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Towards Collaboration Between Lawyers and Social Workers: A Content Analysis of Joint Degree Programs

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TOWARDS COLLABORATION BETWEEN LAWYERS AND SOCIAL WORKERS:

A CONTENT ANALYSIS OF JOINT DEGREE PROGRAMS

by

IFEM EMMANUEL ORJI

A dissertation submitted to the Graduate Faculty in Social Welfare in partial fulfillment of the requirement for the degree of Doctor of Philosophy, The City University of New York

2016

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This manuscript has been read and accepted for the Graduate Faculty
in Social Welfare to satisfy the dissertation requirement for the
degree of Doctor of Philosophy.

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THE CITY UNIVERSITY OF NEW YORK

Abstract

TOWARDS COLLABORATION BETWEEN LAWYERS AND SOCIAL WORKERS:

A CONTENT ANALYSIS OF JOINT DEGREE PROGRAMS

IFEM EMMANUEL ORJI

Adviser: Professor Willie F. Tolliver

Collaboration is a central issue in the interdisciplinary education of social work and law students. Joint JD/MSW degrees have the potential to promote collaboration between practitioners of law and social work in areas where their practices converge. The 1969 recommendations by the National Conference of Lawyers and Social Workers (NCLSW) to establish these joint degree programs assumed that collaborative learning would occur within them. However, prior research has not investigated whether or not this occurs. The purpose of this dissertation was to determine whether evidence of the intent to promote collaboration was present in written materials associated with joint degree programs, specifically field work manuals.

The methods used in this study involved adapting the RELATUS Natural Language Environment program to conduct a semantic content analysis (SCA) of the clinic/field education manuals. In employing these methods, pertinent words and phrases in the manuals were disambiguated to determine their lexical and/or relational configurations. The objective was to ascertain the semantic equivalence of collaboration in the text, as opposed to merely counting the occurrence of the term "collaboration" in the texts.

Although none of the contents of the programs specifically stated "collaboration between lawyers and social workers" in their field education manuals, collaborative environments existed because students from the two disciplines had opportunities to interact with each other. Consequently, because "collaboration" was seldom mentioned in the field manuals, a linguistic approach was used to determine the semantics of "collaboration" in the clinic/field education manuals explored for this study. In effect, if "collaboration" does occur in these programs, it would reside in the implicit curriculum.

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When I arrived in the doctoral program in Social Welfare, I did so with a background in law, barely conversant in the language and concepts of social work. I am grateful for the efforts which many of the program's exceptional doctoral faculty invested in teaching and guiding me in becoming a social scientist.

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CHAPTER I: INTRODUCTION AND PROBLEM FORMULATION

Introduction

The graduate education experiences of social workers and lawyers differ in both content and process. These differences reflect the ways in which the professionals are socialized and in how they practice. Professionally, social work education focuses on preparing people to work with clients. Social work education covers a broad spectrum of social services and prepares students to function effectively in numerous social-need settings and circumstances. Professional social work education and practice ostensibly incorporate knowledge of psychiatry, psychology, sociology, and other social science disciplines (National Association of Social Workers [NASW], 2015a). As a policy, licensure and certification post the M.S.W degree are required (American Board of Examiners in Clinical Social Work [ABECSW], 2004).

In addition to the child and family social work domain used in this dissertation as an example of the reason collaboration between social workers and lawyers is so necessary, professional social work practices cut across several other domains of human needs. Included in these are clinical social work, school social work, gerontology, medical and public health social work, and corporate social work.

Clinical social work is a specialty practice area of social work which focuses on the assessment, diagnosis, treatment, and prevention of mental illness and emotional and other behavioral disturbances (NASW, 2015b). Clinical social workers provide psychotherapy and counseling services in clinics, public agencies, medical facilities, and private practices.

According to the ABECSW (2004, p. 7), "clinical social work psychoanalysts now form a relatively large part of the United States psychoanalytic community." Clinical social workers may also provide therapy for children and families coping with life changes such as divorce, death, or other serious family problems (NASW, 2015b).

School social work focuses on helping students with school-related concerns and personal issues that affect their lives at school and, in some situations, at home (Human Services Education [HSE], 2015). Students in need of special services benefit from school social work professionals who also mediate between these students and community resources. Invariably, school social workers are an integral link between school, home, and community in helping students achieve academic success (NASW, 2015c).

Gerontology social work caters to the wellbeing of elderly citizens, and is among the practice areas in which social work professionals are very effective. Consequently, gerontology social workers provide services for elderly people that include advising them about long-term care, housing, transportation, and meal delivery. Coordinating elderly clients' services and facilitating support groups for family caregivers are among the important services furnished by gerontology social work practitioners. High-level professional skills and detailed knowledge of issues affecting older people's lives are required of social work practitioners in this service sector. Given their peculiar circumstances and needs, social workers are required to be mindful of the social and emotional needs of the elderly to whom they provide service (Hughes & Heycox, 2010).

Medical and public health social work professionals are sometimes designated as "medical and health care social workers." They work in general medical and surgical hospitals, are employed by outpatient clinics, residential care facilities and home health care services settings, and coordinate care for patients who are expected to need a continuum of services. In hospitals, they may be responsible for reviewing new admissions, handling patient discharge and follow-up on aftercare plans. Medical and health care social workers can help patients make informed decisions about treatment options and provide advice about advanced directives and end-of-life planning. Given the adeptness of these professionals to help people with emotional, financial, and a variety of social needs, they can render services as case managers, patient navigators, and therapists. In cases where children have complex health needs, the medical and health care social worker may work with the entire family. Medical and health care social workers handle crises, and they may sometimes treat or even diagnose psychological conditions (Social Work Licensure, 2015).

Corporate social work is an emerging specialty of professional social work practice (Macias, 2014). Both for-profit as well as not-for-profit corporations turn to corporate social work practitioners for important services. This represents a new paradigm in the recognition of the relevance of the social work profession to business organizations. Historically, however, social workers have used the not-for-profit platform for advocating and assisting the needy in societies. By virtue of their education and training, social workers are versed in the professional competencies and skills for understanding human behavior, motivation, and interpersonal relationships.

Consequently, social workers' roles in business settings may involve, among other services, coaching work teams on how to be more productive, resolving conflicts and managing change. Therapeutically, corporate social work practitioners may help employees with personal issues such as dealing with divorce, domestic violence, and military deployments, manage the demands of work life, mental health, substance use or abuse, or problems with coworkers who may be causing trouble on the job (Macias, 2014). As professionals knowledgeable in building and nurturing relationships, social workers in corporate environments may serve as liaisons with government agencies. They may also conduct community needs assessments for improving relationships with communities, thus ensuring corporate social responsibility and good corporate citizenship. Inarguably, the basic social work values and ethics call for workers to build relationships of mutual respect with individuals, keep confidences, deal honestly with all persons being served, respect an individual's right to make decisions independently, and serve a helping function. Social workers must help clients obtain needed resources, make institutional facilities more humane and responsive to human needs, and show respect and acceptance for diverse populations with their varying cultural characteristics (NASW, 1999).

In contrast, legal education prepares lawyers to function in adversarial proceedings or environments. A lawyer is primarily a representative of clients, an officer of the legal system, and a public citizen, who has special responsibility for the quality of justice. Consequently, lawyers are advocates, advisors, negotiators, intermediaries, and evaluators. As an advocate, a lawyer zealously asserts the client's position under the rule of the advocacy system. As an advisor, a lawyer provides a client with an informed understanding of his or her legal rights and

obligations and explains their practical implications. As a negotiator, a lawyer seeks a result advantageous to the client but consistent with requirements of dealing honestly with others. As an intermediary between clients, a lawyer seeks to reconcile their divergent interests. As an evaluator, a lawyer examines a client's legal affairs and reports about them to the client or to others (American Bar Association [ABA], 2001).

Despite differences in the roles of social workers and lawyers, the two professions share much in common. Lawyers and social workers both value professional autonomy and decision-making. Both have legal obligations to provide services to the community and individuals, including those who cannot afford to pay them (Tyler, 2008). Both professions strive to help people, many of whom are vulnerable, and they both recognize that every case is unique.

The legal and social work professions are both regulated ethically. They have ethical responsibilities to clients, colleagues, their respective practice settings or environments, the broader society, and to the integrity of their professions (Bank, Allmark, Barnes, Barr, Bryant, Cowburn, et al., 2010; Barr, 2009; Congress & McAuliffe, 2006; D'Amour & Oandasan, 2005; Gee & Jackson, 1977; Stein, 2004). Thus, the convergence of law and social work has farreaching implications for interprofessional collaboration between lawyers and social workers. A lack of collaboration between lawyers and social workers can impede their work together about important legal and social care delivery issues. Trained in the "global biopsychosocial approach to care" (Galowitz, 1999, p.2143) and in interpersonal skills, social workers collaborating with lawyers facilitate service delivery to clients in social and organizational settings (Boys, Hagan, & Voland, 2011; Slater & Finch, 2012; Weil, 1977).

The National Conference of Lawyers and Social Workers (NCLSW) [the Conference] recognized some degree of mutuality of interests between the legal and social work professions, and thus issued its 1969 statement urging schools of law and social work to undertake joint education of students in order to address the factors that cause tension between the two professional groups. The Conference proposed joint education of prospective practitioners of law and social work as a way to reduce tension (Hazard, 1972). Specifically, the Conference proposed developing joint courses, seminars, and degree programs to educate the students. Over the years, interdisciplinary law and social work education has become recognized in academic and professional circles as a means to better preparation of graduates in both fields toward the goal of inter-professional practices, and consequently, better delivery of services and social justice (Hazard, 1972; Slater, 2007; Tokarz, 2004).

Problem Formulation

The term "collaboration" is increasingly used to describe the situation in which social workers and lawyers are required to work together in various settings where their practices overlap (Barr, 1998; Cole, 2012; Gardner, 2005; Kisthardt, 2006; Krase, 2014; Leavitt, 1983; Oandasan, D'Amour, Zwarenstein, Barker, Purden, Beaulieu, et al., 2004; Slater & Finch, 2012; Urban Institute, 2011; U.S. Department of Health and Human Services [USDHHS] 1990s – 2013; Weil, 1982; Weinstein, Wittington, & Leiba, 2003; Whittington, 2003; Zavez, 2005). Mutual interests between the two professional groups can serve to reduce tensions (Franke, Bagdasaryan, & Furman, 2009; Scannalieco, Hegar, & Connell-Carrick, 2012). Interdisciplinarity has become an important and complex issue (Besselaar & Heimeriks, 2001).

However, overlapping services do not necessarily result in collaboration between the two professional groups, particularly in the tumultuous family court environment (Boys, et al., 2011; Johnson & Cahn, 1995; Jones, 2006; Kisthardt, 2006).

Child welfare is one important example of the need for collaboration between lawyers and social workers. Child maltreatment, which encompasses abuse and neglect, is defined as any recent act or failure to act on the part of a parent or caregiver that results in death, serious physical or emotional harm, sexual abuse, or exploitation, or an act or failure to act which represents an imminent risk of serious harm (Child Abuse Prevention and Treatment Act, 2010). Child maltreatment occurs at every socioeconomic level, across ethnic and cultural lines as well as within all religions (USDHHS, 2012; Goldman, Salus, Walcott, & Kennedy, 2003). Social workers and lawyers are at the forefront in handling child maltreatment reporting and processing. Consequently, they need to be educated adequately about each other's work in order to function effectively and collaboratively in implementing the intricate legislation and policies of governments concerning the well-being of children and their parents/caregivers.

Collaboration between lawyers and social workers in intra-agency child welfare settings requires that the collaborating professionals possess certain interdisciplinary competencies. However, their ability to work together may be hampered by different perspectives arising from agency mandates, professional terminology, or ethics, as well as personal beliefs and values (Laver, 2010; Mayes, Passalacqua, & Seister, 2011). From the perspective of attorneys, Mayes, et al. (2011), state that they have difficulty communicating with social workers. Lawyers receive

training in an adversarial approach, while social work education promotes collaborative

consciousness (Galowitz, 1999; Kisthardt, 2006; Slater & Finch, 2012).

Aspects of Legal Issues in Child Welfare

Over the past decades, governments and citizens have been concerned with solving the

phenomenon of child maltreatment (Besharov, 1982; Bruner, 1991; Daro, 1988; Hafemeister,

2010; McGowan, 2005; USDHHS, 2006). In the US, the involvement of the federal government

in addressing the problem of child maltreatment began in 1935 with the Social Security Act. This

became an important legal instrument for the protection and care of "homeless, dependent, and

neglected children, and children in danger of becoming delinquent" (USDHHS, 2003, p. 51). In

the mid-1960s, states began to mandate the reporting of suspected cases of child abuse and

neglect (Hafemeister, 2010; Murray & Gesiriech, 2004; U.S. Congressional Research Services,

November 4, 2009; USDHHS, 2012).

The rights and duties of parents to raise their children in an atmosphere free of abuse and

neglect are fundamental (USDHHS, 2011). In *Prince v Massachusetts* (1944), the U.S. Supreme

Court stated, "the custody, care and nurture of the child reside first in the parents, whose primary

function and freedom include preparation for obligations that the state can neither supply nor

hinder" (p. 158). Nevertheless, the Supreme Court also held that parental authority is not

absolute and can be permissibly restricted if it is in the interest of a child's welfare (*Prince v*

Massachusetts, 1944). Generally parents are presumed to be willing and able to act for the best

interest of the children (USDHHS, 2011). The prevention of abuse and neglect of children is of

primary concern to authorities. These concerns are expressed in the various legal and policy instruments (Goldman, Salus, et al. 2003; Ross, 1989; USDHHS, 2012).

When child maltreatment occurs, the government's intervention is grounded in the principle of the public child welfare system known as *parens patriae*, an English Common Law doctrine that establishes the state as the ultimate parent for children without parental oversight (Jimenez, 2005, p. 890). Whenever government intervenes in family life on behalf of children, it usually is guided by existing public laws. These laws generally are derived from three fundamental principles (USDHHS, 2012). These principles are: "(1) Safety (all children have the right to live in an environment free from abuse and neglect); (2) Permanency (children need a family and a permanent place to call home), and (3) Child and family well-being (children deserve nurturing environments in which their physical, emotional, educational, and social needs are met)" (Adoption and Safe Family Act, 1997, p. 2115).

The Societal Burden of Child Maltreatment and the Roles of Social Workers and Lawyers

In 2012, an estimated 3.2 million referrals were made to the Child Protective Service (CPS) agencies nationwide (Fang, Brown, Florence, & Mercy, 2012; Gelles & Petrlman, 2012; USDHHS, 2013). The total costs for one year of care for all confirmed cases of child maltreatment, including physical abuse, sexual abuse, psychological abuse and neglect is approximately $124 billion (Centers for Disease Control and Prevention [CDC], 2012). An estimated 30% of abused and neglected children will later abuse or neglect their own children, thus perpetuating the cycle of abuse and neglect (National Child Abuse and Neglect Data System [NCANDS], 2005; National Children's Center, 2013; USDHHS, 2013; USDHHS, 2012).

Each report made to a public child protective agency alleging child abuse or neglect is an indication that the child and family might be vulnerable and in need of services (Connell & Bergeron, 2007). These services require multiple professional fields, particularly child protective workers and lawyers (Child Abuse Prevention and Treatment Act, 2010; Glynn, 1994; Goldman, Salus, Walcott, & Kennedy, 2003; USDHHS, 2012; USDHHS, 2006). Child protective workers make the determination that abuse or neglect has occurred and necessitates the removal of the child (USDHHS, 2012). Social workers making the determination have received training and are thus conversant with the basis for the action (USDHHS, 2012). However, when children are subject to removal from their homes, or when parents are at risk of losing parental rights, cases appear in family court for adjudication. At this point, lawyers become involved in the process (Brennan & Khinduka, 1971). Consequently, social workers and lawyers are working together on the same case.

Public child welfare authorities exercise awesome powers, including the right to separate children from their parents or caregivers, in some cases permanently (Urban Institute Press, 2011), which they do in compliance with federal and state laws and policies. In doing so, social workers and lawyers arguably perform the most important functions in child protection (Kisthardt, 2006). Social workers play important roles in child welfare matters. They make recommendations or determinations, perform social service assessments and evaluations based upon their education and training, investigate and intervene in complaints received mostly from mandated reporters, and determine whether a removal is warranted (Duquette & Haralambie, 2010; Katlin, 1974; Skarin, 2002).

Removal of a child from home is intended to prevent a continuing danger to the physical health or safety of the child, and tends to result from evidence that the child has been abused or neglected and is at substantial risk of future maltreatment (Walsh & Douglas, 2011; Skarin, 2002). In an emergency situation, a removal can take place without a prior court order. In these circumstances, evidence must be shown that there was not sufficient time, consistent with the child's physical health or safety, to hold an adversary hearing, that it would be contrary to the child's welfare to remain in the home, and that reasonable efforts were made to prevent or eliminate the need for removal (Walsh & Douglas, 2011). Adequate education and training of lawyers and social worker could ensure that these important functions are performed creditably.

Determining the necessity for removing a child from his or her parents' home may be the most difficult situation that social workers and lawyers encounter in child welfare practice settings. If a removal is inevitable, then it must be determined and ensured that the best interest of the child is protected going forward. Determining and protecting the best interest of the child becomes imperative when it is obvious that child abuse or neglect has been committed. However, no standard definition of "best interest of the child" is available, and courts use a wide range of standards to determine the well-being of the child in determining his/her best-interest options (USDHHS, 2012; USDHHS, 2006).

Consequently, in assessing best interests, a court usually would consider the types of services, actions, and orders that best serve a child. Factors considered most often in making a determination as to the best interest of the child vary considerably among the 50 states and the US territories (USDHHS, 2013). (See for e.g. Appendix E.).

The lawyer does not play a significant role during the removal determination stage. Early involvement is desirable, however, should the matter later be referred to court (Dickens, 2005; Faller, Grabarek, & Vandervort, 2009; Skarin, 2002; Sobie, 2006). Often, the lawyer becomes involved in the process only after a social worker decides that court intervention is needed. At that stage a referral is made and a pre-petition consultation is held between staff members of both professions. Issues normally discussed at such meetings revolve around lawyer involvement and perspectives on the legal implications of court intervention (Solomon, 2002; Wang & Holton, 2007; USDHHS, 2006). The professionals involved in the process make efforts at these meetings to resolve any differences to avoid getting involved in the court process. From that stage on, the lawyer assumes proactive roles in all the subsequent conferences both among the agency staff members and with the child's parents (Solomon, 2002; Walsh & Douglas, 2011).

The lawyer becomes fully committed to the process during consultation sessions to determine the strengths or weaknesses of the case and the available evidence (USDHHS, 2006). If a determination is made that a *prima facie* case exists, the lawyer proceeds to draft a petition. The petition usually contains the specifics of the social worker's claims regarding abusive or neglectful conduct on the part of the parent or caregiver. If the matter goes to court, the Commissioner of Social Services, represented by a social worker, is considered the petitioner, while the child's parent(s) or legal caregiver(s) is/are the respondent(s) (McFarlane, Doueck & Levine, 2002; Skarin, 2002; Stein, 2004; Weinstein, et al., 2003).

Lawyers must have certain skills when they are engaged in child welfare proceedings. They need to know such basic legal fundamentals, competencies, and skills unique to the field of

child advocacy (Kisthardt, 2006; Weil, 1982). The lawyer is expected to provide effective and competent legal advice and support to the agency as it endeavors to achieve legal mandates within the appropriate professional and legally binding ethical parameters set forth in the Code of Professional Responsibility (Jones, 2006; USDHHS, 2006). The lawyer's task is to provide competent legal support to the agency as well as to interact with other professionals and witnesses in a child welfare proceeding (Duquette & Haralambie, 2010).

Invariably, the combined efforts of social workers and lawyers are imperative when court proceedings are required (Jones, 2006). For example, in cases where social workers determine or law dictates that a judge's intervention is required to safeguard the welfare of the child, the lawyer must produce appropriate legal documentation and representation in a court of law. However, collaboration between social workers and lawyers in child welfare proceedings can be bedeviled by tensions (Franke, et al., 2009; Scannalieco, et al., 2012).

Tensions and Barriers to Social Worker/Lawyer Collaboration

Tensions between lawyers and social workers often stem from the different provisions of the lawyers' ABA Model Rules of Professional Conduct and social workers' NASW Code of Ethics (as amended over time). In addition, differences in education and training, style and practice methods, language, client view, ethics, and confidentiality mandates are potential sources of tension. Law and social work are values-based professions (see Table 2). Values are beliefs, preferences, or assumptions about what is desirable or good for people. Consequently, when values clash, tensions may arise (Kirst-Ashman, 2007).

Several other causes of tensions occur when services provided by lawyers and social workers overlap in child welfare matters; these are identified in the literature. For example, although Han, Carnochan, and Austin (2005) point out the importance of collaboration between social workers and lawyers when cases come to court, they also outline the barriers to this collaboration. According to the authors, such barriers include an overburdened and underfunded family court system that interferes with effective case oversight and timely responses to families. This problem can delay permanent placement of children.

The confused and often confusing roles and role boundaries, pressure of high workloads, conflicting work schedules, inadequate training for the stresses, burn-out, and complexities of the work, and the sense for both groups that they would rather be elsewhere are inarguably obvious causes of tension (Kathol & Mayer, 2007; Swain, 1989). Kisthardt (2006) equates tensions to "role ambiguities" (p. 5). Tensions that occur between lawyers and social workers working in family courts stem further from several other factors (Goldman, Salus, et al., 2003; Lau, 1983). These include the maze of constantly changing federal, state, and case laws, replete with new acronyms; the variable cast of parties in every court proceeding; and the myriad of special laws governing issues of paternity, Native American children, inheritance rights of children born out of wedlock, international placements, and other complexities (Limb, Chance, & Brown, 2004; Parker, 2008; Simpson, 2010). The tensions often arise during the series of hearings that begin after the removal of a child from their family home (USDHHS, 2013; USDHHS, 2006).

The Legal Aid Society (2010) has identified an organizational hierarchy in status, decision-making/supervision, mandated reporting, and professional differences in perspective, as additional challenges to productive social worker-lawyer collaboration. Tensions that result from differences in professional values, policies, work scheduling, or lack of adequate communication occur frequently in child welfare where lawyers and social workers work together (Coleman, 2001). Therefore, a lack of collaboration between lawyers and social workers can impede reasoned exploration of important legal and social care delivery issues. Tensions between child welfare workers and lawyers may arise and call for a close examination of their collaboration (Han, Carnochan, & Austin, 2005).

Child welfare services rendered jointly by lawyers and social workers are important, and educating these professionals about how to work together is necessary to promote interdisciplinary practices. Positive collaboration between lawyers and social workers in child welfare can be beneficial to children and parents and to the community in general. Collaboration may result in several desired outcomes, including in a reduction in the number of occurrences of child maltreatment, in government expenditures related to prevention and intervention in child abuse and neglect situations, and in the cycle of abuse or neglect by victims of such societal ills.

According to various accounts (Chirangi, 2013; Elliot, 2001; Elliott, 2007; Jenni & Mauriel, 2004; Montiel-Overall, 2005), collaboration is fostered when there is an expected beneficial outcome for both collaborators and beneficiaries or service users. Collaboration between lawyers and social workers requires that the concepts of sharing, interdependence, and power are critically related to interprofessional teamwork (Oandasan, et al., 2004; McGrath,

1991; Thomas, Sexton, & Helmreich, 2003). Therefore, evolving social and professional dynamics have required that law and social work students be educated jointly in collaborative skills and competencies, thus giving impetus to this exploratory joint education policy content analysis dissertation.

Rationale for Joint Degree Programs

Several schools heeded the 1969 recommendations by the NCLSW that urged schools of law and social work to explore ways of jointly educating lawyers and social workers. To date, at least 47 joint JD/MSW degree programs have been accredited by the ABA and the CSWE (Appendix A). Joint education has become widely acknowledged as a way to promote collaboration both in the educative process and towards future practice (Carnochan, Abramson, Han, Maney, Rashid, Taylor, et al., 2002; Coleman, 2001; Kathol & Mayer, 2007; Sheehan, 2010; Taylor, 2005). Collaboration between lawyers and social workers is essential because the beneficiaries of social services very often also have legal needs. Hence, the necessity to educate students of law and social work for future collaboration in providing needed services to clients can never be overemphasized.

Ideally, students interact in classrooms, laboratories, introductory practice experience, advanced practice experience, and in settings where mentoring is provided by competent faculties or experts, such as during field placements (Krobot, Crimson, Daniels, Hogue, Reid, et al., 2007). Such interactions are effective ways to increase understanding between these two professional groups. It is widely acknowledged that students from different disciplines learning together can help break down stereotypical views held about one another and can result in an

increased understanding of the roles, responsibilities, strengths, and limitations of the professions (Curran & Sharpe, 2007). As Wood (2001) has noted, "Increased ability to share knowledge and skills and greater respect between the professions are two major reasons to promote interdisciplinary education" (p. 816). Collaboration is imperative in both the education and practice for lawyers and social workers, as a lack of it prevents positive outcomes for clients or patients.

Statement of the Problem

The convergence of law and social work has far-reaching implications for social work practice in areas such as child welfare. These are due mainly to the vulnerability of many consumers of social services who also often require legal assistance or otherwise are forced to become involved in the legal system (Marx, 2004; Sancier, 1984). When lawyers and social workers do not collaborate effectively, it is believed to stem from the different methods of education and socialization that produce lawyers and social workers, and the influence of the legal system and legislation over both the regulation and differences in professional practices (Madden, 2002, 2003).

Many decades ago, Franklin Fogelson (1970) asserted that, in order to make legal services available to social work clients, social workers should understand the law and its limitations. These issues consistently have challenged both law and social work professionals. Understanding such barriers and how to avoid them is indispensable to the study of collaboration, because they prevent collaboration from taking place in the first instance.

Interdisciplinarity in both education and practice between lawyers and social workers is necessary considering the nature and magnitude of social problems they are relied on to handle.

Collaboration provides a vital tool for resolving such issues. Effective collaboration across disciplinary lines depends above all "on recognizing the need and what the other professions can offer" (Duquette, 1981, p. 327). To consult or collaborate effectively, social workers and lawyers are required to understand each other's disciplines. That is one of the goals of the joint/dual degree program. The major inhibition to effective consultation or collaboration lies in a lack of proper transmission of both the theoretical and practical knowledge and skills necessary to achieve the outcome (Menashe & Tronolone, 2009; Rummery, 2003).

Lawyers and social workers often differ as to what kinds of results they value in a case, and they each communicate—at least at the beginning—in a different "language." This is where collaboration must begin for the agency attorney (Mayes, Passalacqua, & Seiser, 2011, p. 3). In some instances, the agency lawyer who provides necessary legal backing for the decision by the social worker may be ignorant of the social context, factual basis, or rationale for the removal or other determinations made by the social worker (Laver, 2010). Despite the widespread ovation that ushered in the joint/dual JD/MSW degree program initiative many decades ago, there has been very little research on how these programs have fared. Reardon (2009) attributes the dearth of literature on the joint/dual JD/MSW degree program to its recent origin. However, it is five decades since schools established joint JD/MSW degree programs, so their inception cannot be qualified as being recent.

Collaboration is used in this dissertation as an umbrella term, referring basically to studying together and, ultimately, working together, which in turn concerns relationships, activities, and conscious interactions associated with both differences and commonality in the relationship between lawyers and social workers (Kvarnstrom, 2011; Meads & Ashcroft, 2005).

Statement of the Research

The purpose of this dissertation was to contribute knowledge to this very under researched area by exploring the extent to which the clinical/field educational contents of the joint/dual JD/MSW degree programs indicate an intention to promote interdisciplinary collaboration between lawyers and social workers. Factors identified in the empirical and other literature on interdisciplinary education and collaboration between lawyers and social workers in varying practice settings provide the rationale for the research questions for this exploratory content analysis dissertation:

1. Is there collaboration between social work and law students in the joint/dual JD/MSW degree programs?

2. If collaboration exists, what does it look like?

3. Does field education require practices that foster collaboration?

For the purposes of this dissertation, I build on the 1969 NCLSW recommendations for establishing joint/dual graduate programs in social work and law as a means to enhance collaboration when they work together. In this study, I focus on the 47 joint/dual degree programs (94 samples, meaning 47 law schools and 47 schools of social work) across the nation.

In this study, I define collaboration as a process of communication between social workers and lawyers that positively influences how services are rendered to clients and patients. I operationalize collaboration as lawyers and social workers working together that possess required competencies and skills acquired through the joint education and training processes. In addition to exploring the research questions and parameters stated above, this study identifies job stressors, status problems, and resources that contribute to tension between the two professional groups when their practices overlap.

Summary

Prior to 1972 when the first joint JD/MSW degree programs were implemented by Washington University (MO) and the University of Southern California (CA), lawyers and social workers generally developed their professional identities in separate organizational cultures (CSWE, 2010; Odengard, Rosinson, Murphy, Belza, Brook, Gallapher, et al., 2009; Weil, 1977). Today, it is widely believed that professionals learning together can help to break down stereotypical views held about one another and lead to an increased understanding of the roles, responsibilities, strengths, and limitations of the professions (Allport, 1954; Curran & Sharpe, 2007; Hall, 2005; Pelt, 2013; Pimpare, 2007; Stead, Kozakiewicz, & Pope, 2007).

The advent of interdisciplinary programs to educate law and social work students is a major breakthrough, hence the assumption that joint JD/MSW degree programs would promote collaboration between the two professions. There is an overwhelming consensus in the literature (Fewster-Thuentse, 2011; Wood, 2001) that understanding how to manage tension could result in better communication and collaboration between both groups of learners and ultimately enhance

interprofessional collaboration during practice. To this end, students' knowledge of content in

social work and law remain the focus of classroom and fieldwork learning objectives.

CHAPTER II: **LITERATURE REVIEW**

Introduction

Collaboration between different organizations, professional groups, agencies, and individuals is necessary for achieving desired collective outcomes. There are, however, certain impediments to collaboration, to the point that even its definition has been a subject for debate among stakeholders across disciplinary divides. In their search for ways to discuss and examine collaboration, stakeholders across the social, health, and human sciences conceptualize or define collaboration differently based on their respective worldviews (Rummery, 2003; Rusell, 2012). Generally, authors contend that the term *collaboration* is understood inherently and therefore do not take time out to define it, or else they do so in an abstract manner (Fewster-Thuente, 2011; Kramer & Schmalenberg, 2003).

The literature reveals that defining collaboration conceptually is not easy. According to D'Amour and Oandasan (2005), there are significant variations in the way authors conceptualize collaboration. While some authors construe collaboration to be understood intrinsically, or use it interchangeably with words such as teamwork or communication, others define it by its attributes or as a process or outcome (Fewster-Thuente, 2011).

To explore the various relevant dimensions of collaboration in this context, this literature review comprises the following three sections: meanings and contexts of collaboration; background on the convergence of law and social work; and educating law and social work students to collaborate.

- Meanings and contexts of collaboration

   This section presents and examines the meaning and contexts, as well as the variety of

   definitions of collaboration and the associated concepts and attributes of collaborations.

- Background on the convergence of law and social work

   In this portion of the literature review, I present and discuss the prolegomena to the

   convergence of the law and social work disciplines from historical, legislative, policy,

   and contemporary perspectives. Also presented is the text of the 1969 recommendation by

   the NCLSW that serves as the harbinger of the framework of this dissertation. The origin

   of the NCLSW and the advent of the joint degree program, its rationale as well as the

   overall process of the program, and pertinent factors that promote or impede collaboration

   in the context of this study are examined.

- Educating law and social work students to collaborate

This section focuses on the various issues related to the education of law and social work

students, the role of faculty, socialization of students, and competencies as well as skills required

for collaboration to occur.

Meanings, Contexts and Associated Concepts of Collaboration

Collaboration means different things to different disciplines, and thus is defined in numerous

ways across the diverse fields (Montiel-Overall, 2005). Collaboration is particularly relevant in

the social work and legal professions because legitimate interprofessional issues often arise at

several occasions when the practices of both professions overlap. Bronstein (2003) identifies

behaviors and attitudes that characterize interdependence as a component of collaborative

practice to include "participants' thinking that they have more to gain than lose by collaboration and ongoing flow of communication among colleagues" (p. 299). Although considerable emphasis has been placed on collaboration over the past half century, there is a lack of consensus as to its definition, and the understanding of its processes is thus limited (Elliot, 2001; Mattessich and Monsey, 1992; Jenni & Mauriel, 2004). In the absence of a consolidated general theory of collaboration (GTC), various authors proffer a variety of definitions. A few examples, from both professional and disciplinary perspectives suffice.

Collaboration has been described as a process through which parties who see different aspects of a problem can constructively explore their differences and search for solutions that go well beyond their own vision of what is possible (Kozakiewicz, 2008; Montiel-Overall, 2005). To that extent, collaboration implies interdependence among stakeholders, constructive handling of differences, joint ownership of decisions, and collective responsibility for outcome (Barr, 2009; Cary, 1996; Montiel-Overall, 2005; Weil, 1982). The very nature of collaboration as developmental process makes evident the overlap between team/group processes (Belbin, 2004; Berg-Wenger & Schneider, 1998; Gardner, 2005).

In the context of education, which is the focus of this dissertation, collaboration enables students to construct knowledge through collective efforts (Moran & John-Steiner, 2003; Pugach & Johnson, 1995). According to Vygotsky (1978), man learns through social engagement with others, and that knowledge construction is a social, cooperative venture. Bruner (1968, 1973) similarly states that through collective efforts students are offered new and exciting learning experiences that could teach them to participate in the process that makes possible the

establishment of knowledge. Vygotsky (1978) further describes collaboration as a social process in which meaning is constructed from discussions among group members.

Oandasan and D'Amour (2005) contend that collaboration is a complex, voluntary, and dynamic process involving several skills. Thus, as a process, collaboration involves shared decision-making by fellow collaborators that makes maximum use of the experiences and knowledge that each collaborator brings to the joint work (Colarossi & Forgey, 2006; Galowitz, 1999). The complexity of the activity needing to be conducted translates into different levels of collaboration intensity in a constantly evolving way.

As Fewster-Thuente (2011) argues, defining collaboration as "working well together is subjective and based on the participants' perceptions" (p. 61). According to Curtis and Stoller (1995) as cited in Dougherty (2000), collaboration occurs when "two or more people working together use systematic planning and problem-solving procedures to achieve desired outcomes" (p. 12). Based on the foregoing discussions, definitions of collaboration attempt to address the meaning of the term, the auspices under which collaboration takes place and the role of intervention in directing social change, the implications of collaboration for environmental complexity and organizational control over the environment, and the relationship between individual organizations' self-interests and the collective interests present in a collaborative alliance (Montiel-Overall, 2005).

