to occur throughout one's life.

There is general consensus that several key thinking processes exist and can be taught to undergraduates. The work of Marzano et al. (1988) suggested that critical thinking is a broad term that represents Analytical, Creative, and Dialectical thinking processes. Marzano et al. (1988) contended:

These processes complement each other and even share many attributes...Analytical thinkers generate ways to test assertions; creative thinkers examine newly generated thoughts to assess their validity and utility. The difference is not of kind but of degree and emphasis. (p. 39)

For this study, critical thinking is represented by the three thinking processes. Application for social work education follows.

**Creative Thinking Process**

The first thinking process is identified as the **CREATIVE THINKING**
PROCESS, an ability to exhibit flexibility, originality, and fluency of ideas. Creative thinking is distinct, yet interdependent upon the other two thinking processes. Creative thinkers are "process persons...keenly aware that the one certainty of life is change—that they are always in process, always changing" (Brookfield, 1987). Creative thinkers can take multiple perspectives on a problem. They view the world as relative and contextual and see change as a valuable developmental possibility. Similarly, John Getzels and Michael Csikszentmihalyi (1976) found that creative thinkers cherish originality and tolerate ambiguity. Their findings suggested that students with enhanced creativity take risks based on trust in their own standards of evaluation. Other characteristics of creative thinkers include acceptance of ambiguity and uncertainty, flexibility, tolerance of complexity, and curiosity.

For David Perkins (1985) critical thinking is more than logical thinking. Perkins found that most students, although deficient in reasoning skills, were even weaker in the ability to produce ideas. His research supported the necessity for an emphasis upon adding creative thinking skills to broaden the definition of critical thinking.

Social work theorists who encourage critical thinking believe creative capacity is affected by awareness of cognition or the identification of the process of knowing (Rapoport, 1968; Garrison, 1986; Hartman and Laird, 1990). Towle (1954), in her discussion of the impact of professional education on the creativity of students, proposed that "one must not merely adapt to the discipline of professional education,
but must be patterned to work within the professions' code of ethics and structured rules of practice" (p. 31). Similarly, Martin Bloom (1975) argued that teaching includes both "stretching" and the "delicate balance of a process of thinking and judging" as the "prime, medium for instruction" (p. 6). Deliberate development of imagination (creative behavior) can occur within the context of the person's milieu or mastery of subject matter but requires that the instructor be mindful of how to "utilize the imagination of the individual." Lydia Rapoport (1968) defined "creative" as thought and action that is innovative and leads to forging something new: "If we truly value the quality of creativity in social work, we must more consciously protect and develop this capacity by explicit attention to how we educate the learner and how we organize our practice" (p. 138).

The concept of creativity and its relationship to refining methods of teaching creative thinking is especially pertinent to social work educators. Rebecca Garrison (1986) and Eugene Jackson (1979) found little, if any, consistent results in their studies of ways to increase student's skills in creative thinking. Garrison assessed the impact of social work pedagogy on the creative thinking skills of masters' level students and found a decrease in creative thinking upon completion of an MSW program. Students' ideas had narrowed and were, in fact, less innovative and original at the end of their studies. Garrison's results were consistent with Jackson (1979) who discovered a decrease in creativity of advanced undergraduate social work students. The advanced students in Jackson's study had lower creativity scores than
beginning students. Sophomores actually scored higher on the creativity tests than did seniors.

The studies by Garrison (1986) and Jackson (1974) along with observations by social work theorists Charlotte Towle (1954), Rapoport (1968), and Bloom (1975) imply that while social work education may not directly cause a decrease in thinking skills, neither is it stimulating of or enhancing of thinking skills important to social work practice. The major implication of the decrease in creative thinking is that creative thinking may be substantively hampered if not attended to during the educational process. Garrison concluded that the "process of educating social workers appears antithetical to the enhancement of creative thinking skills." Other creativity theorists (McKinnon, 1968; Torrance, 1986) warned that the American educational system in general has the potential for stifling student thinking. In contrast to the previous studies, Dean Hepworth and Eleanor Shumway’s (1976) longitudinal study, indicated that there was an increase in qualities related to creativity when an additional experiential course on creative thinking was introduced to the students during the MSW educational experience. Reports of other studies concluded that additional courses and course components helped increase creative thinking skills (Wheeler 1978 and Klau 1981).

In addition to studies of specific teaching methods to increase creative experiences in educational settings, theorists from other disciplines provide further understanding of the value and importance of creative thinking. Albert Rothenberg
(1976) identified several functions of creative thinking that both writers and psychotherapists used in the "creative process." His studies explored creative thinking where he discovered Janusian and homospatial thinking, two thought processes believed to underlie creative production (Rothenberg, 1976). Creative people think in "opposites and contraries" brought together into a new synthesis. He termed this style of thought \textbf{Janusian thinking}, (after the Greek god Janus who had two faces and so looked both ways at once). \textbf{Janusian thinking} referred to holding two opposite or antithetical ideas or concepts simultaneously. By holding these views apparently contradictory views, creative thinking is seen by Rothenberg (1988) in one's use of irony, paradox, and humor in story narratives.

Anyone can adopt a mental set to think in opposites momentarily, but perhaps creative thinkers have a persistent mental set to look at contraries and put them together, even when the task at hand is one that in no obvious way invites creativity, as with the word association test. Janusian thinking may allow more openness to a variant meaning system. (p. 116)

In addition to Janusian thinking, Rothenberg (1988) described another creative process seen in both psychotherapeutic and literary encounters. He called it the Homospatial Thinking Process, which referred to conceiving actively two or more discrete entities occupying the same spatial location. Examples of the \textbf{Homospatial thinking} process include the use of metaphor and empathy. It is assumed that the use of literature can enable students to use metaphors or empathic dialogue more readily.
Metaphors can be helpful responses to ambiguous dilemmas while empathy allows for sensitivity to client’s dilemmas in a relationship. These creative processes occur in student analysis of stories of clients and are important to identify as one function of critical thinking.

**Analytical Thinking Process**

The **Analytical Thinking Process**, identified as the second thinking process for the study, is the analysis of assumptions using reasoned, logical judgment, evaluation and persuasive language.

Analytical thinking emphasizes the student’s ability to show clarity, precision, depth, and logic, but the most crucial element is a rigorous and on-going analysis of assumption. Each assumption must be subjected to an examination of its origins and purpose. Cherished assumptions may have to be amended or even discarded as a result of this process.

Along with a tolerance for ambiguity and originality, the strenuous process of assumption analysis is an important skill for social work students. Many are unaware of their own assumptions and how these control their actions and reactions. Often undergraduate students are uncomfortable with identifying assumptions of ambiguous relationships. Analytical thinking guides students through this process and, more importantly, prepares them to engage in the testing of assumptions throughout their lives. Brophy (1990) asserted that analytical thinking is a process of raising and
resolving questions through critical inquiry. He categorized five different kinds of questions educators might use to stimulate reflection and decision making in their discipline: definitional questions, evidential questions, policy questions, value questions, speculative questions. He proposed these questions to encourage critical thinking for 'novice' learners to become more 'expert' in their learning pattern.

Harold Lewis (1982) prescribed support for analytical thinking tasks for social work students. Lewis proposed and analyzed "intellectual tools" needed to understand social context, the assimilation of knowledge and the concept of change in the reasoning process. He identified the process used to signal the brain to deal with context and knowledge, based on the "power of the imagery one adopts" (p. 74). Lewis relied heavily on illustrative material from the sciences, arts and humanities for the analogs used with students. These analogs helped students become more oriented to "knowing" and less to "doing" in their relationships with clients. Lewis suggested that analogical reasoning, with its reliance on imagery, enhances the richness of the unique style of the educator. It is the interactive process, or how the educator and students use of time for questioning and problem formulation that contributes most significantly to the unique message of the social work educator. Analysis of levels of analytical thinking skills of social work students can contribute to further understanding of the critical thinking process.

Dialectical Thinking Process
The third and final thinking process for this study is called **Dialectical Thinking**. Dialectical thinking is the recognition of one's limits, bias and use of self. Michael Basseches (1984) connected dialectical thinking to creative thinking and Paul (1990) linked it a subsystem of analytical as part of critical thinking. The dialectical world view is characterized by an emphasis on change, on wholeness and constitutive relations:

Transformation is not random change; it goes in a developmental direction; interactive relationships exit both within, between, and outside of the form, making it a bigger organized whole. Dialectic occurs when students can hold opposing views simultaneously: sustaining uncertainty, breaking away from an established way of seeing things and tolerating ambiguity. The dialectical intertwines with the creative process. (Basseches, 1984 p. 66)

One of the most intriguing aspects of the current critical thinking movement is the emphasis on the introduction of dialectical thinking concepts and how these can be taught to students. These "learning-to-learn strategies" enable students to plan, monitor, and revise their experiences in a social work context. Dialectical thinking promotes enhanced "knowledge of the self," an ongoing, crucial process for social work students. The idea of dialectic, then, is really about a notion of change, or how students confront the possibility of change when they deal with multiple ethical dilemmas. Dialectical reasoning supports self-reflection. When students employ dialectical thinking, they are consciously aware of the values behind their choices and assumptions. Dialectical thinking entails the process of going about thinking about
one's thinking, or "metacognition." Based on work at Harvard, Basseches (1984) described it as an individual's ability to conceptualize and direct the evolution of a complex organization of thoughts, feelings, and purposes in life.

Knowledge is assumed to be an active process of conceptually organizing and reorganizing phenomena rather than as the accumulation of fixed truth. Knowledge evolves and changes in its fundamental structure. Dialectical thinking helps facilitate the creative generation of novelty and creation of new relations, the synthesizing aspects of the creative process. Dialectical thinking functions to allow students to become conscious of their own ways of thinking by exploring various routes to resolving a particular problem. Students "track" their own learning pattern, by asking questions and then reflecting on one's questions. Robert Sternberg (1985) emphasized that much of the student's ability to complete a task is based on the student's self-reflective strategies: "If I do it this way, what will happen?" (p. 197) This questioning process encourages independent responses, rather than worrying about responses which are tied to a "grade." Creative thinking is necessary for responses to ill-defined problems (often seen in social work) by breaking away from existing ways of thinking, and then students can then create connections among contradictory elements. Thomas Kuhn (1970) saw divergent thinking in science as a response to anomalies contradicting the existing paradigm.

Paul (1988) identified dissonance as a characteristic of dialectical thinking and advised students not to fear the dissonance. Instead, they should continue to be aware
of their own thinking and keep it "on hold" for further speculation and integration, to write about it and think about it. Paul (1988) encouraged educators to understand the effects of dissonance and teach students to question their own questions and continue the dialectical thinking process. He contended that critical thinking is intended to achieve:

...an understanding of the relationship of language to logic, leading to the ability to analyze, criticize, and advocate ideas; to reason inductively and deductively, and to reach factual or judgmental conclusions based on sound inferences drawn from unambiguous statements of knowledge or belief. (p. 71)

When students indicate confusion regarding a concept, such confusion should not be minimized but maximized. Although it is uncomfortable for students to feel "dissonance" or ambivalence, they are actually involved in the critical thinking process when these issues occur.

The current curricula at most colleges reflects the adoption of a "surface curriculum," with support for textbooks geared to each discipline's individual curriculum. Rarely are works from literature interspersed among the materials students read. There is a need for an interdisciplinary approach for content-area learning tasks to uncover connections and allow students to explore outside their own discipline (Hawkins, 1989). Fran Claggett (1991), a California educator and consultant for critical thinking curricula, recommended educators infuse each discipline's curriculum with literature to help develop critical thinking skills. Claggett advocated an "active reading" approach to literature. She suggested using poems,
short stories, and novels, as sources for critical writing exercises to help students look at meaning.

In a way similar to that recommended by Claggett, Haas and Flower (1988) suggested students look at literature as

...stories told by society to organize the world. Sometimes these stories change as people choose to organize the world differently. Sometimes we do not have a good story for certain phenomena or we are between stories. (p. 168)

Metaphors are used by clients as well as students to describe multiple images, things that happened in the "same space" (Rothenberg, 1988). Metaphors are heuristics that help create a context for critical thinking.

Every discipline...is based on powerful metaphors, which give direction and organization to the way we will do our thinking. The student who grasps the central metaphors in a subject area is "different from the student who can give you the facts" because the former knows what is meant by a fact, and how that fact is different from an inference or theory. (Postman, 1979, p. 18)

It appears that literary criticism helps students understand that knowledge is not the accumulation of "fixed truths," but an active process of conceptually organizing and reorganizing reality. Once students recognize the different logic systems of clients, there is a tendency to reduce problems to technical categories. Social work educators can utilize literature to encourage students to recognize their own thinking patterns to develop self-reflective behaviors.
Summary

Educational theorists have documented support for the use of literature to develop creative, analytical, and dialectical thinking. The challenge for social work educators is the development and measurement of a curricular component to help students enhance skills in empathy, recognize paradox and discover metaphors in narratives while they are examining their own values and bias behind their assumptions. They need to create assessments about ethical dilemmas that show using reasoned, logical, evaluative thinking. It was thought that if critical thinking is one of the goals for social work education, a Narrative Literature Component is one mode to try to achieve this goal. Consistent use of novels, poems, short stories about ethical dilemmas and social work theory might be a way for social work educators to achieve this goal.

Critical Thinking skills were expected to be observable through written assignments. Constructivist social work theorists argue that theory is not neutral but always tied to dominant social and political views. Students often try to avoid experiences that challenge the models they rely on to make sense of themselves and their world. Professional value statements, along with the Social Work Code of Ethics are too broad and general and not as helpful for students to understand the complexities of the dilemmas encountered in field placement. This study, therefore, was undertaken with the belief that thinking process taught through an examination of
literature might encourage emerging social work professionals to acquire a working set of internalized and reflective values and ethics that will continue to serve as dependable guides for responsible practice.

Social work theorists are beginning to look at curricular modifications to increase thinking skills of students to integrate and understand theoretical concepts in work with clients. As the mind continues to be understood more and more as a pattern-recognizing, pattern-making system, social work educators may make greater use of the narrative approach in the classroom. The acquisition of knowledge is something students and educators do together as they exchange stories in a social work context. It is a social, dialogical and storied enterprise, a refined version of what Bruner called the "narrative mode."

Traditionally, educators have provided students with numerous facts, but a narrative framework may have more utility than facts or content as it helps students find the theoretical "glue" to make sense of social work theories. A Narrative Literary Component offers an alternative to other modes of instruction. It may be more helpful than traditional approaches as it is based on a holistic context, as opposed to the more commonly used logical-empirical perspective. In the quest for refining the social work educational ideal, a Narrative Literary Component may provide a mechanism to permit students to take a detached, reflective point of view, followed by a logic-like analysis, and, finally, use an interventive mode to assess ethical dilemmas in stories. It is in the joint process of "telling" and sharing stories
that the reflective activities of social workers occur. Students need to know ways to help clients determine what endpoints are possible, so they can deal with the present issues. Narrative structures may even be regarded as complementary to the conventional scientific model of understanding human interactions. It was with these ideas in mind that the study was designed.
CHAPTER III

METHODS

Introduction

This study examined the relationship between a teaching intervention (Narrative Literary Component) and its effect(s) upon students' critical thinking, expressed in written assignments for one undergraduate social work course. Two sets of theories shaped the conceptual framework chosen for this study: Narrative Thinking theory and Critical Thinking theory.

Although a few studies elaborated the critical thinking process and its relationship to social work education (Seelig, 1991; Rogers and McDonald, 1992) these studies did not examine students' thinking patterns using literature in place of textbooks in the classroom. The need for clarification of the relationship between Narrative Thinking and Critical Thinking for further curricular refinement existed. It was noted that new insights would help refine concepts under study and allow more teaching options for social work educators.

The specific focus of this study, therefore, involved further exploration of the following questions.
**Study Questions**

**QUESTION #1:** Will a student’s knowledge of social work ethics improve in a course utilizing a Narrative Literature Component rather than a professional text? Junior and senior social work students enrolled in an Integrative Seminar were the unit of analysis for the study. The data source was the comparison of individual student’s change scores in Knowledge of Elements of Social Work Theory gathered from responses to Before and After measurement strategies.

**QUESTION #2:** How will students evaluate the usefulness of a Narrative Literature Component for work with clients in their social work field experience? The unit of analysis was the junior and senior social work students as a group, while the students’ Course Evaluation served as the data source.

**QUESTION #3:** Will the use of a Narrative Literature Component in a social work ethics seminar enhance each student’s Critical Thinking skills? The unit of analysis focused on a comparison of each individual student’s Before measurement strategies with their After measurement strategies. Dialectical Journal entries were also analyzed.

**QUESTION #4:** Will students’ Critical Thinking skills increase with skills in Narrative Thinking and Elements of Social Work Theory? Junior and senior social work students as a group served as the unit of analysis for the study. The data source was the comparison of change scores in Critical Thinking, Narrative Thinking, and Elements of Social Work Theory.
Major Concepts

For this study Critical Thinking is defined as reasonable and reflective thinking that is focused upon deciding what to believe or do. It includes the possession of tools to reason across, between, and beyond categories of any technical domain. It includes creative, analytical, and dialectical thinking processes defined in these ways: Creative Thinking (the use of originality, flexibility, fluency in assessments); Analytical Thinking (the analysis of assumptions using reasoned, logical judgments, evaluation, and persuasive language); and Dialectical Thinking (recognition of one’s limits, bias, and use of self).

Elements of Social Work Theory are generalist social work principles, values and skills based on requirements determined by the Council for Social Work Education for students enrolled in accredited undergraduate social work programs. Students are expected to understand, apply, and integrate these elements with theories and research to understand clients. It includes these components: Recognition of ethical dilemmas, identification of examples of "person-in-environment" components for assessment purposes, and ability to analyze one’s "use of self" to understand social work ethical dilemmas.

The Narrative Thinking Components consisted of Saari’s six concepts: Story, People, Plot, Fantasy, Pattern and Setting. In using the Narrative Thinking Components it is assumed that all stories in fiction and in life contain a structure and
an order of meaning. The content of the self in the story is part of one’s identity; the end point indicates ways of evaluating one’s present state. Clients tell stories and reveal their identity as they are currently experiencing it. Elements of narrative thinking define the logic of a story. These elements are found in literature as well as in a client’s story.

The **Narrative Literature Component** was part of the Integrative Ethics Seminar. It consisted of an interactive teaching process that used written and oral assignments using literature (works of fiction--novels, plays, short stories and poems) and not textbooks to teach social work ethics to undergraduates.

As part of the Integrative Ethics Seminar, junior and senior social work majors participated in a 500-hour concurrent field experience and had access to client’s stories.

Further elaboration and definitions of terms for the study are found in Appendix A.

**Design**

An exploratory design was chosen for the study, since the primary purpose was to understand the effects of a Narrative Literature Component in an Integrative Ethics Seminar course for junior and senior social work students in a Council on Social Work Education accredited undergraduate program. In addition, ways to
increase educators' familiarity with instruments to measure critical thinking were desired. It was hoped that an exploratory study could also discover strategies to guide educators in using literature with undergraduate social work students and to understand students' learning styles through analysis of collective profiles. Using repeated measures, a group design format was chosen for a comparison of Before and After results. Repeated measures looked at students' Critical Thinking, Elements of Social Work Theory, and Narrative Thinking Components in a variety of ways.

There were no stated hypotheses, yet possible emerging hypotheses regarding the usefulness of a Narrative Literature Component as a teaching modality with undergraduate social work students were considered.

**Sample**

Students enrolled in the Integrative Ethics Seminar at a small, private, liberal arts, religiously affiliated college in a small city in midwestern United States were utilized in this study. An Integrative Seminar is a required course for all accredited undergraduate Council on Social Work Education programs. Although students were eligible to take the course at any time after completion of the social work prerequisite courses, the fifteen in this study elected to take the required course during Term II, 1992 and participate in the study, qualifying it as a purposive sample. The parameters of the study were introduced to students during the first session in February, 1992. All fifteen students enrolled in the Integrative Seminar chose to
participate. No information was given to the students regarding the specific purpose of the research other than to report that the study would compare ways of teaching a social work ethics class.

The instructor, who also conducted the research, was familiar with members of the seminar, having taught them in previous classes. Each student signed a Consent Form (Appendix B) with the understanding that participation was optional and their grade was not related in any way to participation in the study. None of the students' graded course work was used as data for the exploratory study.

**Measurement Strategies**

Although a variety of assessment measures have been used to look at college students' thinking skills, none of the available instruments measured the three components of Critical Thinking defined for the study, nor did they measure Narrative Components or Elements of Social Work. Educators have criticized tests by Watson-Glaser and Ennis used to measure critical thinking skills because neither measures the inner or outer nature of thinking nor do they measure processes or outcome directly (Carter-Wells, 1991). Other tests look at personality measures to determine thinking skills, but a test that correlates with characteristics of a student's personality does not necessarily make a good instrument for evaluating change in thinking skills. The National Educational Goals Resources Group, Interim Report of March, 1991 called for a different kind of assessment:
...neither national or state information is currently available on the ability of college graduates to 'think critically, communicate effectively and solve problems. A new kind of assessment will have to be created. (Carter-Wells, 1991, p. 2)

For these reasons, three measurement strategies were designed and employed to understand the questions of the study.

The Critical Thinking Questionnaire (Appendix E) used as a Before and After measure for Study Questions #1, #3, and #4.

The Course Evaluation (Appendix G) used for Study Question #2.

Dialectical Journals (Appendix D) used for Study Question #3.

It was hoped that the development and use of several measurement strategies would better help educators understand the connection between written analysis of literature, test measures and evaluative comments.

The Critical Thinking Questionnaire

As students were introduced to the Narrative Literature Component for the Integrative Ethics Seminar a way to assess their critical thinking skills was needed to help understand three of the four study questions. A self-designed measurement strategy was developed: The Critical Thinking Questionnaire (Appendix E). Results from the Critical Thinking Questionnaire were utilized to explore Questions One, Three and Four.

The Critical Thinking Questionnaire was constructed similarly to the newly created California Assessment Program (CAP). The CAP is an open-ended...
instrument which used a variety of techniques to get a subjective measure of Critical Thinking (Analytical, Creative and Dialectical) from student’s responses to a short story. A modified version of several of the questions was selected for this study. Instead of using a short story, an instrument was designed for use with two social work case vignettes.

The Critical Thinking Questionnaire was administered to students prior to the first class and again at the completion of the course. It asked students to respond to a set of five questions based on the ethical dilemma(s) presented in a case vignette. Students were encouraged not to retell the client’s story, but to construct a narrative analysis about the ethical dilemma presented in the case vignette. Students identified problems, assumptions, and made recommendations that met a level of competency expected of BSW undergraduates. Two case vignettes were chosen, Case Vignette A for the Before measure and Case Vignette B for the After measure (Appendix F).

Case Vignette A, the Jenkins Family, involved a young mother, Ms. Jenkins, who could not always bring her young child, Richard, for daily medical treatment for severe, multiple injuries he sustained due to a household fire. In addition to possible neglect charges and questionable parenting skills, Ms. Jenkins was a victim of abuse and violence from Richard’s father who did not live with the family. These allegations of abuse and violence made the home unsafe. (See Appendix F for the fully developed case vignette). The other case, Case Vignette B, was based on material selected from a pediatric AIDS case that was documented in the Canadian Journal of Psychiatry. Permission from the Canadian Psychiatric Association to use a
summary of the ethical dilemma as the basis for one of the case vignettes (B) was obtained (Appendix H). The case involved Mr. Johnson, who lost his wife and young child to AIDS and appeared to have difficulty with parenting tasks as well as cooperating with medical treatments for his surviving children, one of whom was recently diagnosed with AIDS. Several ethical dilemmas related to Mr. Johnson’s behavior in his role as a parent.

Three clinical social workers judged both case vignettes as equally challenging for students to read and use as part of the response to The Critical Thinking Questionnaire. In both case vignettes, it was necessary for students to get into the logic of a social worker to use their skills to assess, evaluate, and recommend possible alternatives for families. The semi-structured questionnaire, administered as a Before and After measure, asked several questions about both Case Vignette A and Case Vignette B. Two coders used content analysis to code the Before and After data. The researcher served as one of the coders.

THE CRITICAL THINKING QUESTIONNAIRE

PART I

1. In this essay, please describe your feelings about and reactions to the people in this case vignette. How do you think you would relate to them? What questions would you bring up with them?

2. Assume this case is assigned to you to assess. What are your assumptions about the case? Do you think there are any gaps or missing pieces of information in the client’s story? If so, discuss these. Then tell me your recommendations.
3. The people or the circumstances in this story might remind you of other people in a similar situation. For example, a character in a story, movie, TV special, poem, cartoon, or fairy tale might be very similar to the situation in the case vignette. Describe as many examples that come to mind.

PART II

Discuss any ethical dilemmas or value conflicts that could occur if you were assigned to work with this client. How would you evaluate your own ability to understand this case situation?

PART III

I have given you a social worker's version of this story in case vignette form. Choose one of the characters in this story. Imagine that the character is now an elderly person, thinking back on one's life. Write the story using the client's own words.

When the Critical Thinking Questionnaire was administered as the Before measure, it was given at the time of the first day of the seminar. Fifteen students were presented with a case vignette of the Jenkins family, Case Vignette A found in Appendix F. They were instructed to spend approximately one to one and one-half hours composing their responses.

After the students completed the fifteen week seminar, the After measure, The Critical Thinking Questionnaire, was administered again to the same fifteen students. The same procedure was followed as with the Before measure, but an equally challenging, but a different vignette of an ethical case, Case Vignette B, the Johnson
Family found in Appendix F, was given to the students, who were instructed to spend approximately one to one and one-half hours composing their responses.

To understand Question #1, Will students' knowledge of social work ethics improve in a course utilizing a Narrative Literary Component rather than a professional text? it was expected that students would recognize ethical dilemmas, identify examples of "person-in-environment" components for assessment purposes, and analyze one's "use of self" to explore the case vignettes.

For Question #3, Will the use of a Narrative Literature Component in a social work Integrative Ethics Seminar enhance each student's Critical Thinking skills? it was expected that students would read the case vignette and construct written responses using examples of CREATIVE THINKING (originality, flexibility, fluency), ANALYTICAL THINKING (reasoned, logical judgments, evaluation, and persuasive language) and DIALECTICAL THINKING (recognition of one’s limits, bias, and use of self). A comparison of the Before and After results of the Critical Thinking Questionnaire was used to study and compare the overall results of each of these thinking areas to discover patterns in students' responses.

Results of repeated questionnaires were compared for further understanding of Question #4: Will students' Critical Thinking skills increase with skills in Narrative Thinking and Elements of Social Work theory? The unit of analysis focused on a comparison of each individual student's Before results with the After measurement strategies of the Critical Thinking Questionnaire. Since the Critical Thinking Questionnaire (Appendix E) was designed to allow each student to be
recognized as a unit of analysis and as well as give the researcher an opportunity to look at the students' responses as a group, it provided a way to obtain information to understand the interrelationship, if any, in three areas: Critical Thinking, Narrative Thinking, and Elements of Social Work Theory.

Grade Point Averages

Along with the Dialectical Journal Entries, each student's academic records in the form of a Grade Point Average (G.P.A.'s) offered additional data for the study. Students were grouped into three levels, based on their G.P.A.'s in social work (A=3.50-4.00; B=3.00-3.49; C=2.00-2.99). [See Table #1 and Table #3]

Dialectical Journal Entries

In addition to the Critical Thinking Questionnaire, and the Course Evaluation, students' Dialectical Journal Entries were examined in an attempt to understand Question #3: Will the use of a Narrative Literature Component in a social work ethics seminar enhance each student's Critical Thinking skills? All Dialectical Journals were examined by one coder and an analysis of students' written work was done. Dialectical journal entries were considered "personal documents" as they actually were "first person narratives" produced by the students to describe their belief systems, values, and experiences with literature as a common reference. In some ways, the dialectical journal entries offered an introduction to both thinking and writing function of each student.
**Student procedure for Dialectical Journals**

All fifteen students participated in the weekly journaling task. Students were asked to read the literary work and respond in a written dialectical format. The preferred format was distributed to students on the first day of class. Each student submitted his or her journal entry prior to class. A copy of the journal entry was made. Most journal entries were 2-3 pages in length. The original journal entry was returned to the student, who used it as a basis for his or her oral contribution for class discussion. Later, after discussion of the literary piece, one page of written reactions and comments was given to the student from the instructor. Journal entries were not graded, but class participation based on dialectical journal entries was graded. Four essays (based on the journal entries) were part of the student’s grade. None of the essays, however, were considered as data for this study.

**Researcher Procedure for Dialectical Journals**

Content analysis was used to analyze the students’ weekly dialectical journals for various themes. All journal entries were submitted as data for this coding procedure. Data was collected weekly throughout the fifteen-week term. In order to organize the weekly entries for coding, a coding system was developed with numerical codes representing patterns.

For the preliminary coding, the researcher selected three student journal portfolios of Dialectical Journal Entries. The portfolios represented an "A," a "B," and a "C" student. Then a series of coding procedures were established and the
following steps were followed:

1. The first step of the coding system was to number all pages of the entries sequentially.

2. Then the data was read two times. A preliminary list of coding categories was compiled. Ideas, connections, key issues were "sketched out." Preliminary coding categories were developed and each was assigned a number. A simple frequency of occurrence was used to indicate if the response appeared. No strength or intensity codes were selected with this coding system.

3. The data was read and a coding category was assigned to paragraphs or sequences of paragraphs found in each of these three journal entries.

Using content analysis, themes were discovered from this sample of three student portfolios of Dialectical Journal Entries. As the content analysis process seemed workable, it was the chosen method for all fifteen student portfolios. Themes were found and these patterns produced three general learning styles.

The Course Evaluation

Concurrent with the Integrative Ethics Seminar, students spent 500 hours in a field experience. An evaluative questionnaire, The Course Evaluation (Appendix G) was created to understand the role of literature and its ability to assist students with integrating social work theory and field experiences. The open-ended instrument asked each student to describe and self-reflect upon the value of literature in understanding their field experience. The intent of the evaluative questionnaire was to discover students' perception of the structure and effectiveness of the course and understand the second study question: How will students evaluate the usefulness of a Narrative Literature Component for work with clients in their social work field
experience? It was expected that students would integrate their class experience with their field experience. Students were invited to respond to the following questions:

THE COURSE EVALUATION

1. Describe the changes that reading and writing about literature has made for you in understanding clients at your field placement.

