

Networking: The Linking of People, Resources and Ideas

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About the Network

Computer Use in Social Services (CUSSN) Network is a nonprofit association of professionals interested in exchanging information and experiences on using computers in the social services. Members participate in the Network by:

- Sending materials for the CUSSN Newsletter, such as: (1) member needs, interests, hardware/software use, activities, etc.; (2) information on resources; and (3) longer reports/articles on conferences, surveys, vendor products, ideas, experiences, computer applications, and events.
- Participating in the skills bank, software clearinghouse and SIGs.
- Distributing Newsletters to friends and at workshops and conferences. If you're attending a conference where participants may be interested in the CUSSN, let me know and I will send newsletters to distribute or place on a resource table.
- Referring vendors. If you think a vendor/consultant could benefit by exposure to CUSSN members, tell them, so they can advertise their services and products in the CUSSN Newsletter.
- Holding local CUSSN meetings. Local meetings in Dallas/Ft. Worth, Chicago and Baltimore have been successful. For those in a foreign country, Floyd Bolitho's (see back cover) work in Australia offers a model to follow.

The CUSSN Newsletter is published approximately 4 times a year and is sent free to all network members. Institutional and library subscriptions are available for \$15 a

year. For overseas air mail, add an additional \$5 for postage. All prices are in U.S. dollars. Back issues of the newsletter are available for \$2.50 each. Volume 1 has 2 issues;

The CUSSN Skills Bank allows members to locate or share specific knowledge, skills and experiences. At present the skills bank permits searches by state or geographic area, by information systems experience and by application, all for the total cost of providing information about yourself. Contact Gunther R. Geiss, Adelphi U., School of Social Work, Garden City, NY 11530, (516) 288-7915

The CUSSN Software Clearinghouse offers a computerized inventory of commercial and public domain available human service software, a software review file, and a software exchange. For more information, write Walter LaMendola, Professor, School of Social Work, U. of Denver, Denver, CO 80208

Special Interest Group (SIGs) are subgroups of network members where significant networking is occurring on a special topic.

Educators SIG, write Wallace Gingerich, School of Social Welfare, U of Wisconsin-Milwaukee, Milwaukee, WI 53201.

Hospital Social Services SIG, write Mike King, Director, Social Work Services, The Staten Island Hospital, 475 Seaview Avenue, Staten Island, NY 10305

Network Dues: See back cover.

CUSSN Newsletter Editors:
Dick Schoech, and Lynn Harold Vogel (see back cover).

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Notes from the Editors

Special thanks to F. Dean Luse for pulling together this special issue on education and training. If anyone is interested in pulling together a special issue, let me know.

The next issue will be on electronic networking. The results of the CUSS survey and our future efforts will be outlined. If you have anything you would like to share on electronic networking, give me a call (817-273-3964).

Dick Schoech & Lynn Harold Vogel, Editors
May 23, 1985

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Mailing Labels: Mailing labels are available at the cost of 5 cents per label.

Articles, Reviews and Reports

Introduction to the Special Issue by Special Issue Editor, F. Dean Luse, President, OUP ST Software, Park Forest, IL 60466.

The social services have a very brief history of interest in and use of computers. Historically computers were almost exclusively used for research and other statistical tasks; now computers are being used for a bewildering variety of tasks although such uses are not yet widespread. If the staff of our agencies and graduates of our schools are to use these computer applications, then they must be trained for these uses. This special issue was planned to discuss many of the issues involved and present some approaches to these tasks.

The first paper is designed to provide an overview of training to use computers. (Note: another topic on Using Computers to Train is proposed for a future issue of the CUSS Newsletter.) What are some of the concepts, issues, and strategies? Trying to integrate computers into the mainstream of the profession and service provision is the focus of the paper by Walter LaMondola. By and large computer sessions at conferences are scheduled as separate program items, and thus usually attended only by the computer buffs. Overcoming this isolation is a goal. An example of training and consultation to agencies in computer use is described by Steve Andrews. The information Technologies Resource Center in Chicago specializes in helping key agency personnel acquire basic knowledge and skills, both conceptual and hands-on, in computers and how they can be used in human service agencies. Paul Stuart and Leonard Gibbs discuss a number of uses of computers in a variety of university courses in an undergraduate social work program. The development and operation of a computer lab at a graduate school of social work is described by Bill Butterfield. Finally the results of a survey of faculty teaching microcomputer applications are reported by Wally Gingerich. Types of software used and courses in which the computer was used are summarized.

Guidelines for Developing Computer Literacy by F. Dean Luse, Ph.D., President, OUP ST, 119 Wilson St., Park Forest, IL 60466.

Training applies to both agency and academic settings; academia deals with both degree and continuing education programs. While much learning theory is applicable to both there are unique elements to each which must be considered in each training situation. The material which follows has an academic emphasis, primarily due to leadership taken by some faculty in this area. Even though agencies have begun using computers there is little in the literature or on the grapevine pertaining to agency training. Hopefully these uses and needs will become more explicit and shared.

Training & Education

The term 'training' is usually used in a restrictive sense more applicable to clerical or vocational type tasks. 'Education' usually pertains to concepts and theories. For this presentation we are using 'training' in the very broad sense encompassing both.

Relevant materials were assembled from various sources. No integrated training framework was attempted, but ideas are presented for use where and when appropriate.

Computer Literacy

Computer Literacy to me means understanding what computers are and what they are not, understanding enough about their operations, and the hardware and software to be able to follow conceptually what is happening and be able to carry out useful operations relating to the user's work. This definition includes both conceptual and operational elements. The level of literacy required is determined by the needs of the individuals in their situations.

Training Objectives

A critical early step is to determine the objectives of training for computer use. Do you simply want to train people to operate a terminal or a micro with a given application program, or do you want to provide a more general level of understanding that can be transferred to other situations and other times. For many clerical staff the former may be suitable, but for professional and managerial staff the latter is usually preferred.

Computer Programming: Diverting Tangent

A common error is to equate computer use with computer programming. It is NOT necessary to teach computer programming to human service personnel. In fact, I believe it should be discouraged except for certain specific situations. For the most part it is irrelevant for users

to learn details about binary, hexadecimal, EBCDIC, and ASCII coding except to know that they exist and that these are the ways we communicate with the machines. Incompatible codes can cause problems of which we should be aware, but the details can be left to others or when the need arises. Courses which focus on and use BASIC as a major part (Smith, p. 68) seem to me to be misdirected. Too much time is apt to be spent on details of computing and not on understanding what can be achieved with existing application systems such as database management programs, spread sheets, etc. This is largely a problem of appropriately focusing the training to the future tasks of human service personnel in their various settings. For agencies and users it is much more cost effective to focus on fourth generation application development systems than on the old traditional programming languages.

Computer Experience & Knowledge Needed

What is needed is a combination of conceptual knowledge and hands-on experience that is appropriate to the level of involvement of the personnel. Conceptual knowledge is necessary so that there is understanding of what computers are, how they operate, what they can and cannot do. Such understanding is important to remove the mystique and provide a basis for perceptive and meaningful participation. Hands-on experience is necessary so that the concepts are translated into actual performance. Users must develop a *feel* for the interaction and become comfortable with the machines.

Need Good Textbook

One of the problems often encountered in both academic and agency training is that most text books are focused on programming, or contain much more technical information than is needed for our users. Other texts are aimed at specific systems or applications. Much the same is true with movies and video tapes available at audio visual libraries. This is why I developed the generalized slide show and script, "Illustrated Introduction to Computers for the Novice". It presents the conceptual overview but is not focused on any specific computer system. Slides make it possible for the instructor to arrange or edit them in any way which meets the specific needs, and to stop at any time during the presentation to respond to questions. It is also easy to insert slides about a local computer system.

Training Phases

Training can be divided into three phases: an intensive initial phase, a second support phase, and a third backup phase. The initial phase involves both the conceptual and hands-on materials presented formally. User's manuals &/or handouts are usually prepared for this phase. The second phase supports individual users as they begin actual operations and is available as needed. A group review and question session may be held later ending this phase. The backup phase is an extension of the support phase, but since the users have gained skill and competence the focus is different. Sometimes phases 2 & 3 merge, but support of the user in these phases is critical. Real commitment to the system and to the staff is demonstrated by this help after the initial training. This support may also take the form of implementation of user initiated modifications and improvements to the system.

Dealing with Computer Phobia

Novices with no prior computer experience tend to be fearful of computers. Thus their initial hands-on experience should be simple tasks unrelated to normal work expectations. This way there is minimal perceived threat to them and they can do no harm to the data or the computer. This fact relieves them of much anxiety, real or imagined. Files of fictitious data should be available for training, demonstrations, and testing. If the first contact includes humor, so much the better. The "Library of Computer Practice Programs for the Novice" marketed by OUP ST is designed specifically to move novices through a number of simple incremental steps each one requiring more interaction with the computer. After five such specified steps a number of other programs are available for practice and demonstration of potential computer uses in human service practice. All are menu driven for ease of use requiring only the simplest of computer skills. In training for computer use it is imperative that successful accomplishments be provided in early encounters. Success builds confidence and a willingness to try more complex tasks.

Academic Objectives are General

The amount and type of material covered depends on the objectives, the available hardware and software, and time. In academic settings the objectives are generalized - to convey general knowledge about

computers in the human services in general, and develop a variety of computer skills. These may vary between researchers, managers, and clinical specialties. Students need to see a particular product, such as spreadsheet or a database management system applied to typical agency problems. Seeing a practical application helps them to remember and learn. In continuing education programs students focus on agency needs.

Agency Objectives are Specific

In agencies the objectives are much more focused to the service program(s) and the specific levels of functioning of the staff. Within a single multi function agency different program departments may have quite different computer applications, and within each the level and type of computer training may range from largely hands-on operations for some clerical and professional staff, to intensive training in systems analysis and design, and computer programming in high level application languages for others. Here, even more so than with academics, they will be impressed and remember what has meaning to them on *their jobs*.

Helping Determine Objectives

With the advent of mass media advertising for computers, some people are being led to believe that using computers and developing your own applications are very simple tasks. Many micros have become doorstops or paper weights when learning was not as easy as promised. An effective training strategy can help to reduce those problems. This strategy and a clarification of objectives will be influenced by answers to the following questions: What attitudes do the users (students) hold about computers? What is the best timing for training? Before, during or after installation of the computers? Where is the best location for training? at job sites or in a central training location? What are the unique problems with the computers &/or the applications in question? What are the specific applications for which the computer will be used? What are the positions of the users in the organization? managers, executives, non-managerial professionals, or clerical and support staff? "Users with positive attitudes towards computers and who have more discretionary time for learning can be trained to use micros through flexible, learner-controlled methods, such as computer-based training. While users with negative attitudes or little discretionary time respond best in highly structured training environments," (Miller, p. 58). Effective training can be done only with a well prepared plan. If left to their own devices, new users may not only fail to learn the system but actually block its use and unconsciously (or consciously) sabotage the system.

Training Aids

Learning is more effective if they see it, hear it, say it, and then write it. The most rapid and permanent learning results from the combination of multiple methods and reinforcement. A well presented demonstration grabs and holds attention much more effectively than a written document. New technology will be accepted only if counterbalanced by a human response in training. Thus use of human trainers to demonstrate, explain, and answer questions is the critical element in effective training programs.

Alternatives to User's Manuals

User's manuals are read by very few users and should be used for reference rather than training. Very brief 'cheat' sheets are much more effective. These need only the essential facts, not sentences or explanations. In conjunction with demonstrations the 'cheat' sheet reminds the user of the critical steps, sequences, and terms to be used. It should provide the starting key for each function, have wide margins so users can write their own personal notes, and be limited to one sheet. On screen prompts and help screens should be provided wherever possible and are usually more effective and efficient than printed instructions.

Sessions need to be short, have more of them, and close enough together so that retention is high. Limit the scope of any sessions so that users are not inundated. Avoid fatigue, confusion, and frustration. Each member should have a chance to try what you just demonstrated. Users need to leave with the satisfaction that they have learned and are able to do something.

Plan Your Sessions

Train in small groups of 5 to 8 wherever possible. Try to select your groups for homogeneity. Separate those with some experience from the novices. Keep your demonstration within the context to familiar everyday operations and be aware of the orientation of each group, that is their background and work expectations. Emphasize normal cases in initial sessions, progressing to the exceptional situations later as familiarity with the system grows. Error correction should not be considered an

exception. Review at the end of each session and preview the next. This gives users an opportunity for the adventuresome to explore and try on their own what will be covered in the next session. Often this helps in the next session by generating comments and questions.