Associated Concepts and Attributes

Numerous concepts are associated with collaboration. Concepts such as communication, coordination, and consultation also are invoked often as substitutes, though communication is merely "the transmission of information" and teamwork simply means "work done by several associates" (Fewster-Thuente, 2011, p. 66). Braggs and Schmitt, as cited in Gardner (2005), frame the relationship between collaboration and teamwork by describing collaboration as the most important aspect of teamwork.

Directed by a team leader, coordination is characterized by sharing mutual goals and pooling resources (Allender, Carey, Castamon, Garcia, Gonzalez, Hedge, et al., 1997). Coordination represents a common practice of bringing groups, organizations, and individuals together to exchange information or to alternate activities. With coordination, activities mostly involve people coming together to help one another or to make their own work run more efficiently (Himmelman, 1997; Montiel-Overall, 2005; Pollard, 2005). Coordination refers more to the regulation of interactions or events among different parties for their common benefit (Fine, 2001).

In the Cooperation/Partnership model, each team maintains individual agency identity, power, authority, and independence (Barr, Koppel, Reeves, Hammick, & Freeth, 2005; Oandasan, et al., 2004). Activities include resource sharing, and decision-making is characterized by negotiation between agencies or individuals. Cooperation/Partnership also reflects a philosophy of teamwork and involves the setting of goals, cooperation, and networking (Himmelman, 1997), suggestive of interdependence among members of the team (Pollard, 2005).

Whittington (2003) defines partnership as "the state of relationship, at organizational, group, professional or interprofessional level, to be achieved, maintained and reviewed" (p. 13). Resulting from this definition are the following characteristics: 1) working together as a formal institutionally mandated relationship, 2) the perception of what professionals are doing in the performance of their duties, and 3) what representatives of service providers, users, and caregivers do in the process of executing services. In defining and characterizing collaboration, Whittington not only uses *partnership*, but also introduces the terms *joint-work*, *multi-agency*, and *multi-professional networks* (p. 13).

The term *consultation* has been the focus of numerous scholarly works. Dougherty (2000) examines aspects of consultation and collaboration and dissects the main distinguishing features of psychological consultation and collaboration. Accordingly, "whereas the consulted maintains responsibility for managing the problem and carrying out any intervention procedures, the consultant maintains the ethical responsibility of making appropriate recommendations and overseeing the professional well-being of the consulted" (p. 7). Dougherty further notes that consultation generally is understood as helping to solve problems: it is a "type of service performed by counselors, psychologists, and human resource workers in which they assist another person who has responsibility for a case or program" (p. 9).

Despite the limited scope of its definition, consultation takes place in a variety of human services provided by social workers and lawyers. Consultation may take the consultant-consulted-client format. For example, situations sometimes arise in which a lawyer consults with a social worker in order to provide services to a client, or a social worker consults with a lawyer

to facilitate social benefits for a client. In a collaborative relationship, all parties involved have responsibilities for some part of the outcome and reciprocally consult with one another.

Collaboration is a dynamic and intricate notion, with multiple attributes that suggest interconnectedness. Attributes associated with collaboration include: sharing of planning, making decisions, solving problems, setting goals, assuming responsibility, working together cooperatively, and coordinating openly (Gardner, 2005; Montiel-Overall, 2005; Weinstein, Whittington, & Leiba, 2003). Cary's (1996) description of collaboration as producing a synthesis of different perspectives most accurately reflects the reality that collaboration evolves across several related concepts. For example, most definitions of interprofessional collaboration are constructed around organizational dynamics. The distinguishing features are apparent in the level or context of their respective usage, as examined in the section that follows.

Interprofessional versus Interdisciplinary Collaboration

Way and Jones (2001) defined collaboration with "[inter]-professional" as a process of communication and decision-making. Between and/or among professionals, collaboration is described with a number of prefixes such as *multi* or *inter* and then followed by the suffix *professional* or *discipline*. The prefix *inter* in the term *interprofessional* refers to the extent of collaboration, with dimensions such as professional autonomy, interdependency, proximity, interaction, and accountability (Hall & Weaver, 2001; Kvarstrom, 2011; Prester & Kenner, 2012).

The degree of integration between professionals is understood as a continuum with the endpoints of *multi* and *trans* through *inter*, which is positioned in the middle, where *multi* indicates the lowest degree and *trans* the highest degree of integration between the collaborating professions (Hall & Weaver, 2001; Kvarstrom, 2011). For example, while *multiprofessional* collaboration indicates that individuals from the various professions coordinate their efforts and organize their work sequentially, *transprofessional* signals a crossing of professional boundaries (Allen-Meares, 1998; Kvarstrom, 2011; Payne, 2000).

The term *profession* as used in this dissertation is distinct from *discipline*. For the sake of clarity, *profession* indicates the empirical context of the environment of practice, a social institution where professional knowledge is constructed and identities are played out, instead of the academic arena (Klein, 2010; Montiel-Overall, 2005; Sarangi & Robert, 1999). This is "the process whereby a group of people, with a common goal work together, often, but not necessarily, to increase the efficiency of the task in hand" (Freeth, Hammick, Reeves, Koppel, & Bar, 2005, p. xvi).

Often viewed from perspectives of organizational theory and efficiency, teamwork can be regarded in terms of decision-making, goal attainment, and interpersonal dynamics (Belbin, 2004). A team identity is socially constructed and reframed through interactive negotiation processes in congruence with the activity space of the team. Moreover, a team can be understood through group development models whereby the team is perceived as being developed in more or less fixed sequential stages (Kvarnstrom, 2011).

The notion of discipline concerns the framework where, according to D'Amour and

Oandasan (2005), a discipline with a strong theoretical grounding in turn gives access to

professional jurisdiction. Also, the distinction between interprofessionality and interdisciplinarity

portrays the former as being a response to the realities of fragmented practice while the latter is a

response to the fragmented knowledge of numerous disciplines (D'Amour & Oandasan, 2005).

The term *interdisciplinary collaboration* is used in this dissertation as the overarching term,

while the prefixes are applied when appropriate. Figures 1 and 2 below show the components of

an interdisciplinary collaboration model and the influences they have on interdisciplinary

collaboration, respectively.
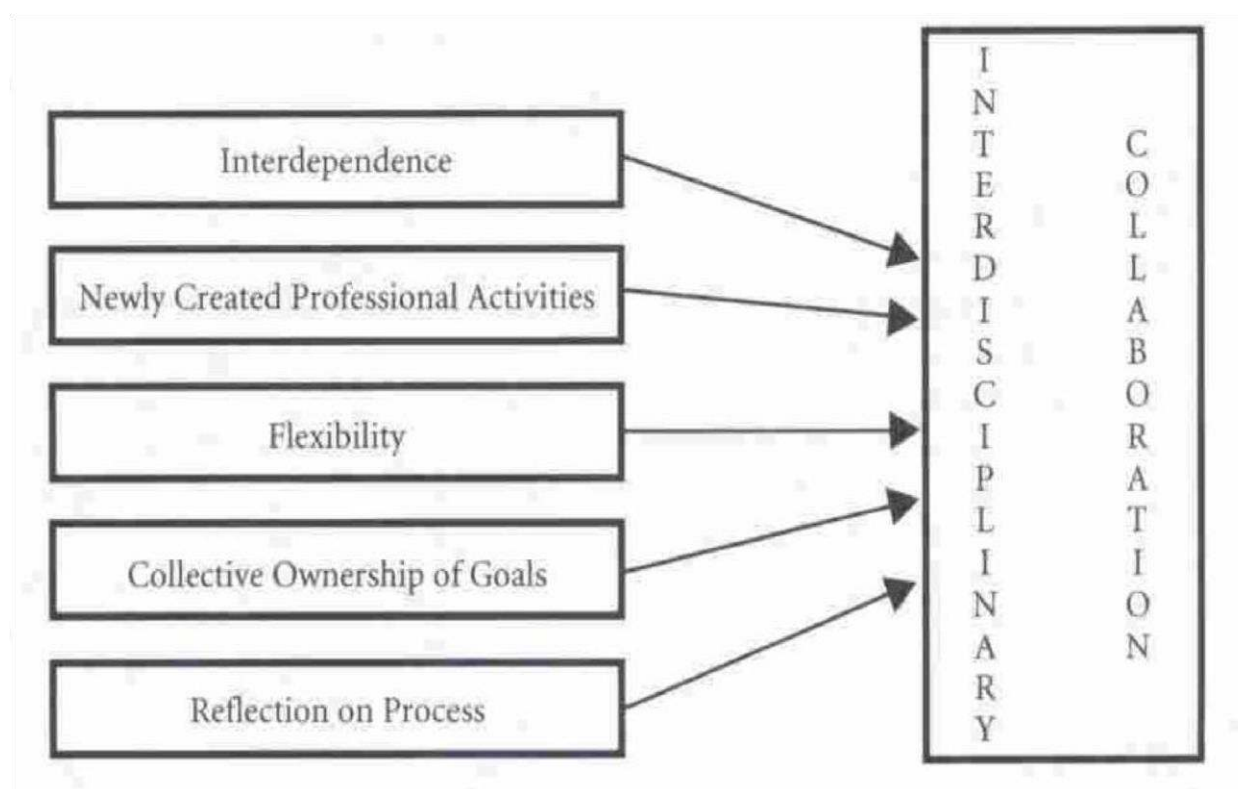
Figure 1. Components of an Interdisciplinary Collaboration Model. Source: "A model for interdisciplinary collaboration." *Social Work* (48)3, 297-306. Copyright 2003, by I. R. Bronstein.

Bronstein (2003) identifies five components of interdisciplinary collaboration:
interdependence, newly created professional activities, flexibility, collective ownership of goals,
and reflection on process. Interdependence concerns interaction and dependability among
collaborators in order to accomplish goals and tasks where a clear understanding of their
respective roles is evident. Flexibility suggests that successful collaborators exhibit adaptability
even under changing conditions and circumstances (Mattessich & Monsey, 1992). An example of
flexibility would be the ability of collaborators to reach compromises in the face of
disagreements (Bronstein, 2003). Collaborators have collective ownership of goals and shared
responsibility in the entire process to reach set goals.
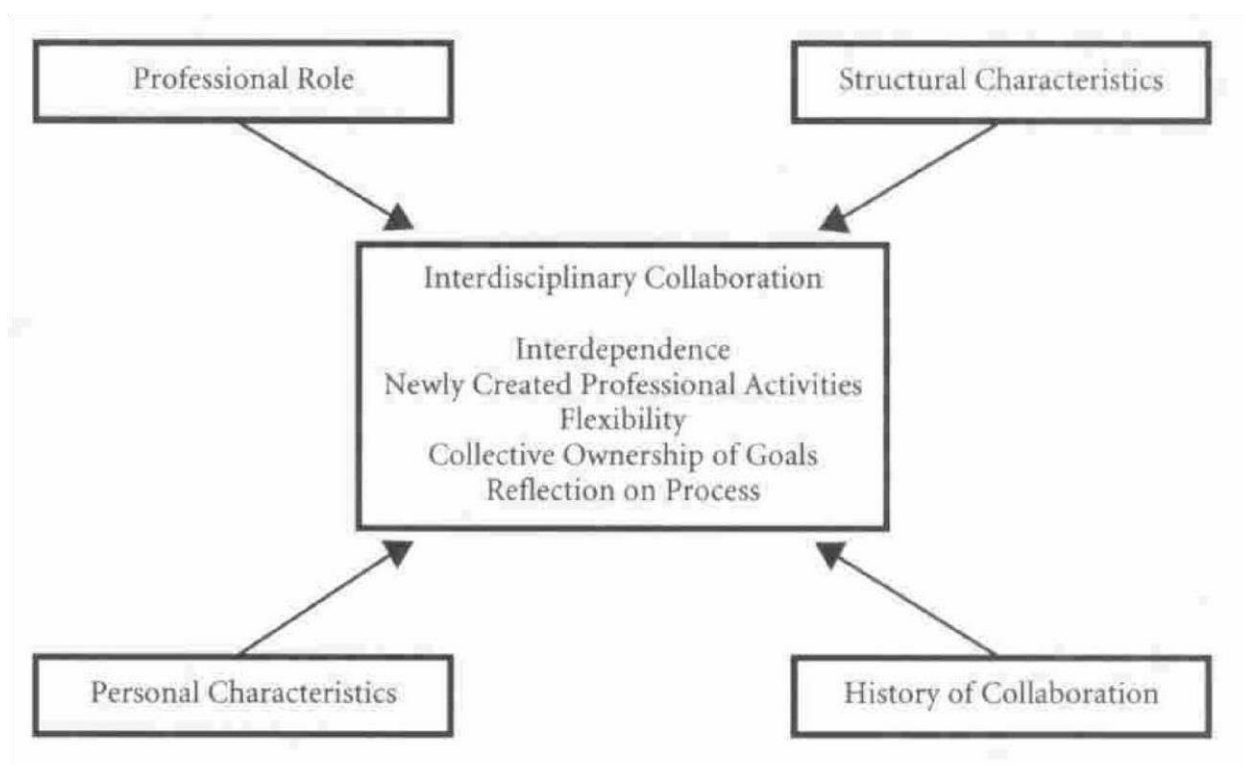
Figure 2. Influences on Interdisciplinary Collaboration. Source: "A model for interdisciplinary collaboration." *Social Work* (48)3, 297-306. Copyright 2003. by I. R. Bronstein.

A look at the influences on interdisciplinary collaboration facilitates an understanding of what aids collaboration and what poses barriers to it. According to Bronstein (2003), the factors of professional role, structural characteristics, personal characteristics, and history of collaboration "support interdisciplinary efforts, whereas their absence presents barriers to its occurrence" (p. 302). The concept of professional role concerns a strong sense by participants of the professional values and ethics of their respective disciplines. Role theory, according to Bronstein (2003), borders on an understanding of how socialization into a professional role occurs and how one is able to interact within an interdisciplinary team. Structural characteristics concern resource allocation and work assignments that either support or pose barriers to collaboration. Personal characteristics refer to how collaborators view or perceive each other as people outside of their professional roles (Kvarnstrom, 2011; Mattessich & Monsey, 1992; Zwarenstein, Goldman, & Reeves, 2009).

Collaboration, whether interdisciplinary or interprofessional, needs to be grounded in the objectives and values of issues germane to teamwork (D'Amour, et al., 2005; Kvarnstrom, 2011). Examples of such issues may include managing the collaborating members' divergent perspectives arising from agency mandates, professional/disciplinary terminology, and personal beliefs and values (Montiel-Overall, 2005). Collaboration enhances intervention towards the accomplishment of the desired outcomes in both macro and micro systems.

In his study exploring collaboration in an interagency context, Gray (1989) describes collaboration as a dynamic process resulting from developmental group stages. Gardner (2005) frames the process of collaboration in three phases: problem setting, direction setting, and

structuring. In the problem-setting phase, stakeholders negotiate their rights to participate. Agreement on the problem and what actions and resources are needed to address it are established during the direction-setting phase. During the structuring phase, those agreements are implemented by allocating roles, responsibilities, and resources (Gardner, 2005).

Several scholars (Anderson, Barenberg &Trembley, 2007; St. Joan, 2001; Zavez, 2005) propose models of collaboration when the professional practices of social workers and lawyers converge. A synthesis of the proposition results in two models of collaboration: consultant and employee. As a consultant, the social worker provides services to the lawyer for trial preparation purposes, but does not provide social work services directly to the client. As an employee, the social worker is an employee of the lawyer or law firm, and therefore is subject to the same confidentiality requirements as other non-lawyer employees (Anderson, et al., 2007).

Confidentiality of client information is an important aspect of legal and social work practices despite the mandate for social workers (e.g., in child welfare) to report abuse or neglect. Lawyers are not mandated reporters, but that does not resolve the social workers' potential ethical conflicts when they work for lawyers. Anderson, et al. (2007), propose three models for resolving the conundrum surrounding the mandate for reporting:

(1)   The *consent* model: Under this organizational model, the lawyer requests that clients consent to disclosure (e.g., of child abuse and neglect information) with the social worker. An argument against this model is that an attorney has an obligation to represent the client vigorously, and it would compromise the client's legal status to be coached to consent to disclose damaging information to a mandatory reporter such as a social worker.

(2)   The *confidentiality wall* model: This model requires an initial screening by the lawyer to rule out mandate reporting issues (e.g., child abuse issues) before involving the social worker as a team member. In the example of child abuse, reportable child abuse or neglect information that the social worker obtained directly might still need to be reported, since social workers are mandated reporters. However, information obtained by the lawyer which the client does not want disclosed is shielded from the social worker. The probability of a need to report is reduced by the initial screening.

(3)   In the *notice* model, clients are given notice of social workers' reporting obligation before social worker services are offered as an option. The scope and applicability of this model are limited to a few states (Anderson. et al., 2007). Table 1 presents the aggregate of elements of collaboration with the attributes constituting the units of analysis for the study.

Table 1

Aggregation of Collaborative Elements

Concepts	Process	Attributes	Outcomes
Communication	Existing/newly created professional activity	Interdependence	Produces a synthesis of different perspectives
Coordination		Sharing mutual goals	
	Parties with different viewpoints explore their differences		Evolves in teams
Consultation		Setting goals	
Cooperation/Partnership			Evolves in partnership
	Search for solution beyond their respective party's vision	Sharing of planning	
		Pooling resources	

Developmental and resulting in overlap between teams or groups	Collective decision
	Solving problem
Enabling students to construct knowledge through collective learning efforts	Assuming responsibility
Reflection on process	Working together cooperatively
Flexibility	Coordinating openly
	Collective ownership of goals

According to Adamson (2011), communication is the most essential of the four variables of collaboration identified in the reviewed literature (Table 1). Being able to communicate in a language common to lawyers and social workers remains a primary objective of the 1969 NCLSW initiative for the joint/dual JD/MSW degree program. As Adamson (2011) has noted, communication "sets the tone for progression into the next stage and is a key component in holding the subsequent components of the model together" (p. 192). Language in this context does not necessarily refer only to the English language as means of communication, but also to the more subtle cultural and systemic nuances.

Buber's (1958) communication theory proposes two basic modes of communication in interprofessional environments: monologic and dialogic. The monologic mode is the classical one-way flow of communication to inform the recipient about something or to get someone to carry out the wishes of the communicator. In contrast, the dialogic mode is based on an interactive communication model that encourages a participatory back-and-forth method of interaction (Buber, 1958; Jans, 1999; Suter, et al., 2009).

As Bohm (1951) proposed in his Quantum theory which he termed "Bohm's Dialogue," equal status and free space form the most important prerequisites of communication and the appreciation of differing personal beliefs. Accordingly "an essential ingredient to this form of dialogue is that participants 'suspend' immediate action or judgment and that they give themselves and each other the opportunity to become aware of the thought process itself" (p. 8). Consequently, personal characteristics are required for promoting the interpersonal relationship indispensable in a collaborative working environment. Furthermore, it is a necessary element for reducing bias and stereotypes and for engendering mutual interests between professionals of law and social work. Stereotypes of different kinds, related to professional roles and demographic and cultural differences, affect the relationship between collaborating professionals. Stereotypes can create negative ideas about a profession's worth, thus eroding mutual respect (Manogaram, 2011).

Coordination is an essential element of collaboration that balances the roles performed by individual team members to ensure synergy (Bridges, Davidson, Odengard, Maki, & Tomkowiak, 2011). In a teamwork setting, consultation is a constant and indispensable element in which each member of the team plays a determined or determinable role (Gardner, 2005; Suter, Arthur, Parboosingh, Taylor, & Deutschlander, 2009). Recognizing the limits of professional expertise, roles, and the need for cooperation, coordination and collaboration across the professions is necessary to promote effectiveness in teamwork. It is equally valid to argue that effective coordination and collaboration depends on whether each professional recognizes

and utilizes the other's expertise and capabilities with the target outcome in view (Brown, Wacker, & Briar, 1996).

Several elements of cooperation/partnership apply to the other three concepts reflected in Table 1. As a concept that in itself suggests teamwork, cooperation/partnership conveys an idea of "collaborative" relationship (Suter, et al., 2009). When people cooperate or enter into partnership, they create a relationship akin to collaboration but not a perfect collaboration in the context of this study, hence it is merely considered an element of collaboration per se. For the purpose of this dissertation, three levels of collaborative models are discussed (Table 10). These are: collaborations that occur at organizational levels; those at interagency levels, meaning those that are created between two agencies; and those at the intra-agency level, meaning that the lawyer and the social worker are both employees of the same agency and are required to work together collaboratively.

Background on the Convergence of Law and Social Work

Law and social work developed distinctly, but the common purposes which both professions shared necessitated their convergence (Herrick & Stuart, 2005; Kelso, 1929; Katz, 1996; Leiby, 1978; Max, 2004; Reid, 1995; Trattner, 1999). Kelso (1929) traced the separate origins and evolutions of each discipline and the events that propelled them to overlap in critical practice settings. Religion, custom, and law were the basis for social control of the early history of the American society (Brismann, 2011; Beckett, 2007; Chriss, 2007; Deflem, 2007; Hall, 2001; Novak, 2010; Schram, 2004; Sedlak, 2001; Trattner, 1999). Law, arguably the weakest of the instruments, served for keeping the peace as a device for maintaining the status quo (Kelso,

1929). Justice was served by application of law for the common good (Smith & Merkel-Holguin, 1995; Tani, 2012). As society passed through crises and relative peace in history, so did the need to adapt to changing circumstances and to confront emerging societal issues (Cnaan, 1996; Hall, 2001; McGowan, 2005; Myers, 2008; Noonan, Sabel, & Simon, 2009; Piven & Cloward, 1998; Shireman, 2003).

The effects of wars as well as economic and financial crises helped in the formulation of laws and policies (Constitutional Rights Foundation, 1998). Economic crises relating also to poverty and lack, the NCLSW recognized the need to address issues affecting the less-privileged and vulnerable in legal and social services contexts. The many conferences that resulted in the 1969 NCLSW recommendations took place in the period following the end of civil right movement in the USA, a period when poverty was prevalent, particularly in the minority communities (Billingsley & Giovannoni, 1972). These events are significant parts of US history (Axinn & Stern, 2005; Bigfoot & Funderburk, 2011; Casey Family Program, 2013; Cohen, 1996; DeMause, 1974; Day, 2005a, b, c; Gensler, 1996; Hall, 2001; Higginbotham, 2013; Jansson, 2008; Mink & Solinger, 2003; Murray & Gesiriech, 2004; Smith & Devore, 2004). The close relationship between social work and law stemmed from the catalytic role of the social work discipline. Notable among these was resolving the elements of social problems and legal remedies into a system of socially oriented laws.

Well-recognized examples are those which resulted from the numerous agitations by social workers against the inflexible treatment of dependent, neglected, and delinquent children by the legal system (Kelso, 1929; Kempe, Silverman, Steele, Droegemueller, & Silver, 1962;

Watkins, 1990). Consequently, there was growing awareness of the need to include a social dimension in the training of lawyers. Integrating the teaching of law and social work could lead to socialization of the law, thereby sustaining the relationship between both professions in addressing social needs (Braye & Preston-Shoot, 2005; Kelso, 1929; Myers, 2008). The suggestion that education was an indispensable tool for aligning the roles played by social workers and lawyers gained momentum in 1969 with the recommendations of the NCLSW (Gyamarti, 1986; Hazard, 1972; Isaac, 1967).

Prior to that, in 1959, the Family Services Association published a guide that contained pertinent advisories for collaboration between the two disciplines (The Legal Aid Society, 2010). In 1962, the Family Section of the ABA convened a national conference of the ABA and the NASW around issues of poverty and social justice (The Legal Aid Society, 2010). Efforts by the various organizations which raised awareness about the need to jointly educate lawyers and social workers resonated with the NCLSW, resulting in the 1969 recommendation urging schools of law and social work to offer interdisciplinary education for their students.

Origin of the Joint/Dual JD/MSW Degree Programs: The NCLSW

The NCLSW is an offspring of the Section of Family Law of the ABA. The Section was authorized in 1962 by the Board of Governors of the ABA, and an invitation was extended to the NASW to form the bipartisan Conference. The five-pronged purposes of the Conference were: (1) To draft statements of principles defining the legitimate activities of social workers and lawyers in those areas where each has a vital interest. Such statements would be submitted to the

parent organizations for approval. They would be separated into various areas of concern, e.g., adoptions, marriage counseling, juvenile delinquency, and court employees.

(2) To prevent the unauthorized practice of law by defining those areas in family law which are within the competency only of lawyers and to receive, analyze, and dispose of complaints arising in such areas. It was hoped that the NCLSW would serve as an advisory body to those, whether lawyers or social workers, who contemplated projects which might infringe on the practice of law.

(3) To serve as a clearinghouse for the interests of social welfare agencies and/or legal groups in the development of legislation by disseminating activities in this area from each group to the other, and by suggesting the areas in which each group ought to be consulted.

(4) To gather and disseminate information concerning research projects in order to prevent duplication of effort and to make available to all interested groups the information thus acquired.

(5) To do all which will promote a better understanding between lawyers and social workers without, however, committing the parent organizations to any particular activity without their prior consent (Hazard, 1972).

In keeping with its purposes, the Conference decided that one of the best ways to achieve and deepen mutual interest and better understanding between lawyers and social workers was through joint enrollment and education of students in both disciplines. Therefore, in 1969 the NCLSW recommended that law schools and schools of social work explore the possibility of

joint enrollment of students in order to educate practitioners who would bridge the gap between the two professional groups to ensure that welfare-dependent and other clients in poverty or in critical need were adequately served.

The main goal of the 1969 NCLSW recommendations was to "improve working relationships between the professions of law and social work" (Hazard, 1972, p. 423). Accordingly, joint enrollment of students is intended to ensure that such shared interests are achieved through the educative process. Relevant provisions of the NCLSW's 1969 Recommendations as contained in Hazard (1972) read in part:

> Law schools are urged to have material and personnel from the field of social work introduced at all relevant points in the law school curriculum….. It is urged that highly qualified social workers be included within those social scientists who are new members of law school faculties. Conversely, schools of social work should have on their faculties attorneys who are knowledgeable about laws which affect those persons or groups which social workers are being trained to assist. It is recommended to the faculties of law schools and schools of social work that by dialogue or other methods, they become ever more aware of their mutuality of interests and the increasing number of matters of common concern to both professions.
>
> If a feeling of mutual understanding and trust is to exist between members of the legal profession and members of the social work profession, it would

seem that the best way of creating this feeling would be to have it started at

the heart of the educational work.

Several methods may be explored to achieve that dialogue which is desirable

between students of law and students of social work. Among such methods is a

joint enrollment of students in courses of interest to both professions.... a working

collaboration between students of both professions in a clinical experience in which

both groups are exposed to the complexities surrounding the legal rights,

responsibilities and possibilities of those living in poverty (p. 424).

The text quoted above underscores the importance and relevance of this dissertation

research, especially in light of the fact that no prior study has been conducted on the subject

matter. It marked the advent of interdisciplinary education of law and social work students in a

joint/dual degree program framework. It emphasized the need for lawyers and social workers to

recognize the mutuality of interests that exist between the two professions and for both to take

further steps by devising educational programs that would enable lawyers and social workers to

be prepared to collaborate in the areas where their practices overlap

Over the years, the goals and objectives of schools that offer joint enrollment have

extended beyond the original focus of the Conference, which was concerned basically with

family law-related matters (Hazard, 1972; Slater & Finch, 2012). These emergent perspectives

continue to place the emphasis on the need to educate future lawyers and social workers jointly

for effectiveness in collaborative practice and service delivery in all settings where law and

social work practices overlap. Information accessed from the websites and handbooks of all the

accredited joint JD/MSW degree-offering universities is instructive on the processes. The commonality of the processes among the offering schools, from admission to the graduation of joint degree students, shows a significant degree of similarity.

Although each school develops its curricula and determines its models and methodologies individually, they share certain common procedures and standards:

(a) *Admission*: Students seeking to be admitted to the program must meet the admission requirements of both the law school and school of social work in the same university into which admission is sought, or both universities in cases of inter-university cooperation.

(b) *Duration of course*: Generally, in all the offering institutions, students enrolled in the program should complete it in four years. However, the University of Texas has a three-year option.

(c) *Course structure*: Students must register and pass prescribed courses, and can choose from available list of elective courses
.

(d) *Field of practice concentration*: Most schools afford students the opportunity, usually in the third year of study, to choose a field of practice concentration from a list which typically includes children, youth and families, health and mental health, geriatrics, domestic violence, and poverty.

(e) *Field experience/practical skills acquisition*: Field experiences, practica, clinics, and other forms of field and hands-on experiences are provided, though the format and intensity vary according to individual school's policy. It is usually introduced at a

stage when students are deemed to have gained considerable insight into the courses offered in both schools.

(f) *Award of degrees*: Students who successfully complete the program are awarded joint or dual degrees. Such graduates are therefore qualified to take the professional examinations in either or both disciplines in order to be licensed to practice accordingly.

Since the1969 NCLSW's recommendation, interdisciplinary law and social work education has been recognized both in academia and in practice as a means to better teaching and learning and to better preparation of graduates for practice in both specializations (Tokarz, 2004). The processes of the joint/dual degree programs emphasize acquisition of skills and competences needed to prepare students to develop problem-solving strategies and techniques of both professions in order to collaborate.

Educating Social Work and Law Students to Collaborate

According to the Center for the Advancement of Interprofessional Education (CAIPE, 2006), "Learning with and from one another in unity towards joint solution enables the sharing of knowledge in partnership between practitioners and service users… A collaborative culture is developed or enhanced" (pp. 26-27). Over the years efforts have been geared towards developing educational and training programs which go beyond what is presently available for the training of lawyers and social workers (Barr, 1998, 2009; Brayne & Broadbent, 2002; Colarossi & Forgey, 2006; Ellis & Fouts, 2001; Forgey & Colarossi, 2003; Heath & Curran, 2010; Hennemann & Cohen, 1995; Krase, 2014; Lowther, Stark, & Martens, 1989; Smith, 1970;

Weil, 1982). Different terminologies are used to describe a situation in which students from different disciplines learn together. Such terms include interprofessional education/training, interdisciplinary education/learning, multi-disciplinary education, and joint education. Attention is focused on specific areas of convergence between lawyers and social workers that scholars have dealt with recently.

Studies that Focus on Selected areas of Convergence

Progress has been made in specific settings where law and social work education or practices overlap (Nichols, 2011; Oandasan & Reeves, 2005; Pecukonis, et al., 2008). Several studies have focused on specific social work practice settings with emphasis placed on interprofessional collaboration between lawyers and social workers, while others have theorized on the educative process. This subsection highlights the relevance of joint/dual education of law and social workers as espoused by the works reviewed. Family and child-related issues are the areas most addressed by the majority of scholars in recent times.

As Slater (2007) notes, "This focus results from an increase in policy and practice initiatives, federal court orders and settlements in child welfare, domestic violence and special education which have resulted in greater regulation and oversight of social work practice and administration in these and several other practice arenas" (p. 6). Slater used evaluation research methods to study the development, implementation and feasibility of an interprofessional clinical education curriculum. Her research focused on family advocacy for low-income families facing administrative bottlenecks in accessing benefits for which they were otherwise eligible.

Colarossi and Forgey (2006) evaluated the effectiveness of interdisciplinary social work and law curricula for domestic violence. The authors concluded that if properly implemented it can result in: knowledge about domestic violence theory and practice and differential roles, duties, and privileges of lawyers and social workers; positive attitudes about interdisciplinary work; and reduced myths and stereotypes about domestic violence. Weil (1982) conducted studies. The first found that attitudes toward collaboration between social workers and lawyers are more positive when the social workers have received intensive training in court-related work. The second study found that the demand of interprofessional collaboration in family situations requires that professionals be able to understand each other and negotiate successfully for the benefit of clients. Learning in such a complex area of practice should not be left to chance or be limited to cognitive learning experiences.

In her descriptive study, Taylor (2005) discusses how the graduate education experience of lawyers and social workers differ in both content and process. She notes that their conflicts result from the differences in the ways the professionals are socialized, and the professionals themselves are characterized by conflict as they navigate bureaucratic institutions. She concludes that these differences have implications for the education of future professionals with respect to understanding authority, discretion, and collaboration.

Interdisciplinary Community Collaboration (ICC) is the focus of a study by Garcia, Mizrahi and Bayne-Smith (2010) which considers the components of a core curriculum for community practitioners. Garcia, et al. (2010) intended their article "to add to the literature on the content and methods of teaching students…the competencies embedded in ICC" (p. 176).

The work contains extensive discussions on core curriculum themes, the pedagogy and process, and the attributes and values necessary for training an ICC practitioner. The study's literature review emphasizes the theoretical orientations that comprise a combination of social and adult learning theories and critical education. The study concludes with an emphasis on the need for community-specific curriculum and training models and teaching modules, but with a possibility to test its universal relevance and value. These works found that education and training enhance efforts toward a better collaboration between social workers and lawyers in the practice of their professions upon graduation.

Mutuality in the Conceptualization of Joint/Dual Curriculum

Conceptualization of curriculum requires setting goals which students are expected to attain at the completion of the training. Attaining such goals would, among other things, help the students to become capable of resolving interprofessional practice issues (Madden, 2003; Walsh, et al., 2011; Weil, 1982). Designing a curriculum in an interdisciplinary context is a shared corporate responsibility that requires widespread participation of all stakeholders. This requires the co-involvement of faculty and administration to ensure a sense of community and connectedness, thereby eliminating any cultural issues that may threaten the interdisciplinary ideal of the joint/dual education undertaking.

Curriculum drives how teaching and learning goals are accomplished. It influences the learners' perception of society and also helps to shape their approach to future undertakings and roles in a variety of ways. Designing a curriculum is a process that must take into consideration the context in which it is carried out. Core interdisciplinary curriculum must contain specific

learning objectives that support interprofessional practice-based learning (Colarossi & Forgey, 2006; Slater, 2007). These competencies are vital in the sense that a strong grounding in them, coupled with ethical and moral judgment decision-making abilities, help in advancing interprofessional collaboration (Orji, 2013).

Clinics/Practica as Necessary Aspects of Mutuality Building

Education and training have been distinguished on the basis that the former has broader goals than the latter (McDaniel & Brown, 2001). Milano and Ullius (1998) summarize the distinction as follows: "Education focuses on learning 'about,' training focuses on learning 'how'" (p. 4). Clinical and field education environments are more likely than traditional classroom settings to inculcate collaborative attitudes and instincts in learners.

Slater (2007, citing Berg-Wagner, et al., 1998) notes that schools of social work are better off targeting "field and clinical education because the concept of collaboration can be taught and modeled and collaborative processes can be studied in these settings" (p. 10). Effective training imparts, in addition to a way of doing, a way of thinking. These two competencies are critical to social work and law students. In training, the objectives are more specific than in education. Learning outcome is more readily determinable in training than in education. Education and training nonetheless are inseparable in an effort to achieve mutuality between joint-degree students.

