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Computer Use in Social Services Network

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Networking: The Linking of People, Resources and Ideas

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About the Network

Computer Use in Social Services Network (CUSSN) is a nonprofit association of professionals interested in exchanging information and experiences on using computers in the human services. Write Dick Schoech, CUSSN Coordinator, UTA SSW, Box 19129, Arlington, TX 76019–0129 for details.

Journal/Newsletter. Between 1981 and 1992, the CUSSN Newsletter was published and sent to network members. Back issues are $5 each. The 64pg 1990 software directory $10. Currently, CUSSN members receive a discount on the Journal *Computers in Human Services*, edited by Dick Schoech and available from Haworth Press, 10 Alice St., Binghamton, NY 13904–1580 (800/342–9678)

The Disk Copy Service makes human service demos, freeware, and shareware available to members for a small processing fee. See inside for the current listing of software.

The Electronic Network

CUSSNet is a group of local bulletin boards that share a conference, handle national and local mail and file transfer, provide for the downloading of public domain software, and provide access to specialized databases on human service computing. CUSSNet builds on FIDONET, about 15,000 microcomputer–based local bulletin boards across the U.S. and in 9 continents. Communications are at 300–2400 baud, 8 data bits, 1 stop bit and no parity. Almost any computer or terminal and modem will work. Usually no fee is required. See page 2 for a list of CUSSNet nodes or send a FIDONET message to Bill Allbritten, the Sysop at 1:11/301 for details. Or, logon to Bill's BBS at 1–502–762–3140.

HumanServe is a group of electronic conferences available via a commercial vendor. Conferences include CUSSNet, SocWork, Child.abuse, and HUSITA–3. See announcement at the center of this issue for details.

Periodic Conferences have been sponsored by CUSSN, for example, HUSITA–1 at Birmingham England, 1987 and HUSITA–2 at Rutgers NJ, 1991. CUSSN again intends to sponsor HUSITA—3 in Maastricht, Netherlands in 1993. See the Call for Papers at the center of this issue.

A Mailing List is maintained by CUSSN for information dissemination purposes. Anyone interested in being put on the mailing list should send their address to Dick Schoech. The mailing is available to worthy causes for reproduction costs and to commercial vendors for 10 cents per label.

CUSSNet—CUSSN's Electronic Network

Overview

The electronic component of the Computer Use in Social Services Network (CUSSNet) establishes local bulletin boards, local and international mail and file transfer, conferencing, and repositories of electronically available information. CUSSNet builds on a 10,000+ local bulletin boards (FIDO, OPUS, etc.) around the world which automatically exchange information. Usually no fees are charged except for long distance mail.

If a BBS carrying the CUSSNet conference (echo) exists in your city, dial it up and follow the directions. Before calling long distance to a node, you may want to learn to use a BBS by calling a free local node. To locate a local FIDO or OPUS BBS, ask your local microcomputer dealer. You can use a local node to send mail and pick up whatever CUSSNet information your local BBS operator will get for you. Communications are at 300–2400 baud, 8 data bits, 1 stop bit and no parity. Almost any computer or terminal and modem will work.

Sample **message areas** are: Local and international public/private mail, conferences on human services, health, psychiatry, addictions, disabilities, AIDS, veterans, violence, etc. A message in the CUSSNet conference goes to all the boards listed below.

Nodes Carrying the CUSSNet Conference:

U.S. Nodes

Location	Node	Board Name	Number	Baud
AZ Phoenix	1:104/18	Iasd Eng Bbs	1-602-789-5088	9600
AZ Phoenix	1:114/15	St Joes Hospital	1-602-235-9653	9600
CA Barstow	1:10/300	Bruce's Board	1-619-252-5150	1200
CA Clovis	1:205/10	Take-Two	1-209-299-3734	9600
CA Concord	1:161/503	Online Computer Reso	1-510-687-0236	9600
CA Folsom	1:203/53	The Second Opinion	1-916-985-4720	9600
CA Fresno	1:205/80	T.O.T.T. BBS	1-209-292-6403	2400
CA Goleta	1:206/2709	Over in Goleta	1-805-968-1408	2400
CA Manteca	1:208/1	Net 208 NEC	1-209-823-0093	9600
CA Sacramento	1:203/23	KBBS	1-916-338-5227	9600
CA San Francisco	1:125/10	SF BAY InterConnect	1-415-863-9718	9600
CA Tustin	1:103/501	Mount Silverthorn	1-714-838-6539	9600
CO Denver	1:104/52	NurseLink	1-303-270-4936	2400
CO Grand Junction	1:104/813	WCIE!	1-303-243-5146	2400
DC DE MD NJ NY PA V	1:13/13	Mid Atlantic	1-703-323-7654	9600
DE Newark	1:150/140	Black Bag BBS	1-302-731-1998	9600
FL Orlando	1:363/52	Central Fl. Psy For	1-407-645-1658	2400
IA Des Moines	1:290/627	FOG LINE BBS	1-515-964-7937	9600
IA Iowa City	1:283/657	Icarus	1-319-337-9878	9600
KY Murray	1:11/301	Fido-Racer	1-502-762-3140	9600
LA New Orleans	1:382/1	The Southern Star	1-504-885-5928	9600
LA New Orleans	1:382/1	The Southern Star	1-504-885-5928	9600
LA Ruston	1:19/143	The Psychonominal Sys	1-318-254-0274	9600
LA New Orleans	1:396/5	Pontchippi	1-504-244-1417	9600
MD Towson	1:261/1023	King Solomon's Mine	1-301-494-1533	9600
MD Wheaton	1:109/432	The Idea Link Tech	1-301-949-5764	2400

MI	Kingsford	1:139/960	The Social Worker	1-906-744-8555	9600
MI	Monroe	1:120/175	Fast Eddie's BBS	1-313-243-0944	9600
NC	Burlington	1:151/406	NightHawk BBS	1-919-228-7002	9600
NC	Raleigh	1:151/1000	REDCON	1-919-859-3353	9600
NC	Raleigh	1:151/1003	Shalom-3	1-919-851-3858	9600
NC	Raleigh	1:151/100	Raleigh HUB	1-919-851-8460	9600
NH	Chichester	1:132/111	On Line New Hampshir	1-603-798-4028	2400
NJ	Maple Shade	1:266/12	Maple Shade Opus	1-609-482-8604	9600
NJ	Medford	1:266/22	RTC-BBS	1-609-654-4991	9600
NM	Las Cruces	1:305/101	NASW New Mexico	1-505-646-2868	9600
NM	Las Cruces	1:305/105	Desert Dolphin	1-505-523-2811	9600
NY	Glens Falls	1:267/41	The HOST BBS	1-518-793-9574	9600
NY	Long Island	1:107/223	Zeno BBS	1-516-928-2424	9600
OH	Cleveland	1:157/200	PC-OHIO II HST	1-216-291-3048	9600
OH	Cleveland	1:157/555	John Carroll Univ	1-216-397-3068	9600
OH	Rocky River	1:157/2	Nerd's Nook II	1-216-356-1772	9600
OH	Rocky River	1:157/3	Nerd's Nook	1-216-356-1431	9600
OK	Oklahoma City	1:147/2777	Trinity BBS	1-405-692-2289	9600
OK	Sallisaw	8:7000/35	Anawah Ministries	1-918-775-9102	9600
TX	Clute	1:106/215	South o'the Border!	1-409-265-0463	9600
TX	Dallas/Fort Worth	1:130/10	D D Connection	1-817-429-0508	2400
TX	Grapevine	1:124/4115	Southern Crossroads	1-817-481-8984	9600
TX	Houston	1:106/112	The LAST Stop BBS	1-713-661-3399	9600
TX	Houston	1:106/116	The Leaders in Contr	1-713-584-1821	9600
TX	Houston	1:106/167	Texxas Star	1-713-821-6629	9600
TX	Houston	1:106/1729	JW's Laser BBS	1-713-688-1729	9600
TX	Houston	1:106/5433	Treeshare Genealogic	1-713-342-1174	9600
TX	San Antonio	1:387/404	ACS People Connection	1-512-828-5948	9600
TX	Tomball	1:106/1555	Texas Father's BBS	1-713-376-4767	9600
VA	Virginia Beach	1:275/429	HandiNet BBS	1-804-496-3320	9600
WA	Kirkland	1:143/6	SeaMist	1-206-822-8520	2400
WA	Seattle	1:343/35.0	HDS_Univ_Of_Washington	1-206-543-3719	2400
WA	Tacoma	1:138/116	Group Medical BBS	1-206-582-3212	9600
WA	Tumwater	1:352/458	The Elders Council	1-206-357-8992	2400

Foreign Nodes

Location	Node	Board Name	Number	Baud
Belgium Deurne	2:513/11	HCC(B)-C Intrest Gro	32-3-3217839	9600
Oshawa Canada	1:229/432	The Norse Pole	1-416-404-2681	2400
Netherlands Apeldoorn	2:500/211	Dutch Health Bbs	31-55-337951	2400
Netherlands Apeldoorn	2:500/4	HCC Centrum/Oost 1	31-55-410095	9600
Netherlands Echt	2:512/0	PCC Net	31-4754-87768	9600
HUNGARY	2:331/371	Budapest NET	36-1-118-79-50	9600
UK Hexham	2:256/97	Log on In Tynedale	44-434-606639	9600
UK London	2:254/70	GnFido	44-71-608-1899	9600
Italy Brescia BS	2:331/201	OCTOPUS	39-30-293250	9600
Italy Milano MI	2:331/301	BBS2000	39-2-76006857	9600
Italy Milano MI	2:331/307	TeleSiBioc	39-2-6889009	9600
Italy Verona	2:333/100	Arena's Hub	39-45-6860307	9600

Computer Use In Social Services Network Disk Copy Service

Definitions of software codes:

[D] = **Demo**—Software that highlights a product and/or gives you the feeling of how the actual product operates.
[F] = **Freeware**—Full working version; no restrictions on use.
[L] = **Limited Use Version**—Lets you examine the entire product, but limitations prevent continued use.
[U] = **User Supported Shareware**—Full working copy; you are expected to register and pay the vendor if you use it.
IBM/MAC = Designates platform on which software runs. If both IBM & MAC are indicated, specify choice.
{HD} = Requires a hard disk.
{C} = Requires a color graphics card
$ = Vendor allows you to deduct the payment to CUSSN for disks from your purchase price.
♣ ♠ = Disks discounted when the total collection of similar disks is purchased–see first listing under headings.

Note: The number of disks is based on using 5.25" 360K disks. When 3.5" 720K disks are ordered, fewer disks may be sent. Disks are direct from the vendor and copied with vendor permission. Thus, disks are free of computer viruses.

All disks are guaranteed to work. However, disks may get damaged in the mail. If you have a problem, do a PrtSc of the problem and return it with your disk for a new copy.

Help build the list. If you have found a human service oriented demo/freeware/shareware disk to be useful, please send it along. For every demo/freeware/shareware disk you send me which can be added to the list, I will send you any three disks free.

Mental Health

ACHI (1 disk)—Assessment of Chemical Health Inventory Demo [D]$ IBM

The ACHI is a 128 item self-administered instrument designed to evaluate the nature and extent of adolescent and adult chemical use and associated problems. Circle here whether you prefer the adult or youth version or both (2 disks).

ASH+ (1 disk)—Demo of Automated Social History [D]$ IBM

Demo of a program that administers a 401 item force choice format questionnaire to clients covering 13 areas including religion, family, education, employment, addictions, family, interests, criminal and medical histories.

Agency Simulation (1 disk)—Agency simulation source code & reports for a Dec 10 computer [F] IBM

Source code, sample data, output reports and documentation for a DEC 10 computer running Tops 10 and SIMULA. The Community Mental Health Center simulation was developed at the U. of WA in 1987 under a NIMH grant.

ARES (1 disk)—Demos an At-Risk Evaluation System [D]$ IBM

The ARES is a battery of 20 individual surveys consisting of over 700 items designed to identify multiple risk factors, problems, issues or personal concerns.

CASSDEMO (1 disk)—Demos a Computer Assisted Social Services (CASS) system (see below) [D] {HD} IBM

CASS (4 disks)—Computer Assisted Social Services (CASS) system [L] {HD} IBM

updated CASS features: casenotes; structured forms, social histories, research and clinical questionnaires; clinical interview schedules; billing system; assessment scales; mental status testing; graphics display of single case designs; program evaluation at the client, worker, unit, section, office or organization level.

Decisionbase (2 disks)—Fully functional but limited sampler of integrated mental health software [D] {HD} IBM

This sampler illustrates how Decisionbase computerizes the following: DSM-III-R diagnoses, textbook, history and tutorial. It allows the therapist, patient or informant to generate a diagnosis or history.

Depression tests (1 disk)—Scoring and data file creation programs for 10 depression tests [F] IBM

New Scoring and data file creation programs for the Automatic Thoughts Questionnaire, Beck Depression Inventory, Center for Epidemilogical Studies–Depression, Dysfunctional Attitude Scale, Frequency of self–Reinforcement Questionnaire, Generalized Contentment Scale, Life Satisfaction Index, Rational Behavior Inventroy, Revised UCLA Loneliness Scale, and Zung Self–Rating Depression Scale.

DIS (1 disk)—Demos a client self-administered Diagnostic Interview Schedule generating DSM III info. [D] IBM

The Diagnostic Interview Schedule (DIS) is a computerized structured interview used to obtain data required for most adult Axis I psychiatric diagnoses. This version of the DIS on this demo is designed so that the patient can take the interview with minimal assistance from the clinical staff.

Hamilton Depression Assessment (1 disk)—Automates a depression scale [F] IBM
Administers, stores, retrieves, scores and prints the result of a 19 item modified Hamilton Depression Scale.

Help-Software (1 disk)—Demos self-help software for assertiveness, self-esteem and stress [D] IBM
This sampler acquaints you with three client administered self-help software programs. Help-Assert increases assertive communication. Help-Esteem enhances self-esteem. Help-Stress helps control and manage stress.

New **PsychSpell** (1 disk)—A list of 2000 psychological terms [F] IBM
2000 psychological terms to be incorporated into the dictionary of your word processing spell checker.

PsyMed (2 disks)—Provides an easy to use guide to psychotropic medications [U] IBM
PsyMed provides condensed indications, adverse reactions, dosage, and visual identification information for over 130 medication definitions commonly needed by Mental Health professionals and others.

PSYSEARCH (1 disk)—Demo a psychiatric diagnostic aide using a DSM-III-R type decision tree [D] IBM
Demo of an interactive diagnostic aid. Based on the users yes/no answers to questions, the software helps the user reach one of 70+ diagnostic conclusions.

Relativity (1 Disk)—Demos computer generated genograms [D] IBM

Tests1(1 disk)—Tests for game and curiosity purposes [F] IBM
Tests to use as games and to illustrate how programmers handle the test/user interface and data presentation. Tests cover assertiveness, depression, locus-of-control, sex role identity, AIDS prevention, and a Myers Briggs lookalike.

Tests2(1 disk)—Tests for game and curiosity purposes [F] IBM
More tests/games (see tests1 above). Tests cover political liberal/conservativeness, stress level, sexual IQ, left/right brain dominance, Social Interaction Self-Statement (scoring only), and includes a program for making multiple choice tests.

The Psychiatric Assistant (2 disks)—Demo of a system to assist clinicians [D] IBM
Demos system to assist clinicians with writing progress notes and reports, making DSM-III-R diagnoses, storing and tracking literature abstracts, doing med evals, etc. Designed for psychiatrists, but can be customized for other clinicians.

New **Therapist Helper** (1 disk)—Demo of a system to manage a private practice [D] IBM
Demo includes progress notes, patient ledger, insurance invoicing, and testing.

Health

AIDS Hypertext (2 disks)—Hypertext shareware program with AIDS example [U] IBM
Memory resident hypertext shareware program for linking ASCII files(1 disk). Good for creating educational programs for rapid browsing of diverse information such as that on AIDS. AIDS information is outdated and illustrative only.

AMIS (1 disk)—Demos a hospital social work/discharge planning system [D] IBM
Demos patient registry, discharge planning, and resource management to continue service and entitlements and to control length of patient stay, quality of patient care and hospital cost.

Medical Rehabilitation Manager (2 disks)—Demos a medical rehabilitation information system [D] IBM {HD}
Allows user to collect, store, evaluate and use patient data drawn at every stage in the rehabilitation process.

MedSWIS (3 disks)—Limited use version of a hospital social work information system [L]$ IBM {HD}
MedSWIS helps hospital social workers allocate and track resources. It collects data and produces 34 report.

Vocational Rehabilitation Manager (1 disk)—Demos a vocational rehabilitation information system [D] IBM {HD}
Manages client payroll and maintains detailed client records.

Welfare/Child Protection

Child Abuse (1 disk)—Demo of how an intake prioritization expert system might work [F] IBM
A BASIC language expert system shell and a small rule sets for guessing animals, diagnosing a TV, and for prioritizing child abuse intake. Used to illustrate how an expert system works, see Computers in Human Services Vol.#1.

EVOLV (1 Disk)—Child Welfare Management Software [D] IBM
Presents the menus of a system providing administration, case management, progress notes, adoptions, foster parent management, structured programs, health services, foster parent payments and Medicaid billing.

Foster Care Protections (3 disks)—Shareware system for auditing foster care records {HD}{C} [F] IBM
Assists federal review of the quality of foster care services in states pursuant to section 427. Prolog source code included.

Child Protection System (1 disk)—Demo of a child protective services system [D] IBM
Demo of a UNIX based system which provides assistance in case management, case tracking, risk assessment, case investigation, foster care placement, office automation.