2. Describe the changes that reading and writing about literature has made for you in understanding yourself at your field placement.

3. What kinds of clients did you work with at your field placement? Describe the kinds of problems they presented. Tell me the age range of clients. Were there any stories in particular that helped you understand these clients? Discuss the ethical decision making models you used most frequently at your field placement.

4. Please provide any additional information that would be helpful to the researcher about your experience this term in the Integrative Seminar.

The Course Evaluation was administered during the final class session. Fifteen students took approximately one hour to respond to four questions.

A sample of the data (three Course Evaluations) was used for initial coding purposes. Written responses of the evaluations were read and then read again to allow an opportunity to see the full range of responses from students to each question. Categories were established and a coding list was developed with numerical listing for each indicator on the code list. The procedure was used with all fifteen students' Course Evaluations. The Course Evaluation for each student was read and a number assigned to themes identified in each paragraph.
Description of Integrative Ethics Seminar

The Integrative Ethics Seminar examined literary works using ethical decision making models for analysis. Students met in weekly, three hour discussion sessions for fifteen weeks and followed the Course Syllabus found in Appendix C. The Narrative Literature Component incorporated literature as one of the organizing principles for the Integrative Seminar and assumed writing assignments could help students develop stronger thinking skills.

Students were introduced to the idea of "reading as both a constructive, cognitive process and a rhetorical event in which readers use their knowledge of human purposes to build a meaningful and coherent text" (Flower, 1981, p. 54). Class discussion and writing centered on tasks related to thinking about characters in stories with ethical dilemmas and multicultural contexts. The instructor valued Narrative Thinking components as a way to assess and describe the story. The descriptive, not prescriptive, nature of the approach offered an alternative way for students to think about ethical issues involved in professional work.

A variety of assignments were used to stress the steps involved in analyzing assumptions about the logic and ethical dimensions presented by the characters in each story. To help students with the difficult act of thinking, weekly Dialectical Thinking Journals were required. Students used the dialectical thinking and writing process to express their reactions to narrative literature. It was assumed that Dialectical
Thinking Journaling would help students gain insight into their own thinking processes, and discuss the values behind their assumptions.

As a part of the course students first examined a sample model of a Dialectical Journal Entry in order to learn about this journaling procedure (Appendix D). Next, students responded to a series of sample questions to acquaint them with the kind of active reading required for the course. Finally, students submitted weekly journal entries for the 15-week term. The dialectical process asked each student to discuss their reactions to assigned literary works in their journals and then use these written responses as a basis for class discussion.

In the dialectical journaling process, students were encouraged to ask questions of the literature, state a position, and offer reasons and/or theory that refuted or supported that position. Paul (1984) suggested that dialectical thinking demonstrates an "open-mindedness" that is crucial for empathy, risk-taking, and logical reasoning, important skills for social workers. Journals were not to contain an analysis of each literary work, but rather recognition of the thinking process each student used to construct meaning from the literary work by questioning their own questions. Students’ questions and issues raised in their weekly dialectical journals became a part of class discussion.

In addition to the dialectical journal entries, students wrote four essays. Questions were provided by the instructor for the graded essays. They were asked to add supportive documentation and highlights from their dialectical journals and integrate these with their thinking into their essays. The instructor responded in
writing to each student's weekly journal entry and essays. None of the essays were used for the study. The Course Syllabus listed guidelines for weekly class participation (Appendix C). Guidelines encouraged students to show curiosity, empathy, persuasive language, as well as logical, reasoned assumption analysis.

The following works of literature served as required "texts" for the course:

**LITERATURE ASSIGNED FOR COURSE**

I. **Novels:**

The *House on Mango street* by Sandra Cisneros;  
The *Book of Ruth* by Jane Hamilton;  
The *Pale View of Hills* by Kazuo Ishiguro;  
The *Beloved* by Toni Morrison;  
The *Housekeeping* by Marilyn Robinson;

II. **Poems**

"I'm nobody" by Emily Dickinson;  
"Effort at speech between two people" by Muriel Rukeyser;  
"X" by Jean Valentine;

III. **Play**

" 'night Mother" by Marsha Norman;

IV. **Short Stories**

"Scheherazade" by Charles Baxter;  
"In the life" by Becky Birtha;  
"A story of an hour" by Kate Chopin;  
"Some are born to sweet delight" by Nadine Gordimer;  
"Metamorphosis" by Franz Kafka;  
"I stand here ironing" by Tillie Olson;  
"The use of force" by William Carlos Williams.

The Social Work Code of Ethics published by the National Association of Social Work was available to the students as a reference.
A version of the *Critical Thinking Questionnaire* was pretested in December, 1991, with eleven undergraduate social work majors (nine women and two men), ages 19-50 years) two months before the course began in February, 1992. Language revisions and changes in a number of questions were made. The modified instrument became the *Critical Thinking Questionnaire* used for the Before and After measure.

The students' responses to the pilot study questionnaire resulted in a concern for reliability due to the abstract nature of responses and potential difficulty with coding procedures. Careful attention was given to interrater agreement for reliability (i.e., how often similar responses were given by the coders). A set of rules for classification of the data was used to train the coders. Two experienced MSW clinical practitioners served as coders for this study. The researcher/instructor served as one of two coders. Coders were selected because of their clinical social work and research experience.

A Codebook was developed to guide the two coders (See Appendix I). Coders were trained to use content analysis with the Codebook as a guide. The coder training consisted of twenty hours of practice and instruction in the classification rules, Codebook examples, and potential problem areas. Each coder then independently classified the responses to the six questions on The *Critical Thinking Questionnaire*. Each of the six questions generated one-page responses from each student. The coders attended to responses by paragraphs. All paragraphs were
analyzed for this study.

In order then to determine if the categories measure what they intended to measure, a series of necessary steps was followed. For example, if the student were answering an assessment question, the coders would look at the paragraph for examples of creative thinking; next analytical thinking, and finally dialectical thinking. Each rater would then indicate the results in with a numerical score High (3), Medium (2), Low (1) or Absent (0). Each response was cited on a summary sheet, called the Coding Form (Appendix J). Upon completion of the entire group, of responses the coded responses were tabulated and compared.

An interrater reliability rate of 88% was obtained on the Before measure. This rate was established by the use of a formula suggested by Harold Maas and Norman Polansky (1960, p. 137) in Paula Allen-Neares (1984) which indicated that reliability of data using two coders can be measured by a percentage agreement score calculated in the following way:

\[
\text{percentage agreement} = \frac{2 \times \text{number of agreement}}{\text{total number of observations recorded by both observers}}
\]

At the cost of drawing the wrong inference further refinement of classification rules raised the interrater reliability rate to 90.53% for the After measure. Based on these procedures, it is assumed that the instruments produced an acceptable level of reliability for the sample. Allen-Meares (1984) related that Maas and Polansky (1960)
regard the most significant threats to reliability to originate within the coding instrument so reduction of "ambiguous" categories was intended to reduce problems and contribute to higher reliability. Coders used the Codebook to clarify and then rate the responses from the questionnaires onto a two-page Coding Form found in Appendix J. The recording form allowed coders to tally their qualitative responses and put these responses into quantitative categories. The level of response fell into categories which ranged from a low of 0 (ABSENT) to a high of 3 (HIGHLY PRESENT). Appendix I indicates Codebook Examples.

The Coding Form consisted of three sections and allowed coders to record three separate composite scores. In Section I, The Composite Critical Thinking Score indicated a range of points from 0 to 36. It was based on skills in three areas: Creative Thinking (RANGE 0-18 points); Analytical Thinking (RANGE 0-9 points); and Dialectical Thinking (RANGE 0-9 points). Section II was composed of the scores from the Elements of Social Work Theory subtest covering a range of 0-27 points for Ethical dilemmas (RANGE 0-9); Person-in-environment (RANGE 0-9); and Use of Self (RANGE 0-9). Finally, Section III demonstrated a composite score of Narrative Thinking Skills with a range from 0-18 points. It consisted of six components which included Story (RANGE 0-3); Plot (RANGE 0-3); People (RANGE 0-3); Fantasy (RANGE 0-3); Place (RANGE 0-3); and the final category of Pattern and Rhythm (RANGE 0-3).

Construct validity remained an issue for this study. Multiple categories were designed for each subtest. There were nine total codings (with three codings per each...
subcategory) for the composite score in Critical Thinking. The small number of codings (3) to obtain the scores in each subtest of (Creative, Analytical and Dialectical Thinking) is not a strong measurement. Although each had a potential range of coding from 0-3 points, this very limited coding contributed to problems in validity as inadequate representation of the universe of all possible measures occurred. In addition, three categories for each area under Elements of Social Work Theory and six categories for each component of Narrative Thinking were used.

With regard to the effects of the Narrative Literature Component, it is possible that students' thinking scores might have increased with or without the intervention. Even though students were given different case vignettes for the Before and After measures, familiarity with the same questions on The Critical Thinking Questionnaire may have effected its internal validity. It is also possible that the vignettes may have been too different. The use of two coders to analyze data gathered from the questionnaires may have also effected validation of the measurement strategies.

Summary

Three distinct sources generated data for this study: The Critical Thinking Questionnaire, used as a Before and After measure; The Course Evaluation given at the completion of the course; and each student's Dialectical Journal Entries. After examining the contents of the questionnaires, it appeared that the results represented students' thinking during the term, but further refinement of students' thinking
patterns was deemed necessary. The examination of fifteen student portfolios consisting of fifteen weekly Dialectical Journal Entries for each student provided a more detailed understanding of patterns of Critical Thinking skills. Due to the nature of the purposive sample of the study, and the size of the sample, it is not possible to generalize findings to other populations.

Although the educator's teaching style was not examined, it influenced students' learning. The impact of the shared learning relationship between class members also affected the class experience. In addition to class experiences, each student spent considerable hours in field placement at the same time they participated in the Integrative Seminar. The field placement may have provided a rich experience that could not be examined in this study.

In addition to methodological influences, there were limitations with regard to the use of the instruments designed for this study as these were non-standardized instruments. This study was set up to explore the concepts and suggest questions for further study. It offers a new way for Social Work educators to measure critical thinking and contributes to an observation of one style of measurement.
CHAPTER IV

FINDINGS

Results

The language of education, if it is to be an invitation to reflection and culture creating, cannot be the so-called uncontaminated language of fact and objectivity. It must express stance and must invite counter­stances and in the process leave place for reflection, for metacognition.

Jerome Bruner

Fifteen students (thirteen women and two men) participated in this study of the relationship of Narrative Thinking to Critical Thinking in social work education. Students’ ages ranged from 21 to 41 years, with a mean age of 27.4 years. The sample included students from a variety of the ethnic groups often seen in undergraduate social work classes: African-American female (1), Asian-American female (1), Caucasian female (11) and Caucasian male (2). Two students reported previous social work employment experience. Social work Grade Point Averages ranged from 2.39 to 4.00 with a mean of 3.20 while all college Grade Point Averages ranged from 2.25 to 3.96 with a mean of 3.10. Characteristics of students in seminar are found on Table 1, p. 70. The Findings represent results based on responses to The Critical Thinking Questionnaire, an analysis of students’ Dialectical Journal Entries, and responses to The Course Evaluation.
Table 1. Enrollment Demographics of Students in Seminar

<table>
<thead>
<tr>
<th>STUDENT</th>
<th>ETHNICITY</th>
<th>AGE</th>
<th>SEX</th>
<th>SOCIAL WORK GPA</th>
<th>OVERALL GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>C</td>
<td>39</td>
<td>F</td>
<td>4.000=A</td>
<td>3.625=A</td>
</tr>
<tr>
<td>2</td>
<td>C</td>
<td>35</td>
<td>F</td>
<td>3.666=A</td>
<td>3.756=A</td>
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<tr>
<td>3</td>
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<td>31</td>
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<td>3.942=A</td>
<td>3.961=A</td>
</tr>
<tr>
<td>4</td>
<td>C</td>
<td>22</td>
<td>F</td>
<td>3.859=A</td>
<td>3.832=A</td>
</tr>
<tr>
<td>5</td>
<td>C</td>
<td>34</td>
<td>M</td>
<td>3.937=A</td>
<td>3.824=A</td>
</tr>
<tr>
<td>6</td>
<td>C</td>
<td>22</td>
<td>M</td>
<td>2.758=C</td>
<td>2.660=C</td>
</tr>
<tr>
<td>7</td>
<td>C</td>
<td>41</td>
<td>F</td>
<td>3.448=B</td>
<td>3.436=B</td>
</tr>
<tr>
<td>8</td>
<td>C</td>
<td>21</td>
<td>F</td>
<td>3.061=B</td>
<td>2.920=C</td>
</tr>
<tr>
<td>9</td>
<td>C</td>
<td>22</td>
<td>F</td>
<td>3.073=B</td>
<td>3.010=B</td>
</tr>
<tr>
<td>10</td>
<td>C</td>
<td>22</td>
<td>F</td>
<td>3.134=B</td>
<td>2.250=C</td>
</tr>
<tr>
<td>11</td>
<td>AS AM</td>
<td>24</td>
<td>F</td>
<td>2.360=C</td>
<td>2.250=C</td>
</tr>
<tr>
<td>12</td>
<td>C</td>
<td>22</td>
<td>F</td>
<td>2.836=C</td>
<td>2.895=C</td>
</tr>
<tr>
<td>13</td>
<td>AF AM</td>
<td>31</td>
<td>F</td>
<td>2.714=C</td>
<td>2.416=C</td>
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<tr>
<td>14</td>
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<td>25</td>
<td>F</td>
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<td>2.554=C</td>
</tr>
<tr>
<td>15</td>
<td>C</td>
<td>23</td>
<td>F</td>
<td>2.389=C</td>
<td>2.399=C</td>
</tr>
</tbody>
</table>

Note: A number was assigned to each student and the student can be identified by the same number throughout the study. Numbers were assigned on an alphabetical basis according to learning style (see Findings Chapter: IV).

1 AF AM = African-American
AS AM = Asian-American
C = Caucasian
Effect of the Narrative Literature Component

An analysis of each student's **Before** and **After** responses to The Critical Thinking Questionnaire was done to understand further the effects of the Narrative Literature Component upon attainment of social work knowledge in understanding ethical dilemmas. This task was undertaken to explore the possibility of using a Narrative Literature Component rather than a professional text to teach undergraduate social work students. After the responses from The Critical Thinking Questionnaire were gathered and coded, frequency counts were used to tabulate the range of scores in Elements of Social Work Theory to better understand the research question, **Will student’s knowledge of social work ethics improve in a course utilizing a Narrative Literature Component rather than a professional text?**

As seen in Graph 1, p. 72, all students' scores improved in knowledge of the Elements of Social Work Theory. With one exception, all students moved into the **High** level upon completion of the course, even though scores for the majority of students were recorded in the **Low** to **Medium** range at the beginning of the course. For students, #11 and #13, scores were found in the **Absent** level at the beginning of the course. Student #11 moved to the **High** level. Scores of Student #13 improved, but not as rapidly as the other fourteen students who reached the **High** range of scores fifteen weeks later.
ELEMENTS OF SOCIAL WORK THEORY
Before and After Comparison Scores

<table>
<thead>
<tr>
<th>Range of Scores</th>
<th>0</th>
<th>2</th>
<th>4</th>
<th>6</th>
<th>8</th>
<th>10</th>
<th>12</th>
<th>14</th>
<th>16</th>
<th>18</th>
<th>20</th>
<th>22</th>
<th>24</th>
<th>26</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIGH 19-27</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MED 10-18</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LOW 1-9</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ABSENT</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

○ AFTER
□ BEFORE

STUDENTS
Changes in skill attainment reflected increased ability of each student to analyze ethical dilemmas, improved ability to identify social work concepts related to person-in-environment, and increased sophistication in ways to use oneself in a professional capacity to deal with clients' ethical issues. Specific analysis of each of these three areas of Elements of Social Work Theory are presented. These areas include Analysis of Ethical Dilemmas, Person-in-Environment, and Use of Self.

Analysis of Ethical Dilemmas

Students demonstrated clearly that the stories found in the multicultural literature provided personal connections for their own development as beginning level generalist social workers. The process of using literature, not textbooks, allowed students an opportunity to develop integrative skills necessary for generalist social work without adoption of a textbook. In this study, for example, students learned to analyze ethical dilemmas and cited references to ethical decision-making models throughout their discussion of the final case vignette. Written analysis centered around economic and political issues of AIDS with women and children, issues of parental rights, assessment of neglect and issues surrounding the grieving process, pediatric medical issues, and ethical issues surrounding release of confidential information with advocates and professionals.
Person-in-Environment

In addition to analysis of ethical dilemmas, students developed more refined skills in analysis and assessment of people and resources described in Case Vignette B. Students showed integration of skills and comfort with person-in-environment resources and barriers surrounding cases with multiple ethical dilemmas. They identified appropriate plans for intervention, including the need for legal, medical, educational, neighborhood, family, and community assessments. They recognized Mr. Johnson’s options. Attention to bias and value conflicts were creatively acknowledged by students, particularly with issues dealing with legal and medical complications.

Use of Self

Following generalist guidelines regarding the "use of self" with clients and team members, students developed a strong sense of their own skills and limitations in preparation for beginning level generalist social work positions. Most students showed more empathic caring skills as well as skills in logical thinking and critical analysis. Students acknowledged the value of supervision for continued intervention and appropriate referrals. Students’ written responses indicated conscious awareness of limitations along with the acknowledgement of need for other professionals for consultation and supervision.

As indicated, changes in students’ abilities to recognize social work
concepts and identify plans for intervention were discovered. In Case Vignette B, for example, most students acknowledged the need for interventive work with Mr. Johnson to help him cope with grief/loss issues as well as parenting tasks.

**Conclusion**

An analysis of the status of students’ knowledge in Elements of Social Work Theory gathered from *The Critical Thinking Questionnaire* results indicated that students improved in their ability to identify ethical dilemmas, learned about person-in-environment issues. An increase was also observed with enhanced skills in use of professional self in decision-making situations without the use of textbooks.

In addition to these increases, students acknowledged the contributions of literature to learn about ethical dilemmas. The improved change scores observed in Elements of Social Work Theory indicated that literature and not a professional textbook can be helpful for understanding ethical models (utilitarian, rights based, intuitionists, duty-based) and professional values (Is "self-determination a child’s right?" What is "best interest of the child?"). These results support its use for students in other undergraduate social work programs and provide additional help to educators of social work generalists.
Students’ Response to the Narrative Literature Component

In an attempt to understand Question #2, *How will students evaluate the usefulness of a Narrative Literature Component for work with clients in their social work field experience?* students were asked to complete an evaluation designed by the researcher to evaluate the course. The Course Evaluation was given to each student at the end of the fifteen-week seminar. Each student completed The Course Evaluation, an open-ended instrument, designed to help understand how students evaluated the usefulness of a Narrative Literature Component for themselves and for work with their clients in their field experience. They were asked to share examples that connected class with field experiences and to evaluate the selection of literature and structure of the course. Content analysis measurements were used for analysis of responses to The Course Evaluation. Responses were organized into categories and six patterns emerged from the data.

For the most part, students were positive about the course and the materials used. A few raised issues related to workload and suggested reducing the number of novels, as well as limiting the weekly dialectical journal entries from 15 to 7 entries. All students noted that more preparation time was spent for the seminar than previous social work courses. Some students were confused by the poetry selected for the course and found it difficult to analyze. One student recommended novels and short stories authored by men or "portray men more positively" while another suggested
literature dealing with "blended families." Conclusions from themes follow.

CONCLUSION I

Students found the Narrative Literature Component helped them transfer and integrate thinking skills from class to field and field to class.

Reading and writing about literature gave "information" and provided "a different point of view." Students claimed that literature helped them "see a variety of problems" and "feel more confident handling problems." In fact, Student #10 stated that "the stories expanded my horizons...[They] helped me understand and learn a little more about life." Another student (#5) responded with this observation:

I think I have more information to base my experiences on now. I have taken, for example, all the different views of motherhood to understand clients from their perspective a bit more. Most of all, the literature helps me to see a wide range of problems I see in my placement. I have been able to think about topics before I am faced with them and this will help me.

One student concluded that she was "more aware of being open-minded and flexible to realize there are no definite answers" in social work. Some students noted a positive change in their professional identity and relationship with clients:

Reading and then writing about the characters was a motivation to become involved in the lives of the characters. Even though the stories were fiction, some of the events were similar to that of the clients. The universal themes of death, religion, disappointment, anger and life are included in the readings and then can be related to clients. (Student #2)
[The Course] made me more enlightened and more in tune to different issues. I think I've become more sensitive to how a client feels about his/her situation. I try to key into these feelings rather than just looking at all the presenting problems. (Student #3)

CONCLUSION II

Students concluded that the Narrative Literature Component promoted extended learning.

One of the goals of the seminar was to help students understand themselves and the professional use of self in relation to the social work value base, as Student #9 stated: "I have realized more specifically which problems I have trouble dealing with and started to realize why." Another student, #8, related: "With the generalizations from the readings, I learned to apply principles and certain concepts which I don't believe I ever would have without this class."

In reading stories, I had to think about the plot and what the outcome would be. Doing this made me more aware of my own thinking process and how I perceive people and situations. (Student #2)

Others also commented about their own professional behaviors: "Awareness of my professional self has greatly increased since the beginning of the term" (Student #11) while Student #10 stated: "I saw a little bit of myself and my family heritage in some of the readings. It made me more aware of those family influences that sometimes lie beneath the surface."
Many students indicated use of critical thinking skills in both class discussion and in written work. They noted enhanced opportunities for connected learning: "The play, 'night Mother helped me understand one of the clients who attempted to commit suicide twice." (Student #11) Two novels in particular were noted to be helpful: "Beloved and The Book of Ruth both assisted me in understanding the culture and values of a minority client from a broken home" (Student #14).

CONCLUSION III

Students viewed the Narrative Literature Component as supportive of integrative learning (peer-to-peer and instructor-to-student relationships).

A number of students shared their own original "literary works" with their peers. These included a play, a musical composition, and several poems and short stories. One student wrote and directed a short play for class members and later compiled a video-taped presentation on the ethical dilemma of war and its effects upon families. She was inspired to do both after reading the assigned book: A Pale View of Hills, a novel written by a social worker in Britain, about the impact of WWII on women and men in both Japan and the United States. When Tillie Olson raised issues about gender in "I Stand Here Ironing," and Marilyn Robinson wrote about caregiving by non-traditional parents in Housekeeping, students reacted forcefully to ethical dilemmas facing women and children. One student won the All College Literary Award for a
short story she wrote about a woman in an abusive relationship, inspired by the readings on women and integrated with her experience at her field placement. Another student wrote lyrics and performed some original music about child abuse. Several students wrote poems after reading and discussing assigned literature. Others submitted short stories, especially in response to Kafka's "Metamorphosis."

The books and short stories were very interesting. I especially enjoyed the discussion because the alternative viewpoints and feedback from other class members helped me to see things about the stories that I may not have. (Student # 11)

CONCLUSION IV:

Students determined that the Narrative Literature Component provided increased awareness of multicultural relationships.

The readings were carefully chosen to represent a variety of multicultural contexts as well as gender/ethnic specific issues. Student #15 stated: "These books and other reading assisted me in becoming more aware of different ethnic groups and their backgrounds." Other responses to the diversity issues addressed in the readings include Student #4's remarks:

[The course] addressed issues of many different ethnic groups and cultural differences. It heightened my awareness of this and reinforced my beliefs that ethnic sensitivity in social work is very important.

Students indicated sensitivity to ethnic and gender related issues as experienced by the literary characters: "Beloved helped me understand the things that my Afro-American ancestors had to go through (Student #13) and "literature
helped me to grow as a woman and appreciate our internal power" (Student #7). Student #4 made these comments: "Beloved helped me to understand the way our society continues to subjugate Blacks to a demeaning standard of life even today. We cannot get past judgmental attitudes of blaming the victim. (Student #4)

I learned the most from [the novel] The House on Mango Street. I felt it related to my clients well, even though my clients were not a minority other than most of them were poor, and did not like where they were in life. (Student #5)

A Pale View of Hills helped me to understand the position of dependence of traditional female roles expected of women and the fear of breaking out of those roles. Dependence breeds feelings of resentment for those we are dependent on. (Student #1)

CONCLUSION V:

Students understood ethical issues and applied decision-making models.

Students made the following observations regarding ethical decision-making regarding social work dilemmas: "Sometimes I found myself questioning my ethical beliefs, exploring them in more depth, not accepting a pat assessment of my beliefs" (Student #7). According to Student #4: "I really had to examine my stance on many ethical issues. I was forced to grapple with difficult issues and asked 'where do my own beliefs lie?'"

More specifically, the literature helped students identify a variety of ethical issues: "The readings caused me to become more aware of ethical issues, social conflicts and values" (Student #10).
In doing the readings throughout the semester, it caused me to become more aware of ethical issues, social conflicts and values. These books assisted me in becoming more aware of different ethnic groups and their background. The readings also assisted me in finding ethical connections with my clients. (Student #1)

One student related the integrative nature of the field placement with the seminar’s goal of identifying ethical decision-making models:

In my placement the main [ethical decision making] model is feminist based; Marxist based, too, as the goal is to allow autonomy and empower women. I think also the [ethical decision making] duty-based model comes into play as it is important to show respect and dignity (and bring it back to her) for the individual...has helped me be more open and understanding as a professional and it has helped me grow inwardly on a personal level. (Student #7).

CONCLUSION VI:

Students saw the Narrative Literature Component as helpful in determining their own learning pattern and growth during the term.

Students became aware of their own learning patterns, especially in times of tension or confusion. The dialectical process allowed the instructor to hear student concerns and to help them deal with their own dissonance and confusion. One student commented that although the readings were interesting and helpful, they did not apply to her because "none of the literary settings was identical to my field placement" (Student #13). Difficulty in abstract thinking restricted her ability to integrate social work issues with several contexts in her journals. Another student recommended specific books she
thought would be helpful, while a male student wished for literature that
represented males more positively.

The instructor's written dialogue on journal entries continued
throughout the term. This process provided an opportunity for the educator to
support intellectual risk taking behaviors. For Student #9, "The more I talk to
people the more I realize I have a lot more to learn about people and the
system. Everyone is a book and has a story to tell and its always
complicated."

In reading literature and writing about literature I have learned
to look beyond the obvious. Greater meaning and depth can
often be interpreted by trying to get inside the author's or
caracter's skin and walk through their experiences. Small
simple things such as a word or the title or the placement of a
phrase can have several meanings. Everything we encounter,
as the audience, is filtered through our own individual emotional
filters and experiences. Interpretations can be multi-dimensional
and none are wrong--its what you perceive it to be. This has
taught me to be open-minded and flexible--there are no definite
answers. (Student #1)

A variety of comments were made by students on issues surrounding growth of
professional self. One student commented: "I’m not afraid to express my
opinions related to my impressions because in discussion of literature no one is
wrong. Every interpretation has merit" (Student #11). Similar, Student #1
reported:

The more experience I get the more I learn that nothing in life
occurs in a vacuum and everyone is connected. Although each
client's individual goals are designed to help the client they are
considered within the situation of occurrence. The bigger
picture cannot be ignored if we are going to be advocates for
client's changing. My gut reactions are often correct due to my
professional knowledge base as well as personal experiences, so I don’t dismiss what I feel, but I check it out.

The big change is that my views or values are different from the rest of the world. The literature and the placement has tested me in what I believe, and has helped me to understand how my values are mine, and not my clients. I understand my abilities and the fact that I could work with people because I feel whole within myself. (Student #5)

Students’ comments supported their own self-awareness: "[The readings] helped me be less arrogant and know that my paper intelligence is not all there is in life." (Student #10)

As expected, student evaluations found the narrative format to be helpful. For the majority of students, the use of the dialectical journaling process of reading/thinking/writing helped focus the ethical dilemmas found in the literature. Students learned about themselves and how they relate in their professional role. Dialectical journal writing appeared to be a powerful teaching tool, but takes commitment to writing, thinking, and practice. The "Dialectical Journaling" process encouraged students to think critically about the issues presented in literature: "the practice of weighing and reconciling juxtaposed or contradictory arguments for the purpose of arriving at the truth" (Webster’s Third New International Dictionary of the English Language, 1971). Class discussions based on journal entries often showed more depth and range because students were more likely to engage each other on controversial issues they found in the literature.

The six conclusions are similar to findings from Link and Sullivan’s
(1989) study where literature provided a link to connected learning and enabled students to find alternative meanings. In addition students learned to focus on the role of social work theory, then personal life experiences, and finally on integrating professional understanding and behavior. For students in both studies, the introduction of fiction offered a unique experience. Enthusiasm for the use of literature as a teaching modality suggests the need for further examination of ways to connect literature with additional courses throughout the undergraduate curriculum, considering the sensitivity of students who tire of the journaling process.

Comparison of Critical Thinking Scores

To understand further the effects of the Narrative Literature Component beyond the enhancement of student’s knowledge of Elements of Social Work Theory and an evaluation of its usefulness with clients, an exploration of Critical Thinking scores was undertaken. Results of the Before and After measures of The Critical Thinking Questionnaire were analyzed for a comparison of scores in Critical Thinking. Responses from The Critical Thinking Questionnaire were gathered and coded. Several codings were combined under the section of Critical Thinking, based on results of three subtests. A Critical Thinking composite Score was determined from the combination of three subtests: Creative Thinking with a range of 0-18 possible
points; Analytical Thinking with a range of 0-9 possible points; and Dialectical Thinking with a range of 0-9 possible points. A composite Critical Thinking score ranged from 0-36 points. It was determined by combining the total points from each of the three subtests scores gathered from the Before and After measures. Graph 2, p. 87, demonstrates the change scores in Critical Thinking.

A closer examination of the specific scores of students' thinking produced unique patterns. The composite scores of The Critical Thinking Questionnaire indicated that although none of the students scored in the High level on the Before measure of The Critical Thinking Questionnaire, 14 of the 15 students obtained scores in the Medium or High level on the After measure with the exception of Student #13, who showed improvement but remained in the Low level. These results indicated that the Narrative Literature Component contributed to an overall increase in students' thinking in the subtests.