Fundamental issues concerning strategies for educating and training demonstrate that training builds on prior education. At the joint/dual JD/MSW degree level, students have attained adulthood. Curricula need be designed to provide follow-up support to avoid creating a

gap between what classroom instructors do and what clinical facilitators do to support joint/dual learning (Slater, 2007; Slater & Finch, 2012). Each discipline would enhance the knowledge base of the other by contributing a new perspective, which could enhance experimental learning across both disciplines. Implementing joint/dual degree curriculum further requires that authorities take a proactive stance on creating the necessary structure and infrastructure.

Implementation of the Joint/Dual Law and Social Work Education

According to Buring, Bhusshsan, Brazeau, Conway, Hansen, and Westberg (2009), curriculum, faculty development, and strong partnership between schools of social work and law are needed for the implementation of the program. The role of faculty in implementation is crucial. Once the decision is made at the policy and conceptual levels to implement a curriculum, the instructor is instrumental to the success of the academic program in the micro culture of the classroom and all that occurs in the learning environment itself. These activities include notably: Timetabling, allocation of resources, consideration of power relationships between different professionals and academic groups, and selection of appropriate activities for the successful implementation of the instructional and learning activities.

The Role of Faculty

Given these scenarios, the role of the instructor is to ensure that the philosophical underpinning of curriculum is transmitted to the students. Smith (n. d.) suggests that implementation should be carried out with regard to the needs, abilities, motivation, background, and knowledge of students. The joint/dual degree students are adults believed to have attained certain levels of maturity by virtue of their prior education and experience. The instructor

upholds the goals set in the curriculum. Goals are what the students are expected to accomplish upon completion of the course of instruction. Collaboration based on mutuality of interests being the goal of joint/dual enrollment, students should be taught to understand interdisciplinary learning as an indispensable tool for the desired outcome or set of goals.

To a great extent, the instructor is at liberty to choose appropriate instructional methods and media. These include lecturing, assignments, PowerPoint presentations, computer-assisted instructional packages, and the Internet. In most cases, a combination of some of these methods is used (Barr, 2002; Smith, n. d.). Developing evaluation/assessment tools enables instructors to assess students' performance to determine the effectiveness of the instructional objectives. Revising instructional methods may be required if the approach earlier employed does not lead to the attainment of the set goals. This can also be the result of the chosen instructional media or deficiency in the implementation media. The need to have educators and other facilitators adequately trained for their roles during classroom and field learning opportunities is well discussed in literature (Reeves & Freeth, 2002; Slater, 2007).

Generally, schools of social work require the following minimum qualifications for eligibility to teach courses in social work: a degree in social work (usually doctorate degrees or equivalence is preferred); being certified, registered, or licensed as a social worker; knowledge of social work values and ethics, of ethical theories. However, there are CSWE standards for teaching practice courses. Those standards are 2 years post-MSW practice experience. So for teaching practice courses, people need the MSW. Otherwise, instructors do not need to have any specific degrees. They need expertise in the areas where they are teaching.

Law schools require a minimum of the JD or equivalent. Higher degrees (i.e., JSD/SJD, PhD, LL.M, or their equivalents) are also accepted, but not a prerequisite for law school teaching (Crane, 1999). Licensure (Bar admission) in any of the jurisdictions is required for teaching in line with ABA accreditation criteria. Training and re-training and continuing education requirements are mandatory for both law and social work faculties.

However, it must be noted that both law and social work schools frequently use the category of instructors known as adjuncts. Adjunct professors/instructors sometimes do not hold the highest or terminal academic credentials, but are hired based on meritorious professional/practice experience. Nonetheless, adjuncts teach in any area of the curriculum. In some schools, graduate assistants help the instructor of record with teaching need (grading papers, organizing materials, meeting with individual students, etc.). In other programs, doctoral students are hired as adjuncts and are the instructor of record.

Adjuncts are used mostly in clinical and field education. Another category of scholars who are engaged in teaching lesser courses or assisting tenured faculty are the graduate assistants. They usually are hired based on academic excellence and their manifest interests in continuing in academic careers upon completion of their doctorate or other terminal degrees.

Summary

The literature highlights the importance of joint education of law and social work students and provides detailed information on methodological and theoretical frameworks. It also identifies the key competencies and skills required for effective interdisciplinary education

of lawyers and social workers (see Table 1); the key concepts of interdisciplinary collaboration, namely communication, coordination, consultation, and cooperation/partnership (see Table 1 and Figures 4 and 5); the process, attributes and outcomes of collaboration (see Table 1); the framework for interdisciplinary law and social work collaboration (organizational, intra-agency, and interpersonal (see Table 9); and the collaboration indicators (see Table 1).

The 1969 recommendation emphasized "joint enrollment," "mutuality of interest," "a feeling of mutual understanding and trust," "collaboration," "common concerns," the need for "interdisciplinary curriculum," "qualified faculties from both law and social work schools to teach the two groups of students," and "a working collaboration between students of both professions in a clinical experience in which both are exposed to the complexities surrounding the legal rights, responsibilities and possibilities of those living in poverty" (p. 4). Ostensibly, the theoretical literature reviewed contains elements that can enable the accomplishment of the educational goals of the NCLSW. Ultimately, lawyers and social workers who graduated from joint/dual JD/MSW degree programs would be more likely to practice with minimal tension between them in all practice areas including, notably, child welfare settings.

This literature review shows that collaboration is a best practice for teaching and learning. Collaboration promotes academic success and interdisciplinary learning. It can bring about positive changes in students' information-seeking behavior and in their perception of their peers and faculty roles in student teaching (Franklin, 2013). Despite the significant facilitators of interdisciplinarity identified in the literature review, hindrances have been identified that relate

mostly to organizational culture, professional practice (e.g., ethics/mandates), and interpersonal characteristics.

However, there is a clear gap in the literature. This gap results from the lack of work on the joint/dual JD/MSW degree program in the framework of the 1969 NCLSW recommendation. It is the filling of this lacuna that constitutes the major contribution of this dissertation knowledge about the joint programs. The purpose of the current studywas to explore the extent to which the clinic/field education contents of the 47 programs explored indicate an intention to promote interdisciplinary collaboration between lawyers and social workers. The methodology that follows was used to achieve the purpose of this dissertation by exploring and analyzing the relevant field education contents.

This dissertation is composed of five additional chapters: Chapter three is devoted the presentation and examination of the various pertinent theoretical perspectives. The theories are chosen because of their depictions of the learning, ownership of learning by students themselves, and the influence of Community needs on learning and practice. In Chapter Four, the methodology and a framework for data collection and analysis in the tradition of the content analysis approaches are presented. Chapter Five documents and presents the results of the data and sets the stage for their analysis. Chapter Six is devoted to discussion of the various findings from the research, and the last chapter, Chapter Seven, presents the implications, recommendations for future research, and conclusion.

CHAPTER III: THEORITICAL FRAMEWORKS

Introduction

"Theory, while useful, if taught without exposure to the context and conditions of
practice becomes deadly" (John Dewey, 1904, p. 10).

"There is nothing as practical as good theory" (Kurt Lewin, 1951, p. 169).

The various approaches to instruction and learning share much in common. This explains

why very often the name of a theorist is linked to more than one theory, and often, the terms and

strategies of various theories overlap. The interconnectedness of theories renders the choice of a

theoretical framework most challenging (Willumsen, 2008).

As Stahl (2005) succinctly wrote:

It is often assumed that every professional discipline is founded on a well-worked

out theory that defines the objects, goals and methods of its domain. However,

when one really needs to use the theory – such as to guide the design of concrete

software to support collaborative learning – one discovers that at best what exists

are bitter controversies and disturbing questions concerning the fundamentals…

yet, one cannot proceed without theory (pp. 1-2).

Since no one theory works for both the classroom experience and the reality of the real word, I

have assumed the responsibility of finding what theories involving both realms are workable and

using them (Stahl, 2005). The complex nature of the programs explored in this dissertation have

necessitated my choice of six theoretical frameworks. These are Social Constructivism,

Elaboration, Andragogy, Interprofessional Collaboration (Loosely Coupled Systems, Reflective

Practitioners and Analytical Framework of Interdisciplinary Collaboration), Gestalt, and

Communities of Practice theories. While the first three theories relate mainly to instruction and

learning, the remaining three are primarily practice-biased.

Education-Related Theories

Social Constructivism establishes that learning is better accomplished when learners

construct their individual meaning from their own experiences, backgrounds, and attitudes, than

if it is dictated to them by instructors. In other words, students must be encouraged to be active

learners who are not simply given knowledge but are expected to construct their own meaning of

knowledge and take ownership of their learning experiences. *Elaboration theory* (ET),

championed by Reigeluth, favors the sequencing and epitomizing of the instructional design,

permitting each layer of instruction to improve on the former in order to enhance retention.

Andragogy is based on the proposition that adult learners are intrinsically motivated. Malcolm

Knowles, who proposed the theory, urged that learning by adults be based on the developmental

interests and self-concept of adults.

Practice-Related Theories

On the other hand, interprofessional collaboration theories were used in this study

because of their overlap with education. For example, the Loosely Coupled System theory helps

us understand that collaboration in practice settings depends first and foremost on prior

educational undertakings. Similarly, the Reflective Practitioners theory, although more focused

on practice, emphasizes the combining of practice and learning. In both cases, learning could

occur either prior to or entering practice, or through continuing education which is mandatory

for both lawyers and social workers for licensure and retention thereof, while one is already a practitioner/professional.

The Analytical Framework of Interdisciplinary Collaboration on its part focuses on collaboration and conflict-resolution processes. Finally, the Community of Practice theory has roots in both leaning and practice. It emphasizes the need to fashion learning to respond to the environment of practice. This is exactly what most joint/dual JD/MSW degree program-offering schools located in some small/rural communities are doing: conceiving academic curricula and field education models that are community oriented.

Social Constructivism

The contemporary view of instruction is a systematic process in which every component—instructor, learner, material and learning environment—is crucial to successful instruction and learning (Dick, Carey, & Carey, 1978). Dewey (1904), Bruner (1962, 1966), and Vygotsky (1962, 1978) are among the scholars who championed social constructivist theories of education (Montiel-Overall, 2005). Collaboration, from the social constructivist perspective, is a social process in which meaning is constructed from discussion among group members (Vygotsky, 1978).

The Social Constructivist view of education sees collaboration as a new way of learning for students and a new way of planning and teaching for teachers (Montiel-Overall, 2005). Emphasis is placed on pedagogically tested methods that are directly observable. These are historically rooted in cognitive and constructivist epistemologies that are scientifically measurable (Moran & John-Steiner, 2003).

According to these perspectives, all knowledge takes place as learners construct their own meaning from their own experience, backgrounds, and attitudes. As a result, constructivist epistemology is believed to make learning more relevant to students by imbedding it in real and authentic situations, helping them learn to solve problems and think critically (Smith, n. d.). In doing so, social interaction is highlighted as the key to the process by which learners translate social activity into meaning, creating higher mental processes (Watson, 2007).

Dewey (1904), Bruner (1966) and Vygotsky (1978) theorized on several aspects of instruction and learning methods for professional education. They all viewed the student as an active learner who is not simply given knowledge but is expected to construct his or her own meaning of knowledge and take ownership of his or her learning experience (Radu, 2007). Dewey (1904) identified three requirements which should be applied in any professional education: 1) increased academic prerequisites for initial entry into both the professional school and professional practice, 2) a more relevant role for the applied sciences in the professional curriculum itself, and 3) a greater emphasis in the practical work of the professional school on the intellectual methods of the profession. These requirements are still being drawn upon in contemporary educational settings across diverse disciplines (Radu, 2007; Watson, 2007).

Furthermore, Dewey (1904) proposed concept of thematic learning, which teaches that instruction should not be divided into isolated subjects taught individually, but instead should be related to relevant, shared themes or topics (Watson, 2007). The primary challenge of students in higher education is the combination of mastery of professional knowledge with the techniques of professional practice. The education and training of professionals usually contain the elements of

classroom-based learning, where general knowledge is transmitted, and field-based learning where situated knowledge and skills are learned. These elements vary considerably between social work and law school, necessitating as a result a new paradigm of interdisciplinary education.

Bruner (1962, 1966, and 1973) argued that the basic underlying principle of any learning process involves the student understanding fundamental or basic ideas, then applying these ideas to real-life situations, and through this process recognizing that the new skills developed are really variations on a theme. Vygotsky (1978) made substantial contributions to constructivism and shared a number of perspectives with Bruner, notably in his approach to instructional theory and learning; the development of intelligence as reflecting the internalization of the tools of the learner's culture, and on the importance of historical perspective in understanding mental functions (Driscoll, 2005). Vygotsky (1978) was best known, however, for what he called the Zone of Proximal Development (ZPD), originally discussed in relation to the development of children (Silver, 2011). This concept has now been expanded to include relationships among adults in collaborative educational settings.

Vygotsky (1978) envisioned learning as a socially constructed experience involving more capable people guiding those less capable to understand ideas beyond their developmental level. He posited that it is through social interaction and working together that people developed into present-day society (Moran & Steiner, 2003). Vygotsky (1978) provided the theoretical structure for considering collaboration as a social process in which meaning is constructed from discussion among group members.

Key elements of Social Constructivism, such as contextualization, situated learning, problem-based learning, cooperative learning, and multiple representation of reality, are congruent with the principles of curriculum integration and curriculum transformation strategies discussed in the reviewed literature. Social Constructivism, being the major theory in this study, is supported and amplified by the following ones.

Elaboration Theory

Elaboration theory (ET), which also applies to the design of instruction for the cognitive domain, is a model that aims to help select and sequence content in a way that will optimize attainment of learning goals (Reigeluth, 1983; Reigeluth & Frick, 1999). ET is learner-centered and intended primarily for medium to complex kinds of cognitive and psychomotor learning. Reigeluth defines ET as an instructional design theory which argues that content, to be learned, should be organized from simple to complex order, and presented in a meaningful context in which subsequent ideas can be integrated. According to Reigeluth (1999a) ET promotes the sequencing of instruction. This approach enables instruction to foster meaning-making, thus motivate learners. It allows learners to make autonomous decisions involving scope and sequence during the learning process (Frick & Reigeluth, 1992).

Reigeluth, an adherent of Merrill's Component Display Theory (CDT)—a proposition that each theory enhances the other,—believes that instruction is made up of layers, and that each layer of instruction elaborates on and reiterates the previous ideal, thereby improving retention. Hence, *sequencing* and organizing *epitomes* are key words in ET. With this approach, instructional design is chunked or epitomized into analysis, design, development,

implementation, and evaluation (Reigeluth, 1999a, b). The simple-to-complex procedure can take many forms, including an overview, advance organizer, or spiral curriculum. At this stage, the general ideas are epitomized rather than summarized (e.g., concept, procedure or theory). Reigeluth (1987, 1999) describes ET as a paradigm shift from teacher-centered instruction to learner-centered instruction, which creates new ideas to sequence instruction.

Andragogy

Andragogy, like constructivism, is founded on the assumption that learning builds upon prior knowledge that learners have (Fosnot & Perry, 2005). Malcolm Knowles, who popularized Andragogy theory, defines it as "the art and science of helping adults learn" (Knowles, 1980, p. 43). This he contrasts with pedagogy, which he sees as "the art and science of teaching children" (p. 40). Andragogy is relevant to learning when discussed with reference to adults. It is sometimes referred to as *critical pedagogy*.

Knowles (1975) argues that adult learners are motivated intrinsically. Consequently, Andragogy is based on the developmental interests and self-concept of adults. It is expressed in active, self-directive learning style (Weil, 1977). According to Knowles (1975), adult learners, to which category JD/MSW students belong, know why they are learning and have a deep psychological need to be generally self-directing.

Consequently, adults learn through doing by drawing on a reservoir of experience that becomes an increasingly rich resource for learning. Thus, the most effective techniques in education are experimental techniques, discussion, problem-solving cases, simulation exercises, field experience, and such other methods that tap from experience. Unlike the pedagogical

paradigm highlighted above, Andragogy stresses the need for training to build upon both previous learning and life experience. A notable benefit of applying Andragogy to adult learning is the greater need for applied learning and the acquisition of immediately usable knowledge (McDaniel & Brown, 2001).

Interprofessional Collaboration Theories

Lawyers and social workers collaborate in different ways and in different practice settings, including in government offices, at the private agency/organizational level, and in private practice whereby a lawyer employs a social worker or vice versa. In some instances the relationship is on short-term consultancy basis. One or more of the following theoretical frameworks will guide this research in the exploration of interprofessional collaboration:

Loosely Coupled System Theory. According to its proponents, Koff, DeFriese, and Witzke (1994) and Weich (1976), this theory offers three major lessons stating that a system that seems to be in opposition and in conflict (a) can survive and even thrive, (b) can aid the understanding of interprofessional collaboration as well as the contribution of educational programs, and (c) can provide reassurance on the validity of the system, not in spite of the loose linkage between professionals, but because of it.

Reflective Practitioner Theory: Reflective practice is an approach that enables professionals to understand how they use their knowledge in practical situations and how they can combine practice and learning in a more effective way (Schon, 1983). According to this theory, knowing how to frame situations and ideas helps professionals to achieve greater flexibility and increase capacity of conceptual innovation. It stresses the importance of explicit

training that would enable professionals to understand the cognitive maps and values maps of others. The framework suggests, accordingly, that the capacity of professionals to practice in a collaborative environment depends primarily upon their ability to understand and respect the cognitive patterns such as (a) the way others conceptualize problems and interventions, and (b) the values of every professional (Clark, 1994; D'Amour, et al., 2005).

Analytical Framework of Interdisciplinary Collaboration: Gladstein (1984) stresses belief in collaboration, social integration, degree of conflict and conflicting processes. The key lessons from the framework are (a) that interprofessional collaboration depends on conflicting factors, thus underscoring the complexity of professional allegiances; (b) that conflicting beliefs and values foster collaboration while placing constraints on it; and (c) that formalization is necessary in order for collaboration to occur.

Gestalt **Theory**

Christian von Ehrenfels's (1890) article "Über Gestaltqualitäten" represents the first systematic investigation of the philosophy and psychology of Gestalt theory. Ehrenfels's paper not only exerted a powerful influence on the philosophy of the Meinong School, but marked the beginning of the Gestalt tradition in psychology, later associated with the works of Wertheimer (1923), Köhler (1929), and Koffka (1935) in Berlin. Of German origin, *gestalt* literally means "unified whole." In its functional application, the theory embodies the cognitive, behaviorist, and aesthetic perspectives. According to Wertheimer (1923), the idea of grouping is characteristic of stimuli that cause people to structure or interpret a visual field or problem in a certain way. The

author lists four factors that determine grouping: proximity, similarity, closure, and continuity/simplicity.

These four factors are explained as follows: *Proximity* symbolizes elements placed close together according to their nearness. As a consequence, they tend to be perceived as a group. *Similarity* refers to objects that look similar to one another. To such extent, people often perceive the objects as a group or pattern. *Closure* suggests that an object is incomplete or a space is not completely enclosed. If enough of the shape is indicated, people perceive the whole by filling in the missing information. *Continuity/simplicity* occurs when the eye is compelled to move through one object and continue to another object. This factor emphasizes symmetry, regularity, and smoothness.

Gestalt theory is considered a unifier of the above three theories in the interprofessional collaboration category, in the sense that it combines all of their respective characteristics through its three principles: instruction should be based upon the laws of organization–proximity, similarity, closure, and simplicity; the learner should be encouraged to discover the underlying nature of a topic or problem; and gaps, incongruities, and disturbances are important stimuli for learning. To a great extent, Gestalt complements Social Constructivist, Andragogy, and Elaboration theories discussed above, as well as bears obvious similarity to Communities of Practice theory that follows below.

Communities of Practice Theory

Communities of Practice (COP) is a learning theory that can be used to explain Interdisciplinary Education (IDE) and Interprofessional Collaboration (IPC) regarding social worker-lawyer team practice settings. It provides a framework to explore the epistemology of social dynamics in the social worker-lawyer collaboration. Although an old theory, Lave and Wenger (1991) first used the term "Communities of Practice" to describe learning through practice and participation, calling it "situated learning" (p. 29). According to these authors, COP is defined as a group of people who share an interest, a craft, and/or a profession. COP can evolve over time because of the members' common interest in a particular domain or area, or it can be created specifically with the goal of gaining knowledge in the field. Through the process of sharing information and experience, members learn from each other and thus have an opportunity to develop themselves personally and professionally (Lave & Wenger, 1991).

This theory views learning as an act of membership in a community of practice. Relying on Lave and Wenger (1991), COP as a theoretical framework speaks to the subject matter of this inquiry in many ways through a number of assumptions, notably that learning is fundamentally a social phenomenon and that people organize their learning around the social communities to which they belong. This means that in the context of this inquiry, a school is only a relevant learning environment for students whose social communities coincide with that school and its learning objectives. Consequently, knowledge is integrated into the life of a community that shares values, beliefs, languages, and ways of doing things. Real knowledge is integrated into the actions, social relations, and expertise of the community (Wenger, 1998).

The process of learning and membership in a COP are inseparable. Learning is intertwined with community membership which, as a consequence, enables members of the community to adjust their status (Wenger, 2006). The intertwining makes learning inseparable from the practice, because it is not possible to know without doing (Lave & Wenger, 1991). The ability to contribute to a community through practice creates the potential for learning. The idea that learning involves a deepening process of participation in a COP has gained significant ground in recent years (Wenger, 1998). Learning and education are based on the assumption that they are things that individuals do and that they are accomplished as a "result of teaching" (Wenger, 1998, p. 3). This assumption about learning and education suggests that teachers understand their students' communities of practice and acknowledge the learning opportunities that embed knowledge in both work practice and social relations, enabling learners to engage in real-life practice situations (Wenger, 2006).

Interdisciplinary education of law and social work students in the context of the joint/dual JD/MSW degree program is considered a lever for promoting collaborative values among future law and social work professionals. Hitherto, lawyers and social workers were socialized with strong but separate professional identities that fell between the boundaries of their different professions. That status quo ante (as it then was) resulted in the socialization of professionals with limited knowledge about other professions (Cole, 2012). Members of both the legal and the social work professions knew little of the practices, expertise, responsibilities, skills, values, and theoretical perspectives of each other. This lack of knowledge is the bane of interdisciplinarity and interprofessional collaboration of lawyers and social workers. Eventually,

societal exigencies drove law and social work to overlap, especially at critical points of

relevance to the human condition, especially the vulnerable in society.

Summary

The combination of multiple theoretical perspectives discussed in this study has the

significant relevance of serving as a rallying point for various elements germane to

interdisciplinarity and interprofessionality in law and social work education and in practice. The

high point of the theory is reflected in the statement about social constructivists' theory as being

the "most current theory in the psychology of learning" (Radu, 2007, p. 5, citing Fosnot). The

relevance of all the theoretical perspectives discussed in this dissertation cannot be

overemphasized.

CHAPTER IV: RESEARCH DESIGN AND METHODOLOGY

Introduction

This study employed content analysis to explore the clinical and field education manuals of the 47 joint/dual JD/MSW degree offering schools. The conceptual principle that guided this study was the assumption that the joint/dual JD/MSW degree programs foster mutuality and promote collaboration between law and social work students. Both *mutual* and *collaboration* are often used to describe, *inter alia,* the situation in which members of the two professional groups work together in various settings where their practices overlap (Barr, 1998; Cole, 2012; Gardner, 2005; Kisthardt, 2006; Slater & Finch, 2012; Scannalieco, et al., 2012).

This chapter comprises the following ten sections: purpose of the study; barriers; pilot study; research design; methods; sampling; criteria for sample choices; data collection; limitations of the study; content analysis; rationale for content analysis; methods of content analysis; strategies – semantic analysis; phases of semantic analysis; collaboration indicators; credibility, and institutional review board (IRB) approval. This methodology was adopted the grounds that existing literature and other evidence weighed in favor of an exploratory approach to clinic/field education contents.

Purpose of the Study

The convergence of law and social work has far-reaching implications for interprofessionalism of lawyers and social workers in providing services to their clients. Mutuality and collaboration between lawyers and social workers are necessary, because many beneficiaries of their services often have legal as well as social service needs. A lack of

interdisciplinarity between the two groups can impede reasoned provision of important legal and social care delivery hence the need to educate students of law and social work to collaborate.

This study explored and described the clinics and field education manuals of the 47 joint/dual JD/MSW degree offering schools. The NCLSW recommended joint enrollment of law and social work students as a way to enhance awareness of lawyer-social worker mutuality of interests. The recommendation, fully quoted in Chapter Two above, reads in part: It is recommended to the faculties of law schools and schools of Social work that by dialogue or other methods, they become even more aware of their mutuality of interests and the increasing number of matters of common concern to both professions. If a feeling of mutual understanding and trust is to exist between members of the legal profession and members of the social work profession it would seem that the best way of creating this feeling is to have it started at the heart of the educational work.

> Several methods may be explored to achieve that dialogue which is desirable between students of law and students of social work. Among such methods is a joint enrollment of students in courses of interest to both professions.... a working collaboration between students of both professions in a clinical experience in which both groups are exposed to the complexities surrounding the legal rights, responsibilities and possibilities of those living in poverty.

In view of the above-quoted text of the 1969 NCLSW recommendations that inform the framework for this dissertation research, my interest is to ascertain whether the various joint/dual JD/MSW degree programs aim to enhance mutuality of interests and/or collaboration between the two professions. As literature shows, emphasis on collaboration as a significant thrust in interdisciplinary education attracts considerable consensus among scholars (Kimmel, 2012). Thus, this research was conducted with a focus on the contents of the field education manuals obtained either directly from the sampled institutions or accessed online on their official websites. The focus on field education contents stemmed from the pilot study which identified them as the only component of the education program that provides opportunities for students to interact.

The above contention is supported further by the theoretical models discussed above in the literature review. Consequently, in view of the purpose stated above, the following research questions are used to ascertain the import of the joint/dual JD/MSW degree programs offered in 47 law and social schools across the United States: Is there collaboration between social work and law students in the joint/dual JD/MSW degree programs? If collaboration exists, what does it look like? Does field education require practices that foster collaboration?

The 1969 text of the NCLSW used the term *Mutuality of Interest*, but neither in literature nor from Table 2 below is there any evidence that mutuality of interest exists between law and social work professions. Rather, literature indicates that the need for mutuality often is manifest when lawyer and social worker work side by side or as a team in a client's case (see Figure 4). Lawyers and social workers do not benefit from such mutual relationship. In other words, the

mutuality of interest is borne out of the empathy, professional exigency and imperative, or the determination to obtain a good outcome for the client.

Among other things, joint/dual education should teach students that both professional groups are not the beneficiaries of the gains of mutual enterprise in many respects. MOI is intended to impact the outcome of the work produced by lawyers and social workers that directly affect the lives or economic situations of clients, the poor or vulnerable service beneficiaries.

The prospective law and social work practitioners are bound by two distinct professional codes that afford them little or no discretion. At this juncture, both groups of professionals apply their learned competencies and skills to negotiate a favorable outcome for the client within the exceptions allowed by the rules. Practitioners from other professional groups make necessary and often court-mandated inputs to the services which they render to their clients. The rules and procedures of courts and other statutory public agencies associated with the achievement of outcomes for litigants and social welfare beneficiaries are sacrosanct (Gardner & Cary. 1999; Madden, 2003; Sheehan, 2010; Skarin, 2002). Consequently, lawyers and social workers need to collaborate with such other professional team members. In all of the above scenarios, the example of child welfare is primordial.

Lawyers and social workers practice under professional mandate to follow the rules governing their respective professions. Their discretion in practice is constrained by the various professional codes of conduct and responsibilities. Thus, education prepares them to deal with challenges encountered in the practice of their professions. Although the NCLSW is moribund, its 1969 recommendations continue to be embraced by schools of law and social work across the

nation. In an evaluation, Hazard (1972) observed that: "an important aspect of promoting better relationships and wider dissemination of information between the two groups concerns the basic professional training in each of the two disciplines" (p. 423).

The article concluded that there was the opportunity for much closer cooperation between schools of law and social work. At the time the study was published, only one school had established a full joint/dual degree program, but there was an overwhelming expression of possibility of more such programs. With presently over 47 established joint JD/MSW degree programs nationwide, the 1969 recommendation gradually is becoming a reality.

Barriers:

In both the education of law and social work students, as in professional practice. MOI face very unique challenges due to the many dichotomies in several aspects of the professions, due ostensibly to the asymmetry or asynchronous natures of their functions and procedures as Table 2 shows.

Table 2

Major Impediments to Interdisciplinary Education and Practice in Law and Social Work

1. Education and Training Differences	
Social Worker	Lawyer
Focuses on human interactions and systems theory	Focuses on statute, cases, law, procedure and strategy
Evaluates and addresses underlying issues and nonverbal cues	Evaluates and addresses present legal problems
Develops ability to synthesize information	Develops analytic skills
Field-work based	Classroom based
Experimental and reflective.	Research oriented

2. Style Differences in Practice Methods	
Social Worker	Lawyer
Collaborative	Confrontational
Supportive/consensus-building	Adversarial approaches
Relies on shared decision-making	Relies on individual autonomy
Process-focused	Outcome-focused (win or lose)
Defines goals diffusely	Defines goals narrowly
Uses professional relationship to effect change in client and/or environment	Uses legal system to resolve problems

3. Language Differences	
Social Worker	Lawyer
Descriptive and intuitive	Factual and exact
Diffuse and comprehensive	Concise and formal
Ambiguous	Clear-cut
Presents various explanations	Argues a specific position
Uses diagnostic and psychosocial terms	Uses legal and procedural terms
Impressionistic	Dispassionate

4. Differences in Client View	
Social Worker	Lawyer
Best interest	Advocacy
Impartial	Partisan
Consideration of 3rd parties and larger community (broader context)	Protection of the rights of an individual or class of individuals

5. Differences in Ethics	
Social Worker	Lawyer
Assessment-driven decision-making	Client-determined decision-making

Individual and society	Individual client
Confidentiality (Disclosure required by law in limited situations)	Confidentiality (Disclosure permitted, but not required, only in very limited situations) Mandated reporter Not a mandated reporter

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6. Confidentiality

Social Worker	Lawyer
NASW Ethics Code 1.07: Clients have a right to privacy and all information obtained in the course of service is protected. Information can be released only with compelling professional reasons or when required by law.	Attorney Rules of Professional Conduct 1.6 A lawyer shall not knowingly reveal confidential information...unless the client gives informed consent or the disclosure necessary to prevent death, substantial bodily harm, and commission of crime...
When disclosure is required, the least amount of information possible should be shared. Clients must be informed of any limits on confidentiality	A lawyer shall exercise reasonable care to prevent employees, associates and others whose services are utilized by the lawyer from disclosing or using confidential information

Sources: Adapted from ABA Model Rules of Professional Conduct, (2001); Legal Aid Society, October, 2010; NASW (Code of Ethics, 1999).

In view of the foregoing, it became evident that MOI, though relevant in the scheme of things, is not a significant factor in the literature on the joint/dual enrollment program for educating law and social work students. To further explore any eventual presence of MOI and collaboration, I conceived the grid below. The purpose of the grid was to determine whether the objectives and goals of the participating institutions indicated an intentions to promote MOI and collaboration among the students.

Table 3

Description of Goals and Objectives of Participating Institutions

Institutional Sample	Synopsis of the Goals/Objectives of the 47 Joint Degree Programs
Boston College, MA	To educate practitioners in social work and law to be able to effectively utilize the problem-solving strategies and techniques of both disciplines… To facilitate integration of the two disciplines through field experience.
Case Western Reserve, OH	Many of the problems of social injustice may be effectively addressed through interdisciplinary efforts, particularly cooperative activities between the professions of law and social work.
Catholic University of America, DC	Students are able to earn both degrees in approximately four years and a summer, rather than five years because of credits shared by both programs. Students are assigned faculty advisers within each school.
St. Catherine University & University of St. Thomas Collaborative, MN	The joint degree program in law and social work is intended to educate professionals of law and social work.
Columbia University, NY	Students receive an MS from CUSSW and a JD from Columbia School of Law, preparing them for innovative professional roles in a variety of family and justice settings.
Eastern Washington University, WA	The JD/MSW dual degree program is designed to educate law and social work professionals who are competent to practice either profession in the conventional sense, and are also prepared to perform in capacities that call for the amalgamation of the skills of the two professions in new and enriched forms of practice.
Florida International University, FL	The School of Social Work offers a joint degree (MSW/JD) with the College of Law.
Florida State University, FL	This program is for students interested in combining an MSW with a degree in law. Persons graduating with this dual degree go into areas such as family law, child advocacy, domestic violence, public policy and public defense.
Fordham University, NY	The joint JD/MSW degree program at Fordham University offers individuals interested in social work and law the opportunity to obtain graduate degrees in both programs.
Indiana University (Indianapolis) IN	Education in both disciplines provides professionals with unique knowledge and skills to meet the challenges of serving vulnerable populations and combating injustice.
Loyola University (Chicago), IL	Representing and advocating for children, families, women and the elderly is enhanced with an understanding of the psychological and social dynamics that characterize these populations.
Michigan State University, MI	The School of Social Work and the MSU College of Law offer a joint degree program for students who wish to pursue the MSW and JD concurrently on the East Lansing campus.

University of Connecticut, CT	
New York University, NY	The Silver School of Social Work and the School of Law sponsor a program in which a student may simultaneously pursue study leading to a Master of Social Work (MSW) degree and a Juris Doctor (JD) degree.
Rutgers, The State University of New Jersey, NJ.	The School of Social Work, in partnership with the School of Law – Camden and the School of Law — Newark, has established an accredited dual degree program in law and social work, through which students may obtain dual Juris Doctor (JD) and Master of Social Work (MSW) degrees.
Saint Louis University, MO	Students who pursue the JD/MSW have interest in one or more of the following areas: family law, elder law, immigration law, public/advocacy, children's rights, human rights and working with vulnerable populations.
San Diego State University, CA	The objective of the concurrent degree program is to prepare students who are competent in advanced practice where social work and law converge.
Southern Illinois University (Carbondale), IL	The program is designed to educate practitioners in law and social work. Students with this concurrent degree will be uniquely prepared to address the myriad of problems in our society which present complex legal and social issues.
Springfield College, MA	Increasingly, social work and legal issues are intersecting in both the private and public domains…
Stony Brook, State University of New York, NY	The program offers the opportunity to earn an MSW from the School of Social Welfare and Juris Doctor (JD) from the Touro Law Center
University at Albany, State University of New York, NY	Recipients of the joint JD/MSW degrees hold professional credentials for a broad range of careers in government, counseling, teaching, research, and law.
University at Buffalo, State University of New York, NY	The purpose of the JD/MSW dual degree program is the training of law and social work professionals competent to practice either profession in the conventional sense but also prepared to serve in amalgamation of the skills of two professions in new and newly enriched forms of practice.
Syracuse University, NY	Syracuse University now offers a joint JD/MSW in social work from the School of Social Work in the College of Human Services and Health Professions.
Tulane University, LA	The MSW/JD program is particularly suited for students with an interest in the law as well as social work.
University of California (Berkeley), CA	A concurrent degree program is offered by the School of Law and the School of Social Welfare. Students admitted to the program may expect to receive both the Juris Doctor (JD) degree and the Master of Social Welfare degree in approximately four years of graduate study.
University of California, (Los Angeles) CA	This integrated plan of study provides preparation for lawyers who want to focus on social welfare law and programs. Social workers interested in legal issues related to social welfare policy would also benefit from the preparation.
University of Cincinnati, OH	The goal of the law (JD) and social work (MSW) dual degree program will be to prepare students with combination where law and social work converge….