TNCinfo (2 disks)—Texas Networks for Children Electronic Information System [U] IBM
Menu driven system enables the user to access information on 241 Texas residential facilities for children & youth. Good example of how an alliance of agencies can serve its membership.

Aging

CIMS (3 disks)—Demos an Information System for Older Americans Act Services [D] IBM {HD}
New Demos a Client Information Management System designed to meet the needs of service providers under the Older Americans Act.

RFP (1 disk)—Retirement Financial Projector [U]$ IBM
New Shareware to help determine financial readiness to retire. Requires Lotus 123 or compatible spreadsheet for data analysis and templates.

Developmental Disabilities

AUGMENT (1 disk)—Information on augmentative communication readiness [F] IBM
Informs teachers/parents/caseworkers about a client's situation regarding augmentative communications technologies and provides skill building exercise and resources. From the Texas Planning Council for Developmental Disabilities.

CAPTAIN'S LOG (2 disks)—Demos a cognitive rehabilitation system [D]{C} IBM
Demos software to train basic cognitive functions including attention, concentration, memory, visual-motor, numeric concepts and reasoning skills. For ages 6+ with head injuries, learning disabilities, strokes, mental retardation or to facilitate early learning. It can also be used as a pre—post drug treatment assessment tool for attention deficit disorder.

DD Connection (1 disk)—Illustrates a disabilities oriented (OPUS) bulletin board [F] IBM
Illustrates The DD Connection, a local bulletin board/database for persons with disabilities. It is operated by the National Assn. for Retarded Citizens & sponsored by the Texas Planning Council for Developmental Disabilities.

Dr. Bill's Software—(1 disk)—Demo of OWCP Case Management and DOT Codes software [D] IBM
Demos software that handles DOL billing, financial reporting, and client contact control for a rehabilitation counselor with a Department of Labor OWCP caseload. Also, demos "DOT on a Disk" which provides DOT codes, Skill Level, Physical Demands, Environmental Conditions, OES Codes, and Census Codes for all 12854 jobs in the Dictionary of Occupational Titles. Very useful for vocational expert witness testimony.

FreeBoard (1 disk)—Demos software allowing non-keyboard input [D]$ IBM
Allows users to work with most software using only a trackball, mouse, joystick, row/column canning, or optical pointer.

Freedom Writer (1 disk)—Demos input program for persons with limited mobility [D] IBM
Cursor key and scanning demo of a one key, mouse, light pen, speech, and joystick operated word processor. Includes HELP U TYPE, a program offering keyboard macros, word prediction, automatic spacing, repeat key defeat and one finger operation.

Learn to Sign (1) Shareware American Sign Language tutor [U]{C}

McDSC (1 disk)—Demo of a community residential service information system [D] IBM
This demo introduces a software package to manage community residential services for citizens with severe handicaps.

Newkey (1 disk)—Shareware key redefinition keyboard enhancer Ver. 5.4 [U] IBM
Memory resident software to assign any sequence of keystrokes to any key to speed input. Works with most programs and word processors. Includes WarpSpeed which speeds up the repetition rate of the keyboard without overruns.

1-Finger (1 disk)—Makes keyboard more usable for those with disabilities [F] IBM
1-Finger allows someone using only one finger, a mouth stick or a head to hold down two keys at the same time and to delay the automatic repeat feature

Peter's Program (1 disk)—Freeware rudimentary joystick word selection communication system [F] IBM
Allows users to compose sentences using a joystick by selecting words from menus. Requires the BASICA language.

RAVE (2 disks)—Demos program to identify appropriate occupations [D]$ IBM {HD}
Demo of RAVE (Realistic Assessment of Vocational Experiences) which finds occupational alternatives keeping the entire directory of occupational titles (DOT) in mind.

Sign Friends (1 disk)—Shareware Sign Language trainer [U] IBM
Presents children, parents, and teachers with graphic illustrations of sign characters and tests on fingerspelling.

SPELL GAMES & Bannerific (1 disk)—Shareware banner making program & game to help learn to spell [U] IBM
Bannerific creates banners. Spell Game displays a word on the screen for an instant and you must spell the word by typing it on the keyboard. Words are based on national spelling bees.

Stickey (1 disk)—One finger/stick program with keylock for people using a stick access device [U] IBM
Allows computer access using only one finger or a stick. Also contains PowerMenu from Brown Bag Software.

WorkNet (4 disks)—Demos job development program [D]$ IBM {HD}
Demo of WorkNet, a program for rehabilitation and job development counselors that organizes information about employers and jobs and retrieves this information in useful reports.

WPK (1 disk)—Shareware easy-to-use large type font Word Processor [U] IBM
A easy to use word processor designed for young children. Uses 40 columns and 20 column per screen mode. A 10 column 3 row screen version is also available for the visually impaired.

Education/training

PC Tutorial Collection (4 disks)—disks are 1/2 price when all disks in the collection marked by a ♠ are purchased

ANGER-ADVOCACY (1 disk)—Training courses on Responding to Anger & Legislative Advocacy [F] IBM
Electronic courseware (manual & tests) on *"Responding to Anger and Hostility: Effective Intervention Skills & Safety Issues"* and *"Active Participation in the Texas Legislative Process."* Completion and payment receives CEU credits.

AMS (1 disk)—Academic Merit System—Automates the merit review process [L] IBM
An automated merit review system for use by faculty and Personnel Committee for evaluating faculty performance.

BASIC Professor (1 disk)—Shareware interactive tutorial on the language BASIC [U] IBM
An interactive tutorial for teaching novices how to use the computer language BASIC.

Black Magic (1 disk)—Demos hypertext software, see below [D] IBM

Black Magic (3 disks)—Shareware version of hypertext software [U] IBM
Shareware hypertext authoring system for creating interactive electronic text and graphic documents. Software includes demo.

DALE (1 disk)—Demo of a drug abuse education system [D] IBM
Drug Abuse Learning Environment demo to provide students (grades 4-12) with information regarding the serious health and social consequences of substance abuse.

DEMOBBS (1 disk)—Freeware menu-driven, interactive BBS tutorial [F] IBM
DEMOBBS introduces the services provided by the NASW New Mexico BBS and introduces Fidonet, CUSSnet, and the Opus BBS system. User can connect with the NASW New Mexico BBS using an on disk communications program.

DOS Learning System (1 disk)—Shareware DOS tutorial [U] IBM ♠

New **DOS Practice** (1 disk)—Shareware DOS command practice sessions with scoring [U] IBM ♠

DSMIIIR Trainer (1 disk)—Program teaches the DSMIIIR [F] IBM
Freeware to help teach DSMIIIR diagnosis and assess client outcome. See MicroPsych Network, Vol. 4/3 p 63-66.

Empirical Practice (3 disk)—Materials for a course on empirical practice [F] IBM
Contains class notes, actual readings, homework assignments, sample exams, and other teaching materials for a course on applied clinical measurement. From Walter Hudson.

New **Examination Administrator** (1 disk)—Test administration and scoring program [D] {HD} IBM
Program for administering and scoring a large number of "right–answer" test questions to a large number of examinees.

GRADES+ (1 disk)—Demos program to automate course grading [D] IBM
Tracks and analyzes a single test, combines several score columns to compute a semester grade, or assigns letter grades.

I-View Skills—Demos software to teach interviewing skills [D] IBM
Sampler of a computer assisted instructional program for teaching cognitive elements of basic interpersonal communications skills.

Lotus Learning System (2 disks)—Shareware tutorial on Lotus 1 2 3 [U] IBM

MEL (2 disks)—Demos Micro Experimental Laboratory system [D] IBM {C}
Demos an authoring system allowing users to run experiments by filling in blanks on forms. MEL runs the experiment, and collects, analyzes and graphs the data. Students can run reaction time, questionnaire and text comprehension experiments without programming. User tutorial included. Won the EDUCOM/NCRIPTAL higher education award for best Social & Behavioral Science Software.

updated **MHC-BIB** (1 disk)—Annotated bibliography (581 entries) on Mental Health Computing [F] IBM {HD}
An annotated bibliography searchable by author, publication date or key index terms.

MRDOS (1 disk)—Shareware introduction to the IBM and DOS [U] IBM ♠

Notebook (1 disk)—Freeware course materials organizer [F] {HD} IBM
Freeware program from WALMYR for organizing and delivering lots of materials to students when teaching a university course.

PC-CAI (1 disk)—Shareware system to develop computer aided instructions [U] IBM
Shareware software for creating tutorials without having to know a programming language. Uses sound, graphics, animation, color and in asking questions and evaluating answers.

PC-FASTYPE (1 disk)—Typing instruction program [U] IBM {C}
A graphics oriented typing tutor where you view the displayed keyboard image on the screen. Works for either the AT style keyboard or the new "Enhanced" style keyboard.

PC-Pathway (1 disk)—Demos a career selection tool [D]$ IBM
Demo of a system that allows the user to enter their profile and search through 1,001 job descriptions for the most appropriate occupations.

PC-PASS (1 disk)—Demos authoring system with two social policy examples [D] IBM
Demo of PC-PASS, a program which allows instructors to construct tutorials which present information, prompt users for responses, and score user performance. 10 social policy tutorials are available, two are included on this demo.

PC Learn (1 disk)— A general tutorial on computers and DOS [U] IBM ♠

SCREE (1 disk)—Sequential Criterion Referenced Education Evaluation System [L] IBM
SCREE helps you create, print, score, analyze and graph test scores for one or more courses.

SIMCON (1 disk)—Shareware policy simulation [U] IBM
Allows students to see how various actions and roles will impact a decision to coordinate human service programs.

SWBIB (3 disks)—Annotated bibliography on computers in social work [F] IBM
A 280 page (690K ASCII) indexed annotated & indexed bibliography on computers in social work.

TAS (1 disk)—Teacher Assessment System [L] IBM
TAS produces individual faculty reports and overall summaries based on student responses to the Arizona State U. designed "Teaching Evaluation Form."

TUTOR.COM (1 disk)—(Ver. 4.4) A general tutorial on the IBM and DOS [U] IBM ♠

Understanding Statistics (1 disk)—A statistical tutorial [D]$ {C} IBM
Demos a package which provides 10+ hours of instruction /testing covering descriptive statistics, sampling, hypothesis testing, analyzing discrete/nominal data, correlation and regression, tests and measurement, and ANOV.

Word Perfect Learning System (2 disks)—Shareware tutorial on Word Perfect [U] IBM

Management

siAMS (1 disk)—Demos a generic Agency Management Package [D] IBM
Contains case management, personnel management, list management & promotion/fundraising management modules.

Bernie Cares (2 disks)—Demos an information and referral system [D] IBM {HD}
Illustrates the Bernie Cares information and referral system designed for an I&R agency

Community Services Locator (1 disk)—Demos an information and referral system [D] IBM
Illustrates an InfoLine taxonomy I&R system which tracks caller activity, maintains a program database, searches and retrieves community resources, and prints reports and queries.

Day Care Manager (3 disks)—Shareware for managing a day care program [U] IBM {HD}
Includes child and class information, payment tracking, facility scheduling, inventory, fixed assets, supplies and retail operations. Over 100 reports including mailing labels. Written in dBase III+.

EZ-Forms (1 disk)—Shareware program generates and manages forms [U] IBM {HD}
Helps design, store and print master forms. Forms can also be filled in on the screen, printed and stored. Over 100 pre-designed, modifiable forms are available.

FormGen (1 disk)—Shareware program generates and manages forms [U] IBM
Helps design, store and print master forms. Forms can also be filled in on the screen, printed and stored.

HSIS (1 disk)—Demos a customizable client information system [D] IBM
Agencies can define their database in terms of the clinical characteristics of their clients and the agency's list of services.

Information Please (1 disk)—Shareware quick access database [U] IBM
Associates text, pictures, graphics, and programs to database entries. Useful for manuals-on-disk, especially cross-referencing with keyword indexes.

Micro-Psych (1 disk)—Demo of office management system for individual/group practices [D] IBM.
Illustrates how Micro-Psych aids in billing, insurance claim completion, prescription writing, correspondence, expense tracking, appointment scheduling, record keeping and ad- hoc reporting. Specify either a monochrome or color system.

MIS Manager (2 disks)—Shareware computer inventory tracking system [U] IBM {HD}
Tracks computer hardware, software and applications. Over 100 different reports available including inventory labels. Written in dBase III+.

Performance Mentor (1 disk)—Demo that helps improve employees [D]$ IBM
Collects information about the user, the workplace, the employee, and the management task and then provides advice on evaluating and improving employee performance.

Personnel Policy Expert (1 disk)—Demo that generates an employee handbook from user questions [D]$ IBM.
Demos software that constructs 50+ pages of ASCII personnel policies based on responses to over 55 policy subjects.

Rapid Proposal Maker (1 disk)—Freeware proposal maker for the EEC [F] IBM {HD}
Shell allowing users to complete forms producing an (Europe Economic Community) Proposal. Uses dbase files.

R/Client (2 disks)—Demo of a client management and reporting system [D] IBM
Menu driven social service agency system providing a variety of reports, statistics, and information useful in the treatment, planning and quality assurance process.

Schedule & GANTT (1 disk)—Shareware and demo for project management [L&F] IBM
GANTT (shareware) displays project schedules using GANTT charts. Schedule (limited capacity version) manages projects using the critical path method (CPM) and program evaluation and review technique (PERT). A demo and tutor are also provided.

SuperSync (1 disk)—Demos software for analyzing and managing teams in the workplace [D] IBM
Helps team leaders and managers construct, print, analyze, graph and reports surveys regarding teamwork.

Sisyphus (1 disk)—Demos program to help clinicians with paperwork [D] IBM {HD}
Demos program to help clinicians fill out assessments, evaluations, mental status exams, treatment plans & reviews, termination summaries, progress notes, insurance forms, etc. For example, it writes a treatment goal, method, session frequency and client disability from entered diagnosis.

Task Master (1 disk) Project tracking shareware [U] IBM

New Tracks office assignments, correspondence, projects, tasks and other work. Includes report and memo writer, appointment calendar and calculator.

TPPM (1 disk)—Demo of The Psychotherapy Practice Manager to manage records, appointments and billings [D] IBM
Demos client record system including intake, history, and contact information with integrated client fees and payments.

Volunteer Network (3 disks)—Shareware dBase III+ program for tracking & scheduling volunteers [U] IBM {HD}
Computerizes volunteers' skills, experiences and assignments. Automatic updating of year-to-date and total hours with each work entry. Ability to search for volunteers with particular skills and experiences and print about 300 reports.

Accounting, billing, and fund raising

Accounting Collection (11 disks)—disks are 1/2 price when all disks in the collection marked by a ♣ is purchased
This collection is useful for those seeking to evaluate accounting systems. The disks marked with a ♣ in this section comprise this collection of 10 disks.

Clinic Accounts Receivable (1 disk)—Demo of 3rd party billing, sliding-fee program [D] IBM ♣
System includes client and staff information for case management and provider data for complete electronic billing.

Contrib Plus (1 disk)—Demo of the fund raising module of NFP accounting [D]$ IBM

Development System (1 disk)—Demo of fund raising and mailing list management system [D] IBM

Donor Records (2 disks)—Limited use version (max 25 records) of a fund raising system [L] IBM {HD}

Donor Network (2 disks)—Shareware donation and pledge tracking system [U] IBM {HD}
Detailed pledge and contribution transactions, including matching gifts, with the ability to pinpoint specific funds or projects. Over 50 reports available including mailing labels and phone directories. Written in dBase III.

DonorWare (1 disk)—Demo of an integrated fund-raising system [D]$ IBM
System includes event management, donor profile & history, phone solicitation, letters & labels, volunteer assignments and numerous reports.

Fixed Asset Manager (2 disks)—Shareware fixed asset management system [U] IBM {HD}
Track capital goods, fixed assets, supply/spare parts, warranties and maintain contracts. It handles multiple depreciation methods and prints 80 reports. Written in dBase III+.

Fund Accountant (2 disks)—Shareware fund accounting system [U] IBM {HD} ♣
DBase III+ program which handles 9999 Accounts, 99 funds, 26 checkbooks and unlimited 93 projects. Statements by organization, fund, or project. Automatic posting of receipt and disbursement entries.

Fund Accounting (1 disk)—Overviews fund accounting & donor software from Executive Data [D] IBM ♣

Fund Accounting Manager (2 disks)—Demos fund accounting system from Easter Seal [D] IBM ♣
Designed to handle the complete accounting requirements of health and human service organizations.

New **Fund$system** (5 disks)—PC Demo of a fundraising system for IBM 300, 1000, & 2000 computers [D] IBM {HD}

GL/AP (1 disk)—Demos a general ledger/accounts payable system [D] IBM ♣

HFSL (2 disks)—Freeware housing finance management software [F] IBM {HD}
Housing Finance Savings and Loans (HFSL) from Habitat (UN Centre for Human Settlements) is a menu driven dBase III+ housing finance program which performs standard account-management functions.

HSS (1 disk)—Demos general ledger system [D] IBM ♣
The Human Services Software General Ledger is one part of a fund accounting package.

In-Site Billing (1 disk)—Demos a private practice billing system [D]$ IBM
Addresses the billing and accounts receivable needs of individual practitioners.

MPB (1 disk)—Demos a Multi-Provider Billing system [D]$ IBM
Meets the billing, accounts receivable, and financial data base needs of group practices or clinics.

NFP Accounting(1 disk)—Demo of General Ledger, Accounts payable & Payroll [D]$ IBM ♣

Nonprofit General Ledger (1 disk)—Shareware nonprofit general ledger [U] IBM ♣
Menu driven shareware separates revenues and expenses by service program and funding source, prints income statements and balance sheets, provides an audit trail of transactions, compares expenses to receipts, etc.

Painless Accounting (3 disks)—Shareware office accounting and billing system [U] IBM {HD}
Provides a generic office accounting system that can be set up for an individual or small group practice.