Since these skills are valued by the social work profession, closer examination of individual students' score resulted in additional analysis of patterns of thinking.
CRITICAL THINKING
Before and After Comparison Scores

<table>
<thead>
<tr>
<th>Score</th>
<th>HIGH</th>
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</table>

STUDENTS
CRITICAL THINKING SUBTESTS

The composite scores of the Critical Thinking (Graph 2, p. 87) consisted of Before and After comparisons of three areas of thinking: Creative Thinking, Analytical Thinking, and Dialectical Thinking. Although overall composite group scores increased in Critical Thinking, a look at an individual student's scores in each subtest of Critical Thinking offered an opportunity to understand individual patterns of responses to the question: Will the use of a Narrative Literature Component in a social work ethics seminar enhance each student's Critical Thinking skills? It was expected that students' scores would show maintenance or change upon completion of the course, i.e. if a score fell in the low range on the Before measure, the After score would be similar or greater for each student in each subtest. Contrary to this expectation, the emergence of unique learning patterns occurred for each student. Three Critical Thinking subtests were analyzed:

Creative Thinking: originality, flexibility and fluency of thoughts,

Analytical Thinking: the analysis of assumptions using logical reasoning, evaluation, persuasive language,

Dialectical Thinking: an ability to recognize one's limitations, understand bias, and the importance of other's input into decision-making.
Creative Thinking Subtest

The first subtest, Creative Thinking, measured each student’s abilities to identify examples of originality, fluency, and flexibility in assessment of ethical case dilemmas seen in response to Case Vignettes A and B. The range of possible scores was coded from Absent (0 points) to High (18 points). Results of the Creative Thinking subtest showed that 14 of the 15 students’ scores increased (see Graph 3, p. 90). As expected, the majority of students scored in the Medium level on the Before measure and maintained scores or moved into the High level for the After measure. No student began the course in the High level for this subtest, yet nine of the fifteen students scored in the High level upon completion of the course. Only Student #7 demonstrated a decrease in Creative Thinking skills. Student #13 scored in the Absent category on the Before measure and moved into Medium level upon completion of the course. Student #5 obtained a score in the Low level on the Before measure and moved to the High level on the After measure.
CREATIVE THINKING
Before and After Comparison Scores

<table>
<thead>
<tr>
<th>Score</th>
<th>HIGH 13-18</th>
<th>MED 7-12</th>
<th>LOW 1-6</th>
<th>ABSENT</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>18</td>
<td>12</td>
<td>6</td>
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</tr>
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</table>

- **AFTER** (filled circles)
- **BEFORE** (open squares)
Analytical Thinking Subtest

Analytical Thinking, the second subtest of the composite of Critical Thinking scores, measured students' use of logical reasoning, evaluation skills and persuasive language in assessment of clients' ethical dilemmas as observed in students' assessments of Case Vignettes A and B. Graph 4, p. 92, reports the results of students' Analytical Thinking scores. Students' scores showed an unpredicted and irregular pattern. The range of scores was 0-9. Student #1 maintained a High level on both Before and After measures while students #2-#6 students increased one level. Other students displayed more irregular patterns. Although Student #7 showed a decrease in score from the beginning of the term, the range of scores remained at the same Medium level at the end of the fifteen-week seminar. Student #8 moved from the Low range to High range, while students #9 and #10 moved from Low to Medium level. Slight increase in change scores was apparent in the score of Student #11, but the student still maintained a Low level of Analytical Thinking upon completion of the course. Some students (Student #12 and Student #15), unable to maintain a High level for the entire course, showed an actual decrease in scores as they moved from High to the Medium level. No change in scores occurred for Student #13 who remained in the Absent level on both Before and After measures.
Graph 4

ANALYTICAL THINKING

Before and After Comparison Scores

<table>
<thead>
<tr>
<th>SCORE</th>
<th>AFTER</th>
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<tbody>
<tr>
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</table>

STUDENTS
Dialectical Thinking Subtest

Results of Dialectical Thinking, the final subtest, are recorded on Graph 5, p. 94. The responses were collected from assessments of Case Vignettes A and B from the Critical Thinking Questionnaire. Increased scores in Dialectical Thinking occurred for twelve students. This change meant students were able to recognize limits to their own thinking, understand bias, and showed ways that indicated they valued the input of others into decision-making in ethical dilemmas to a greater degree upon completion of the course. Two students (#9 and #10) maintained the same scores and remained in the Low level upon completion of the course. Students #1, #11, and #15 followed a similar pattern. These students all scored in the Absent level at the beginning of the course, but moved to the Medium level upon completion of the course.

Overall, increases or maintenance in each student’s Dialectical Thinking skills occurred with a few exceptions. While none of the students scored in the High level on the Before measure, six students scored in High level on the After measure and seven students in Medium level. Student #13 did not show an increase, but a decrease in scores in Dialectical Thinking and remained in the same level (Low) upon completion of the course.
DIALECTICAL THINKING

Graph 5

Before and After Comparison Scores

<table>
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<tr>
<th>SCORE</th>
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</table>

STUDENTS 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15
Conclusion

Creative Thinking increased for 14 of the 15 students in the study, while Dialectical Thinking scores increased for 12 of the 15 students. The most significant finding indicated that there was no improvement in six of the fifteen students’ scores in the third subtest, the Analytical Thinking subtest. This finding is in direct contrast to results of other subtests.

It is apparent from a comparison of these findings that an unusual pattern of scores appeared among the three subtests after examination of the After measures. This unusual finding suggested the need for further exploration of the kinds of learning styles of each student in the study. It is also possible that the instruments developed for this study were not able to adequately measure the change levels in each of the subtests of Critical Thinking and more refined instruments might provide additional understanding of the responses.

Overall, the unexpected pattern of universally high scores in the Elements of Social Work Theory subtest compared with the uneven learning patterns found in subtests of Critical Thinking led to more questions and the need to explore and analyze other sources of student’s thinking. Responses from Dialectical Journal Entries were chosen to provide information about learning patterns seen in students’ writing to further explore ways to measure Critical Thinking skills.
These styles are somewhat similar to Gambrill’s (1990) three categories of learners. She discovered one group of students viewed knowledge as "truth" and relied on "authority and the text," like the Content-Oriented thinkers in this study. Another group of learners "tested claims against relatively unanalyzed personal judgments," a style similar to the Self-Referent students. Finally, Gambrill’s third group of learners assumed that knowledge results from an intellectual process, a "procedural knowing." This last group of students performed in like ways to the Integrative learners in the study, where the process of gathering and integrating data was central for them.

Further comparisons of student performance in social work course work and their overall Grade Point Average (G.P.A.) in all college courses were thought to aid instructors in identifying the kinds of learning styles that occur with a typical undergraduate class. Table 3, p. 98, identifies demographic characteristics of students according to three learning styles. It demonstrates that Integrative students fell into the "A"- Superior range, the highest G.P.A.’s, with one exception, Student #6, who had an Average G.P.A. ("C"-Average). Content-Oriented students obtained "B"-Above Average G.P.A.’s while Self-Referent thinkers’ fell in the "C"- Average" range. Each style represents unique configurations or learning patterns.
Table 3.--Enrollment Demographics of Students in Seminar According to Learning Styles

<table>
<thead>
<tr>
<th>LEARNING STYLES</th>
<th>STUDENT</th>
<th>ETHNICITY</th>
<th>AGE</th>
<th>SEX</th>
<th>SOCIAL WORK GPA</th>
<th>OVERALL GPA</th>
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<td></td>
<td>1</td>
<td>C</td>
<td>39</td>
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<td></td>
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<td></td>
<td>7</td>
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<td>41</td>
<td>F</td>
<td>3.448 = B</td>
<td>3.436 = B</td>
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<td>C</td>
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<td>3.061 = B</td>
<td>2.920 = C</td>
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<td>3.073 = B</td>
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<td></td>
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<tr>
<td></td>
<td>11</td>
<td>AS AM</td>
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<td>F</td>
<td>2.360 = C</td>
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<td>23</td>
<td>F</td>
<td>2.389 = C</td>
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1
AF AM = African-American
AS AM = Asian-American
C = Caucasian
Integrative Thinkers

In this study, students #1-#6 on Table 3, p. 98, categorized as Integrative Thinkers, demonstrated multiperspective responses to assigned literary works. They integrated numerous references into their thinking as seen in their Dialectical Journal Entries. These entries showed detailed responses with supportive examples from literature, social work, the liberal arts and self-personal references. This group displayed a healthy skepticism about the ambiguous issues found within social work. They remarked that they "read and reread" works of literature. These thinkers often used collaborative strategies and contributed their own creative responses in the form of poems, short stories, plays, songs, and a video production. No other students from either the Content-Oriented or the Self-Referent group produced original works of fiction as did these Integrative students. This pattern followed Weisberg's study in 1986 where persistence and immersion in a task were two prime characteristics of creative thinkers and Barons' (1991) study that suggested the traits of precision, efficiency and originality were significant for creative thinking.

The responses of these students could be called collaborative as they integrated material from several sources and were willing to engage in cooperative learning strategies with their peers. As noted, Integrative students read and then reread a literary work. This tendency to be prepared and obsessed or consumed with "doing well" can reduce spontaneity. Creative responses, however, where not hindered. These independent thinkers struggled with material and did not give simple responses. The process of rereading and searching led them to write longer, more detailed
responses than the other two groups of students.

When the Critical Thinking subtests scores were compared for Integrative thinkers, students showed improved learning in all three areas under study. Integrative students were found to show High levels of Creative Thinking as they recognized multiple perspectives of a problem and used metaphors, homospatial and Janusian examples to understand clients. As expected, students began the seminar with fewer indications of Creative, Analytical, and Dialectical thinking responses. In fact, all Integrative thinkers began the course in Medium or Low level on the Creative subtest but progressed to the High level upon completion of the course according to Graph 6, p. 101.

Increased scores in Analytical thinking occurred for Integrative thinkers as well as Creative Thinking. All students scored in the High range in the After measure on as well on the subtest. Graph 6, p. 101, shows students moving from Medium on the Before measure to High levels on the After measure to demonstrate an increase in logical reasoning, evaluation skills and persuasive language.

In addition to increased scores in Creative Thinking and Analytical Thinking, all six Integrative thinkers improved their Dialectical Thinking skills with some gaining a two level change. There was one exception. One Integrative student (#1) was unable to adopt a self-reflective thinking style at the beginning of the course. By learning and practicing the Dialectical Thinking process with literature, her skills improved to allow her to move toward a more introspective, self-examining style at the conclusion of the course, Graph 6, p. 101, moving from Absent to Medium level.
### INTEGRATIVE THINKERS

Comparison of Critical Thinking Subtests

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<th>DIALECTICAL</th>
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<td><img src="#" alt="Graph" /></td>
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<tr>
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<tr>
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<td><img src="#" alt="Graph" /></td>
<td><img src="#" alt="Graph" /></td>
</tr>
<tr>
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<td><img src="#" alt="Graph" /></td>
<td><img src="#" alt="Graph" /></td>
<td><img src="#" alt="Graph" /></td>
</tr>
</tbody>
</table>

STUDENTS

1 2 3 4 5 6 1 2 3 4 5 6 1 2 3 4 5 6
Two Integrative students (#3 & #4) began in the Low level and showed an increase in scores at the completion of the course. Three students moved from Medium level of thinking to the High level. Dialectical Thinking skills, although improved, remained the weakest of the three Critical Thinking skills for Integrative thinkers. 

Integrative students often used empathic explanations with an awareness of "imagined possibility" (Nettler, 1970, p. 34) in their writing. In addition to empathy, the Narrative Literature Component allowed creative skills in fluency, idea production, originality, and flexibility of thought to increase. These positive results correspond to previous studies in which special courses were adopted to enhance creative thinking skills (Hepworth and Shumway, 1976; Klau, 1981). These results, however, are in contrast to Garrison’s study that reported a decrease in fluency and idea production as students graduated from a program (Garrison, 1986). In Garrison’s study, there was no attempt to teach creative thinking in the form of a model or course. Rather than decreased use of creative thinking skills, it is possible that the introduction of a Narrative Literary Component proved to be most helpful for this particular group of learners to promote and maintain skills related to curiosity or the search for supportive findings.

Content-Oriented Thinkers

The second category of learning styles, Content-Oriented Thinkers, are described as clear thinkers who are most concerned with course content. In this study, Content-Oriented students appeared as Students #7-#10 on Table 3, p. 98.
According to Graph 7, p. 104, each student had slightly higher scores in the Creative Thinking subtest with one exception, Student #7. This student’s score decreased in Creative Thinking while the other three students showed a modest increase, but remained in the Medium level. They demonstrated slightly increased skills in flexibility, fluency, and use of empathic responses.

Most of the Content-Oriented Thinkers showed increased scores in Analytical Thinking with the exception of Student #7. Student #7’s scores decreased slightly, but remained in the Medium level. Student #8 scored in the Low level and moved to High, while student #9 and #10 scored in Low and moved to Medium. These results indicate students showed substantial increases in logical analysis, persuasive language, and evaluative thinking skills. There was an increase in Analytical thinking for all but one student in this group. Graph 7, p. 104 shows that Student #7 decreased slightly, but remained in the Medium level.

Two students (Student #7 and #8) showed increased use of Dialectical Thinking skills based on results of After data. Both of these students scored in the Low level and moved to the High level upon completion of the course. Students #9 and #10 showed no change and remained at the Medium level upon completion of the course.

Content-Oriented thinkers tended to identify social work concepts and theories as the major referents in their journal entries. They rarely used self or literary/liberal arts as referents and quickly adopted an attachment to certain social
## CONTENT-ORIENTED THINKERS

Comparison of Critical Thinking Subtests

<table>
<thead>
<tr>
<th>SCORES</th>
<th>CREATIVE</th>
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<th>DIALECTICAL</th>
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</thead>
<tbody>
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<td>4</td>
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<tr>
<td>MED</td>
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</tr>
<tr>
<td>ABSENT</td>
<td>7 8 9 10</td>
<td>7 8 9 10</td>
<td>7 8 9 10</td>
</tr>
</tbody>
</table>

STUDENTS

Graph 7
work beliefs in their writing. There was little evidence of skepticism in their dialectical journal entries. Contradictory, confusing and ambiguous issues were annoying as they sought the one "right answer." These students often complained about the tediousness of the weekly journal writing as they assumed that they had found all that the literature could offer them. After reading the literary work, these students wrote lengthy, energetic responses that incorporated social work concepts. They often used examples from social work cases and agency experiences as an anchor or metaphor for thinking. These students referred to cases from their current or past field placements more than either personal or self experiences and usually documented their thinking with ideas and concepts from social work.

Content-Oriented thinkers seemed most interested in the impersonal, intellectual connections found in the social work field. They are focused writers, but the "literalness" of their approach to thinking was reflected in a more mechanical, technical writing style. These students may "appear" to show professional skills as they have the ability to document social work values and theory, but limit themselves to a relatively more narrow frame of reference for a liberal arts educated student. These results are similar to the findings of Hellman, Morrison, and Abramowitz (1987) who discovered a relationship between rigidity, intolerance of ambiguity, and stress among students.

The Content-Oriented Thinkers preferred stories which focused on concrete social work issues, i.e. violence in families, mental and physical illness. Their comfort with clear portrayals of social work issues was seen in their disinterest in any
of the poetry selections. They commented that they were not useful to them. They indicated a strong interest in reading the play together as a group.

**Self-Referent Thinkers**

The third group of students, *Self-Referent thinkers*, were found to be most comfortable sharing their own personal experiences and opinions. Of the three subtests of Critical Thinking, *Self-Referent* thinkers (Students #11-#15, Table 3, p. 98.) scored highest in the Creative Thinking area according to Graph 8, p. 107. All five students increased in Creative Thinking and moved from Medium to High with one exception. Student #13 moved from Low to Medium. It is possible that many of the students' creative abilities may not have been identified as such in earlier educational experiences, but that personal and self-references helped create a meaningful experience for them.

There were no similar patterns between the Creative Thinking subtest and Analytical Thinking subtest scores. Three students showed decreased scores in Analytical Thinking. Only Student #11 demonstrated any increase in scores in this area and Student #13 showed no change.

Four of the five *Self-Referent* thinkers showed increases in scores in Dialectical Thinking. Two students (#11 and #15) began in the Absent level and moved to the Medium. One student began in Low and moved to Medium while one other student began in the Low level and remained in Low. Student #13 had a slight decrease in use of Dialectical Thinking skills, exhibiting a lack of self-questioning,
SELF-REFERENT THINKERS
Comparison of Critical Thinking Subtests

<table>
<thead>
<tr>
<th>SCORE</th>
<th>CREATIVE</th>
<th>ANALYTICAL</th>
<th>DIALECTICAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIGH</td>
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<tr>
<td>MED</td>
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<td></td>
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<td>LOW</td>
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<tr>
<td>ABSENT</td>
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</tbody>
</table>

STUDENTS

Graph 8
understanding her own biases and appreciation of the contributions of others in decision making. These results support Gambrill's (1990) observation that previous cultural experiences may not provide enough socialization for students to give them appropriate ways to deal with uncertainty and ambiguity.

The results of the decreased scores in Analytical Thinking for Self-Referent students are puzzling. While some students began with high scores in Analytical Thinking, many students could not maintain these scores. It appeared that Logical analysis, persuasive language and evaluative thinking skills seemed more difficult to maintain for Self-Referent thinkers. Upon further analysis, Self-Referent thinkers tended to write weak, very short responses and did not respond as evaluatively as did other students. Self-Referent thinkers made a clear distinction between what they enjoyed and did not enjoy reading. Often Self-Referent students passionately displayed a strong fondness or dislike for a short story, novel or poem with no "middle ground." They tended to shy away from the heavy work of reasoning and use of logical analysis. They used some questions, but did not go on to more advanced analysis or interpretation. Strong summary skills were observed. At times these students demonstrated a healthy skepticism of logical analysis of ethical dilemmas related to social work issues. Self-Referent students portrayed a high level of informal knowledge and this "tacit knowledge" (what you need to know to perform on the job or in life) was their major referent. They relied on practice wisdom more than formal knowledge and often responded with a single focus based on their own self experience. When asked to discuss issues of literary characters, they generally
compared ethical dilemmas with their own life or familial situation. Even though they engaged and discussed the literature, these students had difficulty using an integrative focus. Although active in class discussion, this group rarely referred to the language of social work.

Although not proposed for study, class behavior and grades tended to correlate with scores. **Self-Referent** students displayed more absenteeism, procrastination and less motivation for higher order reasoning in class discussion. The results of this subtest support the typical pattern of students who obtain "Average" grades: capable students with unorganized work habits. Results of students' analytical thinking are similar to other studies that showed strong problem solvers to be attentive to details, aggressive, confident and tenacious while poor problem solvers relied on unseasoned guessing and self-justification and did not attend to detail (Bloom and Broder, 1960).

**Self-Referent** students composed dialectical journal entries in a diary format with less Dialectical Thinking language or self-questioning technique than was observed among other students. Perhaps the students misunderstood directions for the dialectical journals or preferred this style, although it was clear that these students were unable to sustain an analysis unless based on personal life examples. When individual students' scores were compared with students' thinking style, unexpected patterns appeared.
Conclusion

Although most students found the introduction of literature to be helpful to understand clients and integrate social work concepts with their own experience, less than a third of the students adopted a truly integrative way to deal with social work concepts, self-issues within a liberal arts context. One group of students adopted an emphasis on content, preferring content to process, while a third group of students utilized a self-referent style of personal experiences to understand characters and their problems in literature. It was important then to investigate if there was any relationship between student’s learning style and acquisition of Narrative Thinking skills. A comparison of the growth patterns between Narrative Thinking skills and the critical thinking subscores was thought to reveal patterns which would help to understand better the involvement of Narrative Thinking with Critical Thinking.

Comparison of Narrative Thinking with Other Skills

Although students’ responses recorded from The Critical Thinking Questionnaire indicated students learned in the Integrative Seminar, it was necessary to study the results of the relationship of Narrative Thinking Skills with Critical Thinking Skills and Elements of Social Work Theory for further elaboration on the question: Will students’ Critical Thinking skills increase with 1) Narrative Thinking skills and 2) Elements of Social Work Theory?
Graph 9, p. 112, reports the results of increased levels of change that occurred for fourteen of the fifteen students in acquisition of Narrative Thinking skills. Narrative Thinking scores reflect a student's ability to recognize and assess a client's story using Saari's narrative components: Story, Plot, Place, People, Fantasy and Pattern/Rhythm.

None of the students began the course with scores in the High range, and in fact, three students began the course with scores in the Absent level. After fifteen weeks, however, nine students scored in the High level and five students in the Medium level. Only one student (#10) showed a decreased score, moving from Medium to Low. These scores indicate that students' skills improved in use of narrative components (Story, Plot, Place, People, Fantasy and Pattern/Rhythm) using literature. They apparently gained more awareness of each of the assessment components.

A comparison of the range of scores of Narrative Thinking with each of the Critical Thinking subtests was thought to provide more descriptive information about the effects of learning styles and the growth of narrative skills. Each student was grouped according to learning style (see Table 4, p. 114). In addition to students' general increased Narrative Thinking and Elements of Social Work Theory scores, it was anticipated that there would be a comparable change with each of the three areas under study (i.e. if Critical Thinking scores increased, so also would Narrative Thinking scores and Elements of Social Work Theory scores).
| SCORE   | 18 | 16 | 14 | 12 | 10 | 8  | 6  | 4  | 2  | ABSENT |
|---------|----|----|----|----|----|----|----|----|----|========|
| HIGH    |    |    |    |    |    |    |    |    |    |        |
| MED     |    |    |    |    |    |    |    |    |    |        |
| LOW     |    |    |    |    |    |    |    |    |    |        |
| ABSENT  |    |    |    |    |    |    |    |    |    | 0      |

**Before and After Comparison Scores**

- AFTER
- BEFORE

**STUDENTS**

Graph 9

NARRATIVE THINKING
In addition to improved scores in both Critical Thinking and Narrative Thinking, **all** students showed gain and improved learning in their knowledge and use of the Elements of Social Work Theory (see Graph 1, p. 72). With one exception, all students moved into the High level upon completion of the course, even though scores for the majority of students fell into the Low to Medium range at the beginning of the course. These changes reflect increased skill attainment in students' use of self, identification of social work concepts, and analysis of ethical dilemmas.

Although students' scores increased in all three areas under study, scores did not follow an identical pattern of increase in comparison of **Before** and **After** results in the three areas: Critical Thinking; Narrative Thinking and Elements of Social Work Theory on Table 4, p. 114.

Increased scores occurred for students of all learning styles in Critical Thinking, Narrative Thinking, and Elements of Social Work Theory found on Table 4, p. 114. Students, no matter what learning style, showed a greater increase in range of composite scores in Elements of Social Work Theory, than in either of the other two areas: Narrative Thinking or Critical Thinking change scores. The Critical Thinking Subtests had a potential of 0-36 points and showed a range from 6-18 points, while the Narrative Thinking Subtest with a range of composite scores from 0-18 had a range of change scores from 1-13. There were 27 potential points for the Elements of Social Work Theory Subtest. Students' scores ranged from 7-20 points.

The unpredicted, yet significant increase in **Before** and **After** scores in Elements of Social Work Theory indicated several possibilities. The use of a
Table 4. --Learning Styles Compared with Thinking Scores

<table>
<thead>
<tr>
<th>LEARNING STYLE</th>
<th>TESTS</th>
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<tbody>
<tr>
<td></td>
<td>Critical Thinking (1-36)</td>
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<tr>
<td>INTEGRATIVE</td>
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<tr>
<td>#1</td>
<td>Before 15</td>
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<td></td>
<td>After 30</td>
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<td>#2</td>
<td>Before 15</td>
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<td>After 30</td>
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<td>#3</td>
<td>Before 19</td>
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<td>After 30</td>
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<td>#4</td>
<td>Before 24</td>
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<td>After 30</td>
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<tr>
<td>#5</td>
<td>Before 20</td>
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<td>After 30</td>
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<tr>
<td>#6</td>
<td>Before 13</td>
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<td></td>
<td>After 31</td>
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<tr>
<td>CONTENT-ORIENTED</td>
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<tr>
<td>#7</td>
<td>Before 18</td>
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<td>After 24</td>
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<td>#8</td>
<td>Before 15</td>
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<td>After 30</td>
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<td>#9</td>
<td>Before 18</td>
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<td>After 24</td>
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<td>#10</td>
<td>Before 18</td>
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<td>After 24</td>
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<tr>
<td>SELF-REFERENT</td>
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<tr>
<td>#11</td>
<td>Before 10</td>
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<td>After 24</td>
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<tr>
<td>#15</td>
<td>Before 17</td>
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<td>After 24</td>
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Narrative Literature Component may be a powerful teaching technique that especially helps students develop social work skills. The strong increase in scores in Elements of Social Work Theory further suggests social work concepts can be taught without textbooks or traditional social work case studies to understand ethical dilemmas.

When Narrative thinking skills were compared with each subtest of Critical Thinking (Creative, Analytical and Dialectical Thinking) Subtests, the same comparative pattern did not apply to all learning styles as Table 5, p. 116, indicates. When Integrative students' scores in Narrative Thinking were found to be in the High or Medium range, students' scores in Creative Thinking were also in the High range. High or Medium Narrative thinking scores compared with High Analytical thinking scores as well. When Medium Narrative thinking scores were observed, these scores correlated with Medium Dialectical scores. The Integrative students' range of scores were never lower than Medium in any of the subtests.

For Content-Oriented Thinkers and Self-Referent Thinkers there was a less clear pattern of group results when scores were paired on Table 5, p. 116. For Content-Oriented thinkers, Medium Narrative compared with Medium Creative; for Self-Referent thinkers, Medium Narrative compared with Medium Analytical and Medium Narrative compared with Medium Dialectical.

For ten of the fifteen students, Dialectical Thinking skills compared with Narrative thinking skills, i.e. if Narrative Thinking skills were High, Dialectical Thinking skills were also high; if Narrative Thinking were Medium, Dialectical Thinking skills were Medium.
Table 5.--Comparison of Thinking Styles with Narrative & Critical Thinking

<table>
<thead>
<tr>
<th>STUDENT</th>
<th>RANGE</th>
<th>NARRATIVE THINK</th>
<th>CRIT THINK SUBTESTS</th>
<th>RANGE SCORES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Creative</td>
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<td></td>
<td></td>
<td></td>
<td>Analytical</td>
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<td>Dialectical</td>
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<td>HIGH</td>
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<td>HIGH</td>
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<td></td>
<td>MEDIUM</td>
<td></td>
</tr>
<tr>
<td>INTEGRATIVE</td>
<td></td>
<td></td>
<td>HIGH</td>
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<tr>
<td>#1</td>
<td>Medium Narrative</td>
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<td>HIGH</td>
<td></td>
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<tr>
<td>#2</td>
<td>High Narrative</td>
<td></td>
<td>HIGH</td>
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<tr>
<td>#3</td>
<td>High Narrative</td>
<td></td>
<td>HIGH</td>
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<tr>
<td>#4</td>
<td>Medium Narrative</td>
<td></td>
<td>HIGH</td>
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<tr>
<td>#5</td>
<td>High Narrative</td>
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<td>High Narrative</td>
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<td>HIGH</td>
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<tr>
<td>CONTENT-ORIENTED</td>
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<td>MEDIUM</td>
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<tr>
<td>#7</td>
<td>High Narrative</td>
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<td>#8</td>
<td>Medium Narrative</td>
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<tr>
<td>#9</td>
<td>Medium Narrative</td>
<td></td>
<td>MEDIUM</td>
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<tr>
<td>#10</td>
<td>Low Narrative</td>
<td></td>
<td>MEDIUM</td>
<td></td>
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<tr>
<td>SELF-REFERENT</td>
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<td>MEDIUM</td>
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<tr>
<td>#11</td>
<td>High Narrative</td>
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<td>HIGH</td>
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<td>#12</td>
<td>Medium Narrative</td>
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<td>MEDIUM</td>
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<td>#13</td>
<td>High Narrative</td>
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<td>#14</td>
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<td>#15</td>
<td>Medium Narrative</td>
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A look at each individual student, grouped according to learning style, allowed for a comparison of the effect of Narrative Thinking with each subtest. When Narrative Thinking skills are compared with Integrative thinkers' Critical Thinking skills, highly comparative patterns occurred with all subtests: Creative, Analytical and Dialectical. Narrative Thinking skills of Content-Oriented thinkers, however, did not offer any group patterns with Critical Thinking subtests scores nor did they compare for the third learning style, the Self-Referent thinkers. Self-Referent students showed a variety of range of critical thinking subtest scores without a clear group pattern.

Conclusion

Overall, High Narrative Thinking apparently compared only with High or Medium Creative Thinking while Medium Narrative Thinking compared with Medium Creative Thinking. High Narrative Thinking corresponded with High Analytical Thinking with three exceptions. The exceptions were students with scores ranging from Absent to Medium. The small number of students along with the small number of categories makes it difficult to ascertain any conclusions from a comparison of results. The extreme variability of the writings of Content-Oriented and Self-Referent students compared with the Integrative students indicated that the narrative emphasis can be assumed to reach effectively some students, but a strong comparison cannot be made due to methodological limitations. Narrative Thinking helped the Self-Referent students with increased scores in Creative and Dialectical Thinking, but it did not help them gain Analytical thinking skills. Content-Oriented students’
analytical thinking skills improved, but the Narrative Literature Component did not help students improve Creative Thinking skills. High Narrative Thinking scores paired with High Creative Thinking scores only with one learning style, the Integrative students. Overall, there was little group pattern with the other two learning styles.

Summary

A comparison of students’ scores in each of the three areas indicated diverse patterns with a wide range of scores. All students showed significant increased knowledge of Elements of Social Work Theory, including ethical dilemmas, person-in-environment issues and use of self in dealing with ethical dilemmas.