Use a Student/Leader to Teach

Another effective tool is selection of a 'user expert' from among the training group. The emergence of a natural leader/teacher from the group can be identified in early discussion sessions and in consultation with supervisors. Giving this person extra training and attention between sessions can help greatly. This person should be a real 'line' user who is respected by the others. Such a person can become the on site informal teacher for the others between sessions and a source of guidance to you to learn what is actually happening as the system is used.

Learning is facilitated by the students solving problems, getting immediate feedback, and wanting to do more. A sense of urgency fosters innovation and creativity which is a very positive reinforcement in the educational process.

Campus Computer Training Labs

Training on campus has developed a variety of approaches. I know of 3 innovative computer labs designed to foster computer competency in the human services. The newest is at the University of Denver with director Dr. Walter LaMondola. The others are at Washington University (described elsewhere in this issue) and a Tuskegee Institute. At Tuskegee under the imaginative direction of Dr. Francis A. Taylor, Director of the Social Work Department, foundation support has provided 16 IBM PCs each with a printer, and 9 Heath/Zenith micros. Many will be linked to the VAX mainframe by a multiplexor. These are located in a computer lab with chalkboard and other teaching facilities and an array of word processing and other software. This facility, with the capable support of Jonell C. Jones, has become the principle computer literacy facility for the campus and is utilized for training by both students and faculty. Joint programs are developed with the English and Nursing departments. Special training programs utilizing computer capabilities are under development for use both on campus and in agencies. Summer training programs for agencies provide a source of income permitting expansion of the hardware capabilities and employment of selected students in training support roles. Agency training can focus on staff computer literacy programs as well as training of unemployed clients in data entry and related skills.

Interesting Innovation

The San Diego VA Medical Center encourages computer awareness by providing employees with the opportunity to borrow microcomputers from its library service. Six units are available for one month checkout periods. They are used with step-by-step programming manuals that allow the learner to proceed at his or her own pace. (The Vanguard, Nov. 1984, p. 7).

References & Other Resources

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- Willis, Jerry, "Educational Computing: Current Status and Future Direction," *Computers in the Schools*, Spring 1984, pp. 3-12. Already a bit dated in this fast moving field.

Introducing Computers into the Mainstream of the Human Services

by Walter LaMendola, Ph.D., Professor, University of Denver, School of Social Work, Denver, CO 80208.

New forms of information technology are the present hot topic in many social service agencies and in Professional Schools. Often the topic is narrowed to one tool of the new technologies, the computer. The questions around the issue include: should we use it? If so, how? What should we in the human services do about teaching it? Should we teach it to everyone? Just what is it we are proposing to teach? No one agrees.

I would like to summarize two areas for your consideration: 1) what we should consider to be the area of knowledge represented by the new forms of information technology and, 2) what should be the competences we wish to develop in the area of information technology.

You notice that I keep talking about new forms of information technology when you want to talk about computers. Why? Because computers are a device of information technology on the order of other devices, such as, for example, newsprint, the telephone, telephone line, offset printing press, copier, switching devices, laser discs, sheet paper, ball point pens, and floppy disks. Information technology includes all problem solving methods—notice that only some of the devices I have mentioned are electrical or machine driven—which utilize the processes of transmitting, manipulating, storing, retrieving, and presenting symbols in such a manner that they contribute to the human state of knowing. The purpose of that contribution is effective human choice.

You want to talk about computers because the computer represents all of our cultural myths about the successes and failures of our progress in evolving a human based information technology. It is true that the computer is different than other devices used in this technology. The computer is a processor: it processes symbols: what we call computing is a process. As human service workers, we understand process. Process occurs over time. It has a beginning and end. It requires interaction. It facilitates change. It transforms. It can be synergistic. It is reciprocal. These are, indeed, only a few qualities of process. If these qualities can be ascribed to a device, is it any wonder that it can be used to confirm or alter the nature of the human endeavor? New forms of information technology influence our relationship to the physical and social environment. They affect our awareness and development of self. These topics are a major part of the areas of knowledge which involve new forms of information technology and the human services.

What should we do right now; in other words, what competences should we try to develop among students, faculties, and practitioners in the area of information technology? In my opinion, there are three areas of competence which must be developed:

- 1) analytic competence;
- 2) practice competence;
- 3) and technical competence.

Analytic Competence

By analytic competence, I mean that human service workers must be able to analyse new forms of information technology in terms of human values. Educators must expand their present approach to teaching the knowledge base of human service practice to include areas expanded by information technology. For example, changes in the area of mental health, cognitive psychology, work in artificial intelligence, and psychotechnology need to be included as well as communication theory, and impacts upon theories of human and organizational development. The areas of the feminization of poverty, minority material, and institutional racism need to include works which deal with the impact of information technology in those areas. The effects of information technology on social inequities, particularly for women, effects on family and home life, on collective action, on self help, on privacy need to be included. The use of these technologies to humanize social change needs to be taught.

Practice Competence

Practice competence must be developed in three areas: in dealing with the deindustrialization of business and industry; in dealing with the restructuring of individual life; and in the area of worker client relationships.

Business and industry are undergoing major changes at the present time. There is a need for human service workers to deal with the problems of how workers and managers cope with and adapt to the restructuring of their work. There is a need for the involvement of professionals in the planning of change; we need human service workers who have been trained to anticipate the reactions of people to change, who know strategies of mutual readjustment, and who recognize the social costs of the implementation of technology innovations. There will be a growing need for workers to provide assistance with coping, infor-

mation and referral to resources, counseling and support, and to help the worker or manager deal without outside agencies. There is a need for professionals who can advise business, industry, and the unions in the areas of human use of information technology, of how information technology can be used to provide organizational flexibility and job enrichment, of how information technology will influence organizational structures, and of how it impacts decentralization and organizational autonomy.

The relationship between the worker and the client will be influenced. There are a number of warnings about information technology in this area, particularly as it may act as an instrument for control or as a barrier to the worker-client relationship. But, there are a number of areas where such information technology represents a positive force. For example, the University of Wisconsin anxiety disorders clinic regularly uses computerized testing results as a basis for the worker and client to review the progress of their therapy and to make new contracts. The clients, when surveyed, express high satisfaction with the arrangement, as do the therapists. Both client and therapist express a sense of participation in the treatment that they claim not to have felt before. The use of computerized initial interviews has repeatedly been found to have been judged more satisfactory by clients.

In a few areas, the development of "expert systems" has been promising. These are systems which may assist the worker in making judgments about the proposed treatment plan. For example, in the Equity project the worker could use such a system to assist them in making successful decisions for foster home placement. In general, the use of new forms of information technology will increase the time that workers have available to devote to personal attention and reflection. It should also decrease the time allotted for administrative chores. It can certainly help their professional development. "On line" indexes of publications can easily be scanned by area of interest. The worker can keep personal bibliographic notes on electronic notepads. The worker can electronically network with people working in similar areas, and share problems and solutions. It should be obvious that exactly the same access is afforded to the client. In recent publications of a computer magazine, a number of such systems were described in use in doctors and lawyers offices. With a microcomputer, a worker can control his/her own information. For example, by keeping their clinical records on their own diskettes, they can have the ability to protect the privacy of their own notes and the confidentiality of the client, yet share those things which are of necessity for accountability or administrative requirement.

Technical Competence

Finally, there is a serious and immediate need for technical competence in our professions. There are needs for systems analysis and systems planning skills, for system development skills. In part, the demand exists today as a result of needs for fund generation and accountability. But we also need human service workers and educators who are expert in data base techniques and software development. We need to organize our knowledge base. We need to be able to use new forms of information technology for the benefit of the client. For example, we have already designed programs which do entitlement searching, telling clients the entitlements for which they are qualified. We already use computers to process client requests for service. We use present technology for education and treatment. For example, one grant recently assembled in Colorado asks for the development of software to provide female teenagers with information about birth control and related areas. In Texas, a program was written by a social worker in a video game format to treat disturbed adolescents. In Denver, a social worker has designed software to help the elderly find available housing. It is important to note that software developed by human service workers will reflect the interests and values of the profession, the culture of our profession, and the needs of our workers and clients. The benefits afforded by this type of software are self explanatory.

As you can tell, I am committed to an approach to the human services which includes new forms of information technology, just as I have been committed to an approach which includes older forms of information technology. I am not alone: others of you have similar feelings. But I want to urge all of you to exert leadership in this area, to involve yourselves, your agency, your Schools, and everyone else in a dialogue the outcomes of which can contribute to movement toward an understanding and formative approach. Human service workers do not move in a world which is value free. I believe that human service workers have a considerable role in an information society. It is time to prepare for it.

Chicago's Information Technology Resources Center

by Steve Andrews, Program Director, ITRC, Museum of Science and Industry, 57th St. & Lake Shore Dr., Chicago, IL 60637.

The Information Technology Resource Center occupies 3600 square feet in the East Pavilion of Chicago's Museum of Science and Industry, the oldest and largest science and technology museum in the country. We often say that we have the best front porch of any enterprise in the metropolitan area, looking north at Lake Michigan towards the "Loop," downtown Chicago.

How the ITRC ended up at the Museum of Science and Industry is an important object lesson. The Chicago Community Trust identified the topic of computer knowledge among nonprofit organizations as a major issue in 1980, and in 1982 decided to commission a feasibility study on alternative solutions.

From the beginning, the Trust staff involved seemed sure about one thing - they wanted a major institution to be the host of the project. At the same time, the Museum was actively looking for ways to increase the scope and diversity of its public service activities. So an unlikely but valuable collaboration was born.

The feasibility study took six months to complete and involved, among other activities, a two-day conference featuring the widest possible range of nonprofit uses of computers and other information technology, the price of admission for which was the completion of 10 pages of questionnaire information. (The structure of the study, including the actual instruments used, is contained in the final report of the project, which can be obtained from the Center for \$35.)

The report was submitted to the Trust in September of 1983, and a formal request by the Museum for support of a Technology Resource Center for nonprofits followed in November; in February, 1984, the Chicago Community Trust announced a startup grant of \$130,000. Renovation of the Museum's East Pavilion space, which had been rented to a series of University of Chicago projects, began in April and was still in process when the Information Technology Resource Center began to offer workshops on June 13th.

Structure Center

Physically, the Center consists of a reception area, a small library, a lounge, mailing room, offices and working areas, a 400 square foot classroom and a microcomputer laboratory space of approximately 950 square feet, a long narrow room formed by severe architectural editing of the internal walls of the space as we found it.

In the organizational sense, the current form of the Center is a collaboration of a number of interested parties:

The Museum represented by Sherry B. Goodman, the Assistant to the President of the Museum is also the Executive Director of the Resource Center. The important hidden benefits of the Museum as collaborator are the accessibility of a marvelous collection of electricians, carpenters, receiving clerks, and food service people. More directly, the Museum has in effect donated the money it would have received for rent on the space, absorbed many overhead costs, and covered our cash flow.

The Staff now numbers four. The professional staff come from a variety of backgrounds in the area of nonprofit use of computers, including sales. All, however, share a commitment to the human aspects of technological change in organizations. None of the staff does consulting on the side.

Members, organizational and individual (on 1/4/85 total = 135.) Conceptually, the Center is a membership cooperative. If 500 organizations pay an average yearly fee of \$200 for the specified benefits and the Center is able to sell (to members at a discount and to nonmembers) a comparable amount of goods and services, ITRC can be substantially self-supporting on this model. Members are also our best guide to the services needed.

Vendors, distributors, and manufacturers of hardware, software, supplies, furniture, magazines, books. In the first two categories, it is the policy of the Center to buy nothing; to date, donations, loans and other arrangements have resulted in the acquisition of 18 systems, including Kaypros, Apples and Macintoshes, Coronas and a Columbia, a Zenith 100, and a three-station Fortune 32/16. Our commercial software collection is not complete but it is extensive, especially in the areas of spreadsheet, data base management and word processing. We have also gotten donations of printers, rugs, large quantities of furniture, magazine subscriptions, surge suppressors, and clear commitments to discounts we can offer to our members from most of these groups. Note that we usually talk not to corporate rela-

tions personnel but to marketing people in the companies we deal with - they have no problem understanding what we are trying to accomplish and the value of their participation. Note also that not everyone responds to this process - we have had nothing but negatives from the largest computer manufacturing company in the world.