PCFUND (1 disk)—Demos a complete fund accounting system [D]$ IBM ♣

Professionals' Billing System (2 disks)—Shareware clinical practice bookkeeping/administrative system [U] IBM {HD}

Data Analysis

Abtab (1 disk)—Demos a survey management system [D]$ IBM
Demo of a system for survey researchers which analyzes data and produces reports. Scout, a low cost version is available.

KWIKSTAT (2 disks)—Shareware menu-driven statistical package, Ver. 2.10 [U] IBM {C}
KWIKSTAT includes commonly needed data analysis procedures and graphs. Reads & writes dBASE & ASCII files. Includes program to teach statistical concepts.

Simple STATS (3 disks)—62 simple statistics programs [F] IBM
62 parametric and non-parametric programs and 5 data entry programs for simple data reduction or teaching statistics.

SPPC (4 disks)—Shareware (student edition) of the complete SPPC statistical analysis software package.[F] IBM

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Articles from HUSITA–2

Note: Included in this issue are several papers from the International HUSITA–2 (HUman Service Information Technology Applications) Conference held at Rutgers University, New Brunswick, NJ. June 26–30, 1991. The bulk of the papers will be printed in a special issue of the Haworth Press Journal, Computers in Human Services and reprinted separately as an edited book. Some European papers will be printed in the U.K. Journal New Technology in the Human Services.

Computer–assisted Instruction in Sexual Abuse Assessment: Does it Work?

From Robert J. MacFadden, Associate Professor, School of Social Wk, U. of Toronto, 246 Bloor St. West, Toronto, M5S 1A1

Abstract

This article describes and presents the results from a project designed to test the effectiveness of a computer program to train new child protection workers in sexual abuse assessment.

This article describes and presents the results from a project designed to test the effectiveness of a computer program to train new child protection workers in sexual abuse assessment.

Background

The software program C.C.A.A.T.S. was first developed four years ago by two classes of graduate social work students (M.S.W.), a professor and an agency specialist in child abuse. This team was organized into three groups to work concurrently on the three technologies involved in computer–assisted instruction (CAI): computer, educational and substantive (i.e., child sexual abuse assessment). A well–accepted model of child sexual abuse assessment (Sgroi, 1982) was selected as the foundation framework for this system and a section on protocol was added to reflect local concerns and realities. The final content structure offers information in the areas of protocol, investigation, validation, and child protection. The system contains an introduction noting biases such as a child–centered orientation and concludes with a bibliography of readings related to child sexual abuse assessment.

Additional details about this development and system are reported elsewhere (Window on Technology, 1987; MacFadden, 1988; MacFadden, 1989).

A grant was secured from the Institute for the Prevention of Child Abuse (IPCA) to formally test whether the system improved the knowledge of new workers in the child sexual abuse area.

Hypotheses

In a summary review of CAI literature and research, Atkinson, (1984) report that CAI has been found to have a small, positive significant effect on student achievement and shortens instructional time. Some evidence also indicates that CAI seems to have a small, positive impact on students' attitudes towards instruction itself and towards computers. Limited research exists about the effectiveness of CAI specifically within a human services context. Given this background and the importance of any CAI program to improve knowledge, the following hypotheses were generated:

- New protection workers who have experienced the C.C.A.A.T.S. (i.e., the training group) program will score higher on sexual abuse assessment knowledge than will new protection workers who have not used this system (i.e., the control group).
- New protection workers who have experienced the C.C.A.A.T.S. program will change their attitudes more positively towards computers than will new protection workers who have not used this system.
- New protection workers who have experienced the C.C.A.A.T.S. system will change their attitudes more positively towards training than will new protection workers who have not used this system.

Research Design and Methodology

An experimental control group design was selected to test the above hypotheses. New workers (approximately 2.5 years or less) within each agency were selected and a questionnaire was administered at Time 1. This questionnaire contained demographics, inquired about attitudes towards computers and towards training, and included the 43 item knowledge quiz in the child sexual abuse assessment area. New workers within each agency were randomly selected into training and control groups. After completing the first questionnaire, workers in the training group experienced the C.C.A.A.T.S. program at their agencies. A research assistant supervised the use of the computers and the training was completed in a quiet area whenever possible. The control group did not experience the computer training.

Several weeks after the first questionnaire, both the control and training groups met within each agency and completed the final questionnaire which contained the attitudes towards computers and towards training and the same knowledge Quiz.

Measures

The dependent variable was measured through the 43 item knowledge Quiz discussed above. The preliminary version of this measure, which was subsequently refined, exhibits good reliability and face and construct validity.

The "Attitudes Towards Computers" measure was obtained from a study entitled The Digital Social Worker (deGroot et al., 1986).

The "Attitudes Towards Training" measure was developed by the researcher. No existing standardized scale measuring training attitudes could be identified.

Settings

Four medium to large child protection agencies in Southern Ontario were selected on the basis of their willingness and geography.

Description of the Sample

Number: The sample was comprised of 76 protection workers. Of these 76, 39 or 51% were training and 37 or 49% were controls.

Gender: This sample contained 59 or 78% female workers and 17 or 22% were males.

Age: Age averaged 31.3 years with a standard deviation of 7.4. The range was 22–56.

Education: Most workers had either a B.S.W. or equivalent–45 (59%). The second largest category was M.S.W. education with 28 (37%). There were 2 (2.6%) with community college and one (1.3%) with some university education.

Months in Child Protection: The mean experience was 11.7 months with a standard deviation of 10.1 and a range of 0–60.

Years in Child Welfare: The average experience in child welfare was 2.2 years with a standard deviation of 2.2 and range of 0–10 years.

Position: Most workers were in a Family Service position–47 (62%), followed by Intake–18 (24%), Children's Services–6 (8%) and Other–5 (7%).

Number of Educational Experiences in Child Sexual Abuse: Workers were asked to estimate the number of formal educational experiences (e.g. courses, workshops) focused on child sexual abuse and experienced by them within the last 3 three years. The average number of such experiences was 2.4 with a standard deviation of 3.1 and a range of 0–20 experiences.

Sources of Education in Child Sexual Abuse: The most common source of training was agency workshops (63%). This was followed by supervisors (43%), co–workers (42%), undergraduate courses (38%), broad ministry courses (32%), IPCA courses (18%), graduate courses (16%), sexual abuse ministry courses (15%), community college courses (8%) and Child Welfare Institute courses (8%).

Results

Control and Training Groups

The control and training groups were compared at Time 1 (the first questionnaire administration). Most importantly, they were almost identical in terms of sexual abuse knowledge scores (i.e. the Quiz). For training, the raw score on Quiz was 21.0 with a standard deviation of 3.1. For the training group, the raw was 20.7 with a standard deviation of 4.1. (A perfect score would be 43 raw points).

Hypotheses

First Hypothesis The first and major hypothesis predicting greater knowledge gain among the training group than the control group was supported. This was examined from two perspectives. Firstly, the mean scores at the second administration (Time 2) can compared between the control and training groups.

Table 1

Second Knowledge Quiz Scores for the Control/Training Groups

GROUP	MEAN	SD
Control	20.3 (47%)	3.3
Training	24.2 (56%)	3.6

The training group mean knowledge score was 9% higher than the control group which was statistically significant (t=5.0, p .001, df=74, N=37 for control and N=39 for training).

A second method of examining the differences between the training and control groups was to compare their final knowledge score means as a function of time between the first and second quizzes. Each group was divided into short duration (8–24 days), medium duration (25–49 days) and long duration (50 days +) and the means were compared.

Table 2

Comparison of Final Mean Quiz Scores by Group and Time

	Short Duration		Medium Duration		Long Duration	
Group	*Mean*	*S.D.*	*Mean*	*S.D*	*Mean*	*S.D.*
Cntrl	18	2.9	21.4	2.7	20	3.6
Train	25.7	3.8	23.8	3.6	23.5	1.9

Note that for the "short duration" category, the training group achieved a mean score on the second quiz that was 7.7 points or 18% higher than the control group. This was statistically significant (t=4.4, df=74, p.001).

For those in the medium duration category, the training group attained a score 2.4 or 6% higher than the control group. This difference was statistically significant (t=2.5, p.05, df=74).

While the training group in the long duration category scored higher than the controls (3.5) this difference was not significant at the .05 level (p=.08).

Thus, it can be seen that duration between quizzes is a significant factor that tends to weaken the effect of the computer training over time.

Second Hypothesis It was predicted that the training group would improve their attitudes more positively towards computers than the control group. This was not supported.

Third Hypothesis This hypothesis predicted that the training group would improve their attitudes more positively towards training. This was also not supported.

Interestingly, opinions about computers and opinions about training were themselves related. As workers' positive ratings of computers increased, so did positive ratings of training. Both were positively correlated (r=.53, p.001).

Other Findings

Correlations Between Demographics and Knowledge Score When score change (Quiz2–Quiz1) for the training group was related to age, a significant correlation emerged (r=.33, p .05). As worker age increased, the

difference between their initial scores and final scores after the computer experience increased. Older workers appeared to benefit more from the computer training.

Worker Evaluation of the C.C.A.A.T.S. Program The formative dimension of this study focused on workers' reactions to the C.C.A.A.T.S. Program itself. The results for the total program evaluation are as follows:

Again, in the context of evaluating the total C.C.A.A.T.S. system, workers were asked to rate the extent to which this program improved their knowledge about child sexual abuse assessment. Five percent indicated no improvement, 26% noted minor improvement, 46% indicated moderate improvement and 23% rated the program as strongly improving their knowledge. Thus 69% believed that the program had moderately or strongly improved their knowledge.

Conclusions

The findings suggest that the "older" group within this "new" protection worker category benefited somewhat more from using C.C.A.A.T.S. than did than younger workers. It is not clear why age is related positively to knowledge gain using CAI. One might expect that younger workers would be more eager to quickly fill their knowledge gaps and might perhaps be more comfortable with the technology.

Using CAI did not improve attitudes positively towards computers. Since the training workers were already quite favorable towards this technology, the one experience on the computer may not have been significant enough to increase this positive attitude. Aside from this finding, workers' experience with C.C.A.A.T.S was essentially a very positive one and supports the idea that CAI as an addition to training would be well–received by most workers.

Some of the factors mentioned above may also explain why the computer experience did not increase workers' attitudes positively towards training. The training attitude scores were already quite positive and perhaps this brief CAI training experience was not powerful enough to generalize to the training process.

The answer to the question posed in the title of this article is "Yes, CAI does work". The major hypothesis that CAI would improve knowledge in child sexual abuse assessment was supported. One important issue is however, the size of the effect. The overall effect in this study was 9% improvement across the total training group. This supports Atkinson's (1984) earlier conclusions–a small, positive and significant effect for CAI. Given that one hour of CAI requires about 100–30 hours of development (Ragsdale, 1982; Burke, 1982), does the gain in knowledge justify the costs?

This supports Atkinson's (1984) earlier conclusions–a small, positive and significant effect for CAI.

When the data was examined in more detail, it became evident that time is a important factor. The effect of the CAI was most significant early after the training. When effectiveness was examined on this short–term basis (i.e., 8–24 days), the knowledge gained doubled to 18% over the control group. This strengthens the argument that the costs of CAI are warranted, if this size of gain can be maintained and possibly increased.

When the process of the CAI training within this study is examined, there is reason to believe that the effectiveness of this approach might be enhanced through integrating it with regular training. This study involved the one–time use of CAI and most workers completed the training within one hour. This represents a very brief exposure to the technology and content and probably significantly limits the effect of CAI on knowledge acquisition. It is quite possible that if C.C.A.A.T.S. was integrated within ongoing agency training (and perhaps supervision) that the size of the effect could be enhanced and retention perhaps lengthened.

Workers' ratings of the effect of this system on enhancing their knowledge was considerably more positive than knowledge gain that could be detected through the Quiz. Clearly, workers viewed C.C.A.A.T.S. as helpful and relevant to their job. Workers also strongly indicated that the system should be used as a supplement to training which supports the integrative approach to the system.

While CAI is not a panacea for the training difficulties experienced in child welfare it does represent a promising innovation that has a significant effect on knowledge acquisition. It offers users a non–judgmental, confidential and safe learning environment where they can proceed and experiment at their own pace.

In conclusion, it would be worth examining the effect of C.C.A.A.T.S. on knowledge acquisition and retention within a regular training environment and over an extended period of time. Are there particular models which would maximize the effect of this CAI component in training? How might introducing CAI change the process and content of current agency training? What content areas might be most appropriate for a CAI approach? How would more senior workers experience this C.C.A.A.T.S. system? Might the information serve as a refresher for experienced workers? Perhaps most importantly, does the knowledge gain translate into improved practice for workers?

Table 3

Total Program Evaluation by Percentage

PROGRAM DIMENSION	POOR	FAIR	GOOD	EXCEL.
Ease of use			24	76
Clarity of instruction			29	71
Accuracy of content		2	30	68
Questions relevant to content		8	18	74
Ability to review		5	11	84
User control of the program		8	24	68
Clarity of program purpose	3	3	32	63
Achievement of purpose		3	50	47
Clarity of computer response		3	21	76
Relevancy to my work		2	17	82
Order of content		5	9	66

While CAI is not a panacea for the training difficulties experienced in child welfare it does represent a promising innovation that has a significant effect on knowledge acquisition.

A full research report on this study is available from the Institute for the Prevention of Child Abuse, 25 Spadina Rd., Toronto, Ontario, Canada M5R 2S9. The document is entitled, The Computerized Child Abuse Assessment Training System: A Research Report, written by Robert J. MacFadden, Ph.D..

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An Assessment of the Human Services Computer Systems In Orange County, NC

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Abstract

An assessment was performed to evaluate the computer technology in eleven human services departments in Orange County, North Carolina. The purpose of the study was to evaluate the information needs in each department and the group as a whole. The integration of computer technology to improve services to clients, especially those using more than one service, motivated the assessment. Issues such as confidentiality of client records, sharing of information between departments, and practical barriers were all considered as well as the hardware and software for a Master Client Index File. The results of the assessment illustrated the need for improvements in information systems within many of the departments as well as improved hardware and software technology.

Introduction and Background

The importance of evaluating systems in order to make improvements should be performed on a regular basis. Often evaluations indicate the need for changes in the present system. Sometimes, the need for change is evident, but the direction is not clear. The need for change is often assessed during a feasibility study where an organization compares it's need for a more efficient system of performing tasks to the costs of implementing such a system. When the benefits of such a system are deduced, an assessment of the present system proceeds. This study was an evaluation of the present computer systems in Orange County, North Carolina's human services departments. The study parallels Stage 2: Analysis of exiting systems from Human Service Computing: Concepts and Applications (Schoech, 1990).

The human services in Orange County, N. C. tend to be far more progressive in their organizational coordination than most counties in North Carolina and beyond its borders. For a number of years, each department within the human service umbrella has had a Directors representation in The Human Services Management Team. Eleven directors meet bi–weekly in an effort to coordinate the management of departments to enable more efficient coordination of client service. The Human Services Management Team includes the following eleven human service departments: the Health Department, Mental Health, the Department of Social Services, the Department on Aging, Housing and Community Development, the Public Library, Recreation and Parks Department, Child Support Enforcement Agency, the Commission on Women, the Manager's Office, and the Agriculture Extension Agency.

The Human Services Management Team has identified a need for change within the human services coordination structure. Their need was to vastly improve the computer technology and communications system in order to better coordinate client services. This initiative to improve services was centered upon a shared Master Client Index File (MCIF).

The concept of a shared Master Client Index File is very challenging. With the concept of a single port of entry, information sharing has become an important issue to Human Service providers. On the surface, the ability to promote more efficient services through automated technology should be well received. Since basic client information could be obtained initially through any department, and when a client enters a new service area, client information would be available instead of requiring a new application process. The MCIF could also aid in the reduction of duplicated services and other system abuses. On the other hand, many issues are involved in a functioning shared database that still need to be resolved in order for such a system to become reality.

Unlike most information systems built for individual departments and needs, the MCIF is focused on interagency coordination and management, allowing for agency level integration on individual clients.

First and of most concern was the issue of confidentiality of client records. Since departments in human services fell under more than one State Department, the laws concerning the departments differed. The Team was concerned about how specific laws affected each department with relation to the MCIF. They felt an evaluation was needed to make them aware not only of the equipment needs of a MCIF, but also of the confidentiality needs and other bar-

riers that may exist to the implementation of a Master Client Index File.

The issue of a consent form and how it would meet required departmental needs fell under the confidentiality arena. Questions concerning the consent form to be considered within the realm of the MCIF included how it should be coordinated with other forms, what should it look like and what information was needed.

The purpose of this paper is to describe an assessment of information and computer systems to improve the coordination of services through integrated computer technology. The evaluation was needed to assess the computer hardware and software presently in the eleven Human Service departments and the Data Processing department in Orange County. An investigation into the laws concerning confidentiality of client records, consent forms and the review of any other barriers to a MCIF in the County was necessary. Following the assessment, recommendations as to options for the MCIF would be considered, and data specifications for the shared database would be formulated.

The purpose of this paper is to describe an assessment of information and computer systems to improve the coordination of services through integrated computer technology.

Methods

Data collection was performed in two parts. The initial phase consisted of a mailout/mailback questionnaire. The second phase consisted of personal interviews with Directors and, in some cases, staff. The purpose of the interview was to fill in gaps from the written questionnaire and obtain information not as easily gained in written form. Following data collection, the synthesis of data included investigation into a variety of database packages, LAN networks, and alternative solutions for the Master Client Index File which would best fit the needs of this County by building upon present systems.