Table 5, p. 116, indicated that Integrative students achieved High scores in most areas of Critical Thinking. A different comparative pattern occurred, however, for the other groups of thinkers. For the Content-Oriented thinkers, Analytical Thinking scores along with Dialectical Thinking increased, but Creative Thinking remained the same. That is, the narrative emphasis did not help these students increase Creative Thinking skills as it did for the Integrative students. For Self-Referent thinkers, Creative Thinking skills improved as well as Dialectical Thinking skills for four of the five students. All Self-Referent students may have been aided by the Narrative Literature Component in indirect ways, but it is not apparent from the results that it was powerful enough to help students increase their Analytical Thinking skills of logical analysis of assumptions, evaluation and use of persuasive
language. In fact, scores actually decreased for most students in the Analytical Thinking area.

When students' group scores are addressed, Creative Thinking skills increased most consistently. Results of a comparison of Narrative Thinking with Critical Thinking and Elements of Social Work Theory indicated that it was not possible to make conclusions due to the small numbers of categories and students in this study.

In conclusion, for students identified as Integrative Thinkers, a comparative pattern occurred between Narrative Thinking scores and Critical Thinking subtests indicated that Narrative Thinking may have affected students' abilities to integrate material seen in literature to demonstrate gains in Creative, Analytical and Dialectical Thinking skills. No clear group pattern was observed with the other two groups of thinkers: Content-Oriented or Self-Referent students. The High performance in attainment of Narrative Thinking skills with high correspondence with Creative Thinking, Analytical Thinking and Dialectical Thinking for Integrative Thinkers and less predictability for the Content-Oriented and Self-Referent students poses some concerns for educators: What is the long term effect of using Narrative Thinking skills in preparation of social work undergraduates? Would these same scores occur without a literary emphasis? How significant is the Integrative Seminar or field experience in helping students recognize Narrative Thinking components of client's stories? There are not sufficient numbers to indicate that these learning styles would always be found in any social work educational setting. It is possible that learning style is individual. In addition, with the introduction of the Narrative Literature Component earlier in a student's career, students may show increased learning in
Critical Thinking. The next chapter will look at profiles of three students and how each student is representative of a unique individualized learning pattern as well as group learning style.
Advocates of the critical thinking approach to learning often speak of the "logic" of a discipline. They argue that each academic area has an independent set of assumptions, a process of gathering information, and a vocabulary to discuss knowledge. Although both a social worker and a biologist, for example, engage in critical thinking, they have different assumptions about their material, separate methods of compiling data and distinct languages to express their ideas. One of the most important goals of teaching, then, is to help students understand and utilize each discipline’s components or different "logics." Teaching students the "facts" of a discipline is less crucial than assisting them to "think like a social worker." The goal of any undergraduate course is to try to help students "become social workers", albeit at a beginning level, rather than remain "students of social work."

The factors surrounding the transmission of assumptions of the logic of any
discipline is a key part of critical thinking theory, but it ignores one crucial element: the role of the student. Just as each discipline has its own "logic," so too does each student. Each student brings a set of assumptions about knowledge, established patterns of processing and gathering data, engaging others, and an individual vocabulary to express ideas.

With the parameters of this study, it is especially difficult to suggest possible implications of the findings as each educational situation is unique. The classroom is a fragile combination of an instructor and students in a particular place at a specific time. All instructors and students have their own biases, personality, background and notions of learning. Factors such as the size of the class, the age, gender, ethnic background, and level of academic ability of the students and even the time of the day that the class is offered make each college course impossible to duplicate. In addition, the student/instructor relationship varies greatly from institution to institution and even from course to course within the same college or university.

Given this element of uniqueness in each learning situation, as well as the limited number of students and environmental conditions that shaped this study, detailed prescriptions and recommendations for individualized learning cannot be offered. As noted earlier, the situation at a small, private college does not fit all educational settings. The fact that the instructor in this seminar had worked with many of the students in previous courses and had a long interest in the use of literature in teaching also made generalizations more difficult. The students' ability to read, write, and discuss literature and social work ethics may be far more advanced
or significantly less developed than students at other colleges and universities.

In addition to the limitations of the purposive sample, generalizing from this study to other settings is restricted. The possibility that earlier courses prepared students to use critical thinking skills in an integrative way may have effected students' responses. The small size of the class along with the confinement of a 'required course' and the heavy demands of a concurrent 500-hour block field placement cannot be minimized as variables effecting student performance. The examination of only one course in the social work curriculum further limits the findings of the study. Measurement strategies and conditions may have contributed to questions of validity as non-standardized instruments were used to assess students' responses. It is noted, too that this study may not provide sufficient numbers to be confident that the learning styles' groupings may have simply been the result of each student's response to literature which allows for a very individual learning pattern. As the course is one of the final events in an undergraduate student's career, the timing of the course may have affected some students' thinking responses due to preoccupation and pressures related to employment searches or graduate school preparation. In addition to methodological limitations, the choice and genre of literary works may not work equally well for all students. For this study, all literary references were restricted to novels, short stories, poetry, and drama.

Even within these acknowledged limits, it is possible to discuss some general implications for social work educators based on the results of this exploratory study. Each of the fifteen students in the seminar possessed a unique configuration of
thinking components or learning patterns. The identification and grouping of general learning styles may well be common to other situations or observed in other social work programs. Moreover, although the students' writing performance cannot be generalized, the process by which students learn can give educators a broader understanding of the many dimensions of ways of knowing and thinking inherent within each student's style and "logic."

While critical thinking theorists have had much to say about the "logic" of various disciplines, they have been less concerned with the "logic of the learner." Even if an instructor is able to help a student "think like a social worker," that student retains an individualized learning style, approach to information, and language that will make them a different "social worker" than others in the class. By identifying various possible ways of approaching learning, greater understanding of the most and least effective teaching modalities will be enhanced.

To explore further the distinctions among different students, this section will examine one student from each of the three learning style groups in some depth. These students illustrated different "logics" in the way they approached, analyzed, and responded to course material. By looking at what they accepted and what they rejected, what they adored and what they abhorred, it may be possible to understand more fully the impact of literature and narrative on the individual student.

Case studies are generalizable only to theoretical propositions, not to populations (Yin, 1984). Although considerable variances occurred for each student, the experience of one student from each of three identified thinking groups, offers an
opportunity to understand the learning process of each student in relation to class performance, measurement strategies, and writing assignments. Profiles of three students provide another way to understand further the educational setting as a complex domain that demands subtle judgments and agonizing decisions for all participants, both students and educators.

Each of the three students selected for further discussion obtained overall G.P.A.'s in the "C-Average" range. Despite this similarity in grades, each displayed differences in learning styles. Learning profiles are based on dialectical journal responses, measurement strategies, class and field observations, and comments from Course Evaluations. Pseudonyms are provided for each of the three students.

Learning Profiles of Students

Profile of Jon, an Integrative Thinker

Like all students, Jon's "logic" involved a specific set of assumptions about learning, an approach to assigned material, and a vocabulary to express his ideas. It appeared from class observation that Jon (Student #6, Table 3, p. 98) presented excellent verbal arguments and issued strong thinking skills to defend himself in class. According to his field supervisor, he valued challenging tasks and enjoyed debates about social work issues with coworkers. He avoided direct practice with clients and chose areas of social work where he could use his writing and composing skills, i.e.
grant writing, Delphi studies, and research projects. Jon described his clients in this way:

My clients were volunteers who girded the agencies’ function and made decisions affecting its policies; community agencies who were members of my agency (an umbrella organization), and people who dealt with various problem areas with the entire community (i.e. Youth Development, Child Abuse, etc.)

He shared experiences about his field experience that indicated increased use of dialectical thinking skill over the fifteen week term. He was also more able to observe and assess his own thinking and use of self to make assessments of ethical dilemmas. When asked to comment about the course, he stated: "I want to say that I understand myself better. The literature helped me to express myself. My field placement gave me a chance to know myself." This same change was observed in the Before and After measurements. His attendance at every class and completion of all assignments indicated strong interest in literature as he stated, "All stories seemed to provide some sort of insight into the diverse situations of this field experience."

As noted, Jon's logic was that material had to be stimulating intellectually and challenging to hold value. One of his comments from his Course Evaluation suggested that the narrative format motivated him:

Reading and then writing about the characters was a motivation to become involved in the lives of the characters. Even though the stories were fiction, some of the events were similar to that of the clients. The universal themes of death, religion, disappointment, anger and life are included in the readings and then can be related to clients.

Jon's method of examining literature produced lengthy responses (2 pages to 10
pages) which included an expansive vocabulary. His journal entries appeared to document an assumption for Jon: words were important and shadings of meaning were significant. He rarely shared personal information about himself. His detailed dialectical journal entries were full of analogies and creative nuances.

According to the Before and After Measures displayed on Table 6, p. 127, it appeared that along with an increase in Narrative Thinking skills, there was an increase in his skills in ALL other areas under study: Critical Thinking and Elements of Social Work Theory. In fact, his range of scores in Elements of Social Work Theory indicated strong gains in knowledge of social work theory and concepts in particular areas such as analysis of ethical dilemmas, awareness of person-in-environment, and use of self. His ability to integrate ethical decision-making into each literary work showed an outstanding gain in identification and discussion of ethical dilemmas.

Table 6.--Integrative Thinker, Jon, Student #6: Comparison of Scores in Three Areas: Critical Thinking, Narrative Thinking, and Elements of Social Work Theory.

<table>
<thead>
<tr>
<th>SCORES</th>
<th>AREAS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Thinking (1-36)</td>
<td>Narrative Thinking (1-18)</td>
</tr>
<tr>
<td>BEFORE 15 (Medium)</td>
<td>12 (Medium)</td>
</tr>
<tr>
<td>AFTER 31 (High)</td>
<td>17 (High)</td>
</tr>
</tbody>
</table>

A closer look at the subtest scores that made up his high overall Critical
Thinking score are displayed on Table 7, p. 128. All subtests of Critical Thinking: Creative, Analytical, and Dialectical Thinking reflect improvement. Jon’s strong gain in Analytical Thinking skills especially corresponded with improved skills in logical analysis, evaluation and persuasive language.

Table 7.--Integrative Thinker, Jon, Student #6: Comparison of Scores of Critical Thinking Subtests.

<table>
<thead>
<tr>
<th>SCORES</th>
<th>CRITICAL THINKING SUBTESTS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Creative Thinking (1-18)</td>
</tr>
<tr>
<td>BEFORE</td>
<td>08 (Medium)</td>
</tr>
<tr>
<td>AFTER</td>
<td>14 (High)</td>
</tr>
</tbody>
</table>

Jon’s scores in the Creative Thinking area demonstrated strong development of tasks related to originality, fluency, and flexible thinking. Along with increased scores in the Before and After instruments, his well-crafted Dialectical Journal responses showed that Jon displayed further his creativity and motivation by writing fiction for class. He shared a short story as well as several poems with the class. One of his stories, entitled "Metamorphosis," inspired by Kafka’s short story of the same title, described his own transformation during the term, from a passive to integrative learner. He wrote empathically about gaps in his development as he tried to integrate his own "use of self" in social work experiences.

With regard to the Dialectical Journal responses, it is apparent that Jon
carefully and precisely read and reacted to all assigned material. He demonstrated imaginative ways to analyze the characters and environmental systems found within the literary stories. He commented to his field supervisor that he preferred "literature" to more conventional readings found in textbooks.

In discussing Franz Kafka’s short story "Metamorphosis," Jon submitted a seven-page dialectical journal entry. The following excerpt is from the introduction to a seven page dialectical journal entry. This excerpt is followed by a poem "Solone," which he submitted at the same time. An examination of different forms of thinking are cited in several excerpts from his portfolio of Dialectical Journal Entries.

"Metamorphosis...

First of all, from the story, "Metamorphosis," there is a dilemma which results from a very unusual and quite absurd condition in the main character, Gregor Samsa Gregor. It appears he had undergone an entire transformation of his physical self. HE went from being a young adult human male to a young adult insect male. Of course, this sort of thing doesn’t happen everyday and to everyone, but nonetheless, Kafka has created not only an extraordinary change in 'self' but also provided a fascinating symbolic situation for observing ethical decision making in the process. [CREATIVE THINKING: originality, fluency, flexibility]

The dilemma is not founded in Gregor’s new physical condition. the dilemma is whether another (such as his family) will choose to (or even able to) accept "him" or not. To accept Gregor, the insect, would mean the family has to maintain the (moral) obligation of treating him as a member of the family, in spite of his grotesque and absurd condition. Although this alternative seems almost ridiculous as a choice for any group of people, it is in my opinion, exactly this silly notion which Kafka is presenting to his readers. I mean whether or not to accept Gregor as an insect and still treat him on a human level is preposterous and misses the point of the story’s dilemma. Taken symbolically, however, the choice becomes whether to accept a member in a family even if that member has undergone some incredible physical change (metamorphosis) Looking at the dilemma in this manner makes it similar to many other real life situations that social
workers deal with: changes in an individual such as AIDS, cancer, amputation to name a few. In such cases, one may inevitably ask ourselves, "Am I willing to (unconditionally) accept this person (with whatever condition)? Again if the choice is to accept them, then this means to treat them in a humane fashion; with respect, empathy and care...to overlook their "handicap" and see them as rightfully deserving the same and equal treatment as most anyone else. A choice such as this falls under the ethical approach known as "duty based" It may also be "value based" if we were to de-emphasize the equality treatment and affirm as special, more compassionate, treatment for the individual. [ANALYTICAL THINKING-logical analysis, evaluation, use of persuasive language] [ELEMENTS of SOCIAL WORK THEORY-identifies ethical dilemma, person-in-environment, use of self]

At any rate, we now have observed one side of this dilemma, that of accepting Gregor, and treating him as a member of the family. On the other side of the issue is not accepting Gregor in his new condition. Under this option, the family can rid themselves of the horrific condition which has overtaken Gregor and impeded on the typical function and structure of the family. To rid themselves of Gregor, the family has at least three options: ask him to leave on his own; use force to get him out of the home; or to avoid the violence, they may simply abandon him and go their own way. As it turns out, this is basically the choice which the family in the story ends up doing....Upon the family's final decision to have Gregor removed from the home, they in fact were operating under a very common ethical approach social workers know as "Utilitarianism." As this method of decision making professes a stance which works for a "common good," and decides to bring about that good for as many as possible while bringing harm to a few. I find it very difficult to see this approach as fair and just. I grant it aims at fairness and justice, but by its own assertion it falls short. I think anyone in their right mind would like to say they would accept Gregor in his new condition. I think through that this is much easier said than done. ...so now, I have presented other opinions: from the choice of accepting Gregor, we now have accepting him unconditional or with certain conditions. [DIALECTICAL THINKING-recognition of limits and personal bias; values input from others] [ELEMENTS of SOCIAL WORK THEORY-identifies ethical dilemma, person-in-environment, use of self] [ANALYTICAL THINKING-logical analysis, evaluation, use of persuasive language]

Using a "humanistic approach" to solving the dilemma is similar to a situation that arose during my practice in a field experience...
gay rights and discrimination. It primarily involved two parties: Boy Scouts of America and a gay activist group known as Queer Nation. Other parties involved with the whole incident include: advocates for atheistic individuals, a feminist viewpoint and the United Ways across America. Basically what had occurred is that certain groups were determined to override the discriminatory policies held by Boy Scouts of America...

Poem on Metamorphosis by Jon

Solone
I
Say,
Good God!
    What have I become?
Ridiculous!
    But my body is one...
Enormous,
    Insect (creature), so I would claim.
Granted
    Though, I feel about the same.
Oh well,
    Mustn’t I be off to work?
Really now,
    [My] life is just absurd.
Shall I
    see my dearest family today?
And will
    they accept me in anyway?
Might my
    appearance change their minds?
Someone they
    well know but love only at times,
As they live
    Within me. I die...
    Without them.

[CREATIVE THINKING: originality (examples of Janusian and homospatial thinking; fluency, flexibility]

Literature appeared to be helpful and allowed Jon to be "vulnerable" and yet "safe" with his peers when he shared his poem. Further indications of "risk-taking"
thinking occurred in Jon's assessment of William Carlos Williams short story. To Jon, the dilemma in the story provoked a range of conflicting tensions as seen in the following excerpt from a four page entry:

"The Use of Force..."

The ethical dilemma is whether or not it is ever appropriate for a human service professional to use force (or violence) when dealing with a patient/client. On a strict moral level, the answer would be for most people probably a resounding "no." I, too, would like to see myself falling under this view since I am pretty much a passive person and do not see violence as ever being appropriate. Yet things don't always work out so idealistically and Williams has given a fairly good example of such a case. [DIALECTICAL THINKING: recognizes limits and personal bias, values input from others.]

It would be almost impossible and even ridiculous to point out where the doctor must have gone "wrong" and yet, by today's standards, how the doctor behaved was definitely not right...Did the doctor care for the child or was the doctor really concerned for the child's safety and prosperity? I think given the doctor's mission (of diagnosing the illness), he did all he could to care for her ultimate safety and eventual well being. It should be remembered that the patient in this case was very resistant and most definitely brought upon and facilitated the violence in the situation. The doctor didn't have a bitter hatred for the daughter nor was he "out to get her." If anything, he was much more frustrated and disappointed with the parents than with the resisting daughter. I respect this doctor for handling the situation the way he did. [ANALYTICAL THINKING: logical analysis, evaluation, persuasive language.]

Literature allowed Jon to create his own narrative of his own discovery process of how the writings of Franz Kafka, Toni Morrison, William Carlos Williams, and others challenged and enticed him. As these examples indicate, Jon showed a strong, integrative writing style, allowing his thinking to connect from several perspectives. He wrote passionately about his feelings as a student and his own "metamorphosis" as he completed his college career. Literature may have
provided a creative focus to attend to course requirements and at the same time maintain a way to expand use of self in social work tasks. Literature seemed to anchor him. Two other course supports may help students who present with a profile like Jon. These include clear, written grading criteria and weekly written dialogue from the instructor in response to dialectical journal entries to enable students to achieve a balanced pattern of critical thinking skills.

In the poem "Feeding the Lions" students were presented with Norman Jordan's perception of professional responsibilities. Jon reflected from a political, economic perspective to the poem:

"...lies...."

I reacted first to this work with defense, for I felt Mr. Jordan was attacking the) good efforts of social workers. It is clear that he doesn't necessarily condemn social work in general, but, as I know it, a particular type of social work: welfare agents. At any rate, he does use the term social workers, and seeing that I have chosen this field, I did feel, and to an extent still do feel, attacked by his message.

[DIALECTICAL THINKING: recognize limits and personal bias, values input from others]

What is his message? At first, I read it as "professionals" who come into this community only out of some obligation but who really don't want to be there and are glad to escape before dark" or before the time of day when bad things can happen and no one is able to witness it. Well, it could be argued that this is a neighborhood where bad things have happened during the night, then it would be reasonable not to want to be there at night. Yet, there is another point in this work that makes me uncomfortable that the workers wanting escape from this neighborhood. When Mr. Jordan refers to the workers as "carrying briefcases filled with lies and stupid grins, " I can't help but question the line. Not only am I somewhat unsure of what he thinks is in those cases, but I cannot see, or rather understand, totally why he insists on such a negative outlook. [ANALYTICAL THINKING: logical analysis, evaluation, persuasive language.]
The "lies" could refer to documents which characterize the community as something it perhaps is not. Then again what he takes as lies may in fact be documents which correctly depict the community or even which at least offer some promising and respectful ideas about maintaining the integrity of the culture while denouncing the political barriers that hinder positive growth. [CREATIVE THINKING: originality, fluency, flexibility.]

Obviously it is evident that I am angered by Mr. Jordan’s message but this could rightful be due to his own angered message. If one accepts the notion that attack breeds attack, how can I not be justified in my attack...And then there is the side of me that sides with Mr. Jordan, wanting not only to empathize with him, but moreover, agreeing with him. There’s a part of myself (perception) that does not think all of social work is completely intended for the well-being of all individuals. I think some of social work practice and procedures gets too (unnecessarily) hung up on the paper work and briefcases--"red tape." A lot of this red tape seems ultimately meaningless and absurd, and in fact does not work as it is intended to. I often see it as a definite hindrance to real social work, to the care and respect of humanity. [DIALECTICAL THINKING: recognize limits and personal bias, values input from others] [ELEMENTS OF SOCIAL WORK THEORY: analysis of ethical analysis, person-in-environment, use of self]

SUMMARY: On the one hand I empathize with Mr. Jordan’s perceptions and see this message as not to far from (some) actual practice situations. On the other hand, though workers may learn from this piece of literature, I see it as too filled with negativity and removing responsibility (for positive change) from the author to self-serving blame on individuals who I believe do care though they may not be "equipped" with the tools to actually demonstrate it. [ANALYTICAL THINKING: logical analysis, evaluation, persuasive language.]

Following a reading of Sandra Cisneros’ The House on Mango Street, Jon adopted a global, advocacy perspective in his discussion of poverty in urban areas. His discussion suggested an awareness of a strengths perspective in working with clients in poverty.
The House on Mango Street gives us glimpses into a neighborhood where poverty robs people of their dignity and worse, their dreams. A culture rich in tradition but whose people struggle to get their daily needs met. For those who can envision a future, and grow from their experience, hope can blossom into faith of better things to come. The human spirit can survive in spite of deprivation, trauma, abuse. Cisneros tells of life that is real, not sugar coated and goes through a life in her search to reach her goals. Poverty truly does shape one's life in terms of options and style of life. Esperanza felt a great deal of shame over her humble house on Mango street. There appears to be a strong personal desire to escape, but she must first develop a clear look and understanding of things around her. Her roots, her heritage, her life experience all contribute to the person she is and will become--we cannot escape the past. Her dreams of a better home blossomed amid the ensuring poverty of her everyday life. Dreams of a better life abounded in the story. Somehow we give little credit to the poor for possessing dreams for their future. The dreams are there; its the realization of them that rarely happens.

[ELEMENTS OF SOCIAL WORK THEORY: ethical dilemma, person-in-environment, use of self.] [Creative Thinking: originality, fluency, flexibility]

A short poem called "X" by Jean Valentine was submitted and printed in a collection of voices about the AIDS experience called Poets for Life: Seventy-Six Poets Respond to AIDS. Jon wove his thoughts about the universal experience of death as a result of AIDS and then moved to the issues in the larger community. He supported his ideas with pertinent examples. Jon also addressed the paradox of death and life in situations dealing with AIDS:

"...edge of the ocean."

It is a memorial to a small child...The "edge of the ocean" could symbolize his death and infinity-- the infinity of death is the ocean, while the ocean can also be life...The reference to the "wool of the lamb" is significant as a metaphor for sacrifice: Did a small child have to die in order for us to understand this disease? Or for society to finally pay attention? This poem reminded me of the case of the boy with AIDS who was not allowed in his elementary school because of it. I remember hearing that parents protested outside the school with banners and signs and even a coffin, symbolizing the possible death of
A short story by Charles Baxter, "Scheherazade," allowed students to look at a long term marital relationship with a dying spouse in a medical setting. Jon used fluent and frequent examples along with multiple perspectives to try to understand the dilemmas occurring in the story. His use of Janusian thinking (handling two opposite thoughts at the same time) to understand the wife's role is an excellent example of critical thinking:

"Scheherazade"

Charles Baxter has written a story about an elderly couple and their relationship during the husband's final stages of life. The title, "Scheherazade," refers to another relationship between a Sultan and his bride. The tale, taken from Arabian Nights, is about Scheherazade, a teller of tales, who saves her life by keeping the Sultan interested in them. I believe the wife is attempting to keep her relationship intact by keeping her husband interested in living. It may be devious by some and heroic by others. [CREATIVE THINKING: Janusian thinking-Originality]

The wife stays with her husband to care for him physically, although it seems this is taken care of by someone else not present in the story. His wife is there to care for him 'in spirit'; yet, this is one way I see it being controversial; it seems that she is with her husband entirely for his own well being, but perhaps even more so for her own self to save the marital relationship. This of course is arguable but I see the wife as concerned with preserving the relationship, yet making it appear as a "great" one. The story raises questions such as: Is it right to be with someone 'in spirit' even if that spirit may be one of deceit? Does it help someone if lies are told to them? I know there are no absolute answers to these questions although I would hold the belief that it really is never right to blatantly lie to someone, I would have to cop out in some cases, such as the one in this story, with a situational ethics approach. Baxter's story seems similar to certain real life cases, such as Alzheimer patients. [CREATIVE THINKING: originality, fluency, flexibility] [ELEMENTS OF SOCIAL WORK THEORY: ethical
dilemma, person-in-environment, use of self] [DIALECTICAL THINKING: recognition of limits and bias, values input from others] [ANALYTICAL THINKING: logical analysis, evaluation, persuasive language]

So many different ideas and concepts occurred for Jon and possibly other Integrative thinkers that this next entry displays an example of "intellectual vertigo," a sense of feeling overwhelmed with one's own thinking. It allows for arguments among one's various "selves." For Jon, the field of social work is larger than a technical, fact-oriented world and meaning is a continual construction. Jon's reaction to one poem by Muriel Rukeyser, ("Effort at Speech Between Two People,") in particular, represented an example of "intellectual vertigo." He chose to spend five pages "thinking" about issues addressed in this poem. He used many examples of paradox to deal with ambiguity, always using a continual questioning-of-his-own-thinking process that demonstrated critical thinking. Here are highlights from a journal entry discussing the poem.

'I will conceal nothing. I will be open.'

The author seems to be speaking to someone in particular in a personal way. The poem almost seems to be a response to the other's action or questions. She flashes back to her early childhood...she was afraid and hurt but told to conceal this and be only happy. Now she doesn't want to hide herself, her feelings--'I will conceal nothing. I will be open.' Then when she was nine she tells us of her sadness...fears...she speaks of a male which I took to be her father. The reader is left to wonder what sort of man he was especially in the line, 'Oh what a tragedy his life was, really.'

'What are you now?'

Next she moves on to her adolescent years and her thoughts of suicide, of ending it all, the sadness, loneliness, isolation. She lived on, but concealed
her private delusions and depression. And finally she concludes with her more recent thoughts. Then comes the moving question, "What are you now?" I looked at this in two ways. I merely thought it was a set up question, but then I decided to ponder the question itself, within the plot of the poem and see what it really could be asking. First, I thought it somehow wanted the "you" person to acknowledge what love meant now, in an attempt to rid the other of her past associations. Second she discovered that most everyone keeps to themselves in their own private world(s), a sort of secretive silence. She realizes that although she feels alone, sad, and isolated, it seems ironical that so is everyone else. The paradox here is one I've thought of in this way: "Together we're all alone." The author through, like others, wants to rid this secretive silence. She wants to communicate and have others communicate with her. Yet, social workers often wonder if it is possible to help people communicate. Can people remove themselves from their past and just speak with each other? Can we join and communicate? I think so. [ANALYTICAL THINKING: logical analysis, evaluation, persuasive language] [DIALECTICAL THINKING: recognizes limits and bias, values input]

Along with creative ways to interpret literature to understand ethical dilemmas in social work, Jon's awareness of professional skills improved as measurement strategies indicated. One of his final comments alluded to this change:

At the beginning of this placement I was sure I knew there was a difference between professional and personal self. Now I am not so sure. At first, I saw professionalism as strictly a role, or even an act, or acquiring a role to mediate with client relationships. Now I see a 'carry over' between the two selves and an increasing integration to a balanced, more all around self.

Although invited to participate with intellectual rigor and humility, there was no guarantee that Jon or any student would do the dialectical journaling task, as the task was ungraded. Motivation to complete work was identified by Jon as an issue interfering in his professional development. In this course, he became intensely engaged not only with the literary books, but with his peers. Rarely do students have the opportunity to examine their own thinking and to talk about their "use of self" with their peers. Using the dialectical journaling process, Jon clearly set the stage to
connect with others and examine his own thinking. His thinking, as seen in his writing, acknowledged there are no "prescriptions" for resolving ethical dilemmas. His commentaries often provided creative responses and included multiple perspectives, an important part of Jon’s logic of learning.

Jon is the only Integrative Thinker with a "C" average. It is possible that students like Jon can be helped to become much stronger thinkers with this approach. Jon responded more to literature than traditional didactic teaching methods as it enabled him to become more anchored and motivated to allow for connections with social work issues. Grading criteria for the seminar made it clear that passive reading was not acceptable and active reading with a Dialectical Journaling method of writing would be expected (Appendix D). Unlike courses where correct answers may be assumed and assignments may be designed to determine if students could find and defend these answers, the use of literature contributed to Jon’s ability to achieve a "risk-taking" strategy to connect and complete the goals of the course. His ability to make comparisons and use logical thinking to discuss a literary work provided a model for other students. Jon’s journal entries illustrate his ability to see linkage between a number of ideas, which then stimulated additional ideas. He often found a connectedness between seemingly unrelated concepts, demonstrating creative thinking. It appeared that he also found there were few clear "answers" in the literature, only more questions. Jon’s extensive vocabulary and numerous references also reflected the "logic" of his thinking style. Words offered in response to questions provoked associations and associations led to new questions. Jon was also able to integrate the
ideas of social work with those of different literary sources, and relate both literature and social work to the liberal arts perspective.

**A Profile of Marti, a Content-Oriented Thinker**

The learning activities found in field experiences were extremely important to Marti, Student #8, Table 3, p. 98, a Content-Oriented thinker. Her assumptions or "logic" about learning related to her comments that she enjoyed opportunities in her field experience, tasks related to the process of gathering information through a "hands-on" approach as opposed to "abstract" and "open-ended" discussions in the Integrative Seminar. Her logic included assumptions related to the importance of informational, technical skills required for a successful, professional social worker. She described her concurrent 500 hour field experience at a Human Service Department in the following way:

I worked with many kinds of clients from 18 years to 100 years. The clients presented a range of problems: a mother protecting her alcoholic son and lying to HSD about her son; another client had a large sum of money and could not call anyone to help him find a safe place to live because he was deaf; and a schizophrenic young man. There were many stories that helped me to understand these clients. Each of my clients was a member of a minority group.

Results of Before and After measures displayed on Table 8, p. 141, showed that Marti obtained high overall scores in Critical Thinking and Elements of Social Work Theory. Though not as strong, Marti also showed significant growth in Narrative Thinking.
Table 8.--Content-Oriented Thinker, Marti, Student #8: Comparison of Scores in Three Areas of Critical Thinking, Narrative Thinking, and Elements of Social Work Theory.