Advisors and volunteers who are in one way or another involved in information technology use in nonprofits - including CUSS activists like Lynn Vogel and Dean Luse, people who coordinate voluntary assistance to nonprofits, representatives of governmental agencies who want to improve their information transactions with grantees, consultants who believe that the Center makes their job easier rather than threatening their market, hobbyists (some of the best support is through a small number of socially aware bulletin boards) and their user groups, experienced computer users in agencies who frankly want others to take over responsibility for answering the steady stream of questions, people from around the country who are working to establish related projects, and people just interested in the idea, like the head of Young & Rubicam Chicago, who secured the donation of his company's services to help us market the membership plan.

The donor community which is gradually coming to the understanding that the Center can make the job of awarding technology-related grants much easier.

Every one of these groups is critical to the Center's success, and to a great extent, the appeal of the Center is that all of these groups maintain their involvement.

"Curricula" of the Resource Center

The main condition placed on the Center by its funding base and comprehensiveness is that we cannot attempt to serve as computer consultants for our members. The Center staff does not visit sites, it does not recommend systems or negotiate with vendors. Instead, we provide services at the Center and to some extent through telecommunications whose purpose is to assist organizations' efforts to gain the knowledge so that they can procure and use information technology effectively. To this end, our teaching and assistance fall into a few main categories:

1. Requirements Analysis Support

The primary strategy of the process of support for requirements analysis by member organizations is a workshop series. Here is the official description of that series from the Center's catalog:

"Requirements Analysis Workshops provide ITRC member organizations with understanding of the applications or microcomputer technology and with tools for assessing their needs for software programs and the equipment necessary for effective use of them.

The series has 3 levels. Each workshop is offered about once a month. Member organizations can send 2 individuals to any of the *Level 1* and *Level 2* workshops and as many as desired to the *Level 3* small group planning sessions. (We recommend that the team for these small group sessions include staff people and/or board members who can speak knowledgeably about each major application area, e.g., office management, accounting, and development.)

Level 1 workshops deal with the basics.

- 1A What Computers Will and Won't Do: A Framework for Thinking about Applications (this can be useful regardless of how "computerized" your organization is)
- 1B The Bits and the Pieces: An Introduction to the Terminology of Microcomputers

Level 2 workshops focus on the 6 most common computer applications.

- 2A Getting the Most From Your Mailing List
- 2B Donors, Members and Clients: Nonprofit Databases
- 2C Reports and Proposals: Processing those Important Words
- 2D Telecommunications: Opening the Lines
- 2E Accounts, Budgets and Audit Trails
- 2F Management Information for Evaluation and Decision-Making

Level 3 small group planning sessions are structured to give organizations direct assistance in developing their requirements analysis and drawing its implications.

SGA (Small Group A) Planning Review: assists organizations in developing the actual plan for doing their requirements analysis

SGB (Small Group B) Alternatives Review: assists organizations in drawing conclusions from the data collected in their requirements analysis activities and developing specifications for submission to vendors

Level 1 and Level 2 workshops are 90 minutes long. The small group planning sessions (usually involving no more than five organizations at a time) are three hours in length. Each workshop provides a substantial amount of information and some opportunity for organizations to hear what others are doing. In addition, there is an underlying "text" of the whole series of workshops: a model of the requirements analysis process and a commitment to certain attitudes which make this process possible: attitudes about technology, its limits and its appropriate use; and attitudes about organizational change, particularly the kinds of participation and support required at various levels of the organization. Each workshop packet suggests a set of voluntary assignments for further investigation.

The second small group planning session is intended to result in a clear commitment on the part of each organization to a basic model of changes in information processing (both manual and automated) for the "next phase". Their next assignment is the development of clear specifications to submit to vendors. Reviewing specifications and recommending vendors to be included on the solicitation list are the closest that the Center gets to direct one-to-one assistance in this process. Nevertheless, it is the consensus of our members who have taken significant advantage of the process as a whole that its value fully justifies their annual fee.

2. Hands-on Classes

Here is the catalog description of our hands-on class program:

Each hands-on class is four hours long, spread over two days. When you're through with one of the classes, you will understand the features of the software or applications taught. You will also be confident of your ability to master these features.

Information Technology Resource Center Classes

Word Processing 1 introduces you to word processing software and how it works with the computer's operating system; it covers the simple commands used in writing, editing and *Software Used: Wordstar, Fortune Word.*

Word Processing 2 concentrates on the use of the merging capacities of word processing which allow you to prepare personalized letters and proposals. *Software Used: Wordstar, Fortune Word.*

Data Base 1 is an introduction to the processes of setting up the structure of a microcomputer data base for managing lists, entering, and manipulating data in the computer. *Software Used: Appleworks, dBase II.*

Spreadsheet 1: Budgeting will give the student an initial experience in setting up and using a budget frame work with spreadsheet software, which is the tool for budgeting. *Software Used: Appleworks, Supercalc.*

And in the coming months: Data Base 2 (March), Accounting Fundamentals (April), and Telecommunications 1 (May).

ITRC members have an entitlement to one class at no charge per \$50 membership paid and additional classes at a members rate of \$48 per class.

Nonmembers: \$72 per class per person.

The unique features of this course program begin with the effort to make every course available on some diversity of systems. This makes vendors as well as users happy, but of course adds significantly to the developmental time - about 20 hours per system. The second significant feature is that we are not trying to teach *mastery* but rather a style of approaching the task of learning that will carry over into the actual working environment. We have become convinced that the only way

that staff actually "learn" software is by using it to do something concrete - produce a real product.

The last major distinction of our class program is that we have kept the teaching for the most part within the staff of the organization - where "universal" applications are concerned, we believe that consistency of approach is critical.

3. Other Information Availability

Most of the other information resources of the Center are structured to reward those who take the initiative to find out what is available and come to the Center to use it. There is an extended library of print materials, along with substantial files of vendor catalogs and price lists reflecting nonprofit discounts; there are a variety of tutorial materials about various packages. And finally, there is the lab itself, which member organizations can use at no cost (by reservation) for whatever kinds of exploration are relevant to their progress. Staff of the Center will assist but not tutor during such lab usage. It is probably not surprising that this kind of usage is difficult to stimulate: the prime reason for this seems to be that a staff member of an organization can usually get permission to come to the Center to attend a class, but it is more difficult for them to justify going to the Center for less structured activities, which many managers still seem to associate with "play".

Two other items should be mentioned. First, from time to time the Center sponsors special events targeting one or another audiences - these provide benefits to members and an inducement to nonmembers to come to the Center, which is important in "closing the sale" on memberships. We have had a panel discussion on cable access television, a role-playing simulation on the acquisition of computers for development, a workshop on local area networks, and a demonstration session on various ways that computers can be used by film and video artists.

Second, there is the Nonprofit Information Computer (NIC) - not a bulletin board in the usual sense (though operating in a similar hardware/software environment on a Zenith 100) but rather a medium for sharing of calendar and other information among organizations and for maintaining (for downloading purposes) certain files that large numbers of organizations need - e.g. mailing information for news directors of all media outlets in the metropolitan area, done in strict ASCII format as three-across labels. Perhaps the best way to respond to this article would be to wait for low cost long-distance rates and leave me a message on NIC at 312-752-7412.

Training Undergraduate Students to Use Computers

by Paul Stuart & Leonard Gibbs, Department of Social Work, U. of Wisconsin-Eau Claire, Eau Claire, WI 54701.

Undergraduate students at the University of Wisconsin-Eau Claire are trained to use computers to simulate macro practice situations, to introduce basic data handling techniques, to introduce basic concepts in research methods, and to introduce students to information-retrieval techniques. All student use of computers has been on the University's mainframe computer (a Honeywell DPS 8). A network of remote centers throughout the campus has made the mainframe highly accessible to students. However, the Department of Social Work has recently acquired an IBM-PC, and we plan to experiment with the use of personal computers in the future.

Computer assignments are used in two required courses, Methods of Social Work Research and Practice Methods. Computer simulations are also included in two social work electives, Community Organization and Public Social Services. Abstract retrieval systems have been used in two additional electives, Alcoholism and Treatment Program Evaluation. In the research methods course, students learn to create a file and manipulate data using an interactive statistical program, MINITAB (Ryan, *et. al.*, 1976). MINITAB is particularly useful because students master it so quickly. Thus, time is available to demonstrate concepts in research. For example, one measurement exercise has class members use a rating form to independently rate the quality of a videotaped interview. Each rater provides fellow lab members with his or her rating of the interview. Then class members scatter to terminals to compute inter-rater reliability coefficients. They return in twenty minutes to compare results and to discuss the implications of those results.

Students in the Alcoholism, Practice Methods, and Treatment Program Evaluation courses have used computerized information retrieval sources. We have experimented with several abstract retrieval systems because practitioners need current, good quality evidence to make practice decisions. In the Alcoholism class, we used a long-distance line to work interactively with the Alcohol Information Retrieval System (AIRS)

at Control Data Corporation in Minneapolis. We had each student select a topic from the Subject Index of the *Journal of Studies on Alcohol*. Then, students watched on monitors as we located the most recent references to their topics. The search was printed offline on a high-speed printer and was sent to us. Student papers and their interventions with alcoholics were thus based on current evidence. Unfortunately, AIRS lost its funding in 1981 and is no longer available. We followed an identical procedure with the Databank of Program Evaluations (DOPE) to locate current evaluation research by type of client, setting, and mode of treatment (Gibbs & Johnson, 1983). Unfortunately, DOPE also is no longer available.

Students in the Community Organization and Public Social Service courses carry out simulations of organizational behavior using OUTPST, a software simulation developed for use in social work education (Luse, 1982). The simulations allow students to test out the consequences of management decisions, review results, and try again. The OUTPST program produces a great deal of printed output, making it possible to gear student exercises to a variety of levels of sophistication.

About half of our students have had some prior experience with computers, usually in other courses offered at the University. These students usually have relatively little difficulty in mastering the initial exercises; they also frequently assist the less sophisticated in the early phases. Those students who have had little or no experience with computers are frequently very apprehensive about using the computer. Consequently, students are introduced to the computer using a series of sequenced exercises, going from the very simple to the relatively more complex. (This also insures that the more experienced students have an opportunity to serve as volunteer tutors.) The exercises are quite specific and are tailored to the specific computer system and program(s) being used.¹ They are designed to provide even the most frightened novice with a feeling of accomplishment early on, and to lead rather quickly to more complex applications. For example, an early exercise might involve logging on, entering a simple data set, and logging off, while later exercises might involve creating, saving, and manipulating a data file.

Future Plans

Computer experiences in different courses have not yet been sequenced to build from rather simple applications early in a student's four-year career to more complex ones later on. We hope, with more experience, to be able to do this. Exploring uses for the IBM-PC, including word processing, data presentation, and creating a file of current research accessed by author and key descriptors, will provide an exciting set of activities for students. A project to computerize *Abstracts for Social Workers* under the supervision of Shirley Poole of NASW (telephone 212-460-9400) will, we hope, provide a source of information-retrieval exercises. The abstracts will be available for interactive use by August/September of 1985.

Conclusions

Using the computer in undergraduate social work education makes it possible to introduce students to data handling and the use of research concepts. It is also useful in simulating macro practice situations and in learning how to retrieve information. Most importantly, using the computer prepares students for a practice environment in which information retrieval and management is increasingly important. Introducing students to the mechanics of using the computer has not proved to be an unsurmountable problem, as long as early exercises are kept simple.

Notes

1. Copies of these exercises are available on request from the authors, Department of Social Work, University of Wisconsin-Eau Claire, Eau Claire, Wisconsin 54701.

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Establishing and Operating the Computer Lab by William H. Butterfield, Ph.D., Associate Professor, Washington University, George Warren Brown School of Social Work, Box 1196, St. Louis, MO. 63130.

Introduction

Almost four years ago it became apparent to me that the sophistication of microcomputers had grown to the point where they might be useful to the School of Social Work for administrative purposes. The Dean agreed to purchase a single Osborne 1 computer. As I began to use the computer it became apparent to me that the Osborne and other microcomputers were much easier to use than the mainframe computers that we had been using. I began to see that the computers had a great deal of potential for administrators in social service agencies and the potential for use for clinical purposes as well.

With a few months experience under my belt I urged the Dean to purchase a few machines for faculty and student use. The Dean agreed to purchase three machines; an additional Osborne and two IBM PCs. The early IBMs were inferior to the Osbornes and several other newly emerging microcomputers, when similarly configured. However, since the University Computing Facility had made clear as a matter of policy, that it was only going to provide support for IBM PCs we purchased IBMs. Within a few months it was clear that The Computing Facility understood the market place very well. IBM came to dominate the microcomputer market and enormous amounts of software began to appear for the machines.

It soon was apparent that a few microcomputers within the school were not going to be sufficient for teaching purposes. The Dean endorsed the concept of a major expansion of our computing base.