The mailout/mailback questionnaire was filled out by the Directors and, in some cases, staff of each department in the Human Services Management Team. Prior to mailing the questionnaire, Directors were asked to meet with their staff to gather input from all personnel within their department who dealt with computers or from a core of staff who had either working knowledge of or who used computers often in their work.

The questionnaire consisted of 3 sections, one on issues of sharing information between departments; another on present hardware and software configurations; and a third relating to communication, other needs, and available support. Section 1 consisted of four questions referring to the data needs between departments; what information the department needed from other departments, what information they thought other departments would need from them, what current laws were in effect about sharing of information from their department with other departments, and what expectations, if any, they might have from a shared Master Client Index File.

The questionnaire consisted of 3 sections, one on issues of sharing information between departments; another on present hardware and software configurations; and a third relating to communication, other needs, and available support.

Section 2 consisted of three questions asking for the description of a configuration of every computer in the office(s). Each computer was numbered with a description of the brand, model, base system, hard drive size and other drives available, the computer monitor, and the amount of RAM memory. Also associated with each computer were questions about the software on each computer and the availability of free card slots. A second question was asked concerning department printers including information on the brand, model type, paper handler, carriage size and any other comments. The final question referred to other related equipment and asked for the brand, model, and other descriptive information.

The last section included questions on communication equipment, availability of computer support, and hardware and software needs. The first question asked if modems were attached to any computers, and if so, were they internal or external. Another question asked if the computers were attached to a network, and if so, the network software used. Two questions followed pertaining to hardware and software needs of the department. The final questions dealt with the responsibility and support of the hardware and software in the department as well as the possibility of adding more personnel time for support in the future.

The questionnaire was returned, and a follow–up meeting was scheduled from 1 day to 3 weeks after receipt of the questionnaire. The interview consisted of a central core of questions dealing with forms used to collect data, database programs which already existed in the department, and objections to changes in the present software. Additional questions which were department specific and needed further investigation beyond the written questionnaire were also included to enhance comprehension.

Findings

Information Sharing

Information was gained through a written questionnaire and a personal interview. Although the Directors were asked to work with their staff to complete the questionnaire, staff input was only given within some departments. As a result, some valuable input was lost, although this also led to greater insight into the department and to the Director's understanding of computers and computer systems. Through the personal interview, knowledge was gained from the questions asked and a better understanding

of the relationships between the departments was also acquired.

Interagency Sharing. Questions relating to information that was needed in the MCIF revealed some general needs for all departments and some more specific needs for individual departments. In general, most departments found that program information such as the number of people served broken down by program, location, sex, and race, was helpful to most other departments. Specific departments also had information needs from each of the other programs. One department needed information from all other departments on the number of elderly clients served and on their mode of transportation since this department provided special transportation services for the elderly. This same department also suggested collecting data on how clients became aware of a specific service, which would aid all departments in the marketing of their programs.

Another department felt that when clients needed services beyond their own department's domain, a mail system that would notify other departments would be helpful. For example, if personnel from the Housing Authority found an elderly person in need of health or other support services, communication through a mail system could be very useful. A system such as a MCIF could insure efficient delivery of needed services, enabling service providers to discover if the client was already receiving the needed services immediately through the database or if a referral should be made and later followed up. With the present system, it was difficult to find out if the client was already receiving outside services and more difficult to follow up on the referral.

Some departments needed access to other departments' Case Managers. This would often occur when clients needed multiple services and interagency coordination was necessary. Service providers often found this information difficult to access. The ability to access case managers from other departments would be extremely useful for emergency situations often found in children's protective services. Another department also needed information from other departments on the number of people in programs supported by public assistance.

Many departments were interested in the number of clients served in each program broken down by area and program, and in program expenditures broken down by area, race and sex. Other departments needed specific information on subpopulations and programs in other departments for a specific population.

Departments often had specific information needs from just one or a few specific departments. For example, one department needed to know if its clients were receiving public assistance of any kind. This information was necessary to reduce registration fees for other services. Presently, the department could ask only the clients for this information, and it was difficult to follow–up all the public assistance clients which used these programs. The department felt they may be losing revenue by not having the ability to access this information. They felt that access to a MCIF during program registration would solve this problem. Two departments ran some community programs together. It was obvious that the registration and program evaluation process could be accomplished much more efficiently with the aid of a shared automated system.

Many departments had similar needs such as finding out a client's Medicaid number and status. This type of information was needed to get reimbursements for services to clients receiving Medicaid support. Most of the specific needs of the human service departments centered around improving services for the clients, enabling faster or more efficient service, reducing duplication of services between departments thus increasing needed resources, and enabling more efficient reimbursements from federal agencies which would help increase well needed revenues for services already rendered.

Interagency Needs Some departments needed very little information at all from outside departments but had needs for their own in–house database systems. Other departments had in–depth systems supported by their State agencies or by the County but still needed further automation. Only one department felt their automation needs were in the process of being met. This department was not County supported and was in the process of having software programmed for their department's needs. This department also had its own data processing support personnel. Almost all the departments had needs for their own database programs beyond those needed for a shared database.

Only one department felt their automation needs were in the process of being met.

One department was able to have most of its database needs met through County support but still needed two database systems not yet programmed. Three other departments had worked on forming their own database programs but needed further aid to make them efficient. In one department, an information/referral database was being written and updated on one machine, but without networking, the database could not be efficiently used by the persons who received the phone calls. The program was not user friendly and the person designing the system was the only one who could use it. In another department, the database programs were begun on a software package provided by the County but became outdated and could not be improved because this particular software could not handle the needs of the database. The third department had parts of a database, written by a janitor (a retired university professor) in his spare time. This program was very useful to the department, and they felt very fortunate.

Barriers to MCIF Implementation

A number of barriers were also found to the implementation of the MCIF. The barriers consisted of confidentiality limitations, database control and data entry. Some of these barriers seem trivial at first, but in reality are the root of shared database. The organization of County departments also had some inherent problems while preserving financial efficiency.

Organizational Design. The design of the departments in Orange County, where a separate Data Processing Department is responsible for the information

needs of all the departments, can have both positive and negative effects on the ability of a subgroup of departments to have a shared database. This design enhances cost efficiency, very important in County level government, but can also cause problems. All hardware and software orders go through one department, resulting in the ability to purchase equipment at lower prices. All departments have the same equipment, thus lowering the need to learn about a number of different computers by the DP Department. This works well when the DP Department does all repair work. A limited selection of software also aids DP in its support services to the other departments.

The barriers consisted of confidentiality limitations, database control and data entry. Some of these barriers seem trivial at first, but in reality are the root of shared database.

This design however, can have a number of shortfalls, especially if the DP is not provided with adequate funding to give all the departments the support the departments need. When one department orders the County's equipment, other departments tend to feel a lack of control over decisions concerning the equipment they use. Many of these departments had little knowledge of the software they used. They did little to investigate other software products or computers beyond what they were given. If the departments researched these products themselves they would probably purchase software that would be more useful for each department's specific needs. Another problem associated with this type of design is that the departments had to compete with each other for their equipment. If the DP Department could afford only a few faster computers, or printers, it had to choose which departments would get them. The decision was often made according to a department's ability to generate funding which tends to be non–existent in many Human Service departments.

In this organizational structure, the needs of most of the Human Service departments focused mainly on support for their microcomputers, while the DP Department was structured with a focus on minicomputer support. Most of the funding and personnel time in the DP Department was for programming and maintaining a minicomputer, while less than 3/4 of a person's time was dedicated to over 200 PC computers in the County. As PC computers became more widespread, the DP Department was not given additional funds needed to support the departments using these computers. They could not take away from the minicomputer support because needs in this area had not lessened, but instead overall computing needs of the County increased without a linear increase in funding. As PC computing becomes more cost effective, the focus of the DP Department needs to change from a mainly minicomputer environment to a mixed PC and minicomputer environment.

Confidentiality. The confidentiality of client records is an issue that needed to be considered prior to implementing a shared database system. Legal issues are involved, and it was necessary to consider the confidential needs of the clients in each of the eleven departments. This was complicated by differing State statutes for each department. In North Carolina the eleven departments on the County level involved in this project were under the auspices of several different State level authorities. Coordinating at the County level meant taking State level statutes and integrating them for County level integrated operations. Some of the departments are empowered to make decisions on the issue of confidentiality at the local level, while others are not. Consent forms would be necessary for some departments, which would need to be coordinated with existing consent forms for efficiency. Departments which presently did not need consent forms realized they would need one for an integrated computing system which would encumber already high workloads of many employees.

The confidentiality of client records is an issue that needed to be considered prior to implementing a shared database system.

Practical Barriers. A number of practical barriers were found that needed to be dealt with in order to implement the MCIF. For those departments which would need to use a consent form, the additional time placed on employees and their clients to have the consent form read, explained, and fully understood could be overwhelming. This places an increased burden on employees and reduces the number of clients which can be seen, thus requiring additional staff. For departments which do not have resources for additional staff and are overworked trying to carry the current load, this may be difficult or even impossible. Some departments had other consent forms which already had to be filled out and were not sure the form could be combined with another consent form. Individual departments would have to work out these issues with their State organization to decrease duplication of consent forms if possible.

The need for data entry into the MCIF is another practical barrier to implementing the MCIF. Some departments already input data in other systems. Keeping data entry to a minimum would be necessary. Eliminating dual and triple entry would also need to be a consideration for the system design. Some departments already enter data separately for the State and County computer systems. The MCIF may result in triple entry. Coordination between the State and County Data Processing Departments needs improvement in order to simplify this effort. Other departments presently have no type of database, and therefore data entry would require either additional personnel or additional responsibilities for the present staff.

Data Control. The issue of data control is very important to a system such as the MCIF. Information changes from one department may update data for another department, but they may also cause problems. The ability of any department to change information may cause problems for other departments. For example, a child's change of address may not be an important change in the Library except to update records, but it may have extremely important implications in the Department of Social

Services. The responsibility for data control needs to be decided, whether it is a specific department within Human Services or a separate person or department outside of Human Services. Data entry may be incorporated if a separate department, such as Data Processing, is responsible.

Hardware and Software

A number of improvements could be made in order for the departments within the Human Services Management Team to function efficiently. Those departments that were not under the Orange County Government auspices tended to have use of better technology than the department within the aegis of Orange County. Each individual department also had specific needs beyond the scope of the group. The following recommendations for improving the technology were based upon the needs of the majority of departments.

- Stronger software packages should be used and supported in Orange County.
- Phase out 8088 processing computers replacing them with 80386 base computers.
- Increase RAM memory as well as hard drive space to meet their software requirements and the department's needs.
- Desktop publishing capabilities should be made available within the County or individual departments.
- Better monitors to enable view of graphics and the Geographic Information System should be purchased in the future to replace the present text–only monitors.
- Replace dot matrix printers with laser printers.
- Centralize access or placement of an Information/Referral database system.
- Increase personal computer literacy within departments.
- Coordinate communication between County and State computer connections.
- Implement Local Area Networks to allow easier access to better printers, communication devices, and allow file and software application sharing.

These recommendations are based on the assumption that by meeting the needs of the departments and by increasing the departments' automation of timely duplicated tasks, services for clients can be improved. Providers can spend more time with clients and less time record keeping. As the departments move towards improved technology, it would also be necessary for personnel to become more familiar and comfortable with computers. It was recommended that new personnel have computers skills even if their software knowledge was different from that used by the department. It is not necessary to require a computer competency level to program software language although, Flynn (1990) advances that having this proficiency enables the ability for creative development within the automation needs of an agency. Once a person has some experience with a word processing program or spreadsheet software, he or she tends not to be as resistant to using other software as persons who have never experienced microcomputer technology.

Platforms for the MCIF were also considered. Possible options which were discussed with the Team included, a system on the County's minicomputer written and maintained by the County's DP Department, and a LAN network system using Client–Server architecture. Both designs held their own benefits and deficiencies for the Human Services Management Team ranging from cost involved to control and maintenance of the MCIF in the future.

With increased funding for the Data Processing Department, support of microcomputing system could better be supported enabling a combination of mini–and micro–computing technology. This would dissolve the present division between mainframe/minicomputer and microcomputer systems. This division has been widespread, but in recent years personnel are developing systems using the best combination of available technology (Flynn, 1990). Enabling a mixture of large mainframe/minicomputer systems and microtechnology would allow Orange County more options for their MCIF.

Conclusions

The evaluation elucidated a number of significant barriers to the implementation of a shared Master Client Index File. An unexpected finding was the individual departmental needs beyond the scope of an MCIF. Most of these departments were limited in their abilities to collect, process, and evaluate data because of the lack of technology, lack of ability, and lack of PC support within their departments and the County.

The County first needed to work with the DP Department to support the microcomputer needs in the Human Service departments. This would require the DP Department to change its focus from primarily minicomputers to more of a PC orientation which would require increased funding for the DP Department for more personnel to meet the needs of the County Departments.

Further, the major barriers of confidentiality, data control, and data entry must be overcome through cooperation of the eleven Human Service Departments along with the DP Department. The formation and work of the Human Services Management Team in Orange County is far beyond the cooperation efforts of other Counties and should be able to solve many of these issues. There is a realization that this could take time, but the goal of the MCIF is important enough to the whole group to help in the resolution of these barriers.

Finally, foresight was needed to realize that the MCIF would be an ongoing project that would continually need updating and improvements as data needs changed and technology improved. These issues and answers all need to be considered for the success of the Master Client Index File.

Note: Since this study was performed during the Winter, 1990–1991, the Human Services Management Team has continued its efforts to implement the MCIF. It has received the support of the Data Processing Department and will be implementing the shared information system in stages. Initially, the Department of Social Services will begin the process, with the Health Department and Mental Health to enter the system in the next stage, followed by the smaller departments. The system will have a minicomputer database with a LAN design for local processing.

References

Flynn, J.P. (1990). Issues in the introduction of computer and information technology in human services. Computers in Human Service, 6, 21–33.

Schoech, D. (1990). Human Service Computing: Concepts and Applications. New York: The Haworth Press.§

Improving Medicaid Processing Through the use of Personal Computers

From Gordon G. Ragland, Jr., Assistant Director, Dept of Social Services, County of Henrico, Eastern Government Center, 3820 Nine Mile Road, Richmond, VA 23233 804/236–3123

Introduction

The advantages of automation are well documented, especially when the power of computers are available at the level in an organization where routine decisions must be made. The Medicaid program has grown substantially in both size and complexity as the Congress has authorized new eligibility categories. This has increased the workload on Medicaid caseworkers as they learn additional policies and eligibility criteria and simultaneously manage increasing numbers of cases. Current automation in Virginia for Medicaid provides state level tracking of recipients and providers, but provides very little in the way of decision making or processing tools to the line staff. This paper will explore two automation efforts underway in social service departments in Charlotte County and Henrico County, Virginia.

This paper will explore two automation efforts underway in social service departments

Current Medicaid processing

The Medicaid process starts when an individual makes an application. This can be done in person or by mail. The first step in the process once an application is received is to search the agency's database to determine if the client has received benefits in the past and to assign a case number. Usually an appointment is scheduled with a caseworker that allows the applicant to inform the caseworker of the specific details of his or her situation. The interview may take as long as three hours and require the completion of as many as fifteen forms.

Medicaid is frequently referred to as a categorical eligibility program as recipients must meet a category definition as well as meeting income and resource limits. There are currently eleven different categories of eligibility and several different income and resource limits, which require over 600 pages of regulations to explain. The caseworker must first decide which category fits the applicant and then complete an evaluation sheet for that category. The evaluation sheet captures the details of the case as well as providing the worksheet for calculating countable income and resources to determine eligibility. Each category has different rules as to what income is disregarded and what level of income and resources constitutes eligibility. There are approximately 35 calculations on each worksheet.

If the applicant fails to meet the eligibility criteria in one category, additional worksheets are completed to determine if eligibility can be established in a different category. If the applicant remains ineligible, a further analysis must be conducted to see if the reason for ineligibility was excess income. If this is the case, a spend down worksheet is developed to monitor when the applicant will incur medical expenses equal to the amount his or her income exceeds the Medicaid limit. They would then be eligible for Medicaid at that point. If the applicant's reason for ineligibility is not associated with income the case is closed and a written notice of action is sent explaining the denial.

The eligibility process must be completed within 45 days except for pregnant women cases which must be processed within ten days. Medicaid cases are reviewed every twelve months except for the pregnant women category which is reviewed every six months. Cases are also reviewed in January of each year when cost of living adjustments are made by Social Security, Veterans Administration, and Railroad Retirement which changes clients' income and requires a recalculation of eligibility.

Virginia's Medicaid program is administered by two separate departments of state government who utilized two different main frame computer systems. The Department of Medical Assistance Services (DMAS) has responsibility for the approval of medical care providers and the issuance of all Medicaid payments. They also issue Medicaid cards to eligible recipients. The Department of Social Services (DSS) has responsibility for individual eligibility determination and redetermination. DMAS uses an IBM main frame system while DSS utilizes a UNISYS system.

To enroll an individual in the program the Medicaid caseworker must first access the UNISYS program in Social Services, transit through a translator program and then access the Medicaid database at Medical Assistance Services. The main frame program provides client tracking, issuance of Medicaid cards to recipients, payments to providers, and management data to state administrators. It does not provide any assistance to the caseworker in determining eligibility. This lack of support at the line level has forced some county social service departments to develop their own automation resources to improve Medicaid caseload management.

Automation in Charlotte county

Charlotte County is an agricultural community of 11,000 people located in rural southside Virginia. The social service department there, while small, has had to manage a substantial growth in Medicaid cases. It was this growth in caseload that lead the agency to experiment with the automation of income worksheets and nursing home notices. Income worksheets provide the Medicaid caseworker with step by step instructions for processing earned and unearned income for an applicant, applying applicable disregards to the income and, comparing the results to the state established standards to determine eligibility. Utilizing Lotus 1,2,3 the agency has designed spreadsheets that perform these functions automatically.