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<th>SCORES</th>
<th>AREAS</th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Critical Thinking (1-36)</td>
<td>Narrative Thinking (1-18)</td>
<td>Elements of Social Work Theory (1-27)</td>
</tr>
<tr>
<td>BEFORE</td>
<td>11 (Low)</td>
<td>00 (Absent)</td>
<td>07 (Low)</td>
</tr>
<tr>
<td>AFTER</td>
<td>29 (High)</td>
<td>11 (Medium)</td>
<td>26 (High)</td>
</tr>
</tbody>
</table>

The subtest scores in Critical Thinking indicate maintenance or improvement in all three areas: Creative, Analytical, and Dialectical (see Table 9, p. 141).

Table 9.--Content-Oriented Thinker, Marti, Student #8: Comparison of Critical Thinking Subtests Scores.

<table>
<thead>
<tr>
<th>SCORES</th>
<th>SUBTESTS</th>
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<tbody>
<tr>
<td></td>
<td>Creative Thinking (1-18)</td>
</tr>
<tr>
<td>BEFORE</td>
<td>07 (Medium)</td>
</tr>
<tr>
<td>AFTER</td>
<td>12 (High)</td>
</tr>
</tbody>
</table>

An unstated but important assumption of the instructor about Critical Thinking
was that students might achieve a balance within each of the three areas: Creative, Analytical, and Dialectical. Marti achieved this goal. Although there was little expansion of her Creative Thinking in class discussion, positive changes occurred in the Before and After measures.

Marti’s "logic" of learning was based largely on stating the pragmatic in her dialectical journal entries. Inferred from her responses and examples was an emphasis upon content that needed to be "practiced" to help her become a stronger social worker. Marti selected from the literature what she saw as clear "lessons" for social workers. She was drawn to the specific example rather than the complex. For example, she wrote that "the play 'night Mother [by Marsha Norman] made me look at the issues of why someone would want to commit suicide like many of my clients have tried." She appeared to assume learning was acquisition of skills. Marti expressed her ideas in clear and concise words with little attention to reflection or complexity. She did not dwell on abstract questions or issues. Since complex questions were rarely considered, she adopted a direct approach that singled out what she saw as valuable in the readings. Her journal entries were often narrowly focused on what was easily discernible in the literature and her responses tended to be brief and straightforward. Marti’s learning style led her often to question certain materials by asking: "What is the point?" of certain readings. Although she completed the readings, journal entries, and writing tasks, she found the rethinking and questioning process of dialectical thinking somewhat burdensome. She was the only student who commented that she wished for fewer dialectical journal entries and recommended
reducing the number from fifteen entries to seven entries. Despite Marti’s seemingly pragmatic approach to learning, she made significant changes over the term. Although she remained dedicated to clarity, she also developed more tolerance for ambiguity and recognized some value of abstract questions without clear answers. Marti assessed the "facts" of the relationship and then framed her responses to fit the "facts" as she addressed ethical issues in the short story, "Schereherazade."

My first impression was that it was about an unhealthy relationship. The wife is doing her duty only out of obligation to her husband who could be a possible Alzheimer’s patient. She makes it sound as though all is well and only good memories are filled in their lives. She’s not only telling false stories to her husband, but also to herself as well. But it did bring peace to her husband and contentment in herself. There is always moral judgment in every action that social workers take. In this story, the wife is not only lying to him, but to herself as well. Is there denial about death occurring here? The truth is alive in this fictional story. You have to read between the lines.

[ANALYTICAL THINKING: logical analysis, evaluation, persuasive language.]

Her statement, "you have to read between the lines," is an attempt to broaden her reliance on content and indicates more comfort with the "abstract."

In contrast to Jon’s expansive and lengthy response to "Metamorphosis," Marti followed a pattern of choosing a theme of factual significance common to social work (i.e. honesty in communication) to show her thinking, then expanded and added a personal message.

'...now is vermin'

Honesty is seen as positive, but when people are honest with one another, there are risks. Gregor, for example, never told his sister how he really felt. Was that being honest with her? I believe you need to say what is needed to people when the information is needed to be said.
Gregor's emotions are caused by the caregiver's reactions. They once loved him and now there is disgust in their eyes when they see him. Also, he is progressively getting worse. He is losing his mobility because he is getting larger. The family depended upon him and then he was gone. He was once loved and "now is "vermin."

[ELEMENTS OF SOCIAL WORK THEORY: ethical dilemma, person-in-environment, use of self.]

Communication is the most important component of a relationship with a social worker. Information that is needed to be said strengthens the relationship. However, when is information needed and what impact does honest information do to the relationship? In Gregor's case, he received honest information after his transformation. They no longer wanted him. Is this the honest information he needed at the time? I am not sure that this information was given in Gregor's best interest.

[ANALYTICAL THINKING: logical analysis, evaluation, persuasive language]

I had a similar ethical situation at my field placement where I was not sure whether to be honest or avoid the truth. A case I was working on required cooperation from both parties. I was one of these parties and a 16 year old client was the other. Each week he would come to our sessions without doing the work for the week. He did this 3 weeks in a row. I was putting in my effort, but he was not doing his part. My supervisor was telling me to be patient and let this continue. I was telling this client from week to week to do the last task because it was not his fault. I finally was honest with this client. I said that our relationship was two way. HE needed to finish what we agreed upon or I would stop doing my part. It is important that we work together or I will pull out of the relationship. This truth was told him and he began to do his part. In this situation, I was between allowing this client to procrastinate like my supervisor said or telling him the truth and confronting his behavior. [DIALECTICAL THINKING: recognition of limits, recognition of personal bias, values input from others]

With communication we can make relationships work. I feel we need to tell each other the truth when it is appropriate. Honesty is positive, but can be misused also. Gregor received the honest information too late from his family or he could have helped himself. [ELEMENTS OF SOCIAL WORK THEORY: ethical dilemma, person-in-environment, use of self]

Marti focused her writing almost exclusively on social work issues in her
brief response to Norman Jordan's poem, "Feeding the Lions":

'...briefcase filled with lies.'

In my field placement, I felt this poem fit all social workers. We were dressed up ready to solve the world’s problems. We had no money, so we could do nothing for these clients. This is our "briefcase filled with lies." We tell clients all the wonderful places they would "fit" and then say we cannot help. We come into these people’s lives and fill our quota for assessments and receive our money from the state of Wisconsin and leave before clients need any more help. [ELEMENTS OF SOCIAL WORK THEORY: ethical dilemma, person-in environment, use of self.]

For Marti, again, there were clear-cut issues of who was speaking to whom in Rukeyser's poem, "Effort at Speech Between Two People." She chose to organize her thinking around a relationship based on her own personal experience and cite an ethical decision making models for further clarification. As a Content-Oriented thinker, facts, diagnosis, and labels seemed "natural" and useful to frame one’s thinking, while ambiguity was less valued than clear "answers."

"I was told to be happy."

This poem was, to me, about a relationship between two people, one of which was an alcoholic. The person talking to us in the poem was the non-alcoholic and the person spoke about was the alcoholic. The speaker tried to "link" her self with the other person, but the other person was unwilling or not present. Living in an alcoholic family, I felt the need to be linked with someone, but no one was there to be linked to. "I was told to be happy." My family or person in the poem told me to be happy and deny my true feelings. The author was living in a lonely world with no one to "link" to and told to be happy. I, too, felt rejected by each person in my family and hoped for death, like the author. This was a way out. [DIALECTICAL THINKING: recognize limits and personal bias, values input from others.]

First, ethical dilemma for social workers pertain to the Position model and how her parents chose to make the decisions for her including her feelings while she was growing up. Secondly, her parents more so
than herself were Clinically Pragmatic, because they probably allowed their community to decide how to lead their lives. [ELEMENTS OF SOCIAL WORK THEORY: ethical dilemmas, person-in-environment, use of self]

When I think of social workers we have to give hope and help people communicate and find out if something is being covered up, some aspect of their lives not mentioned. The child [in the poem] is taught not to verbalize her feelings. The end result could be rebellion, school trouble, all relevant here. We need to reach out to people; she hasn’t killed herself yet. [DIAXECTICAL THINKING: recognize limits and personal bias, values input from others]

Marti chose the secure anchor of "content" and related to ethical dilemmas to social work practice throughout the course. Marti’s skills in creative thinking changed slightly, in contrast, her skills grew significantly in self-examination of her own thinking or dialectical thinking. Literature seemed to allow her to reflect on the ethical issues in a less threatening way than "real situations." She used analytical thinking about many ethical issues and stated: "With the generalization from the readings, I learned to apply principles and certain concepts which I don’t believe I ever would have without this class." Marti addressed the content of the ethical dilemma in William Carlos Williams’s work. Here is an excerpt from her analysis of "The Use of Force"

The theme I see is to protect yourself and society. If the doctor did not look inside [her throat], he would be liable for a misdiagnosis and endanger society. At Human Services we try to decide where to put the person. We assess where the person is least dangerous to themselves and society. This, in a strange way, is what the doctor was doing. [ELEMENTS OF SOCIAL WORK THEORY: ethical dilemma; person-in-environment; use of self.]

During this struggle with the child, the doctor seemed to make it more difficult with his mounting anger. The child was a challenge to overcome. He rationalized these feelings by telling himself it was first
the parents fault and then by telling himself he was doing what was best for society. First, he rationalized by saying it was the parents fault for their attitude towards doctors and medicine. He ground his teeth in disgust after the mother mentioned the "hurt." The doctor seemed to perceive the mother making the situation worse by that word. The next way he rationalized his behavior was by saying this was the best for society. He believed he needed to save the child and society by persisting in his forceful manner. He demeans the child by calling her an idiot. [ANALYTICAL THINKING: logical analysis, evaluation, persuasive language]

We as social workers protect the individual from hurting themselves and others. We use money from programs like Community Options Program and waivers to do this task. The doctor in the Use of Force was working under the same assumption. However, where do social workers stop protecting the person when they do not want help? The little girl in this story did not want the doctor's help or anyone. She persistently rebuffed the doctor's efforts of help. The doctor did all he could to help her and it did not work, so he turned to force. He said "The damned little brat must be protected against her own idiocy." Was she in need of the force he used to see down her throat or did she need to be talked to more? [ELEMENTS OF SOCIAL WORK THEORY: ethical dilemma; person-in-environment; use of self.]

In the line of work social workers do, we need to use this judgment a lot of the time. Working with older people, we sometimes need to have the police physically remove clients from their homes to a different more safe place. I know this needs to be done before the people have an accident, but do we need to use force to do it. It takes a strong person to make the decision, but sometimes the decision to use the police needs to be used. [ELEMENTS OF SOCIAL WORK THEORY: ethical dilemma; person-in-environment; use of self.]

Toward the end of the course, creative thinking skills were noted with a concrete, empathetic approach as she discussed the effects of poverty in her reaction to Cisneros' story, The House on Mango Street.

"They are without respect for all things wrong, including themselves."

Esperanza tells her story of growing up. She felt used, neglected, disgraced and unrespected: "They are without respect for all things wrong, including themselves." So many of the people we work with as social workers feel like
Abused children, teen mothers, tormented adults, all have no respect for where they live, who they are, their family, etc... They have lost the will to care. She is a survivor as she struggles with society and no one to guide her. The house on Mango street allowed Esperanza to carve out her future desires, while still holding on to her cultural past to guide her. [CREATIVE THINKING: originality, flexibility, fluency] (Janusian Thinking)

Marti’s constant awareness of social work issues and "concrete" services for clients was prevalent in her journal entries. Marti used social work issues (shame, denial, guilt) to organize her thinking about the poem entitled, "X":

"Who will remember me three years after I die?"

I felt this story was written by a surviving child after a brother had died. He is mourning the death of his brother and telling his story, because the kid’s parents would not allow this story to be told. The survivor realized that the people that are suffering with AIDS need support. "Who will remember me three years after I die" shows he is also angry and not as significant as his brother. "X" is a small part of a growing epidemic that will kill many people of all ages, races and socio-economic classes....How sad. This disease has a dizzy finger. Sure, some people make hasty, unintelligent decisions and walk right into AIDS (unprotected sex, drugs, etc.). However, for an innocent child this disease is unfair and unchoosing (its victims). [ELEMENTS OF SOCIAL WORK: ethical dilemma, person-in-environment, use of self]

"At the end, you were so small":
It’s hard to see someone you love wither away. This poem reflects a person’s feelings of losing someone they loved. I don’t see it as just relating to someone who died of AIDS though. Except for the fact that no name was used and it shows the embarrassment of the family. Everyone wonders who’s going to remember them and if years from now someone will still care about them. I liked this poem. Social workers have to be sensitive to people in this situation.

Marti’s writing typified a master of the paradigmatic mode as she stated no more than she needed to say, or in Bruner’s (1990) words, these students "say no more than they mean." Cause-and-effect was important in her thinking. A search for unambiguous objective truth was valued. Vague formulations provided little help to
Marti. In her Course Evaluation, Marti commented that she wished for more information on "social work regulatory procedures" suggesting that her need for "content" continued. She showed a sensitivity to other lifestyles and often reminded her peers of the need to acknowledge differences. In her Course Evaluation, she remarked:

Through the readings I was able to connect issues that were occurring at my placement with books and short stories we read in class. The story 'In the Life' helped me look at some of the issues one of my clients is trying to deal with since he found out his mother is a lesbian.

It appeared that she was beginning to understand more clearly the integrative nature of incorporating elements of social work with creative, analytical, and dialectical thinking, when she stated:

[The readings] showed me we do not just deal with the person, but everything the client is as a person....all the environment around the client. Finally, I understand the ecological stance of social work much better.

From her examples, though, it appeared she still had difficulty introducing many creative, abstract ideas or concepts, although she appeared to use creative thinking occasionally. To help Marti and other students learn to generate creative inquiry, Gambrill (1990) recommended a deemphasis upon answers (or products) and a focus on the process involved in finding creative solutions through "writing assignments."

Gambrill recognized that effective readers do understand how content can be organized in terms of multiple linkages and states in her book, Critical Thinking in Clinical Practice that

... organizational strategies often involve "deep processing" (in contrast to superficial descriptions) in which key principles are used to structure
problems. One of the best ways to understand new material is to attempt to communicate understanding in writing. Writing involves a process of reflection in which degree of understanding and point of obscurity or error are identified. The experienced writer sees writing as a technique for learning and discovery, whereas the novice tends to view it as a chore analogous to "tidying up" sentence structure and words. (p.165)

It is possible that modifications of the Narrative Literary approach might be more effective with Marti to develop more fluent, flexible alternatives to ethical dilemmas. For instance, more collaborative assignments with other students that allow joint questions of one's own thinking may help. The weekly journal was cumbersome for Marti as she still sought the "correct" answer and appeared to show little value in exploring a variety of possible answers and conclusions. Marti's earlier comments reflect some motivational difficulties and discomfort with the "chore" of reading and responding in writing for clearer understanding of ethical issues in literary works.

If creative inquiry is valued as one of the fundamental principles of critical thinking, then the specific focus of testing ideas against each other in written ways with a narrative literary emphasis may continue to frustrate Marti. The narrative focus is, however, just one way toward the development of more refined creative skills. Exploration of additional ways may be necessary.

Marti's final statement from her Course Evaluation summarized her feelings about the use of literature in an ethics class:

Through the readings I have become more aware of my own personal values and what is important to me. I also have become more familiar with ethical issues that a social worker has to deal with on a regular basis.
It is possible to assume from these statements that Marti may not abandon her emphasis on content and search for a single solution to complex problems. Literature, presented earlier in preparation for generalist social work, might help her recognize that "content" is an expansive term and the "content" of fiction may well be significant to her development as a social worker. She may also eventually acknowledge that different reactions may each be "correct" and tolerance for several "answers" is preferable than the security of one answer. It is unlikely that she will abandon her focus and emphasis on information and answers. This approach appears to have been encouraged and rewarded throughout her academic life. The literary emphasis may, however, be a step toward broadening assumptions and thinking about a re-definition of her ideas about "content." Marti summed up her experience and reacted to the Integrative Seminar in the following manner:

Reading and writing about literature has made me very sensitive to cultural differences and cultural lifestyles so that I am better able to provide services for them.

Lyda, A Profile of a Self-Referent Thinker

For Lyda, Student #13, Table 3, p. 98, one's personal history is used as a focal point to think about ethical dilemmas. As a Self-Referent thinker, Lyda viewed learning in a unique manner. Lyda easily engaged in conversation with her peers and clients. Well-liked because of her willingness to share her "story", Lyda admonished
her peers to "hear how it really is on the street." Lyda's field experiences involved work at a large correctional facility. She described her concurrent field experience in this manner: "90% of my clients are black; age range is from 18 years to 84 years; all sentenced to prison." In her Course Evaluation, she stated that

I don't feel there was a story that helped me but on the street where I live, I see what happens to children who are turned loose into the world for whatever it takes to get by. The plans begin on the street and the price they pay occurs in prison. What helps is to give them a glimmer of hope; tell them they can make it and mean it. Point out all the positives in their life and ask that they don't look back on the negatives. As I live and watch every day the understanding becomes clearer and clearer.

Lyda showed a most unique pattern of thinking as she achieved the highest score of all fifteen students in Narrative Thinking. In addition to the high score in Narrative Thinking, she showed much gain in knowledge of Elements of Social Work Theory. (See Table 10, p. 152) and the LEAST gain in Critical Thinking.

Table 10.--Self-Referent Thinker, Lyda, Student #13: Comparison of Scores in Three Areas: Critical Thinking, Narrative Thinking, and Elements of Social Work.

<table>
<thead>
<tr>
<th>SCORES</th>
<th>AREAS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical</td>
<td>Narrative</td>
</tr>
<tr>
<td>Thinking</td>
<td>Thinking</td>
</tr>
<tr>
<td>(1-36)</td>
<td>(1-18)</td>
</tr>
<tr>
<td>BEFORE</td>
<td>03 (Low)</td>
</tr>
<tr>
<td>AFTER</td>
<td>10 (Low)</td>
</tr>
</tbody>
</table>

Even with a strong gain in overall Critical Thinking scores Lyda was unable to maintain, enhance or develop her skills consistently in all three areas of Critical
Thinking. A look at each of the three subtests scores in Critical Thinking displayed on Table 11, p. 153, indicates highly improved scores in Creative Thinking, but extremely low scores in Analytical Thinking and Dialectical Thinking.

**Table 11.—Self-Referent Thinker, Lyda, Student #13: Comparison of Critical Thinking Subtests Scores.**

<table>
<thead>
<tr>
<th>SCORES</th>
<th>SUBTESTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creative Thinking (1-18)</td>
<td>Analytical Thinking (1-9)</td>
</tr>
<tr>
<td>BEFORE 00 (Absent)</td>
<td>00 (Absent) 03 (Low)</td>
</tr>
<tr>
<td>AFTER 08 (Medium)</td>
<td>00 (Absent) 02 (Low)</td>
</tr>
</tbody>
</table>

The most significant problem for Lyda was her lack of improvement in Analytical Thinking on Table 11, p. 153, and decreased scores in Dialectical Thinking. No change in Analytical Thinking scores indicated Lyda’s severe difficulty with abstract, higher-order thinking. Specifically, Lyda seemed unable to develop skills to do logical analysis of ethical dilemmas, evaluations, or use persuasive language. In addition, her low scores in the other subtest area, Dialectical Thinking, Table 11, p. 153, show problems with recognition of bias, with little awareness and identification of her own limitations, and little ability to question her own thinking and assumptions. It appeared that Lyda’s high Narrative scores masked her very inadequate abilities in the Analytical and Dialectical thinking areas. In class, her
strong verbal participation allowed her to learn through a narrative modality. For
students who present profiles like Lyda, it would appear that narrative thinking needs
to be balanced with paradigmatic assignments and curricular tasks to develop
Analytical and Dialectical thinking.

Lyda’s personalized way to define knowledge shaped her dialectical journal
responses. When a story, character, or situation seemed to speak directly to her life
she became involved and engaged in the analysis. Most of her responses ranged from
one paragraph to one page; none of the fifteen entries were longer than two pages. In
her analysis of "Metamorphosis," she wrote one of her lengthier responses. Here is
her entire response:

Metamorphosis...

Metamorphosis was an experience that I feel at one time or another we
all face in our lives. That feeling we all have when friends and family
seem to turn against you. I look back to see family telling me that I
was not going to make it through this school experience. I felt like
some type of bug, wanting to get out and yell to all that I will make it.
It wasn’t that I was sick, [I wanted friends/family to] just ask me if I
needed a ride to school because my car was in the shop, or offer to
watch the boys while I go to class. These are just a few things that
made that shell harder and harder. As time goes on, I feel that shell
getting lighter and lighter. The type of pain that Gregor was feeling
doesn’t happen just when you are ill; it seems to hurt the most when
you have your health and strength. Everyone loves you when you are
down, but when the table turns, and you look like you are going to get
on your feet, there is no one there to help you. I am somewhere in the
middle of my own metamorphosis, but the hardest part is over. I have
my wings; now I just need the rest of that shell off to be the most
beautiful butterfly ever.[Some DIALECTICAL THINKING:
recognition of limits] [CREATIVE THINKING: empathy, use of
metaphors, fluency, and flexibility.]

This entry on "Metamorphosis" showed strong use of self-referent thinking.
Typical of her writing, Lyda began with an intuitive response and then proceeded to a discussion of a social work issue. In this case the issue of abandonment, based on her own experiences, was presented. There was little indication of Analytical thinking in this excerpt or any of the dialectical journal entries she submitted. In order to help students develop analytical thinking, the instructor asked students to identify lines from the story that "puzzled them." In "The Use of Force," Lyda’s reaction about her own "self" dominated her thinking as she analyzed the doctor’s relationship with his young patient.

"I had already fallen in love with the savage brat":

There is no greater fear than when a child is sick and has to see the doctor. We as parents don’t help much in most cases. It is the child’s fear and our love that stands in the way of the doctor. We as parents sometime allow our emotions to interfere with what we must do. The child is acting no different than many children at the doctor’s office. Even though he called her a "savage brat" he still had the respect and cared about her. "I had already fallen in love with the savage brat." This is how I feel about one of my sons; I love him, but he tries to get smart and teases and is always picking with his brother so much and he tries to see how much he can get away with, but he’s still very lovable. ... I don’t think that the doctor, in his own anger gave much thought to the application of ethical principles or the effects of the outcome. The fact remains that he is a professional and has ethical codes he must go by. There is a part of me that goes along with the actions the doctor took. What if he hadn’t, would the child die? What about the family’s rights? [ELEMENTS OF SOCIAL WORK THEORY: ethical dilemma, person-in-environment, use of self]

To Lyda, each person selected for analysis represented a similar experience to her own life experience. Although she integrated materials, she avoided spelling out or defining the connection to social work or the liberal arts base. In many ways, her verbal stories shared in class were especially effective. Bruner (1990) discussed the
idea that some stories "mean more than they can say." A good story triggers presuppositions. Good stories give birth to many different meanings, generating "children" of meaning in their own image. In the narrative mode of thought, students like Lyda sought to explain events in terms of human actors striving to do things over time. Time was seen in terms of stories. The philosopher Paul Ricoeur argues that "time becomes human time to the extent it is organized after the manner of narrative; narrative in turn is meaningful to the extent it portrays the features of temporal existence." As time passes, events happen. But events do not happen randomly--actions lead to counteractions; attempts to consequences. As Lyda comprehended her thinking over time, she saw her life in terms of a story. She saw obstacles confronted, intentions realized as well as frustrated over time.

Lyda either ignored or dismissed material that seemed remote to her particular situation. This time-oriented, self-selection process limited her analysis of the literature used in the class as she either found one element in the story and ignored the rest of the material or dismissed the entire story as having no relevance to her. Material may be valuable to "others," but seemed of little importance to her. For example, when Lyda focused on Kate Chopin's "The Story of an Hour" she used some reference to women's issues, but reported material vaguely.

"Free! Body and soul free! she kept whispering."

Death was her way to self awareness. This story gives me a feeling that her life was not as a person, but as a wife. She lost whatever was most important to her, herself. Just for a moment she was able to find herself in her room. It gave her time to look deep into her soul and release things she never dared think of before his unreal death. Freedom was the key if only for a moment; it was real freedom.
[CREATIVE THINKING: originality, flexibility, fluency.]

The statement that "men and women believe they have the right to impose a private will upon a fellow-creature" also refers to women as a whole. I don't feel this is true, but there is a strong majority who do.

[DIALECTICAL THINKING: recognizes limits and personal bias, values input from others]

Another example of Creative Thinking was seen in preparation for class discussion of Toni Morrison's *Beloved* (1988). Lyda shared a story about her long distance telephone conversation with her great-great grandmother who remembered her own mother's stories about slavery. Lyda depended almost exclusively on her family stories for her interpretation of the ethical dilemmas in the novel. "*Beloved* helped me understand the things that my Afro-American ancestors had to go through."

While sensitive to the historical issues and effects slavery had upon a nation, Lyda had difficulty relating to alternative ideas and interpretations.

Lyda occasionally bypassed a poem or a story that did not support her preferred beliefs. [No entries for two readings.] Rather than struggling to understand and apply new methods to think about the ethical dilemma, she simply dismissed the material. Her comment in her Course Evaluation that "none of the readings helped me because they did not fit with my field placement" (prison setting) indicates a lack of ability to transfer knowledge.

Lyda tended to weave past experiences into the story as she connected her own story to the literature in a very passionate way in "*Schereherazade*.".

When reading "*Schereherazade*" I had mixed emotions about the story. When one is dying it is hard to find that thin line between lying and fantasy. If I had to take her [the wife's] place, I would not have done anything different. When you love someone, and you know that they
are dying, you do what it takes to make their last days happy. To help him dream about what could have been holds no dangers. I would look at it this way: If that was my son dying there, what would I tell him? I would talk about trips to Disneyland and how much fun it would be to go together. I will do what it takes to keep him dreaming about tomorrow. Faith is the key, with that behind you, all things are possible. [DIALECTICAL THINKING: recognizes one’s limits and bias, values input from others]

We do a lot for the sake of love, as was the case in Scheherazade. When you love for as many years as these two, you try to do what ever it takes to hold on to your mate. In a lot of ways this puts me in the mind of some of the inmates. They get so disappointed sometimes after going to Parole Review that the only way to get out is to take a trip about life. They came to the social worker depressed and ready at times to take it out on them. Sometimes with stories about how wonderful life is going to be when they get out, or how there going to get back at some one (criminal thinking is the route most take) back for what happened at Parole Review. [CREATIVE THINKING: originality, fluency, flexibility.] [ELEMENTS OF SOCIAL WORK: ethical dilemma, person-in-environment, use of self]

Lyda’s more "self-referent" observations stressed the importance of personal issues to help understand social issues in another entry, The House on Mango Street.

"...a balloon tied to an anchor."

I really enjoyed reading this because it was like reading a diary. A little girl’s diary. She reminded me a lot of myself also, especially when she talks about "a balloon tied to an anchor." I felt there was an anchor on me because my parents put it there. They were very strict. [DIALECTICAL THINKING: recognizes bias]

I loved the story about rice sandwiches; through her eyes she saw something that was real, that was being poor, living in a house that made her ashamed to even tell her friends. I know we are all classed by those invisible lines that society has made with no rights. I’m black so that puts me down on the pole of life, however, to most white people Mexicans are even lower.

It is hard to have a different language and try to fit in with what is standard English. Speaking one language at home, they are going to school and having trouble communicating with the people you will
grow up with. I always said that everyone has a story to tell. I have to fight in the black-white world; I see Mexican-Americans in the same boat. I have no problem taking their hand and walking together. The way I see it is we’re in this thing together.

[ELEMENTS OF SOCIAL WORK THEORY: ethical dilemma, person-in-environment, use of self]

Muriel Rukeyser’s "Effort at Speech Between Two People" provided an opportunity for the students to discuss ethical issues surrounding connection and communication issues. Class discussion centered around issues of confidentiality, appropriate probing, and clients' rights. Lyda used a less logical approach to understand communication difficulties and rarely connected any social work theoretical basis for any of her dialectical journals, as seen in this example.

"Effort at Speech between Two People"

It sounds like this young woman put a lot of blame on her family and those close to her. If she was taught to keep all feelings inside, then may she need to get out and take a risk and tell them how she really feels or felt in the past. ... Her boyfriend may have only loved her physical beauty, not the true person she really is. [ELEMENTS OF SOCIAL WORK THEORY: person-in-environment] [ANALYTICAL THINKING: evaluation]

In conjunction with the analysis of "Effort at Speech between Two People" several possible "dilemmas" were identified by Lyda, indicating components of Analytical Thinking, specifically evaluation and persuasive language. Although these components appeared, they were not highly developed in her writing.

In another poem, Lyda displayed persuasive language and creative thinking within her internal, personal reference style. Here is Lyda’s response to Norman Jordan’s poem.

"Feeding the Lions."
There is no love lost for social workers today or ever. I guess I can see both sides of the picture, being in the system myself... The real dilemma in this poem is the issue of the social worker invading the lives of people living in the community. I saw it as unfair, but yet part of a system that for the most part doesn't work. Do we really have to take the job as just a job, or can we find means of making what we do a personal experience, but putting ourselves in the shoes of our clients? The real dilemma falls upon the shoulders of each one of us as social workers. We treat people as people or we ourselves are passed by as not being human. It is their world that we have to enter, and on their turf...to come out alive doesn't just depend on who has a gun, or who is strung out on dope when you arrive, only the human social workers will survive, the ones that will be able to see the true need and then act on it... not by turning up our noses, and making statements like 'If I can make it you can,' but by seeing the need and going after the solution. I see this poem and my field placement (prison) as going hand and hand. I enter their homes everyday, sit in an office right outside their door and ask, demand and expect things of each man that in one way or another touches their lives in a mighty big way. The response I get never appears to be harsh. People no matter what the circumstances are still people at all times and deserve to be treated as such. The ethical dilemmas will always be there, but we can start by being kind to one another and treating them like you would want to be treated. [CREATIVE THINKING: originality (use of metaphors and empathy), fluency, flexibility.] [ANALYTICAL THINKING: partial identification of persuasive language.]