University of Denver, CO	The JD/MSW degree is designed for students who are interested in the social impact of the legal system upon individual. The courses taken for one degree also earn a credit toward the other degree. These programs let students graduate with fewer total credit hours and at a lower cost than if pursued separately.
University of Georgia, GA	There are often many instances in which members of the public need and require both legal and social work advice and expertise. As individuals, social workers and lawyers can be very effective when interacting with a representative of the other profession.
University of Hawaii, Manoa, HI	The College of Law and School of Social Work offer a joint JD/MSW degree.
University of Houston, TX	The Graduate College of Social Work and the Law Center at the University of Houston offer a concurrent degree program that prepares students for professional practice in areas where law and social work intersect and complements each other..
University of Iowa, IA	The University of Iowa School of Social Work and the College of Law offer a joint JD/MSW degree program.
University of Kansas, KS	The complexity of current national debates involving social welfare issues suggests that an important relationship exist between social policy and programs, and social work advocacy activities, including clinical practice, and the law. The program is designed to offer students thorough academic grounding in both areas of study.
University of Louisville, KY	The dual JD/MSW program recognizes the value of interdisciplinary study and encourages students having an interest in both social work and law to pursue these degrees simultaneously.
University of Michigan, MI	Students obtaining a dual degree in law and social work often choose a career in social justice work. Some areas of interest include children, family, immigration, labor, LGBTQ, women, or human rights work.
University of Nevada, NV	Juris Doctor/Master of Social Work (JD/MSW) degree program allows students admitted to both programs to pursue the two degrees concurrently.
University of North Carolina (Chapel Hill), NC	The dual degree program in Social Work and Law prepares students for leadership roles in advocacy, policy, management, and social justice in a specialized area of human services practice.
University of Pennsylvania, PA	The aim of the JD/MSW program is to prepare its graduates to assume positions of leadership in law and social policy, ready to actively pursue a more just society, and to initiate and implement viable systems change by applying their training in both professions.
University of Pittsburgh, PA	The School of Social Work (SSW) and the School of Law offer a cooperative educational program through which students may earn both the Master of Social Work (MSW). The MSW/JD program will enable students with interest in a wide range of areas where law and social work converge.
University of South Carolina, SC	The joint MSW/JD degree program provides students the opportunity to complete these complimentary professional programs in 135 semester hours of course work.

University of Southern California, CA	The Juris Doctor and Master of Social Work (JD/MSW) dual degree program with the USC Gould School of Law is a four-year program…
University of Texas at Austin, TX	This dual degree program expands and further enhances existing opportunities for collaboration between the School of Law and School of Social Work.
University of Utah, UT	The MSW/JD program allows students to develop specialties in social work and law.
Virginia Commonwealth University, VA	The dual degree program prepares professionals versed in the values, knowledge and skills of both fields, bringing an integrated base of competency to the resolution of human and social problems.
Washburn University, KS	The goal of the JD/MSW dual degree program is to prepare students with combined skills in both social work and law for professional practice with complex social and legal issues where social work and law converge.
Washington University, MO	Working in partnership with the School of Law at Washington University, MO, The George Warren Brown School of Social Work offers a dual degree in law and social work (JD/MSW) degree.
Yeshiva University, NY	The disciplines of law and social work overlap significantly. While there are lawyers who operate wholly outside the world of social work, and (somewhat fewer) social workers whose work is wholly outside the world of law, many of those in each profession find themselves in frequent contact with the other.

Sources: Adapted from the expressed goals and objectives of the various programs.

In the above-quoted parts of the 1969 NCLSW recommendation, the notions of Mutuality of Interests and Collaboration were the key words. However, neither in Table 2 nor Table 3 above were the phenomena specifically focused, although some concepts of the latter are indicated (see Table 1). Consequently, I considered it inevitable at this juncture to conduct a pilot study.

Research Design

An exploratory investigation was conducted and it was equally descriptive, both because there has been no study that investigated whether joint/dual JD/MSW degree programs in fact focused on collaboration between lawyers and social workers. Consequently, the study explored the contents of the clinics/field education manuals, and found that although no explicit mention

of collaboration was evident, intent to promote it was intrinsic in the manuals, thus necessitating the methodology that follows for exploring the contents of the various manuals.

Methodology

Considerable gaps were found in the related literature reviewed since there were no significant studies on the subject matter proper. The few prior studies that existed in the periphery did not address the core of the phenomena that the present study is concerned with. The above reasons, therefore, justified the choice of content analysis approach to explore the clinics and field education manuals of the 47 JD/MSW offering schools. Consequently, the analysis of the contents of clinics and field education manuals enhanced the understanding of whether, how, or not the schools intended to promote collaboration, which was the purpose of this study.

Methodological scholars contend that the choice of a method should be based on the research questions to be addressed and the parameters of the research (Creswell, 1988; Merriam, 1998, 2009; Patton, 2002). In addition, given the nature of the data collected, content analysis method was adjudged the best methodological choice in order to explore rigorously and to describe the contents to understand the phenomenon of collaboration in law and social work education.

Sampling

The sample for this study included all 47 accredited joint/dual JD/MSW degree awarding

schools (n=94) listed below.

Table 4

List of Schools with Joint MSW/JD Programs

Schools

1. Boston College, MA	25. Univ. of California, Los Angeles, CA
2. Case Western Reserve Univ., OH	26. Univ. of Cincinnati, OH
3. Catholic Univ. of America, DC	27. Univ. of Connecticut, CT
4. St. Catherine Univ. & St. Thomas, MN	28. Univ. of Denver, CO
5. Columbia Univ., NY	29. Univ. of Georgia, GA
6. Eastern Washington Univ., WA	30. Univ. of Hawaii, Manoa, HI
7. Florida International Univ., FL	31. Univ. of Houston, TX
8. Florida State Univ., FL	32. Univ. of Iowa, IA
9. Fordham Univ., NY	33. Univ. of Kansas, KS
10. Indiana Univ., IN	34. Univ. of Louisville, KY
11. Loyola Univ., Chicago, IL	35. Univ. of Michigan, MI
12. Michigan State Univ., MI	36. Univ. of Nevada, Las Vegas, NV
13. New York Univ., NY	37. Univ. of North Carolina, Chapel Hill,
14. Rutgers Univ., Newark, NJ	38. Univ. of Pennsylvania, PA
15. St. Louis Univ., MO	39. Univ. of Pittsburgh, PA
16. San Diego Univ., CA	40. Univ. of South Carolina, SC
17. Southern Illinois Univ., Carbondale, IL	41. Univ. of Southern California, CA
18. Springfield College, MA	42. Univ. of Texas, Austin, TX
19. State Univ. of New York, Stony Brook, NY	43. Univ. of Utah, UT
20. State Univ. of New York, Albany, NY	44. Virginia Commonwealth Univ., VA
21. State Univ. of New York, Buffalo, NY	45. Washburn Univ., KS
22. Syracuse Univ., NY	46. Washington Univ., MO
23. Tulane University, LA	47. Yeshiva Univ., NY
24. University of. California, Berkeley	

Criteria for Sample Choices

The criteria for inclusion as a sample were that a school be accredited by the ABA and

CSWE, and that it is evident from available information that a school actively is offering the

joint JD/MSW degree program at the time of collecting data. These criteria are ensured by virtue of all of them having been accredited by both the ABA and the CSWE.

Data Collection

The field education manuals from the 47 accredited schools were the sources of data. Data was collected directly from program handlers, and/or through the official websites of the schools of law and social work concerned as in Table 4 above. A formal request letter was addressed to program directors/managers of all 47 JD and 47 MSW degree offering institutions (see Appendix B) requesting the field education manuals.

Delimitation of the Study

Conceptually, this research included all 47 universities that offer joint/dual degrees in law and social work as accredited by the ABA and CSWE as of June 2011 (see Appendix A).

Due to the relatively unexplored nature of the subject matter of this dissertation renders it appropriate as a content analysis that develops theory, rather than one that describes a particular phenomenon or verifies an existing theory (Zhang & Wildemuth, 2005). The circumstances presented above necessitated the choice of a content analysis of the clinic and field education manuals as the best methodological approach for exploring the phenomena.

Significance of the Research to Social Welfare

This research is significant and timely because it relates to collaboration between two professional groups involved in dealing with significant social problems, about which little is yet available in literature. I explored the clinic/field education materials from 47 universities (94

samples) to understand how interdisciplinarity was reflected in the education of lawyers and social workers that would ultimately promote collaboration between the two professional groups.

Content Analysis

Content analysis is "a research technique for making replicable and valid inferences from texts (or other meaningful matter) to the extent of their use" (Krippendorff, 2004, p. 18). Content analysis as a research method for subjective interpretation of the content of text data was used in this study (Ahuria, 2000; Holsti, 1968; Hsieh & Shannon, 2005; Insch, Moore, & Murphy, 1997).

Data was drawn from the field education manuals used in the joint degree programs.

Using content analysis methods, I explored and described the contents of clinics and field education manuals used by the sampled institutions. The purpose for using this method was to determine whether the joint/dual degree programs indeed promote collaboration between law and social work students.

Rationale for Content Analysis

The choice of a content analysis for this dissertation is based on the assumption that only the content analysis methods suit an exploration and description of educational materials (Weber, 1990). Most importantly, it provided an opportunity to explore the contents of the field education manuals for the joint/dual JD/MSW degree programs (Le Navenec & Hirst, 2010). Furthermore, content analysis is one of the most important instruments of qualitative data interpretation analysis. According to Patton (2002), the idea of qualitative interpretation needs to focus on three aspects: (1) making the obvious, obvious, or confirming what is already known

about the subject; (2) making the obvious dubious, or identifying misconceptions; and (3) making the hidden obvious, or discovering important things that have not yet been illuminated by others.

A distinction is made of the epistemological context of content analysis from pure textual analysis (Delgado & Gutierez, 2007). Accordingly, whereas textual analysis focuses on the context of the text itself, in content analysis the text is seen as an instrument by which the researcher can access the content of what has been said or written. Delgado and Gutierez (2007) further contend that content analysis is conceived as a number of procedures aimed at the "production of an analytical meta-text in which the actual analyzed text is represented in a transformed manner" (p. 230).

Methods of Content Analysis

Several methods of content analysis of text are available. They include conceptual, relational, or procedural analyses. Three major differences exist among the methods. In conceptual methods, the researcher focuses more on establishing the existence and frequency of concepts represented by words or phrases in a text; in relational analysis, the focus is on the relationship among the concepts in a text (Carley, 1992; Palmquist, Carley & Dale, 1997; Peroni, Tomasi, Vitali, & Zingonu, 2014; Poping & Roberts, 2014). The other difference is that the statements or relationships between concepts are coded in the latter case. The third method, procedural analysis, concerns procedures or actions that are present in the text, and treats the content of text as an action. I employed the relational methods for this dissertation.

Strategies for Semantic Analysis

The RELATUS Natural Language Environment (RELATUS) methodology was used in this study. The methodology was employed to demonstrate that semantic content analysis differs from traditional computerized models (Mallery, 1991). *Semantics* is defined as the study of meaning expressed by elements of natural languages (Lyons, 1977). The rationale for semantic analysis is best understood under the linguistic theory (Gottschalk, 1995). Semantics is about understanding intentions, that is, the intrinsic meaning of words and phrases. It is one of the fields of theoretical linguistics. The others are: *syntax* – the study of sentence structure; *phonology* (also called phonemics or phonematics) – the study of sounds and sound systems, and *morphology* – the study of word structure. I used semantic strategies to explore and describe the clinics and field education manuals of the joint/dual programs (Palmquist, Carley, & Dale, 1997; Karmakar, 2011; Poping & Roberts, 2014). This approach enabled me to search beyond the presence of the terms *Mutuality* and *Collaboration* in the texts by linguistically exploring the intents of their authors (Carley, 1992; Krippendorf, 1980a).

RELATUS operates on the referentially integrated meaning of a text, rather than a linear string of words. Put differently, instead of assessing the thematic orientation of texts based on the frequencies of word occurrences, I explored and interpreted explicit knowledge representations of texts. With this strategy, word senses or the natural language texts are disambiguated by incorporating selection constraint into the descriptions that select correct lexical realizations (Duffy, 1986; Mallery, 1990; Mallery & Duffy, 1986). I used lexical

recognizers to identify instances of phrases by matching alternate lexical realization, for example: paraphrases in surface semantics (Duffy, 1986).

Mallery (1991) contends that beyond semantic content analysis, lexical classification expands referential performance. It provides a basic inference mechanism to extend indexation, semantically disambiguate words senses, and provide criteria for further deliberation in reference (Duffy, 1986; Mallery, 1991, 1985).

Coding

Concepts in the natural language texts are coded (see Codebook, Appendix C) from a linguistic perspective in terms of the web of meaning within the texts, in the manner described by Danowski (1980, 1982) in his proximity analysis model. In their disambiguated form the focus is less on translation, abstraction, and/or text regeneration, but instead on semantic and proximity/relational approaches for identifying contents that suggests collaboration or any of the concepts thereof (Carley, 1993). The semi-automated procedure for coding content analysis was preferred (Carley, 1993). The purpose of the chosen coding formula was to identify single words or phrases that address the concepts identified in the literature relative to collaboration or its derivatives.

Phases of Semantic Analysis

The three phases to a semantic content analysis are: text representation, classification, and inspection. With text representation, the sentences of a text are parsed syntactically and represented semantically to create meaning-rich text models. In classification, the analyst applies recognizers, designed to classify relational configurations of words in the text models. However,

there are often overlaps in the classification. The inspection phase permits the analyst to use any number of interfaces for inspecting text models to view the classification (Chomsky, 1965; Duffy & Mallery, 1986; Jackendoff, 1972; Katz & Winston, 1982; Levinson, 1983).

By opting for semantic analysis (or the analysis of meaning) I examined how texts are used in order to describe and evaluate reality since the objective was to identify attributes and units of meanings that best described the phenomenon of collaboration and, by extension, MOI in the practica manuals of the joint/dual JD/MSW degree programs. The choice of semantic strategies is more in consonance with the context and nature of this study because it is exploratory and descriptive since no prior study has been done in this domain.

An important next step in the content analysis strategy is for the researcher to decide between an *extensive* strategy and an *intensive* strategy. With the extensive strategy, the researcher tries to reduce the considered elements to a maximum while discussing the selected numbers of elements exhaustively. With the intensive strategy, on the other hand, the researcher's preoccupation is to integrate into analysis all elements present in the text. I opted for the extensive strategy to explore the most important elements and discussed them in detail. Consequently, out of the 11 collaboration indicators identified in the literature, five were analyzed extensively. The reason for that was because there are considerable overlaps among the competencies and skills intrinsic in the indicators. I employed the technique developed by Carley (1990, 1992). The technique involved organizing the text grammatically to establish a matrix representation.

Collaboration Indicators

      I operationalized collaboration for this project as: "lawyers and social workers working together who possess required competencies and skills acquired through the joint/dual education and training processes." Five out of the following 11 indicators of collaboration that emerged from literature review constituted the units of analysis for this content analysis. The 11 indicators were: Interdependence, Sharing mutual goals, Setting goals, Sharing planning, Pooling resources, Collective decision, Solving problems, Assuming responsibility, Working together, Coordinating openly, and Collective ownership of goals. The five indicators that emerged as units of analysis were: Sharing mutual goals, Setting goals, Sharing planning, Pooling resources, and Assuming responsibility. The overlap among the 11 competencies necessitated choosing those that best represent the group.

      Content analysis methodology was used to determine the occurrences of MOI and collaboration by disambiguation of contents of natural language. Additionally, certain variables that continued to be associated with collaboration in the literature were explored. They include teamwork, communication, and partnership. Fewster-Thuente (2011) defined teamwork as "work done by several associates" (p. 66). Communication, which, according to Adamson (2011) "sets the tone for progression…" (p. 192) is a key variable of collaboration because it holds the rest of the indicators together. In collaboration, coordination ensures the balancing of roles performed by individual collaborating members to ensure synergy (Bridges, et al., 2011). In partnership, however, a semblance of collaboration does often occur, but individual agency identities of the collaborators remain evident (see Figure 5), hence it was important to explore

how those were construed in the clinic/field education contents studied. In all of the above, a common theme of interdependence among members who are working together for a purpose was found to be significant.

Collaboration remains the sole category for this project. A category is a pattern or theme that is expressed directly in the text being analyzed. Mutual exclusiveness is an important criterion of a category. A category is mutually exclusive if no unit falls between two data points, and each is represented by only one data point (Krippendorff, 2004, 2012; Stemler, 2001). Other relevant characteristics of a category are that it must reflect the purpose of the research; be exclusive; be sensitive to content, and be congruent conceptually (GAO, 1996; Krippendorff, 2012; Merriam, 1998; Nuendorf, 2011; Nuendorf & Skalski, 2010). The exploration of the sole category is predicated on the operationalized definition of collaboration for this research as noted above.

Credibility

Issues about credibility or representativeness are raised often in qualitative research, particularly in content analysis methods (Cutcliffe & McKenna (2001; Denzin & Lincoln, 1994; Patton, 2005). Hsieh and Shannon (2005) note that credibility can be established through activities such as peer debriefing, prolonged engagement, persistent observation, triangulation, or negative case. Credibility of the research methodology used in this study was established by doing the following: I designed data collection strategies that enabled me to adequately explore the clinic and field education manuals of the joint/dual JD/MSW degree programs studied. I designed transparent processes for drawing conclusions from the raw data (Zhang &

Wildermuth, 2009). I analyzed and simplified the data to ensure that the research addressed the

purpose of the study in a credible manner (Elo & Kyngass, 2008; Kyngas & Vanhanen, 1999). I

engaged the assistance of a second reviewer of the Codebook (Appendix C) and its usage for the

analysis of the contents explored (Krippendorff, 1980b).

Institutional Review Board (IRB) Authorization

A formal application was submitted in accordance with the ethical guidelines of the

Institutional Review Board (IRB) to the CUNY IRB Administration. A "not HSR"

Determination was granted for this research.

Summary

The methodology employed in this dissertation research enabled an in-depth presentation

of vital elements and concepts of the contents of field education components of the various

curricula explored. Among other important discoveries, Tables 2 and 3 provided graphic and

logical reasons why tensions arise, and how the set goals/objectives respectively of the joint/dual

degree offering institutions conceptualize interdisciplinary efforts in law and social work. To

such extents, content analysis of the various clinic/field/practica manuals using the semantic

methods, provided the option for a clear and better understanding of the joint/dual degrees

programs.

CHAPTER V: RESULTS

Introduction

Pilot Study

Generally, a pilot study is used to evaluate the feasibility of a proposed research project. It is used to provide insights into concerns which the researcher might have about the proposed study. The goal in this pilot study was two-fold. First, it was to determine the adequacy of the research procedures contemplated for data collection and analysis. The second goal was to determine the kind of the educational materials to be collected and explored.

Procedure and Outcome

I wrote a letter to each of the 47 institutions offering joint/dual degree programs based on the list prepared for me by the CSWE (Appendix A). Each letter was addressed to the program administrator and was mailed to the physical address of each institution. All together 94 letters were mailed out to all of the schools of law and social work comprised in the 47 universities that offer joint/dual JD/MSW degree programs. Each letter requested for paper versions of syllabi and field education manuals (Appendix B). The rate of responses was low and instructive. Even those universities that responded had very little to offer in terms of providing the requested paper copies. Rather, they directed that such materials be sourced from their websites as paper copies were rarely preserved, or that it would take extra time and effort to assemble them. An overwhelming majority of the schools did not even acknowledge the letter. Consequently the outcome of the pilot phase influenced the design of this investigation. It brought about a fundamental shift from the original focus of exploring instructional materials

(e.g., syllabi, reading texts among other relevant resources) to now refocusing entirely on the clinic/field education manuals obtained either in paper version or as available in the websites of the offering institutions.

The pilot study necessitated an adjustment in the procedures. With respect to data collection, which was the primary goal of the pilot, it became evident that over 70% of the sampled schools did not provide paper versions of the syllabi. Syllabi are important because they contain lists of required reading texts and other important information about classroom activities. The poor responses to the requested instructional materials foreclosed any attempt at exploring syllabic contents. One respondent wrote, "My apologies....The amount of time and effort it would take to gather these materials is more than I am able to take on. I am sorry I can't be more help to you." The above response to a request for data is indicative of the obvious challenges I faced with attempting to collect data which would have enabled an analysis of instructional materials and contents.

It was evident from other responses received that some schools did not have specific programs for joint/dual JD/MSW degree students. For instance, one reply reads, "I received your request for paper copies of all syllabi and Field Instruction Handbook used in our Joint JD/MSW Degree Program. Unfortunately we do not have any materials to share with you as… [our] Law School does not have any specific syllabi or handbooks related to the JD/MSW Joint Degree Program…"

While there are courses labeled as core or required or foundation in the literature across most of the joint/dual JD/MSW degree-offering institutions, some schools do not mandate such courses. Rather, they allow individual students to choose courses or combinations of courses that are of interest to them. Some of the replies received for this pilot are unequivocal: "Please note that students in this program may take all courses available to regular JD students and no courses are limited to or required for just the dual degree students."

The correspondence quoted below buttressed the actual problem concerning data collection from the offering schools: "I received your letter of…. For the reasons explained here, I can't be of much help. Our program is a dual degree rather than a joint degree. Individual students build their own course of study from the two schools depending on whether they are more interested in practice, administration, or policy. There is no jointly administered program." More responses that I received continued to point to the lack of clarity about the structure of the programs:

> I received your request for information about syllabi and course materials for joint
>
> JD/MSW programs. We have a dual-degree MSW/JD program at the University
>
> of…. Students enrolled in this dual-degree program take the same social work
>
> classes as their MSW classmates, and the same law classes as their JD classmates,
>
> so we don't have special courses only for JD/MSW students, and therefore don't
>
> have syllabi that are unique to this dual-degree. Instead, social work counts some
>
> of the law classes as MSW electives, and Law counts some of the social work
>
> classes as Law electives.

Other responses show that no structured coordination exists between the School of Social Work and the School of Law.

> Unfortunately we do not keep copies of all course syllabi for our social work courses. You should contact the Law School directly for their polies [sic] on syllabi. You can view the individual program curriculum grids from the School of Social Work website at…that will show you exactly what courses students must enroll in based on what program they are admitted to and then you can view the brief course descriptions from the university course descriptions at… The Field Education Office within the School of Social Work does have a copy of their field manual on their website at…. [Address provided].

There is obvious asymmetry in the way and manner the joint/dual degree programs are presented in the student handbooks of the various materials announcing the program irrespective of whether it is labeled as *joint* or as *dual*. For example, a school that advertised its dual program as "students receive an MS from … and a JD from …School of Law, preparing them for innovative professional roles in a variety of family and justice settings…" ironically responded to my letter as follows:

> Let me tell you a little bit about our program at… to see if it would fit your needs. We have a law minor program where social work students take a two semester course called…. Our dual degree program with the law school is very small, we may have one student every few years or so completing both programs. Thus we

don't train social workers and lawyers together, but rather have a track within the

social work school that emphasizes the law…

Many other responders simply provide their website address and suggest that the

materials being requested for can be obtained therefrom. A few samples of the pertinent contents

of such correspondence are as follows: "…find the information you need on our website."

"…the entire curriculum is on or [sic] website at…." "Please follow the link to our website for

information about the dual degree program (MSW/JD)." "Please feel free to visit [link provided]

for more information on our MSW/JD dual degree program. For specific curriculum

information, please contact [name/contact info furnished]." More of the responses read as

follows:

- "We have a joint MSW/JD program but no distinct syllabi or materials in our field
   handbook."

- "The website for the degree requirements is below. Good luck in your research."

- "… Attached you will find information about our MSSW/JD dual degree
   program.
   You can also check it out at…" [Address provided]

- "If you go on our website you will find degree programs an [sic] the a [sic]
   description of dual degree programs including the MSW/JD."

- "This is the page hat [sic] describes our dual degree program."

- "… The information on the MSW/JD program is here." The following response
   from one Law School is instructive:

Information regarding our current course offerings and the student handbook

which governs policies and regulations for all law students are publically [sic]

available on the Law School's website [website address provided]. The Law

School and the School of Social Work operate separate programs, so you may also

want to be in touch directly with the School of Social Work. I am sorry that I

cannot be of more helpful [sic].

Visits to the various websites showed that a considerable amount of information is available in them. However, only a few of them contained syllabi, which are indispensable for the exploration of instructional contents and teaching methods. These kinds of challenges are not unusual in a study area for which no precedents have been established. Hence, I chose a research methodology that best suits this kind of study, using a resource that proved to be both available and most valuable - the field education manuals.

The results from the pilot study did not provide the needed help for a content analysis that requires an exploration of the contents of instructional materials. Following this pilot study, therefore, some adjustments to the original data collection procedure and the method of examining the structure of courses, notably the nature of required and elective course offerings, become necessary.

The implications of the facts stated above for the conduct of this research are obvious. It became necessary to effect changes on the two goals that the pilot study aimed to explore. With regard to the primary goal of this pilot, which was the procedure for data collection, I relied

entirely on the websites of schools for data. Regarding the secondary goal relating to the types of instructional materials to be explored, a far-reaching modification became imperative.

In view of the impossibility of obtaining paper versions of syllabi and instructional materials from the schools, the focus on the contents shifted to field education manuals, which are available both in paper versions (to a certain extent) and on the websites of all 47 school samples. The urge for a change in approach became overwhelming and irresistible. Consequently, I made adjustments in the methodology as well as in the research questions.

Adjustments of Methodology

Following this pilot study, some adjustments became necessary. The adjustments concern the adequacy and appropriateness of the research procedures hitherto contemplated for data collection and management. These are discussed in the appropriate sections of this chapter. In addition to impacting the two primary goals for the pilot study discussed above, the pilot outcome also has implications for the research questions. Consequently, the following research questions guided the exploration of the phenomenon: (1) Is there collaboration between Social Work and Law Students in the joint/dual JD/MSW degree programs? (2) If collaboration exists, what does it look like? (3) Does field education require practices that foster collaboration?

As presented and discussed above, I used a linguistics theory, specifically the semantic analysis approach, in exploring and describing the contents of the manuals. *Semantics* refers to the study of meaning expressed by elements of natural languages (Lyons, 1977). Semantic analysis operates on the referentially integrated meaning representation of a text, and thus, the natural language was disambiguated and semantically analyzed.

The study found that although the use of "collaboration" was infrequent in the manuals explored, it was actually linguistically intrinsic across social work and law JD and MSW clinics and field education contents. I found that although "joint/dual" terms are used to describe the program, collaborative learning was not a feature of the classroom components of joint degree programs. However, there were courses in joint programs labeled "Integrative Seminars" which may have led to collaborative work among JD and MSW students.

In conducting the pilot study, it emerged that the institutions offering joint degrees used different terminologies such as *joint*, *dual*, even sometimes both in the same document. Others used labels such as *simultaneous*, *concurrently*, and so on, to describe the program in which students enrolled in pursuit of the JD/MSW degree. The emergence of these new elements resulted in a slight adjustment of this study's original methodology as discussed below. As Patton (2002) has observed, following new leads and taking advantage of the unexpected when new factors emerge is the right thing to do.

In this chapter, I principally examine the dichotomy in the use of *joint* and *dual*. Also presented in this chapter are discussions about the rationale for exploring the contents of clinic/field education manuals, the frameworks for assessing the research questions, and the various levels of hands-on/practica methods intended to help students integrate theory and practice to the educative process aimed at acquiring the competencies and skills to collaborate.

The Joint-Dual JD/MSW Degree Programs Dichotomy

An educational arrangement in which a student is enrolled in more than one degree program generally is referred to as a joint or dual program. However, these terms are susceptible to misinterpretation, are often confused with each other, and are sometimes misunderstood outright. In addition, issues are compounded further by the use of labels such as "combined,"

"conjoint," "simultaneous," "concurrent," and "double" degree programs. Despite these variations in the use of terminology, the joint/dual degree programs share the common goal of affording students the opportunity to study from two different programs in the same or in two different educational institutions, and completing them in less time that it would take to earn them separately.

JD/MSW degree programs that are inter-university are: SUNY – Stony Brook School of Social Work/Touro Law School; Eastern Washington University School of SocialWork/Gonzaga University School of Law; Springfield College School of Social Work/Western New England School of Law; San Diego University School of Law/California Western School of Law; Virginia Commonwealth University School of Social Work/T. C. William Law School, University of Richmond, Va.

Terminology: Its Use and Misuse

The indistinct use of terminology related to joint and dual degrees by many educational institutions often is ambiguous. For example, some institutions fail to make a clear distinction between, *inter alia*, joint and dual degree/program (Kuber, 2009). From both the literature and

the websites of most universities, one finds a catalog of terms that, as a matter of fact, create more confusion than clarity. Notably, according to Aerden and Reczulska (2013): [W]e find a whole list of terms that in some way relate to joint programmes and their degrees. In addition to joint programmes, joint degree and multiple degrees, a whole list of confusing terms are being used. To name just a few: collaborative programmes, dual degrees, integrated programmes, double degrees, and common degree. None of these terms have an agreed meaning and therefore mean different things in different contexts (p. 3).

The indiscriminate use of the terms *degree* and *program* has necessitated the United Nations Educational, Scientific and Cultural Organization's (UNESCO) International Standard Classification of Education (ISCED) (2011) to adduce the following definitions:

Degree: Educational qualification awarded upon successful completion of specific educational programme in tertiary education by universities and equivalent institutions (p. 80).

> **Education Programme:** A coherent set or sequence of educational activities designed and organized to achieve predetermined learning objectives or accomplish a specific set of educational tasks over a sustained period. Within an educational programme, educational activities may also be grouped into subcomponents variously described in national contexts as 'courses,' 'modules,' 'units,' and/or 'subjects.' A programme may have major components not normally characterized as courses, units, or modules–for example, play-based activities,

period of work experience, research projects and the preparation of dissertations (p.

81).

As a consequence of the above two definitions, Aerden, et al. (2013), suggest the following

definition of joint degree program: "A single document awarded by higher education institutions

offering the joint programme and nationally acknowledged as the recognized award of the joint

programme" (p. 5).

As an example, Temple University's Academic Programs Definitions of joint and dual

degrees are in consonance with the above discussions. Temple defines a joint degree as **"A**

program established, coordinated, and awarded jointly between two schools and colleges." Dual

degrees are:

Designated programs arranged between graduate and professional schools and

colleges. Students apply separately to and must be accepted by both programs.

The curricula of dual degree programs are not integrated. Students complete all

curricular requirements of each program. The programs may allow special

coordination of scheduling or allocation of electives. Upon successful completion

of each component of the dual program, the students will receive the degree

specific to that component.

An Appraisal of Joint/Dual Degrees

Graduate schools the world over are offering combined/interdisciplinary degree programs

to meet increasing student demand for specialized educational options, acceleration of their

education, or enrichment of their professional portfolio with an additional major. Such

interdisciplinary degree programs are variously designated, but principally as joint or dual degrees.

     Joint degree(s). A joint degree program is one in which a student enrolls simultaneously in two graduate programs, usually within the same university. The student so enrolled works toward two graduate degrees, with the support and blessing of both programs. A student enrolled in a joint degree program does not need to double up on the course load each semester. The Convention on the Recognition of Qualifications Concerning Higher Education in the European Region (2004) defines a joint degree as:

> Qualification issued jointly by at least two or more higher education institutions or jointly by one or more higher education institutions and other awarding bodies, on the basis of a study programme developed and/or provided jointly by the higher education institutions, possibly also in cooperation with other institutions.

Schule (2006) stated that a joint degree is a: "Single diploma issued by two or more institutions offering an integrated study programme. The single diploma (Bachelor, Master, Doctor) is signed by the rectors of all participating universities and recognized as substitute of the national diplomas."

Key characteristics: Ordinarily, a joint degree program leads to a single degree issued by two or more schools offering an integrated study program. Curriculum of the joint program is under the direction of a joint program faculty, with representation from each participating institution. Whether a joint degree program is intra- or inter-university nationally, or involves a foreign

university, the single certificate is signed jointly by the authorities of both/all participating universities. Mutual crediting of coursework is an important feature of a joint degree program.

A dual degree—sometimes called a combined, conjoint, or simultaneous degree—involves a student working for two different university degrees in parallel. This can be at the same institution or at different ones and may also involve institutions in different countries, completing them in less time than it would take to do so separately. Dual degrees can be undertaken in the same subject area or in two different subjects. Dual degree programs are different from "double majors." Schule (2006), on the other hand, defines a dual (double) degree as "Two nationallyrecognized diplomas issued separately by the universities involved in the integrated study programmes."

      Key characteristics. Two existing degrees are articulated from two different universities, with each only awarding its own degree. Each university is primarily responsible for its own degree program and awards its own degree. The curriculum of a dual degree program may be under the direction of a joint program faculty, with equal representation from each partnering university, or else the curriculum may be the separate responsibility of each institution. Upon the completion of the requirements of the dual degree programs, the student earns two degrees, one from each of the two participating universities.

      In the United States, as is the case internationally, a formal agreement between two separate universities or other qualifying institutions is a prerequisite for creating a dual degree program. This formal agreement can be within one school/college/university or between separate

such parties. The processes of creating a joint or dual degree program with a foreign institution is a pretty long one. In a nutshell, three necessary stages are involved: 1) Letter of Cooperation (LOC) which creates an informal agreement between the universities to develop an academic program together; 2) Academic Program Development, meaning the outlining and agreement by the institutions of the necessary elements of the program; and 3) Development of a Memorandum of Agreement (MOA) and a Supplement.

Thus concludes the steps in the process. All approvals in the two earlier steps must be obtained in advance. There are two parts to the MOA: an umbrella agreement between the institutions and a special template for the MOA supplement designed for a joint degree/dual degree/certificate program. Also, there is special template for the MOA supplement to establish a joint degree/dual degree/certificate program. Finally in the MOA package, the document created in Step 2 becomes an addendum to the MO.

All the appropriate authorities and services of the collaborating universities must approve

the agreement, which should reflect the following elements.