The ease with which Lotus processes numbers make it an ideal choice for this application. The computation of the disregards is standard division and subtraction while the computation of a spend down is basic multiplication. The

logic capability in Lotus makes it possible to set criteria as to when certain values are carried forward (for instance ensuring that no negative numbers are factored into a calculation when a disregard amount exceeds the amount of income.) The look up capability is also useful in comparing the results of the final computation to the eligibility standard and generating a message on the worksheet indicating if the client is eligible for Medicaid.

One of the most time consuming task in Medicaid processing is the processing of a spend down. A spend down occurs when an applicant has countable income that exceeds the Medicaid eligibility standard. If the applicant incurs medical bills during a six month period that equals the difference between the amount of their countable income and the Medicaid standard, they will become eligible at that point. It is not uncommon for an applicant to bring in a grocery bag full of receipts and bills which the Medicaid caseworker must sort into date order and subtract from the spend down amount to determine eligibility. Again utilizing the capabilities of Lotus, the Charlotte agency has developed a spread sheet that allows the worker to enter the medical bills and receipts in any order. Then, using the data sort option, Lotus will put the bills in chronological order and indicate the date that the applicant met the spend down.

One of the most time consuming task in Medicaid processing is the processing of a spend down.

An additional feature of Lotus that has facilitated its use in Charlotte is the macro capability. None of the Medicaid caseworkers in the agency had any computer experience when the automated worksheets were developed. By using an automatic executing macro to control the movement of the cursor it was possible to place the cursor only in those cells requiring data entry and making it a very simple process to complete the worksheet. The workers are also required to keep a printed copy of the worksheet in the case record. The print commands were also put into a macro allowing the case workers to print a copy of the completed worksheets with just two key strokes.

Charlotte also uses WordPerfect to further speed Medicaid processing. Medicaid clients residing in nursing homes must have their income recalculated monthly and written notices sent to the home and the person responsible for the client. Utilizing the database capability of WordPerfect the agency created a program that allows the Medicaid caseworker to indicate the necessary changes for each client while the computer automatically generates all of the notices.

The use of automated notices and worksheets is saving Charlotte Social Services approximately 50 man hours per month in processing time plus improving the accuracy of case determinations and increasing the speed of supervisory review. This experience has demonstrated that automation at the line level is an effective means of increasing production and can be utilized in small organizations and with staff who have had little prior computer experience.

The use of automated notices and worksheets is saving Charlotte Social Services approximately 50 man hours per month in processing time plus improving the accuracy of case determinations and increasing the speed of supervisory review.

Automation in Henrico county

Henrico County stands in sharp contrast to Charlotte. It is a large suburban county consisting of 215,000 people and adjoining the city of Richmond, the state capital. The Medicaid caseload exceeds 3,500 and is growing at a substantial rate. The caseload increased 25% in the last eleven months.

The strain of meeting the demands of this growing caseload without increasing staff led the agency to look at automation possibilities for relief. The result was a joint project involving the county, UNISYS, and Harrisburg Computers Incorporated. The project will center around a UNISYS U6000/55 mini computer with 15 TO 300 terminals. Each Medicaid caseworker will have a terminal on her desk which will allow instant access to the client database as well as income worksheets and client notices. In addition the mini computer will give each caseworker access to word processing, scheduling, and electronic mail.

When the system is fully operational a case will flow in the following way. When an applicant first visits the agency, basis demographic information will be gathered and keyed into the system. The applicant will then be referred to a caseworker who will be able to retrieve the client data on her terminal. As information is gathered concerning eligibility, the caseworker will key that data via her terminal. When all necessary information has been entered it will be processed through an income worksheet, a determination of eligibility made, and a client notice generated. In addition the case information will automatically be transmitted to the Department of Medical Assistance Services main frame to activate the case and generate a Medicaid card.

The system will also generate standing reports. These will include weekly listings of cases pending and monthly caseload summaries and alpha listings.

Conclusion

The Medicaid program is the fastest growing public assistance program in the country and will likely continue to grow as the Congress expands eligible groups for coverage. This rapid growth has placed considerable strain on local social service departments who must often meet this increased demand within the constraints of existing personnel resources.

Automation represents a viable methodology for increasing production and meeting increasing demands.

Introducing HumanServe: The Link to Many Networks

Dear Human Service Networking Pioneers:

It's wonderful to finally be writing about our plans to bring computer networking to an international constituency in the human services. We are pleased about the collaboration of our *CUSSnet–HUSITA Special Interest Group* with the Institute for Global Communications (IGC)–Association for Progressive Communications (APC). This collaboration has put an international focus on using networking technology in improving individual, family, and community well–being.

As you recall, we talked about a PeaceNet trial. As it turns out, our international character means that we will, in fact, be meeting through a variety of networks, based on our home country. In the US, our friends at IGC are setting up a special "HumanServe network section" for us, separate from the specialized IGC networks of PeaceNet, EcoNet, and ConflictNet. Internationally our colleagues in Canada should subscribe to HumanServe through The Web, in Europe through GreenNet, in Latin American through Alternex, and in the Pacific Rim through Pegasus. If you have questions or need the address of your country's network, please contact me at the address provided.

The monthly subscription charge is $10, which covers the first hour of use (evenings and weekends). To make your money stretch, keep your use to the off–prime hours of 6 pm to 6 am, Eastern time. Each additional hour of use at those times is $5. Hence, if you use your time wisely, you can be online four months and still not exceed the $50 plan we discussed at Rutgers. For those with Bitnet/Internet access, you might be able to use Telenet to access IGC for only $3 per hour. Use your charge card to sign up. You can alert IGC to any changes you wish to make in your account, including cancellation, by simply sending an e–mail to *BILLING* and your account will be settled.

To be assured of the best service and any future discounts that will apply to our group, please make certain that you write the word "HumanServe" when you subscribe. And if you know of colleagues who would also like to join our networking efforts, please include their names and addresses with a note when you subscribe.

We hope you will be pleased with the networking partnership getting underway. Special energy to put the whole thing together was needed to get us this far. Help came from Dick Schoech, Andy Lefton, Wally Gingrich, Bill Allbritton, Harry Chaiklin, David Antebi, Sam Lanfranco and Phil Schervich from our HUSITA group. Planning help came from Jeff Lohrmann, Geoff Sears, Jillaine Smith and Howard Frederick at IGC, and the support groups at each of the other networks around the world.

There's much to report, but this is not the place to do it. Get signed on soon, and begin to follow the action online. Visit the HumanServe network to participate in the following conferences:

- **Fido.cussnet** = A general conference for human service practitioners that was started on the FIDONet system of local BBSs. Messages from approximately 70 CUSSNet BBSs conferences are now automatically on HumanServe.
- **Bitl.socwork** = The bitnet conference operated by Harry Chaiklin for human service professionals, especially social work educators and students. It is now available to all via HumanServe.
- **Husita.3** = A conference to connect everyone hoping to attend the HUSITA–3 meeting at Maastricht in the Netherlands. We see HUSITA–3 as a "face–to–face event" by people who have been meeting, and who will continue to meet electronically.
- **Child.abuse** = The international conference on child abuse prevention.

And, take a look at what our friends are doing on conferences such as **cc.childnews (children's issues worldwide)** and **gen.quaker** (environment, social relations and peace issues). Also, look for special e–mail from us that will assist you in gaining the most from your time online. You'll feel a real two–way experience when you check in on HumanServe conferences as they pull formidable resources from other channels.

Now is the time to sign up. The one–time membership charge, only $15, provides you with a User's Manual, and your first month of service. You can sign on with IGC by contacting them at 3228 Sacramento Street San Francisco CA 94115 (415) 923–0900.

Sincerely,

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HUSITA–3 Call for Presentations

Sponsor: The European Network for Information Technology in the Human Services (ENITH) presents the HUman Services Information Technology Applications (HUSITA–3) International Conference on "The Quality of Life and Services."

Organizing Agency: LIOSE (Limburg Institute for Welfare Support).

Place: The MECC, Maastricht, The Netherlands. The Heart of Europe. Excellent access to major European cities. Write for tourist information to help combine HUSITA–3 with a holiday.

Dates: June 15—18, 1993. Held in conjunction with WELCOM–3, a Dutch/Flemish "See–and–Learn" exhibition with hundreds of IT applications in the Human Services.

Conference language: English + limited translation services.

Fee: For registration before January 1: u650,00 (approximately $350). The fee includes a copy of the special issue of *New Technology in the Human Services* and the conference book.

Executive fee: u1000 ($530) incl. papers, software, Enith Resource Book, and free admission to the "Welfare and Computers" (WELCOM–3) Exhibition.

Information and registration forms: Contact HUSITA–3 Project Bureau, POB 1142, 6201 BC Maastricht, The Netherlands, Ph: 31 43 618822, Fax: 31 43 613030, E–mail: (InterNet) CREON@CC.RUU.NL (ref. HUSITA)

Themes: Most presentations will be in small groups linked to three themes.

- **Demand—IT and the quality of living:** Theme 1 is about users (people with questions, demands, problems, worries and needs that in their own view they cannot solve themselves) and the product they (would like to) receive at home, or at work, in their everyday lives.
- **Supply—IT and the quality of services:** Theme 2 covers the providers (paid/unpaid, formal/informal, offering help, assistance, answers, support and general communication) and the organisations and environment in which they work.
- **Infrastructure—IT and the framework for human development:** Theme 3 is aimed at the infrastructure and network of organisations, authorities and global sources of social information. Important issues are national, European and global networking, social databanks, and the theoretical framework of IT developments.

Within each theme, the agenda is likely to include ethical consequences, social impact, effects on equal opportunities, radical critique; implications for educating and training; and implications and impact on policy making.

Abstract submission information:

Those interested in the themes of HUSITA–3 should submit a request to make a presentation, which can take the form of a paper, a demonstration of software, a poster display or a demonstration of some other facet of IT. Presentations will be put into one of the following categories:

- Accepted for a "market place" presentation, alongside other presentations in a large open area.
- Accepted for presentation in a workshop context.
- Accepted for featured presentation.

Papers: All abstracts for papers will be refereed by a small international committee. Authors of abstracts considered acceptable for workshop or featured presentation will be invited to submit a full paper, which the Conference organisers will seek to place for publication. The best 20–25 papers received before the 28 Feb 93 will be included in a book to be available in time for the Conference, and a fee of US$ 100 will be paid for each paper. Other publication arrangements have been made with *New Technology in the Human Services* and *Computers in Human Services*. Papers for possible publication are accepted upon signing a release of copyright and on the clear understanding that the subject matter has not been published in any journal or book.

Applications (software or other demonstration): Applications abstracts should cover the purpose of the application or demonstration, how the application relates to the themes of the Conference, who the actual or intended users are, the advantages and disadvantages of the application compared with traditional approaches, possible ethical issues, and implications for training and policy making. Applications are likely to be assessed more on their usefulness for the (intended) user, rather than technical design and construction.

Timetable:

- **30th Nov 92**: Abstract forms due. Submit early if possible. Referee's comment and categorisation will be returned within one month of receipt.
- **28 Feb 93**: Abstracts due for demonstrations and other presentations. Full papers due for those who wish to be considered for the main Conference volume.
- **30th Apr 93**: final date for submission of full papers for other Conference publications.

HUSITA–3 Abstract Form Contents:

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Automation represents a viable methodology for increasing production and meeting increasing demands. Automation in Medicaid can be achieved in small agencies by utilizing off the shelf software in a PC environment to process income worksheets and client notices. In larger agencies where resources are more abundant, the use of a mini computer can fully automate the eligibility determination process and vastly increase caseworker productivity. The Medicaid program has grown substantially in both size and complexity as the Congress has authorized new eligibility categories.§

Proactive Management to Minimize the Cost of Computerization

From Robert W. Weinbach, Ph.D., Professor, U. of South Carolina, College of Social Work, Columbia, SC 29208

Introduction

The advances in information technology reflected in recent professional literature and in the program of HUSITA II are truly amazing. What is especially impressive is the many innovative ways in which computers are now being used to facilitate and to expedite the delivery of human services. I have no doubt but what both technology and its application will grow exponentially in the next few years. The opportunity and the pressure to further computerize service delivery will be great for human service managers. We will soon reach a point where those managers who elect not to adopt recent technological advances are likely to be questioned and even stigmatized.

The computerization of human service organizations offers great potential. But, what should be a bonanza for clients and staff can also bring problems and a net loss. As I have suggested elsewhere, even positive developments inevitably have their costs and victims. It is the implementor of change (the manager of the human service organizations in the case of computerization of human services) who is charged with the responsibility of assuring that the damage done by positive changes is no greater than absolutely necessary. I will describe a few of the more common costs of computerization of human service organizations and suggest how managers can perform this needed "damage–control" function.

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Adventitious Computerization

Many of the problems that can occur from computerization result from the rapidity with which changes occur. While some human service organizations are fortunate enough to computerize in stages and over a period of years, adapting to change incrementally, a more typical scenario involves a decision to move into the computer age almost overnight. Computerization may be precipitated by the acquisition of a grant which makes it possible to purchase equipment or by the influence of one powerful individual with a pro–computer bias such as a board member or new executive. It is not unusual for organizations to move quickly from an organizational climate of near universal skepticism about computers to one in which there are strong pressures to computerize and implicit threats toward those who resist.

The requirements for change during a time of computerization can outpace the capacity of individuals and of forces within the organization to accommodate it. The state of disruption that can result can increase the likelihood of resistance to change. While disruption may occur in a variety of forms, I will focus on two areas especially vulnerable to change during adventitious computerization—the informal power structure and the organization's informal communication structures.

The requirements for change during a time of computerization can outpace the capacity of individuals and of forces within the organization to accommodate it.

Impact on the Informal Power Structure

The existence of an informal power structure that exerts influence over organizations independent of the formal organizational chart has been of concern to students of organizational theory for many years. The informal power structure is based on such factors as seniority, interpersonal relationships, political expertise and knowledge. Early management theoreticians like Frederick Taylor saw its existence as a threat to lines of authority and an indication that the manager was somehow not managing competently. They suggested that it should be eliminated. Later on, the informal power structure began to be viewed as inevitable and strategies were proposed to minimize its effects. Most recently, it has come to be viewed as inevitable and, in most cases non–threatening. It may even perform some positive functions such as the rapid exchange of information.

One characteristic of informal power structures within organization is that they tend to be relatively stable, more stable than the formal organizational chart which is subject to frequent revision. The former often is based on long–term human relationships and on experience. For example, one may gain a place of status within the informal power structure by building a reputation for "having the answers," knowing how to circumvent the system or being able to provide the historical perspective on an individual or on a problem. Generally, there tends to be little upward or downward mobility within the informal power structure.

Computerization can cause rapid, upsetting changes to the informal power structure. Almost overnight, a new, powerful informal power structure can develop. When a human service organization computerizes, some individuals are catapulted to positions of high value and status. They are those who are already computer literate and who actually enjoy the thought of combining their avocation with their job. They not only know how to do it—they even know

how to say it. Their comfort with the jargon of information technology makes them the envy of those who are struggling to learn a new language. They are clearly "one up" and can choose to become invaluable team members giving unselfishly of their time and expertise or, if so inclined, persons able to exert power by helping those who pay proper deference to their position in the informal power structure and not helping those who do not.

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Those who find themselves on the top of the informal power structure when computerization occurs are likely to be individuals who are relatively new to the human service organization. They are likely to be younger, recent graduates of academic programs. They have not earned their positions through interpersonal and political skill or by demonstrating that they are skilled providers of services to clients. They simply have mastered a technical skill that others find baffling. Meanwhile, the "old hand" who earned his or her former position of status over a period of years on the job may suddenly be devalued in the eyes of the work group. Knowledge and skills that previously were admired suddenly may be perceived as obsolete to others. For example, those client intake diagnostic skills and insights developed over many years may be less important now than the technical skill needed to use this month's expert system. The very best human experts may remain valuable for providing input into the development of expert systems. But what of those who were only good at what they did but not among the best? In a computerized organization, basic competence may become synonymous with using existing expert systems flawlessly. Where will the next generation of human service experts come from?

The informal power structure is likely to undergo rapid change during computerization. But, the formal organization and the authority that goes with it also can be jeopardized. Supervisors may find themselves needing to seek the technical expertise of subordinates. Some who already are insecure in their role may find this threatening.

Impact on Communication Structures

The better access to information that can come with computerization of human service organizations may produce better human decision making. Or, it may not. Similarly, better access to vehicles for information transfer may or may not produce better communication. At least initially, organizations may be characterized by increased human isolation.

Computerization is most likely to occur first among clerical staff for tasks of word processing. This makes secretarial staff valuable consultants within the informal power structure briefly while professional staff are acquiring their own hardware and cannot find even the on/off switch! But the power is short–lived. Soon, most professional staff find that they can work more efficiently by doing their own word processing than by taking work to clerical staff to type and then having to proofread one or more times. Clerical staff become underutilized and either have time to read or are reassigned to keep them busy. Professional staff have little need to interact with them. Also, professional staff do not need to interact with each other as much. While, previously, even those who didn't like each other much had to negotiate and cooperate to get their typing done, this is no longer required.

Generally, the need for face–to–face communication among staff may be greatly reduced or may even disappear with the advent of information technology. Voice mailboxes E–Mail, BITNET and other methods of sending information may make it unnecessary to leave one's office. Office doors may be closed more of the time to minimize distractions while working with unfamiliar equipment or to avoid disturbing others with various clicking and whirring noises. It is probably only a slight exaggeration to say that, in the computerized organization, the ideal co–worker may be one who works independently, keeps his or her door closed, answers messages promptly and is rarely seen! Informal networking and the stress reduction afforded by human contact may suffer.