Initial Financing:

The Dean began discussions with the head of the Computing Facility about possible methods for financing an expansion and discovered that they had mutual interests. At that time the number of microcomputers available for teaching purposes on campus was very small.

The Evening College and The Center for the Study of Data Processing (CDSP) were both offering microcomputer courses to the community at large but did not have a satisfactory computing lab or teaching facility. What emerged from the discussions was a decision to establish a teaching facility in the School of Social Work. The School had instructional space it could dedicate for a computer lab and the necessary funds to renovate the room, purchase the necessary furniture, and aircondition the room. The University College and CDSP would jointly pay for the computer equipment to go into the room. The approximate start up cost per station was \$5300. The cost now would be considerably less due to the declining cost of equipment and software.

Continuing Financing:

The lab is now supported out of user fees which are \$2.00 per hour for the use of the terminals or the computers and a charge of 5 cents per page for the use of the laser printer. These charges cover the upkeep and maintenance of the equipment located in the facility as well as the salaries of student technical consultants. Any unrecovered costs in the above categories are covered by the budgets of the Computing Facility and University College. Utility costs, cleaning and room maintenance, and furniture repair and purchases are paid for out of the School of Social Work budget.

Management and Supervision:

An oversight committee consisting of representatives of each of the funding bodies sets policies and makes recommendations to the Computing Facility for additional equipment and software and to the School of Social Work for additional room furnishings. The responsibility for the day to day operation of the lab is divided between the School of Social Work and the Computing Facility. The School's Learning Resource Center, which includes the library and the video and computing labs, orders and installs supplies, checks out computer and printer keys, software, books, and manuals. It also keeps track of computer usage and submits the information to the Computing Facility who then bills the users. The Computing Facility is in charge of equipment maintenance and hires, trains and supervises the student consultants.

Maintenance contracts are negotiated with outside vendors (the cost runs from about 5% to 12% of the original purchase price per year). The University does not purchase outside insurance for theft or fire.

Equipment:

The lab was originally equipped with ten IBM PCs, five Freedom 100 computer terminals, and three Datasouth DS 180 high speed dot matrix printers. Three of the IBMs and all of the terminals were connected through direct connect MODEMS to the University's central computing facility. All of the IBMs had 256K of memory, two double sided disk drives, color monitors, and parallel and serial ports. Subsequently one IBM PC has been fully configured to 640K of internal memory and a

8087 math chip. We have also added a Hewlett Packard Laser Printer. We hope to be able to add at least one hard disk within the next year. We originally used the PC DOS 1.0 operating system but changed to the PC DOS 2.0 operating system about a year ago.

Software:

All software is maintained and kept on reserve in the library. It can be checked out by students for use in the computing lab.

The University Computing Facility has a committee that decides what software will be supported on a University wide basis. This software is available in all microcomputing facilities on campus. The current University supported software includes DBASE III, Microsoft Word, and Lotus 123 as well as several computer languages.

In addition to the University supported software The School of Social Work and other sponsors of the lab have purchased additional software for the use of their students. The School currently supports the following additional software: (1) Word processors; Perfect Writer and Wordstar, (2) Spreadsheets; Perfect Calc and Super Calc 3.2, (3) Databases; FYI 3000, Informa, and Personal Pearl, (4) Statistics packages; Perfect Stat, (5) Utilities; Autodex, and the Northern Utilities. The School owns and uses additional packages but does not make them available to students. Since most software was purchased at special educational discounts, and since substantial amounts of the software are not copy protected, students using the lab are required to sign non-disclosure agreements which specify the terms of usage that the students agree to. Some software companies allow students to make copies for their own use while enrolled in a computer course, others do not.

The School is currently reviewing the software it uses and anticipates that it will phase out some of the current software and purchase some additional packages.

Integration into the Curriculum:

Integration into the curriculum has been slow. The prime reason is that only a few faculty members have learned how to use the computers.

The school offers two courses that utilize the microcomputer: (1) Introduction to the use of Microcomputers in Social Work (which covers the use of word processors, spreadsheets and databases) and (2) Accounting and Budgeting (which covers the use of spreadsheets for accounting purposes). In addition doctoral students are utilizing the statistics packages and a large number of master students have learned on their own how to use one or more of the word processing packages.

This semester the School is going to conduct a survey of available software packages and anticipates that efforts will be made to integrate computer content into several other courses.

The number of students that can enroll in a single class is limited to 20 (two students per computer). Even this ratio is high. A one student, to one computer, ratio would be much more satisfactory.

Community Outreach:

As pointed out earlier, the University offers several computer course to members of the community. The School plans to begin to offer additional programs that are directed to the needs of social service agencies. The initial program will focus on administrative uses such as accounting and database management.

Report on Teaching Microcomputer Applications in Schools of Social Work

by Wallace J. Gingerich, Ph.D., Associate Professor, U. of WI at Milwaukee, School of Social Welfare, Milwaukee, WI 53201.

Within the past several years there has been growing interest in incorporating microcomputer technology in social work education. Research faculty had been using mainframe computers for years, primarily for statistical analysis, but the advent of microcomputer technology has made new applications suited to a variety of human service tasks practical. Because of this trend, and the likelihood that within the next several years computers will become commonplace in social work settings, social work educators have begun to include general computer literacy as well as specialized computer-based applications in their courses. Yet, this is an area new to many of us, and one in which many of us feel the need to become competent as quickly as possible.

To facilitate my own learning in this area, and to be of assistance to other educators in similar circumstances, I undertook a mailed survey of all undergraduate and graduate American schools of social work in late 1984. Letters explaining the survey were sent to all Deans and Directors, with the request that they pass the survey form along to their faculty teaching in the area. Respondents could list one or several

courses they teach which include computer applications, and one or more teaching aids for each course.

To date, responses have been received from 66 faculty members who currently teach 73 courses involving microcomputer applications, and use 82 teaching aids or canned programs.

Although the survey asked whether courses were offered at the graduate or undergraduate level, this distinction now seems largely unimportant since the level of content of most courses in general computer literacy is indistinguishable. A number of more specialized courses, such as management information systems and advanced statistics, do seem more suited to the graduate level, however.

Faculty were asked to indicate which of several human service applications were included in their courses. They responded as follows:

client/management information systems	27 courses
clinical assessment	14 courses
word processing	30 courses
research/statistical analysis	44 courses
budgeting and accounting	15 courses
decision support, expert systems	13 courses
telecommunications	7 courses
programming languages	11 courses
simulations	5 courses
computer aided instruction	11 courses
other	7 courses

The most common computer application among those who responded was research and statistical analysis; fully two-thirds of the respondents included this as at least one of the applications in their courses. Almost half of the respondents include word processing, and over a third included client or management information systems in their course. This pattern corresponds roughly with what appear to be the most common applications in human service agencies, i.e., word processing, client and management information systems, and accounting and budgeting systems. It was interesting to note that a sizeable number of faculty respondents included clinical assessment (14) and decision support (13) in their courses. The former has been used for some time in psychiatric and medical settings, and the latter is beginning to show promise as an aid in processing large amounts of information to aid in making sound clinical and administrative decisions.

When it comes to teaching aids, or canned programs which are used to teach or demonstrate computer applications, research and statistical analysis was again the most common. Respondents reported using many of the commonly available statistical programs for micro and mainframe computers. A variety of commercially available packages were mentioned in the areas of word processing, information systems, and budgeting, as well as some programs written by the respondents themselves. Perhaps most unique are several spreadsheet models of agency budgets, several clinical assessment programs, and a simulation of a human service agency.

Interested persons may request a copy of the complete report by writing to me at the above address. You may then contact directly the educator whose course or teaching aid interests you.

Apple Grant Recipients from Apple Computer, Inc.

CUPERTINO, California—April 10, 1985—Seventy-nine community groups have been awarded computers, software and technical support by Apple Computer, Inc., under the Community Affairs program of Apple Corporate Grants. These latest grants, which include \$311,000 in equipment, will enable 17 networks and eight non-networking grantees to coordinate and expand a wide range of social services. Organizations in 19 states are represented among the grantees, with some of these groups acting as nationwide centers of information in the five areas served by the Community Affairs program—citizen action, the disabled, the arts, research and development and innovative applications of computer technology in the non-profit sector.

Mark Vermilion, manager of Apple Corporate Grants, stated that in choosing among the more than 200 applications for the most recently awarded Community Affairs grants, particular emphasis was given to networks—groups of three or more agencies performing similar services. "These networks can utilize many of the technological innovations inherent in computer technology," he said. "These include eliminating duplication of services by similar groups, giving organizations spread out over the country access to centralized data bases and enabling groups to communicate quickly and efficiently with one another. This is especially important for groups like our grantees, which have become information brokers in their communities.

Besides Apple Computer hardware—consisting of an Apple //e system, duodisk, video monitor, Apple Imagewriter printer, Apple 1200/300 Baud Modem and communications software, Appleworks Software Package and Access //—each grant includes 24 hours of training at Apple Computer in Cupertino, phone and on-line technical support for two years, regional workshops and newsletters. Additionally, co-contributors have provided software and other support, including 100 hours of electronic mail time from Tymshare, Inc., blank diskettes from Verbatim and Habamerge software from Haba Systems.

Typical of the networks which recently received equipment from Apple Corporate Grants is the Michigan Substance Abuse Network. Formed by three existing organizations—two in Flint and one in Owosso—the network will coordinate efforts by the three member groups by maintaining a common set of client records, streamlining the process of making appropriate referrals for treatment and establishing an electronic link between the two Flint groups and one in Owosso, 21 miles away. The network will serve an estimated 6,000 clients annually, with each institution having its own hardware/software package.

According to Paul Warriner, director of Transition House (one of the member groups), one of the first uses of the computer will be to "coordinate the client lists of the three organizations to establish just who is currently being served. In that way, we can help address the problem of clients who are being served by more than one agency."

Later, the network will concentrate on such applications as clinical applications and developing programs for agency evaluation and client nutritional assessment.

Among the latest group of grantees, several non-networking recipients—while not linked electronically with other groups—will use their equipment to coordinate the activities of other agencies. One of these—Help, Inc., in Redding, Calif.—already operates a crisis intervention and suicide hotline. With its computer, it plans to serve as an information referral center for virtually all 50 social service groups in that community. Additionally, according to Help director Darlene Korfhage, the agency will establish a volunteer clearinghouse for these same institutions. "Five volunteers will learn to use the system," she reported. "The referral service would be virtually impossible without a computer to coordinate so much information."

Copies of Apple's Community Affairs grants guidelines, along with deadline information for the next cycle of awards, can be obtained by writing to:

Community Affairs
Apple Computer, Inc.
20525 Mariani Ave., M/S 23-L
Cupertino, California 95014

A listing of the most recent human service related Community Affairs grants is attached:

Organization Name	Network/Project Name	City	State
Charlotte-Mecklenburg Urban League	Adolescent Pregnancy Prevention Network	Charlotte	NC
Urban League of Metropolitan Trenton		Trenton	NJ
Philadelphia Urban League		Philadelphia	PA
Milwaukee Urban League		Milwaukee	WI
Urban League of Shenango Valley		Farrell	PA
Help, Inc.	Community Services Clearinghouse	Redding	CA
Far Southeast Community Organization	Computerized Housing Network	Washington	D.C.
Center City Community Corporation		Washington	D.C.
University Legal Services		Washington	D.C.
Contact Help, Inc.	Contact Network	Anderson	IN
Contact Teleministry, Inc.		Pine Bluff	AR
Contact Teleministry, Inc.		San Jose	CA
Contact Care Center		Lafayette	CA
Alternative for Battered Women, Inc.	Eve's Network	Loveland	CO
Green Parent-Child Center, Inc.		La Salle	CO
Crossroads, Safehouse/Blind. Womens Task Force		Fort Collins	CO
The Women's Center/Elizabeth Stone Resource C		Fort Collins	CO
Free Clinic of Roanoke Valley, Inc.	Free Clinic of the Roanoke Valley	Roanoke	VA
Nat'l Council on Alcoholism/Greater Flint Ar	Michigan Substance Abuse Network	Flint	MI
Transition House		Flint	MI
Project Alternative-Counseling & Education		Owosso	MI
Children's Home Society of WV/WV Adoption Exc	Midwest Adoption Exchange Network	Charlestown	WV
Welcome House/Finding Families for Special C		Doyletown	PA
Three Rivers Adoption Council		Pittsburgh	PA
Children's Bureau of IN./Homes for Black Child		Indianapolis	IN
Aid to Adoption of Special Kids		Maumee	OH
Norris Square Senior Citizens Center	N.E.E.D.S. Network	Philadelphia	PA
Mary Rouse Child Care Center		Philadelphia	PA
Woodrock, Inc.		Philadelphia	PA
Norris Square Neighborhood Proj., Inc.		Philadelphia	PA
Norris Square Civic Assoc.		Philadelphia	PA
Lincoln County Food Share	Newport I & R Network	Newport	OR
Lincoln County legal Services		Newport	OR
Contact Information & Referral Svc, Inc.		Newport	OR