Table 5

Requirements for Creating a Joint/Dual Degree Program

Program Goal	Program Requirements	Academic Standing	Administrative Arrangement	Responsibility Sharing	Program Assessment
*Expected outcomes *Role expectation of graduates	*Curricular design of the program *Credit hour requirements *Credit hour requirement for each institution *Admission requirement *Detailed breakdown of credit requirements to include allowable independent study, research and classroom hours *Options for physical institution location *Residency requirement *On-site requirements for each institution *Cohort group design *Language training/support if necessary	*Grade point ratio requirements *Verification process for program completion *Program time limits and consequences for failure to comply	*Registration logistics at one or both institutions *Advisory board design and authority *Single program director or coordinator from each institution *Requirements for program faculty *Joint faculty appointment possibilities *Graduate advisory committees *Graduate faculty status *Approval process for program modifications *Records maintenance for program participants *General administrative support details *Involvement requirements for each institutions *Possible delivery methods for each institution's requirements *Technology requirements for distance/remote teaching *Separate financial or administrative arrangements in special circumstances	*Financial burdens for each institution to include marketing, administrative costs, technology, etc. *Subvention considerations for each participating institutions *Program publication responsibilities for each institution	*Longitudinal study to assess program benefits *Cost-benefit analysis for program long-term *Trial period (if any) and contractual obligations thereafter *Evaluation process and timeline for program evaluation.

Sources: Adapted from Guidelines to Create a Joint/Dual Degree or Certificate Program with a Foreign Institution; Texas A & M University; Creating Graduate Dual-Degree and Joint-Degree Programs at Rice University. Guideline Proposal, March 9, 2012.

The Use of Terminology in the Context of This Study

For the purpose of this dissertation, I restricted the discussion to joint and dual degree program labels. I focused on how the programs defined or characterized the labels they used. I used two schools that describe their programs as *joint* or *dual* respectively to determine the degree of differences or similarity in characterizing the labels. I further clarified issues with illustrations of more sampled schools.

Appendix D shows acronymic representation of the schools and how they label their respective programs. Of the 47 universities that offered JD/MSW degree programs, 13 called theirs *Joint*, while 34 called theirs *Dual*. It is important to mention that, although two main classifications are provided in this study, some programs made extensive use of equivalent terms such as: *combined* (Iowa, Yeshiva), *concurrent* (California-Berkeley, Nevada, San Diego, Houston, Southern Illinois), *interdisciplinary* (Case Western Reserve), *simultaneous* (New York University), *integrated* (California-LA), or *cooperative* (U-Penn) to describe their respective programs.

Bearing in mind the definitions and distinctions examined above, the following statement from the Case Western Reserve University's Mandel School of Applied Social Sciences was instructive: "This Joint Degree program offered by MSASS and the University's School of Law makes it possible for full-time students to pursue an integrated program of studies and receive the M.S.S.A and J.D. degrees." Consequently, rather than award to qualifying students one single joint certificate, this school issues two, by way of being a dual degree program.

Tulane University School of Social Work states, "[B]oth degrees, MSW and JD are conferred at the end of the four-year program after the requirements for both degrees have been completed." Loyola University Chicago School of Law's caption "JD/MSW Dual degree program" uses *joint* as follows: "offered jointly with the Loyola University Chicago School of Social Work, this four-year full-time program gives practicing lawyers a broader understanding of the human concerns in legal interventions." The phrase "gives practicing lawyers" does not fit in this context because the framework of this study concerns interdisciplinary education and not interprofessional practice.

The University of Denver's Graduate School of Social Work goes further by distinguishing among dual, cooperative, and flexible dual degree programs. Ultimately, a student can earn the JD and MSW degrees after concurrently completing the school's dual degree program, or following a concurrent completion of the requirements of both degrees in the flexible dual degree format, simultaneously completing it in the case of cooperative degree program. Generally, schools use the terms Advanced Standing (AS), referring to students who hold the Bachelor of Social Work (BSW) degree prior to entering the joint degree program, and Regular Standing (RS) for those who do not, for the purpose of determining which courses (core and electives) to select for registration.

Despite these variations in terminology and nomenclature, the substance of this investigation was not swayed. Primarily, the term *joint* is used in this study as in the text of the 1969 recommendation, but *joint* and *dual* are used interchangeably as necessary. The goal of the joint JD/MWS degree program, from its inception, has been to educate lawyers and social

workers who can opt to be licensed to practice in both or either of the professions upon completion of the program. Furthermore, this relative insignificance of program designation as joint or dual is due to the fact that, in spite of the use, the structure and implementation of the programs did not differ (see, for example, the discussion in Chapter 2 on commonality from admission to graduation).

Analyzing Clinic and Field Education Manual Contents

Law and social work are applied disciplines and professions, thus requiring that emphasis be placed on hands-on and planned field experience as vital components of the educational process. Two main formats of practice-oriented trainings are offered to law and social work students. These are the clinical education which is mostly in-house, and the field education/practicum which is external and organized in collaboration with agencies external to the school. Field instructors and faculty liaisons work in partnership to prepare students for field practice experience. Thus, field placement is a critical component of professional education in law and social work.

Run concurrently with classroom activities, clinics and field placements afford students the opportunity to integrate theoretical learning under the guidance of experienced professionals. More than any activity under the joint/dual degree program, field placement combines agencybased learning with integration of theory and knowledge through concurrent on-campus seminars. As a professional development strategy, field placement offers students the necessary opportunities to explore a range of practice settings (Slater, 2007).

Framework for Answering the Research Questions

The coming together of students in clinical and practicum settings creates enabling environments for collaborative learning and socialization among them. Consistent with the theoretical perspectives examined in Chapter Three, knowledge acquisition across all the programs derives from practice behaviors and learning activities serving to individualize the educational process for each student. The purpose of clinical and field education programs is to provide experiential educational opportunities directed towards students' development of professional identity, self-understanding, and competent practice (Michigan State University, Field Education Manual, 2014).

Foundation-Level Clinics, Hands-On/Field Education

There is a body of knowledge and skills essential for effective practice by all social workers and lawyers. Foundation curriculum (courses and internships) are designed mostly to instill the generalist base of professional social work practice. In all the texts explored, foundation-level clinics offer generalist experiences.

At Catholic University of America (Student Handbook, 2013), foundation-level practica and integrative seminars are forums for students to integrate the course contents and hands-on experiences as they develop generalist social work skills. These normally are programmed in continuous exercises that run for several hours per week over varying durations, and they cover direct practice, research, and policy practices. Typically, in social work education, such experiences are gained in agency settings.

With regard to legal education, practice experience is acquired through various activities and in varying practice-simulated settings. It has become standard procedure in law schools to operate clinics that offer hands-on experiences to students in-house. Simultaneously, possibilities also exist for students to engage in externships, clerking for senior judicial officers, or serving as summer associates in law firms, in non-profit organizations, or in community centers. In clinical settings, law students represent real litigants in real court cases, from intake and appearances in court through the disposal of the cases. They take briefs from potential litigants, conduct interviews, and prepare pleadings and all filings required in court process and procedures, and make appearances before a real judge. A clinical faculty member oversees these activities in a clinical environment and prepares students for external execution.

Generalist practice is characterized as generic and transferable across diverse fields of practice, agency settings, communities, and problems. The accompanying seminars afford students opportunities to gain professional and peer feedback regarding the application of social work knowledge and the development of social work skills. In tandem with social constructivist epistemology, foundation-level practica and integrative seminars enable students to demonstrate responsibility for their own learning experiences by taking initiatives early in the program, identifying learning needs in the learning plan and through supervision. Table 6 lists experiential learning settings available to both traditional social work and law students, as well as joint JD/MSW students.

Table 6

Foundation-Level Hands-on Learning Settings

Social Work Clinic Options	Law Clinic Options
Child welfare	Alternative dispute resolution
Children, youth, and families	Public benefit law
Community mental health centers	Immigration law
Long-term care facilities	Juvenile problems
Juvenile justice/correction settings	Race and the law
Aging/gerontology	Elder law
Mental and behavioral health	Family law
Hospice programs	Health law and policy
School and family resources programs	Public benefit law
Social work value and ethics	International human rights
Social and economic justice	Disability law
Diversity	Criminal prosecution clinic
At-risk populations	Legal aid clinic
Human behavior and the social environment	Defender project
Social welfare policy and services	Tribal judicial support clinic
Research	

In some schools, students are required to take at least 12 additional credit hours of interdisciplinary or crossover coursework in order to satisfy the educational requirements of both the social work and law programs (see notably the Universities of Kansas). Advanced-level students are placed in field agencies that are consistent with their individually chosen concentration and specialization. Nonetheless, the following list presents a catalog of courses that are available not only in the traditional single-degree programs, but also in joint/dual JD/MSW degree programs across a majority of the offering schools.

Table 7

Core/Required Courses in Social Work and Law

Social Work	Law
Human Behavior & the Social Environment	Civil Procedure
Social Welfare Policy & Services	Contracts
Diversity in a Multicultural Society	Torts
Generalist Practice with Individuals	Property
Generalist Practice with Families & Groups	Criminal Law
Foundation Field Instruction	Constitutional Law
Integrative Seminars	Social Justice & the Law
	Legal Writing & Research
	Professional Responsibility
	Lawyering Process

In the traditional social work and law school education, students are required to take the

abovelisted courses in order to proceed to field placement.

The joint JD/MSW degree programs offered at the 47 universities through their

respective schools of law and social work or by inter-university cooperation have the traditional

classroom environment, experiential/skills leaning environments, and the field

placement/clinic/practicum components. The classroom component concerns the regular weekly

meeting between faculty and students, mostly covering various foundation/introductory as well

as advanced traditionally taught courses. The content of these courses seldom contains any

reference to collaboration. They are focused, single-discipline courses. The courses prepare

students for the rigorous tasks of field education that normally follow after the completion of

required coursework.

Different methods of instruction are used by instructors in the classroom components of professional education (see Appendices F and G). In the experiential/skills learning format, students have the opportunity to meet face-to-face and engage with a collective group of student attorneys/social workers representing each client during the course of the skills exercise. Practicum students assist in evaluating the client counseling facet of the exercise. Students who participate in experiential/skills courses have the opportunity to serve as advocates, conduct client intake, develop a defense/advocacy strategy, conduct discovery, and prepare witnesses, and present clients' cases as part of the course. In addition to completing the requirements of core, elective, and experiential/skills courses, most schools require that students take an integrative seminar.

As noted above, traditionally required courses in law and social work seldom focus on collaboration. Their purpose is to lay strong foundations, whereby students learn the very core courses in the two disciplines respectively. As the pilot study showed, students enrolled in the joint/dual programs are at liberty to choose electives as they deem appropriate. It can only be assumed that some joint/dual program students opt for any of the following elective courses that hold out some hope of containing elements of collaborative pedagogy.

Table 8

Collaboration-related Courses that Students May Choose

Social Work	Law
Social Work and the Law	Comparative Health Law and Bioethics
Clinical Social Work with Children	Comparative Education Law and Policy:
Issues with the Treatment of Persons with Severe Mental Illness	Early Childhood Education
Clinical Social Work with Older Adults	Interdisciplinary Seminar on Domestic Violence
Crisis Intervention	Juvenile Justice Seminar
Introduction to Alcohol and Other Drug Disorders	Law, Poverty and Public Benefit
	Law and Poverty
	Leadership Development
	Mental Health Law
	Mental Health Law and Children
	Special Education Law
	Access to Health
	Child, Parent and State

I hasten to add that schools may have different names for their courses, but the substance may not be very different. The list of available electives is too long to fit in this study. However, I purposefully selected the above due to their closeness to what joint/dual law and social work students might consider relevant to collaboration for both academic and practice purposes. Choosing electives from the above lists can be helpful for students to have insights into the epistemology of collaboration before advancing to the field education segment.

Advanced Field Placement/Experiential Learning

Among other things, the field education manual of Michigan State University (2014) states that the "primary purposes of the master's level field education program are to progressively develop the student's knowledge, value, and skill base within foundation social work practice during the first placement experience and to prepare students for advanced social work practice in their selected areas of concentration during the second placement" (p. 95).

Both the ABA and the CSWE endorse the role of field education as the signature pedagogy in the professional education of lawyers and social workers respectively. It is an integral part of social work curriculum. Multiple options of field education concentration are available to students under two main categories: micro practice and macro practice. Micro practice, usually with concentration in clinical social work, is the application of social work practice theories and methods in the maintenance and enhancement of psychosocial functioning of individuals, families, and small groups. On the other hand, macro practice, related to organization and community practice and leadership, is the application of social work practice theories and methods in working with and influencing larger systems such as programs, organizations, communities, and governance structures.

Field education provides additional hands-on opportunity for the integration of knowledge and skills. It involves students being placed in agencies where they engage in social work and legal activities under supervision. It is an excellent method for developing requisite skill and identifying areas of interest (Biggs & Tang, 2007).

However, the focus varies from one institution to another. Students learn about organizational and community systems, advanced policy analysis, program evaluation, and personnel administration (Florida State University Student Handbooks, 2014). Advanced electives enable students to focus their studies on specific fields of interest leading to advanced internship or externship and an integrative seminar. Progressively, students who meet the benchmark are encouraged to undertake further experiential learning programs providing legal or social work education and skills development. In the law school setting, students work and

learn either in courts, public interest or nonprofit organizations, or government offices at the federal, state, or local level.

Students may participate in a summer externship at local, national, or international field placement as desired, but often participation also is based on merit. Students gain expertise in professional skills and problem-solving expertise, study professionalism and the lawyers' ethical requirements, examine lawyers' role in the delivery of justice and ensuring justice for all, develop specific areas of law, explore career interests in a variety of legal fields and build a professional network, and provide service to community and to the public at large (Tulane University Student Handbook, 2014).

As with law, social work education offers opportunities to students for acquiring and developing professional knowledge and skills through advanced experiential learning and externships. Students serve on interdisciplinary and interprofessional teams, and gain knowledge and experience with new and emerging models of best practices in widely ranging settings such as public welfare offices, family agencies, schools, medical and psychiatric hospitals, hospice programs, mental health centers, substance abuse treatment centers, nursing homes, prisons, the military, and so on (Reamer, 2005). These functions cut across several primary settings including primary practice, primary work settings, primary function, primary work focus, and primary organization type (Appendix H). Given the diverse practice environment, social workers and lawyers need interprofessional training to function effectively. Depending on a student's motivation for enrolling in joint/dual degree education, Appendix H shows the wide-ranging opportunities for field experience.

Integrative Seminar

Generally in their final year of the program, students are required to participate in an advanced seminar with the greater part of the assignments tailored to integrate the two professions. Integration of courses in interdisciplinary study settings has received attention in the literature (Hanson, 2005). Prominent scholars in the field of education such as Bruner (1968, 1973), Dewey (1904), and Voygotsky (1962, 1978, 1986) had discussed the virtues of integrated learning. Since a lot of emphasis is placed on interprofessional education and training at various levels, the question that remains to be addressed is whether law and social work lessons can be integrated or must continue to be taught and assessed separately. Ongoing efforts by scholars and practitioners have focused more on proposing clinical or training programs especially adapted to the needs of a few selected practice settings rather than an integrated model (Forgey & Colarossi, 2003).

Fordham University in New York City and many other schools offer robust models for integrating the two degrees. At Fordham, for example: (1) all students meet once a semester, as a group, with faculty members from the Graduate School of Social Services and the Law School to reflect on their experience; (2) a designated faculty member from each school is available for advisement purposes; (3) students satisfy the Law School writing requirement by taking an independent study with a faculty member of the Law School focusing on interdisciplinary issues; and (4) at their discretion, students may choose to enroll in an interdisciplinary course offered by the two schools titled Domestic Violence: Law and Social Work. This is a classroom course

cotaught by law and social work faculty to law and social work students, receiving dual credit

from both schools (Slater, 2007).

Summary

Undoubtedly, joint/dual JD/MSW degree candidates who participate in advanced

externships, as shown in Table 7**,** and/or in employment settings in agencies such as in Appendix

H, would have ample opportunity not only to socialize but, more importantly, to learn and

"practice" collaboratively in the process.

CHAPTER VI: **ANALYSIS AND DISCUSSIONS**

Introduction

The demand for interdisciplinary education of law and social students required policy makers to provide the necessary curriculum to ensure that education and training lead to the realization of such goals (Buring, et al., 2009; Slater, 2007). In addition to ensuring that adequate instructional materials and models are in place, the role of instructors, administrators, and funding should be guaranteed (Barr, 2002; Reeves & Freeth, 2002).

For the purpose of this dissertation, I conceptualized collaboration as what occurs when students of law and social work learn in a collegial fashion in a given community. Collaboration also occurs when lawyers and social workers work together towards an outcome that is satisfactory to their client/patients within the community they serve.

I used content analysis in this dissertation to determine whether clinic/field education contents address collaboration in the framework of joint/dual JD/MSW degree program. Evidence abounds in the related literature, since none exists in the framework of the 1969 NCLSW recommendation, that educating law and social work students jointly is good for the purpose of instilling in these students the culture of collaboration (Colarossi & Forgey, 2006; Madden, 2003; Walsh, et al., 2011). Figure 3 depicts the graphics of this proposition:
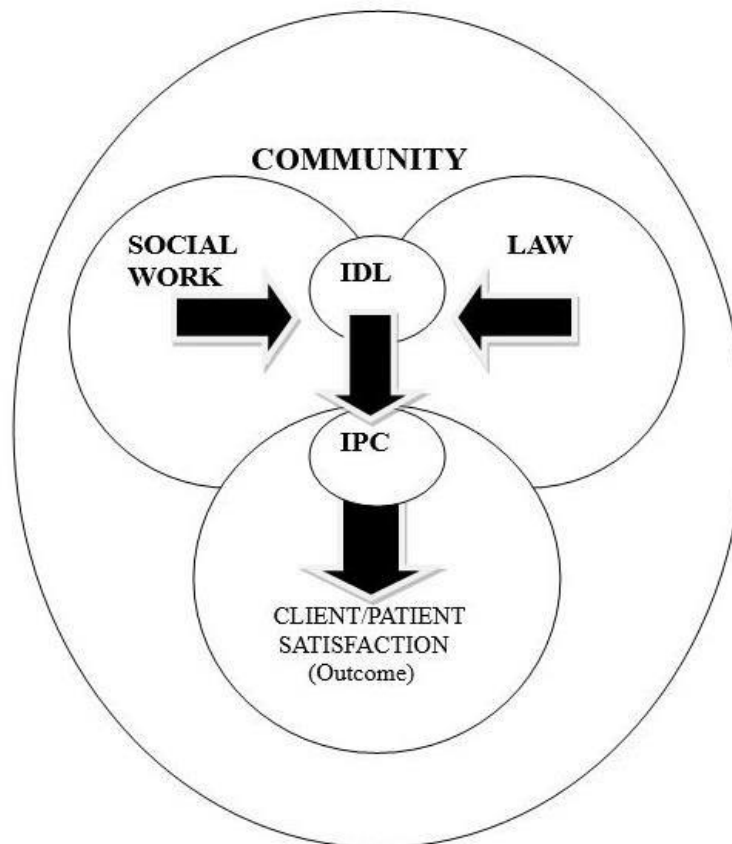
Figure 3: Conceptual Model for Education, Practice and Outcome

The above model illustrates that within a given community, society, or social structure, interdisciplinary learning (IDL) environment enhances the chances for students to acquire necessary competencies and skills and ultimately to practice interprofessionally (IPC) collaboratively than if they were not so educated. Data for this dissertation were collected from 47 schools of law and social work. Altogether, 11 core competencies emerged from literature, but due to their overlap, five were used as units of analysis to explore for presence of collaboration or its semantic renditions in the clinic/field manuals. The five competencies included were sharing mutual goals, setting goals, sharing planning, pooling resources, working

together, and assuming responsibility. To determine the use of terms, phrases or other contents that relate to collaboration, the linguistic methods were employed.

Answering the three research questions for this study helped to understand the degree of the intent of the designers of the various programs to promote collaboration between law and social work students through clinics and practica. The content analysis documents the plain and manifest use of the term *collaboration* in the various field education manuals, as well as contents that bear relationship to collaboration.

Is There Collaboration between Social Work and Law Students in the Joint/Dual JD/MSW Degree Programs?

For the purpose of this dissertation, I operationalized collaboration as lawyers and social workers working together that possess required competencies and skills acquired through the joint education and training processes. In the wordings of the NCLSW recommendation, joint enrollment should foster a "working collaboration between students of both profession" through the educative process. Thus, the main objective of the NCLSW was to "improve working relationships between the professions of law and social work through interdisciplinary education and training" (Hazard, 1972, p. 423). Accordingly, joint enrollment of students should ensure that collaborative culture is learned through the educative process.

Given the traditional structural differences between the social work and legal approaches to academic and professional trainings, a need exists for the students to become familiar with the *modus operandi* in both professions. Students inclining to social work practice must be cognizant of, and familiar with the different laws and roles, values and functions of the legal

profession with which they will interact, while those opting for the practice of law, should do the same with the social welfare policies and practices.

No Explicit Mention of Collaboration between Social Work and Law Students

Neither in the literature nor the field education manuals of the offering institutions is collaboration between social work and law students consciously mentioned. Obviously, there numerous activities under the field education components of the joint/dual degree programs that enable students to work together, but did not explicitly state that such activities were collaboration between social work and law students. Consequently, the word *collaboration* does exist in differing forms and in varying contexts in the clinic and field manuals explored.

Data shows that the term *collaboration* is not used in the clinic/field education manuals with reference to lawyers and social workers. Saint Louis University's School of Social Work Field Education Policy and Procedure Manual (2014-2015) is explicit on a subject that most schools failed to address: "SLU Law School offers legal internships but there is not the opportunity for students to function as both a social worker and attorney, so practica are separate" (p. 21). This suggests that collaboration is not an issue in such practica. Nevertheless, the fact of law and social work students functioning side by side in a practicum in itself is implicitly indicative of latent collaborative environment.

However, in spite of the absence of explicit mention of collaboration, its concepts such as communication, consultation, coordination, partnership, or cooperation have been employed generously across all the 47 JD/MSW degree programs field education contents. Likewise, several of the attributes (Table 1) and characteristics of collaboration are evoked extensively in

various conceptual documents, learning models and format across the forty-seven programs explored.

If Collaboration Exists, What Does It Look Like?

Counting the frequency of the occurrence of the term *collaboration* in the texts explored, as often is the case in content analysis methods, was not an option in this dissertation. Rather, this study is focused on the presence of the term as well as other expressions or words which directly or by linguistic analysis suggest collaboration.

The Presence of the Term *Collaboration* in Field Education Manuals

The various joint degree offering schools used the word *collaboration* as well as varieties of terms and expressions that suggest that studying collaboratively is a perquisite to learning competencies and skills that foster collaboration between lawyers and social workers. Such words and phrases expressed in their natural language forms in the field manuals of all the offering law and social work schools are:

- creation of a community of learning based upon a culture of collaboration
- Relationship-centered practice is a collaborative approach that values and utilizes the importance of relationship as a central vehicle for maximizing opportunities for growth and change, both within the practice setting and within the clients' environment.
- knowledge of collaborative and conflict theories and strategies for encouraging community-based social change
- work collaboratively within a social and professional context

- work collaboratively with domestic and international non-governmental organizations, grassroots organizations, solidarity networks, attorneys, stakeholders and other institutions engaging in human rights work

- in collaboration with community partners and guided by a person-in-environment perspective, promote social justice and empowerment to enhance the wellbeing of individuals, families, and communities

- community of learning based upon a culture of collaboration and respect that honors rights, safety, and the dignity and worth of each person

- demonstrate professional demeanor in behavior, appearance, and communication

- acquiring skills in establishing mutually respectful, collaborative helping relationship with clients

- Recognize and communicate how difference shapes the life experiences of clients and community members.

- Seeking out information through client interviews, consultation, professional literature, and/or community resources to better understand a client's or community's culture, perspectives, and experiences

- Collaborate with colleagues and clients to advocate for agency or social policies that advance social well-being.

- Collaborate with agency clients or client system to develop intervention goals, objectives and plan.

- Increasingly, social workers and attorneys collaborate on behalf of clients in a variety of settings.

- Social workers and attorneys also collaborate on social policy, using skills from both fields to research social issues, draft legislation and advocate for policy change.

- work in partnership with coalitions to engender hope, motivate, change, and build community and civic responsibility

- build collaborative partnership

- demonstrate financial skills such as fundraising, grant development, financing, budget analysis, cost-savings and cost cutting, strategic partnership and social entrepreneurship

It is important to note that although the terms collaboration, collaborate, collaborative, collaboratively, communicate, communication, consultation, and partnership are present in the above analysis, they do not allude necessarily to lawyers-social workers working together. However, that meaning can be inferred semantically by application of semantic and relational analysis. This is a classic example that no common standard or structure exist between law and social work education programs. In their respective traditional structures, law and social work education are not intended for collaboration between the two disciplines.

Nevertheless, the references to *community*, *agency*, *and variety of settings*, *intervention*, *professional context*, and *environment* can be interpreted as implying the presence of members of both disciplines as well as clients, and as often is the case, other professional groups, practitioners or therapists who are often involved, especially in child welfare contexts. In the final analysis, it is not the structure of the joint/dual JD/MSW degree programs that result in the outcome, but the choices individual students make in selecting the coursework and practica that satisfy their respective needs or vision of professional practice that count.

Does Field Education Require Practices that Foster Collaboration?

Intrinsic in Manual Contents

The philosophical underpinning guiding of the social constructivist learning theories (Piaget, 1972) suggests that a student should not passively take in knowledge but actively construct it on the basis of his/her prior knowledge and experience. This paradigm affords students the opportunity to individualize their learning experience within a community of learners. The above statement is relevant in law and social work education. All the 47 law and social work programs explored are unanimous on this fact. While studying in clinics/field practicum settings, each student develops their individual professionalism, skills and attitudes among other virtues.

The table below presents the very core contents of the objectives or goals underlying the clinic/field education as contained in the manuals of the various schools.

Table 9

Field Education: Objectives/Statements of Purpose of the 94 Programs Explored

Institution	Schools of Social Work	Schools of Law
Boston College, MA	Field Education is the cornerstone of the Boston College School of Social Work curriculum and where the integration of learning happens. It provides opportunities for students to apply classroom knowledge in actual practice situations with individuals, families, and groups, within communities and organizations. The Field Education curriculum is structured to provide a varied, individualized, practical learning experience for each student. Students will develop an understanding of the professional roles and responsibilities of the social work profession over the course of two practicum assignments, each at a separate agency.	The educational objective of our Clinical Externship Program is to develop those qualities and skills that students will need to become successful practitioners by combining theory and practice, while also providing opportunities to reflect upon and instill the moral and ethical values that underlie a rational and just application of law.
Case Western Reserve University, OH	Field Education provides a forum for students to integrate the knowledge, skills and values that comprise the core of the professional social work practice with a self-identity as competent beginning professionals. The practice setting affords students with opportunities to apply didactic theory to practice, give and receive feedback regarding skill development, and experience the realities of the social work profession. There is the potential for a mutual exchange of practical and theoretical knowledge that may serve to enhance innovative change in both the clinical and academic venues	All law schools offer externships. We do, too. But we give our students the opportunity to practice law during the summers or academic year or for a full semester in the U.S. and around the world in a number of fields, giving you the preparation you need to enter the practice world with confidence. Our externships include work for judges, agencies, and offices in the public, private, and nonprofit sectors.

Catholic University of America, DC	The NCSSS field education program helps students to acquire the knowledge, values and skills for intervention with individuals, groups, families, communities and other systems. Through the social work field placement, students develop a professional identity consistent with social work values. Internships allow student social workers to develop a professional commitment to social work practice and develop the skills necessary to evaluate their social work practice. The requirements of field place value on developing the ability to work within a social welfare agency or organization and gain experience with various client populations including diverse racial and ethnic groups, and at-risk populations.	Through the CUA Legal Externship Program, each year over 200 students earn course credits by working at non-profit organizations, government agencies, in congressional offices, for judges, law firms, trade associations and corporations. Student externs have the opportunity to assist with representation of clients, with legislative and other policy development, and with a wide range of other lawyering activities. Students gain valuable exposure to lawyers and legal institutions. Many students use externships to explore possible career paths and to clarify their professional goals. Many students develop relationships with mentors and colleagues that continue long past the end of the externship
St. Catherine University & University of St. Thomas Collaborative, MN	With an emphasis on clinical practice, clinical supervision, program management and practicebased research, the MSW program provides advanced professional study for women and men in the field of social work. The curriculum's focus on clinical social work practice develops practice skills in working with individuals, small groups and families dealing with problems such as poverty, discrimination, mental illness, developmental disability and oppression	The University of St. Thomas School of Law Externship Program is committed to providing each student with relevant, practice-ready legal experience. The activities of the program and the requests of field supervisors are designed to accelerate positive professional development and a substantive understanding of the law.
Columbia University, NY	This field education program will prepare students for their place in social work whether they are planning to do clinical, programmatic, policy or administrative work in the future. It will prepare them for their place on the international, national or local stage, wherever they initially plan to practice. This is accomplished through the design of our curriculum and the implementation of the skills taught in that curriculum in the Field.	At Columbia Law School, an externship consists of a seminar that in most cases meets once a week, and a field experience at an NGO or government office that is closely related to the seminar. The seminars are taught by adjunct professors who are leading practicing attorneys, and the field placements usually are at their workplace. In most instances, the seminar leader also supervises the work of the students. In other cases, the seminar leader places the students with other supervisors in his or her office.

Eastern Washington University, WA & Gonzaga University School of Law	Practica *Provide students with an opportunity to engage actively in professional tasks that supplement, complement, and reinforce classroom learning *Provide learning opportunities in the community relevant to MSW Program advanced generalist practice objectives *Help students recognize the political, economic, social, and cultural influences on social services *Encourage students to explore theoretical and practice issues through critical thinking and self-reflective learning *Enable students and the school to assess student interest, commitment, and competence related to professional practice * Help students develop a strong sense of professional social work identification with a firm commitment to service with populations at risk. *Instill in students an understanding of CSWE Educational Policy and Accreditation Standards Core Competencies.	The purpose of the Gonzaga University School of Law Externship Program is to train students in practical lawyering skills through integration into the legal system. The Program partners the student, the Supervising Attorney or Judge, and the Externship Director and Externship Faculty. The extern student will perform a variety of challenging tasks, in and out of court, under the guidance of a Supervising Attorney or Judge, and reflectively examine those experiences with the guidance of the Externship Professor through a classroom seminar.
Florida International University, FL	The field practicum offers students educationally directed opportunities to learn by participating in the delivery of social services. The practicum enhances students' ability to translate theory into effective social work practice and strengthens students' awareness of the attitudes, motivation, and judgments identified with the profession of social work. The School of Social Work is fully accredited by the Council on Social Work Education, and its curriculum is planned in accordance with the standards set by the Council.	The purpose of the Externship Program is to provide an opportunity for students to: increase their knowledge of substantive areas of law; gain exposure to a real work environment and provide valuable support to legal employer in the governmental and public sector. Students will obtain in-depth exposure to the practice of law, including legal skills and be involved in activities characteristically performed by attorneys including, but not limited to: research and writing, document drafting, client interviews, counseling, fact investigations, negotiations and court appearances. Additionally, students will be exposed to the ethical issues raised in the practice of law, and to opportunities to confront and discuss real ethical problems.
Florida State University, FL	The purpose of field education is to provide students with a structured learning opportunity for development and reinforcement of appropriate levels of competence in the field of social work. Field education allows students to	Externships allow students to earn academic credit while working off campus in a law office or court. Students learn the role of attorney or judicial clerk while representing real clients and adjudicating actual cases.

apply knowledge, values, and skills learned in the classroom to social work practice settings. As students undertake learning tasks within the reality of agency life, a vehicle is established whereby knowledge and theories can be applied, attitudes and values examined, and skills developed and refined.

Florida State College of Law offers one of the most extensive externship programs in the United States. Externships are offered year round, and are available locally, throughout Florida, and in other national and international locations.

Fordham University, NY

Experience is often the best teacher, and your fieldwork practicum uniquely prepares you for your career as a social work professional. Field Instruction is an integral part of Fordham University's master of social work degree

Fordham provides its LL.M. students with the opportunity to earn academic credit by participating in legal or compliance work in government organizations, judges' chambers, non-profit organizations, corporate legal and compliance departments, and law firms. Such placement experiences are intended to enrich the educational experience students receive in the Law School's doctrinal courses and to promote students' professional development by assisting them in integrating legal theory with skills and professional values.

Indiana University (Indianapolis) IN

The practicum component of the MSW Program is designed to ensure the integration of classroom information with experiences in the practice setting, thus providing the signature pedagogy. As students apply classroom learning in the field agency they gain the depth and breadth needed for competent social work practice which is evidence based. Concurrent field seminars and assignments related to field experiences enable students to think critically and to engage in research informed practice.

The Program on Law and State Government (PLSG) externship course integrates the practical experience of working with attorneys in law offices throughout the legislative and executive branches of state government with seminar style classroom learning. Designed to enhance students' understanding of public lawyers' roles within state government and legal infrastructure of that government, the classroom component of the externship course complements the placement experiences of the students in the course.

Loyola University (Chicago), IL

The objectives of Field Instruction are for students to acquire, integrate, and further develop knowledge and skills related to social work practice through a practicum experience. The fieldwork utilization of a bio-psychosocial framework is to understand and improve the adaptive functioning of individuals, families and small groups, intervention in larger societal systems, and the development and management of agency programs and staff. Students are taught to think in terms of a "person in situation" configuration and to understand that a number of elements interacting in highly

The Loyola Externship Program is designed to provide students with practical experience under the supervision of a judge or attorney and a supervising attorney from the School of Law. This program provides students with the opportunity to develop practice ready and problem solving skills while working at an approved field placement outside of the classroom. Students may select from a variety of externship opportunities.

complex ways across various system levels impact clients.

Michigan State University, MI	It is the purpose of the field education program to provide experiential educational opportunities directed toward student development of professional identity, self-understanding, and competent practice. Classroom learning and theoretical content are Integrated through a focus on generalist practice in the bachelor's program, foundation practice in the first year master's program, and either a clinical or organization and community practice/leadership concentration in the second year of the master's program. All students participate in a field integrative seminar which provides further educational and administrative support.	The Michigan State University College of Law Externship Program provides law students with a stimulating and practical educational experience. The various externship sites offer hands-on opportunities to observe the legal and judicial systems at work and to engage in relevant legal work under the supervision of practicing attorneys or judges. These programs also provide students with an understanding of the practice of law "in the trenches" and give the students an opportunity to more significantly appreciate what it means to be an attorney or judge.
New York University, NY	Field learning lies at the heart of social work education and your development as a social worker. Within the context of the field placement experience, and aligned practice courses, you will have the opportunity to integrate theory and practice…Field learning will immerse you in the extraordinary range of human and social problems that lead clients to reach out for help. It will provide you the opportunity to develop skills and appreciate the realities of coping with complex problems in the context of specific service-delivery systems. You will be trained to work with a wide range of populations in diverse practice settings. With an emphasis on training for social work practice that promotes social and economic justice, your field education will advance your learning as a relationship-centered, reflective practitioner, preparing you for work with individuals, groups, families, and communities.	All of our clinical courses combine work in the field with seminars and simulation exercises in which students' performances of various lawyers' activities are videotaped for critical review. Through these complementary activities. Students develop systematic methods of learning from experience, as well as gain insights into a lawyer's functioning as advocate and counselor, investigator, negotiator, and planner. Legal ethics and professional responsibility in the practice of law are emphasized throughout these courses.