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Need for Proactive Management

A certain amount of disruption in times of change is inevitable. Discomfort and unfamiliarity with new ways of doing things can be productive and motivating if it is not allowed to overwhelm staff. During times of computerization, a supportive, understanding approach to management can go a long way toward promoting a comfortable transition. But it will be even more successful if the manager has anticipated disruptions in areas such as the informal power structure and communication and taken steps before the transition begins.

A proactive manager has a planned approach to change. He or she has thought through and begun to implement a package of strategies to minimize the negative effects of computerization before the first new hardware is delivered. The package is designed with human beings in mind. It recognizes that they will continue to remain the most important asset of the human service organization.

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Suggested Management Strategies

Based upon what we know about the needs of human beings within organizations and the impact of computerization, I propose that any proactive management plan should contain at least seven elements. Others may be added to meet the unique needs of individuals and organizations.

Preparing for change.

Professionals and other staff within human service organizations should be comfortable with the inevitability of change (they see enough of it!). They may not be. One of the best ways to prepare staff for change is to stress its likelihood from the first day they are on the job. Then, change is less likely to be viewed as a criticism when it occurs. There are many articles that list reasons why employees resist change of any kind. Some address resistance to computerization specifically. The lists of reasons for resistance to change seem to have a "common denominator." Change is feared to represent and may actually entail a depreciation of experience. This should send a number of messages to the proactive manager. As much as possible, reassurances of fair treatment during and after computerization must be given. Some resistance is inevitable. Some of it will be rational, while some may not be. To the manager's dismay, resistance is likely to be greatest among the competent, knowledgeable individuals who have found prominent places within the informal power structure—those with the most to lose from change. Computerization will likely be accepted more readily by those regarded as only marginally competent in the past.

As much as possible, reassurances of fair treatment during and after computerization must be given.

Providing assurances about continuity.

When computerization comes, it is a dominating concern of staff. It is widely discussed and appears to threaten virtually all that once was a certainty. But computerization rarely is as pervasive of organizational activities as it appears at first. The proactive manager can help to put computerization in perspective by reminding staff of areas that are not effected (and there will be many). Dedicated staff may need to be assured, for example, that client services will not be disrupted and that computer programs are merely aids to decision making. They will not replace professional expertise and judgment. Joseph Weizenbaum pointed out 25 years ago that his ELIZA could not really be considered artificial intelligence, which is a unique characteristic of human beings. His assurance is equally true for today's expert systems, a point that staff may need to hear.

The proactive manager can help to put computerization in perspective by reminding staff of areas that are not effected (and there will be many).

Compensating for Individual losses.

The proactive manager will anticipate that the loss of status within the informal power structure can be costly in terms of interpersonal relationships for some staff. He or she will need to be creative in finding new roles to maintain these individuals' esteem among co–workers or in providing for retooling. As much as possible, their input should be sought in order to learn of their preferences as to how this can be accomplished.

The proactive manager will anticipate that the loss of status within the informal power structure can be costly in terms of interpersonal relationships for some staff.

Using functional authority.

The proactive manager recognizes that certain individuals will inevitably possess the skills and expertise needed to assist in computerization. They are likely not to be those who also are most knowledgeable as professionals or clinicians or who are in high positions within the formal organizational hierarchy. Some way must be found to tap into their technical expertise while not undermining line authority or unnecessarily changing the informal power structure. Functional authority may be the answer. It allows individuals to have a small, time–limited slice of authority while endorsing the position permanent lines of authority remain unchanged. It is not insulting to the individual to whom it is granted. It gives them the opportunity to design and to implement ways to share their knowledge and to get the credit for any success. Unlike staff authority, it leaves the decision making with those who possess the expertise.

Replacing lost face–to–face communication.

During times of computerization and after information technology is in place, the proactive manager will recognize the need for replacing the human communication that is no longer necessary for information transfer. Staff meetings can be deliberately structured so that staff get to know the people on the other end of the computer generated message. Required staff presentations and "cross teaching" are especially effective for this purpose. Promoting more after hour social gatherings also can help to fill the void.

During times of computerization and after information technology is in place, the proactive manager will recognize the need for replacing the human communication that is no longer necessary for information transfer.

Avoiding unnecessary reminders.

Especially when technological improvements are new, there is a tendency to want to show them off. The proactive manager will understand the importance of not yielding to this temptation. Staff, many of whom will be resistive at first, should not be reminded of computerization any more than necessary. It should not be the first thing they see when they arrive for work. Hardware should be placed in the most functional place, not the most prominent. While staff must "play" with new technology to learn to use it comfortably, they should not be encouraged to use it in ways that are no better than or are even inferior to direct human communication.

Unnecessary reminders of computerization can be especially threatening to clients and to therapeutic helping relationships. The desk between helper and client is enough of a barrier; the presence of a PC between them is an even worse reminder of status differential.

Developing parallel expert and human service systems.

In his or her haste to successfully computerize a human service organization, the manager must not lose sight of the need for balance between technological expertise and helping expertise. Improved expert systems are being developed today because they have available expert human helpers to provide expertise to program into them. The manager must, therefore, continue to foster the growth of and reward thinking, innovative "people–professionals" who may or may not be highly computer literate. It is they who will be depended upon to provide expertise in interventive methods for the next generation of expert systems.

Conclusion

Computerization of human service agencies holds great promise for clients and staff. However, it also carries great responsibilities for the manager. If it is to occur with minimal disruption to such important organizational elements as informal power structures and communication structures, it must be approached planfully and with an awareness of the threats that it can represent. It cannot be allowed to just occur.§

Computers for Human Empowerment

From Prof. Nancy Hale and Dr. Susan Merritt and the project team (Drs. Anstendig, Delaney and McManus), Pace University, The College of White Plains Empowerment Project CWPEP, 1 Martine Ave., White Plains, NY 10606.

Susan Merritt, Project Director, is Dean of the School of Computer Science and Information Systems and Professor of Computer Science. She has a keen interest in the use of computers in support of community based literacy education and has published and presented papers on the topic. She has also supported at the development of community service among computer and information systems students and professionals.

Dr. M. Alma McManus has been the Director of Freshman Studies at the College of White Plains, Pace University for more than ten years and recently co–developed the Thinking Project. The project is currently in its second year. Dr. McManus personally tests and interviews every freshman student at the college and places that student according to academic ability and interest. She is an assistant professor of Psychology in the College of Arts and Sciences. She assisted in tutor training and program evaluation.

Dr. M. St. John Delaney is Director of the English Language Center and professor of education in the School of education. Formerly head of the Department of Teacher Preparation in the School of Education, Dr. Delaney has coordinated and participated in numerous special projects, workshops and programs in support of reading, writing and speaking education throughout 30 years. She helped in the design of teaching methods and techniques and will consult with coordinators and students of client program.

Dr. Linda Anstendig, Assistant Professor, Literature and Communication Department, is the instructor for COM 102, a course which is part of the Thinking Project. Dr. Anstendig has done extensive research in the area of literacy, reading and the under prepared student.

Professor Nancy Lynch Hale is Chairperson of the Office Information Systems Department which is part of the School of Computer Science and Information Systems and has had extensive experience in development and instruction computer applications courses and programs for both corporate and community clients.

Abstract

The College of White Plains Empowerment Project (CWPEP) responded to the severe need on the part of homeless adults in Westchester County for literacy training. Homeless services networks offer an array of on–site health services, housing and job advisement, and some educational programs, including literacy. The CWPEP directly addressed the need for volunteer literacy tutors. Moreover, the CWPEP responded to the need to motivate adults (including teenagers) toward literacy, since among individuals for whom housing and job are immediate needs, the development of literacy skills may seem less urgent. CWPEP volunteers motivated with computers.

The CWPEP was funded for two–years starting in 1990–91 academic year by the Student Literacy Corps an agency within the US Department of Education. Pace University was one of only 210 institutions awarded a grant from this agency and the only institution to propose an integrated freshmen project to include a specially designed computer course.

CWPEP members took the course, "Computers and Human Empowerment," as part of an interdisciplinary program in critical thinking, and provided instruction to homeless adults as part of that course.

The CWPEP has a student literacy corps of twenty three undergraduates from the College of White Plains of Pace University. CWPEP members took the course, "Computers and Human Empowerment," as part of an interdisciplinary program in critical thinking, and provided instruction to homeless adults as part of that course. Their approach was a "popular education" one that used the experience and immediate concerns of the homeless as the material for the literacy instruction which was based upon written and oral dialogue. Literacy education was motivated by the use of

computers in support of that dialogue. CWPEP volunteers have been coordinated and trained by experienced faculty and staff.

Program Objectives

The objectives of the College of White Plains Empowerment Project (CWPEP) were designed to fulfill the purposes of the authorizing statute. These objectives were:

- To create a student literacy corps at the College of White Plains of Pace University specifically to serve as volunteer literacy tutors for adult (including teenagers) homeless people in the City of White Plains.
- To train students so that they can provide literacy tutoring that directly addresses the experience and needs of the homeless adult population through the use of computers.
- To enable undergraduate students to process their own personal and social experience as literacy tutors through their participation in a freshman critical thinking program, and in particular through their enrollment during the semester of the tutoring experience in the course "Computers and Human Empowerment".
- To further the development of individual and social responsibility through community service among undergraduates at the College of White Plains of Pace University.

It is important to note that the School of Computer Science and Information Systems has been committed to the development of a community service ethic among students who have grown up and have been educated in an information technology environment and who have good computer skills.

Need for the CWPEP

In Westchester County there are approximately 5000 homeless people clustered in four or five cities; some 3000 are adults and 2000 are children. Among the adults an estimated 70–80% are illiterate or semi–literate.

The responsibility for basic emergency assistance to the homeless rests with the County; individuals and families are housed in local motels, family facilities and both long term and emergency shelters. A wide array of community organizations and agencies work at improving the quality of life for homeless people principally providing health, social and educational services in those centers that can support them.

The Homeless Services Network, Inc. was established in 1987 to provide centralized and coordinated services to meet the complex physical, social, health and educational needs of homeless people from the City of Yonkers. The Network is a consortium of private and public agencies which collaborate and actively participate in providing a comprehensive program for homeless persons in which the Pace University School of Nursing provides an extensive array of health services, with support from the U.S. PHS Division of Nursing. Additional health providers (e.g., St. Joseph's Hospital) and suppliers of social services, educational programs, housing education and a variety of other services comprise the network. Students from Pace University's School of Computer Science and Information Systems have assisted the Homeless Services Network in developing their administrative computer systems.

The Network has extended to other Westchester communities including the City of White Plains. In particular there are three long term shelter facilities at which educational services have been developed: Samaritan House, a facility for 19 single parent (mother) families; SHORE (Sheltering the Homeless Is Our Responsibility) Open Arms, Inc., a facility for 38 single men ranging in age from 18 to 80; and the Coachman Hotel; a facility for some 100 families, mostly single parent (mother). Each of these facilities has a classroom and structured reading and writing programs. The College of White Plains Empowerment Project has been providing literacy tutors to each of these three facilities in the City of White Plains. In addition, the GCCC Hispanic Advancement Program, an agency that works to prevent homelessness in the growing Hispanic community of Westchester, was an invaluable resource in locating "clients" for our project. As noted above, some 70–80% of the homeless adults are illiterate or semi–literate.

It is important to note, however, that the project was designed to do more than simply provide additional tutors. A phenomenon that exists among homeless people is a sense of powerlessness, hopelessness and defeat; moreover, critical concrete needs for housing and job appear to supersede the need to learn reading, writing and thinking skills. The CWPEP has directly addressed both the sense of powerlessness (as its name suggest: the Empowerment Project) and has been concerned about concrete needs, such as employment by using the computer along with a "popular education" approach to literacy education. Research has shown that the use of computers in education is particularly effective with at–risk populations. Moreover, as reading, writing and thinking skills are developed, some very practical job related skills such as keyboarding and word processing are also developed.

A popular education approach to literacy education, as described in Literacy for Empowerment [Association for Community Based Education, Washington, DC 1989] uses a dialogue approach that centers around the issues and problems in the lives of the students. The goal is to empower people to see themselves as capable, as able to set goals and to achieve them; the approach typically motivates learning and accelerates the learning process.

The CWPEP has directly addressed both the sense of powerlessness and has been concerned about concrete needs, such as employment by using the computer along with a "popular education" approach to literacy education.

The approach can easily be used by student tutors who will be trained by Pace University personnel familiar with the methods. Moreover, the approach is complemented by the use of a simple, cheap computer for word processing.

Dean Susan Merritt of the School of Computer Science and Information Systems who directs the project recently

presented a paper, "Telecommunications and Community Based Education," at the annual conference of the Association for the Advancement of Policy, Research and Development in the Third World: Professional Responsibility in a Global context. The paper described the use of telecommunications to support community based literacy education.

The advantage to this approach is the empowerment of homeless adults who are systematically and structurally powerless. The empowerment occurs through the development of thinking, reading, writing, and speaking skills along with keyboarding and word processing skills and the parallel development of a sense of competence.

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The plan of operation for the CWPEP

The College of White Plains Empowerment Project is administered through the Office of Dean Susan Merritt of the School of Computer Science and Information Systems who works closely with Dr. M. Alma McManus, the Director of Freshman Studies and Thinking Project at the College of White Plains and with Dr. M. St. John Delaney, the Director of the English Language Center of the College of White Plains, Dr. Linda Anstendig, professor of Communication/Literature and Professor Nancy Lynch Hale, Chairperson of the Office Information Systems Department.

The CWPEP has three major components:

- The Freshman Project which is an integrated interdisciplinary program designed to enable student participants to become self–reflective and critical of their own experience so that they may be able to think, evaluate and act in an individually and socially responsible manner. Participants are freshmen, though transfer and other continuing students are eligible. In the first semester the students take two courses that are closely coordinated under the combined title: Critical and Creative Thinking Through Oral and Written Communication (COM 101 and PHI 200s). In the second semester the students take two courses that are closely coordinated under the combined title: Critical and Creative Thinking Through Communication and Technology (COM 102 and OIS 105–Computers and Human Empowerment).
- The recruitment and selection of homeless tutees (our project decided to refer to tutees as clients). Dr. Susan Merritt, Dean of the School of Computer Science and Information Systems was instrumental in making the agency contacts. Several meetings with agency and shelter directors were held during the Fall semester to guarantee a client population. When the directors identified a potential client, Dr. Delaney was primarily responsible for screening clients. All project applicants completed an information sheet and were interviewed by Dr. Delaney. The purpose of this procedure was to explain the objectives of the program, to determine interest in the program, and to assess ability to complete the program and to provide an educational needs assessment. As a result of these efforts, a client population committed to the project was achieved. We began the project with 24 clients, 19 females and 5 males. Only one client left the project and that was as a result of finding employment.
- The training, coordination and supervision of Pace student tutors. Prior to working with the clients the tutors were informed about their clients educational level, socioeconomic background and employment status. The students were given techniques and strategies for working professionally with their clients. Each week, as they worked together, evaluations, assessments and recommendations were made by the team members to provide an optimal learning situation.

Implementation of Objective 1

The response to the purposes of the CWPEP objective 1, to create a student literacy corps at the College of White Plains of Pace University specifically to serve as voluntary literacy tutors for adult (including teenagers) homeless people in the City of White Plains, was in part the responsibility of Alma McManus, Director of Freshman Studies. The process utilized to achieve objective (1) is outlined below.

The first phase of a selection process to recruit and train prospective literacy tutors was initiated during the summer of 1990. An initial intake interview was conducted for each entering freshman student from May through August. The initial interview introduced the project (CWPEP) to all freshmen (177 students). The purpose of the interview was to explain to prospective literary corps tutors that the major goal of the project was to "empower homeless people to recognize their capabilities" and to set goals they could achieve. The combined Critical and Creative Thinking Through Oral and Written Communication (writing) course sequence was also described. The objectives of the course sequence were to communicate to prospective literacy tutors how they would be prepared for their task. Sixty–one students expressed interest in receiving more information about the project.

Individual follow–up interviews were scheduled for these students during September and October. The purpose of the second interview was two–fold. Firstly, a detailed explanation of the project was provided with the major emphasis on the homeless population and their needs. Secondly, an assessment was undertaken to determine the extent to students' demonstrated community service prior to college and their sensitivity to minority populations. Thirty–six students were selected as possible candidates for the literacy corps after the second interview.

Phase two of the selection process consisted of individual interviews and group events for October through January. Three to four individual interviews with each of the candidates by the Director of Freshman Studies were scheduled to select the final candidates for the CWPEP. The purpose of these interviews was to ascertain whether the students were mature enough to assume the responsibilities

involved in teaching and had sufficient time to engage in the project. Interest teaching the homeless and commitment to the project were factors the interviewer was looking for when interviewing candidates. Twenty–five freshman students were chosen to participate in the (CWPEP) project.

Several team–sponsored orientation seminars were provided to further educate the prospective literacy tutors about the nature of the project and the background of the individuals they would tutor. Community and Social Service professionals spoke to the students about the needs of the homeless in Westchester and encouraged them to share their talents with others. Organizational planning procedures were worked out and small two day group training seminars were planned and executed in December and January.

Two individual interviews were conducted with each student tutor during the spring semester to give them the opportunity to share their experiences about the project. All students expressed very positive reactions to their "clients" and showed their interest and enthusiasm about learning to use the computer.

All students expressed very positive reactions to their "clients" and showed their interest and enthusiasm about learning to use the computer.

Implementation of Objective 2

The response to the purposes of the CWPEP objective 2, to train students so that they can provide literacy tutoring that directly addresses the experience and needs of the homeless adult population through the use of computers, was the shared responsibility of Nancy Lynch Hale, Chairperson of the Office Information Systems Department and Dr. St. John Delaney, Director of the English Language Center.