Adoptions in Idaho Adoption Agency, Inc.	Northwest Adoption Network	Post Falls	ID
Medina Children's Service		Seattle	WA
Plan Loving Adoptions Now, Inc.		McMinnville	OR
Northwest Resource Associates/Northwest Adopt		Seattle	WA
Y.S.P., Inc.	Prodigal Project	Laguna Beach	CA
Orange Cnty. YMCA/Family Crisis Center	Costa Mesa	CA	
Casa de Bienvenidas		Los Alamitos	CA
Turning Point Family Services/Ampario Youth Sh		Garden Grove	CA
Odyssey Program/Western Youth Services		Fullerton	CA
Food Depot of West TN	Rural West Tennessee Network	Jackson	TN
RIFA-Homemakers		Jackson	TN
Jackson Area Hospice		Jackson	TN
Regional Inter-Faith Assoc.		Jackson	TN
Kent Social Services, Inc.	Services for the Aging	Kent	OH
Kent Visiting Nurses Assoc., Inc.		Kent	OH
Services for the Aging, Inc.		Kent	OH
Sussex County YMCA	The Apple Tree	Sparta	NJ
Big Brothers/Big Sisters		Newton	NJ
American Red Cross		Newton	NJ
Northwest NJ Community Action Program/R.S.V.P.		Newton	NJ
Alaska Youth Advocates	Youth Services Computer Network	Anchorage	AK
Girl's Club of Alaska		Anchorage	AK
Family Connection		Anchorage	AK
Dept. of Soc. Servcs/Youth Progs./Municipal.		Anchorage	AK
American Rey's Syndrome Association	Rey's Syndrome Research & Referral	Denver	CO
Center of Resources for Independent People, I	CID-NET	Pocatello	ID
Palouse Industries		Pullman	WA
Health West, Inc./South Park Group Home Development Workshop, Inc.		Pocatello	ID
Stepping Stones, Inc.		Idaho Falls	ID
Assoc. for Retarded Citizens/Michigan United Cerebral Palsy Assoc. of MI	Parent-Net	Moscow	ID
The Nat'l Soc. of Autistic Child./MI Soc. for		Lansing	MI
MICH. Assoc. for Emotionally Disturbed Childr		Flint	MI
Citizens Alliance to Uphold Special Education		Ann Arbor	MI
Thunder Child/Intertribal Alcoholic Treatment		Southfield	MI
Thunder Child		Lansing	MI
		Sheridan	WY

Micro—Notes (Part II) The Issue of Clones, look-alikes, & Compatibles by Tom Neudecker, Director of Continuing Education, U. of Pittsburgh, School of Social Work, 2225 Cathedral of Learning, Pittsburgh, PA 15240.

Computer vendors seeking footholds in the retail and commercial markets often choose to produce machines that emulate or are look-alikes of other popular micro-computers. The multitude of micros that use Micro Soft's Disk Operating System (MS-DOS) are a good example of "clones". These machines attempt to emulate the IBM PC. The manufactures of these machines often stretch or improve the features offered by the original processor with such features as easier to use keyboards, portable cases, and increased memory. These clones with these extra features often are priced below the cost of the original brand name computer.

Sounds great! Shouldn't everybody buy a cheaper and improved version of the industry standard computers? Your right, Virginia, there are some hidden problems!

First of all, not all compatibles are compatible.

In the case of the IBM clones, the ability to run MS-DOS does not mean that the machine can also run application programs that use proprietary code (copyrighted code) stored in the PC's ROM. Sales phrases such as "90% compatible" should not encourage one to buy the system but should be a warning that the system is not fully compatible. The buyer should not assume that these clones will run the application they have selected. If the software has been selected, then it should be tested. (In any event, buyers of IBM clones should demand a demonstration of the machine running IBM-PC software that accesses both graphics and large, memory based applications. The ability to run Lotsu 1,2,3 and Micro Softs Flight Simulator have become de facto benchmark tests of compatibility.)

Secondly, some clones are too compatible.

Take the case of the Franklin ACE computer which was an Apple II look-a-like. The ACE was 100% compatible with the Apple. This engineering feat was accomplished by using an operating system so similar to the Apple DOS 3.3 and ROM based operating code that Apple sued Franklin for illegally copying its code. The results of the out-of-court settlement, in Apple's favor, significantly contributed to the bankruptcy of Franklin.

The third problem with clones is that of "here today, gone tomorrow"

In the world of mini computers, there are several companies that manufacture and market add-on enhancements as memory expansions and tape/disk drives that are compatible with the major computers. The devices are called plug compatible because you could plug them into your computer and they would work just as well and frequently better than more expensive boards purchased from the system vendor.

These third party developers soon face the power of the major company that owned and controlled the system for which their add-ons were designed. These companies, principally IBM with its System 34 series began to release a series of free upgrades that not only improved the system's capability but also, made the plug compatibles incompatible. The research and development time (R&D) and costs associated with maintaining compatibility with the system 34 were beyond the reach of many of the third party developers and they began to get out of business. End users who had purchased devices that were once compatible found that their system expansions became incompatible and obsolete.

What had once seemed to be a bargain had become a liability. These experience contributed to the popularity of the unwritten commandment - "Nobody was ever fired for buying IBM." The history of compatible mini-computers has influenced the buyers of micro as well. Cautious purchasers wonder if a similar scenario is possible for the micro clones, compatibles and look-a-likes. Can it happen? Let's look at the IBM-PC and the MS-DOS clones.

MS-DOS is not PC-DOS.

This fact was firmly stated by IBM technical support representatives during a presentation to a group of large volume purchasers. The IBM reps conspicuously omitted MS-DOS from their list of the different operating systems that could be used on the IBM-PC. When asked if MS-DOS runs on the PC, the response from IBM was "sometimes." The follow-up question was "will MS-DOS run on a IBM-PC next year;" the answer was "maybe." Those in attendance at this meeting clearly understood that the "clone wars" were to soon begin, and shortly thereafter the first series of salvos were fired with the release of the IBM-AT with its new operating system, the announcement of the IBM software development center, and the release of Topview, IBM's answer to Apple's use of windowing.

The specter of a possible marketing war forces the purchaser to evaluate the strength and potential future success of the vendors. Success means continued technical support and service; failure means the loss of these important services and the end of the new software development.

When to Buy a Micro-Compatible

These processors can be attractive alternatives to end users when a single specific task or job can be defined for the system and when satisfactory software has been selected. If the system can be frozen to this task for the expected life of the hardware, then the clone becomes attractive.

Another word of caution is required in even these cases. These systems will face the problem of poor support and service. The long term survival of the manufacturer in the highly competitive marketplace is of concern. Buyers of these systems will find it difficult to have their machines repaired and technical support will also be restricted because these small companies will have fewer dealers and will devote less dollars to technical support.

The Price Performance Ratio

After all of the reasons not to buy a clone have been considered, one final test remains. The end user must evaluate if the price of the clone offsets the enumerated disadvantages. The trick here is that this evaluation can only be done by knowledgeable buyers or by those willing to buy for the short term. Human service agencies without such inhouse expertise, or unable or unwilling to purchase this expertise and ongoing consultation, will find themselves picking hardware and software without a known probability of success and must be willing to write off the loss if the system is scrapped in favor of another.

Micro Notes is a forum for discussing current issues, trends, tips and suggestions. Reader are encouraged to respond. Questions, comments, and complaints should be sent to: The Editor, CUSS, The University of Texas at Arlington, POB 19129, Arlington, Texas 76019.

Reaction to Micro Notes, Part I (Fall 84, page 4)

from Gordon C. Krantz, Self employed consultant, 5209 Woodlawn Blvd., Minneapolis, MN 55417.

Neudecker (CUSSN Newsletter, Fall 84, p.4) sounds like a high-powered person, and writes from the Cathedral (!) of Learning, but I think he's not speaking the only truth. That is, what he seems to present as the only way to fly, in a set of pithy commandments, is no doubt one good way. But it ain't the only way. IF you're a small agency (where safety isn't the overwhelming consideration, and getting on with it is) or if you have courage. I'd like to propose that, in perhaps the majority of agencies if you have guts, and in a lot of agencies even if you haven't, you could instead do these things:

Do not select a machine for the future. Select one that will work now, and whose data and text files can be transferred later (that means MS-DOS, or CPM, with Apple not so hot).

Don't sweat mechanical and electrical durability; as Neudecker points out, warranties cover 90 days, and what will go wrong will usually go wrong then. And, in two years or less (we're talking micro systems) you will have amortized your investment and will want to replace it.

Skip the service contract. Instead, budget 20% of cost per year for repair; you won't use most of it. Have a good handyman on staff, too. NEVER let your in-house repair people touch it formally; their cost will kill you. Put a tiger in charge of maintenance, and back him up.

The technological life of anything you buy now will be short. Accept that. Move.

Don't let your systems or data shop do your buying. They are probably mainframe people, to whom what you want to do is heresy. If they have veto power in your organization, and if you can't get them to agree in advance that micro selection with their advice is your responsibility — if they are or can get into position to hamstring you — don't go. System installation used to be technical. Then came micros. Their installation is managerial, and the decisions are best made by the users. Advice from the systems people, yes, but not decision.

Yes, "Very good prices can be obtained for the past generation of micros." No, it doesn't much matter whether they can or "cannot take advantage of new and advanced software and peripherals." Don't bad-mouth even Osborne; this was written on one. So the company went broke. Most micros are screwdriver repairable if they go bad; even IBM doesn't make the parts of its PC; orphanhood is no big deal, mostly. Have you seen all the public domain software in CP/M? Have you seen the prices on the Kaypro? Or the price of a hard disk for the Osborne? Or the software bundled with the cheapos? Do you really think that your next XT will be on the cutting edge of anything in two years? The only two things that "old" micros can't do well is data base management and statistics — which the new ones can't do well, either: there are no good data base management programs yet, and see InfoWorld 2/11/85 on statistical packages. By the time you and your people get rolling on micros, the time will have come to upgrade or to catch up with the state of the art, and you don't want to have made big investments that you can't afford to dump, or to have promised the boss that this is the last system you plan to buy for five years.

In short, I think that there are alternatives to Neudecker's neat set of commandments. One alternative is to go cheap, move NOW, ride light, and build staff skill and orient your organization to the information age, not lock into obsolescence. Neudecker is right in any organization where the main goal is to avoid risk. If the main goal is to get some work done, there are other ways to go that may be equally good.

Tom Neudecker's Reply

Gordon Krantz is right—there are several roads one can take in the computerization of the social services. Some are shorter and may appear more direct as do some of Gordon's suggestions. But these short cuts require expertise often not available in agencies. If my suggestions seemed conservative it was because they were. My concern has always been to find the smoother road that may be longer but is without the potholes that can occasionally wreck the car. At every workshop, conference or get together, stories are told of MIS systems that failed. Stories of software bugs or hardware failures or systems so complex that they could not be understood and never were used. Once an agency has had a bad experience with computers it becomes reluctant to invest in another system. My conservative or perhaps better name cautious approach was offered in an attempt to avoid costly mistakes made by inexperienced agencies.

Members Comments and Activities

Network Activities

California CUSS Network Gets Together from Jim Gardner, Fairview Development Center, 2501 Harbor Blvd., Costa Mesa, CA 92626 (714-957-5421).

Thanks to the generosity of Bob Hicks and the Western Psychological Association, CUSS Network members had a chance to get together in San Jose on April 19th for a 3 hour rap session. About 35 people showed up at the wine and cheese meeting hosted by Dr. Jim Gardner. In addition to getting to know each other, Dr. Norm Cavior gave an excellent demonstration of one of the new lap-size microcomputers. The participants agreed to establish a local skill bank and to coordinate efforts by scheduling CUSS meetings in association with other organizational meetings in the future. People who are interested in networking should contact Jim.

West Germany CUSS Network Contact from Ursula Koch, Fachhochschule Ostfriesland, Constantiaplatz 4, D-2970 Emden, Germany, Europe.