Rutgers, The State University of New Jersey, NJ	Field education is the practical, hands-on experience of your social work education. The Council on Social Work Education (CSWE), which establishes standards and educational policies for social work education and accredits schools of social work, has deemed field education to be social work's "signature pedagogy…." Field education represents the operationalized component of your education. In your field placements, under the supervision and instruction of a professional social worker, you will understand the CSWE core social work competencies and use new skills that are based upon the theories and concepts that you have been learning in your social work classroom courses	Rutgers School of Law - Camden offers extensive opportunities for students to earn academic credit while working for various public and private nonprofit agencies and for state and federal judges. In addition to the work, students attend seminars relating to the work done in their placement. Students can expect to improve knowledge of substantive and procedural law, to integrate practical lawyering skills with this greater understanding, and to be introduced to advanced legal skills in writing, strategic decision-making and the like. An externship placement can be invaluable as a step to pursue or confirm career interests.
Saint Louis University, MO	Welcome to Field Education! Many students report that field education is the "best part" of social work education. It is considered to be the "signature pedagogy" due to the uniqueness in which students are prepared to become professional social workers…. In developing competencies, students will have designated practice behaviors that include skill and knowledge development, as well as integration of social work ethics. In the practica, the emphasis will be on skill development in micro, mezzo, and macro practice while also having learning through practice behaviors in social policy, human behavior, research, cultural competence, and ethics.	Each semester, students can extern with practicing lawyers in the legal field of their interest while under the supervision of a SLU LAW full-time faculty member. SLU Law School offers legal internships but there is not the opportunity for students to function as both a social worker and attorney, so practica are separate.

San Diego State University, CA & California Western University School of Law

Field education is an essential element of the curriculum in the SDSU School of Social Work. It is the field practicum learning experience that allows the student to integrate classroom theory and knowledge and practice skills in developing professional competence and identity. This application includes social work theory in real life practice situations, skill building, and upholding professional standards of social work ethics and values, under the professional supervision of qualified social workers in their role of field instructors. Over the years in field education, unique partnerships have been formed with hundreds of outstanding social service agencies and programs throughout San Diego and Imperial Counties. The field practicum agencies, in conjunction with the school curriculum, have provided our MSW and BASW program students with quality field placements in a broad array of agencies…

Experiential courses allow you to learn and practice what lawyers actually do. We guarantee a clinical experience for every student who wants one. Our goal is to ensure that you graduate with the skills, knowledge and values necessary for 21st century law practice. To achieve this goal, the California Western J.D. curriculum has been carefully sequenced with an array of experiential courses, including clinics, internships, and simulation courses. We want to help you reach your personal and professional goals. Our clinic faculty and career advisors work with you to ensure you are on the best path to meet your individual career objectives.

Southern Illinois University (Carbondale), IL

Graduate students in the MSW field practicum will: 1. Integrate knowledge taught in the wider curriculum with its practical application. 2. Strengthen their commitment to the values and ethics of the social work profession: especially as they relate to diverse, vulnerable and oppressed populations. 3. Use professional supervision appropriately. 4. Develop advanced level practice and research skills. 5. Learn to *collaborate* and work effectively and as a professional within an organizational structure. 6. Use well developed critical thinking skills for reflective, self-critical social work practice. 7. Understand the challenges and the strengths of social service delivery systems, in state national, international and global contexts. [emphasis mine]

Our students begin to grow into their roles as expert communicators, negotiators, and advocates as participants in a variety of hands-on learning opportunities, including our award-winning clinics. Serving residents in a 13-county area in southern Illinois, our legal clinics offer students the opportunity to work closely with clinical faculty while representing clients in a variety of cases.

Springfield College, MA & Western New England School of Law

The overall purposes of the practica are: (a) to enhance the student's ability to apply social work values, theory, skills, and knowledge to a broad range of systems; (b) to provide opportunities for students to learn to foster empowerment among vulnerable populations; and (c) to provide a setting in which the mission and goals of the curriculum of the School of Social Work may be actualized.

The Externship Program provides learning opportunities for students placed with judges and lawyers in government and public interest organizations who have agreed to provide a mentored learning environment away from the law school. All externs are supervised by a law faculty member.

Stony Brook, State University of New York, NY & Touro Law School, NY	Field and class instruction are integral parts of a single educational experience providing an opportunity to obtain a well-rounded education in social welfare by integrating theory and practice	Touro Law Center's Externship Program provides our students with the opportunity to work in diverse areas of legal practice, develop essential lawyering skills, gain knowledge about particular fields of law, practice in specialized courts, and learn about how lawyers and law firms, government organizations and the courts operate.
University at Albany, State University of New York, NY	Field education provides many learning opportunities. Students learn to apply theories to real-world situations and to examine these situations through the lens of a variety of conceptual frameworks. They learn to apply empirically supported models and to modify those models based on the contingencies of unique stations. They learn procedural knowledge and skills specific to working with a population or carrying out the mandate of a particular setting, and the practice wisdom and 'know-how' accumulated by experienced workers.	The internship should represent a bridge between the student's academic work and the student's professional growth. The particular internship should be seen as a coherent part of the student's academic program, not an isolated episode.
University at Buffalo, State University of New York, NY	The primary function of the field experience is to provide students with the opportunity to practice and develop social work skills and competencies learned theoretically in the classroom. The field experience also enables them to expand their professional knowledge base and test out theories and principles under the supervision of an experienced social worker. Finally, working in the field helps them to develop professional identities and responsibilities	The purpose of offering an externship or judicial clerkship for academic credit is to give students experience in work that lawyers and judges do. The key to a successful placement is the training, guidance and evaluation provided by the attorneys and judges who act as field supervisors and the faculty members who arrange and monitor the placements. In the field, law students will have the opportunity to develop many analytical and communication skills that are often best learned in practice settings, such as legal research and writing, interviewing, counseling, and case management. By observing legal professionals in their day-to-day practices, law students can begin to relate the theories and doctrines they have learned in class to different legal institutions and processes.

Syracuse University, NY	The field placement experience is the signature pedagogy of social work education. Field experience is an integral part of a social work student's socialization to the profession. "The intent of field education is to connect the theoretical and conceptual contribution of the classroom with the practical world of the practice setting" (CSWE, 2008). The challenge and excitement of applying knowledge, values and skills brings to life the multi-dimensional aspects of social work practice. Field education is critical for a student to attain the requisite competencies of the social work profession.	Our Externship Programs provide students with two excellent experiential opportunities: a CNY externship, or a full semester externship in Washington, D.C. Both options give students the opportunity to work with and as lawyers in real office settings…. These placements include government offices, judicial chambers of all levels, public interest organizations, general counsel, and university offices.
Tulane University, LA	A core component of your educational experience at the Tulane School of Social Work, our field education program exposes you to real-world social work practice as well as the diversity of populations and social issues characteristic of our unique city. The city of New Orleans is a living laboratory where we work with a full range of community agencies that enable you to use knowledge learned in the classroom to develop your practice skills in a professional setting under the supervision of experienced practitioners.	The primary objective of Tulane's externship program is the enhancement of students' learning through experience. Students engage in practice-oriented learning in three settings: state and federal courts, public interest organizations, and government service. Work performed at field placements provides dual benefits: experiential learning opportunities for students and valuable service to the community. gain professional skills and problem-solving expertise
University of California (Berkeley), CA	The overall objectives of field education in the Berkeley Social Welfare curriculum are: 1. To provide students with opportunities apply knowledge and skills acquired in classes during simultaneously sequenced real life practicum experiences in social agencies; 2. To help students achieve mastery of professional competencies through progressively immersing them into the role of professional social worker and arranging for them to be given observationally-based, structured feedback from agency field instructors; 3. To facilitate the development of strong lifelong practice learning competencies in students, including using consultation, being self-reflective, considering multiple, often conflicting sources of knowledge, applying critical thinking and ethical decision-making skills, and demonstrating effective response to common agency-based dilemmas.	The Berkeley Law Field Placement Program allows students to receive academic credit for part-time or full-time judicial externships and legal work with non-profits and government agencies under the supervision of an attorney

University of California, (Los Angeles) CA	Field education is required of all students in both years of the M.S.W. program. While the overall field objectives and their content are shared with other components of the curriculum, the method of teaching and learning differs. Because it is based in the realities of practice, field education provides the student with supervised experience for defining and discharging a variety of social work tasks on behalf of individuals, families, groups, and communities…	UCLA School of Law has long been recognized for its innovative approach to clinical teaching, which transforms the classroom into a real-world laboratory through the integration of theory and practice. We have been a national leader in clinical teaching since the early 1970s, and continue to offer rigorous practical training across a wide range of practice areas. Students gain crucial firsthand experience that prepares them for future careers, learning from faculty whose knowledge and expertise place them at the forefront of clinical education
University of Cincinnati, OH	Field placements are arranged by the School of Social Work and are an important of the MSW curriculum as students grow to assume the role of a professional social worker. As a matter of school policy, students are not permitted to arrange for their own field placement. Students can expect that your field placement will provide them with high quality opportunities to learn, develop skills, meet social workers in the community, and make a difference in the lives of the clients they serve. As a matter of policy, the MSW Program does not accept life or work experience as a substitute for field placement or any other required social work courses.	Externships allow law students to earn academic credit while gaining valuable supervised experience at a host of companies, law firms, non-profit organizations, and judicial chambers… The University of Cincinnati legal extern program enables our students to gain important practical skills, make valuable connections in the legal community, and develop their professional identity under the direct supervision of an experienced attorney.

University of Connecticut, CT	Field education is an integral part of the curriculum and represents a significant portion of each student's educational experience…. Through working with client systems of many sizes and diverse backgrounds, students are helped to develop identification with the mission and values of the social work profession. Field education provides students with a supervised, educationally-directed experience which fosters integration of theoretical concepts and practice skills. Field education contributes to the development of a competent social work professional with foundation generalist competencies and practice behaviors and advanced competence in the practice of Administration, Casework, Community Organization, Group work and Policy Practice.	The Individual Externship Program offers students who have completed their first-year program of study an opportunity for experiential learning that is tailored to the students' own interests and their educational and career goals. In an externship, a student performs volunteer legal work at a legal organization or practice (a "field placement") under the supervision of an experienced attorney (the "placement supervisor") who provides work projects and observational opportunities designed to develop the student's lawyering skills and to enhance the student's understanding of the legal profession. In addition to working at the field placement, the student extern also communicates regularly and shares written reflections on the externship experience with a faculty member of the student's choosing (the "faculty supervisor") throughout the term of the externship.
University of Denver, CO	Supervised field instruction is a required component of the GSSW curriculum. This experience allows students to apply the knowledge and theories learned in the classroom to professional clinical and community interventions. Field education is offered under the concurrent field plan, which engages students simultaneously in both classroom and practice learning during fall, winter and spring quarters. Field internships last a full academic year. Some Four Corners students complete their internship hours during the summer quarter.	A legal externship is a monitored work experience where the student establishes intentional learning goals and reflects actively on what is learned throughout their experience. With more than 450 placements a year, the University of Denver, Sturm College of Law's Legal Externship Program is an effective and comprehensive bridge to take students from law student to lawyer. The Legal Externship Program is divided into practice-specific programs. Students enrolled in each of these programs are required to also enroll in an accompanying, for-credit seminar that will address topics specific to each practice area.

University of Georgia, GA	The primary purpose of field education is to provide students with educational opportunities that lead to competent practice. The field education experience is intended to complement MSW curriculum objectives. The provision of generalist practice opportunities for all students in both macro and micro practice methods is mandatory in field instruction for the foundation year. The second practicum experience builds on the foundation practicum and provides for the acquisition of in-depth knowledge and skills in social work roles in a concentration area, either Community Empowerment & Program Development or Clinical Practice.	Experiential Learning Programs hone essential legal skills---interviewing, case appraisal and planning, negotiation, dispute resolution, and persuasive oral and written advocacy--through hands-on experience and community service in one of the University of Georgia School of Law's experiential learning programs.
University of Hawaii (Manoa), HI	The practicum is an integral part of the school's total educational program and provides each student with the opportunity to apply concepts, principles, and theories learned in the classroom to practice. The major focus in the practicum is on the student's acquisition of practice knowledge, skills, values, and attitudes in working with diverse client systems within a service setting.	The Externship Program offers significant academic benefits not otherwise available in the prescribed curriculum to students who have successfully completed instruction equivalent to 29 credit hours toward the JD degree. Students discover their own strengths and weaknesses through self-direction, as they apply skills and knowledge learned in the classroom, in semester long peeks into the "real world.
University of Houston, TX	The Field Practicum is an essential component of the College's professional education for social work practice. The purpose of field education is to provide students with opportunities for development, integration, and reinforcement of competence through performance in actual service delivery situations…. Field education enables students to integrate the knowing, feeling and doing aspects of their social work education. The result is a knowledgeable, skilled, self-evaluating and professionally reflective social worker.	Although you are taught objective legal argument in law school, the primary thrust is to train you as an advocate. The largest benefit of an externship is for students to see advocacy in action. Working as an extern allows you to view the documents and observe hearings on a large number and variety of legal actions. Legal employers respond favorably to externships. Having externship experience on your résumé boosts your marketability. Externs often have opportunities to network with a variety of legal professionals.

University of Iowa, IA	The University of Iowa School of Social Work uses a web-based data management system called Intern Placement Tracking (IPT), an online service for students, field instructors and placement agencies. This system is a way to maintain and share information about partnering agencies, supervisors, and students as well as track student learning activities from semester to semester. This system helps students, field instructors, and agencies communicate and stay connected during the placement process. Because of this, it is important to become familiar with IPT and keep all information entered about you or your agency current.	Whether you are interested in working at a state or federal court, at a trial or appellate court, or at a specialty court, the Career Services Office is committed to helping you find the judicial externship and post-graduate clerkship opportunity that is right for you. Judicial externships and post-graduate clerkships provide terrific opportunities to learn from judges while providing worthwhile public service.
University of Kansas, KS	Students at the foundation level of the M.S.W. degree program complete 480 clock hours of field practicum during the fall and spring semesters. They are in one continuous field placement for 16 hours per week for 30 weeks. The foundation level practicum is a generalist experience covering direct practice and community practice as well as research and policy practice….	The Externship Clinic provides students an opportunity to perform legal work under the supervision of a practicing attorney at approved governmental agencies, as well as nonprofit legal services organizations and nonprofit public national and international organizations. Students will work a specified number of hours per week under the supervision of a practicing attorney, complete a goals memorandum, maintain weekly journals of their experience, participate in online discussions, and write a final reflective paper.
University of Louisville, KY	The purposes of practicum education are to provide students with on-going opportunities to: 1. Apply theoretical knowledge and develop competency in social work practice skills 2. Aid the integration of learning in class with the learning in practice 3. Socialization and identification with the profession of social work	Brandeis School of Law offers a number of experiential learning opportunities to extend students' experience beyond the classroom. These hands-on opportunities include a clinic that allows students to work directly with clients during Emergency Protective Order hearings, divorce situations and housing cases. Another clinic offers students an opportunity to work with Ulf's MBA students as they launch businesses and compete with other schools. Brandeis School of Law has a close relationship with the bench and bar in the City of Louisville, providing students with access to attorneys and judges. Externships provide opportunities to work with judges, represent clients, prepare and try cases and more.

University of Michigan, MI	School of Social Work (SSW) field instruction presents you with multiple opportunities to become a part of the professional social work community, where you will learn to integrate classroom knowledge with practice and develop your social work skills and identity. Field instruction provides an opportunity to participate in "hands-on" meaningful service and gain invaluable professional experience.	Externships offer an exciting opportunity to augment classroom study with real-world work experience. Under the guidance of Michigan faculty and a field placement supervisor, students immerse themselves in legal work with local, state, and federal governmental agencies, and with nonprofit organizations throughout the country and world. Externships complete a student's personal study agenda, complementing coursework that often includes clinics. Externships enable students to pursue sophisticated work and research in a particular field beyond our curricular offerings.
University of Nevada, NV	The field practicum provides an opportunity for you to practice your skills evolving from generalist to more advanced techniques and to apply your theoretical knowledge in settings where human conditions must be respected and enhanced. In essence, the field practicum sequences prepares you for social work practice with individuals, families, groups, organizations, and communities…	Externships are elective experiential learning courses that integrate class work with real world experience. Students gain a deeper understanding of law and see first-hand how the law is applied while working under the direct supervision of lawyers and judges in a variety of settings. Through the combination of their own experiences and discussions with other externs in the externship seminar, students not only gain more legal knowledge, they develop practice skills and an appreciation for the professional roles and the ethical obligations of attorneys.
University of North Carolina (Chapel Hill), NC	Students are exposed to numerous career possibilities and challenges and receive hands-on experience working directly or indirectly with older adults, children and families, or individuals served within the mental health system.	The Externship Program enhances traditional classroom instruction by engaging students in real-life lawyering experiences with practicing lawyers and judges in the community…. Through the program, students are mentored in their professional development as well as diverse areas of practice such corporate law, healthcare, sports law, patent and trademark, criminal law, and civil rights.

University of Pennsylvania, PA	Student field learning in the Advanced portion of the master's curriculum builds on and extends Foundation learning. The goals of the Advanced field practicum are to reinforce and sharpen the student's practice knowledge and skills, to enhance the capacity to make informed choices and decision in working with clients, and to further develop critical understanding of the nuances and complexities of social work practice.	The Law School's unique geographic location, situated in the nation's most historic legal center and within easy reach of New York City and Washington DC, offers students unparalleled externship opportunities to be at the forefront of legal practice in the nation's most prominent government offices and nonprofit organizations. Students earn academic credit while gaining valuable experience under close supervision in a wide array of placements.
University of Pittsburgh, PA	Field education is an integral part of the social work curriculum for the BASW and MSW Programs… Students participate in experiential and integrative learning in affiliated community organizations so that they can apply to real life practice situations what they have learned in the classroom. This experience additionally prepares students for the professional position they will assume in the marketplace after graduation. Students learn under the supervision of a qualified field instructor and with the support of a field advisor and liaison from the School of Social Work.	At Pitt Law, students not only gain theoretical knowledge but also practical experience through participation in clinics, practicums, externships, the Semester in D.C. Program, moot court and mock trial competitions, and other opportunities for hands-on learning.
University of South Carolina, SC	The field practicum is the crucible in which the theory and practice concepts of the classroom are melded with hands-on skills of working with client systems in the community. Through the field practicum, students have an opportunity to apply the knowledge, values, and skills learned in the classroom to actual social work practice situations. In other words, students truly learn to become social workers.	The Externship Program is designed to provide law students the opportunity to expand their legal education beyond the classroom setting. Students can earn academic credit while gaining professional experience by working under the supervision of a licensed attorney and participating in a course taught by instructors who have experience in the various practice areas. Students will learn through hands on experiences as well as observation.

University of Southern California, CA	Field Education is an independent and integral sequence of the MSW curriculum. Students are exposed to selected and organized opportunities guided by educational objectives. It seeks to validate, apply, and integrate the knowledge, theories, and concepts of social work practice learned throughout the curriculum. Field agencies are expected to provide "in vivo" experiences relevant to the academic content. The student on the other hand is expected to apply academic knowledge, social work skills, critical thinking, professional behavior, ethics and values learned in the classroom to direct practice work.	To instill lawyering skills of the highest quality—and to steep students in real experience of the law—USC Law maintains seven client clinics that give you the opportunity to put theory into practice
University of Texas at Austin, TX	The field experience is a key component of the curriculum, providing students with the opportunity to build, apply and integrate knowledge from all areas within a practice setting. In addition, field courses provide educationally directed learning experiences for students to explore their professional identity, professional use of self, issues of social and economic justice, issues concerning populations-at-risk, and the ethics and values of the social work profession.	Texas Law offers extensive clinical education opportunities…Clinical courses are valuable for all students, whether they are interested in litigation or transactional practice. The intensive nature of clinical work helps develop analytical and advocacy skills, and offers hands-on practice in factual investigation, research and writing, trial advocacy, problem solving, client relations, and professional responsibility. Students gain useful work experience through regular interaction with clients, attorneys, judges.
University of Utah, UT	Field training, or "practicum," is an integral part of the social work curriculum. Field training involves being placed in an agency where students engage in social work activities under supervision. Engaging in actual social work activity is an excellent method to develop social work skill and identify areas of interest	The College of Law offers a variety of clinical experiences for credit. Clinics include a classroom component, which helps students prepare for their legal work and offers a forum for students to reflect on their experiences. Clinical placements help students to develop a range of practice-related skills and to gain insights into their strengths and career preferences. In recent years the Clinical Program has added faculty-supervised clinics in Environmental Law, Innocence, Appellate Practice and Public Policy work.

Virginia Commonwealth University, VA & University of Richmond School of Law, VA	Field education is integral to social work education and for preparing students for professional practice. Many social work graduates and practicing professionals say that it was their field experience they valued most in their graduate or undergraduate program. Your field placement is an opportunity for you to engage in the process of becoming a professional social worker by being in an agency and learning/practicing the knowledge and skills of social work practice.	Richmond's extensive clinical program offers students numerous and varied opportunities to develop the full range of critical skills needed for the practice of law. In the school's in-house clinics, students represent clients directly in a law office atmosphere under the supervision and mentorship of full-time clinical faculty. Students in these clinics interact directly with clients, drafting and filing legal documents and briefs, negotiating business transactions and settlements, and even appearing in court. In addition to the in-house clinics, the Clinical Placement Program, directed by a full-time faculty member, provides externship placements for students in a variety of practice settings, including in-house counsel, nonprofit organizations, government agencies, prosecutors' or public defender offices, and judicial chambers.
Washburn University, KS	The following objectives have been developed for the practicum experiences as a whole: * Provide students with the opportunity to engage in social work practice in professional community settings that meet student's academic needs. * Provide students with the opportunity to engage in field based supervision that contributes to theoretical, knowledge base and skill acquisition, and the development of a critically reflective professional identity based on the core values of social work. * Provide students with opportunities to identify and engage in practicum tasks that diversifies their learning and strengthens their commitment to improving the well-being of oppressed and disenfranchised populations. * Provide students with opportunities to evaluate their competency for master level social work practice in a way that strengthens their commitment to lifelong learning. *Provide students with a multilevel system of support that empowers students in the acquisition of the knowledge, skills and perspectives necessary for competent clinical social work practice.	An internship is a form of experiential learning that integrates knowledge and theory learned in the classroom with practical application and skills development in a professional setting. Internships give students the opportunity to gain valuable applied experience and make connections in professional fields they are considering for career paths; and give employers the opportunity to guide and evaluate talent.

Washington University, MO	The purpose of the graduate-level social work practicum at the Brown School is threefold: 1) to provide challenging, innovative and substantive learning experiences to students, 2) to prepare students to assume responsibilities as social work professionals exhibiting ethical and professional behavior, and 3) to ensure skilled supervision by experienced field instructors who have been affiliated with the Brown School based on demonstrated knowledge in the field.	Recognizing that acquiring professional skills and values in a real world context is an essential component of legal education, Washington University Law *guarantees every interested student at least one clinical opportunity during his or her second or third year of law school.*
Yeshiva University, NY	Field work in collaboration with class work is the way in which a profession socializes its students to the values, knowledge, and competencies of that profession. As the "signature pedagogy of social work," field education provides the student with the opportunity to integrate social work knowledge, values, and skills with the real life client situation.	Students gain invaluable real-world experience when they participate in one of Cardozo's externship programs. Credit is awarded for working in the public sector for a judge, nonprofit organization or government agency, or for working in the private sector at an inhouse counsel office or law firm focused on intellectual property. Students work under the direct supervision of an attorney for a semester and take a co-requisite seminar taught by an experienced practitioner in the field.

Table 9 shows that clinics and practicum are necessary to afford students the opportunity to practice and to develop skills and competencies under the supervision of an experienced professional. They provide opportunities for students to network and develop a professional identity. Despite the uses of terms such as *internships*, *externship*, *clinics*, summ*er associateship* (uniquely in legal education), *field education*, *practicum/practica*, and so forth, the goals are the same: to enable students to learn by doing. These goals are accomplished by placing students in a judicial, legal, or social services agency setting where they may develop necessary competencies in both areas of study. Students experience the nexus of law and social work in therapeutic courts and as law guardians.

Similar to what I obtained from a majority of the schools under study, the Student

Handbook of Fordham University Graduate School of Social Service (2014-2015) for example,

clearly states the sequence of field learning as follows:

> The basis for field instruction curriculum flows from the academic
>
> curriculum for the student in the foundation (first) and in the advanced
>
> practice (second) course of study. Field learning is guided by the practice
>
> curriculum, by clients and their needs, conditions of social work practice,
>
> the structure and program of the service organization in which the student
>
> is placed, the student as a unique learner, and the field instructor. While
>
> individual differences among students in *life* and *work experience*,
>
> *educational background, career interest, learning styles*, and *rate of*
>
> *development* are recognized, certain performance expectations, as
>
> identified by evaluation criteria, must be met [emphasis mine].

Evidently, as the emphasis above shows, field instruction curriculum models are mostly

linked to the students' plans of study. Nevertheless, an overwhelming majority of the programs

explored in this dissertation requires students to write a clinical research paper and participate in

annual clinical research paper presentation. That paper enables and encourages students to bring

their passion for a topic, population group, practice field, or service delivery area to life.

Similarly, clinic research papers afford students further opportunities to apply their skills by

conducting and interpreting law and/or social work research, evaluate clinical practice, policies

and programs. As provided in the Student Handbook of the State University of New York

(SUNY) at Buffalo School of Social Work, the joint JD/MSW degree program offers students opportunity to individualize their experience.

Students and field instructors determine agency-appropriate plans of action, e.g. assignments, cases, tasks, and activities, to accomplish the practice behavior. However, field instructors may purposefully initiate additional educationally-focused work and assign to the students to be completed away from normal field placement. Such assignments may include library research, literature reviews, and/or trainings at other agencies. Student learning plans can be modified on the basis of ongoing evaluation by student, adviser and field instruction.

Signature Pedagogy

Field education is the signature pedagogy of social work education. Experiences in field placement are an integral part of a social work student's socialization to the profession. Placement requires cooperation and collaboration among several constituent groups, notably students, field instructors, and teaching, field faculty, and a wide array of agency settings and personnel.

Law school clinical/field education manuals rarely use the term *collaboration* in the sense emphasized by this study. As a matter of fact, the clinic/field education manuals explored were not written with any aspect of the joint/dual degree programs component. Those manuals have contents that focus on the traditional single disciplinary education in law and social work, respectively. Consequently, whatever collaborative experience a student acquired from the joint/dual degree program cannot be attributable to the design of the program, but rather to the

choices individual student made, from the environment which the schools created through clinic/field education.

According to the CSWE (2008) the intent of field education is to connect the theoretical and conceptual contribution of the classroom with the practical world of the practice setting. In accepting and placing students in the field, schools consider a student's previous experiences, future goals and professional interests, geographical location, as well as requirements of the agencies where placements take place.

The CSWE mandates all accredited schools of social work to teach the ten core competencies to all MSW graduates of social work. The ten core competencies identified by the CSWE are intended for such MSW degree holders to be able to:

- identify as a professional social worker and conduct self accordingly;
- apply social work ethical principles to guide professional practice;
- apply critical thinking and communicate professional judgments;
- engage diversity and difference in practice;
- advance human rights and social and economic justice;
- engage in research-informed practice and practice-informed research;
- apply knowledge of human behavior and the social environment;
- engage in policy practice to advance social and economic well-being and to deliver effective social work services;
- respond to contexts that shape practice; and

- engage, assess, intervene, and evaluate with individual, families, groups, organizations, and communities.

All of the above competencies intertwine and form a web that links skills and values on which collaboration can thrive. To adapt these core practice competencies to the broader contexts of field education process, a majority of schools of social work list specific examples of student behaviors and thought processes. In the ensuing analysis, I grouped those behavior and thought processes as semantically relevant to each of the five units of analysis discussed in this study.

Generally, field placements occur during weekdays, business hours, or in exceptional cases, during other times. However, it is at the discretion of the students to arrange their schedules to accommodate their field placements. These various components of the education and training which students are subjected to help in better preparing them for the challenging professions of law and/or social work. Although some skills developed through field placements and experiential learning are practice specific, students are expected to be able to use them in any other practice situation.

At the advanced level, the objectives at Tulane, as well as in the majority of schools of social work, the goal of field instruction is to identify as a professional social worker and conduct oneself accordingly by demonstrating professional demeanor in behavior and communication. Specifically, the Tulane's (2014) advanced field instruction objective states: "Demonstrate understanding and *manage the impact of value differences* or *conflicts* among client, social worker, their communities, and the larger society." (p. 4). Without any specific

mention of collaboration, these various expressions and words are implicit references to collaboration.

The practicum/field placement component of the programs is important because it provides the integrative experience that brings classroom theory and experiential/skills components to the field of practice. The objective of field placement, both in traditional law and social work education as well as under the joint program, remains the same: so that students will acquire, integrate and further develop knowledge, competencies and skills related to practice through hands-on experience.

The forensic social work course offering (Social Work and the Law) at the University of Michigan teaches students how to describe and critically the historical intersections between legal systems and social work practice as it relates to issues of justice. The course is intended for students to learn the application of social work questions and issues relating to law and legal systems, both criminal and civil, and designed to challenge students to think about the variety of ways that social work practice and law intersect.

Responsibilities and Roles of Field Instructors

It is overwhelmingly acknowledged across all the 47 university programs explored that field instructors assume important responsibilities regarding the overall planning and execution of the field placement, and are professional role models for the students. With no exception, all the schools require that a field instructor be professionally qualified. Educationally, a minimum academic credential of a field instructor must include a Master's degree in Social Work from an accredited School of Social Work. Law Schools also, in addition to a law degree earned from an

ABA-accredited law school, require a bar admission license to lead clinics and field programs. In most instances, law field/externship programs take place in law courts where students clerk under the supervision of judges, court clerks, and several senior judicial officers, thus giving credence to the quality of the experience students take away. All of the special kinds of tutorials that students encounter in the field placements are crucial for preparing students for practice. Field instructors not only teach specific practice models of their agency, they also teach other practice models as well as general areas of knowledge and skills. They provide a stimulus for the student's systematic and reflective thinking about the profession's theories underpinning practice. Because field instruction is crucial for students in acquiring the requisite professional culture, skills, and competencies to function in the community, field instructors serve as teachers, mentors, and supervisors to students. They must provide a quality learning experience appropriate to each student's level in practicum, and conduct a timely final evaluation and grade recommendation at the end of the student's field placement. It is important to note, however, that field work and field work evaluation are not done jointly.

Evaluation of Students

Generally, in the tradition of social work education, evaluation of a student's learning in a field placement is a collaborative process involving the field instructor, the students and the field liaison. At the University of Pittsburgh as in several other universities explored, the learning objectives in a student's Field Learning Plan dovetail with the criteria for the evaluation of student's competencies at the end of the exercise. The ABA and CSWE provide grading tools and standards for measuring students' progress. The 'Pass' or 'Fail' assessment is usually in

accordance with the criteria based also on the learning contract between the student and the practicum host agency.

With respect to the programs explored, there is no structured joint field education policy for law and social work joint enrollees to participate in practica. As with required/core, foundation and elective courses, students are free to make their own choices. Consequently, joint/dual JD/MSW offering schools have varying but mostly similar templates for evaluation of students. A few examples from both joint and dual labeled schools will suffice, as no significant differences exist in their evaluation criteria, standards, or formats.

Generally, field instructors evaluate the student's progress in attaining the course competencies by taking the following three-pronged approach into reckoning: a mid-semester verbal evaluation; an end-of-semester written, narrative final evaluation addressing each of the courses competencies as defined in the learning agreement; and the final evaluation, which includes the total number of hours completed and a recommended grade and is signed by the field instructor and the student. The document thus becomes a part of the student's permanent record.

Education and training have been distinguished on the basis that the former has broader goals than the latter (McDaniel & Brown, 2001). Milano and Ullius (1998) summarize the distinction as follows: "Education focuses on learning "about," training focuses on learning "how" (p. 4). These two competencies are critical to social work and law students. In training, the objectives are more specific than in education. Learning outcome is more readily

determinable in training than in education. Education and training are nonetheless inseparable in the effort to adequately prepare social work and law students for professional practice.

Fundamental issues concerning strategies for educating and training demonstrate that training builds on prior education. The strategies need be designed to provide follow-up support to avoid creating a gap between what classroom instructors do and what clinical facilitators do to support joint learning (Slater, 2007; Slater & Finch, 2012). Each discipline would enhance the knowledge base of the other by contributing a new perspective, which could enhance experimental learning across both disciplines. Implementing a joint/dual degree curriculum further requires that authorities take a proactive stance on creating the necessary structure and infrastructure. Because the CSWE mandates that such competencies and practice behavior be taught to social work students at the MSW level, most field education manuals explored contain similar contents. However, social workers and lawyers may need to develop collaboration skills that involve their colleagues or other professional groups.

The Natural Language Contents and Semantic Renditions

In the following analysis, the contents of field education manuals in their natural language that suggest or closely depict collaboration are presented. For linguistic analytics, I present the semantic rendition or equivalence of the natural language. The purpose of this approach was not to account for the occurrence or frequency of collaboration in the field education manuals, but for words and phrases that are so suggestive. Given that the 11 competencies (see Table 1) are cross-cutting, five are explored in detail in this study: sharing mutual goals, setting goals, sharing planning, pooling resources, and assuming responsibility.

Semantically, the behaviors translate to collaboration or can be inferred or interpreted from

the contents of clinics and practica manuals. The natural language contents of the field

education offering by the 47 schools of law and social work relative to collaboration and

mutuality of interest are as coded (see Appendix C). Their disambiguation and analyses

thereof follow.