In order to meet the objective of this part of the project a special course entitled COMPUTERS FOR HUMAN EMPOWERMENT was designed by the School of Computer Science and Information Systems. This course provides the computing and tutoring skills needed by the students to work with their clients while fulfilling part of the freshmen studies core requirement in the area of quantitative studies.

The Computers for Human Empowerment course is a 4 credit course and has three levels of instruction:

- Level I Introduction to the Computing and Tutoring Skills through an intensive workshop training program.
- Level II Refinement of the student's tutoring techniques and structured group (students, clients and faculty) interaction designed to foster understanding and personal empowerment.
- Level III Introduction of the computer by the student to the client.

Level I directly addresses Objective 2 of the CWPEP Project by providing training for the students to work with clients. During this level of instruction the students who were selected by the Freshmen Studies Director participated in one of two intense training seminars scheduled during the Winter Intersession. A meeting with the students during the Fall Semester determined the most convenient times for the students to participate in the 14 hours of instruction over two consecutive days. The group was split into two groups. There were 23 students who participated in the training seminars:

- 5 students had very limited personal computer knowledge and used the computer for word processing.
- 6 students had limited Apple computer experience
- 12 students had no previous computer experience

The seminar provided hands–on computer based training designed to introduce the IBM computer using popular applications software packages. By conducting this training in small groups, the students had a great deal of interaction with the instructor and became comfortable with the computer's operation. Students also developed a bond with one another and the faculty. The seminars were carefully planned to cover all the necessary topics. During mealtimes students and faculty shared conversation about the objectives of the project.

Level I of the course also introduced tutoring techniques to the students. Dr. St. John Delaney, Director of the English Language Center worked with the students to develop a better understanding of the clients needs and introduced techniques to develop basic literacy skills.

Implementation of Objective 3

CWPEP objective 3 was to enable undergraduate students to process their own personal and social experience as literacy tutors through their participation in a critical thinking program. The empowerment project was carefully woven into the freshman experience. In addition to the Computers for Human Empowerment course the students are also enrolled in an English Literature/Writing Course taught by Dr. Linda Anstendig. This course is traditionally required of freshmen but has been carefully redesigned to introduce readings that heighten the student's awareness of social issues.

The syllabus and readings were designed around the theme of "social injustice/alienation" so that students would be reading and writing about issues related to their tutoring of "homeless" clients. It was hoped that through the literature and class discussions, the students would develop an increased sensitivity to the psychological and ethical problems faced by vulnerable human being throughout the ages. It was hoped that critical reading and writing skills emphasized in this course would enable the Pace students to be efficient tutors.

The following are some of the readings related to the theme:

- "Rachel and Her Children," Jonathan Kozol. (2 chapters)
- "Sonny's Blues," James Baldwin
- "The Yellow Wallpaper," Charlotte Perkins GIlman
- "Barn Burning," William Faulkner
- Poetry of Langston Hughes and Gwendolyn Brooks
- A Doll's House, Ibsen

- Antigone, Sophocles
- The Glass Menagerie, Tennessee Williams
- Other readings as well

Students were required to use the computer/word processing for the drafts and revisions of their papers. Students kept a reading journal and were asked to use the computer to summarize their reflections, note quotes, do a glossary, and log for their final effort to be handed in at the end of the semester.

A questionnaire was developed by the students to gain more information about their client's backgrounds and interests as well as begin a meaningful dialogue. Students and clients then collaborated on writing short profiles, features, and recipes to be included in our Computer Literacy Empowerment Newsletter. Some students, under the direction of two student editors, did the editing during class time set aside for individual conferences.

The students in this Com 102 class are achieving especially well. They are committed, caring, cooperative, and purposeful about their work.

The Computer and Literature courses have been carefully coordinated and a joint final project was designed to evaluate the student's knowledge of literature and use of the computer.

Each faculty team member was responsible for one of a series of Special Events for the Empowerment Project Group to participate in during the spring semester. These events were designed to help the students and the clients process their own personal and social experience.

Event 1 coordinated by Professor Nancy Lynch Hale provided a forum for introducing the clients to their students. A film entitled, "Computers in Context," was shown to the group. This film describes the computer as a tool for personal empowerment. After viewing the film, the students with their client partner were led in a discussion by a team leader.

Events 2 and 3 coordinated by Dr. Linda Anstendig and Dr. Alma McManus selected a film to provide stimuli to objectively reflect on the challenges facing the functionally illiterate. Following the film, the group broke into small groups to reflect on prepared questions and discussed their feelings and responses with members of the small group. A student from each group reported the findings to the larger group at the end of the program. At the end of Event 3, a newsletter jointly produced by the students and clients was distributed.

Event 4 coordinated by Dr. St. John Delaney provided students and clients with possible careers in the computer area as well as a mock interview opportunity.

Event 5 coordinated by Sr. Blanche was a mini graduation/completion exercise for both the students and the clients and members of the community.

Implementation of Objective 4

The response to CWPEP objective 4, to further the development of individual and social responsibility through community service among undergraduates, was the responsibility of all faculty team members but was the primary objective of Levels II and III of the Computers for Human Empowerment course. During the 60 hours of tutoring, the student worked on an individual program of study with their client using the computer as the tool for human empowerment. Each student and client pair had a personal computer for their exclusive use. In addition to the instructor, two student assistants were available to troubleshoot equipment problems. Attached to this paper is a sampling of the lessons and activities used to stimulate class discussion and encourage personal development and empowerment. In addition to working on individual lessons, the students and clients produced two newsletters. These activities reinforced both the use of computer as a tool for human empowerment and provided a non–threatening approach to the development of the client's basic literacy needs.

Evaluation

The ongoing selection process seemed to be effective for choosing students who were capable of carrying out the objectives of the CWPEP. However, one recommendation for the next phase of the CWPEP would be to continue the individual interview process throughout the spring semester. Given the nature of the program and the difficulties facing student tutors with limited experience, a more structured training program would enhance their ability to deal more effectively with their clients. A second recommendation would be to occasionally provide Special Events for the tutors only and for the clients only. These individual events would provide each group with the opportunity to express their successes and difficulties and would enable team members to make necessary adjustments.

Given the nature of the program and the difficulties facing student tutors with limited experience, a more structured training program would enhance their ability to deal more effectively with their clients. A second recommendation would be to occasionally provide Special Events for the tutors only and for the clients only.

Conclusion

The first program ended on May 1991. The attendance of the "clients" had been a major concern when the program began in June 1991; however, of the 23 clients who participated, 90 percent had perfect attendance during the 60 hours of tutoring. Three of the clients continued their education by enrolling in a long–term training program. Two clients have returned to continue working with tutors for the second CWPEP empowerment program.§

Husita–2 Attendees

This is the most complete available list of HUSITA–2 attendees. Apologies to those not listed or listed incorrectly. If you are not on the list or listed incorrectly and want to automatically receive information for HUSITA–3, please notify CUSSN.

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Interest Area: Expert systems,Assessments, BBS, Networking, Programming

Knowledge/expertise and proficiency where 1 = low & 5 = high

Area: Expert system development	*Proficiency*: 4
Area: Private practice automation	*Proficiency*: 5
Area: Compuferized psych assessment	*Proficiency*: 5
Area: Chemical dependency assessment	*Proficiency*: 5

Hardware skills and proficiency where 1 = low and 5 = high

Area: DOS Microcomputers	*Proficiency*: 4
Area: Modems	*Proficiency*: 3
Area: HP deskjet printer	*Proficiency*: 3
Area: Epson Laser Jet printer	*Proficiency*: 3

Software skills and proficiency where 1 = low and 5 = high

Area: Turbo Pascal 4–6.0	*Proficiency*: 5
Area: Word Perfect 5.0/561	*Proficiency*: 4
Area: Norton Utilities	*Proficiency*: 4
Area: Object Professional 1.0	*Proficiency*: 5

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Knowledge/expertise and proficiency where 1 = low & 5 = high

Area: Psychologist report writers	*Proficiency*: 4
Area: Speech\language report writers	*Proficiency*: 4

Hardware skills and proficiency where 1 = low and 5 = high

Area: Apple 11	*Proficiency*: 2
Area: DOS	*Proficiency*: 4

Software skills and proficiency where 1 = low and 5 = high

Area: FoxBase/DBase	*Proficiency*: 5

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Interest Area: Assessment, intervention, quality assurance, Behavioral management

Knowledge/expertise and proficiency where 1 = low & 5 = high

Area: Behavior management	*Proficiency*: 5
Area: Quality assurance	*Proficiency*: 5
Area: Management information	*Proficiency*: 5
Area: Assessment	*Proficiency*: 5
Area: Expert systems	*Proficiency*: 5

Hardware skills and proficiency where 1 = low and 5 = high

Area: DOS/IBM compatibles	*Proficiency*: 4
Area: Laptop/notebook computers	*Proficiency*: 4
Area: DOT Matrix printers	*Proficiency*: 4
Area: Laser printers	*Proficiency*: 4

Software skills and proficiency where 1 = low and 5 = high

Area: Harvard Graphics 3.0	*Proficiency*: 4
Area: Word Perfect 5.1	*Proficiency*: 4
Area: Ventura	*Proficiency*: 3
Area: Framework 3.0	*Proficiency*: 4
Area: Quicken 5.0	*Proficiency*: 4

Teaching skills & proficiency where 1=little to share & 5 = much

Area: Environmental design	*Proficiency*: 3
Area: School psychology	*Proficiency*: 3

Paul Henfield MSSA, Director patient serv, Central Ohio Lung Assoc. 161 N Broadleigh Rd. Columbus Ohio 43209 USA, 614-235-9186 614-457-4570 FAX: 614-457-3777 E-MAIL Phenfiel at Magnus.ACS.Ohio–St.Edu

Interest Area: Client tracking systems, MIS, Chemical dependency assessment

Knowledge/expertise and proficiency where 1 = low & 5 = high

Area: Bulletin Board systems	*Proficiency*: 4
Area: chemical dependency	*Proficiency*: 5
Area: alcoholism	*Proficiency*: 5

Hardware skills and proficiency where 1 = low and 5 = high

Area: IBM computers	*Proficiency*: 4
Area: Macintosh systems 7	*Proficiency*: 4
Area: modems	*Proficiency*: 4
Area: printers	*Proficiency*: 3

Software skills and proficiency where 1 = low and 5 = high

Area: Lotus 1-2-3	*Proficiency*: 4
Area: Word Perfect 5.0	*Proficiency*: 3
Area: DBase 111 Plus	*Proficiency*: 3
Area: MacWrite 11	*Proficiency*: 4
Area: Telex	*Proficiency*: 4

Teaching skills & proficiency where 1=little to share & 5 = much

Area: Alcoholism Ed. disease concept	*Proficiency*: 5
Area: Chemical dependency recover skills	*Proficiency*: 5
Area: Human service computer applications	*Proficiency*: 3

Barry Schlosser, PhD, President, Clarity Consulting Corp., 6 Signal Lane, Westport, CT 06880, 203-227-5892, FAX: 203- 221-7701

Interest Area: Computer–based testing and assessment; evaluation research; independent practice and technology

Knowledge/expertise and proficiency where 1 = low & 5 = high

Area: Computer-based testing and assessment	*Proficiency*: 5
Area: evaluation research	*Proficiency*: 4
Area: independent practice and technology	*Proficiency*: 5

Hardware skills and proficiency where 1 = low and 5 = high

Area: IBM compatibles	*Proficiency*: 5
Area: Laser Printers	*Proficiency*: 4
Area: modems	*Proficiency*: 4
Area: External Storage	*Proficiency*: 3
Area: Monitor, keyboards, trackballs, scanners	*Proficiency*: 3

Software skills and proficiency where 1 = low and 5 = high

Area: Microsoft Windows & applications	*Proficiency*: 4
Area: MS Dos Utilities	*Proficiency*: 4
Area: Maxthink, Q&A, adobe type manager	*Proficiency*: 4
Area: Act, Excel, SPSS, ScanTools, Perform	*Proficiency*: 4
Area: microsoft project/publisher, abcflowchart	*Proficiency*: 4

Teaching skills & proficiency where 1=little to share & 5 = much

Area: Independent Practice & Technology	*Proficiency*: 5

Wandol Winn M.D., President, PRN Systems 6101 Moose Meadow Lane Anchorage Alaska 99516 USA, 907-562-2812 FAX: 907-563-6340 E-MAIL Compuserve

Interest Area: Psychological testing, Report writer

Knowledge/expertise and proficiency where 1 = low & 5 = high

Area: BBS	*Proficiency*: 4
Area: Billing for professional services	*Proficiency*: 4
Area: Office automation	*Proficiency*: 4
Area: Psychological testing	*Proficiency*: 4
Area: Custom programming	*Proficiency*: 4

Hardware skills and proficiency where 1 = low and 5 = high

Area: Modems	*Proficiency*: 4
Area: IBM clones	*Proficiency*: 5
Area: LANS (local area network)	*Proficiency*: 3

Software skills and proficiency where 1 = low and 5 = high

Area: Fox Pro	*Proficiency*: 5
Area: Signature	*Proficiency*: 3
Area: Windows	*Proficiency*: 3
Area: TAPCIS	*Proficiency*: 3
Area: Word for windows	*Proficiency*: 3

Resources

Electronic Resources and Databases

MCH-Net (Maternal & Child Health Network) and NACHC- Net

The National Association of Community Health Centers has begun to participate on the Human Services InterNet. Examples of their menus are below. For more information contact: Andy Lefton, Institute for Child Health Policy: Voice 904/392-5904 Fax: 904/392-8822 Internet: ALefton@ichp.circa.ufl.edu.

Welcome to the
Human Services InterNet (C) 1990, 1991
A Human Services Internet/GTEES Collaborative Project

1. MCH-Net (Maternal & Child Health Network)
2. NACHC-Net (National Assn. of Community Health Centers)
3. SCAN (Developmental Disabilities Network)
4. SpecialNet (Special Education Network)
5. Electronic Mail
6. Conferencing
7. Premium News/Information Services
8. Special Delivery Options
9. On-Line Help
99. Disconnect from Service

Please enter selection: 2

Welcome to NACHC-Net
Provided by the National Association of Community Health Centers, Inc. (NACHC)

1. NACHC Bulletin Boards
2. NACHC Databases
3. Congressional Directory
99. Return to opening menu

Please enter selection: 1

Welcome to NACHC-Net Bulletin Boards

1. CLINICAL
2. POLICY.ANALYSIS
3. MEMBERSHIP
98. Return to NACHC-Net Menu
99. Return to Opening Menu

A Catalog of Databases on technological aids (hardware and software) for the disabled is available from J. Djernaes and A. Pedersen, Skejbyvej 297, 8240 Risskov, Denmark

The Schizophrenic Library of software, hardware and other resources provides relevant and accessible materials about vocational readiness to Schizophrenia patients. Contact Meliza Jackson, Librarian, U. of Pittsburgh, Western Psychiatric Institute and Clinic, 3811 O'hara St., Pittsburgh PA 15213-2593. 412/624–2194.

Hyper–ABLEDATA 4th edition is a compact disk ($50) or floppy disk ($292) database of over 17,000 rehabilitative and assistive device products. The full range of technology is included, from wheelchairs to sensory aids to communication devices. Contact Trace Center, S–151 Waisman Center, 1500 Highland Ave., Madison, VI 53705.

Newsletters, Magazines, Journals Etc.

Technology and Disability is a new journal on the application of rehabilitative and assistive technology by persons with disabilities, particularly in the performance of major life functions, education, employment, and recreation. Contact Andover Medical Publishers, 80 Montvale Ave, Stoneham, MA 02180 800/366-2665.

Privacy Journal: An Independent Monthly on Privacy in a Computer Age is available from POB 28577, Providence RI 02908.

The Computer Lawyer is a monthly available from Prentice Hall Law & Business, 270 Sylvan Ave., Englewood Cliffs NJ 07632-9923 800/223-0231 $325/year.

Books and Reports

The Integrity of Intelligence: A Bill of Rights for the Information Age by Bryan Glastonbury and Walter LaMendola. Due August/September, 1992 from St. Martin's Press, New York, Macmillan in UK/Europe.

Contents

PART 1: Setting the scene
1. Intelligence, Integrity and New Technologies
2. Status Report
3. The Nature and Meaning of Data
4. The Technological Hare and Social Snail

PART 2: Problems and principles
5. Global Development
6. IT and Big Business
7. Developers, Designers and Distributors
8. Disadvantaged Majorities
9. Insiders and Outsiders
10. Consumers and IT: a Love/Hate Relationship?

PART 3: Towards an ethical framework
11. The Ethics Industries
12. A Bill of Rights

The Integrity of Intelligence starts from the observation that, in the growth of information technologies, the scale and rapidity of technological developments has outstripped the capacity of human societies to absorb them into their everyday lives. At one end of a spectrum, in modern industrial nations, the population depends on IT for smooth running social and economic activity, but remains largely unaware and suspicious of what is happening. At the other extreme the world's poorest countries are face to face with the cost to their futures of being technologically deprived. Some snapshots of the use of IT are creative and to be welcomed—like adaptive technologies for people with disabilities, or the ease with which we can now book our annual holidays. Others are challenging, sometimes frightening—like the dominance of violent militaristic games for home computers, or real life "smart" weapons of destruction.

The authors argue that a coherent ethical framework for the development and use of IT in society is overdue, and their book sets the agenda and charts a way forward. It looks at the IT industry and its major customers, at the value judgments which are built into computer systems by their designers, and at the way the benefits of the technology revolution are spread across the globe. It offers a clearer understanding of the interaction between the artificial world of the computer and the needs of real life. It is a hard-hitting, controversial critique of unfettered technology exploitation, and a statement of the paths to be followed if we are to bring integrity and decency to IT.