Lyda’s ideas about learning were based almost exclusively on the integration of her own experiences. To Lyda, knowledge that could be related directly to her particular situation was valued and worthy of further discussion and reflection. Ideas, courses, and readings that were not clearly analogous to her life were not given serious consideration. Unfortunately, she remained attached to this single, personal frame of reference, even when pushed to consider different ethical decision-making models. Although caring, cooperative and verbal with peers in class discussion, Lyda appeared disinterested in moving into a more integrated direction. It almost seemed
as if she feared she would lose too much of herself if she took on the "intellectual strand" of integrating social work theory. Although Lyda actively participated in interpersonal dialogue in class discussion, her written intrapersonal dialogue skills lagged behind other students. Lyda wrote briefer and more shallow journal entries as observed when compared with the Integrative or Content-Oriented students’ journal entries. She also displayed minor problems connected to self-management and organizational issues such as late assignments, tardiness, and an over-dependence upon references to the media rather than written theoretical works.

Other studies suggest that students like Lyda who have difficulty sustaining Analytical Thinking may continue to ignore attempts to consider changes in behavior, even if grading is used. Thomas Hettich’s (1980) study of college students who used journals in the classroom found that even when instructors "pleaded" with students to document their thinking there still was strong reluctance by these students to use "reasoning skills." Lyda may need some other supports in addition to literature to guide her development in preparation for generalist social work.

Although tests were not used to identify student’s reading levels for this study, Lyda informed her instructors that she was recently identified as "learning disabled." Her problems with reading may in part account for her self-referential style. She may have been unable to complete more lengthy written assignments and, as a result, was left with fewer choices when making references to the literary works. She may have then turned to what she did know well: her personal experiences and comfort telling stories that discussed ethical dilemmas. When reading skills are not developed, clear
thinking is compromised. The resulting uncomfortableness with logical analysis, evaluation and persuasive language leads to increased dependence on the personal.

Lyda’s high scores in Narrative and Creative Thinking may represent a comfort with narrative components as well as the oral tradition involved in storytelling. Even with her extremely developed Creative Thinking skills, however, Lyda’s poor dialectical and analytical skills raises concerns for the use of a narrative literary approach as the sole teaching method for students with similar profiles. The "stories" in the assigned materials often provoked a strong response, but were less successful in developing an appreciation of varied perspectives and an understanding and recognition of personal bias. It may be that literature, like other materials, did provoke a strong response from Lyda only when it introduced a character or situation which she could easily identify.

Lyda remained locked in the first stage of William Perry’s (1978) scheme where students can only see issues in an "either/or" frame of reference, an early developmental stage for most college students. Evidence of the competing variables which made analytical thinking difficult, especially in ethical decision-making, was her strong identification with a personal code of ethics, different from the National Association Social Work’s Code of Ethics. At times, her values were in direct conflict with social work and her peers as she continued to voice strong religious values. Interestingly, at the conclusion of the course, she acknowledged her strong sense of judgment and what she learned about the "judging" process. In her Course Evaluation, she stated: "I learned that everyone is smart in their own way; I cannot
judge others and their accomplishments."

Although Lyda often used colorful, metaphoric language to express her ideas about the stories, her ideas tended to bring her repeatedly back to her own experiences. She often used the material to "spin-off" into stories of her own life. It is possible that these repeated excursions into self were a way to mask her lack of understanding of the complexities of the stories or even a failure to read longer works in their entirety. By making minimal references to the stories themselves, she was able to use her journal to tell her own "story." This approach seemed representative of the Self-Referent group of students and their difficulty, misunderstanding or unwillingness to move beyond using their own life experiences to look at different perspectives and accept multiple interpretations.

Summary

Cases or profiles provide a close-up look at the classroom and the dilemmas students face. An analysis of students' responses illustrated how actions can help understand the thinking process. The excerpts from Jon, Marti, and Lyda represent a sample of the fifteen student profiles based on dialectical journal entries. Each of the three individuals had unique and distinct approaches to learning. Each portrayed individualized patterns of thinking, a process that characterized their work throughout the seminar.

Jon, Marti, and Lyda had similar grade point averages, but distinct
assumptions about knowledge and styles of learning. Each responded to the Narrative Literary Component differently. The literature, dialectical journal assignments, and class discussion allowed Jon to excel. The seminar permitted him to apply his integrative skills to consider a variety of answers and approaches to problems.

For Jon, writing about literature expanded his dialectic thinking beyond one system to multisystems. His expansive dialogue with the material indicated he thrives on lengthy and detailed responses that allow him to define terms and ideas and present more ideas and issues to analyze. His writing indicated that knowledge had no fixed "right answers" and further, complexity and variety are crucial to learning and knowledge. Any "answer" leads only to a new question and another "answer." For Jon, all readings were valued as they offered any number of possible interpretations. At times he would disagree with the author, but made every attempt to consider, understand, and continually reflect upon the material. Jon seemed to thrive on challenging philosophical issues dealing with ethical decision making in literature as he responded with more questions, raised more issues, and wrote much longer reactions: three pages to maximum of twelve pages per work, without reference to the length of the original reading. To help Jon set appropriate boundaries and eliminate any possibility of "intellectual vertigo," it is important for the educator to require a time frame so that each assignment is appropriately discussed.

For Marti, writing and acquisition of knowledge is perceived differently. Although Marti seemed to remain dependent on "content," her performance on the Before and After measures showed significant changes in her level of thinking.
Although she was not able to integrate the material on the same level as Jon, the Narrative Literary Component allowed her to consider alternatives and recognize the complexity of solutions. Responding to literature is more valuable than "philosophizing" about the material. A focus upon specific skills and situations that would apply to the job of a social worker is most important, as a social worker does not need to "analyze" as much as "utilize." For Marti, knowledge should be "practical"; it should be related directly to skills that would help a social worker do better. Content is the most important part of learning as there is a "correct" answer. If an idea or issue is too complex, it is of little value in "real life."

Marti’s entries showed her tendency to select examples that related directly to the acquisition of specific social work techniques. Although she was able to expand her references, she tended to return to the familiar ground of the pragmatic and showed comfort with concrete content. Marti’s vocabulary, although certainly adequate for the assignment, was rather limited in comparison with other students. Marti showed little love of language; words were only tools necessary for communication just as the words in the stories were only vehicles to express content. Specific ideas and concepts were more important than concern with language. Marti often wrote one to three page responses with an interesting pattern: if a poem were assigned she wrote one page; if a short story, two pages and with novels, a maximum of three pages. She also tended to relate the readings directly to her field placement or to social work issues. Overall, Marti tended to write shorter responses with a more narrow focus. To help Marti develop stronger critical thinking, literary readings
could be paired with case studies. To help her integrate material from other disciplines, writing assignments which require addressing interdisciplinary issues and integrating them with the social work's values, knowledge and skills are recommended. These types of assignments that ask students to address the same issue from multiple perspectives might be helpful to gain an integrative focus and recognize there is no single answer. It would help students realize that readings that were not clearly "practical" were not less valuable or too complicated.

Lyda reacted strongly to the "stories" in the material as her scores in the Narrative Thinking test indicated. She did not, however, move away from herself and her own experiences to engage in more integrative, overall critical thinking. Certain aspects of the literature engaged her attention and provoked strong responses, but other materials were ignored or only superficially considered. It appeared that Lyda believed that literary characters and stories that touched one's life were worthy of the greatest deal of consideration as they may well relate to people and stories in your own experience, while those that did not deal with her interest group had less to offer. Knowledge was important if it helped the social worker understand their own particular work situation. To reduce the self-focus, students must go beyond the belief that if one cannot apply knowledge directly to one's own life, it is not worth further integrative effort.

Lyda rarely wrote more than one page of dialectical thinking responses to poems, plays, and short stories and occasionally two page responses to novels. Both her written and verbal responses to the material focused on her specific life
experience. If she perceived the material unrelated to her situation, she wrote very brief responses with little or no analysis. When, however, a story seemed to offer Lyda some direct insight into her life she wrote longer, more detailed, and more interpretative responses. To help excellent, verbally strong intuitive thinkers like Lyda, who remain largely dependent upon self-as-referent in their attempt to make evaluations and logical decisions, educators can use a variety of assignments which specifically ask students to compare/contrast materials, react to several sets of questions, outline their thinking, or find other ways to utilize a logical analysis methodology to examine additional essays. Support for further exploration of the relationship of individual thinking patterns with acquisition and utilization of knowledge is documented by these findings. In addition to literature, students might benefit from integrative assignments using nonfiction, film, essays in addition to fiction. Another technique might be to transcribe the oral analysis into written form and require them to analyze their response according to set criteria.

Conclusion

As vivid and memorable as these three profiles are, they are not in any way representative of all undergraduate social work students. Furthermore, the conditions under which the individuals interacted are unique to their situation. What these profiles attempted to do is produce a picture of individual learners in a "real-life" context, which enables educators to understand and perhaps explain events, processes,
or decisions; but it does not enable a prediction about the underlying motivations or behaviors of individual students. The value of using a Narrative Literary Component to teach students lies in literature’s potential to represent ambiguous situations similar to the world of social work practice seen in students’ field placements. It stimulated students’ thinking in a realm in which neither problem nor solution is ever clear. Literature served as a paradoxical teaching method; it sparked Creative Thinking and at the same time provided an anchor for increased Dialectical and Analytical thinking for most students.

Educators are constantly challenged to help students recognize there is no linear path in social work. Much of social work is negotiation and collaborative thinking, used most comfortably by an integrative thinking style. To maintain integrative thinking in students, a multisystematic approach to learning is recommended in the classroom. For students who thrive on continual challenges to their own thinking, educators can present additional literary materials or organize group events that allow for additional credit for use of multiperspective presentations, i.e. adaptation of plays, novels, poems for social work settings.

For students who need additional guidance to use the thinking, reassessing and questioning process and reduce the dependence upon one right answer, additional help from the educator is recommended. Either supportive, written dialogues, conferences or assignments may provide additional ways to stretch students’ thinking abilities. Use of peer groups to provide this supportive anchoring may be helpful
along with a variety of directive, comparative assignments using debates, essays with fiction.

A dilemma exists for educators who encounter students with significant differences in thinking patterns or considerable gaps in Critical Thinking. Decreased scores could result from the location of the knowledge base as students cannot retrieve "inert knowledge" when needed. In this study, the genre of literature may not have been powerful enough to connect issues so that transfer of skills did not occur for all students, particularly those students who depend upon a personal or self-referent view of the world. Although each student was affected by the implementation of the Narrative Literary Component, responses indicated the approach may be most effective if modified through assignments, readings, and class discussion to address specific, individual needs, with sensitivity to group needs. Combining a Narrative Literary approach with more emphasis upon paradigmatic assignments may stimulate students to use an appropriate balance of thinking skills that are incorporated in decision-making about ethical dilemmas.
CHAPTER VI

SUMMARY

Purpose

We shall not cease from exploration
And the end of our exploring
Will be to arrive where we started
And know the place for the first time.

T. S. Eliot

Literature is not a panacea for the preparation of social work generalists, yet a Narrative Literary Component appears to have led to increased levels of critical thinking for all social work students in an undergraduate Integrative Ethics Seminar. The research focused on the process of enhancement of critical thinking skills over fifteen weeks. The study aimed to identify and describe changes in the structure of the students’ writing after a Narrative Literary Component was introduced in an Integrative Ethics Seminar.

The results of the study indicated that a Narrative Literary Component contributed to changes in students’ thinking as measured by the content of writing assignments. These changes followed a particular pattern, based on Bruner’s model of thinking and Saari’s elements of narrative theory. The process of making connections in literature, of seeing how each part contributes to the making of a
larger whole, is similar to the process of making connections in social work education when ethical issues are examined with literary "cases"; both invite comparison and propose alternative approaches to problems and ethical dilemmas. By analyzing fiction and using active rather than passive reading assignments reinforced with a specific task of weekly dialectical journaling, students were encouraged to think beyond the immediate, surface level of a text.

Summary of Major Findings

Students' knowledge of social work ethics improved in an Integrative Ethics Seminar which utilized a Narrative Literature Component rather than a professional text. A comparison of scores of all junior and senior social work students enrolled in the seminar indicated growth in knowledge of Elements of Social Work Theory. The process of using literature as part of the teaching strategy allowed students to develop integrative skills necessary for generalist social work practice without reliance on a textbook. This approach appeared to be especially helpful in developing sensitivity to multicultural experiences surrounding ethical dilemmas. Students' skills and comfort with their professional self increased, along with an improved ability to identify "person-in-environment issues."

Students found a Narrative Literature Component helped them in their work with clients in social work field experiences. In Course Evaluations, students reported that they enjoyed reading and analyzing literature as they became more self-
aware of their own transition to a beginning level professional role with clients at field placements. It appeared to help them gain confidence and to integrate thinking skills from class-to-field, peer-to-peer, and instructor-to-student by sharing excerpts and questions from dialectical journal entries. Students recognized the need for a multisystemic perspective to deal with ethical dilemmas in the stories. Results of final measurements strategies indicated students understood issues of ethical dilemmas and applied appropriate decision-making models.

Three thinking styles predominated among students, based on an analysis of students' Dialectical Journal Entries: Integrative, Content-Oriented, and Self-Referent Thinkers. Integrative thinkers valued the importance of negotiation and collaborative thinking. They relied upon a wide variety of resources, ranging from social work theory to the liberal arts to personal wisdom. Content-Oriented thinkers typically choose a social work technique or example from their field experience as reference. Self-Referent thinkers emphasized "personal wisdom" and used internal criteria (their self or personal experience) for analysis of ethical dilemmas. Although social work instructors are constantly challenged to help students grow in various ways, a dominant issue is to help students identify their own thinking patterns and recognize there is no linear path in social work practice. Some students want to continue the search for the linear "way" while others want to create their own path with their own set of directions.

Students' overall Critical Thinking skills improved when a Narrative Literature Component was used as part of the Integrative Seminar. When
students' scores in Critical Thinking were grouped according to learning styles, the Integrative thinkers acquired a balance of skills in all three Critical Thinking subtests (Creative, Dialectical and Analytical). Initially, Integrative students did not appear to use their Analytical skills, nor much of their Creative and Dialectical reasoning skills, but upon completion of the course, they increased their thinking level in all three areas. In addition to helping enhance Critical Thinking skills, the Narrative Literary Component stimulated Integrative thinkers to submit short stories, poems, songs and plays and share these spontaneous contributions with their peers. None of the students in the Content-Oriented or the Self-Referent groups submitted original fiction.

A different pattern was observed with the Content-Oriented thinkers. They immediately focused their thinking on social work techniques and made connections to field experiences. Although a demonstration of social work’s technical and theoretical linkages is admirable, a limited, narrow focus does not fit the expectations of an interdisciplinary, liberal arts curricular emphasis where social work programs are housed. While the narrative literary component helped Content-Oriented thinkers enhance Analytical, Dialectical and Creative reasoning, it resulted in a different configuration: Students showed much stronger increases in Analytical and Dialectical thinking with maintenance or slight improvement in the area of Creative Thinking skills.

The third group of students used a Self-Referent learning style. These thinkers relied largely on personal stories to explain ethical dilemmas. Self-Referents
were the most verbal students and demonstrated strong growth in creative thinking.

As a group, however, little change and even decreased scores in Analytical and Dialectical thinking skills occurred for some of these students. The Narrative Literary Component was the least successful in enhancing dialectical skills or in maintaining analytical reasoning skills for Self-Referent thinkers.

**When Narrative Thinking skills were compared, a group pattern was shown for only one group of students: the Integrative thinkers.** For this group, High Narrative scores compared with High results in scores in all of the three Critical Thinking subtests. That is, when Narrative Thinking was High, so also were scores in Creative, Analytical and Dialectical Thinking. For the Content-Oriented and Self-Referent students, individual patterns predominated with no comparative group pattern for these two groups.

**Significance of the Findings and Future Directions for Research**

There are many ways to teach generalist social work students about ethical dilemmas. Using literature rather than textbooks helped students develop and strengthen their conceptual understanding of the social work knowledge base. The value of using a Narrative Literary Component (reading, analyzing, and writing in dialectical journals about literature) to teach students about ethical dilemmas lies in literature’s potential to present ambiguous situations. These situations are similar to
the world of social work practice seen in students' field placements. Literature stimulated students' thinking in a realm in which neither problem nor solution is ever clear. Students' favorable reactions to the use of literature reflected the need for additional courses or course components to supplement the Council on Social Work Education's mandate for integration of the liberal arts into social work curricula. Students wrote about the many ways a Narrative Literary Component supported field and other social work curricular experiences. These results support Rogers and McDonald's study that found increased levels of critical thinking for field supervisors who took a course in critical thinking strategies. Their course was designed to help social workers become better field instructors by using a critical thinking model. A combination of the present model with the model proposed by Rogers and McDonald (1992) could be adapted for social work programs. In this way both class instructors and field supervisors could receive training prior to the students' enrollment in the Integrative Seminar.

Literature stimulated both Creative thinking skills and Dialectical thinking skills. Students' Analytical thinking skills, however, showed the least overall improvement of the three skills under study. It is possible that additional readings outside the world of fiction are necessary to reach students who showed problems with analytical reasoning. Even though the results of this study indicate successful overall results in enhanced Critical Thinking, it looked at only one course that adopted a participatory, immersion approach with the exclusive use of fiction. A "mixed literary" approach, including fiction, but not limited solely to fiction might be
more useful. The addition of nonfiction, diaries, essays, case studies and other genres of literature might work well to maintain and improve students' analytical skills in particular.

Comparative studies of teaching strategies with a "Case Studies Model" with the "Narrative Literature Model" is recommended for further study. Both strategies could be assessed to determine which method best strengthens students' analytical skills. The "Case Studies Model" might provide more open-ended discussion due to the nature of an unresolved focus and might be a more helpful technique for developing analytical thinking than the literary "cases" used in the present study. Although case studies would differ in structure, each would provide critical thinking dilemmas to challenge students.

Other ways to enhance analytical thinking for social work students might be to follow the strategy adopted by Donahue and Quadahl outlined in Chapter One. In their study, specific critical thinking criteria were used to evaluate Freud's "Dora." If a story is overly simplified it may limit the students' ability to construct multiple perspectives. In contrast, lengthy novels may provide the desired complexity, but take more time outside the classroom for reading and journaling, and more in-class time as well. Longer, fully-elaborated stories, such as Morrison’s Beloved, Kazuo Ishiguro’s A Pale View of Hills, or Jane Hamilton’s The Book of Ruth enabled students to explore the complexities of racial injustices, social policies and ethical dilemmas while integrating societal representations of a range of professional issues. Short stories, like Chopin’s, "The Story of an Hour," and Williams’ "The Use of
Force", along with poetry such as Dickinson's, "I'm Nobody, Who are You?" and Norman's "Feed the Lions" focused students' attention more narrowly and served to develop particular analytical skills.

If social work educators are mandated to identify and enhance critical thinking for specific learning styles, further exploratory studies are needed to determine the long-term results of strategies designed to increase critical thinking. Whether measurable changes in students' increased knowledge of social work ethical dilemmas and awareness about person-in-environment issues will translate into actual professional behavior awaits future study. A longitudinal study of beginning-level social workers from the point of entry in the undergraduate social work program through several years of professional practice might aid in identifying both the immediate and the long-term effects of the narrative literary component's effects upon the educational experience. Future studies may determine whether the increase in skill development is unique to the circumstances of this study or is common to all undergraduate social work education in a liberal arts setting. There is support for further exploration of a Narrative Literary Component with diverse groups of students. Access to a representative sample of undergraduate students from larger social work programs with greater numbers of students would allow for a richer comparative experience.

To promote self-reflection with Dialectical Thinking, a Narrative Literary Component might be useful throughout the entire professional education of prospective social workers rather than only in a course at the end of a student's
career. If the sequencing of courses depends upon the logic of the discipline, then does conceptual knowledge derive from a familiarity with a variety of specific stories over time, or do students need some theoretical knowledge in order to use literature to understand ethics? If literature can provide a new lens to organize students’ relation to their world, should all social work courses have a Narrative Literary Component or just upper level courses? If the community of social work educators can agree on a common set of stories, will it also reach agreement on the conceptual material to accompany these stories? How much "scaffolding" should educators provide to students to help them make sense of literature? Do cases or stories provide a broad enough range of other possible options? How does the structure and medium of a case or story’s context affect student learning? At what point are theoretical materials introduced to help students make sense of the stories or cases? What will guide sequencing of cases or stories? Is it most advantageous to start with a simple piece and build to more complex works over time? What is the effect of the instructor’s teaching style with the literary component?

Results of this study support Catherine Papell’s research on the cognitive development of social work learners. Papell (1978) discovered that students’ learning is not completely satisfied by the traditional structure of concurrent academic and field learning, experiential learning in the classroom or conceptual teaching in the field. Papell suggested that all teaching/learning requires attention to the development of a set of mental processes that find some kind of balance or style in each learner. Such
a philosophy can enhance the inventiveness of both instructor and student.

As part of the Council on Social Work Education's mission, social work instructors are invited to incorporate a "liberal arts" perspective into the social work curriculum along with critical thinking. A broad repertoire of instructional methods are recommended to enable students to understand their unique learning style within a liberal arts frame. The Narrative Literature Component offers students a context to assess clients. It provided a frame of reference to understand the interdisciplinary nature of a liberal arts identity. Nelson Reid and Wilma Peebles-Wilkins (1991) discussed the importance of renewing the commitment of social work with the liberal arts in their latest article:

The idea of the liberal arts as point of view as opposed to a particular substance is currently the dominant view in higher education and, consequently, is commonly reflected in professional education as well. (p. 212)

Social work education provides an opportunity for learning in multiple contexts, from in-class settings to varied community field experiences. The framework social work students invent or borrow to understand people in these contexts is culturally dependent. For this study, students used literature as an organizing perspective to understand the cultural context of clients.

Further explication of specific ways students construct knowledge from their encounters with literature will aid social work educators as they continue to grapple with instructional and curricular methods to enhance critical thinking. The refinement of a Narrative Literary Component must be accompanied by a research agenda that seeks to illuminate what students actually learn and do not learn from different genres
of literature and the instructional methods that best support this learning. Critical thinking keeps educators appropriately humble as the aim of the study was not to create new knowledge, but to use literature to create new understanding.
Appendix A

DEFINITION OF TERMS
DEFINITION OF TERMS

ELEMENTS OF SOCIAL WORK THEORY:

Students in an accredited undergraduate social work program are expected to understand, apply and integrate generalist social work principles, values and skills, along with concepts, theories and research, to understand clients. It includes these three components:

ETHICAL DILEMMA: Discusses the logic of social work discipline by sharing a sense of justice and moral awareness of dilemmas that indicate caring and/or moral commitment for clients based on Code of Ethics.

PERSON-IN ENVIRONMENT: Includes biological, psychological, social, environmental and cultural resources that enhance or destruct from client's efforts for change.

USE OF SELF: Shows awareness of one's personal and professional limitations in helping clients.

INTEGRATIVE SEMINAR:

A capstone course required of all upperclass students to integrate social work values and ethics with social work issues. Students are introduced to narrative thinking through literature and see examples of "clients dealing with ethical issues" in fiction. Selected works of fiction based on short stories, plays, novels, poems are assigned to students in the ethics seminar. Students are graded for interactive contributions in class when they integrate field experience and social work concepts. No textbooks are used. Weekly dialectical journal writing and essays are part of the course requirements. The course consisted of a curriculum designed to use literature as text. Literary concepts are not taught, but assignments asked students to discuss ethical dilemmas observed in the literature. Students shared their written dialectical journal responses in class discussion. The "literary" cases provided a shared theme for all students enrolled in the course.

SOCIAL WORK FIELD EXPERIENCE:

A 500 hour concurrent experience for upperclass BSW students where students are supervised by MSW clinicians in various social agencies in the community. The Seminar is designed to help integrate the field experience and is taken concurrently with Social Work Field Experience. It provides an opportunity for self-reflection and evaluation with social work theory and research.
SOCIAL WORK STUDENT:

An upperclass social work student who has declared a major in social work and has completed all required course work in an CSWE accredited undergraduate program.

GRADE POINT AVERAGE:

Each student's all college grade point average obtained from college records. Social Work GPA is the grade point average of all required social work courses.

NARRATIVE LITERATURE COMPONENT:

An interactive teaching process that uses written and oral assignments using literature (works of fiction--novels, plays, short stories and poems) and not textbooks to teach social work ethics to undergraduates.

NARRATIVE THINKING SKILLS:

It is assumed that all stories in fiction and in life contain a structure and an order of meaning. The content of the self in the story is part of one’s identity; the end point indicates ways of evaluating one’s present state. Clients tell stories and reveal their identity as they are currently experiencing it. Elements of narrative thinking define the logic of a story. These elements are found in literature as well as in a client’s story. Saari’s (1991) six elements of narrative thinking were selected for this study.

STORY: Outlines a sequence of events to understand clients’ thinking process based on values, self esteem, and how they construct the self. It provide "a time line or description of "career of the problem"

PEOPLE: Offers a description of client motivation and interest with regard to human interaction; describes inner life, intentions and motivational factors of the key actors of the story.

PLOT: Shows process clients use to give meaning to events; or set the context of the story; indicates ways client sets goals, connect cause with effect (causality and meaning).
FANTASY: Envisions alternative forms of reality and helps client imagine and construct a different future to deal with ambiguity and uncertainty.

PLACE: Assesses the effects of social structures upon a client and how one locates within the culture, geographical, environmental issues of the dominant culture upon the client’s culture.

PATTERN and RHYTHM: Focuses on the interactive process client uses to connect events; aware of context and client’s language.

CRITICAL THINKING SKILLS:

A broad term that reports rational, reflective thinking concerned with what to do or believe. The possession of tools to reason across, between, and beyond the neat categories of any technical domain or discipline. Includes creative, analytical, and dialectical thinking.

CREATIVE THINKING:

Behavior which produces a novel outcome that is socially useful. It includes originality (Janusian and Homospatial processes), flexibility, and fluency;

ORIGINALITY: Exhibits curiosity which produces caring responses about the client. It puts information into a new configuration and provides a novel, unusual, account of a client’s situation to suggest a novel deviation or approach. It includes Janusian and homospatial thinking processes.

Janusian Thinking Process: (from Janus, the Roman god with two faces: beginnings and endings) The capacity to conceive and utilize two or more opposite, contradictory or paradoxical ideas simultaneously i.e., holding unfamiliar concepts juxtaposition with the familiar. This process develops a sense of self-contradictory propositions that produce new and positive experiences to allow the client to deal with ambivalence and paradox of the situation.

Homospatial Process: (from homoios, meaning same) Consists of actively conceiving two or more discrete entities occupying the same space to create a "picture" of the client’s situation by showing insight, empathy, analogies and metaphor. Metaphor is the creation of concrete images that connect the student’s feeling to experiences while empathy
is the ability to "feel into" another's experience. This process enables a student to create a picture or symbol of the situation using sensory language to understand the client's situation.

**FLUENCY:** Expresses self in an articulate, expressive way using a variety of facts, ideas and resources to reflect imaginative viewpoints and patterns.

**FLEXIBILITY:** Reports a range of resources to develop a plan and uses active risk-taking to produce ideas for alternative intervention plans.

**ANALYTICAL THINKING:**

Uses an active and systematic attempt to understand and evaluate information; discovers strategies to demonstrate reasonable, reflective thinking that is focused on deciding what to believe or do. This process includes these elements:

**LOGICAL ANALYSIS:** Offers reasoned, factual information to define problems; seeks clarity by recognition of assumptions (stated and unstated beliefs); makes decisions and reasoned judgments based on appropriate, reasoned, progression of thought and judgment with acknowledgement and critique of assumptions.

**EVALUATION:** Supports assessment with data and discussion of plan; distinguishes between essential and incidental data; draws conclusions and discusses options.

**PERSUASIVE LANGUAGE:** Uses assertive expression about a relationship between problems with a critical and emotive vocabulary that represents organized, clear thinking.

**DIALECTICAL THINKING:**

A self-correcting thought process that asks individuals to reflect upon their own thinking. It shows awareness of one's affective strategies, values and judgments. It is an identification of feelings underlying thoughts. It includes these elements:

**RECOGNITION OF LIMITS:** Use of thinking verbs as part of self-reflection process. Indicates "thinking about thinking," an ability to question one's questions, motivation and self-perception. Use of metacognition ("think about
one’s thinking”); responsible for one’s own feelings, shows sensitivity to the limits of one’s knowledge, including the circumstances in which one’s egocentric thinking confirms and distorts, causing bias and prejudicial thinking; aware of one’s own viewpoint and what thoughts are based on. Process self-reflection and self-corrects by using thinking verbs.

**RECOGNITION OF PERSONAL BIAS:** Aware of bias/values brought into situation; takes responsibility for one’s own feelings; reflects and corrects one’s thinking.

**VALUES INPUT FROM OTHERS:** learns from others; tolerates and encourages other viewpoints; aware of one’s own decision-making model as well as the importance of interaction of multiple systems upon one’s thinking.

The CODEBOOK in Appendix J provides specific behavioral examples of these terms.
Appendix B

CONSENT FORM
CONSENT FORM

Project Title: Using Literature to Teach Social Work Ethics

I, ________________, hereby consent to participate in a research project being conducted by Linda S. Noer, a doctoral student at Loyola University of Chicago in the School of Social Work.

PROCEDURES TO BE FOLLOWED:

You will be asked to complete a questionnaire at the beginning of the term and again at the end of the term. This questionnaire will take approximately one to one and one-half hours to complete. Additional educational materials will be collected from you for the study. This includes weekly journal entries which will be a discussion of ethical dilemmas in literature, and a written course evaluation.

The results of the study will add to the knowledge base of undergraduate social work education in teaching analysis of ethical dilemmas.

Participation in the research study is independent from participation in the course in the social work program. You will have a right to receive an answer to all inquiries concerning procedures and results of this study.

I understand that no risk is involved, but that in any case, I may withdraw from participation at any time without prejudice to my grade or status as a student in the Carthage College Social Work Program, as participation in the research study is independent from course grading.