Sharing Mutual Goals

A cumulative disambiguation of the natural language contents under this unit of analysis

yields the following semantic renditions: Mutually respectful relationship; Manage the impact of

value differences and diversity. These semantics speak to a situation of mutual interests and by

extension, of collaboration. This assertion is based on the fact that all these competencies and

skills occur when actions are taken collegially. In other words they happen when a group of

individuals learn or work together. Consequently, if such activities can take place between two

or more individuals, there is functional mutuality in the given circumstance. The notion of

mutuality has immense implication for lawyers and social workers learning together and

eventually working together. The Graphic Model below illustrates the notion:
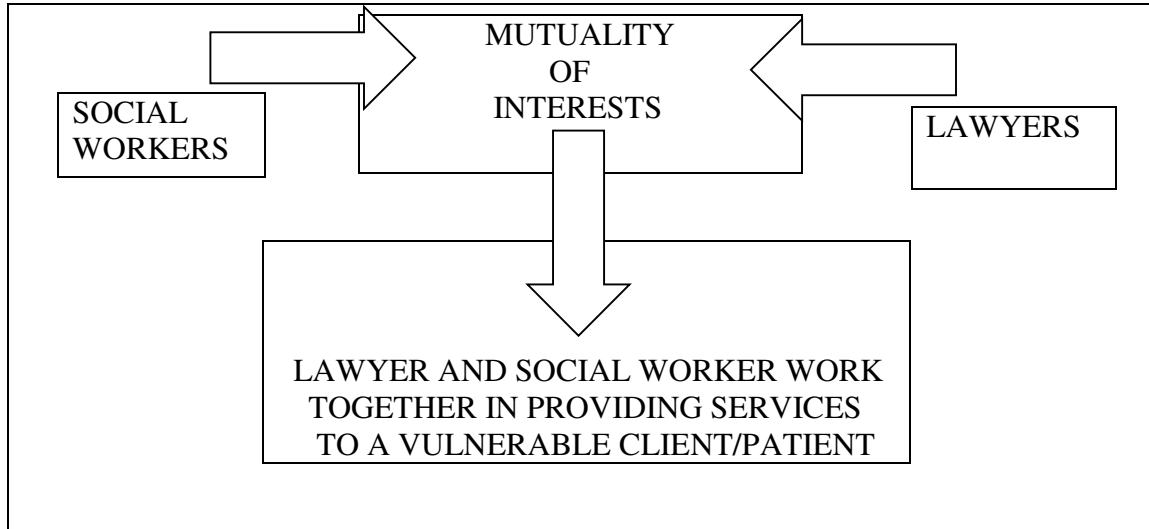
Figure 4. The Graphic Model for Mutuality of Interests

Mutuality of Interests: A Key Concept in the 1969 Recommendations

The 1969 recommendation by the NCLSW specifically mentioned mutuality of interest.

Literally, the term *mutuality* means the condition of being in some form of shared relationship

with another or others with some degree of trust, but not necessarily fiduciary in nature.

Fundamentally, mutuality evokes a condition of equality, not hierarchical, in which parties in

mutual relationship both invest in and share equally in the outcome of mutuality (Lizee, 1997).

Mutuality of interests has never been the topic of any study known to literature in the framework

of joint/dual JD/MSW degree program. Invariably, few studies have related to mutuality in the

general epistemology, resulting in the following definitions and/or descriptions:

(a) "Mutuality encompasses varied modes of social interactions that facilitate participation in

and growth through relationships. The bi-directional movement of feelings, thoughts, and

activities between persons in relationships" (Genero, Muller, Surrey, & Baldwin, 1992, p. 36).

(b) "In thinking about mutuality, we must remember that it always occurs in the space between people, as a product of both of them, with each individual contributing to, participating in and taking from it. In mutuality, then, it is the 'we' that is centrally important" (Josselson, 1992, p. 148).

(c) "Affective mutuality provides a necessary sense of vitality that mitigates existential aloneness" (Josselson, 1992, p. 148).

(d) "In relationships of mutuality we give by getting and get by giving, recognizing that we truly gain only what we seek to give and that we are able to give only that which we are seeking to gain" (Kurtz & Ketcham, 1992, p. 83).

(e) "Living out a purposive relationship in the light of that recognition [that the helper also needs help] can empower implementation of the defining task without the rigid sense of hierarchy which is always the enemy of mutuality" (Berry, 1984, p. 60).

(f) "In a mutual exchange one is both affecting the other and being affected by the other; one extends oneself out to the other and is also receptive to the impact of the other" (Jordan, 1991, p. 82).

(g) "Mutual dynamics enhance our ability to connect deeply and increase our capacity to develop our potential and to feel good about ourselves and others" (Stenger, 1995, p. 11).

The concept of mutuality [of interests] is used variously in different societal contexts. As a universal concept, mutuality is used in different societal context involving more than one

individual or organization. Among professionals, mutuality of interest can manifest at macro or micro levels of practice. In such situations, parties agree to pursue a common purpose or set achievable goals that are in their mutual interest and for mutual benefits.

The joint enrollment of students must ensure that such shared interests are achieved through the educative process. As already noted in this study, the disciplines of social work and law share many similarities. Both professions exist to help people and recognize that every case differs in some aspects from the other. Lawyers and social workers value professional autonomy and decision-making and each has a fundamental fiduciary duty to the individual patient or client. Both professions have ethical aspirations and legal obligations to provide services to the community and individuals (Tyler, 2008).

Mutuality has been used to discuss aspects of interdisciplinary education. Halquist's (2009) qualitative research befittingly entitled, "Negotiating power, identity and mutuality: Graduate students in relation with faculty, administrators and each other," focused on the collaborative experiences of graduate students. Specifically, the study explored graduate students' relational practices and how mutuality was fostered through the sustained interactions with each other and through their work with project faculty and administrators.

The processes the author utilized were: a) description and systematic analysis of the collaborative and shared experiences of four graduate students who worked together for two and half years as part of a technology professional development project; b) description, through their voices, of the graduate students' learning experiences that ran parallel to their formal doctorate education; and c) demonstrating ways to link practitioner research and critical incidents. The

study found that the tools afforded the graduate students enabled them to access a parallel curriculum in graduate school and shaped a set of relational beliefs and values to create a structure of professional intimacy (Halquist, 2009). Understanding how mutuality practices create and sustain equal subject positions falls under the theoretically broad category of critical pedagogy (Reilley, 2012). Mutual relationship, empathy, and interpersonal skills are among the contents in the field education manuals explored that suggest a mutuality of interest-like experience. All of the above relationship expressions enhance multicultural understanding and eliminate oppression. The characteristics of mutuality include a sense of a shared present or future interest with the other or an ethic of caring and spiritual sensitivity. The absence of hierarchical power is an important factor in mutual relationships.

Collaboration is a major issue of concern when it involves managing multicultural understanding in order to avoid an appearance of oppression. There is unanimity among scholars that one of the best approaches is being flexible and resourceful in response to changing agency or client needs, goals, and prudent management of resources (Sornak & Wolfe, 1998). Sharing mutual goals in a multicultural and diversified environment continues to attract new theories and concepts. A recent study that reviewed multicultural counseling literature revealed efforts to advance the treatment of ethnically and racially diverse clients (Fuertes, Gretchen, Ponteratto, Casas, Suzuki, & Alexander, 2001). Efforts to help learners acquire requisite competencies and skills for handling issues of diversity and multiculturalism will require culturally responsive pedagogy for the classroom and practicum arenas (Wlodkowski & Gainsberg, 1995).

Mutuality of interests requires that both lawyers and social workers be educated in the use of empathy and other interpersonal skills to engage agency clients, validate the feelings, and respect the views of other team members. Empathy plays significant role in intergroup relations. Studies show that empathy enhances prosocial behavior (Stephan & Finlau, 1999). Considerable demographic changes are continuously occurring and so is the need to educate social work professionals with prosocial awareness, disposition, and cultural competence to provide services to clients of diverse backgrounds and communities.

Cultural competence, meaning a "set of congruent behaviors, attitudes, and policies that come together in a system or agency or among professionals and enable the system, agency, or professionals to work effectively in cross-cultural situations" (NASW, 2000, p. 61), encompasses relevant skills needed at the intersection of law and social practice. Social workers and lawyers play key roles in providing human and legal services delivery, respectively, and often in collaborating in a converged environment to diverse populations. Thus, it is important to engender educative and practice models that speak to application of multicultural proficiency (Colvin, 2013; Davis, 2009).

In the final analysis, with respect to diversity and differences in practice, CSWE (2001) specifically indicates that an important purpose of social work education is to prepare "social workers to practice without discrimination, with respect, and with knowledge and skills related to clients' age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation" (p. 5). Accordingly, graduates of the

programs must demonstrate the ability to practice in such a manner, as it is one of the specific

purposes of the social work profession.

Setting Goals

Setting a goal is an elaborate and far-reaching activity. It encompasses the effectiveness

of specific difficult goals, the relationship of goals to affect, the mediators of goal effects, the

relation of goals to self-efficiency, the moderators of goal effect, and the generality of goal

effects across people, tasks, time span, experimental design, goal sources – such self-set, set

jointly, or set collaboratively with others or assigned (Locke & Latham, 2006).

Goal setting is vital for the success of any undertaking for which one anticipates a

satisfactory outcome. It is the process of making a projection for an outcome expected to be

achieved as operationalized by the goal setter or setters (Marzano, Pickering, & Pollock, 2001).

Being able to set a goal or collaborate in setting a goal is an important competency/skill which

social workers and lawyers must possess in order to deliver social and legal services to

patients/clients. Setting a goal has the advantage of motivating not only the setters, but also the

community – be it students or simply beneficiaries of social services or organizations —to aspire

to a greater outcome – the goal (Ketting-Gibson, 2005).

Motivation is an important element for goal achievement. Mitchell (1982) defines it as

"those psychological processes that cause the arousal, direction, and persistence of voluntary

actions that are goal directed" (p. 81). Both in academic and practice/agency arenas, goal setting

is an important competency. In the educational system it enables the categorization of learning

according to whether it is set by the instructor or students (Elliot & Fryer, 2008; Wiggins & McTish, 1998; Zimmerman, 1990).

With regard to practice agencies, goal-setting skills provide lawyers and social workers with the responsibilities to demonstrate their masteries of the agency vision and mission statements. As a consequence, a goal must be set in furtherance of the laid-down objectives the organization/community was created to accomplish (Latham & Locke, 2007).

In the context of this dissertation, goal setting refers to the ability of lawyers and social workers in a collaborative environment as operationalized to accomplish the fundamentals for their collaboration.

In their natural language form, the statements covered under this unit of analysis indicate a need for students of law and social work to acquire competencies/skills which enable them to conceptualize, implement, and manage innovative activities in collaboration with all stakeholders: When collectively disambiguated, the natural language contents of all the joint/dual JD/MSW degree programs are reduced to the following semantic logic: Thoughtful… preparation; Beginning ability to…, Beginning familiarity and skill…; Leadership … variety of roles in community; Leadership in a diverse global society; One's own views and personal values on challenges of…; Promote social and economic justice…

Goal-setting and being able to realize an outcome in a team environment is a competency and skill that social workers and lawyers need in a collaborative environment. From the perspectives of semantic analysis, the disambiguated words and phrases suggest that more than one person is involved in the goal-setting and implementation thereof, for example, Thought-

[fullness]. Many researchers have written on "Thinking" resulting in the following synthesized five domains of the word: (a) *critical thinking*, consists of skills in assessing the reasonableness of ideas; (b) *creative thinking*, consists of skills at generating ideas; (c) *classification and understanding*, consists of skills at clarifying ideas; (d) *decision-making*, and (e) *problem-solving* (Jonassen, Peck, & Wilson, 1999; Swart, Fischer, & Parks, 1998; Swartz & Parks, 1994; Treffinger, 1995). Critical thinking, creative thinking, and classification and understanding are thinking skills. The last two, decision-making and problem-solving, are the thinking process (Swartz, et al., 1994). Creating a conducive climate for students to learn how the thinking skills are connected with good decision-making and problem-solving must be considered an imperative in the joint/dual JD/MSW degree programs.

The remainder of the disambiguated phrases: One's own views and personal values on challenges of…" and "Promote social and economic justice…," are from the natural language perspective subsumed or imbedded in Thought [fullness] and Leadership. These can be explained as follows: The thinking process involves the thinker's personal input, which could naturally comprise elements of his/her values and views, hence it takes good leadership skills to implement or translate the outcome of the thinking into action involving team members, affecting clients or community. It becomes obvious in the final analysis, that thinking skills as well as the outcomes therefrom are not used in isolation.

The Field Education Manual of the University of Denver, CO (2013), states that an element of the goal of the joint JD/MSW degree program include to: "encourage students to assume leadership in promoting social and economic justice, advancing the public good,

furthering multicultural understanding, and eliminating oppression." Leadership is an essential aspect of the objectives of the University of Hawaii, Manoa's JD degree program. It is provided thus: "Promote the development of students' critical thinking skills and other intellectual tools that will serve their life-long learning needs, and enable them to provide leadership in law through contributions in research and practice."

Among its objectives, the University of Michigan's JD/MSW dual degree program (201415) is designed to help students understand practice through the critical examination of methods associated with decision-making, critical thinking, and ethical judgment. The course contents are designed to help students integrate the core themes related to multiculturalism and diversity, social justice and social change, promotion, prevention, treatment, and rehabilitation and behavioral and social science research. Students are offered multiple opportunities to become a part of professional social work community where they learn to integrate classroom knowledge with practice and develop their social work skills.

Collaboration among learners which occurs through the learning process aids in developing, testing and evaluating diverse beliefs and hypotheses within learning contexts. Learners negotiate plans for solving situated problems, often reflecting what is already known, what needs to be known, the viability of various plans, and their potential effectiveness — all necessitated by collaboration (Grabinger & Dunlap, 1995). These three necessary principles of the constructivist learning approaches are evident from literature:

(a) *Authentic assessment*: must involve using the skills, not describing them verbally,

must be realistic in complexity requiring students to conceptualize their knowledge,

requiring knowledge in depth rather than breadth, and diverse in form to allow for

students' differing intelligence and strength (Gagne, 1985).

(b) *Initiative, responsibility and control in their learning*: being adult learners, at the

JD/MSW level, self-regulation will promote a reflection on their learning process

which is typical of adult learners. Active learning enables learners to use their

knowledge and skills to generate products such as a concept/semantic map which

embodies knowledge. (Ferrence & Vockell, 1994; Kafai & Resnick**,** 1996).

(c) *Generative learning:* this principle speaks to cognitive apprenticeship. Learning

experience should be realistic and faithful to the phenomena, and instruction should

be anchored in real-world problems. Realistic problems enable learners to take

ownership of their solutions, develop deeper, richer knowledge structures, and are

susceptible to benefit from collaborative efforts (Collins, Brown, & Holman, 1991;

Covington, 1992; Honebein, Duffy, & Fishman, 1993; Slavin, 1991).

Linguistically, the disambiguated contents demonstrate the professional abilities of

lawyers and social workers to set goals in the areas of their practices to better serve clients or

community. Critical elements in goal-setting include thoughtfulness and leadership skills. As

Ogletree, Howell, and Carpenter (2005) have observed, "goal-setting poses significant

challenges for service providers in both clinical and educational settings" (p. 76). Procedures for

goal-setting vary depending on the objective sought to be accomplished. But for all intents and

purposes, the goal must be to provide services that contribute to meaningful present and future

benefits or changes in *status quo ante* for the betterment of the vulnerable population (Demaray

& Maleck, 2003; Lipskey & Gartner, 1996). The semantics of the disambiguated terms above center on collective activities that a visionary thoughtful leader asserts in order to maintain the authority (Steigerwald, 2003). Engaging students in self-learning and involving them in setting, reaching, and evaluating their goals will help them to acquire and apply such competencies and skills to professional practice.

<div align="center">**Sharing Planning**</div>

The field education manuals of the joint/dual JD/MSW degree programs identify sharing planning among stakeholders as a key content students should be taught. The programs are expected to teach students such competencies and skills for use in an interprofessional practice arenas. In the disambiguated format, the semantic equivalences of this unit of analysis are as follows: Competencies/skills to plan and executive viable programs as part of a group. Sharing planning is subject to agreement or consent because it takes two or more individuals to share something. Semantically, the terms *negotiate*, *mediate*, *advocate*, and *convergence* are activities that are never carried out in isolation. Thus, the competencies and skills to ethically share planning require the involvement of all parties in the group's activity. This is present in all of the clinic and field education objectives. As in several other joint/dual degree programs, the University of Michigan's JD/MSW dual degree program contents are designed to help students integrate the core themes related to multiculturalism and diversity, social justice and social change, promotion, prevention, treatment, and rehabilitation and behavioral and social science research. Students are offered multiple opportunities to become a part of professional social work community where they learn to integrate classroom knowledge with practice and to

develop their social work skills studying effectively with others. In doing so, social workers and attorneys use a variety of skills to further the well-being of individuals, families, groups, and communities when they enter work places and work together on the basis of professional relationships with colleagues, clients, and community members, built on regard for individual worth and dignity.

Course descriptions in the Field Instruction Manual of the University of Cincinnati (OH) (2013, p. 7) joint JD/MSW degree program provide contents such as: Increasingly, social workers and attorneys collaborate on behalf of clients in a variety of settings. Social workers and attorneys use a variety of skill to further the well-being of individuals, families, groups, and communities. Social workers and attorneys also collaborate on social policy, using skills from both fields to research social issues, draft legislation and advocate for policy change.

Pooling Resources

Pooling resources is a management principle that refers to the combination of efforts, assets, equipment, and so on to meet service demands. Pragmatism, budget cuts, culture change, the imperative for collaboration, and expectation to improve public services are some of the reasons to pool resources (Lansdale & Schweppensledde, 2015a). Resources are always scarce, hence having the requisite skills or being competent in the management of such could be a big gain for students and practitioners. Such competencies and skills are represented in this unit of analysis as identified in the field manuals explored.

The semantic renditions of pooling resources yield the following – collaborate; coordinate; pull together; stick together; coadjute; join forces; and agree. Each of the elements listed above is both proximate and relational to collaboration. When disambiguated the coded elements address the "concerns for meeting the needs of individuals and communities; engaging all stakeholders to achieve objective; Fund raising in pursuit of service objectives through measures/strategies that guarantee prudence in cost management." The practical application and management of pooled resources can be problematic and vary from one setting to the other (Cattani & Schmidt, 2005; Vanberkel, Boucherce, Hans, Hurink, & Litvak, 2012).

Here I place emphasis on the imperative of resource pooling skills and culture of sharing. The clinics and field education contents should be designed to enable participants to experience firsthand how resources can be pooled in order to meet clients' and/or agency needs. Most of the experience of field education require social workers to demonstrate skill with intervention strategies.

The demand for resources is an important component of social services provision, hence skills for pooling resources are necessary. Social work practice usually involves collaboration with professionals from other disciplines, including lawyers, an ability to work with special populations, gather and organize information from client system and other appropriate sources relevant to the problem or goal for which help is sought. The competencies and skills needed for these activities must be an important aspect of the education process. Pooling resources requires the separation of personal issues and values from professional practice in the context of diverse populations, including client systems, and agency personnel.

There are often statutory or policy as well as social-ecological systems challenges to resource pooling, especially where it involves inter-agency collaboration (Lansdale & Schweppensledde, 2015b). For example, the incompatibility of financial, logistic, and information systems may impede certain operations (Manthorpe, 2010). In the more elaborate context, pooling resources can be the policy of government to centralize the budgeting needs of all the agencies in the various sectors for efficient allocation, distribution, and management of resources. When such is the case, lawyers and social workers should be expected to collaborate in the implementation to ensure desired outcomes for service users.

Assuming Responsibility

In addition to the difference in perspectives and role confusion, there is enormous conflicting ethical obligations of lawyers and social workers (Walsh, 2012). Thus, law and social work students must be prepared for effective, culturally responsible, and ethically advanced clinical or community professional social work practice that enhances human interaction; thus mastery of the various professional codes of ethics is an imperative (see Appendices F & G). Consequently, students must learn to consult such provisions when the need arises. The needs arise quite often. There are various versions and degrees of professional regulation in social work and legal practices, such as federal, state, regional, and/or local. Students should be sensitized about these provisions through teaching and field practice. Adherence to the NASW Code of Ethics and agency guidelines and protocols; the ABA Model Code of Professional Responsibility Model Rules of Professional Conduct; and The Bar Ethical Code are indispensable.

The disambiguation of the various documents point to the mandatory nature and primacy of professional ethics provisions revolving around Responsibility imposed by professional ethics provisions. A semantic analysis of Responsibility shows that the term is at the heart of the practices of social work and law. The two professions are required to assume and discharge their responsibilities professionally to colleagues, clients, and the community at large. Law and social work are professional groups each of which demands a schizophrenic set of idiosyncratic performance skills and an uncompromising professional ethic (Crane, 1999; Stewart, 1990). That places enormous responsibility on lawyers and social workers at their points of convergence.

Ethical Responsibility

At the heart of law and social work professions' implicit contract with society are professional ethics and moral standards, with which practitioners are bound to comply. Ethical standards are so important to both professions that whether in a single professional practice or practice in an interprofessional, collaborative, or agency setting, the knowledge of professional ethics provisions and skill in resolving ethical dilemmas that are inherent in practice, remain indispensable factors for professional success. This assertion is relevant to legal and social work practices, both being ethically regulated quite heavily. Both lawyers and social workers have ethical responsibilities to clients, colleagues, their respective practice settings, the broader society, their professions, and as professionals. This imperative derives from the provisions of the various professional codes of ethics for legal and social work professions.

The NASW Code of Ethics (2008) sets forth the values, principles, and standards to guide social workers' conduct. The Code is relevant to all social workers and social work students, regardless of their professional functions, the settings in which they work, or the population they serve. Ethics are also at the core of social work. The social work profession has an obligation to articulate its basic values, ethical principles, and ethical standards. The basic social work values and ethics are (1) relationships built on regard for individual worth and dignity and advanced by mutual participation, acceptance, confidentiality, honesty, and responsible handling of conflict;

(2) respect for the individual's right to make independent decisions and to participate actively in the helping process; (3) commitment to assisting client systems to obtain needed resources; (4) efforts to make social institutions more humane and responsive to human needs; and (5) demonstrated respect for and acceptance of the unique characteristics of diverse populations (Cervone & Mauro, 1996).

Regarding the ABA, it is inarguable to assert that, traditionally, neither the legal education nor the practice of law emphasizes the notion of collaboration with other professions. For example, the ABA jettisoned the concept of multidisciplinary practices (MDPs) in which lawyers collaborate with other professionals to deliver integrated solutions to clients' problems (Morton, Taraa, & Teznic, 2010). According to the authors:

> Although a study by the ABA Commission on Multi-disciplinary Practice
>
> concluded that MDPs were in the public interest in July of 2000, the ABA House
>
> of Delegates rejected the Commission's recommendations. The House of

Delegates cited concerns that MDPs might impose upon the core values of the

legal profession and create certain ethical issues (p. 185).

According to Morton, et al. (2010), the legal profession has been a more reluctant partner

in working with other disciplines. Besides the ethical mandate and professional responsibilities

of lawyers, the legal education and profession in the US characteristically are qualified as being

privileged and distinguished. Alexis de Tocqueville (1831) wrote:

> The special information which lawyers derive from their studies ensures them a
>
> separate station in society, and they constitute a sort of privileged body in the
>
> scale of intelligence. This notion of their superiority perpetually recurs to them in
>
> the practice of their profession: they are the masters of a science which is
>
> necessary, but which is not very generally known; they serve as arbiters between
>
> the citizens; and the habit of directing the blind passions of parties in litigation to
>
> their purpose inspires them with a certain contempt for the judgment of the
>
> multitude. To this it may be added that they naturally constitute a body, not by any
>
> previous understanding, or by an agreement which directs them to a common end;
>
> but the analogy of their studies and the uniformity of their proceedings connect
>
> their minds together, as much as a common interest could combine their
>
> endeavors.

De Tocqueville's discussions about the role of lawyers and the place of the profession

vis-à-vis the democratic and judicial institutions in America are relevant to this study

educationally, but cannot be discussed in any more details. Professional regulations of social

work and law are significant culprits for the evident lack of transparent mutuality and collaboration between the two groups.

Provisions mandating lawyers and social workers to embrace ethical imperatives are significant in both the educative and practice arenas. The Preamble of the Model Rules of Professional Conduct of the American Bar Association (ABA, 2001) unequivocally spells out the roles of lawyers. In addition to this provision, there are others, such as The Model Rules of Professional Conduct; The Bar Ethical Code; The Code of Judicial Conduct (for the Bench), as well as regulations by each of the over 50 jurisdictions across the nation.

With the advent of globalization and the necessity to solve complex problems traversing disciplinary boundaries, the legal profession has recognized the need to work collaboratively with other professions (Morton, et al., 2010). Still in its elementary stages, some law schools have begun developing programs that teach students how to work in teams with members of other professional disciplines (Weinstein, et al., 2013). Efforts at both educational and professional socialization increasingly are helping to tackle complex problems (Morton, et al., 2010). Alexander (1996, p. 164) observed that:

> The benefits of team-building activities have been investigated in education. Studies have found that participants who had team-building experiences had significantly higher levels of trust, social support, openness, and satisfaction. The findings from another study indicate that, when participating in a team project, students who had previously participated in team-building activities had better interactions with team members than those who had not.

The ABA reluctance notwithstanding, several schools, albeit outside the framework of the

current study, are exploring avenues to teach collaboration and teamwork to students effectively

(Colarosi & Forgey, 2006; Galowitz, 1999; Morton, et al., 2010; Weinstein, Morton, Taras, &

Reznik, 2013). Competencies and skills required of legal professionals are many (Crane, 1999;

Steward, 1990). They include: Knowledge of the law, Courtroom presence/integrity, Analytical

ability, Attention to detail, Logical reasoning, Persuasiveness, Sound judgment, Writing ability

Unlike the ten competencies and skills mandated by the CSWE, none of these

competencies and skills specifically connect to the notion of collaboration, but lawyers who

possess them could work well to bring out the best that others have to offer in a collaborative

environment. To the lawyer, collaboration is not necessarily just about working in a team.

Rather, it is more to ensure that the outcome of such team work transcends the collective

contribution. Lawyers who collaborate and possess the ability to identify and bring out the best

other team members have to offer, submerge their ego where necessary, in order to reach the

optimal client outcome (Furlong, 2008). In addition to collaboration, the most cogent

preoccupation of an attorney is to achieve the best result for the client within justice and the law.

Competence in the framework for ethical decision-making is the focus of a majority of

the clinical and field education components of the joint/dual JD/MSW degree programs.

Knowledge of common ethical dilemmas should be a focus of the programs, and to accept

responsibility for specific personal ethical misconduct (Orji, 2013). Such focus enables students

to develop critical thinking skills and other intellectual tools in the systematic analysis of ethical

dilemmas.

Lexical Realizations

The following lexical recognitions present the aggregate competencies, skills, and behaviors derived from the field education manuals of all the various programs. The list shows that those natural language contents suggest that collaboration occurs in the process of accomplishing such tasks. Although few specific mentions are made of lawyer-social worker collaboration, it can be inferred from the texts that lawyers and social workers are not excluded from the collaborative activities suggested in the statements, thus students must learn and be competent and skilled to:

- work with special populations and clients;

- gather and organize information;

- explore ways to modify behavior and increase skills to enhance the helping process;

- identify gaps and opportunities for service provision;

- handle conflict responsibly;

- identify congruence among values and between values and behavior;

- apply individual theories of human growth and development and knowledge of community development;

- separate personal issues and values from professional practice in the context of diverse populations, client systems, and agency personnel and multidisciplinary systems;

- assume leadership in promoting social and economic justice, advancing the public good;

- demonstrate professional behavior consistent with social work values and ethics;

- be versed in ethical decision-making;

- possess knowledge of common ethical dilemmas;

- take responsibility for personal ethical conduct;

- possess skills in the systematic analysis of ethical dilemmas;

- clarify conflicting values and ethical dilemmas;

- promote ethical practices;

- know limits of confidentiality to clients and the duty to warn;

- promote civic engagement, empowerment, leadership development, group work, social capital formation, conflict resolution, and democratic process;

- use knowledge of diverse populations to identify and apply culturally appropriate intervention;

- manage the impact of value differences or conflicts in community and the larger society;

- design community-driven change with strategies such as community building, community organizing…;

- design culturally responsive advanced clinical or community practice that emphasizes strengths of individuals and communities;

- maintain dignity and social diversity;

- nurture an appreciation for diversity and the elimination of discrimination;

- nurture reciprocal relationships with professionals, groups, organizations, and communities;

- demonstrate competencies in working with diverse families and performing a biopsychosocial-spiritual assessment;

- employ power and empowerment and the need for systemic change to address social, political and economic inequalities;

- engage key stakeholders in the development of a logic model that summarizes the community building strategy including the desired outcomes; □ develop a strategic plan with participation of stakeholders; and

- engage staff, board, volunteers and funders.

The foregoing analysis has shown that the acquisition of competencies, skills, and necessary professional attitudes are the objective of the MSW and JD clinics and field education. Lawyer/social worker collaboration is not very obvious since the contents explored continue to exist in their traditional single-profession format. Nevertheless, informal or implicit curricula have enabled the addition of elements of collaborative learning into the joint/dual JD/MSW degree programs. However, by the application of semantic analysis deriving from linguistic theories, words and phrases were identified in the manuals that suggest collaboration in their natural language contexts. As noted above, skills and competencies are transferable from one domain to another, even though the joint/dual JD/MSW degrees programs allow students the choice of concentrations or field of interest.

Discussion

Collaboration is not necessarily about working together as a team (McCallin & McCallin, 2009). The attributes of collaboration—shared planning, shared mutual goals, collective decision, pooling resources, working together, setting goals, collective ownership of goals, assuming responsibility, and interdependence—mean working effectively as a team (IPEC, 2011; Suter, et al., 2009). Recognizing and valuing the outcome of collaborative work and being clear about one's own role and the roles of others in interdisciplinary law and social work settings are considered necessary contributions to teamwork behavior and effective team functioning (McCallin & McCallin, 2009; Manogaram, 2011). Collaboration can occur in varied scenarios as the table below shows.

Table 10

Frameworks for Collaboration between Lawyers and Social Workers

ORGANIZATIONAL [e.g., *Team/Joint work/Multi-professional Networks, Inter-agency*]	INTRA-AGENCY [e.g., *Lawyer/Social Worker as employees in CPS setting*]	INTER-PERSONAL [e.g., *Lawyer hires Social agency/Multi-Worker and vice versa*]
Working together as a formal institutionally mandated relationship	Co-employment	Employer/Employee
	Mandates	Consultant/Consultee
The perception of what professionals are doing together as a team in the performance of their duties	In-house	Ethics
	Ethics	Consent
Ethics	Agency Policy	Confidentiality
What representatives of service providers, users and caregivers do in the process of executing services	Colleagueship	Notice

Collaboration occurs in varying settings as well as at diverse levels. As shown in Table 10, collaboration at the organizational level is characterized by the coming together of different actors under an organizational framework for specified purpose(s). Most importantly, such coming together often has the goal of working together as a team, with the ultimate expectation of mutual gains as the outcome (Meads, et al., 2005; Suter, et al., 2009). At another level, the intra-agency level, of which the most cogent example is the child welfare setting where the Child Protective Services (CPS) employs in-house lawyers and social workers. In such a setting, lawyers and social workers working together are bound by their employment contracts and circumstances, thus required to collaborate in order to execute agency mandates concerning the best interests of the child, or children in a general sense.

Evidence from literature, especially works by Anderson, et al. (2007), St. Joan (2001), and Zavez (2005) are noteworthy when discussing collaboration between lawyers and social workers at the inter-personal level. In this type of collaborative arrangement, the paradigm differs from the conventional collaboration. The micro nature of both the collaborators and clients enables the preeminence of factors such as respect for professional ethics provisions and the need to observe mandates of consent, confidentiality, and notice. The fact of employer/employee relationship creates a likelihood of imperfect collaboration, or pseudo-collaboration, because it exists between two or few unequal partners (Suter, et al., 2009). The uniqueness of collaboration at the intra-agency and inter-personal levels is that the very factors that make them succeed can also constitute an impediment to their respective success, hence the appropriate and adequate education of future practitioners are imperatives.

There are sound practice, ethical, and legal reasons for social workers to be knowledgeable about the law, and for lawyers to be informed about social welfare and services, and to keep abreast of changes (Cole, 2012; Dickson, 1998; Reamer, 2006; Zavez, 2005). Both the social work and legal professional codes of ethics provide sets of values, principles, and standards to guide decision-making and conduct when ethical issues are involved. For example, the Code of Ethics of the National Association of Social Workers (2008), Section 2.03, on interdisciplinary collaboration provides that:

1. Social workers who are members of an interdisciplinary team should participate in and contribute decisions that affect the well-being of clients by drawing on the perspectives, values, and experiences of the social work profession. Professional and ethical obligations of the interdisciplinary team as a whole and of its individual members should be clearly established.

2. Social workers for whom a team decision raises ethical concerns should attempt to resolve the disagreement through appropriate channels. If the disagreement cannot be resolved, social workers should pursue other avenues to address their concerns consistent with client wellbeing.

The right that clients have to privileged communication needs to be respected even when otherwise mandated (Cole, 2012). Confidentiality and privacy provisions in both legislation and professional regulations are changing constantly, hence the necessity for law and social work students to be better educated and trained to adapt to changing circumstances. Depending on the

circumstance, whether the professionals choose to cross-consult, collaborate, or opt for a momentary relationship, utmost caution is required to protect the confidentiality of clients.