I shall be pleased to be the West German contact for the CUSS newsletter. After having spent several months mostly at the Rutgers School of Social Work (but also in other parts of the US) and having learned about the state-of-the-art of computer use in human services, I consider the CUSS network idea a most promising one.

Beginning this fall I will try to give you a brief overview on the West German work that has been done in the field, and also will try to get West German colleagues to communicate and cooperate with CUSS.

I teach at a West German school of social work that has about 450 students. I am a sociologist, and having used SPSS for years now, I only recently started to get interested in computer use in social agencies.

Research Projects and Reports

Home Computers and The Family from The New Relationships Newsletter, c/o Genevieve Marcus POB 731, Pacific Palisades, CA 90272.

A recent study of the social impact of the home computer on 75 families in Houston, Texas found its influence ranged from neutral to slightly positive. The questions asked were: does the computer reduce interaction among family members? Does it isolate users by reducing their social activities outside the home? How is its use distributed among family members?

Preliminary answers: The home computer does not appear to reduce interaction among family members because its use replaces low-level interaction activities such as work without the computer, reading, watching television, or sleeping. It does seem to replace some leisure activities.

It does not necessarily isolate the user from society because many become members of users groups, which hold regular meetings and social activities. Acquiring skill in using the computer can function as a new social link, enhancing the user's social status and self-confidence.

Although the computer frequently became a substitute for television viewing, users did not become emotionally entangled or addicted to it.

As might be expected, a male dominated the use of the computer in nearly 75% of the families. However, in the remaining 25%, computer use was distributed equally and actually served as a vehicle for shared experiences and communication across genders and generations.

For more information, contact Dr. David Cottlieb, U. of Houston, University Park Houston, TX 77023 or Dr. Christopher Dede, U. of Houston—Clear Lake, Houston, TX 77058.

Education/Training

Community Computer Center to Serve Nonprofits and Public Agencies from Steve Johnson, Center for Urban Education, 0245 S.W. Bancroft, Portland, OR 97201.

Portland, Oregon (25 Feb 85).....The Center for Urban Education (CUE) has revealed plans to open a community computer center to serve nonprofit organizations and public agencies.

The Community Computer Center is being made possible by a unique partnership of foundation and corporate support. Last fall Apple Computer Company's Community Affairs Program agreed to provide the Center with equipment if CUE could raise program support from other sources. In November (1984) the Oregon Community Foundation through the Johnson Fund, granted CUE \$10,000 for development of the Computer Center. Following that, in December (1984), the North-

west Area Foundation in St. Paul, Minn., offered an additional two-year grant of \$70,000. (\$50,000 1st year; \$20,000 2nd year). In January, 1985, Apple agreed to seed the Center with a sizable equipment grant consisting of 7 Apple IIe's and 6 Macintosh computers as well as software and printers.

Regular classes at the Center will include computer literacy, how to assess computer needs, and applications such as database management, spread sheets, word processing, and telecommunications. Advanced training will be available in fund accounting, donor file management, and client tracking.

The Center will have a library of software as well as books and magazines about computer technology. For a nominal hourly fee, the Center can be used by organizations to try out different hardware and software; edit and produce their own documents; develop databases and spreadsheets, or use remote online services such as electronic mail and large databases.

A community Organization Computer Users Group, an electronic bulletin board system, and a technical assistance database will allow users to locate resources to meet their information and communication needs. Tailor-made trainings and direct technical assistance by staff will also be provided.

The Center represents the initial stage of development for the Information Technology Institute, a major new thrust of the Center for Urban Education. In addition to operating the Community Computer Center, the Institute sponsors forums on the social impact of information technology; develops resource and instructional material about computer and telecommunications; and seeks to use the new technology in creating online community information systems.

The primary focus of the Institute in the first year will be on small computer applications, but longer term goals include programs that will stress the integration of computers, telecommunications, office automation technology, Cable-TV, and other electronic information technology.

Good Response to Training from David Lanksy, Program Director, Information Technology (An Institute for the Center for Urban Education), 1135 SE Salmon, Portland OR 97214.

(24 Apr 85) We are teaching a class on "Information Management for Non-Profit Managers" and have been struggling for some time with the question of how to introduce the central, but rather abstract, Information Age issues to the hands-on management population. We primarily serve non-profit managers with little formal training in business administration, management, organizational theory, or information science. Last month we announced the Information Management class in our regular flyer and had a very strong response, forcing us to schedule multiple sessions. The class does a whirlwind tour of systems, decision making, and measurement theory, followed by a quick overview of systems analysis, data flow diagrams, and prototyping methods. Almost all of the participants wanted to see the class extended to one or two full days, to permit concrete exercises in analyzing and modeling their own agency processes. I would be particularly interested if anyone has tried some similarly compressed workshops and what experience they can pass on. In addition, we are now struggling with "where do we go from here" in the information management area; observations would be welcome.

Health and Mental Health

American Psychiatric Assn. Computer Exhibits from Dick Schoech, CUSS Editor.

Since psychiatrist probably have the highest annual salaries of any human service profession, they can afford the best hardware and software. Thus, the exhibit area of the American Psychiatric Association Annual Conference in Dallas, May 20-23, 1985 was a preview of the software becoming available to all human services.

You had to wade through the fancy exhibits of the drug companies (Southern Bells all dolled-up to get your attention) to find the modest booths of the computer exhibitors. It was sometimes hard to tell what was a computer exhibit and what was simply a computer come-on to something else. For example, one booth had a touch screen multiple choice game with the menu segmented on an outline of the human head. If you touched the DSM III option, you were given some symptoms and asked to identify the DSM III category. Wrong and right answer got you the expected noise indicating success or failure. Surprisingly, the ten terminals were constantly busy.

The software offered by the 5 or so computer exhibitors was very basic. All concerned billing, accounting, testing, diagnosis, scheduling, and interviewing. Few vendors had it all together in one integrat-

ed package. Rather, each approached the data processing of an individual or group practice from a different need, e.g., billing, the DSM III, interviewing or progress notes.

It was nice to see that most exhibits were being staffed by the developers or the principles of the companies. They knew their products and could explain them in detail. The conference was a major investment for these small operations.

Most of the software exhibitors were constantly busy with a steady stream of traffic in and out of their booths. All vendors were pleased with the response to their products.

It seems the computer has arrived in the psychiatric office. While the psychiatric office will be one of the first to be automated, others will follow. Many therapists, counselors, or whatever they call themselves, have similar information needs so the hardware and software can be quite similar. Its about time for some large companies to move in, buy up some small vendors and aggressively market an attractive, user friendly, integrated office management and clinical support package while providing substantial user hand-holding and continued support.

Univac 1100 with Mapper in a County Dept. of Mental Health from Richard J. Roman, Psychiatric Social Worker, Rome-Westmorland Road, Rome, NY 13440.

I work full time for the Oneida County Department of Mental Health, a mid-size out-patient psychiatric clinic which serves a county of approximately 250,000.

Approximately 12 months ago we decided to take advantage of a main frame computer used by the county. The main frame is a Univac 1100. We have been attempting to use the computer to store demographic data on our patients with hopes of also doing financial/billing work. The county bought a piece of software about the same time and wanted to use this rather than doing our own programming. The software is called "MAPPER" which is a data base format. Having only moderate experience in computers thru graduate school, myself and another departmental employee have had to basically teach ourselves to use the system with some help from our Central Service Department who maintain and do the programming for the entire county system.

Even though we've been involved in this project for about 12 months, the project is still not completely off the ground. Our time available for computer work is quite limited which has been the main stumbling block, along with a massive amount of "Computer Phobia" which we haven't been able to successfully treat, even though we're well skilled in dealing with psychiatric problems.

The "MAPPER" system is really quite a nice piece of software once you get familiar with it. Data manipulation is great and quite easy, you can do it manually or program it to your needs.

It would be great if you know of any other programs using the Univac 1100 with the "MAPPER" system so we could share our experiences.

CMHC Using a IBM 36 from William A. Custer, Director of Operations, The Providence Center for Counseling and Psychiatric Services, 520 Hope St., Providence, RI 02906.

We are a community mental health center interested in keeping abreast of the latest computer technology related to social services. We presently operate an IBM System 36 in support of our data processing effort.

Counseling by Computer by Kim Bergheim (adapted from Info World, October 29, 1984. Info World continually publishes timely pieces on computer use in Psychology.)

"Telepsych isn't a substitute for face-to-face counseling," says Dr. Timothy Miller, a licensed psychologist who started the service about two months ago. "It's for people who can't make commitments for regular appointments, who live in isolated areas, or who need only occasional counseling."

Patients sign on for the telecommunications service and leave messages. Miller responds by computer within the week. A 24-hour phone number is provided for emergencies requiring a personal contact.

Some psychologists question Miller's new concept in therapy. "Almost all psychologists feel that face-to-face interaction is critical in treatment," says Dr. John Schinka, a psychologist at the Veterans Administration Medical Center in Tampa, Florida, who has done work in computer applications in psychology. "In fact, I'd say 99 percent say it's an essential ingredient."

Miller agrees that nonverbal messages and spontaneous rapport are lost with his service, but says Telepsych offers other advantages. Reading is faster than talking, so it tends to be less expensive than personal contact; printed records of all communications can be reviewed continuously; and the time lapse allows clients to compose their thoughts.

Telepsych is available 24 hours a day. Miller also offers a library of text files on various psychological subjects. Billing for a typical 750-word message and response comes to \$50.25 an hour. (Miller's usual hourly fee is \$50.) A \$25 deposit is applied against subsequent charges.

Miller, a licensed psychologist in California, has talked with the California Psychology Examining Committee about Telepsych. Howard Levy, executive officer of the committee, says the committee does not take a stand on Telepsych. If complaints are received, the problems will be investigated like any other complaint about a psychologist, he says.

Miller is not surprised about criticisms from fellow psychologists. "The world is changing, and this is another way to provide services," he says. "People have to accept that. Ten years from now, there might be a number of people with similar services."

Busted—A Computerized version of a Therapeutic Simulation Game for Adjudicated Delinquent Boys from Hy Resnick, U. of Washington, School of Social Work, 4101 15th Ave N.E., JH-30, Seattle, WA 98195.

I am developing a computerized version of a simulation developed for use as a therapeutic tool for adolescent boys in trouble. It was initially a board game but is being transformed into its current computerized version called "Busted." Busted is still being tested for play attractiveness and impact, but preliminary testing does indicate the computer version is more interesting for players, holds their attention longer, and is more fun to play with, than the board version.

The purpose of playing Busted is to win as many points as possible and stay out of jail — avoid getting busted — as they move around the "board" which is displayed on a computer terminal. Players gain or lose points and avoid or get into jail, by making choices presented to them when they land in situation squares. An antisocial choice "earns" them penalties and prosocial choices "earn" them rewards, details of which are presented on the computer terminal when they press a key programmed to display the appropriate consequence for that choice in that situation. Other aspects of the simulation game include landing in Change Agent situations, Entertainment situations and then experience the consequences of their decisions.

Help With Computers for Chronically Mentally Ill Adults from Granger Brown, Route 1, Box 103, Alton, MO 65606.

I am a graduate student in the Department of Social Work, the University of Missouri/Columbia and the case manager of the Transitional Living Program, Ozark Area Care and Counseling, Inc., West Plains, Missouri. My work is with young chronically mentally ill adults in a rural setting.

I am trying to convince others at work that we need to enter the computer age and that we should start thinking of how computers can be of use to us, so I could use any information on how to use computers in a social service setting.

I have a personal IBM PCjr at home, but no modem. As I understand the present situation, the FCC will not allow the use of modems on party telephone lines, and it is not possible to obtain a private line here. I will need to communicate by mail, but if you have access to a WATS line, my phone number is (417) 778-7301 and my work number is (417) 256-3185.

Disabilities

What Computers Mean to Persons with Cerebral Palsy—A Personal Account from Jim & Syd Martin, 11223 Ferina St. #6, Norwalk, CA 90650.

My wife has just pointed out to me an article about your conference on the "Apple computers and the severely disabled". I would like to tell you of our success with the Apple II Plus, with two floppy disk drives and an Epson mx80 printer.

Both my wife and I have cerebral palsy, with limited manual dexterity (we only write by hand to sign checks).

I went thru high school, in the '60s, as a Math major. In college, I had to switch to an English major because I realized that I could not depend on someone else to write my work. I could not think of a way to "write" math on a typewriter and still be competitive. And so, I gave up math for English, going from dumbbell English to Shakespeare in eight nearly uninspired years, searching for that 60s degree-passport to a job which wasn't there in '68.