______________________________
(signature)

______________________________
(date)
Appendix C

COURSE SYLLABUS
I. COURSE TITLE: SW 430: Integrative Seminar* in Social Work
COURSE CREDITS: Term II, 1993; 4 credits; concurrent with SW 460 Social Work
COURSE INSTRUCTOR: Professor Linda Noer, MSW, ACSW
LH 217; 551-5829 H: 657-5438
Office Hours: M-F 8-10:00 AM; M 5-6:00 PM

* The American Heritage Dictionary defines seminar as "a small group of advanced students in a college...engaged in original research under the guidance of a professor who meets regularly with them for reports and discussion."

II. COURSE DESCRIPTION

The major purpose of this seminar is for the student to consciously integrate, consolidate, and solidify social work knowledge with values and skills at the generalist level in a practicum setting. The student begins a concurrent field placement for 500 hours in a community agency. Through assignments, discussions, simulations, journals, and required readings, the student prepares for beginning generalist social work practice at the BSW level.

III. REQUIRED READINGS


Birtha, B. (1990). In the life. In W. Marlen, (Ed.). We are the stories we tell. New York: Pantheon.


**GRADING PROCEDURES:** PARTICIPATION will be determined by attendance and assertive professional interaction and discussion based on the following criteria: Intellectual courage, intellectual curiosity, intellectual rigor, intellectual humility, intellectual empathy, intellectual perseverance, and intellectual flexibility.

**ASSIGNMENTS:** Four essays, class presentation and weekly journal entries.
IV. COURSE OUTLINE

This course is designed to examine the process that occurs when students use literature as text to understand ethical analysis in stories from literature. Students will discuss ethical dilemmas in literature and field placement experiences. In social work practice, the professional social worker is committed to conduct which is congruent with a code of ethics. The code has historically been consistent in its commitment to social justice, advocacy, and its opposition to discrimination and oppression in its various forms. The social work professional is mandated, for example, "to prevent practices that are inhumane or discriminatory against any person or group of persons."

Class discussion will allow an integration of social policy issues with ethical dilemmas. For example, what social policies would have been helpful to the clients/characters from the literary work? What is your ethical analysis? What theoretical theories can be explained by the behavior of the characters? Describe the feeling that one implied as you read this literary work? What is the narrative point of origin?

A. Integration of Social Work Theory and Practice

(1) The Generalist Model as practiced in field placement.
(2) Evaluation of one’s practice effectiveness.
(3) Observation of practice skill assessments at field placement.

B. Ethical Models, Choices and Values in Social Work

(1) What are ethical problems in social work practice?
(2) What benefit do professional ethical codes provide?
(3) Role of BSW social worker: Licensing issues.

C. Foundations For Ethical Decisions With an Ecological Systems Approach

(1) Philosophical foundations for ethical decision making:
   legal, medical, school, family, employment
(2) Contemporary approaches to ethical decision making
(3) Decision making-models with diverse client systems
   (a) handicaps: physical/mental
   (b) gender differences
   (c) sexual, age, cultural and religious diversity
V. Course Schedule

Readings and Questions for Class Discussion

WEEK 1
Feb. 10
Overview of course
Models of Ethical Decision Making

Week 2
Feb. 17
"Story of an hour": Chopin (1894)
An alternative title to this short story is "Joy that Kills." What relevance does this story have for understanding men and women in 1992?

"Scheherazade": Baxter (1989)
Describe the couple’s relationship and how it relates to the title of the story.

Week 3
Feb. 24
Metamorphosis: Kafka (1915)
Gregor feels a variety of emotions as the story progresses. Discuss causes and effects of these emotions. Include a consideration of each family member’s reactions to Gregor.

"Use of force": Williams (1950)
How do you explain the child’s resistance to the doctor? Account for the doctor’s statement: "I had already fallen in love with the savage brat; the parents were contemptible to me." How are the doctor’s feelings reflected during the struggle? How does he rationalize them? Attempt to recreate the child’s relationship with each of her parents. Comment on the use of force. What alternatives did the doctor have?

Week 4
Mar. 2
Housekeeping: Robinson (1980)
Why do the sisters disagree so completely on most things? Discuss the source and nature of their differences and show how those differences are played out in other dimensions of their lives.
"I stand here ironing": Olsen (1954)
What ethical dilemmas does Olson address? What is the symbolic and
data real significance of the title and the opening and concluding illusions to
ironing? What is the social worker's role in host settings?

Week 5
Mar. 9

'night, Mother: Norman (1983)
Does Jessie have a "right" to take her life if her mother doesn't want her
to? In defending your answer, consider what "obligations" you feel that
family members "owe" to each other and explain why you believe this.

Week 6
Mar. 16

"Effort at Speech Between Two People": Rukeyser (1935)
What communication issues does this poem address?

Week 7
Mar. 23
No Class - Spring Break

Week 8
Mar. 30
Beloved Morrison (1987)
Discuss the idea of motherhood historically. Use an ecological model to
frame your responses. How are the characters represented in the story?

Week 9
Apr. 6

"Feed the lions": Jordan (1969)
Share your view of the "outsider" by members of the community.

Week 10
Apr. 13

A pale view of hills: Ishiguro (1986)
Identify physical and emotional effects of fear, shame, confusion, and
trauma through the eyes of the people in the story.

Week 11
Apr. 20
No Class - Easter Break

Week 12
Apr. 27

"I'm nobody, who are you?": Dickinson (1861)

The house on Mango street: Cisneros (1989)
Describe the effects of one's environmental resources upon age, ethnic
and gender issues. What are the human costs of poverty.
"In the life": Birtha (1987)
Take one instance from Birtha’s account where you see the concept of "family" either being redefined or made more complex that you had previously considered.

"Some are born to sweet delight": Gordimer (1991)
Consider the effects of institutional racism upon human options.

"X" Valentine (1990)
Discuss ethical dilemmas related to AIDS in various system in the U.S.
VI. ASSIGNMENTS

You will be expected to read each assigned short story, novel, or poem before each class. In addition, you will be expected to respond in your journal using the dialectical writing process and then, bring your journal to class to discuss themes and submit it to the instructor. Later, you may want to underline themes in your journal that would be interesting for you to write about in your essays. "Literary figures, you know, provide us with an excellent shorthand for talking about aspects of ourselves, our lives..." (Davis, 1984, p.64).

A. ESSAYS

Four comparative essays (5-10 typed pages in length) are required from each student. The essays will be graded on your creative and critical interpretations of social work concepts, skills, and knowledge of ethical dilemmas. Give each essay a title.

ESSAY I

Choose one of the readings. Construct an ecomap and discuss the socio-environmental impact upon the people in the story. Write a final chapter or short sequel explaining what has happened to the character(s) ten years after the story ends.

or

"Caring" is a concept that appears in the readings. Choose several readings and discuss the effects of "caring" for people in the stories. Write a short sequel explaining what has happened to the characters after the story ends.

== DUE MARCH 16TH ==

ESSAY II

Select Gregor from Metamorphosis and Jessie in 'night Mother. Construct a genogram of their families using family stories in addition to birthdates, ages, occupations, geographic locations, medical, social and emotional history. Then arrange a dialogue about a common ethical dilemma.

or
For this essay assume you are the social worker assigned to one of the characters in *The Book of Ruth, Housekeeping* or *Beloved*. Construct a genogram of the family using family stories in addition to birthdates, ages, occupations, geographic locations, medical, social and emotional history and dates of important family transitions or "nodal events." Discuss assumptions, themes, and issues you would discuss with the family. Cite any violation of Code of Ethics by helping professionals apparent in the story.

==== DUE APRIL 6TH ====

**ESSAY III**

For this essay you are asked to choose an ethical dilemma which has occurred in your own field placement and one from the literary readings. Webster's definition of dilemma will be used, i.e. (a) "a choice or situation involving choice between equally unsatisfactory alternatives;", or (b) "a problem seemingly incapable of a satisfactory solution." Ethics may be defined as (a) "the discipline dealing with what is good and bad with moral duty and obligation", or, "a set of moral principles or values."

A. Select two ethical dilemmas: 1) an ethical dilemma from your practicum and 2) an ethical dilemma seen in the literary readings.

B. Structure:
   1. identify each ethical dilemma (tell the story)
   2. state information on both sides of the issue;
   3. identify the values intrinsic to the situation;
   4. state the alternatives for action;
   5. choose a position which you believe to be ethical. In choosing your position, you must consider competing claims, eg. the right of the client to confidentiality vs. the rights of a parent to protection from potential harm.

C. Compare the two dilemmas. Discuss and implement an ethical decision-making models. You may want to integrate other ethical dilemmas from the readings into your essay.

==== DUE APRIL 27TH ====
ESSAY IV
Most people feel a need to be "in control" of their lives, though how that term is defined may vary from person to person (or even from time to time within one person's experience). Choose family members from four of the works read this term. Briefly describe (with supporting examples and quotations) what "control" meant or came to mean to characters from the poems, plays, short stories and novels you have read. Then discuss as thoroughly as possible what similarities of differences you see in these definitions and processes—motivations, conditions shaping responses, etc. (continuing to use supporting evidence from the readings where applicable). Finally, what general conclusions can you draw about the role of "control" in the lives (or deaths) of clients and their families?

or

Discuss the concept of "Motherhood" in Housekeeping, Beloved, A Pale View of Hills, and The Book of Ruth.

===== DUE MAY 18TH =====

B. DIALECTICAL JOURNAL ENTRIES
To start your dialectical journal, translate the title into one or more questions and then speculate on possible meanings. Take notes on your speculations. Notes are not polished products, but a means of thinking. Writing enables you to think with increasing precision and effectiveness. TO WRITE IS TO THINK.

Actively read the work from literature by carrying on a dialogue with the author. Bring your comments to class. Even if you do read by yourself, the reading process is not complete until you compare your understanding with other reader to develop creativity with critical thinking. See what you think about this process. I would appreciate your comments on this issue.

You may relate ideas back to the question posed by the title. Ask yourself questions about the content and about how the author has organized and presented the content. What does this idea mean? How does the idea or topic lead to an answer to the question posed by the title? Why does the author discuss this topic and not another? How does it relate to social work? What ethical dilemmas do you see in the reading?

STAGE I: Before you write, try to get the "big picture" of the subject and author. Write down what you already think or know about the topic. Put your experiences you have had or heard about (spend five minutes of writing).
Who is the author? What questions would you ask this author? What does the title suggest to you? Who is the audience for the story? Why did the author choose this topic?

**STAGE II:** Read through to the end; read for enjoyment as well as for ideas and information that are important to you; make quick marks in the margin to record your reactions. Record your overall reaction to the story. Look for main ideas, themes, the thesis or the claim that the story makes.

**STAGE III:** In this class you will keep a reading journal on looseleaf paper. Divide it into two columns. On the left side or page, write down noteworthy quotations from your reading--parts of your reading that please you, confuse or disturb you. For each quotation you list on the left, write your comments about the quotation on the right side. Perhaps you will draw a conclusion, or make a connection between this passage and something at your field placement or class. (See the sample reading log entry below). Don't be concerned with correct spelling, punctuation, or sentence structure. Phrases and pictures may help you capture the meaning. I hope this is a creative way to understand ethical issues.

**C. CLASS PRESENTATION:**
Each student is expected to participate in leading the class in a 25 minute discussion of the ethical dilemma(s) observed in the assigned readings. An outline of your class presentation is expected to be discussed with the instructor one week before your presentation. Additional written resources or articles may be included in your presentation and submitted prior to your presentation.

**VII. ASSUMPTIONS OF COURSE**

To clarify ethical issues, social workers need to understand fully the logic system of the client as well as one's own values and behaviors. Once one understands the logic system of the client, one is more sensitive to their values, identity and choices.

**Code of Ethics:**

This course is set in the larger context of the mission of the social work profession and the Carthage Social Work Program. An important part of the professional context is special attention to our personal and professional values. The profession maintains specific value positions through the National Association of Social Worker's Code of Ethics. The values outline in the code define, consciously inform, direct, and enforce the parameters of professional practice. We recognize that the Code has changed over time and does not always establish clear priorities. However, it is also the case that the code has historically been consistent in its commitment to social justice, advocacy, and its opposition to discrimination and
oppression in its various forms. The social work professional is mandated, for example, "to prevent practices that are inhumane or discriminatory against any person or group of persons."

In social work practice, the professional social worker is committed to conduct which is congruent with a code of ethics embraced by the social work profession. In reality, quite differing and competing interests and perspectives of social institutions, clients, and the social worker frequently are at variance and impinge on the actual decisions that are made in offering social services. Such interests include issues of confidentiality, value differences, liability risks, terms of employment, availability and distribution of community resources and the consequences of various sanctions that may be brought to bear on the client’s status in the community identified with the use of a service providing by social work. These competing interests and forces, may produce conflict and tension in the worker confronting issues of ethical conduct in arriving at decisions related to their practice.

**Literature and Ethical Values**

The subject matter of ethics and literature are closely related. Most ethical arguments arise out of stories that we tell ourselves about who we are and what we are doing; at the same time, there is scarcely a work of literature that does not carry a weight of moral urgency or exemplify an ethical position. This seminar will examine the value of certain ethical concepts and the ethical implications of certain actions and commitments by close reading and discussion of a number of important works of literature. Each of the sessions will discuss and compare literary and non literary materials. Topics covered will include: authority issues, the responsibilities of leadership, the need for power in an unjust world, the ethics of manipulation, and violations of the Code.

In modern short stories, editor Dorothy Sennett, quotes Frank O'Connor: "A short story, is the lonely voice of a submerged population." Sennett continues: "The people that social workers work with are people who speak with lonely voices, coming from submerged populations--the handicapped, elderly, women, minorities. Clearly, these voices must be heard, and contemporary writer have heard them. A whole lifetime must be crowded into a few minutes."

Theoretical Framework: Ethical decision making models and moral action seen in multicultural literary stories will be discussed. This course will study the lives and feelings of people through novels, drama, short stories, and poetry. The overall goals of the course are twofold: 1) to study these situations to determine what is unique about them and what might be generalizable, and 2) to learn about the ethical dilemmas. Assignments will stress the steps involved in analyzing assumptions about the logic and ethical dimensions presented in the form of clients, stories. It is assumed that every value has both personal and collective implications.
Evaluation of Participation and Discussion Skills in Integrative Seminar

Name: ___________________________ Date: ________________

<table>
<thead>
<tr>
<th>CRITERIA/COMMENTS</th>
<th>RATING</th>
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<tbody>
<tr>
<td>1. Gives relevant responses that are informative and follow the focus of the discussion</td>
<td>1 2 3 4 5</td>
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<tr>
<td>2. Provides adequate support for statements</td>
<td>1 2 3 4 5</td>
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<tr>
<td>3. Provides concise clarification and extension</td>
<td>1 2 3 4 5</td>
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<tr>
<td>4. Demonstrates the ability to view situation from various perspectives</td>
<td>1 2 3 4 5</td>
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<tr>
<td>5. Willing to listen to others and modify position when presented with evidence</td>
<td>1 2 3 4 5</td>
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<tr>
<td>6. Listens to and builds on the ideas of others</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>7. Suggests possible limitations of statements and avoids overgeneralizations</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>8. Questions other students asking them to support, explain, or extend their linking</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>9. Avoids interrupting others</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>10. Shows respect for ideas, opinions, and values of others</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>11. Submits accurate self-evaluate students</td>
<td>1 2 3 4 5</td>
</tr>
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General comments:
# SENIOR SEMINAR EVALUATION FORM

## Seminar Topic:

Student: ___________________ Date: _______ 

<table>
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<tr>
<th>Demonstrates knowledge and understand of the selected topic by:</th>
<th>POINTS</th>
<th>COMMENTS:</th>
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<tbody>
<tr>
<td>A. Clarifying definitions and issues.</td>
<td>(40)</td>
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<tr>
<td>B. Introducing information from current practice and research into discussion.</td>
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<td>C. Identifying social work considerations and/or actions specific to the topic.</td>
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<td>D. Relating theory to practice.</td>
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<thead>
<tr>
<th>Demonstrates leadership potential in seminar presentation by:</th>
<th>POINTS</th>
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<tbody>
<tr>
<td>A. Initiating group discussion through use of relevant comments/questions.</td>
<td>(30)</td>
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<tr>
<td>B. Encouraging all members of class to participate in discussion.</td>
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<tr>
<td>C. Providing structure and direction to class discussion.</td>
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<tr>
<td>D. Utilizing teaching aids and/or resources to supplement seminar content.</td>
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<th>Demonstrates ability to organize content and structure by:</th>
<th>POINTS</th>
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<tbody>
<tr>
<td>A. Establishing seminar objectives related to course objectives.</td>
<td>(30)</td>
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<tr>
<td>B. Achieving initial seminar objectives.</td>
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<tr>
<td>C. Utilizing creativity in seminar delivery.</td>
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<tr>
<td>D. Speaking clearly, precisely, and enthusiastically.</td>
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<tr>
<td>E. Maintaining logical flow of the seminar.</td>
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<tr>
<td>F. Summarizing main points of discussion at the conclusion of the seminar.</td>
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____ /100 Grade: ________
**EFFECTIVE THINKING**

1. Does not see cause/effect  
   See cause/effect  
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   1 2 3 4 5

2. Impulsive  
   Reflective  
   +---------+---------+---------+---------+  
   1 2 3 4 5

3. Dependent  
   Independent  
   +---------+---------+---------+---------+  
   1 2 3 4 5

4. Closed-minded  
   Open-minded  
   +---------+---------+---------+---------+  
   1 2 3 4 5

5. Lacks Persistence  
   Persistent  
   +---------+---------+---------+---------+  
   1 2 3 4 5

6. Unmotivated/Uninterested  
   Questioning/Wonderment  
   +---------+---------+---------+---------+  
   1 2 3 4 5

7. Haphazard Manner  
   Logical Manner  
   +---------+---------+---------+---------+  
   1 2 3 4 5

8. Unaware of own thinking  
   Aware of one's thinking  
   +---------+---------+---------+---------+  
   1 2 3 4 5
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<tr>
<td>10</td>
<td>Cannot connect past to present experiences</td>
<td>Connects past to new experiences</td>
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<tr>
<td>11</td>
<td>Limited thinking</td>
<td>Long-range thinking</td>
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<td>12</td>
<td>Imprecise language</td>
<td>Precise language</td>
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<td></td>
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<td>1</td>
</tr>
<tr>
<td>13</td>
<td>Never uncertain</td>
<td>Allows uncertainty</td>
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<tr>
<td>14</td>
<td>Lack of curiosity</td>
<td>Full of curiosity</td>
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<td>+------------+------------+------------+------------+ +</td>
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REFERENCES


Appendix D

DIALECTICAL JOURNAL ENTRY
Instructions for Dialectical Logs for Students in Integrative Seminar: 1992

The trend in education is to see literature more and more as an event or an experience rather than as an object to be studied. What subjective critics focus on, then, is not the book-as-object but the act of reading, the event of reading, receiving, responding. To these critics the book on the shelf—that is, the closed book being unread—is not literature; it is, rather, the active reading event that is literature. Hence, students focus on the reading-event as well as on the book-object and try to become aware of the process of reading. These critics remind us that our perceptions, ideas, and evaluations change or are readjusted as we read. Stanley Fish stated that "Meaning is an event, something that happens, not on the page, where we are accustomed to look for it, but in the interaction between the flow of print (or sound) and actively-mediating consciousness of a reader-hearer." For example, the meaning (what some call content, thought and feeling) of the poem (or short story, fable, or novel) is embodied in the experience of the reader, not in the work of literature itself. It is important to be aware of our own responses (and changing responses) as we read. Hence, it is helpful to keep a journal of responses.

In this class you will keep a reading log on binder paper. Divide it into two columns. On the left side or page, write down noteworthy quotations from your reading—parts of your reading that please you, confuse, or disturb you. For each quotation you list on the left, write your comments about the quotation on the right side. Perhaps you will draw a conclusion, or make a connection between this passage and something at your field placement or class. See the sample reading log entry below. Don’t be concerned with correct spelling, punctuation, or sentence structure. Phrases are fine. You may draw pictures to help you capture the meaning, too.

To start your log, translate the title into one or more questions and then speculate on possible solutions. Take notes on your speculations. Notes are not polished written products, but a means of thinking. Writing enables you to think with increasing precision and effectiveness. TO WRITE IS TO THINK.

Actively read the work from literature. Active reading means that you carry on a dialogue with the author. You will often pause in your reading to reflect on the development of the author’s message. You try to anticipate the author’s next point. You may relate ideas back to the question posed by the title. You ask yourself questions about the content and about how the author has organized and presented the content. What does this idea mean? How does the idea or topic lead to an answer to the question posed by the title? Why does the author discuss this topic and not another? Later you may become aware of certain types of responses: (a) Personal Statement (about yourself or your personal engagement with the material), (b) Descriptive Statement (retelling part of the work in your own words; describing aspects of Language, Characters, Setting,
etc.) that reminds you of social work, (c) Interpretive Statement (interpreting parts of the text or the whole), and (d) Evaluative Statement (evocativeness, construction, or "meaningfulness" of the work).

A creative and critical thinking reader will respond in some or all of these ways, will adapt responses to individual works, and will seek integrated responses to literature which incorporate the literature into the reading experience. By keeping a record while reading, after reading, and when rereading, the reader will begin to understand meaning as a temporal event.

Bleich writes that subjective criticism "is the disciplined study of language and literature under the subjective paradigm/where/facts acquire meaning only as a function of somebody's subjectivity."
INSTRUCTIONS FOR DIALECTICAL JOURNAL ENTRY

As part of Integrative Seminar, you will keep your own reading logs where you will ask your own questions and keep track of your thoughts as you read.

To get started, divide paper into two columns and keep track of your thinking as you write in the following manner:

<table>
<thead>
<tr>
<th>TEXT</th>
<th>YOU</th>
</tr>
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<tbody>
<tr>
<td>(take notes)</td>
<td>(make notes)</td>
</tr>
<tr>
<td>quotations</td>
<td>your responses and comments</td>
</tr>
<tr>
<td>summary statement</td>
<td>conclusions and connections</td>
</tr>
<tr>
<td>observations</td>
<td>with your life or with other readings</td>
</tr>
</tbody>
</table>

Get down as much of your good thinking as possible, even when you are confused. It does not have to be complete sentences; sometimes it will be little phrases, pictures, key words.

DIALECTICAL JOURNAL ENTRY

OBSERVATION: what I see, read

Hard Times by Studs Terkel

p. 62 "discontented everywhere"

p. 62 "To Califomy, I guess"

p. 62 "I knew many people, colored white..."

ANALYSIS: what I think

like soldiers from Vietnam War: disturbed, restless

I say this person is not well educated based on spelling and speech

I never thought blacks and whites were together on anything back then, even hard times

** Now, reread your log and underline the best comments or idea you find there: the most thought-provoking part. For your essays, open up this topic with more writing and, revise your notes. If you made new discoveries as you talked in class or as you reread your log, all the better. Expand an idea, connect a couple of related ideas, or change directions if you wish. These entries should represent your best thinking of this reading.
Below is a double entry journal. In the left column, copy short passages from the client’s story that seem interesting or relate to your life in some way. In the right column, write your responses to the passages you have selected. Your responses might indicate what the passage means, what it reminds you of, what you don’t understand, how you feel about it or any other comments.

<table>
<thead>
<tr>
<th>PASSAGE FROM THE STORY</th>
<th>RESPONSES TO THE PASSAGE</th>
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Appendix E

THE CRITICAL THINKING QUESTIONNAIRE
INSTRUCTIONS: I would like you to take about an hour and one-half to complete the following questionnaire. There are three parts to this questionnaire.

Please read the case vignette. After you have read the case vignette, write an essay in response to each question in each part.

Thanks for your cooperation.

Linda S. Noer
Doctoral Student
Part I

1. In your essay, please describe your feelings about and reactions to the people in this case vignette. How do you think you would relate to them? What questions would you bring up with them?
Assume this case was assigned to you to assess. What are your assumptions about the case? Do you think there are any gaps or missing pieces of information in the client's story? If so, discuss these. Then tell me your recommendations.
3. The people or the circumstances in this story might remind you of other people in a similar situation. For example, a character in a story, movie, TV special, poem, cartoon, fairy tale might be very similar to the situation in the case vignette. Describe as many examples that come to mind.
Part II

1. Discuss any ethical dilemmas or value conflicts that could occur if you were assigned to work with this client. How would you evaluate your own ability to understand this case situation?
Part III

1. I have given you a social worker’s version of this story in case vignette form. Choose one of the characters in this story. Imagine that the character is now an elderly person, thinking back one’s life. Write the story using the client’s own words.
Appendix F

CASE VIGNETTE A AND CASE VIGNETTE B
CASE VIGNETTE A: Amanda Jenkins and Richard Jenkins, Jr.

Richard Jr was burned terribly in a household fire when he was just a little over a year old. He received third-degree burns over fifty percent of his body. That he lived at all is somewhat of a miracle. He spent about four months in intensive care in an excellent hospital known for its expertise in working with burn victims. The hospital social service staff referred Richard to your agency before releasing him because extensive physical, occupational, and speech therapy would be needed. Richard would require extensive skin grafting and plastic surgery in the future. Most of his fingers and toes had been burned away but a few parts remained that might be taught to grasp and function in basic ways. His face had been burned to such a degree that extensive therapy would be required to teach him to use his mouth effectively for speaking. Richard, in short, would need ongoing help from both the hospital and the day program at your agency (Urban Day Center) or he would never be able to care for himself or communicate normally.

When the boy first arrived he was obviously in pain. He cried all the time, moved his body around constantly, and wouldn't eat. Salve had to be applied frequently for itching; his healing skin was tender and oozing all over his body. Naturally, the staff was concerned when he missed the bus twice the first week. Your staff contacted the mother, Amanda Jenkins, to find out more about her situation. A strikingly beautiful, single, 19 year old woman, Ms. Jenkins told you that her public assistance grant had not been sufficient to pay all her bills that month, her utilities had been turned off, and she was living alone in an apartment in late autumn without heat, hot water, or electricity.

Richard, Sr., father of Richard, Jr. often visits. If he had been drinking, he was physically abusive to Amanda. She tells you that she does not want to borrow money and be in debt to Richard, Sr., as she cannot trust him and he might take it out on her later. Even with the abuse, Amanda admitted she loved Richard.

Amanda herself was afflicted with epileptic seizures for which she received a small monthly disability stipend. Stress tended to trigger the seizures. Since the fire, she has been overwhelmed. She asked your staff if it would be possible to place Richard Jr. in a foster home for a while. A placement was found that seemed appropriate to all involved, until such time as Ms. Jenkins could pull herself together and have her heat and utilities turned back on.

After a few weeks, Richard Jr. seemed to be doing much better physically. Amanda felt ready to bring him home and your staff felt Ms. Jenkins would be able to care for the child. Ms. Jenkins managed to scrape up the money required to get her utilities turned back on. And so Richard, Jr. came home.
Although well-intentioned, Ms. Jenkins often did not get Richard Jr. to the Urban Day program every morning. The staff would have to go out and transport the child. Sometimes telephone calls worked and sometimes they didn't. Occasionally when Amanda Jenkins missed putting the child on the bus, she would bring the boy in herself, apologizing profusely saying "Richard is the only thing keeping me happy now." She meant well, but her life was often out of control. Sometimes her Richard, Sr. would come over and they would get into a fight. The next morning the young mother would be too upset to get Richard Jr. on the bus or take him to his appointments with the doctor and other medical people. On the day when Richard didn't arrive on the bus, you are asked to go out on a home visit to confront the mother. Upon your arrival you found that Amanda had been badly beaten the night before. In fact, she had been beaten so badly that she had jumped out of her second-story window to avoid a fate that seemed worse at the time. Amanda's foot was broken in the fall, and she was extremely bruised from the fight. Crawling back up the stairs had exhausted and infuriated her. During this time Richard Jr. had managed to hide, but again, he had not been fed or cared for during the crises. As you arrive, you discover Mr. Jenkins has appeared, intoxicated, on the scene. He wants to take his son away from his mother.

Your supervisor wants you to notify protective services. Other team members at your agency tell you "Amanda is doing all right, considering the circumstances. She would probably fall apart if we took Richard away now; he's her only reason for living." Your supervisor does not agree.
CASE VIGNETTE B: THE JOHNSON FAMILY

Mrs. Diana Johnson, 32 years old, previously in good health, was admitted to the hospital where AIDS was diagnosed. She died a few weeks later without leaving the hospital. She had apparently been infected from a relationship that predated her marriage. Neighbors, concerned about the care of her children, had referred the family to the Child Protective Unit. The social worker found that Beth, a two and a half year old daughter, had become withdrawn, mute and was refusing food.

Later, Beth was twice admitted twice to the hospital: once for treatment of pneumonia at which time she was found to be HIV-I positive and a second time when she was admitted for treatment of weight loss exceeding one-third of her previous body weight. On both occasions Mr. Bill Johnson, father, refused to allow tube feeding or any other further investigation of Beth’s AIDS status. He also refused to allow himself or his two other children to be tested.

Mr. Bill Johnson, 33 years old, visited very little and was thought to be intoxicated when he did arrive. Consciously he wished to spare his children pain and misery of the treatment his wife had experienced before her death. Less consciously he seemed to wish to withdraw from the possibility that not only his children but he too had the dreaded disease. Thus he withdrew from Beth.

Beth was seen for psychiatric assessment. Father’s behavior had become very erratic overall. He had just begun drinking heavily and was apprehended by the police for alcohol-related offenses. He was spending a great deal of his time away from the house. As we learned later from father himself, he had engaged babysitters without careful evaluation of their credentials and without supervising their involvement with his two children, Rachael 6 yrs, and Pam 4 yrs. Although most were reasonably concerned about the physical well-being of the children, there was little attention to the children’s emotional needs. With one set of babysitters, there was some evidence of neglect, and the children to frightening situations.

Approaches to Bill Johnson were ineffective initially. The child welfare worker felt that placement of the child was not indicated because the father was reasonably caring and concerned. His not working, his alcohol abuse and police problems, his absences from the home and his nonattendance at doctors’ appointments were excused on the basis of his own difficult situation. In the course of her hospitalization, the social worker became concerned about the relationship between the father and a babysitter. The babysitter had been employed privately by father, and was unaware of the presence of the HIV-I virus in the family.
Bill Johnson had denied any sexual relationship with the babysitter, but this was not entirely trusted by the staff. Additional concerns about the babysitter handling dirty diapers etc., were observed by the social worker, although it is unlikely that transmission of the virus can occur in that manner.