The 4Cs Model for Conceptualizing Collaboration

This model elucidates the various components of collaboration and the necessary contextual supports for developing and maintaining interdisciplinary collaboration as discerned from literature (Table 1). The Four Cs (4Cs) model following an order of importance comprises: Communication, Coordination, Consultation, and Cooperation/partnership.
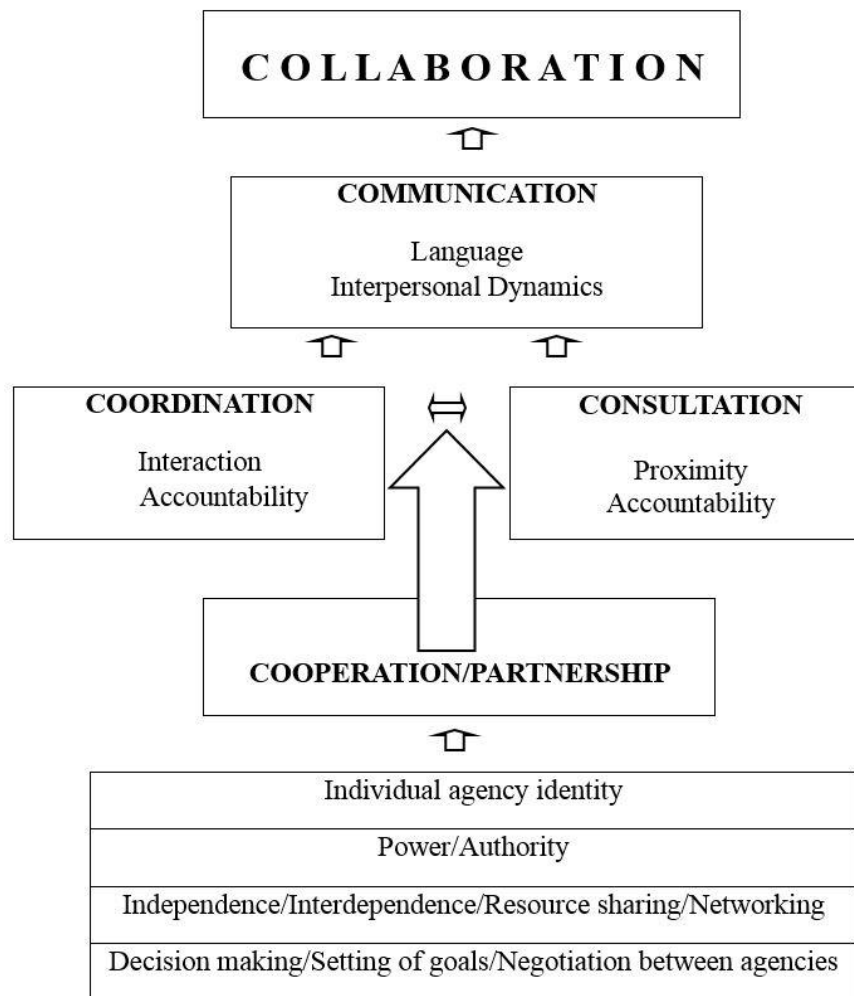

Figure 5: Conceptual Map of Collaboration

In order for collaboration to be attained, all four Cs need to be present. The reason for the diluted importance of the fourth C is attributable to the understanding that the concept already is presumed in all the preceding Cs, and also because some of its attributes such as individual agency identity and independence are not congruent with collaboration in action or collaboration per se, or effective collaboration.

Interdisciplinary collaboration implies a greater degree of teamwork among team members. In this type of teamwork, the integration and translation of themes and schemes shared by the professionals is the norm (Manogaram, 2011). Although collaboration is intended to enable collaborating professionals, in most instances, to better serve clients, such clients are excluded from the equation in the framework of this research. Hence, interdisciplinarity in this context is based on the integration of the educative process involving knowledge and expertise of students ultimately to impact the lives of service beneficiaries or client or patients (D'Amour, et al., 2005; Manogaram, 2011).

Parties may cooperate or form a partnership without considering such interaction to be collaborating because autonomy and individual identities of the cooperators/partners are very much evident. Effective collaboration needs meet the aggregate of collaboration described (see Table 1) by embracing all the elements, processes, attributes, characteristics, and outcomes. Arguably, cooperation/partnership can be considered implicit in communication, coordination, and consultation in a perfect collaborative situation. The elements of power, authority, resource sharing, decision-making, setting goals, networking, interdependence, and negotiation between

agencies are key to collaboration. They augur well for collaboration at both organizational and inter-agency levels.

From their respective outsets, law and social work developed differently for varying purposes. But historical evolutions, coupled with the need to address the ever-increasing social, economic, and political exigencies associated with human development, the intrinsic mutual interests vis-à-vis the less privileged members of society, propel the two professions presently to overlap at critical practice settings to collaborate to better implement legislation and policies as well as to advocate and represent vulnerable populations. Consequently, it has become increasingly necessary, and to some extent imperative, that lawyers and social workers continue to explore avenues for collaborating in pursuit of social justice.

Relationship-based/Collaborative Education Needful for JD/MSW Programs

Joint JD/MSW degrees seek to address many problems. However, it has become obvious from this empirical research that the programs have not focused on actually addressing the problems. To accomplish this goal, the interdisciplinary education must address both the systemic and social-cultural impediments that divide them and leave it to individual students to pick and choose what joint JD/MSW degree means to them. A structures needs to be in place, a parameter set within which students should develop their professional horizons. At the various levels of field education, there are specific MSW and JD practice competencies that students are expected to acquire as intending professionals.

These competencies enable students to function effectively in real practice situations. At the completion of field education programs, students are deemed competent to demonstrate the ability to perform creditably in circumstances related to the 11 units analyzed below, each of which is interactive and requires either leadership or collaboration, but often both. Relationship is an important notion in both the legal and social work professions. Exploring the field education manuals across the 47 joint/dual JD/MSW degree programs, it was obvious that they are contents that address relationship.

For example, the 2013 Foundations Field Practicum course for the MSW degree of Tulane University emphasized the concept of relationship-centered, reflective practice with systems of different sizes and in different service context as follows: "Relationship-centered practice is a collaborative approach that values and utilizes the importance of relationship as a central vehicle for maximizing opportunities for growth and change, both within the practice setting and within the clients' environment." Still at the foundation field practicum level, Tulane's objective on relationship-centered practice within a clinical community concerns the conscious use of self, assertive communication tools for beginning professional, general technologies, theories, methods, values and ethics for working in a variety of field settings and with different groups and teams, consultations with students about the field, experience and field placement.

The MSSW Field Education Handbook of the University of Louisville (2014-2015) provides that the institution strives to foster and sustain an environment of inclusiveness that empowers "us all to achieve our highest potential without fear of prejudice or bias" (p. 3).

Consequently, one of the school's goals is stated as being able "to build collaboration and partnerships for community building and problem solving" (p. 5). Commitment to diversity is an implicit curriculum of all the JD/MSW joint/dual degree offering schools. Diversity and tension necessitate collaboration, hence the need to ensure that lawyers and social workers be educated properly to recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.

At the advanced level, the objective at Tulane, as with the majority of schools in their field instruction, is to identify as a professional social worker and conduct oneself accordingly by demonstrating professional demeanor in behavior and communication. Specifically, Tulane's advanced field instruction objective states: "Demonstrate understanding and manage the impact of value differences or conflicts among client, social worker, their communities, and the larger society." (p. 4). Without any specific mention of collaboration, these various expressions and words are latent inferences to collaboration.

The practicum/field placement component of the joint program is important because it provides the integrative experience that brings classroom theory and experiential/skills components to the field of practice. The objective of field placement, both in traditional law and social work education as well as under the joint program, remains the same: so that students will acquire, integrate and further develop knowledge, competencies, and skills related to practice through hands-on experience.

Forensic social work course offerings (Social Work and the Law) at the University of Michigan teach students how to describe critically the historical intersections between legal systems and social work practice as it relates to issues of justice. The course is intended for students to learn the application of social work questions and issues relating to law and legal systems, both criminal and civil, and designed to challenge students to think about the variety of ways that social work practice and law intersect. And even here—the course is for social workers to learn about working in forensic settings—not about how to work together with attorneys. They may discuss the intersection of the two, but I don't think that takes them far enough.

Diversity and Differences in Practice

Competence and its practice behaviors are manifestly the most explicit and the most relevant to collaboration. The four practice behaviors are: 1) Practice in a way that considers how social and institutional structures and values may oppress, marginalize, alienate, or create or enhance privilege and power; 2) demonstrate sufficient self-awareness to balance the influence of personal biases and value in working with diverse groups of people; 3) demonstrate understanding of the importance of difference in shaping life experiences; and 4) demonstrate an openness to learn from clients about their cultural, social, and developmental influences.

The notion of diversity is critical to this research because competency translates to practice behavior that practitioners need in order to thrive in both micro and macro settings, as well as in dealing collaboratively with others including clients and lawyers, among other stakeholders. The Field Education Handbook of the University of Kansas School of Social

Welfare (2014-2015, p. 1) articulates diversity thus:

> Understanding, valuing and engaging the broad range of differences and
> commonalities that are brought to the interaction between social workers, client
> and the social environment and that are reflective of clients' culture, ethnicity,
> race, geography, gender, social class, religion, sexual orientation, and physical
> and mental abilities, particularly when those differences are the cause for
> discrimination.

The course descriptions in the Field Instruction Manual (2013, p. 7) of the University of Cincinnati (OH) joint JD/MSW degree program provide contents such as:

> Increasingly, social workers and attorneys collaborate on behalf of clients in a
> variety of settings. Social workers and attorneys use a variety of skills to further
> the well-being of individuals, families, groups, and communities. Social workers
> and attorneys also collaborate on social policy, using skills from both fields to
> research social issues, draft legislation and advocate for policy change.

Collaborative Learning Dimension

Proponents of collaborative learning contend that learners in cooperative teams achieve higher levels of performance and retain information more than learners who work individually (Li, Dong & Huang, 2009; Webb, 1995). While the joint/dual JD/MSW degree is less than explicit in the MSW Field Educations Manuals, the mere fact of students learning together and being fully conscious of doing so for the purposes of becoming certificated in both disciplines can translate into the collaboration intended in this research. In a collaborative setting, the notion

of interdependence means that the success of one person is dependent on the success of the group. The application of the social constructivist, community of practice, and Gestalt theoretical framework to learning are very relevant here. Where learning or field work manual are insufficient, the fact of students using their individual platforms of learning ostensibly provide a learning environment.

The 2013 Foundations Field Practicum course for the MSW degree of Tulane University also emphasized the concept of relationship-centered, reflective practice with systems of different sizes and in different service context as follows: "Relationship-centered practice is a collaborative approach that values and utilizes the importance of relationship as a central vehicle for maximizing opportunities for growth and change, both within the practice setting and within the clients' environment." Still at the foundation field practicum level, Tulane's objective on relationship-centered practice within a clinical community concerns the conscious use of self, assertive communication tools for beginning professional, general technologies, theories, methods, values, and ethics for working in a variety of field settings and with different groups and teams, consultations with students about the field, experience and field placement.

The University of Denver's goals are objectives which can thrive in a relationship-based communities of practice based on trust and leadership, such as educating students to: 1) engage in ethical, culturally responsive advanced clinical or community practice that emphasizes strengths of individuals and communities; 2) culturally evaluate and ethically apply the major theories related to human development and behavior that guide advanced clinical or community social work practice; 3) identify, select and ethically apply advanced skills in assessment,

intervention, and client advocacy in clinical or community social work practice; and 4) analyze policy and identify strategies for advocating for policy that promotes social and economic justice, eliminates oppression, fosters the public good, and enhances the profession of social work.

Summary

The preceding analysis has shown that service delivery could be enhanced and more meaningful if lawyers and social workers collaborate. Although research conducted for this dissertation did not categorically identify specific arenas where lawyers and social workers must work together), it is nonetheless inferentially evident that the closeness of students under the programs enhance the possibility of collaboration. Any form or format of collaboration eliminates, or in the least, reduces tension. Consequently, joint/dual degrees offering institutions as well as those intending to do so should, as a matter of strategic policy imperative, design curricula that address collaboration in both classroom and field education settings.

Contrary to assumptions made earlier in this dissertation about the joint nature of the JD/MSW degree programs, what actually is found in the majority of cases are dual degree programs, not joint degree programs because no constructive structure exist to suggest joint effort in educating the students. Even so, questions remain as to the representation of the programs by the institutions the offer the joint/dual degree. The scope of the present study did not permit a more detailed exploration of the phenomena.

CHAPTER VII: IMPLICATIONS, RECOMMENDATIONS, AND CONCLUSION

This dissertation has several merits, including notably being the first attempt by any researcher to explore the clinic and field education contents of the 47 schools of law and social work that offer joint/dual JD/MSW degree programs duly accredited by both the American Bar Association and the Council on Social Work Education in the US. The study also provides statements on the implications of the joint/dual degree programs for social work education and policy. A list of recommendations is offered to enhance the relevance and impact of the programs for the future of collaboration between lawyers and social workers both for education and practice purposes. Finally, provide a synthesis of the original objective of the National Conference of Lawyers and Social Workers (NCLSW) and demonstrate how the programs could enhance collaboration between lawyers and social workers at their points of convergence.

Implications for Social Work Education Policy and Research

The implications of this study are extensive. As a pacesetting study that provides insignts into the joint/dual JD/MSW degree program that has hitherto been unexplored and about which little was known. In addition, it provides suggestions that will help to take this knowledge to the next level in social work education and research (Weinstein, Morton, Taras, & Reznik, 2013). Additionally, the study demonstrates that joint/dual education of law and social work students has the potential to promote collaboration between the two groups of professionals in organizational, interagency, intra-agency, or interpersonal settings if properly designed.

To accomplish such an outcome would require that curricula be designed with an emphasis on collaboration. The practice by which each school focuses on its traditional single disciplinary curriculum, while pretending that collaborative sensitivity is being impacted on

students, is unrealistic. There is a need for some core courses of classroom activities to focus on collaborative learning, rather than allowing students the option to choose what pleases them. To be sure, the core competencies, skills, and practice behaviors offered by the sampled 47 schools combine to prepare students for professional practice. Nevertheless, because students are at liberty to choose courses and concentrations or specializations of interest, it is not ascertainable from the field manuals how such choices are made.

In the absence of evidence that collaboration is an essential part of the theoretical component of the joint/dual JD/MSW degree education curriculum, this research was focused essentially on the field and clinical aspects of the programs. Thus, while collaboration is not conceived structurally as a goal of the joint/dual JD/MSW degree programs, it ultimately implicitly points in that direction in the clinic/field education component of the programs.

Recommendations

This content analysis has provided a clear perspective on what has occurred over time in the joint/dual JD/MSW degree programs, and consistent with Kantorski, et al. (2006, citing Yarbrough, 1996, p. 64), suggested "direction for further investigation" (p. 64). Consequently, the obvious dichotomy about what programs the schools are offering and the methodology employed raises issues that need to be recommended for further scholarly investigation.

I recommend that future studies in this domain be expanded to account for programs created after June 2011 when the CSWE issued its special research reports to me (Appendix A).I also suggest that researcher employ qualitative methods to explore the content, structure, and execution of the interdisciplinary law and social degree programs offered at the various

institutions. Future studies should also employ longitudinal methods. Given the spread of the

programs in 28 states, more resources would enable researchers to investigate these programs.

One of the goals of subsequent scholarship should focus on exploring how the programs are

created, their exact title, and relative pedagogical process, as well as whether joint and dual

degree programs respectively award one single or two separate degrees upon the student's

completion of the concerned program. I recommend future research in this subject area explore

the classroom component of the joint/dual JD/MSW degree program through structured

openended qualitative methods. My present study has focused on the clinics/field education

components because those materials were the ones available to me.

Prospective students deserve to know exactly the type of interdisciplinary social work

and legal education program that is offered. This can be done by making it clear on the

application forms. Providing information between schools of social work and law may be helpful

to students, researchers, the general public, and prospective employers or hiring agencies. Intra-

institutional coordination, even in the case of dual degree programs, can enable the schools

concerned to enrich their databases. A situation where one school does not know the location of

the other with which it runs a joint or dual degree program does not work well for effectiveness

and confidence of students and the general public.

A National Conference of Interdisciplinary Social Work and Law Offering Schools

should be considered. Such a body will be very instrumental in promoting the programs,

harmonizing and standardizing the curricula, and ensuring that standards are maintained, among

other requirements to boost the credibility of the programs. That will also provide symmetry and conformity to at least a quasi-uniformity of the programs.

Finally, I strongly recommend the creation of an Office of Joint or Dual JD/MSW degree program coordinator at the various offering institutions. This employee would be in charge of coordinating the program at each university or in the case of inter-university joint/dual program, a coordinator for each university. Experience has shown that in the present systems, in most places, a program manager in one school does not know who the manager across the lawn in the other school is, nor where to locate him/her, does not enhance the image and credibility of the program. The suggested joint or dual JD/MSW degree program will be better if a holder of the joint/dual JD/MSW degree is appointed to the position. This would guarantee the synergy of the program and enhance its success and credibility to the general public, particular prospective students, and employers who may ask for information and have it available in a one-stop shop.

Conclusion

In issuing its 1969 recommendations for joint enrollment of law and social work students, the NCLSW had as its main goal to "improve working relationships between the professions of law and social work" (Hazard, 1972, p. 423). The recommendation emphasized the need to check unauthorized practice of law by determining or promoting mutuality of interests between both professions by promoting collaboration. The anticipated outcome was that such a venture would help reduce the tension that often manifested in situations where the practices of both professions converge. Joint/dual education of law and social work students was considered the best way to enhance the mutuality intrinsic in both professions.

This dissertation has shown that contrary to the above recommendation, collaboration between social workers and lawyers is not the compelling factor in the conceptualization of the various joint/dual JD/MSW degree programs of the 47 universities whose clinics/field education manuals were explored. Although words such as collaboration, interdisciplinary, interprofessional, and so on are mentioned, they were not associated with the either the education or practice between social workers and lawyers (Langton, Barges, Haslechurst, Rimmer, & Turton, 2003; Rector, Garcia, & Foster, 1997).

However, the employment of linguistic theory enabled the use of semantic analysis techniques to determine words and phrases that suggest collaboration in the process. The disambiguation of the natural language contents of the clinic/field education manuals helped in locating collaboration in the implicit curriculum of the respective offering schools. This approach also involved the realization of a lexical category that showed that collaboration is implicit in the curriculum. There are several mentions of the term *collaboration* to refer, not to lawyer/social worker relationships, but to relationships with other professionals as well as clients from the social work perspective.

The findings of this research will be widely disseminated at conferences and seminars and published in scholarly and professional journals. Expectedly, more discussion and research agendas around specific settings (e.g. child welfare, domestic violence, criminal justice, or community organizing) might result in further scholarship. Ultimately, more research and publications may increase awareness about joint JD/MSW degree programs and how they promote collaboration (Krase, 2014; Sklar, 2007). The literature points to the need for empirical

research about collaboration between lawyers and social workers in all spheres of their interdisciplinary convergence. If more studies are implemented on how best to conduct interdisciplinary education of future practitioners of law and social work, the joint/dual JD/MSW degree programs will be greatly improved, and positive and impactful outcomes through collaboration can be achieved.

Appendix A

CSWE Research Report to Orji, June 2011

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CSWE Research Report
for Ifem Orji, Doctoral Student Graduate
Center, City University of New York
June 2011

The data in this report were taken from the 2010 Annual Survey of Social Work Programs {Annual Survey). The Annual Survey is c o m p o s e d of five instruments: baccalaureate programs, master 's programs, doctoral programs, full-time faculty, and part-time faculty. The program instruments include sections on program structure, enrollments, concentrations and field placements (baccalaureate and master's programs only), financial aid, and degrees awarded. The full-time faculty instrument collects demographic information, information about academic rank, administrative title, role, and time assigned to programs and tasks. The part-time faculty instrument collects aggregate data about demographic information, academic rank, and salary.

The instruments were administered online through the survey platform Zarca Interactive. Survey invitations were e-mailed to program directors at all social work programs accredited by the Council on Social Work Education (CSWE) and to doctoral social work programs that are members of the Group for the Advancement of Doctoral Education. The entire text of the survey instruments is available at the CSWE website: , cLi.L J!.' 1..!.!:5 £.\L!CE-2.l.!::!.fi.!li;,l.!.£!!.21' L:l! , ::ii.:t.:.!a:2l

At the time of survey administration, there were 470 accredited baccalaureate programs, 203 accredited master's programs, and 70 doctoral programs of social work in the United States, its territories, and the District of Columbia. The response rates to the different instruments of the 2010 Annual Survey were:

- Baccalaureate programs   94.5%
- Master's programs   97.0%
- Doctoral programs   90.0%

The response rates for the different Annual Survey instruments have failed to reach 100% for some time. In addition, response rates vary by question within a survey instrument. Due to these factors, researchers should exercise caution in data comparisons across program level and survey question

Reported Data
- Master's programs offering dual degrees in law

In 2010, 197 master's programs participated in the Annual Survey. Of these programs, 47 offered formal dual/joint degrees in law. Contact information for these programs can be found in the Directory of Accredited Programs on the CSWE website:

http://www.cswe.org/Accreditation/organizations.aspx

After locating a target institution, click on its name and the contact information will appear on your screen.

Master's of Social Work Programs Offering Formal Dual/Joint Degrees in Law, 2010

Boston College (MA)
Case Western Reserve University (OH)
Catholic University of America (DC)
St. Catherine University & University of St. Thomas Collaborative (MN)
Columbia University (NY)
Eastern Washington University (WA)
Florida International University (FL)
Florida State University (FL)
Fordham University (NY)
Indiana University (IN)
Loyola University, Chicago (IL)
Michigan State University (MI)
New York University (NY)
Rutgers, the State University of New Jersey (NJ)
Saint Louis University (MO)
San Diego University (CA)
Southern Illinois University, Carbondale (IL)
Springfield College (MA)
Stony Brook, State University of New York (NY)
University at Albany, State University of New York (NY)
University at Buffalo, State University of New York (NY)
Syracuse University (NY)
Tulane University (LA)
University of California, Berkeley (CA)
University of California, Los Angeles (CA)
University of Cincinnati (OH)
University of Connecticut (CT)
University of Denver (CO)
University of Georgia (GA)
University of Hawaii, Manoa (HI)
University of Houston (TX)
University of Iowa (IA)
University of Kansas (KS)
University of Louisville (KY)
University of Michigan (MI)
University of Nevada, Las Vegas (NV)
University of North Carolina, Chapel Hill (NC)
University of Pennsylvania (PA)
University of Pittsburgh (PA)
University of South Carolina (SC)
University of Southern California (CA)
University of Texas, Austin (TX)
University of Utah (UT)
Virginia Commonwealth University (VA)
Washburn University (KS)
Washington University (MO)
Yeshiva University (NY)

Appendix B

Request for Paper Copies of Syllabi and Field Instruction Handbook Used in the Joint JD/MSW Degree Program's Core Courses offered in your School

My name is Ifem Orji and I am a doctoral student in the Social Welfare program at the Graduate Center of the City University of New York. The focus of my doctoral study is to explore the relationship between the Law and Social Work fields through the lens of the joint program course syllabi.

I am writing to request copies of and your permission to use the syllabi of core courses available to students enrolled in the joint JD/MSW degree and the Clinics/Field Instruction Handbook for my dissertation research. I would also appreciate any notices/announcements of events or activities related to the program.

No human subjects shall be involved and only the requested materials shall be used to engage in this research. Any names or all other personal identifying information regarding faculty/instructors that may be present on the syllabi will be omitted and not used as a part of the study.

The City University of New York (CUNY) IRB has granted this study a "Not HSR" Determination dated October 17, 2014. Also, please feel free to check my standing with the Graduate Center, City University of New York by calling 212 650 3053. The chair of my dissertation committee is Dr. Willie Tolliver, an Associate Professor, and he can be reached by email at wtollive@hunter.cuny.edu, or phone at 212 396 7523.

Should you have any questions, please do not hesitate to contact me at iorji2008@yahoo.com

Thank you for your time. I look forward to your reply.

Respectfully,

Signed:

Appendix C

Code Book

UNITS OF ANALYSIS	CODES	ELEMENTS OF CORE COMPETENCIES AND SKILLS
SHARING MUTUAL GOALS	*SMG= 1*	• Develop human relationships that are grounded in social justice, human dignity and mutual respect. • Demonstrate skills in establishing mutually respectful, and helping relationship • Articulate how one's own stereotype, misinformation, and biases might impact assessment with diverse cultures and population group • Demonstrate an ability to work with special populations and clients who are experiencing discrimination in some form • Develop and nurturing an appreciation for diversity and the elimination of discrimination • Develop and nurturing reciprocal relationship with professionals, groups, organizations, and communities • Uphold social work values regarding diversity, marginalization, power and empowerment and the need for systemic change to address social, political and economic inequalities

SETTING GOALS	*SGS= 2*	• Engage productivity through *thoughtful preparation* and reflection • Provide leadership in addressing social constraints • Provide leadership in a variety of roles in community and organization practice • Demonstrate a beginning ability to integrate and apply individual theories of human growth and development and knowledge of community development. • Demonstrate beginning familiarity and skill with intervention strategies for prevention and amelioration of client problems • Demonstrate an ability to gather and organize information from client system and other appropriate sources relevant to the problem or goal for which help is sought • Reflect on and clarify one's own views and personal values on challenges of race, gender, and other sources of inequality • Analyze policy and identify strategies for advocating for policy that promotes social and economic justice, eliminates oppression, foster the public good and enhances the profession of social work

SHARING PLANNING	*SPG= 3*	☐ Negotiate, mediate and advocate for agency as indicated within the agency or in the community ☐ To prepare students who are competent in advanced practice where social work and law converge ☐ Can develop a strategic plan with participation of key constituents
POOLING RESOURCES	*PRS= 4*	☐ Identify special concerns in meeting the needs of individuals and communities. ☐ Engage staff, board, volunteers and funders in working towards the realization of plans
ASSUMING RESPONSIBILITY	*ARY= 5*	☐ Adhere to the NASW Code of Ethics and agency guidelines and protocols ☐ Adhere to the ABA Rule of Professional Responsibility and Ethical Standards ☐ Identify, select and ethically apply advanced skills in assessment, intervention, and client advocacy in clinical or community social work practice

		☐ Engage in ethical, culturally responsive advanced clinical or community practice that emphasizes strengths of individuals and communities
		☐ Understand the characteristics of ethical dilemmas
		☐ Knowledge of a framework for ethical decision-making
		☐ Knowledge of common ethical dilemmas in an area of practice specialization
		☐ Assume responsibility for personal ethical conduct
		☐ Develop skills in the systematic analysis of ethical dilemmas
		☐ Anticipate and clarify conflicting values and ethical dilemmas
		☐ Promote ethical practices of the organization with which he/she is affiliated
		☐ Cognizant of the limits of confidentiality to clients and the duty to warn
		☐ Handle conflict responsibly
		☐ Examine the relationship between own values and action, identifying congruence among values and between values and behavior
		☐ Students understand practice through the critical examination of methods associated with decision-making, critical thinking, and ethical judgment.

Appendix D

Acronymic Presentation of Schools and Use of "Joint/Dual" Labels

ACRONYM	Joint	Dual	ACRONYM	Joint	Dual
BCSW		X	UCLASW	X	
CWRSW		X	UCin.SW		X
CUASW	X		U*ConSW*		X
Sts.CSW	X		UDenSW		X
CUSW		X	UGSW		X
EWUSW		X	UHawSW	X	
FIUSW	X		UHousSW		X
FSUSW		X	UIowaSW	X	
FUSW			UKanSW		X
IUSW	X		ULouvlSW		X
LUCSW	X	X	UMichSW		X
MSUSW			UNevSW		X
SILVSW	X	X	UNCSW		X
RUSW		X	UPennSW		X
SLSW		X	UPittsSW		X
SDUSW		X	USCSW		X
SIUSW			USouCSW		X
SCSW	X	X	UTexSW		X
SSBSW		X	UUtaSW		X
SAlbSW		X	VCwUSW		X
BufSW		X	WBurnSW		X
SySW			WUMoSW		X
TulSW	X		YUNYSW	X	
UCBSW	X	X			

Source: Adapted from the expressed labels of all the programs

Appendix E

Overarching Guiding Principles in Determining "Best Interest of the Child"

Guiding Principles	Territorial Jurisdictions
The importance of Family Integrity and Preferences for avoiding Removal of the Child from his/her Home	Alabama, Alaska, California, Colorado, Georgia, Hawaii, Idaho, Indiana, Kansas, Maine, Mississippi, Missouri, Montana, Nebraska, New Jersey, New Hampshire, New Mexico, New York, North Carolina, North Dakota, Oklahoma, Pennsylvania, Rhode Island, South Carolina, Utah, Washington, West Virginia, Wyoming, as well as American Samoa, Guam, Puerto Rico, US Virgin Island
The Health, Safety and/or Protection of Child	Arizona, Arkansas, Colorado, Hawaii, Idaho, Illinois, Kansas, Louisiana, Massachusetts, Nebraska, New Hampshire, New Jersey, New Mexico, North Carolina, Oklahoma, Pennsylvania, Washington, West Virginia, Wyoming, and the Northern Mariana Islands
The importance of timely Permanency Decision	Alabama, Alaska, California, Hawaii, Idaho, Iowa, Kansas, Louisiana, Maine, Nebraska, New Mexico, New York, North Carolina, Oklahoma, South Carolina, Texas, Vermont, Washington, West Virginia, and the US Virgin Islands
The assurance that a Child Removed from his/her Home will be given Care, Treatment and Guidance that will Assist the Child in Developing into a Selfsufficient Adult	Alabama, Colorado, Georgia, Hawaii, Idaho, Kansas, Mississippi, Oklahoma, Pennsylvania, Rhode Island, South Carolina, West Virginia, as well as Samoa and Guam

Sources: Adapted from USDHHS Children's Bureau (2013). Child Welfare Information Gateway. Determining the best interest of the child." Copyright 2013.

Appendix F

Comparative Instructional Methods in Law and Social Work Programs

TEACHING METHODS	LEGAL EDUCATION	SOCIAL WORK EDUCATION
CASE STUDY	Case study involves reviews of actual cases of misconduct which have been considered by tribunals, courts, or disciplinary bodies. Facts are presented and an illustration of the manner in which the problem has been resolved by the court or tribunal is provided or discussed.	The Guide to Social Work Ethics course development recommends the use of case studies, mini-lecture, group discussion, role play, debate, presentations professional audio/video, appropriate audio-video from popular media, pre and posttests, webenhanced instruction, multi-media presentations and assigned readings. Social work ethics education recognizes that an important principle of adult learning is that content must be linked to actual practice experience. Consequently, interaction in the form of discussion, role-play, and /or debate is an important part of the learning process in an ethics course.

PROBLEM BASED METHODS	Problem method is popular among law schools. It involves that students are presented with various hypothetical fact situations and are asked to explore the issues arising on the facts, using their knowledge of ethical and moral standards and codes or rules applicable in the circumstance. It affords students insight to problems without liveclient experience.	Employed in social work education
SOCRATIC INSTRUCTIONS	This method helps to develop cognitive skills in students.	Socratic instruction serves similar purposes in social work as in legal education. In both instances, students feel uncomfortable having to engage in discussion or debate with instructors.
DISCUSSION	The discussion method of instruction involves practicing attorneys, judges and students engaging in small groups weekly discussions based on assigned topic. The process of learning is active, unlike traditional passive methods of teaching ethics. It enables students to increase retention of information, Problem-solving skill, and have greater motivation for further learning over students using other methods of Instruction.	Prominent in social work education

LECTURE	The lecture method is most useful for transmitting and understanding philosophical arguments relating to ethical dilemmas of lawyers, and for teaching "black letter" ethics law. It does not enhance a lawyer's analytical ability.	Prominent in social work education
VIDEO AND FILM PRESENTATION	The use of video and film presentations to teach legal ethics has been found to capture students' attention. They learn concepts more easily that by other methods.	Applicable in social work education
CO-CURRICULAR ACTIVITIES	These involve activities having educational components that are not a formal part of the curriculum. It helps to reinforce issues of legal ethics raised on other occasions. Participation is voluntary.	N/A
DEBATE	Prominent in law school	N/A
PRE AND POST TEST	N/A	Prominent in social work courses

Sources: Adapted from literature

Appendix G

Comparative Teaching Strategies in Social Work and Law

COURSE STRUCTURE	LEGAL EDUCATION	SOCIALWORK EDUCATION
PERVASIVE TEACHING	This involves a systematic teaching about legal/ethics issues as they arise in other substantive law subjects. This teaches that issues in legal ethics pervade all areas of law and do not arise merely in discrete courses on legal ethics.	Very prominent in social work clinical training
CLINICS/EXTERNSHIP	Clinics in legal education are usually introduced during the last scholastic year. Its main purpose is to provide students a limited but focused experience in the practical work of a law office. It helps to familiarize students with some elementary and fundamental aspects of law practice. Legal clinic is client-focused. No hypothetical cases are assigned. Students work with actual problem as the law office has.	The clinical approach to teaching and understanding ethics first-hand is well used in social work education. As in legal education, this strategy has as its core the direct student exposure to clients.
SIMULATION AND ROLEPLAY	Simulation and role-play in legal education are strategies that allow students to "learn by doing," and "learn by imitating." Its proponents also argue that simulated practice teaches moral judgment. It enhances cooperative learning and the retention of information, critical thinking, motivation and gain greater supportive social relationship.	N/A

SINGLE COURSE   Many law schools use this strategy   N/A
for teaching ethics. Ethics courses
are variously labeled:
"Introduction to law" Legal
ethics", Professional
responsibility," "Legal
profession," etc. Emphasis is
mainly placed on teaching the
code of professional conduct or
professional rules governing
behavior. Lectures and seminars
are the most commonly used
instructional strategies.

BLACKBOARD   Blackboard is a
registered and copyrighted internet protocol and software that
provides a framework for teaching a course online. This can
be used in two ways. (i) Instructors can utilize Blackboard to
enhance classroom teaching. Instructors can email
assignment, notes, display figures, assess who missed class,
give exams etc. When the instructor is unavailable due for
whatever reason, he or she may reach students via
Blackboard. (ii) An entire course can be conducted through
Blackboard without a classroom face-to-face meeting.
Students access the Blackboard for syllabus, test,
communication centers, discussion board, videos,
assignments, etc. Courses may be presented in a synchronous
or asynchronous manner.
Sources: Adapted from literature

Appendix H

Primary Social Work Practice Domains

PRIMARY PRACTICE	PRIMARY WORK SETTING	PRIMARY WORK FUNCTION	PRIMARY WORK FOCUS	PRIMARY ORGANIZATION TYPE
Addiction	Assisted living facilities	Administrative/ management	AIDS/HIV	Private (for profit)
Adolescents	Behavioral Health (inpatients)	Community org'n/ advocacy	Alcohol/drug abuse	Private (non-profit)
Aging	Behavioral health (outpatients)	Consultation	Conflict resolution	Private (non-profit) sectarian
Behavioral health	Business or industry	Direct services to clients	Developmental/ other disabilities	Public/government Federal) non-military
Bereavement/ end-of-life care)	Child welfare agency	Fundraising/grant writing	Employment-related	Public/government (local)
Children, youth & family	College/university	Planning	Family issues	Public/government (military)
Clinical social work	Criminal justice system (adult)	Policy/legislation development	Grief/bereavement	Public/government (state)
Community development	Employee assistance program/company	Project management	Health	
Criminal justice	Foundation	Research	Housing	
Displaced persons/homeless/ refugees	Gov't agency (military)	Supervision	Income maintenance	
Diversity & equity	Juvenile justice system	Teaching	Individual/ behavioral problems	
Health care	Managed care (domestic)	Training/ education	International	
HIV/AIDS	Managed care (international)		Violence	
International social work	Nursing home			
Mental health	Private practice (group)			
Peace & social justice	Private practice (solo)			
Public health	Professional/trade association			

Philanthropy	Public assistance agency
Occupational social work/ EAP	Residential facility— adults (group home, etc.).
Political social work	Residential facility— children (group home, etc.)
Violence	School (elementary, middle, high)
Social services agency	

Sources: Compiled from multiple sources including NASW membership registration site

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