The Integrity of Intelligence is about the effect of Information Technology on our lives. The authors illustrate how a lack of proper social control over IT has led to a scene of technological wizardry and real everyday gains, but contaminated by discrimination, deprivation and unacceptable ethical standards. The book states the case, shows how and where things have gone wrong, hits hard at those responsible for the mistakes, offers ways of ensuring that we all get the benefits of IT, and argues the need to put some integrity into technology.

The authors suggest that society needs to support the formation and maintenance of an Ethics Industry to handle new scientific developments, and ensure their full integration into the patterns, standards and values of our everyday lives. A central role in such an Ethics Industry would and should be played by the human services, because of their professional concern for righting the wrongs of underprivileged groups in the population.

Computerization And Controversy: Value Conflicts And Social Choices edited by Charles Dunlop and Rob Kling, Academic Press, 1250 Sixth Ave., San Diego, Ca 92101, 1991, 758 Pages. $40, 800/321-5068.

Contents

Part 1: The Dreams of Technological Utopianism
Introduction: The Dreams of Technological Utopianism
1. Excerpts from The Fifth Generation: Artificial Intelligence and Japan's Computer Challenge to the World by Edward Feigenbaum and Pamela McCorduck
2. The Relationship between Business and Higher Education: A Perspective on the 21st Century by John Sculley
3. Making a "Computer Revolution" by Rob Kling and Suzanne Iacono
4. Why I Am Not going to Buy a Computer by Wendell Berry

Part 2: Economic and organizational dimensions of computerization
1. Getting the Electronics Just right by Barnaby J. Feder
2. B of A's Plans for Computer Don't Add Up by Douglas Frantz
3. Great Expectations: PCs and Productivity by Martin Neal Baily
4. What Happened to the Computer Revolution? by Lyn M. Salerno
5. What Do Computers Do? by James Rule and Paul Attewell
6. Excerpts from "Social Analyses of Computing: Theoretical Perspectives in Recent Empirical Research by Rob Kling
7. Strategic Computing and Administrative Reform by Kenneth L. Kraemer

Part 3: Computerization and the transformation of work
1. The Mechanization of Office Work by Vincent E. Giuliano
2. Computerization, Office Routines, and Changes in Clerical Work by Suzanne Iacono and Rob Kling
3. Intellectual Assembly Lines: The Rationalization of Managerial, Professional, and Technical Work by Judith A. Perrole
4. Big Brother and Sweatshop: Computer Surveillance in the Automated Office by Paul Attewell
5. Groupware in Practice: An Interpretation of Work Experiences by Christine V. Bullen and John L. Bennett
6. The Art and Science of Designing Computer Artifacts by Pelle Ehn
7 Understanding Third Wave Information Systems by Jan Mouritsen and Niels Bjorn-Andersen

Part 4: Social relationships in electronic communities
1. Social Psychological Aspects of Computer- Mediated Communication by Sara Kaiesler, Jane Siegel and Timothy W. McGuire
2. Conversations and Trust in Computer Interfaces by Judith A. Perilled
3. The Strange Case of the Electronic Lover by Linda Van Guelder
4. Risks-Forum Digest Contributions by Les Earnest, John McCarthy, and Jerry Hollombe
5. A New Paradigm for Science by Peter J. Denning
6. Information Society and Global Science by James R. Beniger
7. Public Policy Concerning the Exchange and Distribution of Scientific Information by Fred W. Weingarten and D. Linda Garcia

Part 5: Social control and privacy
1. Value conflicts in the Design and Organization of EFT Systems by Charles Dunlop and Rob Kling
2. Proposed FBI Crime Computer Systems Raises Questions on Accuracy, Privacy by Evelyn Richards
3. Computer Matching is a Serious Threat to Individual Rights by John Shattuck
4. The Government Needs Computer Matching to Root Out Waste and Fraud
5. Excerpts from Personal Privacy in an Information Society by Private Protection Study commission
6. Preserving Individual Autonomy in an Information Oriented Society by James B. Rule, Douglas McAdam, Linda Stearns, and David Uglow
7. Comment on "Preserving Autonomy in an Information-Oriented Society" by Kenneth Laudon
8. Information Technology and Dataveillance by Roger A. Clark

Part 6: Security and reliability
1. Stalking the wily Hacker by Clifford Stoll
2. Computer viruses by Peter J. Denning
3. Computer Systems Reliability and Nuclear War by Alan Borning
4. Software Aspects of Strategic Defense Systems by David Lorge Parnas
5. Safety-Critical Computing: Hazards, Practices, Standards, and Regulations by Brian Cantwell Smith
6. Limits of Correctness in Computers Brian by Cantwell Smith
7. RISKS FORUM Digest Contributions by John McAfee, Clifford Johnson, Fernando J.. Corbato, R. Amizade, David Sherman, and David B. Benson

Part 7: Ethical perspectives and professional responsibilities
1. Computers and Moral Responsibility: A Framework for an Ethical Analysis by John Ladd
2. When Organizations Are Perpetrators: Assumptions about Computer Abuse and Computer Crime by Rob Kling
3. ACM Code of Professional Conduct and Procedures for the Enforcement of the ACM Code of Professional Conduct by Association For Computing Machinery
4. A Prototype IFIP Code of Ethics on Participative International Consensus by Hal Sackman
5. Strategic Computing Research and the Universities by Terry A. Winograd
6. Military Influence on the Electrical Engineering Curriculum since World War 2 by Carl Barus
7. Against the Imperialism of Instrumental Reason

Microcomputers and Clinical Psychology: Issues, Applications and future Developments edited by Allistar Agar, John Wiley and Sons, 605 3 Ave., NY, N.Y. 10158, 1991, Pages 22 Price $44.95

Contents

1. The Role of Microcomputers in Clinical Psychology by Allistar Agar
2. Issues in the Selection and Support of a Microcomputer System by Christopher J. Colbourn
3. Computer-Assisted Assessment of Psychological Problems by Stephanie B. Lockshin and Kelley Harrison
4. Microcomputers and Psychological Treatment by Tony C. Carr
5. Microcomputers in Psychometric and Neuropsychological Assessment by Sarah L. Wilson and Tom McMillan
6. Microcomputer-Based Cognitive Rehabilitation by Clive Skilbeck
7. Clinical Applications of Microcomputers with Children by Jo Douglas
8. Microcomputer Applications for People with Learning Difficulties by Sarah Baldrey
9. Monitoring and Evaluating Clinical Service Delivery: Issues and Effectiveness of Computer Database Management by Raymond G. Romanczyk
10. Expert Systems and the Clinical Psychologist by L.J. Graham Beaumont
11. Psychological Aspects of the New Technological Age by Neil Frude

Electronic Networking for NonProfits Groups: A guide to Getting Started by Tom Sherman, Apple Computer Community Affairs and Benton Foundation, 45 pages, Permeable Press, Attn: Brian Clark, 900 Tennessee, Studio 15, San Francisco CA 94107-3014, $8.50 (add $5 outside U.S.) 415/648-2175.

Contents:

Part I - Understanding Electronic Networking;
- What is Electronic Networking?
- How are Nonprofits Using Electronic Networking?

Part II - Choosing & Using Electronic Networking;
- The Decision-Making Process; Matching Your Goals with Network Solutions; Choosing a Service;
- Building & Sustaining Your Network

Appendix - Electronic Networking Checklist;
- Representative On-line Systems;
- On-line Systems for Nonprofit Users;
- Learning More about Specific Networks;
- Support & Training

Applying Technology in the Work Environment is a joint publication of the Work Environment & Technology Committee, President's Committee on Employment of People with Disabilities and The Arkansas Research & Training Center in Vocational Rehabilitation, U. of Arkansas. It is available for $10 from Media & Publications Section, Hot Springs Rehab Center, POB 1358, Hot Springs, AR 71902 501/624-4411 ex 299.

A Directory of Resources containing over 550 suppliers, 1300 products, and 570 support organizations is available in print, disk or database form from Technology for the Disabled World Data Network, 500 Hidden Valley Rd, Grants Pass, OR 97527 503/474-2192 FAX 503/474-0787.

Software Announcements

Child Welfare Software Needed. The Virginia Department of Social Services is seeking to identify and review software tools for child welfare that can be used on personal computers, particularly software related to case management decision–making and computer–assisted training. Information on unique uses of personal computers and related equipment, such as scanners, would also be helpful. In turn, the department will compile and distribute a listing of all software and other tools as part of a two year Federal grant. The grant will provide and evaluate the use of personal computers and customized software to support child welfare staff and supervisors in local social service agencies. The project will include foster care, adoption, interstate services, child protective services and possibly prevention services and child day care. Please forward information to : Virginia Dept. of Social Services, Bureau of Research and Systems Support, Attn: Barbara Cotter, 8007 Discovery Drive, Richmond, VA 23288 804/662-9310.

"AIDS" and **"Drugs and Alcohol"** are two interactive laserdisc designed to promote health life styles and decision making in teens. Contact Modern Solutions, Interactive Learning Systems, 515 Madison Ave. Suite 4100, NY, NY 10022 212/838-6877.

SimCity is a simulation game where users control a growing city to learn how a city works. $45 from Planner's Bookstore, American Planning Assn., 1313 East 60th St., Chicago, IL 60637-2891.

Scout organizes and reports the results of surveys and research projects. $74.95 (IBM PC only) from Bruce Bell and Associates, Inc., POB 400, Cannon City, CO 81212 800/359-7738.

Software to help with the **Age Act** and the **Americans with Disabilities Act** is available from Biddle & Assoc., 903 Enterprise Dr, Suite 1., Sacramento, CA 95825. 800/999-0438.

Software Listings and Catalogs

Tell 'em Ware Software Catalog list over 300 disks of public domain software for special–needs for the Apple II computer. Contact at 1714 Olson Way, Marshalltown, IA 50158.

Public Domain Software Catalog, Center for Adapted Technology, Colorado Easter Seal Society, 5755 W. Alameda Ave., Lakewood, CO 80226. 303/233-1666, $5 per disk.

BrainTrain Cognitive Rehabilitation Software Catalog of over 5,000 software and hardware products in the areas of special and general education, language, reading, speech, early learning, occupational, and adaptive hardware for the handicapped. Contact BrainTrain at 1915 Hyguenot Rd., Richmond, VA 234235 800/633-1221.

Catalog of Shareware for Instruction Applications a listing of over 1200 programs is available from Scott Grabinger, HISC Director, U of Colorado at Denver, Campus Box 106, P.O. Box 173364 Denver, CO 80217-3364, FAX: 303/556-4479, Voice: 303/556- 4364

Higher Education Software Collection is a free higher education software catalog available from Chariot Software Group, 3659 India St, San Diego CA 92103 800/242-7468 FAX 800/800-4540.

HelpWare for people with disabilities is a catalog available from World Communications, 245 Tonopah Dr., Fremont CA 94539 510/656-0911.

1991-92 Testing Software Catalog is available from Multi-Health Systems Inc., 908 Niagara Falls Blvd., North Tonawanda NY 14120 800/456-3003.

Communal Computing offers churches, charitable organizations, and other nonprofits a national helpline, shareware program, software review, and quarterly newsletter. Contact Howard Arnold, 6931 Arlington Road, Suite 505, Bethesda MD 20814–5235, 301/986–4696, FAX: 301/986–8048.

Upcoming Events

Clinical Technologies: Emerging Systems to Improve Mental Health Outcomes, 29 Jul–Aug 1, 1992, Cambridge, MA. Contact Albert E. Trieschman Center, 1968 Central Ave., Needham, MA. 02192. 617/449-0626, FAX: 617/449-9074.

3rd International Conference on Computers for Handicapped Persons, July 7-9, 1992, Vienna, Austria. Contact H. J. Murphy, Office of Disabled Student Services, California State U, 18111 Nordhoff St–DVSS, Northridge, CA 91330 818/885-2578, FAX 818/885-4929.

Microcomputers in Transportation IV, July 22-25, 1992, Baltimore, MD. Contact McTrans, Center for Microcomputers in Transportation, U. of FL, 512 Well Hall, Gainesville FL 32611- 2083, 904/392-0378, FAX 904/392/3224.

7th Annual Conference on Medical Informatics, September 6-10, 1992, Geneva Switzerland. Contact SYMPORG, S.A., Administrative Secretariat, 108, route de Frontenex, 1208 Geneva, Switzerland Tel: 4122/786 37 44, FAX 4122/786 40 80.

Computer Technology in Special Education and Rehabilitation, Oct 22-24, 1992, Minneapolis, MN. Contact Closing the Gap, Inc., POB 68, Henderson, MN 56044.

Society of Computers in Psychology (SCiP) Annual Meeting, Nov 12, St. Louis, MO. Submissions to participate are due 3 July 92. Contact Peter Hornby or Margaret Anderson, Dept. of Psychology, SUNY, Plattsburgh, NY 12901 Bitnet: Compsych@snyplava.bitnet

HUSITA-3, June 13-17, 1993. Maastrich, Limburg, Netherlands. The conference will focus on IT applications and the quality of life and services. For information and a call for papers, contact Theo Willemsen, P.O. Box 1278, 6040 KG Roermond, The Netherlands. Tel: 04750-40000. FAX 04750-28844.

CUSS Network Advisory Board Members

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Dick J. Schoech, Coord. & Newsletter Editor, Assoc. Prof., U of Tx at Arl., Grad Sch of Soc. Work, POB 19129, Arlington, TX, 76019-0129
Stuart Toole, Coordinator, UK CUSSN, City of Birmingham Poly, Dept of Soc. & Applied Soc. Studies, Birmingham, UK B42 2SU

Final Comments from the Editor

Dear CUSSN Readers:

This is the last issue of the CUSSN Newsletter. It will merge with the Journal *Computers in Human Services*.

When the CUSSN Newsletter was founded in 1981, it filled a long standing need for people to network on human services computing. Only one other newsletter existed, that was *Computers in Psychiatry/Psychology* which contained mostly articles. The CUSSN Newsletter was different in that it's content was member driven and network oriented. The Member Activities section constituted the bulk of the initial newsletter content. Surprisingly, many members sending in information for those initial newsletters are still active in human services computing.

While newsletters still have a place today, our networking has changed. This issue illustrates many of the ways this is happening. One way has been the HUSITA conferences. While inadequate in organization and finances, these conferences provided a networking bonanza. Another way is through the electronic networking conferences of CUSSNet, SOCWORK, CASnet, HandsNet, and now HumanServe. Finally, for information that deserves to be formally printed and retained for posterity, the Journal *Computers in Human Services* exists.

My own experience demonstrates how networking has changed. I am in charge of developing a 5 year plan for using technology with child protective services training. I have used several electronic networks to reach out to people with a fairly good response. The CUSSN newsletter was simply too slow for my needs.

While the newsletter has ended, the CUSSN Network is still growing, changing, and maturing. The network still exists as a group of people interested in using computer-based technologies in the human services. CUSSN activities will continue, such as the electronic network, Diskcopy service, and sponsorship of HUSITA. Those receiving *Computers in Human Services* will automatically be kept informed of these activities. **If you are not subscribing to** *Computers in Human Services* and want to continue receiving information on CUSSN activities, please let me know so I can put your name on a CUSSN mailing list.

In this fast–paced, fragmented world, networking is needed more than ever. However, one networking tool, the CUSSN Newsletter has fulfilled its purpose and deserves its retirement.

Dick Schoech, CUSSN Coordinator

Bitnet: b947djs@utarlvm1, CUSSnet 130/10 HumanServe: DSCHOECH

Special Offer to Subscribe to CHS

As you know, Haworth Press has been very supportive of CUSSN's efforts and very generous in supporting the HUSITA-2 conference. Haworth Press has again made a generous offer to help the CUSSN Newsletter merge with CHS.

You can benefit from this merger. By taking advantage of the special offer provided by Haworth, you can get a year's subscription to CHS at roughly 30% off the already discounted price. Discount prices are (add 37% surcharge for Canada and 40% for other countries):

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I wish to have my name added to the **CUSS Network mailing list.** Send to:
Dick Schoech, CUSSN, UTA School of Social Work, Box 19129, Arlington, TX 76019-0129.

- The Australian CUSSN contact is Andrew Rajcher, 1 Narong Road, North Caulfield, Victoria, Australia 3161.
- The U.K. CUSSN contact is Stuart Toole, City of Birmingham, Polytechnic, Dept. Soc. & Applied Social Studies, Birmingham, England B42 2SU.
- The Greek CUSSN contact is Christine Vayes, EKLOGI Journal, Skoufa 52, 106 72 Athens.
- The Indian CUSSN contact is Vidya Rao, Tata Institute of Social Sciences, Deonar, Bombay – 400-088.
- The Israeli CUSSN contact is Menachem Monnickendam, School of Social Work, Bar Ilan University, Ramat Gan 52100, Israel.
- The Netherlands CUSSN contact is Hein de Graaf, Dorpsstraat 47, 2396 HC Koudekerk a/d Rijn, Netherlands.
- The Switzerland CUSSN contact is Armin Murmann, Institut D'Etudes Sociales, Rue Pre'vost–Martin 28' 1211 Geneve 4, Switzerland.
- The German CUSSN contact is Berndt Kirchlechner, Fachhochschule Fachbereich Sozialpadagogik, 6000 Frankfurt, Limescorso 9, Frankfurt A.M., West Germany.

Name _____ Title/Occupation _____

Organization (for mailing purposes) _____

Mailing address _____

City _____ State _____ Zip _____

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NL 11/4

The University of Texas at Arlington
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CUSS Network Coordinator
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