Beth’s physicians agreed, although one dissenting opinion was noted, that she should be allowed to die because she almost certainly had AIDS. Finally ten months after Beth first stopped eating, she was admitted to the hospital with father’s consent, for treatment of malnutrition but deteriorated. Deteriorating slowly, both mentally and physically until she died. Visits from father, Bill, and the children were rare.

After the child died, Bill refused to allow an autopsy. There now is some evidence that one other child is infected with HIV-virus.

After three months, it is now confirmed that his other daughter, Rachael, age 6 years, is diagnosed as having AIDS. Bill Johnson is calling you to set up an appointment.

Appendix G

THE COURSE EVALUATION
THE COURSE EVALUATION

1. Describe the changes that reading and writing about literature has made for you in understanding clients at your field placement.

2. Describe the changes that reading and writing about literature has made for you in understanding yourself at your field placement.
3. What kinds of clients did you work with at your field placement? Describe the kinds of problems they presented. Tell me the age range of clients.

4. Please provide any additional information that would be helpful to the researcher about your experience this semester in the Integrative Seminar.
Appendix H

CORRESPONDENCE
January 29, 1992

Ms. Linda S. Noer
Chair, Social Work Program
Carthage College
Kenosha, Wisconsin
USA 53140

Dear Ms. Noer:

This letter confirms that you have been given permission to adapt the following article for your doctoral dissertation:

**AIDS in Infancy: Diagnostic, Therapeutic and Ethical Problems**

We understand that *The Canadian Journal of Psychiatry* will be acknowledged, citing volume and issue numbers.

Please do not hesitate to contact me if I can be of further assistance.

Yours sincerely,

Christine Parent
Editorial Assistant
Appendix I

THE CODEBOOK
THE CODEBOOK

CRITICAL THINKING CATEGORIES

Creative Thinking Indicators
Analytical Thinking Indicators
Dialectical Thinking Indicators

ELEMENTS OF SOCIAL WORK THEORY CATEGORIES

NARRATIVE THINKING CATEGORIES

CRITICAL THINKING CATEGORIES

CRITICAL THINKING

A broad term that represents rational, reflective thinking concerned with what to do or believe. The possession of the tools to reason across, between and beyond the categories of any technical domain.

INDICATORS

Creative Thinking
Analytical Thinking
Dialectical Thinking

CONCEPT
CREATIVE THINKING

Behavior which produces a novel outcome that is socially useful. It includes originality (Janusian and Homospatial processes), flexibility, and fluency.

INDICATORS

Originality
Fluency
Flexibility
**Originality:** statements exhibit curiosity about the client; puts information into a new configuration; a unique awareness of the situation suggests a novel deviation. Includes: Janusian (paradoxical identification and intervention) and Homospatial (empathy and utilization of metaphor).

**JANUSIAN:** The capacity to conceive and utilize two or more opposite or contradictory or paradoxical ideas simultaneously. i.e., holding unfamiliar concepts in juxtaposition with the familiar; this process develops a sense of self-contradictory propositions that produce new and positive experiences to allow client to deal with ambivalence, and paradox of the situation. Deals simultaneously with and several problems at the same time and sees the paradox of the situation.

**SCORE**

3 **HIGHLY PRESENT:** curious, paradoxical with several examples
EX: "I don’t see how anyone can expect him to help his child with his health problems if he can’t keep his own life together. He is a victim as well as a victimizer.

2 **PRESENT:** curious with one supporting example
EX: Why didn’t she call the police or try to get help--or maybe she tried and they ignored the call.
Ex: I would try to let her make her own decisions, but indirectly point out all the problems her boyfriend is causing.
EX: I feel bad that she is being abused, but also angry she has done nothing to stop the abuse.

1 **LOW:** curious though vague; judgmental language used.
EX: She seems to be doing her best, yet there are still so many problems in her life. It really bothers me when someone causes so much damage in a person’s life and they still love that person.

0 **ABSENT:** no statements about curiosity or ambivalence
**HOMOSPATIAL:** Consists of actively conceiving two or more discrete entities occupying the same space. Creates a "picture" of the client’s situation by showing insight, empathy, analogies, and metaphor.

**EMPATHY:** The ability to "feel into" another’s experience by using sensory language to understand client’s situation.

**SCORE**

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<td>3</td>
<td><strong>HIGHLY PRESENT:</strong> multiple examples of sensitivity to client’s situation without imposition of own viewpoint.</td>
<td>I would try to be understanding of her situation...how she feels about boyfriend, about abuse, if she feels if she even has been abused; what she feels would make the situation better; (uses client’s voice) &quot;I feel helpless because I can’t stop his pain; Richard is really sweet deep down, loves his son but when he drinks he gets violent; Not his fault, it is the alcohol.&quot;</td>
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<td>2</td>
<td><strong>PRESENT:</strong> sensitive to client but response is limited;</td>
<td>I was frustrated that so much has happened to this woman in such a short period of time.</td>
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<td>1</td>
<td><strong>LOW:</strong> little evidence of ability to understand what it would be like to be in the client’s situation.</td>
<td>I was mad.</td>
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<tr>
<td>0</td>
<td><strong>ABSENT:</strong> no indicators found</td>
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**METAPHOR:** The creation of concrete images that connect feelings to experiences and visual representations to relate to present situation;

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<td>3</td>
<td><strong>HIGHLY PRESENT:</strong> high use of images</td>
<td>&quot;Amanda seems to be using Richard as an object to trust, as someone who will be there for her, but consistently interferes with Richard's needs.&quot; It reminds me of &quot;The Burning Bed&quot;--that woman didn’t receive help when she was being abused and it drove her to murder; everyone was suffering because no one intervened and he burned due to the father and mother going through a divorce.</td>
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<td>2</td>
<td><strong>PRESENT:</strong> visual image described;</td>
<td>Reminds me of a little boy who’s father had poured gas on him.</td>
</tr>
<tr>
<td>1</td>
<td><strong>LOW:</strong> vague connection explained;</td>
<td>It is hard to say just one thing that it reminds me of; I can’t think of any one thing right now.</td>
</tr>
<tr>
<td>0</td>
<td><strong>ABSENT:</strong> no visual image or analogy</td>
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Fluency: recognizes patterns in fluent way; shows ability to search broadly for many facts, problems, ideas and evaluative criteria that work toward change; quickly able to produce many ways to assess the situation for appropriate application; perceives and understands the "webs" that characters find themselves caught in: Looks for ways to make connections.

3 HIGHLY PRESENT: makes unusual connections and shows awareness of gaps or missing elements in client's story while proposing alternatives for client.
EX: Get counseling for Bill so he can deal with the problems in his life (raising a child with severe health problems, death of wife/mother)

2 PRESENT: proposes some alternatives
EX: Tell her options, but do not push her in any direction.
EX: Take a parenting class.

1 LOW: limited to one alternative
EX: Get a restraining order to keep boyfriend away.
EX: Keep Bill away from babysitters.

0 ABSENT: no comments that make reference to unusual connections

Flexibility: openness to adventure; an ability to realize the plan; flexibility involves action and risk taking; student realizes the risks; considers wide-range of possibilities and takes action; can shift ideas and objects to various categories and takes appropriate action; develops new ways to understand the situation; remembers, recognizes, notices and realizes when to apply past knowledge to new situations;

3 HIGHLY PRESENT: abstracts meaning from one experience, carries it out and applies it in a new situation; many options offered.
EX: Amanda and her child have physical problems as well as emotional problems, i.e. subjecting herself to her boyfriend's abuse. There are many ways one could intervene within this family: relationship with son, boyfriend, Amanda; use community agencies to reduce abuse, deal with trx and stress.
EX: Use other resources provided by Social Services to keep children safe; help discover the other adults in his environment--(friends, neighbors, family) to make it easier for Bill.
EX: Help Ms Jenkins get Richard to the program at the day services by supplying more help, i.e. use back up driver; consider child in home stimulation programs or homecare; foster grandparent: or Big Brother.

2 PRESENT: reference to action, but few options discussed.
EX: Protective Services should have moved in sooner to eliminate some of the problems. The system runs on such a slow pace that many people suffer.

1 LOW: reference to action, but vague
EX: "If Amanda is not ready, I would tell her when she feels ready I will"

0 ABSENT: no reference to patterns of behavior or consequences:
CONCEPT

ANALYTICAL THINKING
An active and systematic attempt to understand, analyze and evaluate information.

INDICATORS

Logical Analysis
Evaluation
Persuasive language

A. Logical Analysis: Offers reasoned, factual information to define problems; seeks clarity by recognition of assumptions (stated and unstated beliefs) makes decisions and reasoned judgments; shows.

3 HIGHLY PRESENT: statements address issues in logical, orderly fashion; locates facts, analyzes problem, and develops plan.
EX: Richard needs to be taken care of. Amanda’s crises prevent this care. Therefore, intervention is necessary.
EX: Work together with agencies and other resources to help them make it together before removing Bill’s children from the home.

2 PRESENT: locates facts and assumptions; shows connections, but does not discuss a plan; states assumptions with vague reference to future.
EX: No income inhibits self-concept of individuals; makes it harder to get the best resources;
EX: not enough money is spent for social welfare services to begin with and being poor means losing much of your status as a citizen;
EX: Foster care is a good middle step to help you put your life together. It can also help the child’s future.
EX: She has the resources she needs for her son, but she does not use them.
EX: abuse isn’t taken seriously enough by some people, it is almost socially acceptable.

1 LOW: states assumptions without planning factual information.
EX: Amanda does not seem to have many resources
Ex: Something has to be done to help Amanda and Richard make it together. Ex: Place her in a group care service.
Ex: A drinking problem can affect the family.
EX: Why does the mother still care for him?
EX: Who could love a man who abuses you?

0 ABSENT: none stated
**Evaluation:** supports assessment with data and discussion of plan; may seek outside resources; draws conclusions, and provides options.

3 HIGHLY PRESENT: seeks pertinent and well defined options to address in working with client; awareness of the crucial indicators of the current situation; statements reflect key issues to explore for interventive purposes. selects the best option; seeks outside resources and discusses plan.

EX: Immediate intervention is necessary. It seems that when Richard was away from home, he began to get better physically. EX: I have a feeling that Richard, Sr. may have been physically abused by his own father.

EX: Look at outside resources as well as inside resources in environment. Discover how the abuse affects the relationship between herself and her son; I would encourage her to rely more on outside sources, such as her family, friends, neighbors, as well as other day-care services and such.

EX: I would have Amanda write down so she can visually see all her talents, abilities and strong points. I would then help her write down her boyfriend’s strong points. Then compare the two to let her make her own decisions.

2 PRESENT: plan is stated.

EX: No one has helped Amanda deal with the abuse issue.

EX: She has the resources she needs for her son, but she is failing to make use of them.

EX: How would she feel about temporary placement for Richard, Jr until she can deal with his father appropriately?

EX: I would immediately call the police and encourage Amanda to press charges to obtain a restraining order.

EX: Amanda’s personal problems are interfering with Richard’s therapy; Richard, Jr. will need constant check-ups, therapy and rehabilitation for many years.

EX: Richard should be put somewhere where his rehabilitation can be insured.

1 LOW: Vague attempt to put a plan together; has problems prioritizing; uses episodic thinking, awareness of something missing (plan); looking for quick answers.

EX: I would try to find out about her interests.

EX: She could move and not tell Richard Sr.

EX: Someone needs to care for the child.

EX: Permanent foster care

0 ABSENT: no response
**Persuasive Language:** Uses assertive expressions and emotive language to persuade and examine issues.

3  **HIGHLY PRESENT:** strong, affective language used to argue for an intervention; bold intense language
   Ex: Action should be taken to look into all possible services that Amanda is eligible for, due to her status with Social Services.

2  **PRESENT:** uses language that shows caring, but not developed into strong, action oriented verbalizations.
   Ex: I'm concerned with the well-being of the child.
   Ex: I feel the government should be more involved or at least provide more funding for programs to help people like Amanda.
   Ex: (LETTER TO AMANDA: I suggest that you make full use of the violence shelters..transportation systems as this is extremely important to insure his development.

1  **LOW:** student uses blaming language toward client; gives advice; uses judgmental terminology; language is confused and imprecise
   Ex: O.K., weird, "nice", "stuff," makes broad generalizations using pronouns such as "everybody," "they."
   Ex: Some of the fault does lie with Ms. Jenkins.
   Ex: Can she deal with his father appropriately?

0  **ABSENT:** none indicated
CONCEPT

DIALECTICAL THINKING
Use of metacognition ("thinking about one's thinking"); responsible for one's own feelings; uses self-correcting thought processes to reflect upon one's own thinking; aware of affective strategies along with values on which judgments are based.

INDICATORS
Recognition of Limits
Recognition of Personal Bias
Values Input from Others

Recognition of Limits: Shows sensitivity to the limits of one's knowledge, including the circumstances in which one's egocentric thinking confuses and distorts, causing bias and prejudicial thinking; aware of one's own viewpoint and what thoughts are based on. Practices self-reflection and self-corrects by using thinking verbs.

3 HIGHLY PRESENT: uses thinking verbs as self reflection;
EX: There is more going on here with Amanda. I do not think it is lack of good judgment that causes Amanda to forget to bring him to his therapy. I need to consider more.
EX: I'm intrigued with this case, but I don't have enough information.
EX: I wonder if the research would suggest that she is denying her problems due to her own involvement with alcohol/drugs in combination with her medications for epilepsy.

2 PRESENT: Student is aware of negative self-fulfilling prophesy if assumptions are held and not checked out; thinks about involvement with client, but does not include a plan to include others.
EX: I don't have any assumptions.
Ex: This is how I see it. Having children too early does more harm than good..I don't agree with that."
Ex. I guess I really don’t understand why Amanda still wanted to be with Richard Sr. and not help herself or Richard, Jr

1 LOW: Student avoids discussing one's way of evaluating. They do not acknowledge awareness of a plan to complete a task or solve a problem. "They just do it" without imploiring any thinking about it. Does not evaluate the consequences of their own thinking.
EX: This is how it is. I cannot see any other possibility.
(Student is not aware of the limitations of "black and white" thinking;this kind of concrete thinking, unilateral thinking they are using at this time is limited thinking.

0 ABSENT: no comments reported
Recognition of Personal Bias: Aware of bias/values brought into the situation; takes responsibility for one’s own feelings; reflects and corrects one’s thinking.

3 HIGHLY PRESENT: talks about one’s feelings; reflects and corrects
Ex: I could set my own feelings aside. I would have to make a conscious effort to treat her like an adult and allow her to make up her own mind.
Ex: The largest problem I would have in working with this case would be that I would tend to push Amanda very hard to straighten out the problems with Richard Sr and I may tend to forget her fears because I place such emphasis on the safety of Richard J."

2 PRESENT: Student shows awareness of bias and prejudice but doesn’t make the next leap to how this would effect the relationship with client.
EX: It would be hard for me to be on Amanda’s side because of my beliefs.

1 LOW: Student’s response is not developed.
EX: I would not be capable of working with this client.

0 ABSENT: no comments reported

Values Input From Others: learns from others; tolerates and encourages other viewpoints; aware of one’s own decision-making model as well as the importance of interaction of multiple systems upon one’s thinking.

SCORE

3 HIGHLY PRESENT: curious about others’ opinions and contributions
Ex. I would like to have the whole team look at this situation (psych, psychiatry, neurology...) Check out the possibility of reaction from meds for seizure control.

2 PRESENT: includes others in thinking, but not specific in plan
EX: Talking with my supervisor about what to do with Amanda is the most important thing I can think of.

1 LOW: vague reference
EX: Maybe a referral.
EX: Somebody else should be reported

0 ABSENT: no comments
ELEMENTS OF SOCIAL WORK THEORY

CONCEPT
Elements of Social Work Theory
Students in an accredited undergraduate social work program are expected to understand, apply, and integrate generalist social work principles, concepts, theories and values, skills, and research to understand clients.

INDICATORS
Ethical Dilemma
Person in Environment
Use of Self

Ethical Dilemma: Discusses the logic of social work discipline by showing a sense of justice and moral awareness of dilemmas that indicate caring and/or moral commitment for clients based on Code of Ethics.

SCORE

3 HIGHLY PRESENT: identifies multiple points to consider in ethical decision making.
EX: There are several issues that could become ethical nightmares: risk to child if fit with care/transportation issue is not resolved; overinvolvement of social worker in case; unacknowledgement of father’s role and rights to child; Ex: The child’s needs are the most important; then Amanda’s needs;

2 PRESENT: aware of dilemma with one example
EX: When a mother is abused, it leads to the improper care of the child.

1 LOW: judgmental, extreme, one sided response;
EX: Never have child see father again;

0 ABSENT: no comments reported
**Person in Environment:** Includes biological, psychological, social, environmental and cultural resources that enhance or detract from the client efforts for change.

3 **HIGHLY PRESENT:** Student shows awareness of many resources and possible interventions for client.
EX: Amanda doesn’t seem to have anyone to share these tasks with; could a plan be worked out with other care givers?
EX: Abuse from b.f. seems related to drinking and boredom; he is not abusive to child. Both mother and child are clients; both need services.
EX: Consider other resources: restraining order, in home program; foster grandparent; safety plan.
EX: Foster care would not be recommended until all highly monitored support systems have failed.

2 **PRESENT:** documents roles and sees connection. Does not develop response and lists few resources.
EX: Foster care is the only possibility at this point. (No rationale for this recommendation).
EX: Get social services involved.
EX: Try a parenting group.
EX: Try financial counseling.

1 **LOW:** services are alluded to, but no attempt to evaluate it.
EX: Bill needs help.

0 **ABSENT:** no comments reported

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**Use of Self:** Shows awareness of one’s personal and professional limitations in helping clients;

3 **HIGHLY PRESENT:** identifies time line for services for client with attention to needs and abilities.
EX: Amanda does not seem to have many resources: no family, no friends, support group, parent’s group;
Ex: I am aware that her problems or situations will take time to resolve and am willing to take time for a satisfactory solution with a look towards the future with her.
Ex: I would provide her with support and hopefully place some kind of self-confidence within her.

2  **PRESENT**: limited connection to services and professional role/responsibilities  
**EX**: I guess I really don’t understand why Amanda still wanted to be with Richard Sr. and not help herself or Richard, Jr.

1  **LOW**: Student cannot tolerate client’s value system. Has tendency to impose his/her values and not have empathy for client’s values. 
**Ex**: No way for those two to raise a kid.

0  **ABSENT**: no comments
NARRATIVE THINKING

CONCEPT
NARRATIVE SKILLS
Elements that define the logic of a client’s story

INDICATORS
STORY
PEOPLE
PLOT
PLACE
FANTASY
PATTERN/RHYTHM

Story: Outlines a sequence of events to understand client’s thinking process, based on values, self-esteem and construction of the self. Provides a "time line" or description of "career of the problem."

3 HIGHLY PRESENT: Highly documented examples of client’s sequence of events
EX: Information is unavailable to know mother’s history, child’s relationship with other people (beyond Rich’s father and day treatment program). What neighborhood or family resources exist?
EX: It is hard to know how Amanda feels about herself. She finds much satisfaction in trying to figure out her boyfriend and needing him in her life. She admits to being overburdened and needs help; yet she is unable to use the resources available. Maybe the resources identified by the county intervention team are inappropriate and other resources should be considered.

2 PRESENT: Few examples of client’s sense of situation
EX: Amanda cares deeply about her child and dramatically clings to him for reassurance.
EX: Because of her love for her son, Amanda may be able to break the cycle of abuse, an estimated long, difficult process.
EX: She is being victimized. How would she feel about temporary placement for son?

1 LOW: vague; one example of client’s sense of situation
EX: Because she has no friends, she needs to work on increasing her resources, possibly by joining a support group or a parents’ group.
EX: She has the resources she needs for her son, but she is failing to make use of them.

0 ABSENT-no examples provided
People: offers a description of client motivation and intent with regard to human interaction; describes inner life, intentions and motivational factors of the key actors of the story.

3 HIGHLY PRESENT: Many examples of how characters are connected in client’s thinking
Ex: High emotional attachment to child as she states, 'He is all I have to live for' yet unable to pull the resources together to make it a more equitable situation for her child. He is entitled to good medical care and education and the state may have to find new ways to enable mother to work together to provide better adaptation to resources.
EX: The stay in foster care, a short separation, was helpful physically to Rich, Jr. but what about emotional separation from mother? He seems to be better company than boyfriend.
Ex: Mother relates well to worker; seems to have a strong working alliance which can later be utilized in other cultures external to the social work/client culture.

2 PRESENT: Few examples of how characters are connected in client’s thinking
EX: There is a pattern of low motivation for change; she repeats the same behavior over and over without successful change.

1 LOW: Vague awareness of how characters are connected in client’s thinking.
EX: A person can’t just have one problem at a time, EVERYTHING always has to overlap.

0 ABSENT--no indication of interconnections
Plot: Shows process clients use to give meaning to events or set the context for story; indicates ways clients set goals; connect cause and effect (causality and meaning);

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| 3     | **HIGHLY PRESENT**: examples of how the story is given meaning by the client; how they make sense of it;  
EX: What are the circumstances surrounding the burns of A’s child? Is there a story of guilt that is influencing the present circumstances or is it the attention she gets by creating crises. It may be more exciting than living without a child or boyfriend, but not positive for herself or her son. Sounding board?  
EX: Needs help to end abuse cycle and has not been made aware of resources or cannot develop a plan to engage in healthy interaction with boyfriend. Focus has been on the child totally; little help for her. |
| 2     | **PRESENT**: awareness of meaning but few examples of supportive documentation  
EX: If she can’t keep her life together, how can she help her child?  
EX: She appears to be unrealistic and naive about bill payments and medical injuries |
| 1     | **LOW**: vague awareness of meaning  
EX: Bill is not even aware of his children’s problems as he is still in love with his wife who died. |
| 0     | **ABSENT**: no documentation provided |
Fantasy: Envisions alternative forms of reality and helps client imagine and construct a different future to deal with ambiguity and uncertainty.

3 HIGHLY PRESENT: Provides in-depth construction of situation for client
EX: Amanda has not articulated a plan for consistent parenting. Her response to environmental resources has been inadequate. Yes, she does acknowledge a need for help for temporary respite foster care, but she continues to be "spotty" in her efforts at making a clear commitment to cooperate with the Day Treatment program. It seems hard for her to feel different about herself to create a more positive self-image. Her two major roles in her life at this time relate to mothering and getting along with her boyfriend.

2 PRESENT: aware of need to image a different story, but few specific examples
EX: Amanda did see a need for a break from the stressors and asked for respite foster care. She wants things to be better for her son and herself. Even though it will take time, I think she has enough strength to create a new life.

1 LOW: vague regarding creative way to develop a different story for client
EX: Bill's way of handling his problems makes me feel that he would like to "run away" and not deal with his problems

0 ABSENT-no attempt to identify a different future.
Place: Assesses the effects of social structures upon a client and how one locates oneself within the culture. Looks at cultural, geographical, environmental issues of the dominant culture upon the client’s culture.

3 HIGHLY PRESENT: documents many issues impede on client
EX: Poverty makes living conditions unequitable for people. Amanda continues the poverty cycle without any support from family, friends or neighbors. The state agency needs to help empower Amanda and monitor interventive measures.

2 PRESENT: documents issues that impede on client
EX: Bill is in denial and cannot see all the problems his family has and will have in the future if he doesn’t get medical help and somebody to help him with the kids so he can cope with the upcoming problems with the other child.

1 LOW: vague awareness of social structures
EX: It’s hard being poor and no family help.

0 ABSENT-no indication of awareness of social structures

Pattern and Rhythm: Focuses on the interactive process client uses to connect events; aware of context and client’s language.

3 HIGHLY PRESENT: documents many issues related to possible directions for the client.
EX: Few creative support services exist for Amanda. She could benefit from many more respite services that would fit her lifestyle. For example, having more home visits and stimulation programs in her home may be helpful so she feels more comfortable about letting her child go with others. She may not value the educational goals, the "bus" or others’ intervening with her child. It makes more sense to try things on her territory first and then expand it outside the home to strangers. Yet, she has a good rapport with the social worker.

2 PRESENT: aware of interconnections with few examples
EX: Amanda means well, but cannot get up every day to get her child to the bus. The liability factor is an issue in the long term functioning. It is important to intervene early with burn victims for best rehabilitation results.

1 LOW: vague reference to interconnections of case
EX: Amanda should get rid of the boyfriend by placing a restraining order on him. Somebody needs to help her find a job and place her.

0 ABSENT-none reported
Appendix J

CODING SUMMARY FORM
# CODING SUMMARY FORM

## I. CRITICAL THINKING

### A. Creative Thinking

<table>
<thead>
<tr>
<th></th>
<th>(I-1)</th>
<th>(I-3)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Originality</td>
<td>0 1 2 3</td>
<td>0 1 2 3</td>
<td></td>
</tr>
<tr>
<td>2) Fluency</td>
<td>0 1 2 3</td>
<td>0 1 2 3</td>
<td></td>
</tr>
<tr>
<td>3) Flexibility</td>
<td>0 1 2 3</td>
<td>0 1 2 3</td>
<td></td>
</tr>
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</table>

### B. Critical Thinking

<table>
<thead>
<tr>
<th></th>
<th>(I-2)</th>
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</thead>
<tbody>
<tr>
<td>1) Logical Analysis</td>
<td>0 1 2 3</td>
<td></td>
</tr>
<tr>
<td>2) Evaluation</td>
<td>0 1 2 3</td>
<td></td>
</tr>
<tr>
<td>3) Persuasive and Appropriate Language</td>
<td>0 1 2 3</td>
<td></td>
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</tbody>
</table>

### C. Dialectical Thinking

<table>
<thead>
<tr>
<th></th>
<th>(II-1)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Uses Self-Corrective Thoughts</td>
<td>0 1 2 3</td>
<td></td>
</tr>
<tr>
<td>2) Recognition of Personal Bias</td>
<td>0 1 2 3</td>
<td></td>
</tr>
<tr>
<td>3) Values input from others</td>
<td>0 1 2 3</td>
<td></td>
</tr>
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</table>
II. ELEMENTS OF SOCIAL WORK THEORY

<table>
<thead>
<tr>
<th>CONCEPTS</th>
<th>(I-1)</th>
<th>(I-2)</th>
<th>(II-1)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Ethical Dilemma</td>
<td>0 1 2 3</td>
<td>0 1 2 3</td>
<td>0 1 2 3</td>
<td></td>
</tr>
<tr>
<td>2) Person in enviroment</td>
<td>0 1 2 3</td>
<td>0 1 2 3</td>
<td>0 1 2 3</td>
<td></td>
</tr>
<tr>
<td>3) Use of self</td>
<td>0 1 2 3</td>
<td>0 1 2 3</td>
<td>0 1 2 3</td>
<td></td>
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</tbody>
</table>

III. NARRATIVE THINKING

<table>
<thead>
<tr>
<th>CONCEPTS</th>
<th>INDICATORS</th>
<th>(III-1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>STORY:</td>
<td>Makes sense of events</td>
<td>0 1 2 3</td>
</tr>
</tbody>
</table>
| PLOT:    | Content of meaning system  
          | Clarifying meaning | 0 1 2 3 |
| PEOPLE:  | Inner life  
          | Motivation for change | 0 1 2 3 |
| FANTASY: | Envisions future  
          | different from  
          | Client’s view of reality | 0 1 2 3 |
| PLACE:   | Client’s culture  
          | Effect of dominant culture | 0 1 2 3 |
| PATTERN/ | Process  
          | Point of view | 0 1 2 3 |
| RHYTHM:  |            |         |         |
REFERENCES


Birtha, B. (1990). In the life. In W. Martin (Ed.). We are the stories we tell. New York: Pantheon.


VITA

Linda O’Connor Noer, born August 14, 1945, is the daughter of Gerald O’Connor and Bernadine Swanson O’Connor. She attended Chicago Public Schools and graduated from Proviso West High School in 1962. Linda graduated from Gustavus Adolphus College, St. Peter, Minnesota with a B.A. in Sociology in 1966. In 1968 she received an MSW (with honors) from The George Warren Brown School of Social Work, Washington University, St. Louis, Missouri. She has done additional graduate study at Harvard, Smith, The University of Minnesota, and The University of Texas.

From 1968 to 1973 she worked at Washburn Child Guidance Center, Minneapolis, Minnesota as Director of Group Work Services and Psychiatric Caseworker. She began her teaching career in 1974 in the Social Work Department at Carthage College, Kenosha, Wisconsin. She was appointed Chair of the Social Work Department in 1985, and Associate Professor in 1988.

Her publications are found in: American Women in History, The Cresset, Wisconsin Women, and Brown Studies. In the summer of 1986, she was appointed a Research Fellow at the Lutheran Center for Social Change, New York.

Linda has given presentations at the Annual Meeting of the Council on Social Work Education, New York; The University of Chicago, Institute on Teaching and Learning; The Center for Critical Thinking, Sonoma State University, Sonoma, California; and the V
International Congress of Women, University of Costa Rica, San Jose, Costa Rica.

In addition to academic responsibilities, Linda is a Clinical Social Worker at Lutheran Social Services of Wisconsin and serves on the Board of Directors of Women's Horizons in Kenosha, Wisconsin.

Linda is married to Thomas Noer, Professor of History at Carthage College, and has two children, Jennifer and Derek.
APPROVAL SHEET

This Thesis submitted by Linda S. Noer has been read and approved by the following committee:

Dr. Carolyn Saari  
Professor  
School of Social Work  
Loyola University Chicago

Dr. Sandra Condon  
Associate Professor  
School of Social Work  
Loyola University Chicago

Dr. Suzanne Poirier  
Associate Professor  
Department of Medical Education  
College of Medicine  
University of Illinois Chicago

The final copies have been examined by the director of the thesis and the signature which appears below verifies the facts than any necessary changes have been incorporated and that the thesis is now given final approval by the committee with reference to content and form.

The thesis is therefore accepted in partial fulfillment of the requirements for the degree of Doctor of Social Work.

November 18, 1993  
Date  
Director's Signature