By chance, I took a class in computer programming in '68 at the L.A. Crippled Children Society. A year later the teacher started his own computer software company and hired three of us. I worked there two years until the recession hit. I had developed a way of writing code on an electric typewriter.

My dexterity problems made my typing slow and susceptible to typos. In 1970, I was laid off and did not work again until '74. I was then hired, parttime at a rehabilitation hospital, at very low wages, to write administrative systems. Still working with a typewriter and a keypunch, the job pretty well filled my whole day.

In 1978, I became aware of something called word-processing, text-editing with which I could easily correct typos, and improve the logical concepts in my computer programs. After a three-year losing struggle with D.R., UCP lent me the money to get an Apple II Plus, disk drives, and MX-80 printer.

This set-up improved the quality and quantity of our written expression. For people with poor speech and poor motor skills, to communicate well in written form is a big plus. My wife is the president of Rancho-C.A.P.H. and she writes her agendas and newsletters using our Apple with an Apple Pie word-processing program.

As for me, I was laid off at the hospital in 1980 and went to work for a world-wide teleprocessing company. Once there, I was introduced to their text-editing system, which I use to write, and validate MIS systems. Needless to say, I took to the text-editing system as a bear would take to honey. I code the first draft of the COBOL programs at home on the Apple. Then I transmit my work over the telephone into my library at work for further editing.

The Apple computer has made it possible for my wife and I to be more productive and has taken us off of SSI and Homemaker/Chore. The micro-computer can be an excellent tool to help disabled people become more productive, making it easier to put concepts on paper, making them more marketable to business. And, also the P.C. is a self-improvement tool in that a mistake is easily corrected, and the product, one's own creativity, can meet one's own ever improving standards.

Management and Educational Software Needed for Facility Serving Persons with Multiple Handicaps from Gene Foster, Caseworker, Handicap Village, Box V., Clear Lake, IA 50428.

Handicap Village is a residential care facility for multiple handicaps. We are interested in obtaining material on computers, as we are in the process of computerizing much of our operation, both educationally and in management.

List of Talking Software Available from Sherry Lowry, 10622 Fairlane Dr., Houston, TX 77024.

With the help of Harvey Lauer, Street Electronics, the various newsletters, and many helpful inputs from individuals interested in speech and Apple computing, an up-to-date list of currently available "talking" software (Echo compatible) and useful products is literally creating itself with each passing day. The previously existing resource information has been provided in part by Harvey Lauer and his co-workers, and I want to thank them for this. A similar list is being generated for the users of the IBM PC's, though it is less extensive.

It will be very helpful to the national Apple/speech-using population if you will furnish any additional information you may have about products, performance, or particularly useful hints and ideas for incorporation into this list. Negative experiences are also valuable, and any cautions or warnings you may be able to provide will be appreciated.

I have tried to group the "leads" into several categories: software, hardware and peripherals, publications or audio newsletters, and helpful individuals who are willing to contribute information or assistance to visually impaired Apple users.

If you have been helped and are to the point of using a few programs successfully, please offer to have your name added to the "helpful" person list. If you can coach a brand new user by phone and mail for an hour, those of us who can assist on the more technical aspects can pitch in at the later stages so we can use our time the most effectively in your future behalf.

If you want a disk textfile version, please send 2 disks. One will be returned to you with the data in Dos 3.3 or Prodos textfiles as you specify. The other will become a blank contribution to my rapidly growing "disk" library of files of contacts and resources.

Over 100 have been sent free this time, but it will help if I can at least break even in the future. There will be no official charge as such, but a contribution of \$5.00 or 2 disks with your request for the updated versions will help off-set the duplication and handling expenses on the print copies if you help in this way.

Generic vs. Custom Application Software from Philip H Schervish, doctoral student and Instructor, Indiana U. School of Social Work, POB 647, Indianapolis, IN 46223.

I am interested in the application and utilization of computer technology in the human services. Specifically, I am focusing on the hu-

man service practice and management applications of microcomputers. Of particular versus custom application programs.

Currently, I am engaged in several projects along these lines. One is the development of formats and manuals for the utilization of integrated software packages for services to, and management of agencies serving the developmentally disabled. Another, is the development of an introductory course in Microcomputer Applications in the Practice and Management of Human Services. Of course, I am continually searching for a piece of manageable research for my dissertation.

Coming from a background of program and policy analysis in public administration, I am well aware of the need for the development of sound systems and systematic thinking. However, beyond this there is a need for the development and tools to support the systems and their potential contributions to knowledge building, policy formulation and impact, and accountability both inside and outside the profession.

I am interested in establishing continuing dialogue with others in the profession struggling with these same and similar issues.

Welfare

Software Developers and Vendors needed from Bill Betzen, 6706 Cliffwood, Dallas, TX 75237.

The annual NASW Texas State Convention for 1985 will be held at the Westin Hotel Galleria Dallas on October 18-20, 1985. This will be a large gathering of professional social workers, from a variety of agencies and settings statewide, that will be sharing information on virtually all areas relating to social work. One of the areas that is increasingly significant is automation. Already a number of agencies and individuals have indicated an interest in reaching this audience of potential referral sources through placing an ad in the convention program or by reserving exhibit space or sponsoring or co-sponsoring a coffee-break or a breakfast. If you are interested in reaching this audience or want more information please contact Sandra Smith, 214-944-8261, or write Beverly Blumenthal, 5310 Harvest Hill, Suite 298, Box 134, Dallas, Texas 75230. The deadline for submitting ads or requests for exhibits or sponsorships is June 30, 1985.

System for Alaska's Dept. of Health and Social Services, Division of Family and Youth Services from Michael G. Pusich, Staff Analyst, Office of Management and Budget, Pouch AM, Juneau, AK 99811.

This letter provides some specific information on the system being proposed by the State of Alaska's Department of Health of Social Services, Division of Family and Youth Services. Please share this information in your next newsletter so we may hear about:

- Specific functions that have been automated through the use of micro or large scale computers or, word processors; and, those functions that have remained manual.
- Experiences with social workers directly entering data into a computer file.
- Use of other office automation technologies.
- Types of direct decision support provided by computers and social workers attitudes regarding computer decision making.
- Successful scope, design and implementation strategies.

The features of the proposed system are highlighted below:

- System will support child and adult protection caseworkers as well as intake and probation officers in youth services.
- Proposed design calls for one terminal per social worker for direct entry and retrieval of client, provider, or fiscal data.
- System will assist workers with preparation of court reports, annual reviews, scheduling of case reviews and other case management functions.
- System will provide decision support to caseworkers and supervisors when making: case assignments, custody, placement, or eligibility decision, etc.

Any referrals should be made to myself or Mike Moorman at the address above.

Electronic Funds Transfer for Social Services (From J.A. Schriell; Provincial Systems and Analytical Services Division; Policy, Planning and Information Branch; National Health and Welfare; Room 1242, Brooke Claxton Building, Tunney's Pasture; Ottawa, Ontario, Canada; K1A 0K9).

Our division works with the Social Service Departments of the Provinces and Territories in developing computerized systems. One area of interest, at present, is the use of Electronic Funds Transfer for deposit to accounts of financial assistance clients, foster homes, etc. Appar-

ently, some states also use Automated Teller Machines to obtain changes in eligibility information back from the clients. Information on contacts or papers would be appreciated.

Aging

Help in Computerizing Older Adult Program from Mary Jo Lucas, Director, Special Projects, Parkside Home Services Corporation, Older Adult Services Program, Life Fulfillment Center, 9375 Church St., Des Plaines, IL 60016.

Our organization is considering computerizing some of our program functions. If you have any suggestions on literature or other information, this would be helpful. Also, if you know of computer consultants in the Midwest who are also knowledgeable about human services, I would appreciate this information.

General

Public Health and Computers SIG from Michael D. McDonald, MPH, 1355 Scenic Ave., Berkeley, CA 94708.

As a result of several sessions and an informal gathering of attendees at the Fall APHA Anaheim meeting, a group of APHA members was formed to explore the potential of developing a special interest group in computer applications in public health. The proposed name of the special interest group is Communications and Computer Applications in Public Health (CCAPH). Approximately 200 attendees indicated they would be interested in forming a group. A Working Group was convened, and an Executive Committee was created. The Executive Committee consists of Robert Gold, Donald Wallace, Douglas Mackintosh, Mike McDonald, Edward Maibach, and Cynthia Parti. Planned activities for the year include seeking formal recognition from APHA, mailing out a survey to individuals on a mailing list of the group, plan-

ning sessions and a software exchange for next year's meeting, and establishing an on-line bulletin board.

To be included on CCAPH's mailing list (if you missed the sign-up at the annual meeting), send your name and address to Michael D. McDonald, MPH, 1355 Scenic Avenue, Berkeley, CA 94708.

**Health Systems and Informatics Network
Executive Committee of Working Group**

Robert Gold, DrPH
Office of Disease Prevention
and Health Promotion
PHS, DHHS, Room 2132
330 C St SW
Washington, D.C. 20201
202/472-5308

Michael D. McDonald, MPH
1355 Scenic Avenue
Berkeley, CA 94708
415/848-6980

Cynthia Parti
Applied Econometrics, Inc.
13316 Barbados Way
Del Mar, CA 92014
619/755-1266

Donald Wallace, MD
10905 Mariner Dr.
Ft. Washington, MD 20744
301/292-9699

Edward Maibach, MPH
Room 413, Blair Building
National Cancer Institute
9000 Rockville Pike
Bethesda, MD 20205
301/427-8656

Douglas MacKintosh, DrPH
NCSI - Suite 1601
5203 Leesburg Pike
Falls Church, VA 22041
703/671-3360

Seattle Nonprofit Bulletin Board System from Jim Heil, 1723 Perkins Lane W., Seattle, WA 98199.

I am in the process of setting up a nonprofit Public Information Service (based primarily around a RBBS—public information only) and would like to hear CUSSN's experiences on this and related matters.

Computers in Psychiatry/Psychology

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Resources and Materials

Electronic Information Utilities and Network

The Association of Retarded Citizens of the U.S. National Headquarters is developing an online database on Technology and Developmental Disabilities. The following files are being developed: (1) experts, advisors, and service providers, (b) hardware/software applications, (c) new products, and (d) bibliographic information. Send Information to Al Cavalier, ARC/US, 2501 Avenue J, Arlington, TX 76011.

Database of Devices and Techniques for Rural Disabled People, write Office of Clinical Development, Medical Center Rehabilitation Hospital, POB 8202, University Sta, Grand Forks, ND 58202 (701-780-2489).

The **Education & Public Policy** newsletter is available on-line through the Bulletin Board System of the Rockefeller College of Public Affairs and Policy, SUNY, Albany, NY (518-455-6208).

Community Uses of Telecommunications is the theme of a New York University Bulletin Board. A public domain library is available. Phone 212-598-0058 (data) or call Nick West at 212-598-3338.

Newsletters, Magazines & Journals

Computer Applications in Social Work from Stuart Toole, Managing Editor, City of Birmingham Polytechnic, Faculty of Social Science Studies and Arts, Dept. of Sociology and Applied Social Studies, Perry Barr, Birmingham, England, B42-2SU, \$15-20. U.S. Table of Contents of Vol 1/1 (Autumn 1984) follows:

Info Exchange	1
Questionnaire evaluation of the attitudes in respect of Microcomputers within social service settings	13
Computerized monitoring and evaluation of Local Juvenile Justice Systems	27
Computers and intermediate treatment	30
Computer aided training in a rural dialysis ward-A unique approach	35

On Line is a newsletter published by the West Virginia Research & Training Center, One Dunbar Plaza, Suite E, Dunbar, WV, 25064, about the use of technology in rehabilitation.

ConnSENSE (Connecticut Special Education Network for Software Evaluation) provides reviews of special education software to members. Membership is free, write UConn, U-64, Storrs, CT 06268.

Networking Journal, from the Networking Institute, POB 66, West Newton, MA 02165 (617-965-3340). Spring 85 is Vol 1/1.

The **Journal of Ambulatory Care Management** has a special issue (Vol 8/2) on Information Systems Applications. Write Aspen Systems Corp., 16792 Oakmont Ave., Gaithersburg, MD 20877, 93 pages, \$20.

Human-Computer Interaction is a new Journal focusing on theoretical, empirical and methodological issues of user psychology of system design. Write Lawrence Erlbaum Associates, 365 Broadway, Hillsdale, NY 07642.

Computers in Human Behavior, a new Journal by Pergamon Press, Fairview Park, Elmsford, NY 10523.

Computer Assisted Anthropology News, from James Dow, Oakland U, Dept of Sociology, Rochester, MI 48063 (313-377-2420).

The **Report on IBM**, a weekly newsletter from Capitol Publications, Inc., 1300 N. 17th St., Arlington, VA 22209, \$425/yr.

Computers in School Psychology, A special issue of **School Psychology Review**, Vol 13 #4, Fall, 1984, 120 pages, \$8. Write NASP Publications, 10 Overland Dr., Stratford, CT 06497.

PC Week is a weekly devoted primarily to the IBM PC market. It is free to those involved in computing who qualify. It contains news, reviews, and numerous advertisements for boards, etc. For information, write PC Week, One Park Ave, 4th Floor, New York, NY 10016.

Articles

The effects of two types of Automated Feedback on the Performance of A Community Mental Health Center Staff and Applications of Computer Technology to Learning Therapy, *Computers, People and Productivity*, a special issue of the Journal of Organizational Behavior Management, Fall/Winter, 1984.

Books and Reports

A **Directory of Microcomputer Software in the Human Services** by Joseph A. Doucette, Jr. (Ed.) Spring 1985, pp. 191. Available for \$25 from Computer Consulting & Programming Associates, 7553 Canal Plaza, Portland, Maine 04112. The table of contents follows:

Microcomputer Uses in the Human Services	1
Data Management	
Graphics	
Spreadsheets	
Word processing	
Telecommunications	
Human Service Agency Reviews of Software	5
Software Product Information	95
Software Reviews	153
dBase	
MultiMate	
Perfect Writer	
Power Text	
Revelation	
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Survey Analysis	173
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Guide for Assessing the Use of Microcomputers by Human Service Agencies Prepared for the Office of Program Development, Office of Human Development Services, Dept. of Health and Human Services by Maximus, Inc., 6723 Whittier Ave., McLean, VA 22101 (703-734-4200) Feb. 1985, approx 75 pages. This report addresses uses, software, hardware, evaluating alternatives, and training and user support. It is designed to be a basic guide.

A Synthesis of Issues and Findings: Management Information Systems, Prepared for the Office of Program Development, Office of Human Development Services, Dept. of Health and Human Services by Maximus, Inc., 6723 Whittier Ave., McLean, VA 22101 (703-734-4200) Feb. 1985, approx 160 pages. This report summarizes the information gained from site reviews to 7 human service projects.

Small Computers for Nonprofits by Marc Rotenberg, from Community Careers Resource Center, 1520 16th St., N.W., Washington, D.C., 20036, \$7, 1985, 35 pages. This booklet explains how computers work, what they do well and not so well, and how nonprofits specifically put them to best use.

Computers: New Opportunities for the Disabled by Harold Remmes, Pilot Books, 103 Cooper St., Babylon, New York 11702, 1984, 30 pages, \$3.50. Table of contents follows:

Why this book was written	7
Why computers for the disabled	9
Computers in business: The great equalizer	11
Special considerations	12
Overcoming barriers in computer use	14
Buying the personal computer	18
Word processing programs	20
Conclusion	26
Glossary and recommended readings	27

Clinical Utilization of Microcomputer Technology by R. G. Romanczyk, 160 pages, \$10, from Pergamon Press, Fairview Park, Elmsford, NY 10523.

Computer Resource Guide for Nonprofits from Public Management Institute, 359 Brannon St., San Francisco, CA 94107 (415-896-1900).

The Information Technology Revolution, by Tom Forester (Ed.), MIT Press, 28 Carleton St., Cambridge, MA 02142, 1985, 675 pages, \$13.45. Contains sections of articles on Computers in the Home, So-

cial Problems, Global Issues, and Parameters of the Post-Industrial Society.

The Dilemma and the computer—Theory, Research, and Applications to Clinical Psychology by Morton Wagman, 350 pages, \$37., from Praeger, 521 Fifth Ave., NY, NY, 10175. Available 7/15/1985. This book describes the development and conceptual framework for a PLA-TO Computer-Based Dilemma Counseling System and the evaluations of the system.

Technology and Rehabilitation of Disabled Persons in the Information Age, by Leonard Perfman (Ed), National Rehabilitation Assn., 633 S. Washington St., Alexandria, VA 22314 (\$10).

The second Beginner's guide to personal Computers for the Blind and Visually Impaired, National Braille Press, 88 S. Stephen St., Boston, MA 02115 (15 print, 13 braille or cassette).

Computers in Vocational Rehabilitation: Current Trends and Future Applications, by Bruce Browick, Data Institute, 4407 8th St. NE, Washington, D.C., 20017 (7.50).

Rehabilitation Research Reviews contain reviews of the literature, research recommendations and an annotated reference list. The following Reviews are available for \$9 each:

- Use of Computers in Expanding the Employment Opportunities of Persons with Disabilities
- Computers in Vocational Rehabilitation: Current Trends and Future Applications
- Computer Access and Applications for Career Counseling with Vocational Rehabilitation Clients
- Application of Telecommunications Technology to Services for Individuals with Disabilities.

Proceedings of a Study Tour: Computerization in the Human Services is a compendium of information gathered from a ten-day October 1984, U.S. study tour by a delegation for the Israel Ministry of Labour and Social Affairs to view state-of-the-art applications of computer technology to human services delivery. This compendium contains the papers presented at the orientation and descriptions of the 19 computer applications visited. \$8 from Linda Levi, Director, Management Assistance Program, Federation of Jewish Philanthropies, 130 East 59th St., 15th Floor, NY, NY, 10022 (212-980-1000 ext 315). The contents are as follows:

- Introduction
- Orientation Workshop Presentations
 - Trends in Computer Use in the Human Services
 - Dick Schoech, Ph.D.
 - Human Services in the United States
 - Richard E. Shute
 - Federal Role of R&D in Social Services Systems Development
 - Robert E. Neilson
 - Information Systems in the Social Services in Israel
 - Dr. Menachem Monnickendam
 - Development of a Data Processing Support System in the Voluntary Sector
 - Linda Levi
- Site Visits
 - Index
 - Individual Reviews
 - Large, Centralized State-Run Management Systems
 - Small, In-House End-User Micro Systems
 - Specialized Micro Service Systems Designed by Outside Vendors
 - University-Based Systems
 - Study Team Summary
- Closing Meeting Conclusions and Evaluation
 - Dr. Jacob B. Ukeles
- Appendices
 - Study Tour Itinerary
 - Participant List
 - Micro-Computer Use in Human Services: Surveying the Past, Charting the Future for OHDS Research and Development Grants
 - (unpublished paper)

- New York Federation Agency Computerization Questionnaire
- Large, Centralized State-Run Management Systems
 - Illinois Child Abuse/Neglect Tracking System
 - New York Child Care Review Service
 - New York Welfare Management System
 - Texas Child Protective Services Prompted Intake System
- Small, In-House End-User Micro Systems
 - APTICOM: Computerized Inventory for Vocational Assessment and Guidance
 - Client Management System for Long Term Care of the Frail Elderly
 - Bridging the Technological Gap: Vocational Rehabilitation of the Psychiatrically Disabled
 - Decision Support System for Vocational Rehabilitation of the Psychiatrically Disabled
 - Homecare Management System
 - United Way of America's Project Flagship
 - Service Measurement and Client Tracking System
- Specialized Micro Service Systems Designed by Outside Vendors
 - Agingfacts Information System for Area Agencies on Aging
 - Continuum of Care Decision Support System for Children
 - Headstartfacts Information System for Head Start Grantees
 - Philadelphia Channeling Project for the Aging
- University-Based Systems
 - Body Awareness Resource Network for Adolescents
 - Child Welfare Enhanced Case Assessment and Planning System
 - Lithium Information Center Remote Access System
 - Psychiatric Diagnosis by Direct Patient-Computer Interview

Software Announcements and Catalogues

Software for mental health Group Practice Management. Write PsyQ Systems, 1730 Rhode Island Ave. N.W. Suite 714, Washington, D.C., 20036 (202-822-8881).

Software for the clinical office. Write AI, South Kingstown Office Park, Wakefield, Rhode Island 02879 (800-272-2250).

Software for automating progress notes. Write Computer Psych, Inc., 119 E. 36th St., NY, NY 10016 (212-889-2000).

Software for the Psychiatric Office. Write Richard J. Metzner, Director, Western Institute of Psychiatry 2711 Forrester Dr., Los Angeles, CA 90064 (213-559-7139).

Diagnostic and report writing software. Write Phillip W. Long, Decisionbase, 1201 - 750 West Broadway, Vancouver, B.C. V5Z 1J2 (604-876-1513).

1985 Clinical Assessment Catalog, from National Computer Systems, POB 1416, Minneapolis, MN 55440 (800-328-8340).

Biofeedback supplies, write Autogenics/Cyborg, 1350 S. Kostner Ave., Chicago, IL 60623 (312-522-7777), and FutureHealth, Inc., POB 947, 975-A Bristol Pike, Bensalem, PA 19020 (800-3FUTURE), and American Biotechnology Corp., 24 Browning Dr., Ossining, NY 10562 (914-762-4646).

Catalog of Multimedia Microcomputer Training Programs from DSI Micro, Inc., 770 Broadway, NY, NY 10003 (212-475-3900).

Software to help inmates evaluate job skills and identify potential employment contacts. Write Control Data Correction systems Division, Box 0, Minneapolis, MN 55440.

Pergamon Psychological Software, available in the Summer 1985, write Pergamon, Fairview Park, Elmsford, NY 10523.

Standard Exams and Educational Games Software, write Krell Software, 1320 Stony Brook Road, Stony Brook, NY 11790 (800-245-7355).

Hi-Tech Equipment Protection & Interference Control catalog, from Electronic Specialists, POB 389 Natick, MA 01789.

Call for Papers

Medinfo 86, October 26-20, 1986, Washington, D.C. Papers due before Nov. 85, write: Secretariate, Office of Continuing Medical Ed., George Washington U. Medical Center, 2300 K St. NW., Washington, D.C., 20037.

Upcoming Events, Conferences and Meetings

National Association for Welfare Research and Statistics Workshop, July 21-24, 1985, Lincoln, Nebraska. Contact State Dept. of Social Services, 301 Centennial Mall South, 5th Floor, Lincoln, NE 68509.

Microcomputer training for Transit Managers and Urban Transportation Planner, Rensselaer Polytechnic Institute, Troy, NY, July 22-25, 1985 (\$95). Write Microcomputers in Transportation, POB 1421, Troy NY 12180.

Urban and Regional Information Systems Annual Conference, July 28-August 1, 1985. Ottawa, Ontario, Canada. Contact URISA, 1340 Old Chain Bridge., #300, McClean, VA 22101.

World Conference on Computers in Education/85, July 29-August 2, 1985. Norfolk, VA. Paper deadline is August 1, 1985. Write John McGregor, Computer Science Dept. Christopher Newport College, Newport News, VA 23606.

Conference on Engineering in Medicine and Biology, Sept. 30-Oct. 2, 1985, Chicago, IL. Contact ACEMB, 4405 East-West Highway #402, Bethesda, MD 20814.

Computers and Disabled Persons, October 17-19, 1985, California State University, Northridge, CA. Contact Dr. H.J. Murphy, Coordinator, Disabled Student Services, CA State U., Northridge, 18111 Nordhoff St., Northridge, CA 91330 (818-885-2578).

Texas NASW State Convention, October 18-20, Dallas, Westin Hotel Galleria. Exhibits and sessions on automation are planned. Contact Sandra Smith (214-944-8261) or write B. Blumenthal, 5310 Harvest Hill, #298, Box 134, Dallas, TX 75230.

International Conference on Rural Rehabilitation Technologies, October 22-24, 1985, U. of N. Dakota Campus, Grand Forks, ND. Write Conferences Institutes, U. of ND, Division of Continuing Ed., Box 8277 U. Sta., Grand Forks, ND, 58202.

Ninth Annual National MSIS Users Conference, November 21-22, 1985, Orangeburg, NY. Write Nathan S. Kline Institute, Orangeburg, NY 10962.

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In England, send to Lawrence Mosley, Computer Science Dept., University College, Singleton Park, Swansea, United Kingdom SA2 8pp.

In France, send to Alain Mazet, 10, Boulevard Gambetta, 87000 Limoges, France

In Israel, send to Menachem Monnickendam, Deputy Director, Dept. of Development of Local Social Services, Ministry of Labor and Social Affairs, POB 1260, Jerusalem, Israel 9100.

In West Germany, send to Ursula Koch, Fachhochschule Ostfriesland, Constantiaplatz 4 D-2970 Emden, Germany, Europe

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